

Texas House Higher Education Committee,

Thank you for allowing this opportunity to provide feedback to your requests for information gathering on your posted pandemic survey questions. Please see below my submissions on behalf of McGraw Hill in response to those questions and interim charges #1, #3, and #4. We would be happy to provide additional information upon request.

***Interim Charge 3:***

*Review progress toward the goals of the 60X30TX plan, including institutional strategies for responding to diverse and rapidly changing workforce needs and demands, including workforce education, industry certification, and degree programs to address healthcare shortages.*

*Specifically review community colleges' capacity to meet the goals of 60X30TX, including a review of taxing districts and service areas versus geographic areas of need. Review the Tri-Agency Workforce Initiative's work-based learning, industry-aligned internships, and industry credential initiatives. Consider whether legislative action may be needed to expand work-based learning and recruitment efforts for adults who have previously completed some college level coursework.*

**5. What is the current capability to handle an influx of Texans seeking re-training or upskilling opportunities through state programs?**

McGraw Hill has partnered with numerous institutions and corporate training organizations to assist with the development of and to provide content for college readiness, badging, credentialing, and certification programs to retool the workforce. We stand ready to assist the state and institutions with helping Texans meet these challenges with retraining or upskilling.

**7. What improvements could be made to alleviate 'summer melt' and to facilitate streamlined student advising?**

For colleges and universities, the development of intervention or bridge programs have proven to be widely successful for entering freshman to improve college readiness. These support programs have been especially impactful for low-income and minority students who may be exposed to post-secondary education for the first time. Especially in the area of mathematics, where research has shown that the average student will have lost 2 ½ months of math knowledge during the summer break, providing students the opportunity to engage with adaptive or personalized technology to fill in knowledge gaps has helped level equity gaps across the entire study body. In these scenarios, advisors could then better provide direction to ensure a successful freshman year.