



PROPOSAL FOR A BRANCH CAMPUS & MAINTENANCE TAX

Submitted to the Texas Higher
Education Coordinating Board
December 12, 2022

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Introduction

The Lee College District and the Barbers Hill Independent School District (BHISD) propose the creation of a Lee College Branch Campus within the BHISD jurisdiction supported by means of a branch campus maintenance tax. A new, 60,000 square foot building will be designed and built in Mont Belvieu by BHISD to provide the physical facilities for the Branch Campus. The courses, programs, degrees and services at the Branch Campus will be developed and provided by Lee College and offered in the name of the Lee College District. The Branch Campus is expected to serve about 1,000 students at full capacity. Barbers Hill ISD belongs to the Lee College Service Area¹ and is not part of a shared service area. A Letter of Application was sent to the Higher Education Commissioner on October 18, 2022 in accordance with Texas Administrative Code §8.74 (a) (Appendix A).

The impact of the Branch Campus on nearby institutions of higher education will be minimal. The nearest colleges and universities are San Jacinto College (24 miles), institutions in Houston (UH, UHD, Texas Southern, HCC; 30 miles), and Lone Star College Kingwood (42 miles). While these institutions are within 50 miles of the proposed Branch Campus, student travel between those institutions and the proposed Branch Campus is limited by highway congestion in downtown Houston and congestion on the bridges over the San Jacinto River and Houston Ship Channel. In addition, the capacity of the Branch Campus is only about 1,000 students, which is too small to have a significant impact on San Jacinto College (enrollment: 28,000), Houston Community College (enrollment: 69,000) or Lone Star College (enrollment: 70,000), which are the three colleges offering courses, programs, degrees and services most like the ones that will be offered at the Branch Campus.

This proposal is divided into two main parts: a Branch Campus Self-Study as required by Texas Administrative Code §8.74, and a Maintenance Tax Feasibility Study as required by Texas Administrative Code §8.93. Prior to the two main parts is a section on the steering committee that led the development of this proposal and a section providing background on the Lee College District and Barbers Hill ISD.

Steering Committee

In accordance with Texas Administrative Code §8.93, a Steering Committee of at least seven citizens was formed to provide leadership on behalf of the tax effort. The Steering Committee includes a cross-section of the population of the area with representation from major civic groups (Barbers Hill ISD, City Manager, County Judge, Chamber of Commerce) and business and industry (Lone Star NLG at Energy Transfer). The steering committee also includes two members of the Board of Regents of Lee College. As this proposal will show, the Steering Committee has:

- Served as a liaison between the community, the college district, and the THECB;
- Conducted a feasibility study and survey of the needs and potential of the area for a branch campus;
- Provided information to the community describing the nature and purpose of a branch campus; and
- Formulated conclusions for submission to the Higher Education Commissioner.

In accordance with Texas Administrative Code §8.74, the Lee College District conducted a Self-Study to ensure that the branch campus will meet the standards and criteria for quality instruction and support services as required by the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC). The presence of two Lee College Board members on the Steering Committee enabled the Steering Committee to conduct the maintenance tax feasibility study and the branch campus self-study as a unified effort, as presented in this proposal.

Members of the Steering Committee are:

- Sandra Duree – Steering Committee Chair & Former Deputy Superintendent, Barbers Hill ISD

¹ Texas Education Code Sec. 130.186

- Benny May – Steering Committee Vice Chair & Barbers Hill ISD Board of Trustees Secretary
- Macie Schubert – Steering Committee Secretary & CEO West Chambers County Chamber of Commerce
- George Barrera – Barbers Hill ISD Board of Trustees Member
- Eric Davis - Barbers Hill ISD Board of Trustees President
- Brian Winningham – Mont Belvieu City Manager
- Jimmy Silvia – Chambers County Judge
- Brad Widener –V.P. of Operations, Lone Star NGL at Energy Transfer
- Daryl Fontenot - Lee College Board of Regents Assistant Secretary
- Gilbert Santana – Lee College Board of Regents Chair

The Steering committee appointed a Programming Subcommittee to develop the courses, programs, degrees and services that would be offered at the Branch Campus. Members of the Programming Subcommittee are:

