



INTERIM REPORT

TO THE 88TH TEXAS LEGISLATURE

HOUSE COMMITTEE ON HIGHER EDUCATION
NOVEMBER 2022

**HOUSE COMMITTEE ON HIGHER EDUCATION
TEXAS HOUSE OF REPRESENTATIVES
INTERIM REPORT 2022**

**A REPORT TO THE
HOUSE OF REPRESENTATIVES
88TH TEXAS LEGISLATURE**

**JIM MURPHY
CHAIRMAN**

**COMMITTEE DIRECTOR
BRITTNEY N. BALDOVINOS**



Committee On
Higher Education

November 21, 2022

Jim Murphy
Chairman

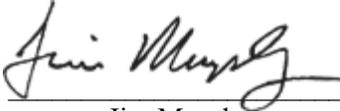
P.O. Box 2910
Austin, Texas 78768-2910

The Honorable Dade Phelan
Speaker, Texas House of Representatives
Members of the Texas House of Representatives
Texas State Capitol, Rm. 2W.13
Austin, Texas 78701

Dear Mr. Speaker and Fellow Members:

The Committee on Higher Education of the Eighty-seventh Legislature hereby submits its interim report including recommendations for consideration by the Eighty-eighth Legislature.

Respectfully submitted,

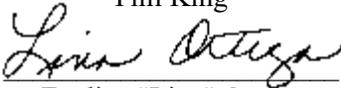


Jim Murphy

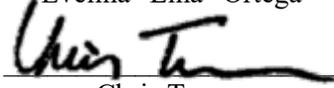


Phillip Cortez

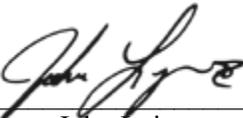
Phil King



Evelina "Lina" Ortega



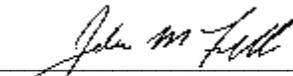
Chris Turner



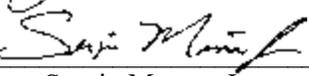
John Lujan



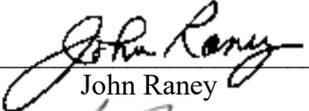
Tan Parker



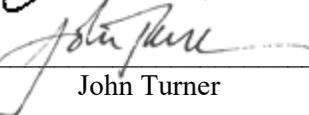
John Frullo



Sergio Munoz, Jr.



John Raney



John Turner

TABLE OF CONTENTS

INTRODUCTION	1
INTERIM STUDY CHARGES	2
CHARGE I: Monitoring Agencies and Legislation.....	3
BACKGROUND	3
Senate Bill 1102.....	3
Senate Bill 1295.....	4
SUMMARY OF COMMITTEE ACTION/FINDINGS	5
Senate Bill 1102.....	5
Senate Bill 1295.....	6
RECOMMENDATIONS.....	8
CHARGE II: 60x30TX plan.....	9
BACKGROUND	9
SUMMARY OF COMMITTEE ACTION/FINDINGS	10
RECOMMENDATIONS.....	18
CHARGE III: Costs of Higher Education	19
BACKGROUND	19
SUMMARY OF COMMITTEE ACTION/ FINDINGS	19
RECOMMENDATIONS.....	28
CHARGE IV: Teacher Workforce Shortage	30
INTRODUCTION	30
BACKGROUND	31
WHAT DID WE LEARN?.....	33
RECOMMENDATIONS.....	48
CHARGE V: Investments.....	50
BACKGROUND	50
FINDINGS.....	51
RECOMMENDATIONS.....	53
Appendix A.....	54
Appendix B.....	74
Appendix C.....	76
BIBLIOGRAPHY.....	80
ENDNOTES	83

INTRODUCTION

At the beginning of the 87th Legislature, the Honorable Dade Phelan, Speaker of the House of Representatives, appointed eleven members to the House Committee on Higher Education. The committee membership included the following: Jim Murphy, Chairman; Leo Pacheco, Vice Chair; Philip Cortez, John Frullo, Phil King, Sergio Munoz, Jr., Evelina "Lina" Ortega, Tan Parker, John Raney, Chris Turner, and John Turner. Leo Pacheco resigned his seat in August 2021, and the remainder of his term was filled by special election by John Lujan. Lujan was subsequently appointed to this committee by Speaker Phelan.

The committee was given jurisdiction over all matters pertaining to:

- education beyond high school;
- the colleges and universities of the State of Texas; and

the following state agencies: the Texas A&M Engineering Experiment Station, the Texas A&M Engineering Extension Service, the Texas Higher Education Coordinating Board, the Texas Guaranteed Student Loan Corporation, the Prepaid Higher Education Tuition Board, and the Texas A&M Transportation Institute.

INTERIM STUDY CHARGES

1. Monitor the agencies and programs under the Committee's jurisdiction and oversee the implementation of relevant legislation passed by the 87th Legislature. Conduct active oversight of all associated rulemaking and other governmental actions taken to ensure the intended legislative outcome of all legislation, including the following:
 - SB 1102, relating to the establishment of the Texas Reskilling and Upskilling through Education (TRUE) Program to support workforce education; and
 - SB 1295, relating to financial support and incentives for comprehensive regional universities.
2. Review progress toward the goals of the 60x30TX plan, including institutional strategies for responding to changing workforce needs and demands, including workforce education, industry certification, and degree programs to address healthcare shortages.
3. Examine factors that have contributed to the rising costs of higher education, including the effect of statutory tuition and fee waivers and exemptions, the cost of compliance with state and federal mandates, and the increase in the number of non-faculty staff. Make recommendations for controlling these costs and ensuring a sound fiscal approach to managing college affordability for the future.
4. Evaluate the impact of the pandemic on the state's teacher workforce and current practices to improve the recruitment, preparation, and retention of high-quality educators. Explore the impact of the educator preparation program regulatory environment. Make recommendations to improve educator recruitment, retention, and preparation throughout the state. (Joint Charge with Committee on Public Education)
5. Review the impact of investments of endowment and other trust funds, including the Permanent University Fund, by university systems and institutions of higher education in businesses and funds owned or controlled by the Russian government or Russian nationals, and determine the need for investment restrictions. Consider the impact of any proposed investment restrictions on fund performance.

CHARGE I: Monitoring Agencies and Legislation

Monitor the agencies and programs under the Committee’s jurisdiction and oversee the implementation of relevant legislation passed by the 87th Legislature. Conduct active oversight of all associated rulemaking and other governmental actions taken to ensure the intended legislative outcome of all legislation, including the following:

- SB 1102, relating to the establishment of the Texas Reskilling and Upskilling through Education (TRUE) Program to support workforce education; and
- SB 1295, relating to financial support and incentives for comprehensive regional universities.

BACKGROUND

Senate Bill 1102
Author: Creighton
Sponsor: Parker

The Texas Reskilling and Upskilling through Education (TRUE) program is a collaboration between colleges and business partners across the state to rapidly provide well-designed short-term credentials ensuring displaced and underemployed workers are armed with the skills and credentials needed to fill high-demand industry needs that have shifted. The TRUE program aims to prepare students for in-demand careers accelerating their transition to work while also building an enduring education infrastructure to support a thriving Texas economy throughout the diverse regions of the state.¹

The Texas Higher Education Coordinating Board (THECB) is the agency charged with the administration the program.² The THECB awarded \$15 million in grant funding to Texas higher education institutions for the program.³ Public community, technical and state colleges, as well as local chambers of commerce, trade associations, or economic development corporations that partner with institutions were eligible to apply.⁴ In order to qualify for funding, programs supported by TRUE funds must be shorter than six months in duration, industry-aligned, in high-value/high-need fields, and developed with the participation of key workforce stakeholders, such as workforce boards, economic development corporations, trade associations, industry representatives, and employers.⁵ The funding for TRUE came from the Federal Coronavirus State Fiscal Recovery Fund established under the American Rescue Plan Act (ARPA) of 2021 and authorized by SB 8 in the third-called special session of the Texas Legislature. In addition, the THECB also allocated the Governor's Emergency Education Relief (GEER) funding for the TRUE initiative. The initiative went into effect on September 1, 2021⁶ and funding was awarded

July 13, 2022.⁷

Senate Bill 1295
Author: Creighton
Sponsor: Morrison

SB 1295 amends the education code and provides for an outcome-based funding model for comprehensive regional universities, which are designated by the THECB as a doctoral, comprehensive, or master's universities. An eligible institution is entitled to receive both a base amount of \$500,000 (or greater if provided by appropriation) and \$1,000 (or greater if provided by appropriation) for each at-risk student awarded a degree by the institution. An "at risk student" is defined as an undergraduate student who scored below the national mean on the SAT or ACT assessments or has previously received a federal Pell Grant.⁸ SB 1295 also tasked THECB to work with the institutions to study the methodology ensuring its effectiveness. That report was due September 1, 2022.⁹

The list of eligible institutions include:

- Angelo State University
- Lamar University
- Midwestern State University
- Prairie View A&M University
- Sam Houston State University
- Stephen F. Austin State University
- Sul Ross State University
- Sul Ross State University Rio Grande College
- Tarleton State University
- Texas A&M International University
- Texas A&M University at Galveston
- Texas A&M University - Central Texas
- Texas A&M University - Commerce
- Texas A&M University - Corpus Christi
- Texas A&M University - Kingsville
- Texas A&M University - San Antonio
- Texas A&M University - Texarkana
- Texas Southern University
- Texas Woman's University
- The University of Texas at Tyler
- The University of Texas Permian Basin

-
- The University of Texas Rio Grande Valley
 - University of Houston - Clear Lake
 - University of Houston - Downtown
 - University of Houston - Victoria
 - University of North Texas at Dallas
 - West Texas A&M University

SUMMARY OF COMMITTEE ACTION/FINDINGS

The Committee met on August 10, 2022, to hear testimony charge number one. Invited testimony was given by the following:

- Dr. Tina Jackson, Texas Higher Education Coordinating Board
- Dr. Jennifer Kent, Victoria College
- Dr. Cesar Maldonado, Houston Community College
- Glenn Hamer, Texas Association of Business
- Dr. Alisa White, Sam Houston State University
- Jason Tomlinson, Texas Woman's University System

Senate Bill 1102

The TRUE initiative is an investment in closing the skills gaps in Texas. Community Colleges provide about 92% of the workforce credentials for Texas jobs. On July 13, 2022, the THECB awarded \$15 million in grant funding to 29 grantees, including Texas institutions, four consortia and one partnership. “These funds enable Texas public community and state technical colleges, as well as economic development organizations, to develop and provide short-term certification and workforce programs, in consultation and partnership with workforce stakeholders, that create pathways to employment.”¹⁰ In addition, \$26 million was awarded through GEER funding for 11 consortia and 35 single institution grants. areas. More than 270 credential programs supported in major fields including patient care, diagnostics/med tech, cybersecurity, welding/metalworking, and electrical.

TRUE Initiatives

The TRUE Grant Program was established by SB 1102, 87th Texas Legislature, Regular Session and funded by the Federal Coronavirus State Fiscal Recovery Fund established under the American Rescue Plan Act (ARPA) of 2021 and authorized through SB 8 in the third-called special session of the Texas Legislature. The Coordinating Board also allocated GEER funding for TRUE.

TRUE Institutional Capacity Grants	TRUE Program
<ul style="list-style-type: none">• Funded through GEER• Awarded \$26 million for 11 consortia and 35 single institution grants• Goal is to rapidly create, expand, or redesign short-term postsecondary workforce credentials and training programs in high demand occupational areas.• More than 270 credential programs supported in major fields including patient care, diagnostics/med tech, cybersecurity, welding/metalworking, and electrical.	<ul style="list-style-type: none">• \$15M appropriation via SB 8 (ARPA funding)• Awarded \$15M to 29 grantees, including four consortia and one partnership (between Smithville Chamber of Commerce and ACC)• Public community, technical and state colleges, as well as local chambers of commerce, trade associations, or economic development corporations that partner with institutions are eligible.• Award Ranges:<ul style="list-style-type: none">- \$50,000 maximum for planning grants- \$50,000-\$500,000 for single institution- \$50,000-\$1 million for consortia

TIECB Texas Institute for Economic and Community Development

Houston Community College (HCC) is using their TRUE funding to increase cybersecurity training in consortium with Texas Southmost College and San Jacinto College. In just six months, HCC is forecasted to increase their capacity of students in this program to 175. That yields a potential economic impact of \$1.5 million dollars. HCC is also using their TRUE funding towards commercial truck driving, which will add 120 seats to that program and yield a potential economic impact of \$1 million dollars. Furthermore, HCC in consortium with San Jacinto and Brazosport College used TRUE funds to increase manufacturing training. That program increases enrollment by 75 seats and yields a potential economic impact of \$840,000. Victoria College is also using their funding to create a commercial truck driving program that will address the shortage of drivers and the local supply chain disruption. This allowed Victoria College to purchase a truck driving simulator and four trucks to use in the program. They are anticipating being able to train 112 new drivers per year.

Senate Bill 1295

Commissioner Harrison Keller charged the General Academic Institution Formula Advisory Committee with conducting the study that was mandated in the bill.¹¹ The committee recommended the legislature move forward with the original methodology laid out in the bill, but noted it would be best to continue to improve better practices on identifying at-risk students. In

July 2022, the THECB made \$20 million in funding available to eligible institutions.

Performance-Based Funding for At-Risk Students at Comprehensive Regional Universities							
The data below represents the 3-year average of undergraduate degrees of at-risk students (Pell recipient and/or below national average SAT/ACT) for FY 2019-2021 .							
Institution	Total At-Risk Support FY 2022	Base Funding	Rate per At-Risk Grad	3-Year Avg	FY 2021	FY 2020	FY 2019
				FY 19-21	At-Risk Degrees	At-Risk Degrees	At-Risk Degrees
UT-Rio Grande Valley	\$ 2,028,592	\$ 250,000	\$ 1,778,592	4,037	4,398	3,785	3,927
UT-Permian Basin	\$ 501,588	\$ 250,000	\$ 251,588	571	565	545	603
UT-Tyler	\$ 786,981	\$ 250,000	\$ 516,981	1,173	1,174	1,213	1,133
TAMU-Galveston	\$ 326,079	\$ 250,000	\$ 76,079	173	162	175	181
Prairie View	\$ 744,364	\$ 250,000	\$ 494,364	1,122	1,276	1,081	1,009
Tarleton	\$ 1,041,334	\$ 250,000	\$ 791,334	1,796	1,812	1,818	1,758
TAMU-Central	\$ 431,825	\$ 250,000	\$ 181,825	413	407	411	420
TAMU-CC	\$ 841,444	\$ 250,000	\$ 591,444	1,342	1,311	1,417	1,299
TAMU-Kingsville	\$ 636,267	\$ 250,000	\$ 386,267	877	939	868	823
TAMU-San Antonio	\$ 703,534	\$ 250,000	\$ 453,534	1,029	998	1,085	1,005
TAMI	\$ 732,761	\$ 250,000	\$ 482,761	1,096	1,115	1,125	1,047
WTAMU	\$ 741,720	\$ 250,000	\$ 491,720	1,116	1,100	1,108	1,140
TAMU-Commerce	\$ 795,915	\$ 250,000	\$ 545,915	1,239	1,300	1,195	1,222
TAMU-Texarkana	\$ 373,077	\$ 250,000	\$ 123,077	279	261	299	278
UH-Clear Lake	\$ 707,059	\$ 250,000	\$ 457,059	1,037	1,078	1,050	984
UH-Downtown	\$ 1,198,632	\$ 250,000	\$ 948,632	2,153	2,210	2,035	2,214
UH-Victoria	\$ 484,551	\$ 250,000	\$ 234,551	532	613	508	476
Midwestern	\$ 566,357	\$ 250,000	\$ 316,357	718	668	727	759
UNT-Dallas	\$ 495,860	\$ 250,000	\$ 245,860	558	643	557	474
SFA	\$ 948,659	\$ 250,000	\$ 698,659	1,586	1,708	1,547	1,502
TSU	\$ 587,947	\$ 250,000	\$ 337,947	767	772	768	761
Angelo	\$ 562,686	\$ 250,000	\$ 312,686	710	757	715	657
TWU	\$ 887,855	\$ 250,000	\$ 637,855	1,448	1,515	1,508	1,320
Lamar	\$ 749,651	\$ 250,000	\$ 499,651	1,134	1,183	1,130	1,089
Sam Houston	\$ 1,511,317	\$ 250,000	\$ 1,261,317	2,863	2,990	2,828	2,770
Sul Ross	\$ 317,413	\$ 250,000	\$ 67,413	153	164	147	148
Sul Ross-Rio Grande	\$ 316,532	\$ 250,000	\$ 66,532	151	176	125	152
Total	\$ 20,000,000	\$ 6,750,000	\$ 13,250,000	30,072	31,295	29,770	29,151
	\$ 441						

Source: CBM009, CBM00N, CBM00B, FAD

At Sam Houston State University, more than half of their student population is first generation. Some of those students may not think that higher education is for them or is possible to achieve. Sam Houston is using their funding to provide wrap-around services to help those students succeed. That’s why they created the First-Generation Center.¹² This center helps those students get started and get through to graduation by offering peer tutoring, advising, career development, and other resources. The center also offers one on one financial coaching for budgeting, student loan repayment, and cost of living. Texas Woman’s University is utilizing some of their funding on former foster youth students. In Texas, only 3% of former foster youth students graduate from college. TWU has added wrap around services to help this population of at-risk students. Because of this, 45% of those students end up graduating from TWU. The funding from SB 1295 allows these services to continue and expand, where needed. It also gives each institution the freedom to design their services based on their own needs and the students they serve.

RECOMMENDATIONS

The Legislature should continue monitoring implementation of these measures and evaluate whether additional changes need to be made as they relate to funding.

The Legislature should identify appropriate metrics of performance as it relates to Senate Bill 1102, including best practices to be shared with other institutions.

CHARGE II: 60x30TX plan

Review progress toward the goals of the 60x30TX plan, including institutional strategies for responding to changing workforce needs and demands, including workforce education, industry certification, and degree programs to address healthcare shortages.

BACKGROUND

The Texas Higher Education Coordinating Board (THECB) is a state agency that provides leadership and coordination for higher education in the state of Texas. In 2015, the THECB adopted the higher education strategic plan *60x30TX*, which included four primary goals for higher education, and its plan to achieve those by 2030. The first was that at least 60% of Texans aged 25-34 would earn a certificate or degree. The second was that at least 550,000 students would complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas. The third goal was that all graduates from Texas public institutions of higher education would have completed programs with identified marketable skills. The fourth goal was that undergraduate student loan debt would not exceed 60 percent of first-year wages for graduates of Texas public institutions.¹³ This plan was specifically focused on younger working adults.

COVID-19 (COVID) changed the world in many ways, but specifically in the way Texans learned and worked. Workforce demands and needs shifted, which caused the Texas education system to adapt and respond. Knowing this, the THECB revamped the plan for higher education in 2022. The new plan is called *Building a Talent Strong Texas* and focuses on three measurable, data-driven goals (See Appendix A):

- 1. Attainment of Postsecondary Credentials:** *Building a Talent Strong Texas* expands attainment to include all working-age Texans. In doing so, Texas can increase employment opportunities and income for individuals, create a deeper talent pool for employers, and align students' skills with workforce demands. The goal is that 60% of Texans ages 25-64 will receive a degree, certificate, or other postsecondary credential of value by 2030. Whereas *60x30TX* focused on 25-34 year olds, the THECB expanded their goal to serve all working-age Texans.
- 2. Postsecondary Credentials of Value:** Credentials from Texas institutions of higher education must propel graduates into lasting, successful careers. These careers must equip them for continued learning and greater earning potential, with low or manageable debt. The goals are that 550,000 students will complete postsecondary credentials of value each year and that 95% of students will graduate with no undergraduate student debt or manageable levels of debt in relation to their potential earnings.

-
- 3. Research, Development, and Innovation:** Texas must be a leading state in generating knowledge through basic and applied research, and translating that research to innovations, discoveries, and economic development. This requires close partnership among key stakeholders to drive Texas' economy. Two goals have been set. The first is to increase annual private and federal research and development expenditures by \$1 billion. The other is that 7,500 research doctorates will be awarded annually by Texas institutions of higher education.

Across all of those goals, the THECB is renewing its commitment to equity. Texas is one of the youngest and most diverse states, so advancing these goals equitably is a priority. Data will be broken down by race, gender, income, and geography to make sure all Texans have an opportunity to succeed. Over the past decade, 95% of our state's population growth was in communities of color. Higher education leaders, educators, employers, and policymakers have a unique opportunity to ensure all Texans can contribute to, participate in, and benefit from Texas' world-class economy.

SUMMARY OF COMMITTEE ACTION/FINDINGS

The Committee met on May 5, 2022 to hear testimony on interim charge number two. Invited testimony was given by the following:

- Commissioner Harrison Keller, Texas Higher Education Coordinating Board
- Chancellor James B. Milliken, The University of Texas System
- Chancellor Mike Reeser, Texas State Technical College System
- Dr. William Serrata, El Paso Community College
- Dr. Manny Gonzalez, Western Governors University
- HD Chambers, Alief ISD
- Peter Beard, Greater Houston Partnership
- Renzo Soto, Texas 2036
- Mike Meroney, Texas Association of Manufacturers
- Jessica Attas, Texas Association of Business

Post-COVID, the education system found they needed to change their strategy. From online learning to the change of workforce needs, the THECB and Texas' public institutions have adapted and responded with work still to be done to better reflect what Texas needs now. Surprisingly, most of our public institutions saw an increase in enrollment from Fall 2019 to Fall 2021. Community colleges, however, did notice a decline in enrollment of roughly 12.8%, which is about 90,000 students. Public state and technical colleges saw the most dramatic increase in enrollment up 24.1%.

Higher Education Enrollment

While other sectors have recovered or remained stable, enrollment at public community colleges continues to decline.