- Douglas Walcerz, Co-chair, Provost, Lee College
- Chloe Howell, Co-chair, Asst Supt of Curriculum & Instruction, Barbers Hill ISD
- Natasha Holden, Director of Programs & Curriculum Integration, Barbers Hill ISD
- Kari Sager, CTE Coordinator, Barbers Hill ISD
- Janena Norris, Associate VP Healthcare Professions, Lee College
- Scott Bennett, Associate VP Student Services, Lee College
- Dometrius Hill, Associate VP Academic Affairs, Lee College
- Laura Lane Worley, Director Liberty Center, Lee College

The Steering committee appointed a Finance Subcommittee to develop the financial plan to support the Branch Campus. Members of the Finance Subcommittee are:

- Annette Ferguson, VP, Finance and Administration, Chief Financial Officer, Lee College
- Becky McManus, Assistant Superintendent Finance, Barbers Hill ISD
- Chelsea McDaniel, Director of Finance, Barbers Hill ISD

The Steering committee appointed an Architect Subcommittee to develop the plans for the facility that will house the Branch Campus. Members of the Architect Subcommittee are:

- Patrick Hendricks, Director of Planning and Facilities, Barbers Hill ISD
- George Wantanabe, Principal, cre8 Architects
- Jerry Bevel, cre8 Architects
- Amber Moncla, cre8 Architects

Institutional Background

Lee College

Lee College is an open-admissions, two-year lower-division undergraduate institution established in Baytown, TX in 1934. In the mid-1940's the college established its own governing board, changed its name from Lee Junior College to Lee College and gained accreditation from SACSCOC. In the mid-1960s the College began providing instruction in the state's prison system, and now serves more than 1,000 male and female students making it the second largest program of its kind in the United States. The College provides academic associate degrees as preparation for transferring to a four-year institution to pursue a bachelor's degree; a comprehensive set of technical/vocational associate degrees and certificates for immediate entry into the labor market; non-credit continuing education courses for professional development and personal enrichment; customized training for local employers seeking to up-skill their incumbent workers; and adult basic education, high school equivalency and English as a second language courses.

The College's service area is 2,258 square miles including portions of Harris, Chambers, and Liberty Counties with an urban/suburban/rural population of more than 220,000. The College has its main campus in Baytown, TX. Off-campus instructional locations include the McNair Center (Baytown, TX); the Lee College Education Center (Liberty, TX); twelve high schools in the Lee College service area, and eight prison units and one state jail in a 75-mile radius around the Huntsville Center (Huntsville, TX). Fall 2021 total unduplicated headcount in credit courses was 9,947 including 3,998 regular enrollment students, 2,824 students in dual-credit courses, and 1,125 students in the Huntsville prison education program.

At the Main Campus (including the Baytown Campus, the McNair Center, the Lee College Education Center, and local high schools with dual credit courses), the average student age is 22 years. The student race/ethnic breakdown is 36% White, 46% Hispanic, 11% African American, 2% Asian, 3% more than one race/ethnicity, 2% Undisclosed, and <1% each for American Indian, Hawaiian Native or Pacific Islander, and international students. The student gender ratio is 63% female and 37% male.

At the Huntsville Center, the average student age is 39 years. The student race/ethnic breakdown is 44% White, 40% Hispanic, 13% African American, 2% Undisclosed, 1% American Indian and <1% Hawaiian Native or Pacific Islander. The student gender ratio is about 5% female and 95% male.

Lee College has a nationally recognized Honors Program and a national champion Debate Society. We have been an Achieving the Dream Leader College since 2011 and a Leader College of Distinction since 2019. The college was ranked in the top 10% of community colleges for two consecutive years by the Aspen Institute. Texas peer institutions include Galveston College, College of the Mainland, Alvin Community College, and Wharton Junior College.

Barbers Hill Independent School District (BHISD)

Barbers Hill Independent School District is a suburban district in western Chambers County, along the upper Texas Gulf Coast. The district encompasses four communities: Mont Belvieu, Old River-Winfree, Cove, and Beach City, and covers 192 square miles. Its borders consist of the Trinity River on the east, the Harris County line on the west, the Trinity Bay on the south, and the Liberty County line on the north.

Established in 1929, the district has a rich tradition of community involvement and school pride. The fabric of the district's story is interwoven with that of the petrochemical industry in our area, beginning with the discovery of oil in the early 1900s, through the development in the 1950s of the Mont Belvieu salt dome. The district continues to grow at a rate of 3-5% per year, as Houston expands eastward and our petrochemical industry neighbors expand to meet global natural gas and chemical demands.

Barbers Hill ISD includes 9 campuses: one high school, two intermediates, two middle schools, two elementary schools, one early childhood center, and an alternative (disciplinary) campus. Total student enrollment for 2020-2021 was 6,410. BHISD received an "A" state accountability rating (the highest rating) from the Texas Education Agency (TEA) in 2020-2021.

Branch Campus Self-Study

The Branch Campus Self-Study provides evidence that the proposed Branch Campus meets the five criteria outlined in Texas Administrative Code §8.74:

1. Role and Mission; Purpose
2. Programs and Courses
3. Staffing Plan
4. Funding
5. Regional Higher Education Council Review and Certification

1. Branch Campus Role and Mission; Purpose

The “Role and Mission” of Texas Public Community Colleges is described in Texas Education Code Section 130.0011 and can be expressed as four distinct specifications. The “Purpose” of Texas Public Community Colleges is described in Texas Education Code Section 130.003 and consists of nine distinct purposes. The following paragraphs show that the branch campus meets the four specifications and nine purposes.

Role and Mission (four specifications)

Specification #1: Texas public junior colleges shall be two-year institutions primarily serving their local taxing districts and service areas in Texas and offering vocational, technical, and academic courses for certification or associate degrees.

Evidence: The Branch Campus will be part of Lee College and will offer associate degrees, so it will be a two-year institution. The Branch Campus will serve the local taxing district and the service area because it is centrally located in Mont Belvieu and is close to several Independent School Districts in the service area including Liberty ISD, Anahuac ISD, Dayton ISD, Hardin ISD and Hull-Daisetta ISD. The Branch Campus will offer vocational, technical, and academic courses for certification and associate degrees as described in the section on Purposes (below).

Specification #2: Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance shall be provided.

Evidence: The section on Purposes (below) shows that the Branch Campus will provide the programming required by Specification #2.

Specification #3: Each institution shall insist on excellence in all academic areas - instruction, research, and public service.

Evidence: Lee College’s mission statement is the basis for insisting on excellence in all academic areas:

Lee College is a caring community of teachers and learners focused on creating the ideal student experience, which includes using an equity lens to ensure that students have what they need to be successful; innovating to build holistic pathways that support student success; providing the highest quality instruction for transfer courses and workforce programs; and supporting the greater community and generations of Lee College graduates with professional development and community education opportunities.

Evidence for Excellence in Instruction: Lee College’s mission statement calls for “the highest quality instruction,” and the college has established an Empirical Educator Center that provides rich professional development to all faculty, including faculty who will be at the branch campus, to support continuous improvement of instruction.

Evidence for Excellence in Research: The mission statement calls for “innovating to build holistic pathways that support student success,” which is a primary research focus for faculty and

administrators. The excellence of the college's applied research is recognized by Achieving the Dream, which has designated Lee College as a Leader College of Distinction. Lee College actively participates in research studies such as the Dual Enrollment Research Project led by the Community College Research Center and the Texas Success Center. Faculty and administrators at the branch campus will be expected to participate in research studies and to innovate and use data to demonstrate excellence the same as at the Baytown campus.

Evidence for Excellence in Public Service: The mission statement calls for "supporting the greater community and generations of Lee College graduates with professional development and community education opportunities." This is demonstrated by the wide array of programs offered by our Office of Workforce and Community Development, which will also be offered at the Branch Campus as described in the section on Purposes (below).

Specification #4: Faculty research, using the facilities provided for and consistent with the primary function of each institution, is encouraged. Funding for research should be from private sources, competitively acquired sources, local taxes, and other local revenue.