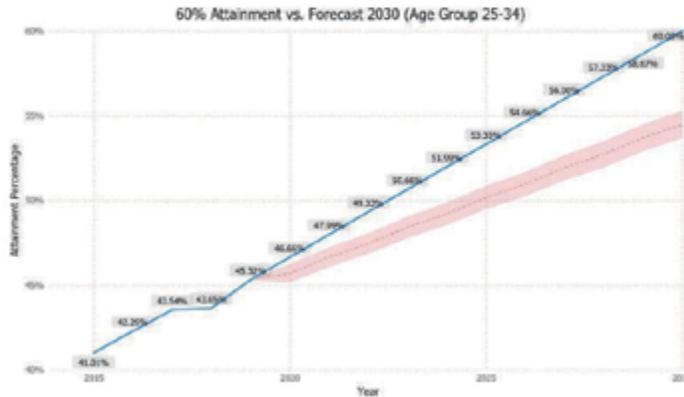
Sector	2019 Enrollment	2020 Enrollment	Fall 2019 to Fall 2020 % Change	2021 Enrollment	Fall 2020 to Fall 2021 % Change	Fall 2019 to Fall 2021 % Change
Public Universities	657,985	667,046	1.4%	665,213	-0.3%	1.1%
Public Community Colleges	707,259	627,825	-11.2%	616,537	-1.8%	-12.8%
Public State and Technical Colleges	20,810	23,106	11.0%	25,818	11.7%	24.1%
Health-Related (all types)	29,735	30,528	2.7%	31,548	3.3%	6.1%
Independent Colleges and Univ	125,918	125,373	-0.4%	127,090	1.4%	0.9%
Total	1,541,707	1,473,878	-4.4%	1,466,206	-0.5%	-4.9%

Source: CBM001, Accountability System



Prior to COVID, progress towards the 60X30TX goals was not on track. In 2019, attainment was at 45.32%. Forecasted trends showed that by 2030, attainment would only be at 54.49%.

Progress toward 60x30TX attainment goal was not on track prior to the pandemic



Actual v. Forecast

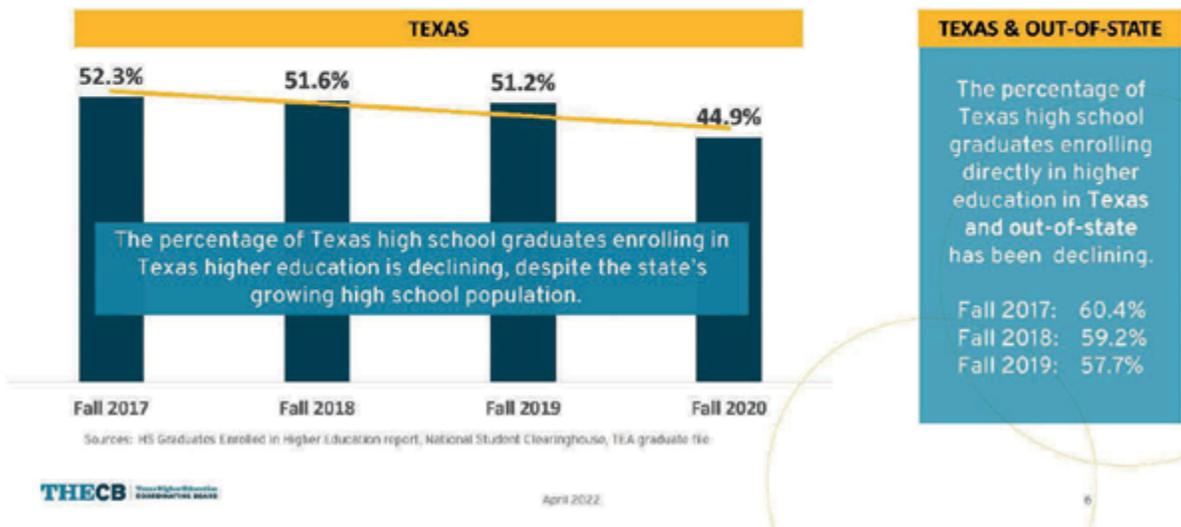
- 2019: 45.32%
- 2030: 54.49%



5

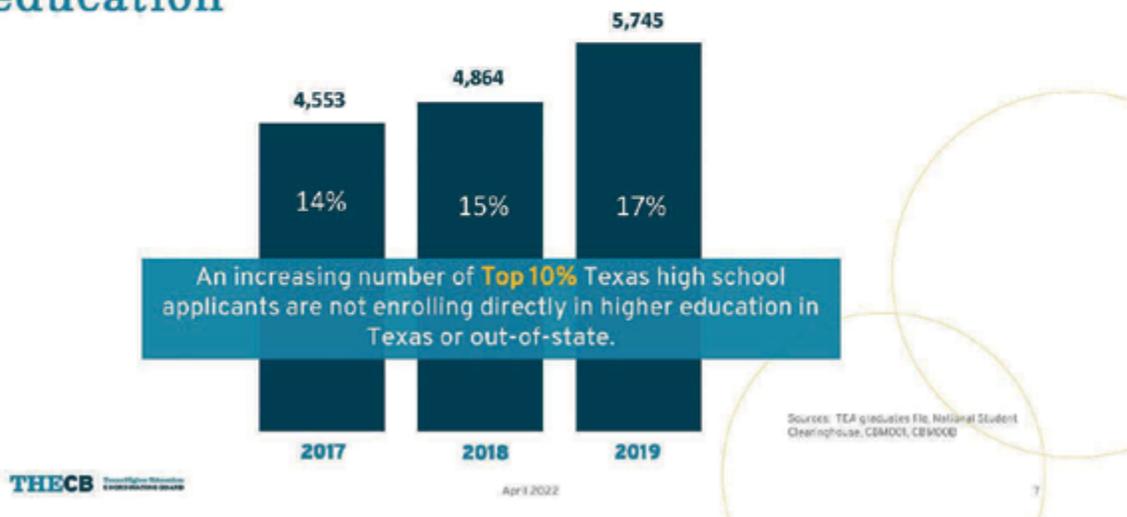
Despite the state’s growing high school population, the percentage of high school graduates enrolling in Texas higher education is declining. In Fall 2017, 52.3% of high school graduates enrolled in a Texas higher education institution. That number has seen a steady decline and as of Fall 2020 is at 44.9%. The data looks slightly better when looking at those students enrolling both in and out of state.

Direct high school to higher education enrollment has been declining



Specifically, an increasing number of Texas high school students who graduated at the top 10% of their class are not enrolling directly in higher education in Texas or out-of-state. These students are guaranteed automatic admission to Texas public universities and in 2019, 17% were still not enrolling.

Increasing number of Top 10% high school graduates are not enrolling in higher education



The Texas Leadership Scholars (TLS) program supported by the THECB is hoping to combat this issue. This program provides high-achieving, low income, high school seniors with financial assistance, connections to professional networks, leadership development, and opportunities for undergraduate research at 18 public universities, which include:

- Prairie View A&M
- Texas A&M San Antonio
- University of Texas at Austin
- Sam Houston State University
- Texas A&M International
- University of Texas Arlington
- Tarleton State University
- Texas Southern University
- University of Texas Dallas
- Texas A&M University
- Texas State University
- University of Texas El Paso
- Texas A&M Commerce
- Texas Tech University

-
- University of Texas
 - Rio Grande Valley
 - Texas A&M Corpus Christi
 - Texas Woman's University
 - University of Texas Tyler
 - Texas A&M Kingsville
 - University of North Texas
 - West Texas A&M¹⁴

This data shows that the pipeline needs to be improved for all students. With this information, the THECB will be releasing a one stop advising portal called “My Texas Future” so students can explore their options and start to develop a plan earlier. Similarly, school districts like Alief ISD are doing their part to make sure all students have an opportunity to succeed. Out of Alief ISD's 43,000 students, 90% of those are considered economically disadvantaged. Taking this into consideration, the district has decided to focus on multiple pathways to success instead of a one-size fits all measure. Career and Technical Education in Alief ISD supports the district goal of providing students the opportunity to prepare for college and career utilizing the statewide Texas CTE program. Alief ISD offers career and technical education programs in 14 of the 16 Career Clusters. With more than 100 individual courses offered in the Career and Technical Education program, middle school and high school students can determine a plan of study to include a wide array of courses from within the following cluster areas:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communications
- Business Management and Administration
- Education and Training
- Finance
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Manufacturing
- Marketing, Sales and Services
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics¹⁵

The district has also deemed in necessary to create meaningful partnerships with all industry

sectors and with Upskill Houston, Texas State Technical College, and Houston Community College (HCC). Through its partnership with HCC, the district is able to provide free dual credit. The goal is ultimately to provide all Texas students, parents, and advisors exploring higher education access to resources and tools aimed at supporting their success.

Workforce trends that were already underway in our economy accelerated faster than anyone anticipated. The THECB's *Building a Talent Strong Texas* plan focuses on more than just traditional students and early-career Texans. The plan expands its focus to include mid-career employees who can advance in their jobs and meet the changing demands of Texas employers. It includes those who never attended college or programs after high school, to nearly 4 million Texans with some college credit but no credential. Anthony Carnevale, Director and Research Professor at the Center on Education and the Workforce at Georgetown University estimated that by 2030, more than 60% of all jobs across Texas would require education and training beyond a high school diploma. This means that stackable micro-credentials are even more important. Micro-credentials are short, focused credentials designed to provide in-demand skills for meeting current workforce needs. Regionally, micro-credentials come in various values. What may be needed in rural east Texas may not be as important as what is needed in south Texas. Chancellor Mike Resser of TSTC suggested collecting data and creating programs of value right from the source. This includes gathering information from human resources departments and management offices of the employers in that particular region to find out the skills that they are seeking. Because value is varied, job listings are not enough to help create the proper micro-credentials that will ultimately provide the best value.

The Texas Association of Community Colleges (TACC) uses data that connects regional workforce needs and pathways. For example, here is data on computer network support specialists in South Texas:



Using this type of data, institutions can move toward more effective and efficient workforce development training for a particular region. Students also benefit from this data, because it shows real earning potential and the top employers in that particular region. In South Texas, the need for computer network support specialists continue to grow, but only a small portion of students profiles possess those skills. This leaves a tremendous opportunity for targeted skills and upgrades in that particular profession in South Texas.



Similarly, the chart above shows the demand for heavy and tractor-trailer truck driver services in West Texas. The same data points are shown and yield different conclusions for this region and occupation. The skills gap isn't nearly as great, so the opportunity is different. Growth in the next five and ten years for truck drivers in West Texas is projected to be 8.5% and 14.3%. This is much greater than Network Specialists in South Texas.

Upskill Houston focuses on occupations in the region that are “middle skill”. Middle skills occupations require education and skills beyond high school and less than a four-year college degree. Upskill Houston encompasses various stakeholders including employers and business leaders, educational institutions, community-based social service providers, and public workforce system to address the skills gap in Houston. The Committee also learned that micro-credentials do not fall under the same purview to qualify for financial aid. In order to utilize financial aid, the student must have a minimum threshold of study and state pools of money have similar qualifications. Correspondingly, competency-based education programs like Western Governor’s University Texas (WGU), don’t fall under the purview of financial aid. WGU is an online, competency-based education model that trains students in high-demand fields in information technology, business, education, and healthcare. Their student population meets the needs of the adult learner who may be juggling employment and working towards their degree. While it is a low-cost option for many, it is still out of reach for a very large percentage of adult learners. Currently, there is no broad financial aid option for students in these programs.

RECOMMENDATIONS

The Legislature should support the Texas Higher Education Coordinating Board with its new plan that redefines the goals of *60x30TX* to *Building a Talent Strong Texas*. The Commissioner should report to the legislature on the status of its progression towards its goals, and identify what other statistics and measures need to be taken into consideration to achieve this goal within the next seven years.

The Legislature should determine and address factors relating to students who graduate in the top 10% of their class that are not enrolling in institutions of higher education.

The Legislature should continue to focus on strengthening the talent pipeline from K12, higher education, and beyond. Implementation of the Tri-Agency Workforce initiative would be an effective tool in this regard.

CHARGE III: Costs of Higher Education

Examine factors that have contributed to the rising costs of higher education, including the effect of statutory tuition and fee waivers and exemptions, the cost of compliance with state and federal mandates, and the increase in the number of non-faculty staff. Make recommendations for controlling these costs and ensuring a sound fiscal approach to managing college affordability for the future.

BACKGROUND

Higher education comes at a price and that price has risen over time. Nationally, between 1980 and 2020, the average price of tuition, fees, room and board for an undergraduate degree increased 169%, according to a recent report from the Georgetown University Center on Education and the Workforce.¹⁶ In the last 20 years, Texas has seen an even higher increase in the cost to attend a public four-year institution. For the 2000-2001 academic year, the cost, including tuition, fees, room and board was \$7,634.¹⁷ For the 2020-2021 academic year the cost, including tuition, fees, room and board was \$18,325,¹⁸ an increase of 140%. However, the cost in Texas for higher education falls below the national average of \$21,337.¹⁹

So, what are the factors that have contributed to the rising costs of higher education in Texas?

SUMMARY OF COMMITTEE ACTION/ FINDINGS

The Committee met on August 10, 2022, to hear testimony on interim charge number three. Invited testimony was given by the following:

- Commissioner Harrison Keller, Texas Higher Education Coordinating Board
- Louellen Lowe, Legislative Budget Board
- Col. Thomas Palladino, Texas Veterans Commission
- Jonathan Pruitt, The University of Texas System
- Raymond Bartlett, University of Houston System
- Eric Algoe, Texas State University System
- Neal Smatresk, University of North Texas
- Jason Tomlinson, Texas Woman's University System
- Gina Oglesbee, Stephen F. Austin State University
- Dr. Lesia Crumpton-Young, Texas Southern University
- Russel Withers, Texas Conservative Coalition Research Institute

While the Texas economy has been thriving post COVID, Texans are also noticing the highest

rates of inflation in four decades. Student costs of higher education span far beyond tuition and fees. It includes housing, books and supplies, transportation, and in some cases, childcare. The rising cost of living has outpaced increases in student aid, which ultimately influences student’s decisions to pursue higher education. Commissioner Keller testified that while tuition and fees from 2021-2022 only rose 2.3%, the average cost of an apartment in Austin rose 48%.

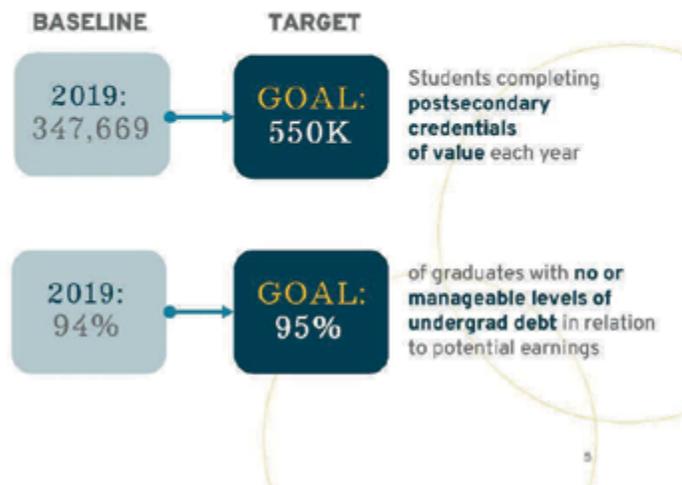
The THECB understands that keeping higher education affordable and accessible is of the utmost importance. That’s why it’s one of the main goals of their plan *Building a Talent Strong Texas*. This goal focuses on producing postsecondary credentials of *value*. These include degrees, certificates, or other short-term workforce credentials and the like that haven’t been counted in the past. The credentials that students earn must, at a minimum, provide a positive return on investment. The economic benefits exceed the costs to receive them, and students leave higher education better off financially than they would otherwise be. By 2030, the THECB has set two goals to aid in this. The first is that 550,000 students will be completing postsecondary credentials of value *each year*. The second is by that same year, 95% of graduates will complete those with no or manageable levels of undergrad debt in relation to potential earnings. Manageable debt is defined by the THECB as debt that can be reasonably repaid within 10 years with the typical earnings for that occupation in Texas.

Postsecondary Credentials of Value

Credentials from Texas institutions of higher education must provide a positive return on investment:

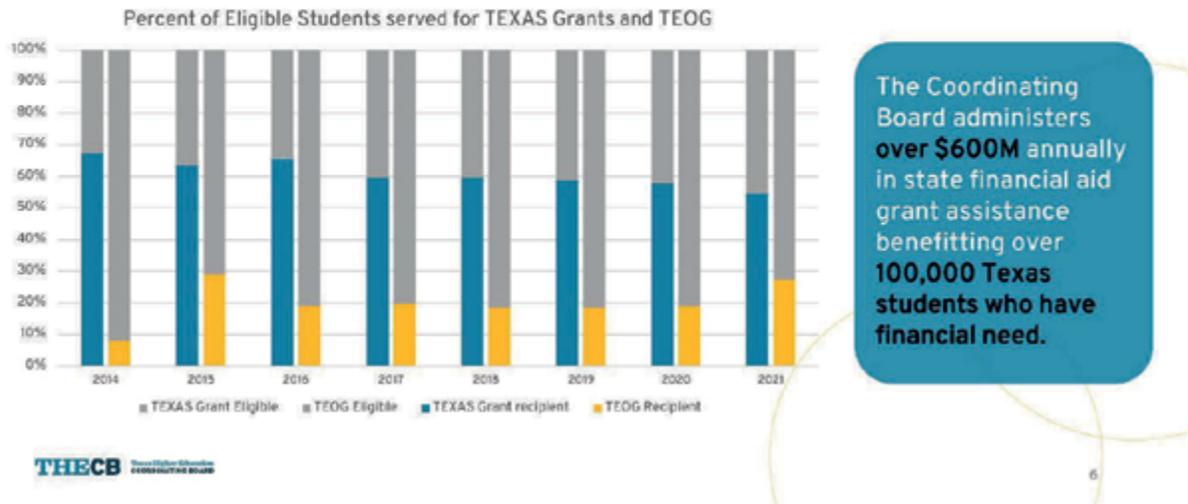
- Economic **benefits exceed typical costs** to receive them
- **No debt or manageable student debt** in relation to potential earnings
- Programs help students progress efficiently towards completion and **align with career opportunities**

THECB Texas Higher Education Coordinating Board



Keeping higher education affordable in Texas is a shared responsibility between the student, policymakers, and the higher education institutions. Texas institutions can aid in this shared goal by advising students and their families on how to keep costs low. Many first-generation students and their families are encountering college costs for the first time, without fully understanding the costs or how to pay for them. That’s where policymakers come in. Student aid is critical for student affordability, not just for first generation students, but need based students as well. Texas has remained a leader for keeping a primary focus on need-based aid in the country. The THECB administers over \$600 million annually in state financial aid grant assistance benefiting over 100,000 Texans who need financial aid. Even so, there is still not enough funding to provide for all eligible students.

State Financial Aid is Critical for Student Affordability



In 2021, Texas was only able to fund 54% of Texas Grant eligible students and even less of Texas Educational Opportunity Grant (TEOG) eligible students at 27.3%. The THECB has estimated that for 2022, 68% of students that are Texas Grant eligible will be funded and 28% of TEOG eligible students will be funded. Most of this student aid money is generally used on returning students and students that are coming right out of high school.

Due to the downturn in the economy in 2020, the Governor and legislative leadership directed all state agencies to reduce their spending by five percent. Consequently, the Governor and other legislative leadership allocated funding through the GEER fund, the majority of which went to

student aid. This funding went to launching the Texas Transfer Grants Pilot Program and the Texas Leadership Scholars Program (TLS). Both programs are aimed at providing aid to high achieving students. The Texas Transfer Grants Pilot Program provides portable, need-based grant aid to high achieving students who transfer from Texas public two-year or four-year institutions. The TLS provides high-achieving, low income, high school seniors with financial assistance, connections to professional networks, leadership development, and opportunities for undergraduate research at 18 public universities. In order to maintain the number of current students receiving state aid the THECB has requested an exceptional item funding request for the FY 2024-2025 of \$153 million. Continued investment will ensure the state is advancing access to higher education equitably for the benefit of all Texans.

Our public institutions are attempting to do their part as well. Just to name a few, in 2022, the UT System approved an endowment program called the *Promise Plus*, where thousands of undergraduate students can earn a UT degree at no cost. Students are eligible for the funding if they are full-time, need based students. Individual institutions may have additional requirements. The UT System institutions participating in the program are UT Arlington, UT Dallas, UT El Paso, UT Permian Basin, UT Rio Grande Valley, UT San Antonio, and UT Tyler.²⁰ Similarly, the University of North Texas participates in the *Dallas County Promise* Program, which aims to send students in Dallas County to college tuition-free.²¹ Furthermore, UNT has not raised tuition in the last five years. The University of Houston has a program called the *UHin4* program, which is a fixed rate tuition plan. The program supports graduation within four years, while providing for a fixed rate tuition option to assist with planning and budgeting. The program's goals are to help students save time and money, lock in their financial expectation to earn a degree, fast track their way to graduate studies, and begin their career sooner.²²

In a post-COVID universe, the need for mental health services for students has drastically increased. Institutions are unable to hire an appropriate number of counselors, psychologists, and psychiatrists to meet the demand. This is an example of a service that needs to be provided to students that ultimately does add to the cost on a per student basis. Wait times of approximately 6 months for an initial mental health consultation have compelled schools to fulfill the need for these non-faculty staff due to the community's inadequate resources. Estimates indicate that 1 in 3 students are now suffering from anxiety and depression or they have reported these cases at some point.