Evidence: Lee College is the recipient of numerous grants that support research by faculty and administrators, including a grant from JP Morgan Chase to develop and measure the effectiveness of programming supporting students who are single mothers; a Title V grant to develop and measure the effectiveness of the First Year Experience; and a Texas Coastal Exchange Living Shorelines grant to support student research on the gulf coast for students pursuing degrees in environmental science. Lee College also has a faculty member who is in the Community College Research Fellows program, and has faculty who completed the program in prior years. The Branch Campus will be part of Lee College, so the faculty at the Branch Campus will be included in institution-wide research projects, and will be individually encouraged to pursue research appropriate to their discipline.

Purpose (nine purposes)

Purpose A: Technical programs up to two years in length leading to associate degrees or certificates;

Evidence: The Branch Campus will offer the following technical programs:

- AAS in Respiratory Therapy (two years)
- AAS in Sonography (two years)
- Certificate in Pharmacy Technology (one year)

Purpose B: Vocational programs leading directly to employment in semi-skilled and skilled occupations;

Evidence: The Branch Campus will offer the following vocational programs:

- Sterile Processing Technology (one semester)
- Drone Operator (one semester)

Purpose C: Freshman and sophomore courses in arts and sciences, including the state-mandated core curriculum;

Evidence: The Branch Campus will offer the following freshman and sophomore courses, which are all part of the state-mandated core curriculum and will allow students to complete the core. Courses are categorized by core component.

- Communication: ENGL 1301, ENGL 1302
- Mathematics: MATH 1314, MATH 1324, MATH 1332, MATH 1342, MATH 2412, MATH 2413
- Life and Physical Sciences: BIOL 1406, BIOL 1408, BIOL 2401, BIOL 2402, BIOL 2404, BIOL 2421
- Language, Philosophy and Culture: HUMA 1301, PHIL 1301
- Creative Arts: ARTS 1301, ARTS 1304, DRAM 1310, MUSI 1306

- American History: HIST 1301, HIST 1302
- Government/Political Science: GOVT 2305, GOVT 2306
- Social/Behavioral Sciences: ECON 2301, PSYC 2301, SOCI 1301
- Oral Communication: SPCH 1311, SPCH 1315
- Institutional Requirements: EDUC 1200, KINE 1164, KINE 1304, KINE 1306

Purpose D: Continuing adult education programs for occupational or cultural upgrading;

Evidence: The Branch Campus will offer the following continuing adult education programs:

- Linked courses for adults who wish to enroll in academic courses
- Adult travel programs including both domestic and international destinations
- Senior day trips in the local area

Purpose E: Compensatory education programs designed to fulfill the commitment of an admissions policy allowing enrollment of disadvantaged students;

Evidence: The Branch Campus will offer developmental and co-requisite courses for math and English using the same placement process as is used on the main campus. A tutoring center with tutors in math, English, and other disciplines will provide additional support to all students who may benefit from one-on-one academic instruction.

Purpose F: A continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;

Evidence: The Branch Campus, just like the main campus, will provide counseling and guidance services including:

- General academic advising and counseling
- Advising for veterans
- Disability services
- Transfer services for students transferring to another college or university
- Placement services for students seeking employment

Purpose G: Work force development programs designed to meet local and statewide needs;

Evidence: The vocational programs described in Purpose B satisfy Purpose G because they are also workforce development programs that meet local and statewide needs.

Purpose H: Adult literacy and other basic skill programs for adults;

Evidence: The Branch Campus will offer Adult Basic Education courses, High School Equivalency courses, and English as a Second Language courses as needed to meet local demand.

Purpose I: Such other purposes as may be prescribed by the Coordinating Board or local governing boards in the best interest of postsecondary education in Texas.

Evidence: Lee College as a whole, including the proposed Branch Campus, is focused on creating the ideal student experience, which includes using an equity lens to ensure that students have what they need to be successful. Therefore, the college provides support for student basic needs, which may include a food pantry, clothing closet, gas cards, child care subsidies, and emergency aid. In addition, the college supports student activities to encourage engagement with the campus through student clubs, special events, and recreation.

The previous paragraphs show that the Branch Campus will meet the four specifications for the Role and Mission of the Branch Campus and the nine Purposes of the Branch Campus.