Senate Bill 1230 established the Texas Commission on Community College Finance. It was "established to make recommendations for consideration by the 88th Texas Legislature regarding the state funding formula and funding levels for public junior colleges in Texas that would be sufficient to sustain viable junior college education and training offerings throughout the state and improve student outcomes in alignment with state postsecondary goals".²³ The commission consisted of:

- Chairman Woody Hunt, Senior Chairman of Hunt Companies
- The Honorable Brandon Creighton, Texas Senate
- Dr. Mary Escamilla, President of Del Mar College
- Dr. Stephen Head, Chancellor of Lone Star College
- Dr. Brenda Hellyer, Chancellor of San Jacinto College
- Brian Jones, Director of Professional Learning at Odessa College
- Dr. Brenda Keys, President of Kilgore College
- The Honorable Oscar Longoria, Texas House of Representatives
- Carol Scott, Chair of the Del Mar College Board of Regents
- The Honorable Larry Taylor, Texas Senate
- The Honorable Gary VanDeaver, Texas House of Representatives
- Todd Williams, CEO of the Commit Partnership

The commission met within the past year and adopted final recommendations on October 18, 2022.²⁴



Texas Commission on Community College Finance
Chairman Woody Hunt

OVERVIEW OF DRAFT RECOMMENDATIONS

1 STATE FUNDING FOR OUTCOMES

1.1 Develop modern finance model that distributes state funding based on **measurable outcomes**

1.2 Ensure community colleges can access foundational levels of funding through state-funded **guaranteed yield**

2 AFFORDABILITY FOR STUDENTS

2.1 Increase funding for **Texas Educational Opportunity Grants** and link state performance measures between TEOG and TEXAS Grants

2.2 Provide **financial aid for dual credit** for economically disadvantaged students

2.3 Expand partnerships among colleges and private employers for **paid work-based learning** opportunities

3 INVESTMENTS IN COLLEGE CAPACITY

3.1 Provide one-time **seed grants for programs in high-demand fields** that meet regional and state workforce needs

3.2 Support and facilitate **shared services** and stronger inter-institutional partnerships

3.3 Update state policies to help colleges provide high-quality **non-credit credential programs** that are convertible and stackable with credit-bearing programs



For outcomes funding, the commission recommended that funding levels should be based on individual colleges' current outcomes and specified fixed dollar amounts for credentials of value (degrees, certificates from credit and non-credit programs that equip students for continued

learning and greater earnings), in high-demand fields, based on transfer success (students who transfer to 4-year universities), and dual credit (students who complete a sequence of dual credit courses that apply towards an academic or workforce program requirements at the collegiate level). The calculation should include adjustments for higher costs of educating students who need additional support services (low-income, academically underprepared, reskilling and upskilling) and for higher operating costs for smaller colleges. Colleges receiving additional state funds would participate in shared services or inter-institutional partnerships.

To tackle affordability for students, the commission recommended increasing funding for the Texas Educational Opportunity Grants (TEOG) and link performance measures for eligible students served through TEOG at two-year institutions and TEXAS Grants at universities. This would provide colleges greater flexibility to meet the needs of non-traditional students pursuing credentials of value, including short-term and non-credit programs. The commission also recommended providing financial aid for dual credit for economically disadvantaged high school students based on eligibility for free and reduced lunch with no application process for students. This would be administered by the THECB, with support from the Texas Education Agency (TEA), for dual credit courses that apply towards academic or workforce program requirements. Furthermore, the THECB would annually set a maximum tuition rate to ensure equitable access for students across the state. The commission further recommended, expanding partnerships among colleges and private employers for paid work-based learning opportunities (work-study, apprenticeships, and internships) utilizing strategic framework developed by the Tri-agency Workforce Initiative. To accomplish this, the state should leverage existing federal funds and provide targeted state support for programs through colleges developed in partnership with employers.

In order to invest in college capacity, the commission recommended providing one-time seed grants for programs in high-demand fields to support community colleges in rapidly standing up or expanding programs to meet regional and state workforce needs. These grants would be administered through the THECB, in consultation with the Texas Workforce Commission. Priority should be given to short-term workforce programs developed in partnership with employers. Further, the commission was in favor of supporting and facilitating shared services and stronger inter-institutional partnerships to improve operational efficacy and expand the range of academic and workforce programs offered. Finally, the commission recommended updating state policies, and building upon the recent work by individual colleges, to help community colleges across the state provide high quality non-credit programs that are convertible and stackable with credit-bearing programs. This will improve transferability of workforce education courses across institutions and throughout student pathways, facilitate and improve the mobility of credit awarded for students' prior work experience, and advance Tri-agency Workforce Initiative efforts to clarify and streamline educational and career pathways.

Chapter 54 of the Texas Education Code (TEC) governs exemptions and fee waivers. (See Appendix B). Tuition exemptions and fee waivers have been added over the years to aid certain populations of students identified by the Texas Legislature to assist in paying for higher education. Exemptions permit certain Texas residents or nonresidents to enroll in an institution and pay a lesser tuition rate, reduced fees, or both. Waivers permit certain nonresidents to enroll in an institution and pay the Texas resident tuition or fee rate or a reduced nonresident tuition or fee rate. Students must meet certain criteria to be eligible for an exemption or waiver. TEC Section 54.2001 contains additional provisions by which a student may be deemed eligible or ineligible to continue receiving an exemption or waiver. The provisions pertain to grade point average and excess credit hours towards a degree. Certain exemption and waiver programs are mandatory, and others are left to the discretion of the governing board of the institution to implement. All exemption and waiver programs, whether mandatory or optional, apply only to courses funded through state formula funding. Statutory tuition exemptions and waivers are not counted against institutions in the state formula funding methodology. In the 2020-2021 academic school year, over \$1.5 billion dollars in tuition and fees were forgone in Texas general academic institutions, alone. Community colleges were at a little over \$500 million.

Tuition Exemptions and Waivers

Exemption and waiver programs aim to assist certain populations identified by the Texas Legislature when paying for higher education attainment.

- Exemptions permit certain Texas residents or nonresidents to enroll in an institution and pay a lesser tuition rate or reduced fees or both.

Example: TEC 54.367 Exemptions for Adopted Students Formerly in Foster or Other Residential Care.

- Waivers permit certain nonresidents to enroll in an institution and pay the Texas resident tuition or fee rate or a reduced nonresident tuition or fee rate.

Example: TEC 54.214. Biomedical Research Program; Scholarship Student.

See Appendix A for a complete chart of Exemptions and Waivers

One of those exemptions is the Hazlewood exemption. The Hazlewood Act is a law that provides qualified veterans, spouses, and dependent children with an education benefit of up to 150 hours of tuition exemption at public institutions of higher education in Texas. In 1923, the Texas Legislature passed an act to exempt WWI veterans from tuition at public universities in Texas. In 1943, Senator Grady Hazlewood passed legislation to expand the benefit to WWII veterans and surviving children of those who were killed in action. The Hazlewood Legacy for dependents became law in 2009.

A veteran eligible for the Hazlewood exemption must:

- at the time of entry into active duty in the U.S. Armed Forces
 - have designated Texas as Home of Record
 - or entered the service in Texas
 - or was a Texas resident
- Have received an honorable discharge or separation or a general discharge under honorable conditions
- Served at least 181 days of active-duty service (excluding initial entry training) **and**
- When enrolled in school and taking classes, must:
 - currently reside in Texas (unless otherwise allowed under 40 TAC 461.70)
 - first use federal G.I. Bill veterans' education benefits, which provide for payment of tuition and fees for the term or semester enrolled
 - not be in default on a student loan made or guaranteed by the State of Texas
 - meet the GPA requirement of the institution's satisfactory academic progress policy in a degree or certificate program as determined by the institution's financial aid policy and, as an undergraduate student, not be considered to have attempted an excessive amount of credit hours²⁵

Eligible Veterans may **assign or transfer** unused hours to one child at a time. A legacy (dependent child) eligible for the exemption must:

- Be classified by the institution as a Texas resident
- Be the biological child, stepchild, adopted child, or claimed as a dependent in the current or previous tax year
- Be 25 years old or younger on the first day of the semester or term for which the exemption is claimed (unless granted an extension due to a qualifying illness or debilitating condition)²⁶

Spouses²⁷ & children²⁸ may be eligible for their own benefit under specific circumstances. A spouse or child of a veteran who at the time of entry into active duty in the U.S. Armed Forces

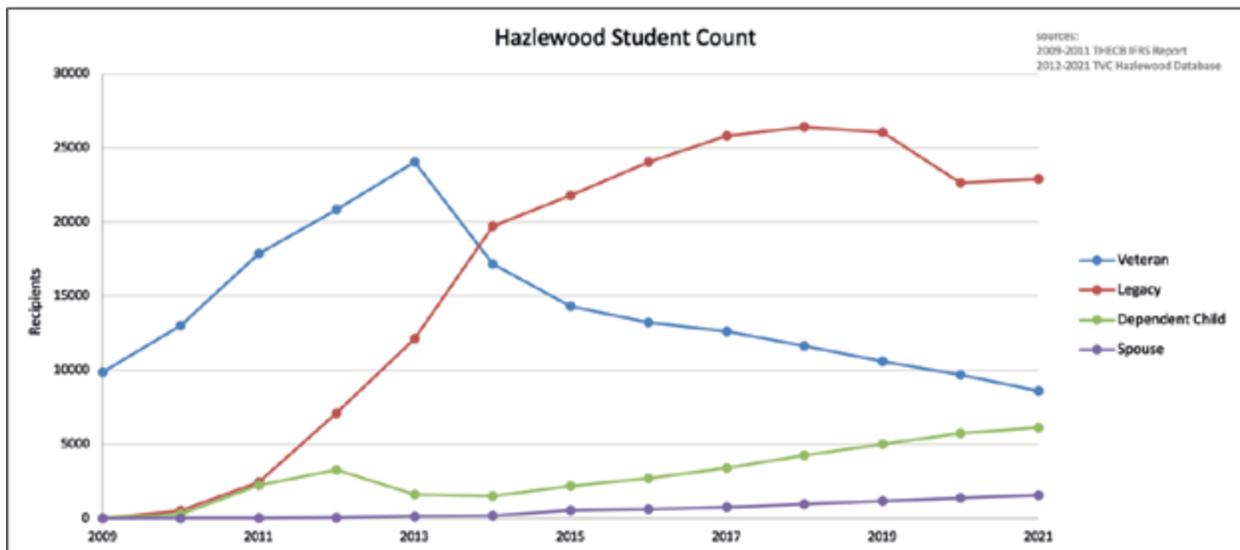
- have designated Texas as Home of Record
- or entered the service in Texas
- or was a Texas resident AND

Veteran of the U.S. Armed Forces or the Texas National Guard who

- died as a result of service-related injuries or illness,
- is missing in action, or
- was killed in action, or
- Is 100% total and permanently disabled, as rated by the Dept. of Veterans Affairs.

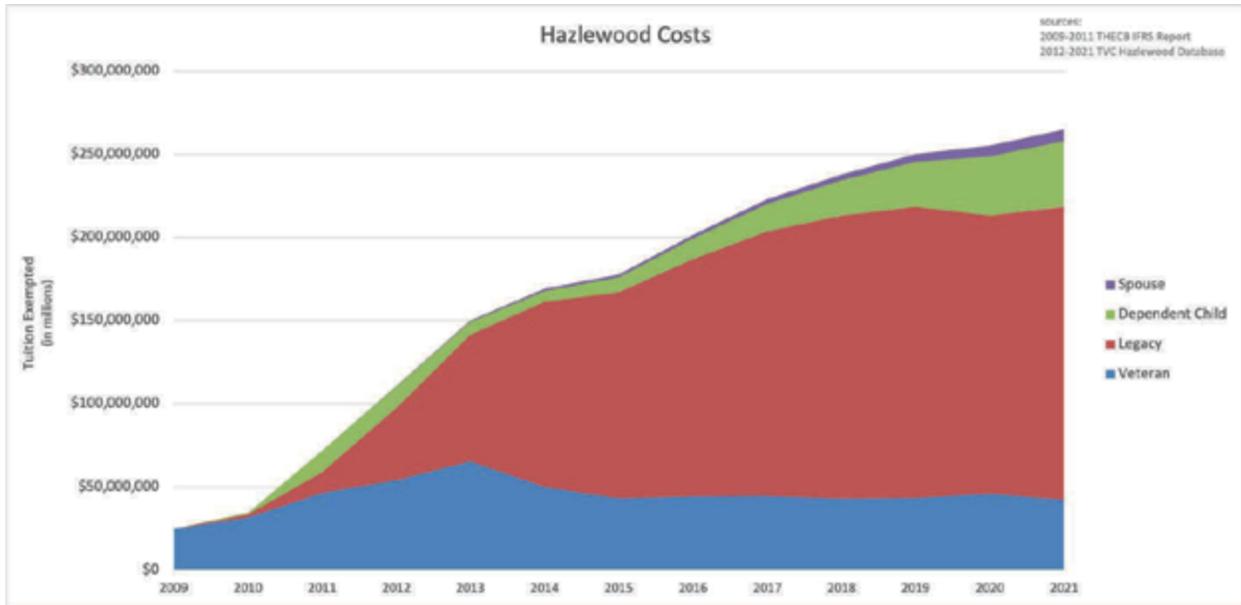
The spouse or child must also meet the requirements for using federal benefits for, not defaulting on a state student loan, excessive credit hours, and maintaining GPA and satisfactory progress requirements.

According to the data reported to the Texas Veterans Commission by public universities, the number of veterans using Hazlewood peaked in 2013 at 24,059. Since that time, it has declined each year. In 2021, the number of veterans utilizing Hazlewood had fallen by 64.3% to 8,588. The number of dependents using Hazlewood Legacy peaked in 2018 at 26,416. Since then, it has declined by 13.3% to 22,909 in 2021.



As an underfunded mandate, the Hazlewood exemption has come at a cost to the institutions. Texas' colleges and universities have had to absorb the cost provided by the mandate or have passed them along to other students in the form of tuition and fee increases. The state has

provided relatively little in state appropriations to cover the cost.²⁹ Legacy costs have risen since its implementation in 2009 and now carry a majority of the cost. In 2021, the legacy portion costs alone were at \$176,377,802 compared to veteran costs at \$42,112,033.



Texas public institutions have agreed that Hazlewood costs have impacted the rising costs of higher education. Legacy costs make up a substantial portion of those costs, as shown above. Texas A&M University has the largest amount of Hazlewood Legacy Program students in FY 2021. A little over 2000 students get their education tuition free under this program, which costs the school \$23,383,749.68. Only about 13% of that is covered by the state. Texas State University has the second largest amount of Hazlewood Legacy Program students in the state. At a little over 1700 students benefitting from the program, this costs the school \$19,194,075.50. Only 10% of that number is covered by the state. Texas State testified that if the state fully funded the cost of the Hazlewood program, the school would be able to reduce the cost of tuition and fees for all students by \$1000 per year immediately. (See Appendix C).

RECOMMENDATIONS

The Legislature should study factors driving rising costs of higher education and determine, what actions can be taken to reduce these costs and/or slow the rate of increase.

The Legislature should monitor the implementation of the Texas Transfer Grant Pilot Program and the Texas Leadership Scholars Program and determine the need for additional funding.

The Legislature should assess the costs of the Hazlewood Legacy Program and weigh its benefits against their negative and uneven effects on tuition and determine the need for additional funding from the state to offset the costs to the institution.

The Legislature should consider the need for state based financial aid to be expanded to micro-credentials, reskilling and upskilling, and online competency-based education programs.

The Legislature should consider adopting legislation based on the findings from the Texas Commission on Community College Finance.

CHARGE IV: Teacher Workforce Shortage

Evaluate the impact of the pandemic on the state’s teacher workforce and current practices to improve the recruitment, preparation, and retention of high-quality educators. Explore the impact of the educator preparation program regulatory environment. Make recommendations to improve educator recruitment, retention, and preparation throughout the state. (Joint Charge with Committee on Public Education)

INTRODUCTION

The Committee held a public hearing on September 20, 2022, to address the above interim charge. The Committee heard testimony from the following invited witnesses:

Witnesses are listed in alphabetical order

- Pamela Awbrey, Chief Engagement Officer, Compass Rose Public Schools
- Lauren Bloomquist, Policy Analyst, Education Commission of the States
- Hon. Seale Brand, School Board Trustee, Orange Grove ISD
- Andrea Chevalier, Ph.D., Association of Texas Professional Educators
- Dr. Shelly Diviney, Vice-President, Academic and Student Affairs, Brazosport College
- Tonya Davis, Regional Manager, DISYS
- Brock Gregg, Associate Director Strategic Partnerships and Outreach, Texas Retired Teachers Association
- Carrie Griffith, Governmental Relations/Policy Specialist, Texas State Teachers Association
- Brian Guthrie, Executive Director, Texas Retirement System of Texas
- Rebecca Hampton, Senior Education Specialist-INSPIRE TEXAS, Educator Preparation by Region 4 ESC
- Abbie Harper, Director of University Partnerships, Texas A&M University Commerce
- Marissa Castanon-Hernandez, Theatre Teacher, Wayside Sci-Tech Middle School
- Anthony Hernandez, Executive Director, Urban Teachers
- Lonnie Hollingsworth, General Counsel, Texas Classroom Teacher Association
- JoLisa Hoover, Teacher Specialist, Raise Your Hand Texas
- Dr. Diann Huber, CEO, ITeach
- Brandon Jenkins, SHI Fellow, University of Houston Downtown
- Kristi Kirschner, Chief Human Resource Officer, Brazosport ISD
- Dave Lewis, Superintendent, Rochelle ISD

-
- Dr. Justin Lonon, Chancellor, Dallas College
 - Dr. Michael Marder, Ph.D., Co-Founder of UTeach Natural Science and Professor, Department of Physics, College of Natural Science University of Texas at Austin
 - C. Michele Martella, Executive Director of SPED, Comal ISD
 - Danny Massey, Superintendent of Schools, Brazosport ISD
 - Chris Mayes, Superintendent, Beatrice Mayes Institute
 - Mike Miles, Superintendent, Third Future Schools
 - Scott Muri, Superintendent, Ector County ISD
 - Dr. Roosevelt Nivens, Superintendent, Lamar CFISD
 - Kelvev Oeser, Deputy Commissioner of Educator Support, Texas Education Agency
 - Dr. Michael O'Malley, Ed.D., Dean of College of Education, Texas State University
 - Lisa Parker, Gym Teacher, Spring ISD
 - Yvette Pena, English/Social Studies Teacher, Teach Plus Senior Policy Fellow
 - Dr. Lizdelia Pinon, IDRA Bilingual Education Associate
 - Patrick Powers, Teacher, Denton ISD
 - Dr. Stephen L. Pruitt, Ph.D., President, Southern Regional Educational Board
 - Charles (Chad) Contero-Puls, Assistant Commissioner, Student Financial Aid Programs, Texas Higher Education Coordinating Board
 - Gabriela Rodriguez, State Relations Strategist, Education Commission of the States
 - Dr. Jonathan Schwartz, Dean of the College of Public Services, University of Houston Downtown
 - Dr. Salena Fenceroy-Smith, Former Teacher, Dallas ISD
 - Dr. Vincent Solis, President, Brazosport College
 - Jacob Stewart, Director of State Government Relations, Early Care and Education Consortium
 - Jean Streepey, Chair, State Board of Educator Certification
 - Dr. Clifton Tanabe, Dean, College of Education, University of Texas at El Paso
 - Tania Tasneem, 8th Grade Science Teacher, Kealing Middle School
 - Josue Tamarez Torres, Chair, Texas Teacher Vacancy Task Force
 - Dr. Fernando Valle, Department Chair, College of Education, Texas Tech University

BACKGROUND

Every future begins with a high-quality education, which starts with having a high-quality educator. Schools with great teachers support the common goal of having an educated population, a prepared and productive workforce, and a strong economy. Teachers prepare and inspire the next generation of leaders critical to our future. Yet for years, our education system

has faced challenges in attracting, recruiting, and retaining qualified teachers- challenges that were worsened by the COVID-19 pandemic.

The pandemic created unprecedented disruption for students, educators, and school systems. The nationwide school closures in March of 2020 marked the beginning of a long series of pandemic-induced disruptions spread across three school years. During this time, teachers faced a wide range of additional pressures, including unexpected shifts in schooling mode, learning new technologies, and managing personal and professional health concerns. These pressures have led to undue strain on the educator workforce causing dissatisfaction to be at an all-time high. According to a 2021 RAND survey, 66% of teachers said they seriously considered leaving their jobs in the past year.³⁰

To address these rising concerns, Governor Abbott directed the Texas Education Agency (TEA) to create the Teacher Vacancy Task Force (TVTF). The TVTF, chaired by Josue Tamarez Torres (Dallas ISD teacher) is comprised of teachers and school system leaders hailing from a variety of districts and geographies, who serve student populations that are representative of the diversity in Texas. Members of the TVTF were chosen due to their understanding of teacher vacancy challenges and experience with innovative solutions to these challenges. The TVTF has been meeting every other month since March 2022, with final recommendations for the Texas Legislature due in February 2023.³¹

To become a certified teacher in Texas, an individual must participate in an educator preparation program (EPP). Universities offer traditional programs, in which candidates earn an undergraduate degree as they complete the certification requirements set forth by the State Board for Educator Certification (SBEC). Candidates that already have a bachelor's degree can enroll in an alternative certification program, which can be offered by several entities, including community colleges, private providers, and regional education service centers, or in a post-baccalaureate program at a university, through which they may receive a master's degree in education.

Texas has the largest teacher labor market and educator preparation system in the United States, with more than ten percent of the United States public school teaching workforce.³² Despite having the largest teacher labor market, Texas faces significant retention challenges creating urgency around vacancies that is mirrored across the country. Those who opt to obtain a teaching certificate are choosing non-university-based programs in higher numbers, and data shows these alternative certification routes lead to increased attrition in the first five years, further contributing to the retention issue.³³ In light of these circumstances, the Texas Legislature must consider current practices to improve the recruitment, preparation, and retention of high-quality educators.

WHAT DID WE LEARN?

The teacher shortage is a pervasive problem. Public schools across Texas face staff shortages in key subjects, increased difficulty in filling vacancies, and a significant decline in those wanting to enter the profession. The issue is one of quantity, with not enough teachers, substitutes, and other staff; quality, with fewer experienced, prepared, and certified teachers; diversity, with most teachers being white females; and equity, with highly effective teachers concentrated in more affluent public schools. It's time Texas leads the country in addressing the systemic issues facing the teaching profession.

Educator Preparation

The State Board of Educator Certification (SBEC) is the regulatory body that directly oversees educator preparation in Texas. SBEC is currently working towards an "Effective Educator Preparation Framework" that aims to outline best practices in educator preparation, including P-12 partnerships.³⁴ SBEC also oversees EPP approval and renewal in Texas and is statutorily bound to develop a list of accountability metrics used for EPP accreditation and the Accountability System for Educator Preparation Programs (ASEP). SBEC also has the authority to set procedures to change the accreditation status of an EPP that violates state law or rules and the authority to establish rules to sanction EPPs that are out of compliance.³⁵ In addition to ASEP and accreditation, SBEC holds EPPs accountable through a complaint process and a five-year continuing review of EPPs, which TEA can also conduct at their discretion at any time.³⁶

Historically, when Texas has faced teacher shortages, there has been pressure to lower the bar for entry into the profession and reduce requirements for preparation and certification. Texas has the most flexible preparation pathways of any state.³⁷ Many of the newly hired teachers are entering the workforce without the training and support they need to be successful. The various EPP pathways in Texas: institutions of higher education (IHE), alternative certification programs (ACP), and post-baccalaureate have resulted in inconsistencies in teacher preparedness.³⁸ In the 2021-22 school year, about 20% of newly hired teachers who entered the classroom had no certification or state-issued credential.³⁹

Institutions of Higher Education

Four-year institutions produce the most prepared teachers in Texas through multiple pathways including partnerships with high schools, community colleges, local education agencies, traditional undergraduate programs, and post-baccalaureate programs.