2. Programs and Courses

Rule §8.74 (b) (2) of the Texas Administrative Code requires that all courses, programs, and degrees shall be offered in the name of the parent district, and shall be subject to the following criteria:

- A. Courses and programs must meet the role, mission, and purposes [that were described in the previous section].
- B. Courses and programs must be developed and operated with the on-going assistance and involvement of the parent district faculty and staff.
- C. Instructional faculty credentials, full-time/part-time faculty ratios, teaching loads, faculty performance evaluation and effectiveness, student accessibility to faculty, etc., must be reviewed to ensure that these elements contribute to the quality of courses and programs offered.

Evidence of Compliance

The college's web pages and course catalog that describe the courses, programs and degrees at the Branch Campus will be clearly labeled as Lee College web pages and a Lee College Course Catalog, and the Branch Campus itself will have "Lee College" in its name, thus ensuring that all courses, programs and degrees are offered in the name of the Lee College District.

- A. Programs at the Branch Campus include technical programs, vocational programs, transfer programs, continuing education programs, compensatory education programs, counseling and guidance programs, workforce programs, and adult basic skills programs. These programs meet the Role and Mission of the Branch Campus as "a two-year institution offering vocational, technical and academic courses as well as continuing education, remedial and compensatory education programs." The programs also meet the Purposes of the Branch Campus as described in the section on Purposes (above).

Courses at the Branch Campus have been selected to support the programs, and thus meet the Role, Mission and Purpose of the Branch Campus. Courses that will be offered at the Branch Campus for transfer programs are listed in the section on Purposes (above). Courses for the allied health programs (Respiratory Therapist, Sonography, Pharmacy Tech, and Sterile Processing) are being developed as these are new programs that have not previously been offered by Lee College. Courses for the Drone Operator program are also being developed as this has not been previously offered by Lee College. Courses for developmental education, including co-requisites, will be the same on the branch campus as on the main campus.

- B. The Lee College Curriculum and Academic Affairs Committee (CAAC) is a faculty-led committee that is in charge of course and program development for the college as a whole including the Branch Campus and all Off-Campus Instructional Sites. Thus, all courses and programs will be developed and maintained with the involvement of the parent district faculty and staff.

The administration of the Branch Campus will report directly to the administration of the main campus, as shown in the Staffing Plan (below). Thus, parent district faculty and staff will be involved in and provide ongoing assistance to the operation of courses and programs at the Branch Campus.

- C. The Branch Campus will follow the same policies as the main campus with regard to faculty credentials, full-time/part-time faculty ratios, teaching loads, faculty performance evaluation and effectiveness, student accessibility to faculty, etc. These policies are reviewed regularly to ensure that they contribute to the quality of courses and programs offered at Lee College, and in the future the review will include the Branch Campus.

3. Staffing Plan

Rule §8.74 (b) (3) of the Texas Administrative Code requires that there must be sufficient academic and student support staff to meet the needs of faculty and students at the branch campus.

Branch Campus Capacity

The Branch Campus is expected to serve approximately 750 transfer students per semester when it is at full capacity. (The analysis of the potential student clientele is provided in the Feasibility Study later in this proposal.) Lee College transfer students take an average of three courses per semester, so 750 students will occupy 2,250 classroom seats per semester. Average class enrollment is 19 students, so 2,250 classroom seats will require 118 classes per semester. Enrollment patterns in the most recent academic year (post-pandemic) show that about 45% of courses are offered in-person, 45% are offered online, and 10% are offered in a hybrid modality. (See Appendix B for detailed projected class schedule.) We expect a typical class schedule to include approximately:

- 53 in-person classes for transfer courses
- 12 hybrid classes for transfer courses
- 53 online classes for transfer courses

The Branch Campus is expected to serve approximately 60 students per semester in the allied health technical programs when it is at full capacity. Allied health technical programs serve cohorts of full-time students, and a typical cohort contains twelve students. There will be first-year and second-year cohorts for Respiratory Therapy and Sonography because they are two-year programs, and a first-year cohort for Pharmacy Technician because it is a one-year program. Thus, there will be five cohorts in all, with twelve students per cohort. All allied health students are full-time students taking four courses per semester. Respiratory Therapy and Sonography courses are taught in-person, but Pharmacy Technician courses are primarily online. Thus, we expect a typical class schedule to include:

- 16 in-person classes in allied health
- 4 online classes in allied health

The Branch Campus is expected to serve approximately 100 students per semester in vocational/workforce programs, continuing adult education programs, and adult literacy and basic education programs. These programs are generally taught in the evening and on weekends using short-term adjunct instructors, so they do not impact the capacity of the Branch Campus or the staffing plan.