According to a study by the University of Texas and Educate Texas, IHE-certified teachers have

higher student learning and stayed longer in the field than alternatively certified teachers.⁴⁰ Over a nine-year period, 73% of IHE-certified teachers remained in the teaching profession compared to only 59% of alternatively certified teachers.⁴¹ Additionally, every year, from fourth through ninth grade, students gained the equivalent of one to two extra months of learning in mathematics if they had an IHE-certified teacher.⁴² For low-income students, having an IHE-certified teacher can offset half or more of the disadvantages that come from living in poverty.⁴³

IHE programs also tend to have higher than average pass rates on content exams and their graduates are better prepared to teach after completion of clinical fieldwork.⁴⁴ Dr. Jonathan Schwartz, Dean of the College of Public Services, University of Houston Downtown (UHD), testified their teacher preparation program includes three semesters of field experience opportunities. Teacher candidates are required to complete two semesters of 60-hour observations in a P-12 classroom with two supervisor-evaluated lessons before the third and final semester of student teaching. In the past decade, twenty-five alumni have been named "Teacher of the Year" at their respective campuses. The program has also maintained one of the highest percentages of teachers retained in the classroom for the past decade and currently has the highest in-serve teacher retention rate at 87%.

Teachers prepared through IHEs compared to any other certification pathway, save districts up to \$20,000 per teacher in turnover costs annually.⁴⁵ However, the recent trend is showing fewer teachers are coming from IHEs with certification of middle and high school teachers from IHEs continuously dropping and more teachers selecting the ACP route.⁴⁶ Testimony before the committee attributed this trend to the rising costs of post-secondary education and the ease of obtaining a certificate through an ACP program.⁴⁷

Emerging economic research on the benefits of high-quality teachers also indicates IHE-certified teachers create a measurable increase in student earnings throughout their lifetime.⁴⁸ Investing in these high-quality programs is a key step in strengthening the teacher pipeline, increasing degree completion, and reducing the teacher shortage.

Alternative Certification Programs

ACPs offer a nontraditional route to certification that accelerates entry into the classroom as coursework and internship experiences are completed while serving as the teacher of record. Over the last 20 years, Texas has seen a significant increase in the number of teachers entering the field through ACPs.⁴⁹ Currently, Texas produces far more alternatively certified teachers than any other state.⁵⁰ Specifically, Texas produces 60% of the nation's alternatively certified teachers.⁵¹ While 50% of newly certified teachers enter the teaching profession through an ACP, alternatively certified teachers are less prepared to provide high-quality instruction, which

ultimately increases costs for public schools and Texas.⁵²

Currently, 40% of newly hired teachers for the current school year were either uncertified or came through an ACP.⁵³ Roughly 19% of teachers entered the classroom on an intern certificate, which is almost exclusively earned through the ACP.⁵⁴ The certificate is provided to candidates who pass a content exam and complete 150 hours of coursework and at least 30 hours of field-based experience. Those on an intern certificate can be hired by a school district as a full-time teacher and must be assigned a mentor teacher.⁵⁵ However, these interns, who are still learning, often have limited hands-on experience with instructional skills and classroom management. In contrast, IHE-certified teachers complete clinical teaching in their final semester, are not required to hold an intern or probationary certificate and are assigned a cooperating teacher.⁵⁶

Alternatively-certified teachers leave the teaching profession at a faster rate than IHE teachers, with the biggest drop happening after their first year of teaching.⁵⁷ According to testimony provided by TEA, if teachers prepared in alternative certification programs were retained at the same rate as teachers prepared in traditional programs, over 3,700 fewer new teachers would have been needed in the last school cycle.⁵⁸ Additionally, many candidates in alternative certification programs do not obtain a standard certificate, even after completing the internship. Data shows 18% of the intern certificate holders did not obtain a standard teaching certificate, compared to a decade ago when 16% of intern certificate holders did not obtain a standard certificate.⁵⁹

Late Hire

Texas late hire provision allows an individual who has not been accepted into an educator preparation program before the 45th day of the first day of instruction and who is hired for a teaching assignment by a school after the 45th day before the first day of instruction or after the school's academic year has begun.⁶⁰ This provision allows a candidate to be hired after passing their content exam, before they complete pre-service training and 30 hours of field-based observations.⁶¹

While late hires may be essential for districts that are desperately seeking teachers, this flexibility should be met with greater support for the late hire candidate, such as increased site visits by a field supervisor, additional meetings with a mentor teacher, support groups with other new and experienced teachers, and intensive efforts to get the candidate trained on essential practices and responsibilities as soon as possible. Greater support requirements for late-hire teaching candidates will ensure they are prepared as they enter the classroom.

Increased Transparency

The committee heard testimony on the need to increase transparency in accountability for EPPs by making the accreditation status, candidate passing rates, and other data available for public consumption.⁶² As part of the process to determine the accreditation status of an EPP, all EPPs are required to annually submit key program indicators, including candidate passing rates, principal appraisals of teacher candidates, and field observations. Currently, the public can view only the accreditation status of Texas EPPs via TEA's website. The "EPP Map" is a start to allowing the public to better understand the ASEP ratings, but the current design and location of the site is not easily accessible to other candidates, district staff, or the public.⁶³

In addition to accreditation status, TEA also collects candidate retention data, candidate satisfaction survey data, and data about the improvement in the achievement of students taught by beginning teachers. Currently, this data is not publicly accessible. Good Reason Houston testified, "If publicized, this data would help teacher candidates choose a program that best suits their needs for teacher preparation rates over time and is particularly important to districts seeking to recruit candidates to their district and establish formal partnerships with EPPs."⁶⁴

Recruitment and Retention

Teachers enter the profession for a variety of reasons, and often the result of multiple, interdependent factors with economic considerations significantly contributing to their decisions. While the demand for quality educators is rising, fewer individuals are entering the profession. Only 3 percent of Texans who took the SAT in 2021 cited an interest in teaching, and most parents in Texas do not support the idea of their children becoming teachers.⁶⁵ The Committee heard extensive testimony on ways the Legislature can improve the recruitment and retention of Texas educators.

Teacher Apprenticeships

Registered Apprenticeships are an effective, high-quality "earn and learn" model that provides structure, paid on-the-job learning experiences with curriculum and instruction, and mentoring by skilled teachers. In November 2021, the United States Department of Labor codified K-12 teaching as an apprenticeable occupation.⁶⁶ Registered Apprenticeship programs can be used to establish, scale, and build on high-quality pathways into teaching that emphasize classroom-based experience, such as Grow Your Own (GYO) and teaching residency programs.⁶⁷

The Committee heard testimony from Dr. Justin Lonon, Chancellor of Dallas College, which was approved as one of the first registered teacher apprenticeship programs in Texas. The program is

designed to align with their Early Childhood Education bachelor's program and address the teacher shortage in North Texas. Students will earn a bachelor's degree in teaching; serve as "resident teachers" three days per week and either tutor or substitute teach one day per week and receive \$30,000 during a year-long residency. At scale, the apprenticeship program aims to serve 500 future educators in partnering with school districts across Dallas County. Currently, Dallas College has partnered with Richard ISD, Uplift Education, and Irving ISD with nearly 100 students enrolled in the Fall 2022 semester.

The Committee also received testimony from Brazosport College, Brazosport ISD, and ESC Region 4 on their teacher apprenticeship program. The registered apprenticeship program offers participants the opportunity to earn a salary in Brazosport ISD under the guidance of a master teacher, work toward a bachelor's degree in education at Brazosport College, and complete the requirements to be a certified teacher with INSPIRE TEXAS. Apprentices will enter the program at one of four levels based on their stage of education. Level one students with fewer than 60 hours of college, level two are those with an associate degree or near completing one, and the top level are those with a bachelor's degree, who will be in a classroom full-time. Dual-credit students are considered pre-apprentices. All but dual-credit students will be full-time district employees, and levels two and three will function as paraprofessionals while the residents will be akin to student teachers. Dual-credit students will take classes at Brazosport College and participate in the INSPIRE Texas teacher certification curriculum. The apprenticeship program received over 150 applicants and accepted 67 students in the program.

Grow Your Own Program

Texas created Grow-Your-Own (GYO) programs in 2018 to increase the quality and diversity of the teacher workforce throughout the state. GYO programs are district-sponsored pathways for certification for non-certified staff and paraprofessionals employed by the district. GYO pathways can also include district-sponsored pathways for high school students to experience dual-enrollment courses to pursue a teaching credential. GYO pathways: 1) lower the cost for a teacher candidate to enroll in a high-quality pathway; 2) allow for close district and educator preparation program (EPP) collaboration on the selection and training of teacher candidates; and 3) recruit teacher candidates directly from district community, often resulting in a teacher candidate pool reflective of the cultural, linguistic, and demographic diversity of the district community.⁶⁸

TEA offers three pathways through the GYO programs:

- Pathway 1 prioritizes the recruitment of future educators by funding LEAs to implement education and training courses in high schools.

-
- Pathway 2 funds LEAs that have applied for Pathway 1 to recruit and support paraeducators, instructional aides, and substitute teachers already working in the district to transition into fully certified teaching roles.
 - Pathway 3 funds EPP programs that partner with school districts to place teacher candidates in year-long clinical teaching assignments that can equip candidates with the skills and knowledge to be successful within a particular school district.

TEA has supported GYO teacher pathways through the Texas COVID Learning Acceleration Supports (TCLAS) –a set of funding and targeted supports available to Local Education Agencies (LEAs) to accelerate student learning in the wake of COVID-19, utilizing state and federal funds– and through other GYO teacher grants. There are currently 382 school districts participating in a Grow Your Own program.⁶⁹

Teacher Residency

A high-quality teacher residency model is one in which a teacher candidate is paired with an experienced, highly effective mentor teacher for a full year of clinical training/co-teaching in a K-12 classroom (typically, a minimum of 3 days per week for a full year). Teacher residencies typically take place at the undergraduate and post-baccalaureate level, however some alternative-certification programs in Texas are exploring incorporating the residency model in programming.⁷⁰ In some cases, teaching residents receive a stipend during the year-long residency, funded by districts.

Some districts in Texas have implemented innovative or strategic staffing models to compensate teacher residents. Strategic staffing allows campus leaders to customize their staffing budget/allocation and to adjust teacher-to-student ratios, schedules, and staffing structures to 1) create stipends and pathways for teacher-leaders; and 2) pay for teacher residents and/or fellows, in a budget-neutral strategy.⁷¹

Dr. Clifton Tanabe, Dean of the College of Education at the University of Texas at El Paso, discussed its teacher residency model. Dr. Tanabe testified the primary goal of the teacher residency is to prepare the highest-quality teachers that are Day 1-ready to meet the needs of culturally, linguistically, and economically diverse learners who provide rigorous, high-quality learning experiences for all students. The key components of the residency include co-teaching for a full year alongside a selected trained mentor; intensive coaching and feedback by the site coordinator; shared governance between partnered school districts and UTEP's Teacher Prep program; and stipends for residents funded by philanthropy and school districts. In 2019-2022 when the pilot began, there were 19 residents with 2 district partners (2 campuses) and 2 site coordinators. After scaling the program, there are 175 residents with 135 undergraduates and 35

within their ACP; 7 district partners (32 campuses) and 9 site coordinators.

Brandon Jenkins, a current teacher resident at UHD, testified before the committee on the need for paid teacher residencies. Jenkins started his education journey through Galena Park ISD's "HomeGrown" GYO program. After earning an associate degree from San Jacinto Community College, he transferred to the UHD entering their Teacher Education Program. Through the program, Jenkins can practice the core elements of instruction, such as lesson planning and differentiating for diverse learners and receive quality feedback to receive the support he needs. Jenkins also emphasized the need for these residencies to be paid. He stated, "Paid teacher residencies give students financial stability during their clinical studies while allowing schools to identify, develop, and hire talented candidates swiftly. To complete his teacher residency requirements, Jenkins must resign or take a leave of absence from his current position as a special education resource instructional aide.

The Texas Education Agency has supported paid, sustainable teacher residencies and strategic staffing through Texas COVID Learning Acceleration Supports (TCLAS). Currently, 92 LEAs and 15 EPPs participate in teacher residency programs.⁷²

Bilingual Educators

Bilingual/ESL teachers are consistently among the subject areas with the highest percentage of substitute teachers.⁷³ According to the 2021 Texas Teacher Workforce Report from the University of Houston, Texas has struggled to fill bilingual teacher positions since 1990.⁷⁴ The ratio between students and full-time equivalent bilingual/ESL teachers worsened from 43.4:1 teacher in 2010-2011 to 46.3:1 teacher.⁷⁵

Dr. Lizdelia Pinon testified on the importance of Texas to implement a better way to test language skills beyond the Bilingual Target Language Proficiency Test, an assessment that measures content area skills more than language. Furthermore, aspiring bilingual educators face additional financial burdens because they must pay for five tests instead of the three required in other fields. Dr. Lizdelia Pinon advised, "The cost to become a bilingual certified educator costs \$600 compared to \$368 for a general educator certification." Likewise, "bilingual teachers coming from out-of-state, are required to retake several exams and pay the fees - a cost many cannot afford."

Diversity

Teachers of color make up less than 20% of the teaching workforce and leave at twice the rate of their White counterparts.⁷⁶ In Texas, over 115,000 Black and Latino students attend schools with

no same-race teachers, 37% of White students attend schools without a single Black teacher and 13 percent without a single Latino teacher.⁷⁷ Studies have shown students of color perform better and are more likely to attend college when taught by a teacher of the same race.⁷⁸ Patrick Powers, an African American 6-year English teacher testified about a student who moved from Alabama to Texas after several behavior infractions at his former school. Powers testified that after learning more about this student's cultural interests, he incorporated those interests into his curriculum to create a more inclusive environment. As a result, the student became less reluctant and excelled as a leader in the classroom. The student went on to graduate from high school with a 3.2 GPA and is continuing that success in his first semester at Texas Tech University.

The male-to-female ratio of educators in Texas is even more astounding. In 2021-2022, only 24 percent of educators were male compared to 76% who were females.⁷⁹ To attract more Hispanic males into the teaching profession, Texas Christian University established a program called Maestro to strengthen the diversification of Texas' teaching force by recruiting, preparing, and supporting Hispanic men to earn their degrees and teaching credentials. In return, the candidates must dedicate five years of teaching service to a Forth Worth-area school district.

Financial Incentives

For aspiring teachers, the financial roadblocks to a teaching credential are numerous. A survey produced by The Aspiring Teachers' Financial Burden shows that many teachers choose financial security over strong preparation by entering the field through alternative certification.⁸⁰ Most students who responded to the survey reported an inability to handle an expense above \$250, and the need to take out loans to support clinical fieldwork was a high factor in financial stress.⁸¹

The Texas Higher Education Coordinating Board (THECB) testified on different programs, including the Teach for Texas Loan Repayment Program, the Math and Science Scholars Loan Repayment Program, and the Educational Aide Exemption Program that help support recruitment of the teaching workforce.

The purpose of the *Teach for Texas Loan Repayment Program* is to recruit and retain certified classroom teachers in fields and communities that have a shortage of teachers in Texas. To qualify for participation, applicants must meet the following requirements:

- certified in a critical shortage teaching field, be currently teaching full-time in that field, and have taught in that field full-time for at least one year in a Texas public school; or
- be a certified educator currently teaching full-time in a critical shortage community and have taught in that community full-time for at least one year.

Appropriations for this program have steadily declined over time. In FY2012, the maximum annual award amount was reduced from \$5,000 to \$2,500 to spread funding to more recipients.⁸² For multiple years, the program could only fund recipients already in the program due to budget constraints.⁸³

The *Math and Science Scholars Loan Repayment Program* encourages teachers who have demonstrated high academic achievement as math or science majors to teach math or science for at least four years in Title I public schools in Texas. The program is open to teachers who completed an undergraduate or graduate program in math or science with a GPA of at least 3.0, are certified to teach math or science, and have an employment contract as a full-time classroom teacher to teach mathematics or science in a Title I school. Teachers can qualify for up to \$10,000 a year in student loan repayment for up to 8 years. The THECB testified they receive a low number of applications for this program each year despite continued outreach efforts with teacher associations.

The *Educational Aide Exemption Program* is designed to encourage educational aides to complete full teacher certification by providing need-based exemptions from tuition and fees at participating Texas public universities. Institutions award exemptions based on applicant eligibility and the availability of funds. THECB is appropriated limited funding to defray the cost to institutions for exempted tuition and fee revenue. To be eligible, a student in financial need must:

- be enrolled in courses required for teacher certification in areas that TEA has determined to be experiencing a critical shortage of teachers
- be employed in some capacity by a public school district in Texas during the full term for which the student receives the award
- Have been employed by a public school district in Texas working full-time, in a classroom directly with the students, in a teaching capacity as:
 - an educational aide for at least one school year of the past five school years preceding their initial exemption, or
 - a substitute teacher for 180 days of the past five school years preceding the term or semester for which the student is awarded their initial exemption.

Teacher Compensation

Despite their critical function, Texas teachers are not compensated as the professionals that they are. They face what the Economic Policy Institute calls the “Teacher Pay Penalty,” which is “how much less, in percentage terms, public school teachers are paid in weekly wages relative to

other college-educated workers (after accounting for factors known to affect earnings such as education, experience, and state residence).” In 2021, the comparable college graduates in Texas made 21.5% more than Texas teachers.⁸⁴

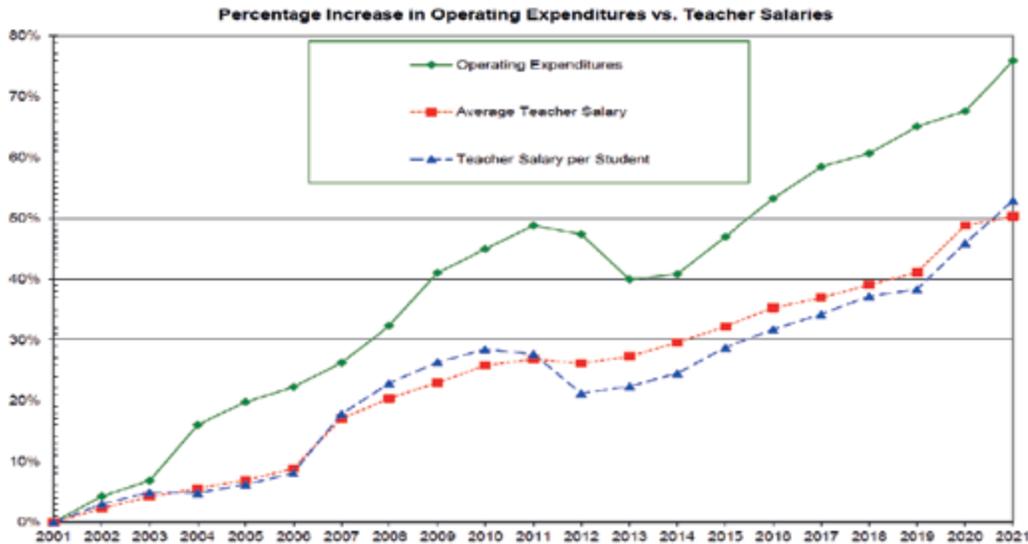
It is widely acknowledged, including in TEA’s testimony before the committee, that teacher salaries are not keeping up with the cost of living.⁸⁵ In addition, rapidly increasing healthcare premiums are a key concern when the goal is to increase take-home pay. School employees are facing a crisis of health insurance unaffordability that must be recognized as a factor in low morale. Increasing the state’s contribution to active employee health insurance must be part of the teacher compensation discussion.

If the state's goal is to attract and retain teachers, prospective employees need assurances of higher pay. The data shows that fewer people are willing to choose to be in a profession that puts them at a financial disadvantage.⁸⁶ The Texas Legislature has recognized the singular importance of teachers when crafting school finance legislation by explicitly directing school districts to raise teacher salaries and the implementation of the Teacher Incentive Allotment. While the legislature has significantly increased state funding, the impact on teacher salaries depends on local school districts' staffing decisions. According to testimony, that mandate from the Legislature has proved necessary to ensure school districts use the money for that purpose.

The Texas Classroom Teachers Association (TCTA) presented an analysis⁸⁷ that shows teacher pay has not kept pace with overall increases in school funding over the past two decades. In 2001, teacher salaries accounted for 43.8 percent of school districts’ per-pupil operating expenditures. Two decades later, that figure has dropped to 38.1 percent.

The analysis shows that if teacher pay had remained in line with increases in school expenditures over that same period, the average teacher salary would have been 15 percent higher in 2021 — lifting the average teacher salary of \$57,641 by an additional \$8,660.

The TCTA chart showing the growing disparity in operational expenditures and teacher salaries per pupil is shown here:



In 2019, the Legislature implemented a more strategic approach to educator compensation through the Teacher Incentive Allotment (TIA). School systems serving more than ten percent of Texas students currently participate in TIA.⁸⁸ Within the next 2-3 years, TEA projects that more than 40 percent of the student population will attend a TIA district.⁸⁹ The average payout for more than 6,000 teachers benefitting from TIA ranges from \$6,600 to \$22,500 depending on designation level.⁹⁰ While the TIA has been proven as a meaningful strategy to improve teacher retention, some stakeholders feel as though the TIA should not be a substitute for overall compensation increases.

Teacher Workload

The teacher's role and schedule look very different in other countries. In higher-performing countries, teachers are in front of students between three and four hours per day, compared to the average of six hours in the United States.⁹¹ Teacher workload has been identified as a major barrier to job satisfaction and teacher retention.⁹² Often, this work time goes unnoticed or unacknowledged and interferes with a teacher's ability to deliver high-quality instruction, resulting in them leaving the profession.