The Branch Campus will have faculty and staff primarily to support in-person and hybrid courses. Online courses will primarily utilize faculty and staff on the main campus in order to focus the resources at the Branch Campus on in-person instruction, with the exception that online Pharmacy Technician courses will use faculty who are located at the Branch Campus.

Branch Campus Staffing

The instructional staffing plan for transfer courses includes eleven full-time faculty in humanities and social sciences and four full-time faculty in math and sciences. Two full-time faculty members will serve as division chairs, so they will have a reduced teaching load of three courses per semester. The other thirteen full-time faculty will teach five courses each semester. Thus, the fifteen faculty have a teaching capacity of 71 classes each semester, which can cover 53 in-person classes, 12 hybrid classes, and some of the 53 online classes. The remaining online classes will be taught by full-time and adjunct faculty at the main campus.

The instructional staffing plan for allied health technical programs includes three full-time faculty each for Respiratory Therapy, Sonography and Pharmacy Technician. This provides a director, clinical coordinator, and instructor for each program in accordance with accreditation requirements.

The instructional staffing plan for vocational/workforce programs, continuing adult education programs, and adult literacy and basic education programs is to hire short-term adjunct instructors as needed to meet student demand.

The student services staffing plan includes:

- Four academic advisors who also provide veteran's services, disability services, coordination of the First Year Experience, and career and transfer services;
- Five tutors led by a Learning Support Services Coordinator;
- A Student Activities Coordinator;
- A Student Basic Needs Coordinator;
- A Student Services Generalist (supporting records, registration and financial aid);
- Two staff to support the Testing Center; and
- Two staff to support Library Services.

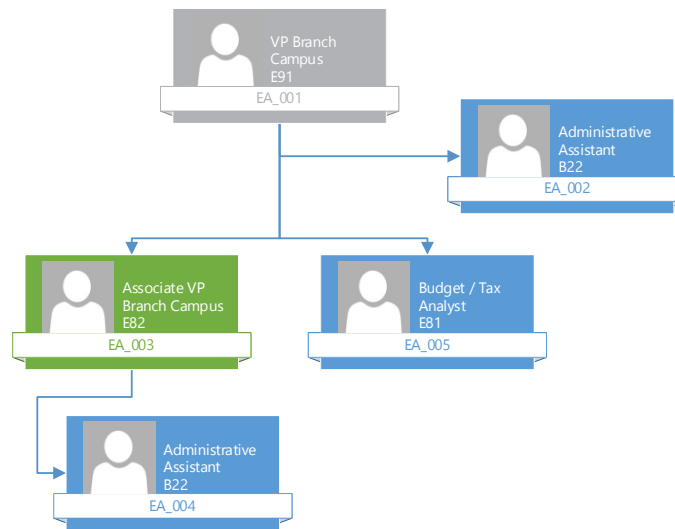
Student services staff provide direct services to students at the Branch Campus, and are supported and supervised by their counterparts at the main campus. The number of student services staff is sufficient to meet the needs of students and faculty based on the number of students served at the Branch Campus compared to the number served on the main campus.

The subsequent sections show the organizational chart and brief descriptions of the roles in every area of the Branch Campus including:

- Executive Leadership
- Student Services
- Academic Affairs
- Workforce and Community Development
- Information Technology

Executive Leadership

- Vice President: Responsible for all aspects of the branch campus, but primarily concerned with academic affairs, student services, community relations, human resources, and resource development.
- Associate Vice President: Responsible for all other aspects of the branch campus including facilities, campus security, information technology, custodial services, and the business office.
- Budget/Tax Analyst: Responsible for monitoring the budget and ensuring that maintenance tax dollars are allocated to the branch campus.