One key factor leading to increased teacher workload is the lack of access to high-quality

instructional materials. Teachers reported spending seven hours per week or 250 hours per year developing or selecting instructional materials.⁹³ Teachers also reported being given only three hours and forty-five minutes per week on average for lesson planning.⁹⁴ As a result, 94 percent of teachers have indicated they find their instructional materials from Google and 84 percent indicated their materials come from Pinterest.⁹⁵

When teachers were asked to identify what parts of their vast workload require the most work time outside of contract hours, a survey conducted by Teach Plus identified documentation associated with accommodations for Special Education paperwork and lesson planning as big buckets of work that requires the most unnoticed or unacknowledged work time.⁹⁶ The charts below identify the amount of time teachers reported it took to perform each task.

	2 Hours or Less	2-5 Hours	more than 5 Hours
Managing IEPs	59.1%	31.8%	9.1%
ARDs & ARD Prep.	92%	6.8%	1.1%
FIE Paperwork	95.4%	3.4%	1.1%
Academic Progress Monitoring	42.1%	40.9%	17%
Managing 504s	62.5%	29.5%	8%
PLAAFP	83.9%	10.3%	5.7%
Behavior Progress Monitoring	53.4%	33%	13.6%

	2 Hours or Less	2-5 Hours	more than 5 Hours
Creating Lesson Plans	17%	55.7%	27.3%
Sharing/Publishing LPs*	65.9%	27.3%	6.8%
Creating HQIM	13.6%	56.8%	29.5%
Data Triangulation	51.7%	36.8%	11.5%

Workplace Conditions/Environment

Teacher retention can be enhanced when teachers work in collaborative and supportive environments. Research has shown that teachers' working conditions affect their teaching ability.⁹⁷ A teacher's working conditions can also have direct implications for attitudes about their work and their decisions to remain at their school or in the profession. Teachers who testified before the Committee stated lack of school leadership and administrative support and opportunities for professional collaboration and shared decision-making led them not to feel supported by their school's administration.

The quality of administrative support is a major factor in whether teachers leave or stay in the profession. Several studies have found that support from principals and other school leaders is one of the best predictors of teacher attrition.⁹⁸ Support from administrators can take many forms such as providing emotional, environmental, and instructional support.

The Committee also heard testimony from teachers that one of the best ways they feel supported is through high-quality mentoring. High-quality mentoring is even more important for novice teachers with one to five years of teaching experience. Currently, Texas has 102,754 novice teachers that make up most of the teaching workforce, and they are more likely to serve low-income and students of color.⁹⁹ However, novice teachers leave the profession in large numbers.¹⁰⁰ Strong support for novice teachers during their first years in the profession can increase their retention. The first few years of a teacher's career are formative ones as teachers make the leap from preparation to practice. Depending on the quality of support they encounter in their first teaching job, novice teachers can grow into highly competent ones - or they may develop counterproductive approaches or leave the profession entirely.

In the 86th Legislative Session, the Legislature established the mentor program allotment under

House Bill 3. The mentor program allotment provides \$1.65 million annually to districts to support the implementation of job-embedded, research-based mentoring practices.¹⁰¹ Teaching is not a one-size-fits-all profession, and teachers need individualized support.

The amount of voice teachers has in decision-making on issues directly affecting their ability to do their job well also contributes to the decision of teachers staying in the profession. Schools that foster more collaborative work environments and shared-decision making typically empower teachers and can have a positive impact on teacher retention. Importantly, the benefits of having productive working relationships and environments lead to greater consistency in instruction, more willingness to share practices and try new ways of teaching, increased job satisfaction, and increased student achievement. In addition, teachers who work in schools with a strong healthy work environment improve their quality of teaching at a much faster rate than teachers in weaker professional environments. Moreover, strong professional environments also can have positive effects on teacher attitudes and fuel a desire to remain in the profession.

Student Discipline

Student discipline challenges are a leading factor for teachers leaving the profession, along with other working conditions and compensation. One study found that, among teachers who left the field permanently, almost 35% report the reason is related to problems with student discipline.¹⁰² Research has also found that “[t]hose schools that do a far better job of managing and coping with and responding to student behavioral issues have far better teacher retention.”¹⁰³

Attempts to address disruptive behaviors cost considerable teacher time at the expense of academic instruction. Other students are negatively affected as classrooms with frequent disruptive behaviors have less academic engaged time, and students in disruptive classrooms tend to have lower grades and lower performance on standardized tests.¹⁰⁴ The TVTF also noted that increased student behavior issues and inadequate support are key sources of teacher stress.

While student misbehavior was on the rise pre-pandemic, two out of three teachers, principals, and district leaders say students are misbehaving more these days than they did in the fall of 2019.¹⁰⁵ Experts point to this rise in student misbehavior as a symptom of the struggle many students have had in dealing with the pandemic.¹⁰⁶

To provide teachers additional discipline support on campus, the Legislature should invest in the hiring of behavior interventionists. Behavior interventionists have specialized training in addressing behavior issues and work to implement evidence-based and student-specific interventions to help the student. A behavioral interventionist would be a key component in a system that provides for temporary, short-term removals that allow a student’s needs and

behaviors to be addressed immediately so they can return to the classroom as rapidly as possible. A behavior interventionist can also coordinate with the counselor, campus behavior coordinator, or appropriate administrator when mental health needs to be addressed. The campus behavior coordinator, typically a designated administrator on campus, is the administrator a teacher can send a student to when incidents of disruption occur. However, they are not specially trained and often cannot assist a teacher immediately upon disruption. The campus behavior coordinator is also the administrator tasked with notifying parents of behavior incidents. The coordination between all these parties could assist with the identification of additional school safety issues that a student's behavior may impact.

The use of certified behavioral interventionists has been successful in the special education arena. But for the general education population, specially trained – but not necessarily certified -- behavioral interventionists would benefit students and teachers alike. Some districts have successfully implemented similar programs,¹⁰⁷ but a state investment would expand their use. Behavioral interventionists can help to immediately address discipline problems and aid in teacher retention, which would help to offset the cost of the additional staffing while also minimizing disruption to a student's educational experience.

Retired Teachers

Statewide there are about 480,000 retired education employees, and a total of 1.5 million active and retired educators. The Texas teacher pension fund operates as an alternative to Social Security. While Social Security, with a cost-of-living-adjustment (COLA), keeps pace with inflation, the teacher retirement system does not. The Committee heard testimony on the need to incorporate more funding options into the Texas Retirement System (TRS) that allows for inflation.

The average monthly TRS check is about \$2,100.¹⁰⁸ According to the Bureau of Labor Statistics consumer price index, today's prices are 1.62 times higher than average prices in 2001 and where the inflation rate was 2.85% in 2001, it is now 8.54%.¹⁰⁹ Absent any other income or savings, a retired teacher would have to make this amount cover everyday costs such as rent, groceries, gas, medical bills, and other daily expenses. Although stakeholders voiced concern on the possibility the TRS could run out of money if there are not enough workers putting into the fund, the Committee received testimony that the TRS has done well to manage its assets and have enough funds to pay the future cost of benefits for TRS retirees.¹¹⁰

As Texas moves forward with efforts to strengthen its educational system, it is incumbent upon the Legislature that elevating the status of the teaching profession must remain a top priority.

RECOMMENDATIONS

1. Educator Preparation

- a. The Committee recommends the Legislature reduce financial barriers to high-quality educator training and completion of teacher credential exams
- b. The Committee recommends the Legislature direct TEA in consultation with SBEC, and THECB to establish and incentivize articulated pathways from K-12 institutions, community colleges, and four-year institutions to shorten time to degree and certification through stackable credentials and required transfer degrees for teacher candidates.
- c. The Committee recommends the Legislature create a website for educator preparation programs and detailed educator preparation program information to provide more transparency around practices and outcomes of different educator preparation programs.

2. Teacher Recruitment

- a. The Committee recommends the Legislature incentivize development and enhancement of innovative partnerships to strengthen the educator pipeline and increase degree completion by:
 - i. Increase flexibility for how GYO funding can be used, and which institutions can directly receive funding
 - ii. Provide funding for development or enhancement of integrated community college and four-year institution pathways.
 - iii. Provide a living stipend to all students completing clinical fieldwork, residencies, or internships.
- b. If funds are available, the Committee recommends the Legislature appropriate funding for the cost of certification testing fees for new teachers, especially those obtaining high-need certifications for a certain period.

3. Teacher Retention

- a. If funding is available, the Committee recommends the Legislature to invest in

-
- teacher salaries and compensation.
- b.* The Committee recommends the Legislature amend the Teacher Incentive Allotment qualifications to recognize that National Board certified teachers are designated as exemplary.
 - c.* If funding is available, the Committee recommends the Legislature increase the state's contribution to employee health insurance and require schools to maintain a matching local contribution per month.
 - d.* If funding and statute allows, the Committee recommends the Legislature provide a supplemental financial support for retired teachers.
 - e.* The Committee recommends the Legislature increase the support for the Mentor Program allotment, while maintaining a rigorous bar for mentor-teacher qualifications.
 - f.* The Committee recommends the Legislature appropriate funding for behavior interventionist to provide teachers with additional support in the classroom to address student discipline issues.

CHARGE V: Investments

Review the impact of investments of endowment and other trust funds, including the Permanent University Fund, by university systems and institutions of higher education in businesses and funds owned or controlled by the Russian government or Russian nationals, and determine the need for investment restrictions. Consider the impact of any proposed investment restrictions on fund performance.

BACKGROUND

On, February 24, 2022, Russia mobilized 300,000 Russian citizens and invaded the autonomous country of Ukraine with the intention of claiming its land as part of Russia. Russia is no stranger to territorial invasions in the region. Many have not yet forgotten that Russia used these same means to successfully annex Crimea in 2014. "On March 2, 2022, the U.N. General Assembly voted 141-5 to demand Russia "immediately, completely and unconditionally withdraw" from Ukraine (47 countries, including China and India, abstained or did not vote). In response to Russian efforts to claim Ukrainian territory in fall 2022, the General Assembly declared by a vote of 143-5 that Russia's "illegal so-called referendums" and "attempted illegal annexation" of occupied Ukrainian regions "have no validity under international law".¹¹¹

U.S. sanctions have been in place since the 2014 invasion of Crimea. However, the Biden Administration warned Russia that any further incursion into Ukraine would result in more strict sanctions and U.S./Foreign intervention. With the invasion of Ukraine, sanctions aimed at multiple economic targets were imposed. These included Russia's Central Bank, Russia's Ministry of Finance, and National Wealth Fund. Sanctions aimed at punishing or hindering Russia did not stop there. Restrictions on the following also went into effect, February 2022:

- New U.S. investments in Russia
- U.S. import of Russian gold, diamonds, seafood, and alcoholic beverages
- Export of U.S. luxury goods and dollar-denominated banknotes
- The provision of accounting, trust and corporate formation, management consulting, and quantum computing services
- Secondary-market transactions by U.S. financial institutions in Russian sovereign debt
- Entrance into and use of U.S. airspace by Russian aircraft
- Entrance into U.S. ports by Russian-affiliated vessels
- U.S. trade or investment in Russia-occupied regions of eastern Ukraine¹¹²

Global markets continue to be negatively impacted by the war via disruptions in global trade.

This regional issue has major global implications as it is greatly contributing to the growing inflation rate as well as bolstering global financial tensions.

FINDINGS

The Committee met on August 10, 2022, to hear testimony on interim charge number five. Invited testimony was given by the following:

- Mike Ressig, Texas Comptroller's Office
- Rich Hall, University of Texas/Texas A&M Management Company (UTIMCO)

The creation of the Texas Treasury Safekeeping Trust Company by the Texas Legislature in 2001, was done so to "...efficiently and economically manage, invest, and safeguard funds for the state and various subdivision".¹¹³ In late February 2022, Comptroller Hegar directed the Trust Company to use portfolio tools and contacts to review its investments in Russia and begin divestment. The Trust Company found that there were no direct securities traded on the Moscow Exchange or through American Depositary Receipts (ADRs), nor any direct investments in Russian companies or funds held with a manager dedicated to investing in Russia. Trust Company portfolios had \$18.6 million in indirect exposure, which is money placed with outside managers who through their discretion had invested a portion of their funds in Russia. By the end of Q1 2022, total indirect exposure across all Trust Company pools of capital had decreased by 93% to just \$1.2 million. The reduction was mostly due to:

- Contacting managers and expressing desire to divest
- Managers reducing exposure due to the Trust Company and other investors' requests, and current events
- Marking certain investments to zero due to unmarketability

The Trust Company has also initiated redemptions where appropriate, in a prudent manner, and in conformance with preservation of capital and liquidity terms of the investments. Total Russia exposure across all Trust Company pools of capital continues to be 0% direct and only 0.001% (1/10 basis point) indirect.

Trust Company Russia Indirect Investments by Fund

	End of Q4 2021			End of Q1 2022		
	Russia Indirect	Total Invested	% of Total	Russia Indirect	Total Invested	% of Total
Endowments	\$ 15,764,975	\$ 5,267,518,205	0.299%	\$ 1,159,757	\$ 5,270,265,256	0.022%
SWIFT	\$ 1,944,985	\$ 1,822,790,949	0.107%	\$ 49,142	\$ 1,836,855,666	0.003%
Testif (ESF)	\$ 906,668	\$ 8,539,863,089	0.011%	\$ 4,114	\$ 9,841,886,437	0.000%
All other	\$ 0	\$ 86,686,388,821	0.000%	\$ 0	\$ 97,350,082,417	0.000%
Grand Total	\$ 18,616,627	\$ 102,316,561,065	0.018%	\$ 1,213,013	\$ 114,299,089,776	0.001%

Given a broad global investment directive, restricting the opportunity set to exclude any specific region, country, or sector theoretically narrows the return possibilities across the investment landscape. Considering the minimal exposure of Trust Company investments to Russia both before and after indirect divestment, the Trust Company uniformly has seen little to no impact thus far on the performance of varied investment pools. With other Texas investment entities also reporting limited exposure to Russian investments, the overall impact of restrictions to the state's economy, fiscal health, and investment opportunities is likely to be minimal.

The University of Texas/Texas A&M Investment Management Company (UTIMCO) is the first external investment corporation formed by a public university system and oversees investments for The University of Texas and Texas A&M Systems.¹¹⁴ UTIMCO provides management services for the Permanent University Fund (PUF) and other endowment assets. UTIMCO began investing in Russia in 2008. The investments were made primarily in one public stock fund and two private equity funds. In total, UTIMCO invested \$212 million in capital in Russia. Over time, they withdrew \$110 million in principal and at the beginning of 2022, UTIMCO has \$112 million of capital invested in Russia. That amount had appreciated to have a market value of \$260 million prior to Russia's invasion of Ukraine. Russia imposed countersanctions, which closed their stock markets and limited the ability to extract hard currency from the country. At

the end of March 2022, UTIMCO then marked the stock values of their shares to \$0. UTIMCO continues to own the interest in the funds and the funds continue to own the interest in the securities. They will continue to monitor the situation and look for avenues in which they can recover the value of the endowment assets.

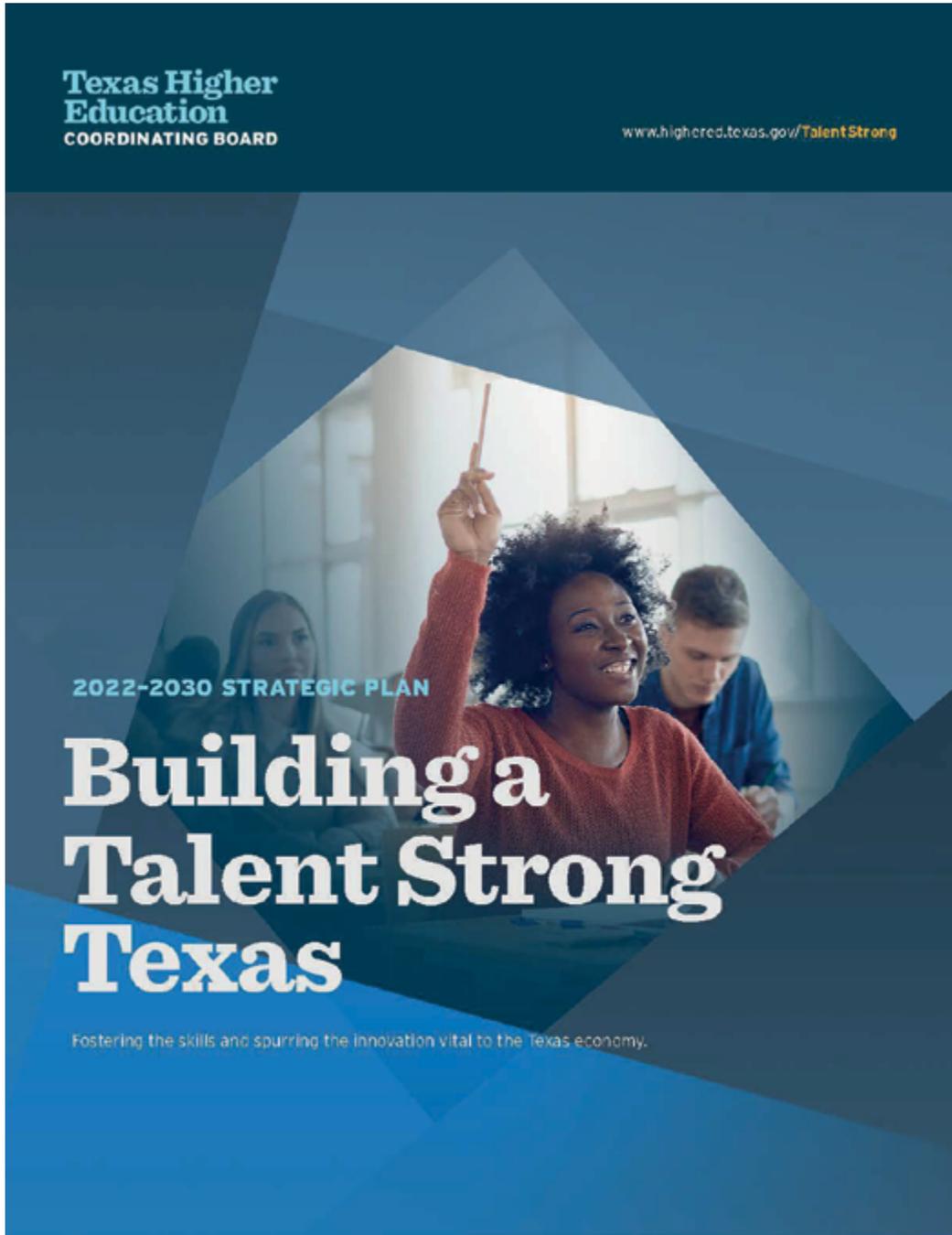
Other states have passed legislation or issued executive orders in the wake of the Russian conflict. Examples of legislation and executive orders are:

- In Georgia: Prohibits Russian and Belarusian-owned companies from submitting proposals for state contracts
- In Idaho: Requires the state to divest assets held in Russian companies
- In Maryland: Requires the state to divest from all Russian assets
- In Minnesota: Requires the state to divest all assets from Russian and Belarusian entities and to terminate contracts with Russian and Belarusian entities
- In New Jersey: Prohibits government dealings with businesses associated with either Russia or Belarus
- In Alaska, California, Georgia, Illinois, Michigan, Montana, New Mexico, New York, Ohio, Pennsylvania: Calls for state to review and/or divest from Russia
- In Arkansas, Colorado, Minnesota, North Carolina: Calls for state to discontinue contracts
- In Indiana, New Jersey, Virginia, Washington: Other or combination of review or divest investments and contracts, enact sanctions, etc.

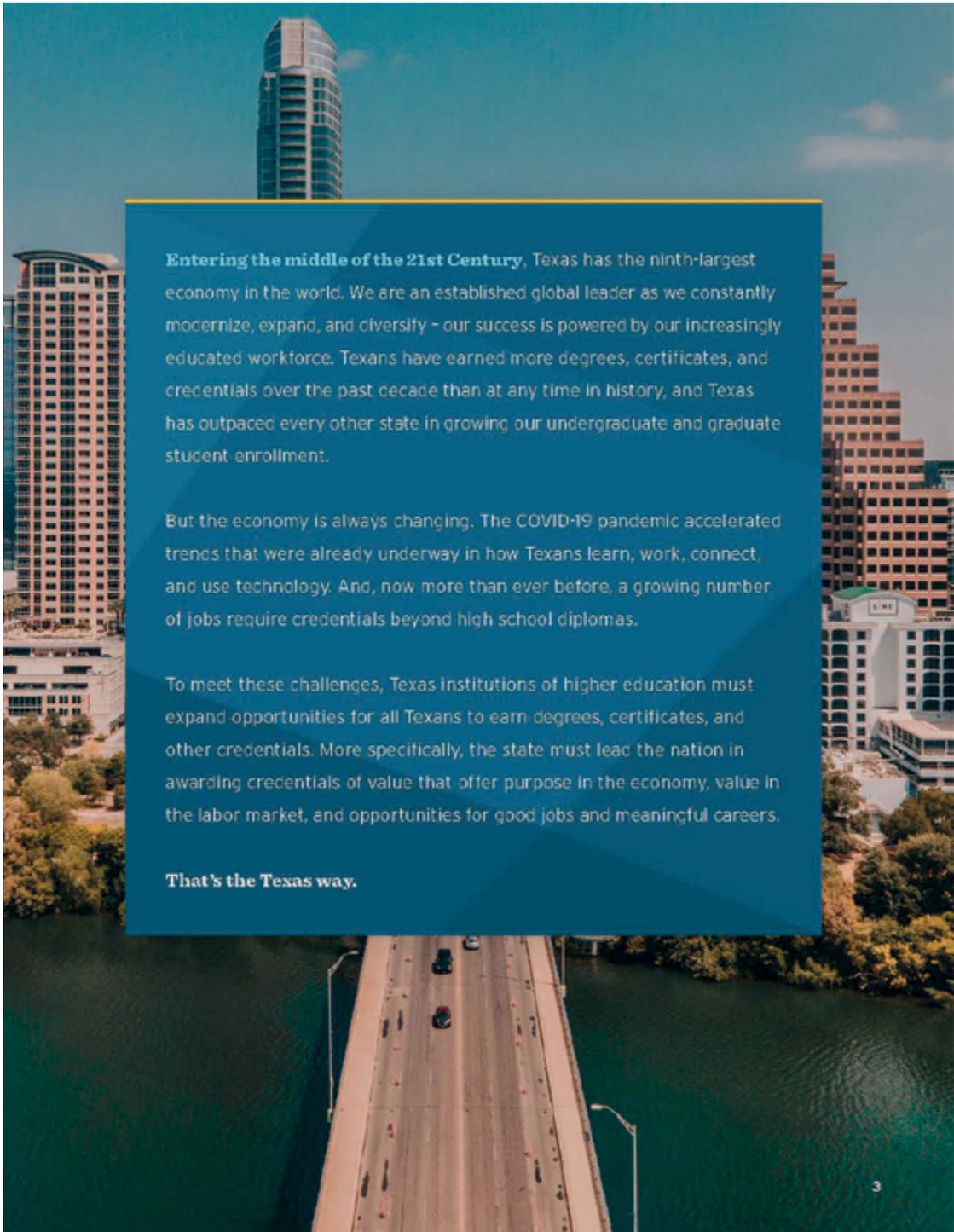
RECOMMENDATIONS

The Legislature should consider measures that require entities investing state funds to report periodically to legislature all direct and indirect exposure to Russian investments, along with divestment activity.

Appendix A



The state of Texas is educating, graduating, and preparing more students to join the workforce and drive the economy than ever before – and remains firmly committed to Building a Talent Strong Texas for decades to come.



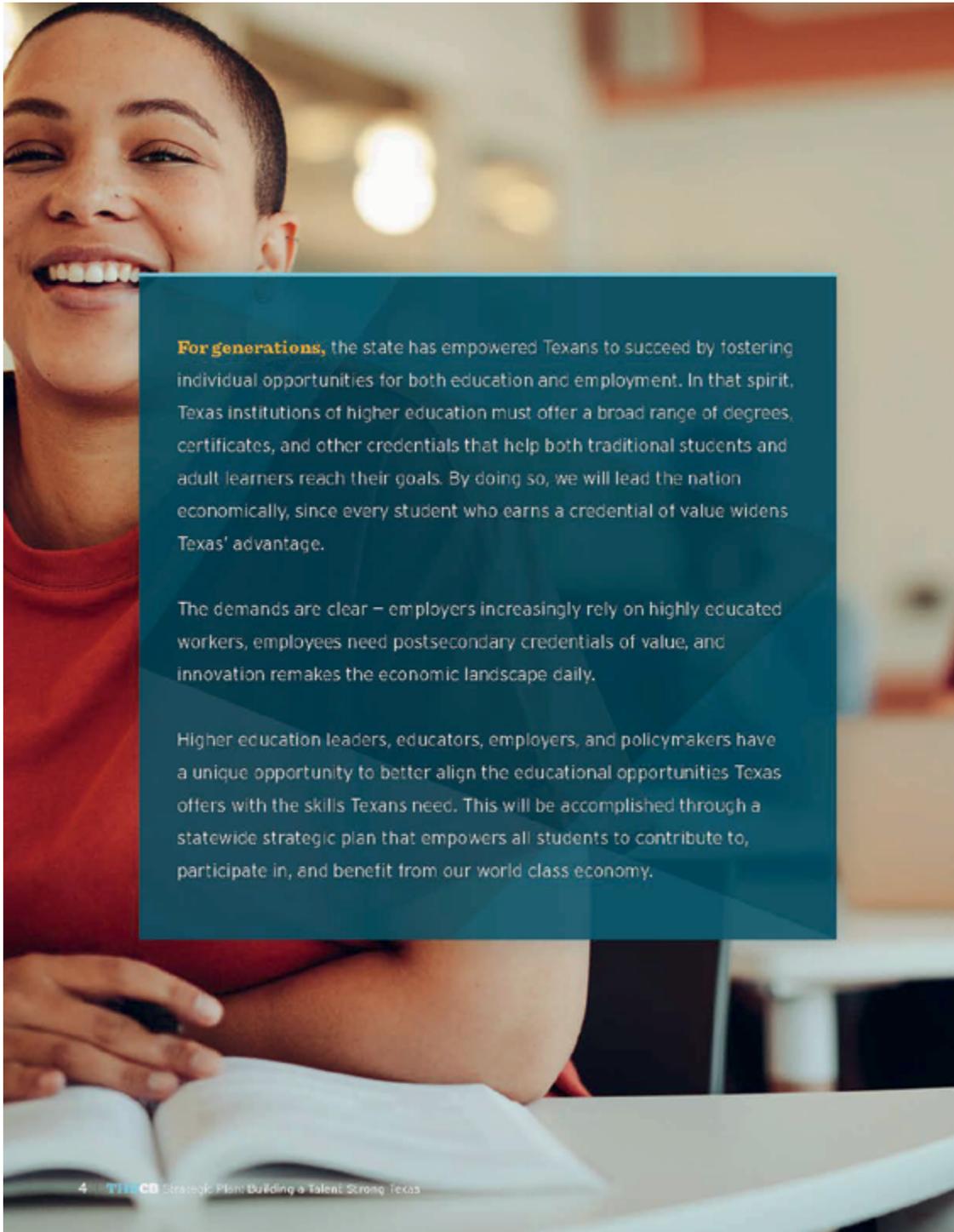
Entering the middle of the 21st Century, Texas has the ninth-largest economy in the world. We are an established global leader as we constantly modernize, expand, and diversify - our success is powered by our increasingly educated workforce. Texans have earned more degrees, certificates, and credentials over the past decade than at any time in history, and Texas has outpaced every other state in growing our undergraduate and graduate student enrollment.

But the economy is always changing. The COVID-19 pandemic accelerated trends that were already underway in how Texans learn, work, connect, and use technology. And, now more than ever before, a growing number of jobs require credentials beyond high school diplomas.

To meet these challenges, Texas institutions of higher education must expand opportunities for all Texans to earn degrees, certificates, and other credentials. More specifically, the state must lead the nation in awarding credentials of value that offer purpose in the economy, value in the labor market, and opportunities for good jobs and meaningful careers.

That's the Texas way.

3



For generations, the state has empowered Texans to succeed by fostering individual opportunities for both education and employment. In that spirit, Texas institutions of higher education must offer a broad range of degrees, certificates, and other credentials that help both traditional students and adult learners reach their goals. By doing so, we will lead the nation economically, since every student who earns a credential of value widens Texas' advantage.

The demands are clear – employers increasingly rely on highly educated workers, employees need postsecondary credentials of value, and innovation remakes the economic landscape daily.

Higher education leaders, educators, employers, and policymakers have a unique opportunity to better align the educational opportunities Texas offers with the skills Texans need. This will be accomplished through a statewide strategic plan that empowers all students to contribute to, participate in, and benefit from our world class economy.

Raising the Bar for Higher Education in Texas

Texas has continually raised the bar for higher education, through *Closing the Gaps* in 2000, and *60x30TX* in 2015. We will not back off the goals set by those plans. Instead, we will raise the bar even higher. Our economy demands nothing less. We will do this by focusing on three measurable, data-driven goals:

- **Attainment of certificates and degrees** so at least 60% of Texans ages 25-64 have a postsecondary credential of value by 2030.
- **Postsecondary credentials of value** aligned with workforce demands that will raise incomes for individual Texans while reducing debt.
- **Research, development, and innovation** that drives discovery, improves lives, broadens education, and creates new jobs.

Across all these goals, we will renew our **commitment to equity**. Texas is one of the youngest and most diverse states, so if we're not advancing our goals equitably, we cannot meet those goals. In the updated plan, equity will be embedded throughout our goals.

All goals will be tied to metrics that are publicly available for students and families, colleges and universities, employers, and policymakers to use in making decisions. These goals can only be achieved collaboratively, working with public and private sector stakeholders to break down historic silos and serving as a resource, partner, and advocate for Texas higher education.

The path forward is clear: When we help more students graduate with credentials of value and foster innovation, we ultimately increase Texans' opportunities to succeed, while also bolstering Texas' ability to flourish. That's how we keep Building a Talent Strong Texas.

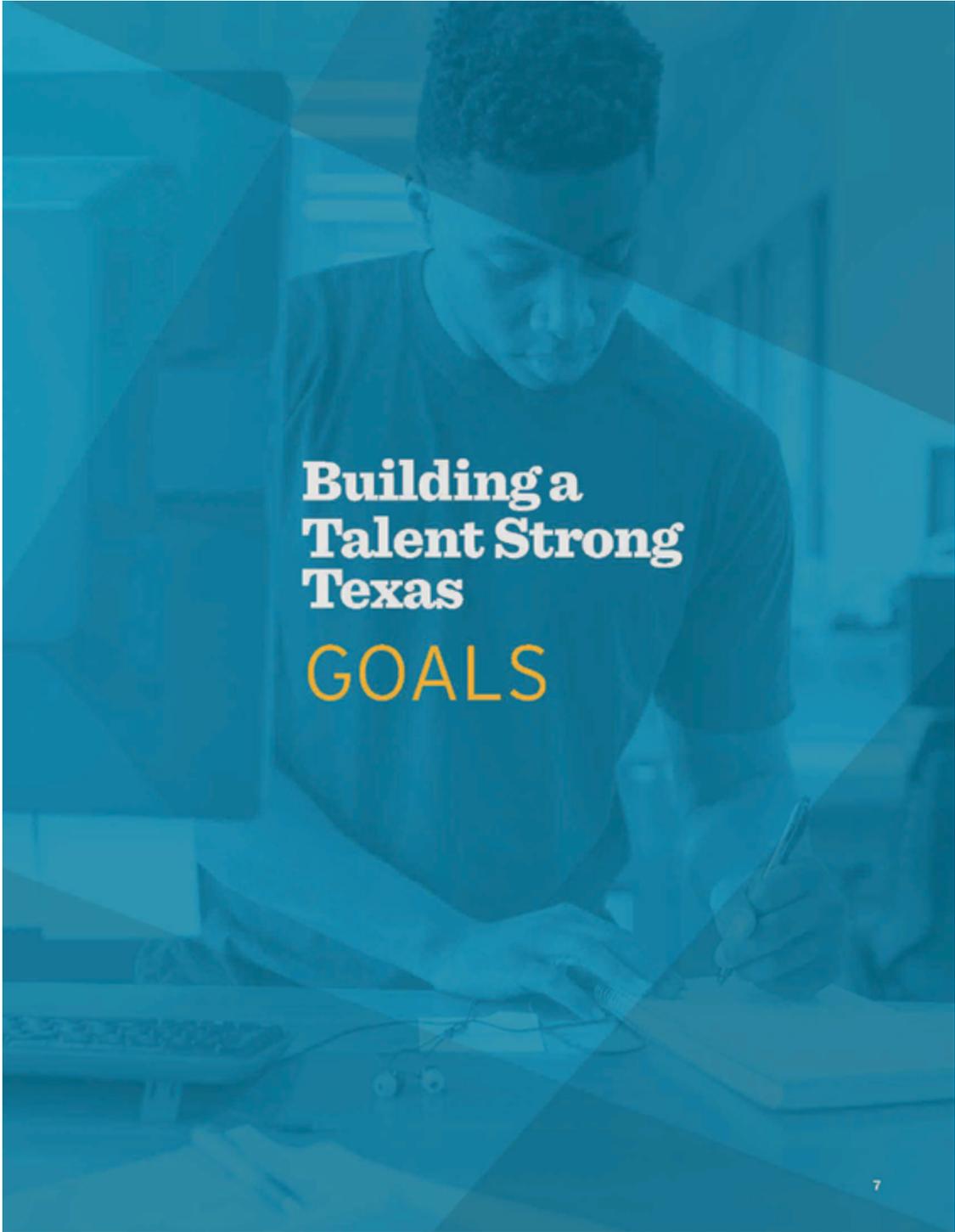
Advancing Equity for the Benefit of All Texans

In raw numbers, Texas grew more than any other state over the past decade, and more than 95% of that growth was in communities of color. That's why data for these indicators will be disaggregated and reported by race, gender, income level, and geographic area to monitor that all goals are being advanced equitably and all Texans have an opportunity to succeed.

“Texas continues to be a leader in higher education thanks to our shared dedication to educating and training the next generation of Texans. It is critical we continue to foster our homegrown talent to ensure all Texans are prepared to participate fully in the workforce and be part of our economic success story.”



Greg Abbott
Governor



**Building a
Talent Strong
Texas**

GOALS

7

ATTAINMENT OF POSTSECONDARY CREDENTIALS

Historically, efforts to increase the impact of higher education have focused on expanding access to institutions of higher education. **Building a Talent Strong Texas** will require us to shift our focus to completion with purpose and value.

Texas' two previous strategic plans built on this important goal by emphasizing equity and attainment – making sure Texans of all backgrounds not only started college and professional programs but completed them.

60x30TX, in particular, set a goal for 60% of Texans ages 25-34 to earn a degree or certificate by 2030. That goal remains vital. However, we can't address the workforce needs of tomorrow by focusing solely on traditional students and early-career Texans. We must expand our focus to include mid-career employees who can advance in their jobs and meet the changing demands of Texas employers.

“At El Paso Community College, we understand that for our region and our state to continue to succeed, we must ensure that all students, regardless of age, have the opportunity to enroll and complete credentials that lead to economic prosperity.”

William Serrata
President, El Paso Community College

This group includes a range of potential adult learners: from those who never attended college or programs after high school, to nearly 4 million Texans with some college credit but no credential. Reskilling and upskilling are within reach for many of them.

To accomplish this, we will expand Texas' attainment goals to include working-age adults. In addition to the 25-34-year-olds who are already central to 60X30TX, we will aim for at least 60% of Texans ages 35-64 to

have a degree, certificate, or other postsecondary credential of value by 2030. In particular, we will encourage higher education institutions to expand work-based learning and offer a broader array of credentials – including short-term credentials or badges, some of which the state has never before tracked or measured.

The 60% goals are not arbitrary. They are data-driven targets designed to increase employment opportunities and income for individual Texans, create a deeper talent pool for employers, and align skills with the increasing number of jobs that require postsecondary education. The 60% goals were selected to ensure Texas will remain globally competitive.

By expanding our attainment goals to include all working-age Texans, we will increase employment opportunities and incomes for individuals, create a deeper talent pool for employers, and align skills with the jobs our economy demands.

Primary Indicators

GOAL: 60%

Percentage of Texans ages 25-34 with a degree, certificate, or other postsecondary credential of value by 2030.

GOAL: 60%

Percentage of Texans aged 35-64 with a degree, certificate, or other postsecondary credential of value by 2030.

Future Indicators

The data we collect and report will continually evolve. As such, we aim to also evolve our indicators for each of the three goals to ensure we have a robust and timely understanding of the ongoing impact. This includes identifying and collecting data for some indicators that have not traditionally been tracked until now.

Unfilled high- and middle-skilled jobs in high-demand and/or high-growth industries

Strategies

Establish and maintain a statewide repository with information on all credentials offered by Texas institutions of higher education and other providers, including non-degree, postsecondary credentials of value.

Modernize the state's educational and workforce data infrastructure, including improved collection of occupation-specific data to better inform students, educators, institutional leaders, employers, and the public about the talent pipeline, while maintaining student privacy.

Build upon the work of the Texas Higher Education Coordinating Board, Texas Workforce Commission, and Texas Education Agency through the governor's Tri-Agency Workforce Initiative to expand high-quality education and workforce training opportunities that empower Texans to achieve their full potential.

POSTSECONDARY CREDENTIALS OF VALUE

By *Building a Talent Strong Texas*, our state will play a leading and unprecedented national role in prioritizing credentials of value.

The credentials that students earn must, at a minimum, provide a positive return on investment: The economic benefits exceed the costs to receive them, and students leave higher education better off financially than they would otherwise be.

We have already laid a strong foundation for the Texas workforce through a broad commitment to increase postsecondary attainment. However, the modern economy demands more – we must award credentials that offer purpose in the economy, value in the labor market, and opportunity for a good job and meaningful career.

“Texas higher education plays a critical role in preparing future workers for our available jobs while upskilling our existing employees to stay competitive in the workforce.”

Meagan McCoy Jones
President & COO,
McCoy's Building Supply

To achieve this, educators will work with employers to understand today's high-demand, high-quality fields, aligning courses, programs, and credentials with current and emerging workforce needs, for both first-time and mid-career students. In particular, programs must help students progress efficiently toward completion and align with potential career opportunities.

The value of an individual credential can also be increased by targeting financial aid to ensure opportunities are affordable and student debt is low. Manageable student debt is essential to expand economic mobility for historically underserved populations, who often have the greatest needs but the least access to higher education and support

services. This combination of increased value and economic mobility for students leads to greater economic prosperity for their families, communities, and the state.

Containing costs and increasing value for students and Texas taxpayers is a shared responsibility among the Texas Legislature (which funds higher education), institutional leaders (who set tuition and create educational pathways to credentials), and students (who choose their paths to completion).

Credentials from Texas institutions of higher education must equip graduates for continued learning and lasting, successful careers, with no or manageable student debt.

Primary Indicators:

GOAL: 550K

Students completing postsecondary credentials of value each year.

GOAL: 95%

Percentage of graduates with no undergraduate student debt or manageable levels of debt in relation to their potential earnings.

Future indicators:

Number of students graduating with credentials linked to high-demand occupations, disaggregated by race, gender, and income.

Strategies:

Support Texas' commitment to higher education through a strategic mix of state appropriations, tuition and fees, philanthropy, and other revenues, while leveraging state and federal financial aid to keep student debt low.

Streamline student pathways to credentials of value through course and program redesign, digital tools to help address individual student needs, credit for prior learning, and flexible program options – all while increasing support services and advising that assist students through key transitions in higher education and the workforce.

Make the costs of higher education more transparent, predictable, and affordable for Texas students, and bolster students' financial literacy.

Expand high quality, work-based learning opportunities through partnerships among institutions and employers, including paid internships and apprenticeships.

RESEARCH, DEVELOPMENT, & INNOVATION

Building a Talent Strong Texas means developing a workforce that meets the current and future needs of employers and expands opportunities for individual Texans to earn credentials of value.

As part of that mission, Texas institutions of higher education also play a vital role in generating knowledge through basic and applied research, and working with industry to translate innovations and discoveries into new inventions or treatments. Often, these innovations can also be commercialized to spin off new companies, create jobs, and support local and state economies.

“At Prairie View A&M University, we are pushing boundaries in research and innovation. With this renewed focus by the state, we hope to achieve even greater success in driving Texas’ knowledge economy.”

Ruth Simmons
President, Prairie View A&M University

These research activities simultaneously power the global economy and provide students with opportunities to work at the frontiers of human knowledge. Institutions of higher education drive the research and development that produce the insights, innovations, and highly skilled graduates essential for economic competitiveness.

For Texas to maintain and advance its economic leadership for 2030 and beyond, it must continue to bolster its capabilities in these areas. Research and emerging research universities and health science centers should recruit and retain world-class scholars and innovators, provide modern campus research infrastructure, and support robust industry partnerships.

Research, development, and innovation are not the sole purview of the state’s research universities and health science centers. All institutions of higher education play increasingly important roles to incubate innovation, generate new businesses, and promote economic development.

These include community colleges, regional universities, and regional collaboratives that can build on existing industry partnerships and develop new collaborative models to drive research and innovation.

Texas must be a leading state in generating knowledge through basic and applied research and translating discoveries into innovations that benefit individual Texans' lives and drive economic development.

Primary Indicators:

GOAL:
\$1 Billion

Increase in annual private and federal research and development expenditures.

GOAL: 7,500

Research doctorates awarded annually by Texas institutions of higher education.

Future indicators:

Measures of commercialization, knowledge transfer, and economic impact.

Strategies:

Recruit highly distinguished researchers and world-class innovators to Texas universities through the governor's University Research Initiative and other programs, and provide support for universities to hire high-potential, early-career researchers.

Strengthen state research funding and programs to align with state priorities for university research and development.

Develop and mentor world-class future faculty for Texas institutions, emphasizing disciplines with high current or projected workforce demand (including nursing, software development, and data sciences), especially faculty from diverse backgrounds.

Establish high-impact university research parks and improve research infrastructure at all research and emerging research universities, and develop incubator capabilities in two- and four-year colleges to support private-sector partnerships, innovation, and technology commercialization.

Background: How the Updated Plan was Developed

In 2000, we adopted *Closing the Gaps* as the state's 15-year higher education plan. It was designed to close achievement gaps among groups across the state as well as between Texas and other states. The plan focused on four major areas: participation, success, excellence, and research. Texas was able to close the gaps in most areas, sometimes by wide margins, though not all goals were fully met.

In 2015, we adopted the follow-up *60x30TX*, which committed to 60% of all Texans ages 25-34 earning a certificate or degree by 2030. The plan also set out the ambitious goals of having 550,000 students complete a certificate or degree every year by 2030, each student graduating with identified marketable skills, and having debt that amounted to less than 60% of first-year wages. The state is making progress toward those goals.

However, the pace of change in the Texas economy is accelerating, and the COVID-19 pandemic brought new disruptions to the workforce while changing expectations for the future. In response, state officials led by Commissioner of Higher Education Harrison Keller have determined that *60x30TX* should be refreshed as it nears its halfway mark in 2022 and that Texas should accelerate its national leadership and renewed focus on students completing degrees with purpose and value.

Building a Talent Strong Texas Steering Committee Members

- Neal Adams, committee co-chair, Texas Higher Education Foundation
- Stuart Stedman, committee co-chair, former chair of the Texas Higher Education Coordinating Board
- Fred Farias, chair of the Texas Higher Education Coordinating Board
- Donna Williams, vice chair of the Texas Higher Education Coordinating Board
- Derryl Heath, Texas Higher Education Foundation
- Fred Heldenfels, Texas Higher Education Foundation
- Woody Hunt, Texas Higher Education Foundation
- Welcome Wilson Jr., Texas Higher Education Coordinating Board

A special thanks to the leadership of the steering committee and the thought partnership from our institutions, business and industry colleagues, Tri-Agency partners, and more.

To be successful, Building a Talent Strong Texas will require coordination across the public and private sectors, with input and support from educators, institutional leaders, policymakers, employers, and students and their families.

To update the plan most effectively and meet the needs of all stakeholders, Texas Higher Education Coordinating Board officials:

- established an eight-member steering committee of current members of the Texas Higher Education Coordinating Board and the Texas Higher Education Foundation Board of Trustees;
- engaged leaders across public and independent institutions of higher education including chancellors, presidents, provosts, deans, and faculty members;
- facilitated discussions with business leaders from across the state and a cross-section of Texas industries to understand challenges and opportunities in the talent pipeline;
- held virtual forums across Texas, each sponsored jointly by a university and community college and/or chamber of commerce in that region;
- convened a statewide virtual summit with leading national experts, Texas employers, educators, and other stakeholders;
- reviewed national best practices and data in various domains, including adult learning, credentials of value, and research and development; and
- met with leading state and national experts in relevant areas of higher education and workforce policy.

These conversations and reviews led to the updated goals, indicators, and strategies that drive Building a Talent Strong Texas.

Texas Higher Education COORDINATING BOARD

The Commissioner



Harrison Keller, Ph.D.

Dr. Keller has more than two decades of experience in educational budget and policy, digital learning, senior university administration, management, fundraising, and building effective coalitions among school districts, community colleges, universities, systems, and policymakers.

The Board



Fred Farias III, OD, MCSO

Chair

Fred Farias III, OD, MCSO, of McAllen, Texas, is president and CEO of 20/20 Vision Care and a fellow of the American Academy of Optometry. He is chair of the Texas Higher Education Coordinating Board and a member of the Texas Higher Education Foundation Board.



Donna N. Williams

Vice Chair

Donna N. Williams is a vice president and program manager for Parsons Transportation Group Inc., managing a multi-year contract at Houston's George Bush Intercontinental Airport. She is vice chair of the Texas Higher Education Coordinating Board and is a member of the Texas Higher Education Foundation Board.



Javaid Anwar

S. Javaid Anwar was born in Karachi, Pakistan, and after high school, immigrated to the United States. His 40-year career in Texas oil and gas has led to his foundation and ownership of several oil and gas exploration companies and related entities.



Richard L. Clemmer

Richard L. (Rick) Clemmer is a global technology CEO, most recently leading the turnaround of NXP Semiconductors. He continues to serve as chairman of NXP NA and as a strategic advisor. He also serves on the boards of Aptiv PLC, HP Inc., Privaty, and Axon Networks.



Robert P. Gauntt

Robert Gauntt is a founding partner of Capital Creek Partners. He previously served as founding partner at Avalon Advisors, building the firm's Alternative platform with a focus on private equity, real estate, and hedge funds.



Emma W. Schwartz, MPH

Emme Woltschlagel Schwartz, MPH, is president of the Medical Center of the Americas Foundation, a nonprofit operating in El Paso, Texas, and Juarez, Mexico, which she and her board founded in 2006.



R. Sam Torn

Sam Torn and his wife, Susan, own and operate Incomparable Camp Ozark, one of the nation's largest residential summer camps. He is also the executive director of Camp War Eagle, a youth development nonprofit organization for underserved children.



Welcome W. Wilson, Jr.

Welcome Wilson, Jr. is president and CEO of Welcome Group LLC, a commercial real estate development firm. He is also the joint venture partner in Kingham - Dalton - Wilson Ltd., a design/build construction affiliate, and a director of River Oaks Financial Group Inc.



Daniel O. Wong, PhD, PE

Daniel O. Wong, PhD, PE, is president and CEO of TolunayWong Engineers Inc., which is headquartered in Houston with 10 offices across Texas and Louisiana. He is also an adjunct professor at the University of Houston.



Matthew Boyd Smith

Student Representative

Matthew Boyd Smith of Copperas Cove was appointed to serve as the student representative on the Texas Higher Education Coordinating Board by Governor Greg Abbott in June 2021. He attends Texas State University as a political science major.

**We must raise the bar to ensure
all Texans can participate in,
benefit from, and contribute to
the unique opportunities of
our great state. Working together,
we'll lead the nation and
Build a Talent Strong Texas.**





THECB

Texas Higher Education
COORDINATING BOARD

www.highered.texas.gov/TalentStrong

Appendix B

Appendix A: Mandatory Exemptions

Program Name	Statute
Adopted	TEC 54.367
Border States	TEC 54.231(a)
Children of Disabled Firefighters/Law Enforcement Officers	TEC 54.351
Children of Nurse Faculty	TEC 54.355
Children of POWs and MIAs	TEC 54.343
Concurrent Enrollment/Min Tuition	TEC 54.011
Deaf or Blind	TEC 54.364
Dependents of Deceased Public Servants	TEC 54.354
Disabled Peace Officers and Firefighters	TEC 54.352
Ex-Prisoners of War	TEC 54.342
Firefighters taking Fire Science Courses	TEC 54.353
Foster Care/Texas DFPS	TEC 54.366
Hazlewood Dependents (Credit Hours)	TEC 54.343(b)(1)
Hazlewood Dependents (Non-Credit Hours)	TEC 54.343(b)(1)
Hazlewood Dependents Legacy Act	TEC 54.343(i)
Hazlewood Spouse (Credit)	TEC 54.343(a-2)
Hazlewood Spouse (Non-Credit)	TEC 54.343(a-2)
Hazlewood Veteran (Credit Hours)	TEC 54.343(a)
Hazlewood Veteran (Non-Credit Hours)	TEC 54.343(a)
National Guard Exemption	TEC 54.345
Peace Officers Exemption	TEC 54.3531
Preceptors and their Children	TEC 54.356
Performers of "Taps"	TEC 54.344
Texas Tomorrow Fund / Public Universities	TEC 54.624

Source: Texas Higher Education Coordinating Board, Texas Education Code

AUGUST 10, 2022

LEGISLATIVE BUDGET BOARD ID: 7550

7

Appendix A: Mandatory Waivers

Program Name	Statute
Biomedical MD/PhD	TEC 54.214
Border County/Parish	TEC 54.231(g)
Citizens of Mexico (Pilot)	TEC 54.231(c)
Citizens of Mexico in Border Counties	TEC 54.231(b)
Citizens of Mexico Public Health	TEC 54.231(b)(4)
College Teachers, Professors, etc...	TEC 54.211
Economic Development	TEC 54.222
Foreign Service Officer	TEC 54.206
Military in Texas	TEC 54.241(b,c,f,g)
Military in Texas, Intention to Stay in Texas	TEC 54.241 (d,j,k)
Military in Texas, Radiology at MSU	TEC 54.241 (h)
NATO Members and Families	TEC 54.232
Olympic Programs Waiver	TEC 54.223
Reciprocal Educational Exchange Program (REEP)	TEC 54.231(d)(e)
TAMU Nat'l Lab or Nat'l Lab Operator Employee/Dependent	TEC 54.369
Teaching and Research Assistants	TEC 54.212
Texas Tomorrow Fund Contract	TEC 54.621
Academic Common Market Waiver	TEC 54.233

Source: Texas Higher Education Coordinating Board, Texas Education Code

AUGUST 10, 2022

LEGISLATIVE BUDGET BOARD ID: 7550

8

Appendix A: Optional Exemptions & Waivers

Program Name	Statute	Waiver or Exemption
100 Mile Waiver	TEC 54.0601	Exemption
Ad Valorem	TEC 130.0032	Exemption
Combat Exemption	TEC 54.2031	Exemption
Community College District Employees	TEC 130.0851	Exemption
Designated Tuition Exemption	TEC 54.261	Exemption
Distance Learning Exemption from Fees	TEC 54.218	Exemption
Dual Enrollment - Junior Colleges	TEC 130.008	Exemption
Dual Enrollment - All Institutions	TEC 54.216	Exemption
Educational Aide Exemption	TEC 54.363	Exemption
Fully Funded Courses	TEC 54.217	Exemption
Good Neighbor Program	TEC 54.331	Exemption
Governing Board Waivers	TEC 54.5035	Exemption
Highest Ranking HS Scholarship	TEC 54.301	Exemption
Inter-Institutional Academic Programs	TEC 54.368	Exemption
Military in Texas, Radiology at MSU	TEC 54.241 (h)	Exemption
Non-Semester-Length Developmental Education Courses	TEC 54.225	Exemption
Prorated Fees for Term Length	TEC 54.5025	Exemption
Reduced Tuition/Off Peak Hour Courses	TEC 54.061	Exemption
Senior Citizen 65+ for 6 hours free tuition	TEC 54.365 (c)	Exemption
Senior Citizen 65+ for Audit Hours	TEC 54.365 (b)	Exemption
Senior Citizen Lowered Tuition 55+	TEC 54.263	Exemption
Student Services Fee Exemption	TEC 54.262	Exemption
TANF Exemption	TEC 54.361	Exemption
Three-peat Penalty Hardship Waiver	TEC 54.014(f)	Exemption
Tuition Exemption	TEC 130.0851	Exemption
Tuition Reduction for > or = 15 Hours	TEC 54.010	Exemption
Workforce Continuing Education Courses	TEC 130.304	Exemption
Competitive Scholarship	TEC 54.213	Waiver
National Student Exchange Program	TEC 51.930	Waiver
Nursing Graduate Students Planning to Teach	TEC 54.251	Waiver
Tech fee at UT Austin	TEC 54.221	Waiver

Source: Texas Higher Education Coordinating Board, Texas Education Code

Appendix C

Hazlewood FY 2022 Distribution Calculations
 Hazlewood FY 2021 Data
 Source: Hazlewood Act Database

Data sets shown as "" are to protect the privacy of individual students according to the Family Educational Rights and Privacy Act.

Institution Type / Institution	Hazlewood Legacy Program (HLP)			LBB Calculations for Distribution of Permanent Fund Supporting Military and Veterans Exemptions (MVE) and General Revenue (GR) Funding			
	Number of Students	Total Hours	Total Dollars Waived	HLP%	FY 2022 MVE Distribution	FY 2022 GR Distribution	FY 2022 MVE-GR Distribution
					\$ 9,279,777.69	\$ 14,250,000.00	\$ 23,529,777.69
Public University	17,442	413,126	\$161,260,842.81	91.43%	\$ 8,484,428.07	\$ 13,028,663.40	\$ 21,513,091.47
Angelo State University	302	7,130	\$2,193,215.39	1.24%	\$ 115,391.80	\$ 177,195.31	\$ 292,587.11
Lamar University	306	6,376	\$2,213,034.83	1.25%	\$ 116,434.56	\$ 178,796.57	\$ 295,231.13
Midwestern State University	142	3,227	\$1,110,848.13	0.63%	\$ 58,445.13	\$ 89,748.18	\$ 148,193.31
Prairie View A&M University	269	6,918	\$2,476,963.87	1.40%	\$ 130,320.67	\$ 200,120.05	\$ 330,440.73
Sam Houston State University	798	19,877	\$7,407,543.98	4.20%	\$ 389,733.53	\$ 598,473.69	\$ 988,207.21
Stephen F. Austin State University	521	12,547	\$4,721,955.66	2.68%	\$ 248,436.59	\$ 381,498.51	\$ 629,935.09
Sul Ross State University	71	1,627	\$447,551.05	0.25%	\$ 23,547.03	\$ 36,158.76	\$ 59,705.79
Tarleton State University	524	12,528	\$4,369,732.46	2.48%	\$ 229,905.04	\$ 353,041.52	\$ 582,946.56
Texas A&M International University	149	3,173	\$961,906.96	0.55%	\$ 50,608.88	\$ 77,714.85	\$ 128,323.73
Texas A&M University	2,094	51,213	\$23,383,749.68	13.26%	\$ 1,230,290.87	\$ 1,889,231.13	\$ 3,119,521.99
Texas A&M University at Galveston	98	2,323	\$1,172,013.21	0.66%	\$ 61,663.21	\$ 94,609.85	\$ 156,353.07
Texas A&M University-Central Texas	64	1,118	\$345,143.49	0.20%	\$ 18,159.06	\$ 27,885.00	\$ 46,044.06
Texas A&M University-Commerce	226	4,935	\$1,734,022.51	0.98%	\$ 91,232.25	\$ 140,095.98	\$ 231,328.23
Texas A&M University-Corpus Christi	540	12,472	\$4,434,182.00	2.51%	\$ 233,295.93	\$ 358,248.56	\$ 591,544.49
Texas A&M University-Kingsville	259	6,024	\$1,878,264.61	1.06%	\$ 98,821.27	\$ 151,749.66	\$ 250,570.92
Texas A&M University-San Antonio	246	5,105	\$1,458,046.52	0.83%	\$ 76,712.30	\$ 117,795.19	\$ 194,511.50
Texas A&M University-Texarkana	64	1,405	\$444,126.29	0.25%	\$ 23,366.85	\$ 35,882.06	\$ 59,248.91
Texas Southern University	154	3,375	\$1,086,262.57	0.62%	\$ 57,151.61	\$ 87,761.85	\$ 144,913.46
Texas State University	1,786	48,961	\$19,194,075.50	10.08%	\$ 1,009,859.24	\$ 1,550,736.96	\$ 2,560,596.20
Texas Tech University	1,387	36,853	\$14,564,073.05	8.26%	\$ 766,260.60	\$ 1,176,667.58	\$ 1,942,928.18
Texas Woman's University	289	6,428	\$2,297,964.42	1.30%	\$ 120,902.96	\$ 185,658.24	\$ 306,561.21
The University of Texas at Arlington	633	13,494	\$5,487,326.34	3.11%	\$ 284,705.09	\$ 443,334.70	\$ 732,039.79
The University of Texas at Austin	887	22,624	\$9,723,749.86	5.51%	\$ 511,596.34	\$ 785,605.87	\$ 1,297,202.20
The University of Texas at Dallas	331	7,493	\$4,189,432.59	2.38%	\$ 220,418.91	\$ 338,474.65	\$ 558,893.56
The University of Texas at El Paso	533	10,539	\$3,388,914.85	1.92%	\$ 178,301.22	\$ 273,798.83	\$ 452,100.05
The University of Texas at San Antonio	1,519	33,624	\$12,640,971.36	7.17%	\$ 665,080.32	\$ 1,021,295.42	\$ 1,686,375.74
The University of Texas at Tyler	174	4,065	\$1,383,111.24	0.78%	\$ 72,769.73	\$ 111,744.99	\$ 184,514.72
The University of Texas of the Permian Basin	108	2,488	\$820,664.07	0.47%	\$ 43,177.66	\$ 66,303.49	\$ 109,481.14
The University of Texas Rio Grande Valley	429	8,846	\$2,702,199.46	1.53%	\$ 142,171.01	\$ 218,317.40	\$ 360,488.41
University Of Houston	734	17,148	\$7,235,478.82	4.10%	\$ 380,680.76	\$ 584,572.28	\$ 965,253.03
University of Houston-Clear Lake	185	3,331	\$1,058,474.52	0.60%	\$ 55,689.59	\$ 85,516.78	\$ 141,206.38
University of Houston-Downtown	100	1,765	\$581,358.50	0.33%	\$ 30,587.06	\$ 46,969.39	\$ 77,556.45

Hazlewood FY 2022 Distribution Calculations
 Hazlewood FY 2021 Data
 Source: Hazlewood Act Database

Data sets shown as "" are to protect the privacy of individual students according to the Family Educational Rights and Privacy Act.

Institution Type / Institution	Hazlewood Legacy Program (HLP)			LBB Calculations for Distribution of Permanent Fund Supporting Military and Veterans Exemptions (MVE) and General Revenue (GR) Funding			
	Number of Students	Total Hours	Total Dollars Waived	HLP %	FY 2022 MVE Distribution	FY 2022 GR Distribution	FY 2021 MVE+GR Distribution
University of Houston-Victoria	82	1,660	\$455,297.55	0.26%	\$ 23,954.60	\$ 36,784.62	\$ 60,739.22
University of North Texas	1,171	27,034	\$11,810,306.43	6.70%	\$ 621,376.48	\$ 954,183.94	\$ 1,575,560.43
University of North Texas - Dallas	40	791	\$312,325.58	0.18%	\$ 16,452.41	\$ 25,233.56	\$ 41,685.97
West Texas A&M University	227	4,609	\$1,576,557.46	0.89%	\$ 82,947.53	\$ 127,373.99	\$ 210,321.52
Community College	4,823	74,290	\$10,784,906.65	6.11%	\$ 567,427.05	\$ 871,339.35	\$ 1,438,766.41
Alamo Colleges District: Northeast Lakeview College	99	1,489	\$227,045.65	0.13%	\$ 11,945.57	\$ 18,343.58	\$ 30,289.15
Alamo Colleges District: Northwest Vista College	209	2,945	\$325,276.65	0.18%	\$ 17,113.80	\$ 26,279.91	\$ 43,393.71
Alamo Colleges District: Palo Alto College	308	1,460	\$185,212.00	0.11%	\$ 9,744.57	\$ 14,963.74	\$ 24,708.31
Alamo Colleges District: St. Philips College	84	1,198	\$160,419.05	0.09%	\$ 8,440.14	\$ 12,960.65	\$ 21,400.79
Alamo Colleges: San Antonio College	194	2,817	\$366,646.90	0.21%	\$ 19,290.42	\$ 29,622.31	\$ 48,912.73
Alvin Community College	47	671	\$74,790.60	0.04%	\$ 3,934.96	\$ 6,042.52	\$ 9,977.48
Amarillo College	67	1,036	\$121,976.47	0.07%	\$ 6,417.56	\$ 9,854.78	\$ 16,272.34
Angelina College	55	926	\$133,270.00	0.08%	\$ 7,011.74	\$ 10,767.21	\$ 17,778.96
Austin Community College	331	4,860	\$1,085,134.45	0.62%	\$ 57,092.26	\$ 87,670.70	\$ 144,762.96
Blinn College	371	6,176	\$1,211,162.99	0.69%	\$ 63,723.00	\$ 97,852.86	\$ 161,575.87
Brazosport College	36	537	\$59,264.95	0.03%	\$ 3,118.11	\$ 4,788.16	\$ 7,906.27
Central Texas College	89	1,393	\$138,386.00	0.08%	\$ 7,280.91	\$ 11,180.55	\$ 18,461.46
Cisco College	27	539	\$83,621.00	0.05%	\$ 4,399.56	\$ 6,755.95	\$ 11,155.51
Clarendon College	11	237	\$31,268.00	0.02%	\$ 1,645.11	\$ 2,526.22	\$ 4,171.32
Coastal Bend College	52	789	\$137,789.74	0.08%	\$ 7,249.54	\$ 11,132.37	\$ 18,381.92
College of the Mainland	31	409	\$39,132.00	0.02%	\$ 2,058.85	\$ 3,161.57	\$ 5,220.43
Collin College	102	1,508	\$114,877.95	0.07%	\$ 6,044.08	\$ 9,281.27	\$ 15,325.36
Dallas County Community College District	162	2,465	\$197,371.30	0.11%	\$ 10,384.31	\$ 15,946.12	\$ 26,330.43
Del Mar College	169	2,589	\$349,027.58	0.20%	\$ 18,363.41	\$ 28,198.80	\$ 46,562.22
El Paso Community College	169	2,582	\$357,006.23	0.20%	\$ 18,783.19	\$ 28,843.42	\$ 47,626.61
Frank Phillips College	12	173	\$22,175.87	0.01%	\$ 1,166.74	\$ 1,791.64	\$ 2,958.38
Galveston College	12	231	\$26,491.00	0.02%	\$ 1,393.77	\$ 2,140.27	\$ 3,534.05
Grayson College	33	592	\$59,376.45	0.03%	\$ 3,123.98	\$ 4,797.17	\$ 7,921.15
Hill College	27	452	\$47,272.00	0.03%	\$ 2,487.13	\$ 3,819.22	\$ 6,306.35
Houston Community College	130	1,720	\$266,373.27	0.15%	\$ 14,014.72	\$ 21,520.96	\$ 35,535.67
Howard College	43	1,010	\$168,567.05	0.10%	\$ 8,868.83	\$ 13,618.95	\$ 22,487.78
Kilgore College	85	1,590	\$259,243.00	0.15%	\$ 13,619.57	\$ 20,944.88	\$ 34,564.46
Laredo Community College	33	481	\$57,103.70	0.03%	\$ 3,004.40	\$ 4,613.55	\$ 7,617.95
Lee College	61	1,108	\$149,248.88	0.08%	\$ 7,852.44	\$ 12,058.19	\$ 19,910.63

Hazlewood FY 2022 Distribution Calculations
 Hazlewood FY 2021 Data
 Source: Hazlewood Act Database

Data sets shown as "" are to protect the privacy of individual students according to the Family Educational Rights and Privacy Act.

Institution Type / Institution	Hazlewood Legacy Program (HLP)			LBB Calculations for Distribution of Permanent Fund Supporting Military and Veterans Exemptions (MVE) and General Revenue (GR) Funding			
	Number of Students	Total Hours	Total Dollars Waived	HLP %	FY 2022 MVE Distribution	FY 2022 GR Distribution	FY 2022 MVE+GR Distribution
Lone Star College System	311	4,589	\$521,129.90	0.30%	\$ 27,418.24	\$ 42,103.38	\$ 69,521.62
McLennan Community College	73	1,131	\$162,652.99	0.09%	\$ 8,557.67	\$ 13,141.14	\$ 21,698.81
Midland College	49	684	\$87,470.00	0.05%	\$ 4,602.07	\$ 7,066.92	\$ 11,668.98
Navarro College	71	1,023	\$154,902.00	0.09%	\$ 8,149.87	\$ 12,514.92	\$ 20,664.79
North Central Texas College	73	1,223	\$216,181.00	0.12%	\$ 11,373.95	\$ 17,465.80	\$ 28,839.75
Northeast Texas Community College	26	412	\$59,843.00	0.03%	\$ 3,148.52	\$ 4,834.86	\$ 7,983.39
Odessa College	22	337	\$40,386.40	0.02%	\$ 2,124.85	\$ 3,262.92	\$ 5,387.77
Panola College	14	276	\$31,806.20	0.02%	\$ 1,673.42	\$ 2,569.70	\$ 4,243.12
Paris Junior College	41	677	\$82,867.80	0.05%	\$ 4,359.93	\$ 6,695.10	\$ 11,055.02
Ranger College	19	359	\$71,969.97	0.04%	\$ 3,786.56	\$ 5,814.63	\$ 9,601.19
San Jacinto College	168	2,623	\$319,888.30	0.18%	\$ 16,830.30	\$ 25,844.55	\$ 42,674.85
South Plains College	115	1,953	\$374,684.80	0.21%	\$ 19,713.32	\$ 30,271.71	\$ 49,985.03
South Texas College	129	1,926	\$307,529.54	0.17%	\$ 16,180.07	\$ 24,846.07	\$ 41,026.15
Southwest Texas Junior College	50	602	\$95,851.55	0.05%	\$ 5,043.04	\$ 7,744.08	\$ 12,787.13
Tarrant County College	186	2,756	\$218,493.00	0.12%	\$ 11,495.59	\$ 17,652.59	\$ 29,148.18
Temple College	87	1,073	\$174,871.40	0.10%	\$ 9,200.52	\$ 14,128.29	\$ 23,328.82
Texarkana College	23	392	\$49,950.00	0.03%	\$ 2,628.02	\$ 4,055.58	\$ 6,683.61
Texas Southmost College	31	562	\$75,432.67	0.04%	\$ 3,968.74	\$ 6,094.39	\$ 10,063.14
Trinity Valley Community College	49	928	\$129,125.02	0.07%	\$ 6,793.66	\$ 10,432.33	\$ 17,225.99
Tyler Junior College	176	2,781	\$471,494.03	0.27%	\$ 24,806.75	\$ 38,093.17	\$ 62,899.92
Vernon College	52	787	\$176,471.00	0.10%	\$ 9,284.68	\$ 14,257.53	\$ 23,542.21
Victoria College	62	751	\$126,620.48	0.07%	\$ 6,661.89	\$ 10,229.98	\$ 16,891.87
Weatherford College	83	1,543	\$250,392.60	0.14%	\$ 13,173.92	\$ 20,229.84	\$ 33,403.76
Western Texas College	15	157	\$22,156.00	0.01%	\$ 1,165.70	\$ 1,790.04	\$ 2,955.73
Wharton County Junior College	49	802	\$108,206.47	0.06%	\$ 5,693.07	\$ 8,742.27	\$ 14,435.34
Public Health-Related Institutions	326	8,013	\$3,202,828.66	1.82%	\$ 168,510.65	\$ 258,764.47	\$ 427,275.12
Texas A&M University Health Science Center	62	1,379	\$645,183.13	0.37%	\$ 33,945.07	\$ 52,125.95	\$ 86,071.01
Texas Tech University Health Sciences Center	89	2,053	\$765,899.70	0.43%	\$ 40,296.33	\$ 61,878.94	\$ 102,175.27
Texas Tech University Health Sciences Center El Paso	7	160	\$62,381.50	0.04%	\$ 3,282.08	\$ 5,039.96	\$ 8,322.04
The University of Texas Health Science Center at Houston	34	836	\$368,412.39	0.21%	\$ 19,383.31	\$ 29,764.95	\$ 49,148.26
The University of Texas Health Science Center at San Antonio	69	1,944	\$694,580.36	0.39%	\$ 36,543.99	\$ 56,116.85	\$ 92,660.85
The University of Texas M.D. Anderson Cancer Center	0	0	\$0.00	0.00%	\$ -	\$ -	\$ -

Hazlewood FY 2022 Distribution Calculations
 Hazlewood FY 2021 Data
 Sources: Hazlewood Act Database

Data sets shown as "" are to protect the privacy of individual students according to the Family Educational Rights and Privacy Act.

Institution Type / Institution	Hazlewood Legacy Program (HLP)			LBB Calculations for Distribution of Permanent Fund Supporting Military and Veterans Exemptions (MVE) and General Revenue (GR) Funding			
	Number of Students	Total Hours	Total Dollars Waived	HLP %	FY 2022 MVE Distribution	FY 2022 GR Distribution	FY 2022 MVE+GR Distribution
The University of Texas Medical Branch at Galveston	38	903	\$356,813.50	0.20%	\$ 18,773.05	\$ 28,827.85	\$ 47,600.90
The University of Texas Southwestern Medical Center at Dallas	8	206	\$125,261.69	0.07%	\$ 6,590.40	\$ 10,120.20	\$ 16,710.60
University of North Texas Health Science Center at Fort Worth	19	532	\$184,296.59	0.10%	\$ 9,696.41	\$ 14,889.78	\$ 24,586.19
State College	129	2,261	\$336,579.23	0.19%	\$ 17,708.47	\$ 27,193.07	\$ 44,901.54
Lamar Institute of Technology	54	976	\$147,366.00	0.08%	\$ 7,753.38	\$ 11,906.06	\$ 19,659.44
Lamar State College-Orange	42	664	\$94,355.60	0.05%	\$ 4,964.34	\$ 7,623.22	\$ 12,587.56
Lamar State College-Port Arthur	33	621	\$94,857.63	0.05%	\$ 4,990.75	\$ 7,663.78	\$ 12,654.53
Technical College	189	3,819	\$792,644.39	0.45%	\$ 41,703.46	\$ 64,039.71	\$ 105,743.16
Texas State Technical College-Waco	189	3,819	\$792,644.39	0.45%	\$ 41,703.46	\$ 64,039.71	\$ 105,743.16
Grand Total	22,909	501,509	\$176,377,801.74	100.00%	\$ 9,279,777.69	\$ 14,250,000.00	\$ 23,529,777.69

BIBLIOGRAPHY

- Alief ISD. (n.d.). *Alief CTE*. Retrieved from <https://www.aliefisd.net/CTE>
- Congressional Research Service. (2022, October 21). *Russia's 2022 invasion of Ukraine: Overview of U.S. Sanctions and Other Responses - Congress*. Retrieved from <https://crsreports.congress.gov/product/pdf/IN/IN11869>
- Creighton, B. (2021, June 8). *Bill Analysis*. Retrieved from <https://capitol.texas.gov/tlodocs/87R/analysis/pdf/SB01102F.pdf#navpanes=0>
- Creighton, B. (2021). *SB 1102*. Retrieved from <https://capitol.texas.gov/tlodocs/87R/billtext/pdf/SB01102F.pdf#navpanes=0>
- Creighton, B. (2021). *SB 1295*. Retrieved from <https://capitol.texas.gov/tlodocs/87R/billtext/pdf/SB01295F.pdf#navpanes=0>
- Creighton, B. (2021). *Senate Bill 1295*. Retrieved from <https://capitol.texas.gov/tlodocs/87R/billtext/pdf/SB01295F.pdf#navpanes=0>
- Jauer, J., Blagg, T., & Benton, J. (2016, August). *The Hazlewood Act: College for Veterans*. Retrieved from Texas Comptroller of Public Accounts: <https://comptroller.texas.gov/economy/fiscal-notes/2016/august/hazlewood.php>
- McGurran, B. (2022, March 28). *College Tuition Inflation: Compare The Cost Of College Over Time*. Retrieved from Forbes: <https://www.forbes.com/advisor/student-loans/college-tuition-inflation/>
- National Center for Education Statistics. (2021). *Digest of Education Statistics*. Retrieved from https://nces.ed.gov/programs/digest/d21/tables/dt21_330.20.asp?current=yes
- National Center of Education Statistics. (2001). *Digest of Education Statistics*. Retrieved from <https://nces.ed.gov/programs/digest/d01/dt317.asp>
- National Center of Education Statistics. (2021). *Digest of Education Stastics*. Retrieved from https://nces.ed.gov/programs/digest/d21/tables/dt21_330.20.asp?current=yes
- Sam Houston State University. (n.d.). *First Generation Center*. Retrieved from <https://www.shsu.edu/dept/firstgen/>

-
- State of Texas. (n.d.). *Texas Administrative Code §461.40 Veteran Eligibility*. Retrieved from [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=)
- State of Texas. (n.d.). *Texas Administrative Code §461.50 Spouse's Eligibility*. Retrieved from [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=40&pt=15&ch=461&rl=50](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=40&pt=15&ch=461&rl=50)
- State of Texas. (n.d.). *Texas Administrative Code §461.60 Children's Eligibility*. Retrieved from [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=40&pt=15&ch=461&rl=60](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=40&pt=15&ch=461&rl=60)
- State of Texas. (n.d.). *Texas Administrative Code §461.70 Hazlewood Legacy Act Eligibility*. Retrieved from [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=40&pt=15&ch=461&rl=70](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=40&pt=15&ch=461&rl=70)
- Taylor, L. (2021). *SB 1230*. Retrieved from <https://capitol.texas.gov/tlodocs/87R/billtext/pdf/SB01230F.pdf#navpanes=0>
- Texas Government Code 404. (n.d.). Retrieved from <https://statutes.capitol.texas.gov/Docs/GV/htm/GV.404.htm>
- Texas Higher Education Coordinating Board. (2015, July 23). *Texas Higher Education Strategic Plan: 2015–2030*. Retrieved from <https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/thecb-60x30-strategic-plan/>
- Texas Higher Education Coordinating Board. (2021). *Summary of Higher Education Legislation*.
- Texas Higher Education Coordinating Board. (2022). *Texas Leadership Scholars Program*. Retrieved from <https://texasleadershipscholars.org>
- Texas Higher Education Coordinating Board. (2022, July 13). *THECB awards \$15 million through TRUE Grant Program*. Retrieved from <https://reportcenter.highered.texas.gov/correspondence/general-correspondence/thecb-awards-15-million-through-true-grant-program/>

Texas Higher Education Coordinating Board. (2022, July 13). *THECB awards \$15 million throughout TRUE Grant Program*. Retrieved from <https://reportcenter.highered.texas.gov/correspondence/general-correspondence/thecb-awards-15-million-through-true-grant-program/>

The University of Texas/Texas A&M Investment Management Company. (n.d.). Retrieved from <https://www.utimco.org>

THECB. (n.d.). *Texas Commission on Community College Finance*. Retrieved from <https://www.highered.texas.gov/legislative-media-resources/texas-commission-on-community-college-finance/>

University of Houston. (n.d.). *UHin4*. Retrieved from https://uh.edu/provost/students/new-coogs/uhin4/_uhin4-documents/uhin4-2020-brochure.pdf

University of North Texas . (n.d.). *DALLAS COUNTY PROMISE*. Retrieved from <https://www.untdallas.edu/admissions/freshman/dallas-county-promise.php>

University of Texas System. (2022, February 24). *UT System Regents establish \$300 million endowment to expand tuition assistance programs at UT institutions*. Retrieved from <https://www.utsystem.edu/news/2022/02/24/ut-system-regents-establish-300-million-endowment-expand-tuition-assistance-programs-at-ut-institutions>

ENDNOTES

¹ (Creighton, Bill Analysis, 2021)

² (Creighton, SB 1102, 2021)

³ (Texas Higher Education Coordinating Board, 2022)

⁴ (Creighton, SB 1102, 2021)

⁵ (Texas Higher Education Coordinating Board, 2022)

⁶ (Creighton, SB 1102, 2021)

⁷ (Texas Higher Education Coordinating Board, 2022)

⁸ (Texas Higher Education Coordinating Board, 2021)

⁹ (Creighton, SB 1295, 2021)

¹⁰ (Texas Higher Education Coordinating Board, 2022)

¹¹ (Creighton, SB 1295, 2021)

¹² (Sam Houston State University, n.d.)

¹³ (Texas Higher Education Coordinating Board, 2015)

¹⁴ (Texas Higher Education Coordinating Board, 2022)

¹⁵ (Alief ISD, n.d.)

¹⁶ (McGurran, 2022)

¹⁷ (National Center of Education Statistics, 2001)

¹⁸ (National Center for Education Statistics, 2021)

¹⁹ (National Center for Education Statistics, 2021)

²⁰ (University of Texas System, 2022)

²¹ (University of North Texas , n.d.)

²² (University of Houston, n.d.)

²³ (Taylor, 2021)

²⁴ (THECB, n.d.)

²⁵ (State of Texas, n.d.)

²⁶ (State of Texas, n.d.)

²⁷ (State of Texas, n.d.)

²⁸ (State of Texas, n.d.)

²⁹ (Jauer, Blagg, & Benton, 2016)

³⁰ <https://capitol.texas.gov/tlodocs/87R/handouts/C4002022092010001/e8f8569c-5367-45b0-a86e-5799a961327c.PDF>

³¹ Josue Tamarez Torres, Chair, Teacher Vacancy Task Force. Written and Oral Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

³² Kelvey Oeser, Deputy Commissioner of Educator Support, TEA. Written Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

³³ *Ibid.*

³⁴ Andrea Chevalier, Ph.D., Association of Texas Professional Educators. Written Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

³⁵ *Ibid.*

³⁶ *Ibid.*

³⁷ Dr. Stephen L. Pruitt, Ph.D., President, Southern Regional Educational Board. Oral and Written Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

³⁸ Andrea Chevalier, Ph.D., Association of Texas Professional Educators. Written Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

³⁹ Ryan Franklin, Senior Director for Policy and Advocacy, Educate Texas. Written Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

⁴⁰ Dr. Michael Marder, Ph.D., Co-Founder of UTeach Natural Science and Professor, Department of Physics, College of Natural Science University of Texas at Austin. Written and Oral Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

⁴¹ *Ibid.*

⁴² *Ibid.*

⁴³ *Ibid.*

⁴⁴ Dr. Jonathan Schwartz, Dean of the College of Public Services, University of Houston Downtown. Written and Oral Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

⁴⁵ Texas Association of Colleges for Teacher Education. Written and Oral Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

⁴⁶ *Ibid.*

⁴⁷ *Ibid.*

⁴⁸ *Ibid.*

⁴⁹ *Ibid.*

⁵⁰ Dr. Stephen L. Pruitt, Ph.D., President, Southern Regional Educational Board. Oral and Written Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

⁵¹ Texas Coalition for Educator Preparation. Written Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

⁵² *Ibid.*

⁵³ *Ibid.*

⁵⁴ *Ibid.*

⁵⁵ *Ibid.*

⁵⁶ *Ibid.*

⁵⁷ Kelvey Oeser, Deputy Commissioner of Educator Support, TEA. Written Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

⁵⁸ *Ibid.*

⁵⁹ Texas Coalition for Educator Preparation. Written Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

⁶⁰ Texas Coalition for Educator Preparation. Written Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

⁶¹ Texas Coalition for Educator Preparation. Written Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

⁶² Meredith-Leigh Pleasants, Director of Talent Pipeline, Good Reason Houston. Written and Oral Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

⁶³ *Ibid.*

⁶⁴ *Ibid.*

⁶⁵ College Board. (2021). SAT suite of annual assessments: Texas. Retrieved from <https://reports.collegeboard.org/media/pdf/2021-texas-sat-suite-of-assessments-annualreport.pdf>

⁶⁶ Dr. Justin Lonon, Chancellor, Dallas College. Written and Oral Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

⁶⁷ *Ibid.*

⁶⁸ Meredith-Leigh Pleasants, Director of Talent Pipeline, Good Reason Houston. Written and Oral Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

⁶⁹ Kelvey Oeser, Deputy Commissioner of Educator Support, Texas Education Agency. Written and Oral Testimony. Joint Hearing with the House Public Education and Higher Education Committee on September 20, 2022.

⁷⁰ Dr. Diane Huber, CEO, ITeach. Written and Oral Testimony. Joint Hearing with the House Public Education and Higher Education Committee on September 20, 2022.

⁷¹ Dr. Jonathan Schwartz, Dean of the College of Public Services, University of Houston Downtown. Written and Oral Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

⁷² Kelvey Oeser, Deputy Commissioner of Educator Support, Texas Education Agency. Written and Oral Testimony. Joint Hearing with the House Public Education and Higher Education Committee on September 20, 2022.

⁷³ Dr. Lizdelia Pinon, Education Associate, Intercultural Development Research Association (IDRA). Written and Oral Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

⁷⁴ *Ibid.*

⁷⁵ *Ibid.*

⁷⁶ Kelvey Oeser, Deputy Commissioner of Educator Support, TEA. Written Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

⁷⁷ *Ibid.*

⁷⁸ *Ibid.*

⁷⁹ *Ibid.*

⁸⁰ Texas Coalition for Educator Preparation. Written Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

⁸¹ Texas Coalition for Educator Preparation. Written Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

⁸² Charles (Chad) Contero-Puls, Assistant Commissioner, Student Financial Aid Programs, Texas Higher Education Coordinating Board. Written and Oral Testimony. Joint Hearing with House Public Education and Higher Education Committee Hearing, September 20, 2022.

⁸³ *Ibid.*

⁸⁴ <https://www.epi.org/publication/teacher-pay-penalty-2022/>

⁸⁵ Kelvey Oeser, Deputy Commissioner of Educator Support, Texas Education Agency. Written and Oral Testimony. Joint Hearing with the House Public Education and Higher Education Committee on September 20, 2022.

⁸⁶ *Low relative pay and high incidence of moonlighting play a role in the teacher shortage, particularly in high-poverty schools*, Emma García, Elaine Weiss, Economic Policy Institute, May 9, 2019

<https://files.epi.org/pdf/161908.pdf>: Paying adequate overall salaries is critical to each district's being able to recruit and retain a quality teacher in every classroom, despite the school's location, education challenges it presents, or subjects that must be taught. In short, teacher wage levels need to be competitive.

REWARDING TEACHER EXCELLENCE A teacher compensation handbook for state and local policymakers, Allan Odden and Marc Wallace, Consortium for Policy Research in Education Wisconsin Center for Education Research University of Wisconsin February 2007, <http://picusodden.com/wp-content/uploads/2013/09/tcomp-handbook-feb-28-07-final-3-05-07.pdf>: "Average salaries are critical for retention; average teacher salaries should be set at some competitive level to enable the education system to retain teachers that have entered teaching and at some point decide whether or not they want to remain in the profession."

⁸⁷ <https://capitol.texas.gov/tlodocs/87R/handouts/C4002022092010001/e8f8569c-5367-45b0-a86e-5799a961327c.PDF>

⁸⁸ Kate Greer, Director PK-12 Policy, Commit Partnership. Written Testimony. Joint Hearing with the House Public Education and Higher Education Committee on September 20, 2022.

⁸⁹ *Ibid.*

⁹⁰ *Ibid.*

⁹¹ Kelvey Oeser, Deputy Commissioner of Educator Support, Texas Education Agency. Written and Oral Testimony. Joint Hearing with the House Public Education and Higher Education Committee on September 20, 2022.

⁹² Carrie Griffith, Governmental Relations/Policy Specialist, Texas State Teachers Association. Written and Oral Testimony. Joint Hearing with the House Public Education and Higher Education Committee on September 20, 2022.

⁹³ Kelvey Oeser, Deputy Commissioner of Educator Support, Texas Education Agency. Written Testimony. Joint Hearing with the House Public Education and Higher Education Committee on September 20, 2022.

⁹⁴ *Ibid.*

⁹⁵ *Ibid.*

⁹⁶ Dr. Arthur Polly, Executive Director, Teach Plus, Written Testimony. Joint Hearing with the House Public Education and Higher Education Committee on September 20, 2022.

⁹⁷ Carrie Griffith, Governmental Relations/Policy Specialist, Texas State Teachers Association. Written and Oral Testimony. Joint Hearing with the House Public Education and Higher Education Committee on September 20, 2022.

⁹⁸ *Ibid.*

⁹⁹ Kelvey Oeser, Deputy Commissioner of Educator Support, Texas Education Agency. Written and Oral Testimony. Joint Hearing with the House Public Education and Higher Education Committee on September 20, 2022.

¹⁰⁰ *Ibid.*

¹⁰¹ *Ibid.*

¹⁰² Scheinert-Reichl, K.A., Kitil, J.J., & Hanson-Peterson, J. (2017). To reach the students, teach the teachers: A national scan of teacher preparation and social and emotional learning. Report prepared for the Collaborative for Academic, Social, and Emotional learning. Vancouver, BC: University of British Columbia. <https://files.eric.ed.gov/fulltext/ED582029.pdf> citing Ingersoll, R. M., & Smith, T. M (2003). The wrong solution to the teacher shortage. *Educational Leadership*, 60, 30-33; Allensworth, E., Ponisciak, S., & Mazzeo, C. (2009). The schools teachers leave: Teacher mobility in Chicago Public Schools. Chicago, IL: Consortium on Chicago School Research—University of Chicago; Johnson, S. M., Berg, J. H., & Donaldson, M. L. (2005). Who stays in teaching and why? A review of the literature on teacher retention. Washington, DC: National Retired Teachers Association; Ladd, H. F. (2011). Teachers' perceptions of their working conditions. *Educational Evaluation and Policy Analysis*, 33(2), 235–261; Marinell, W. H., & Coca, V. M. (2013). Who stays and who leaves? Findings from a three part study of teacher turnover in NYC middle schools. New York, NY: Research Alliance for NYC Schools; Ingersoll, R. M., & May, H. (2011). Recruitment, retention and the minority teacher shortage. Philadelphia, PA: Consortium for Policy Research in Education.

¹⁰³ Ingersoll, Richard and Perda, David. (2009). The Mathematics and Science Teacher Shortage: Fact and Myth. CPRE Research Reports. Retrieved from https://repository.upenn.edu/cpre_researchreports/51; *Why do Teachers Quit?* The Atlantic, October, 2013 <http://www.theatlantic.com/education/archive/2013/10/why-do-teachers-quit/280699/>;

At the request of the Education Commission of the States, the Rand Corporation reviewed empirical studies of teacher recruitment and retention between 1980 and 2003 and reached several conclusions, including that “Working conditions matter as well: schools with lower rates of turnover offered mentoring and induction programs, provided teachers with greater autonomy and support and gave teachers discretion in setting discipline policies.”

http://www.rand.org/content/dam/rand/pubs/technical_reports/2005/RAND_TR164.pdf

¹⁰⁴ Shinn, Ramsey, Walker, Stieber, & O'Neill, 1987

¹⁰⁵ Threats of Student Violence and Misbehavior Are Rising, Many School Leaders Report, Education Week, January 12, 2022 <https://www.edweek.org/leadership/threats-of-student-violence-and-misbehavior-are-rising-many-school-leaders-report/2022/01>

¹⁰⁶ More than 80 Percent of U.S. Public Schools Report Pandemic Has Negatively Impacted Student Behavior and Socio-Emotional Development, National Center for Education Statistics press release, July 6, 2022.

https://nces.ed.gov/whatsnew/press_releases/07_06_2022.asp

¹⁰⁷ LISD behavior intervention specialist program helps students get on the right path, Carrollton Leader, Mar. 18, 2021 https://starlocalmedia.com/carrolltonleader/news/lisd-behavior-intervention-specialist-program-helps-students-get-on-the-right-path/article_7722f870-883c-11eb-bf87-138a5ca25176.html

¹⁰⁸ Brock Gregg, Associate Director Strategic Partnerships and Outreach, Texas Retired Teachers Association. Oral Testimony. Joint Hearing with the House Public Education and Higher Education Committee on September 20, 2022.

¹⁰⁹ *Ibid.*

¹¹⁰ *Ibid.*

¹¹¹ (Congressional Research Service, 2022)

¹¹² (Congressional Research Service, 2022)

¹¹³ (Texas Government Code 404, n.d.)

¹¹⁴ (The University of Texas/Texas A&M Investment Management Company, n.d.)