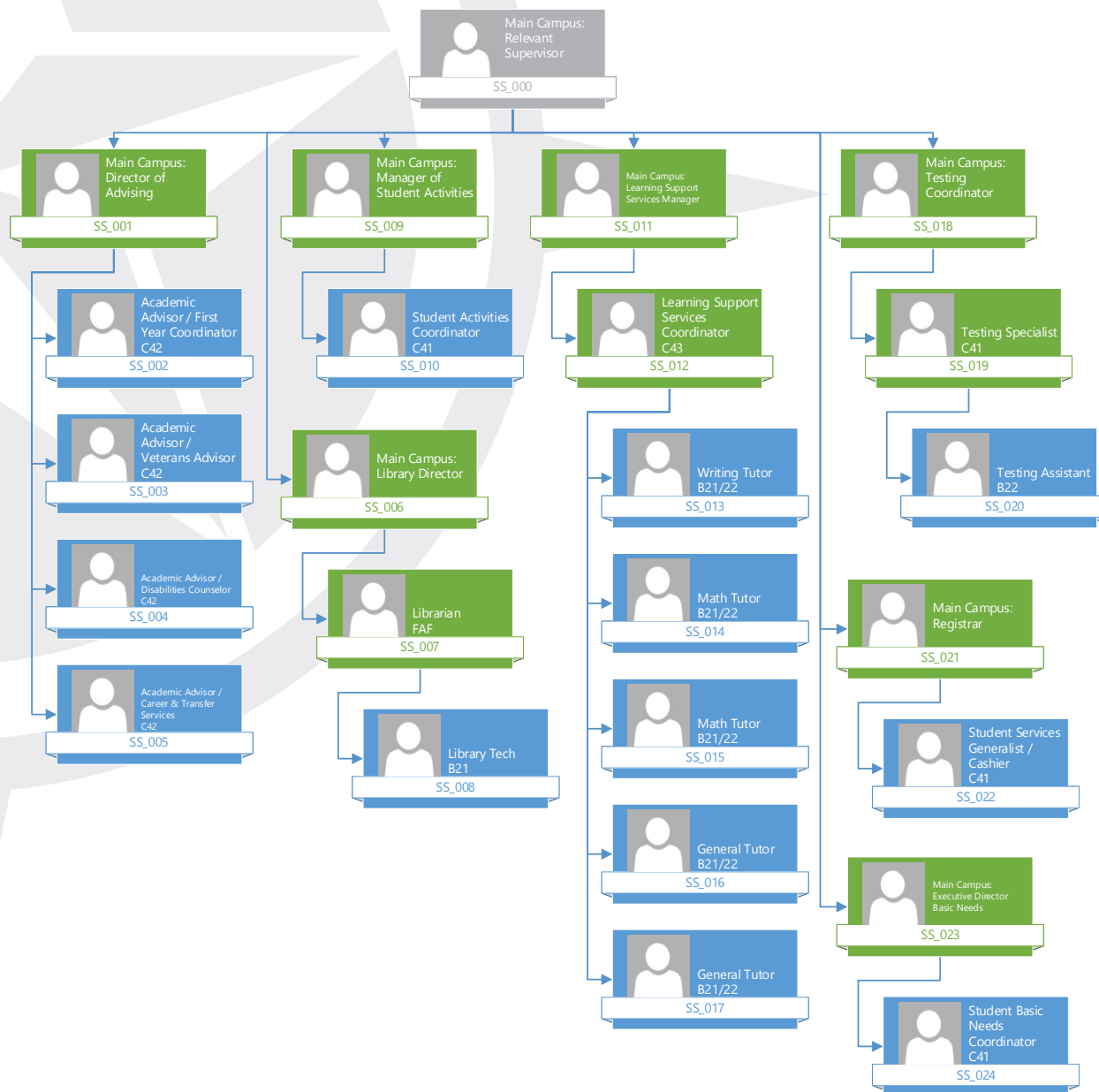
Executive Leadership

Student Services

- Academic Advisor: Responsible for helping students develop a career plan, an educational plan to prepare the student for their career, and a financial plan to pay for their education. Responsible for periodically meeting with students to assist them with the selection of classes and other educational

opportunities including work-based learning, international education, etc. Some advisors are also responsible for providing disability services, veteran services, first-year-experience programming, or career and transfer services.

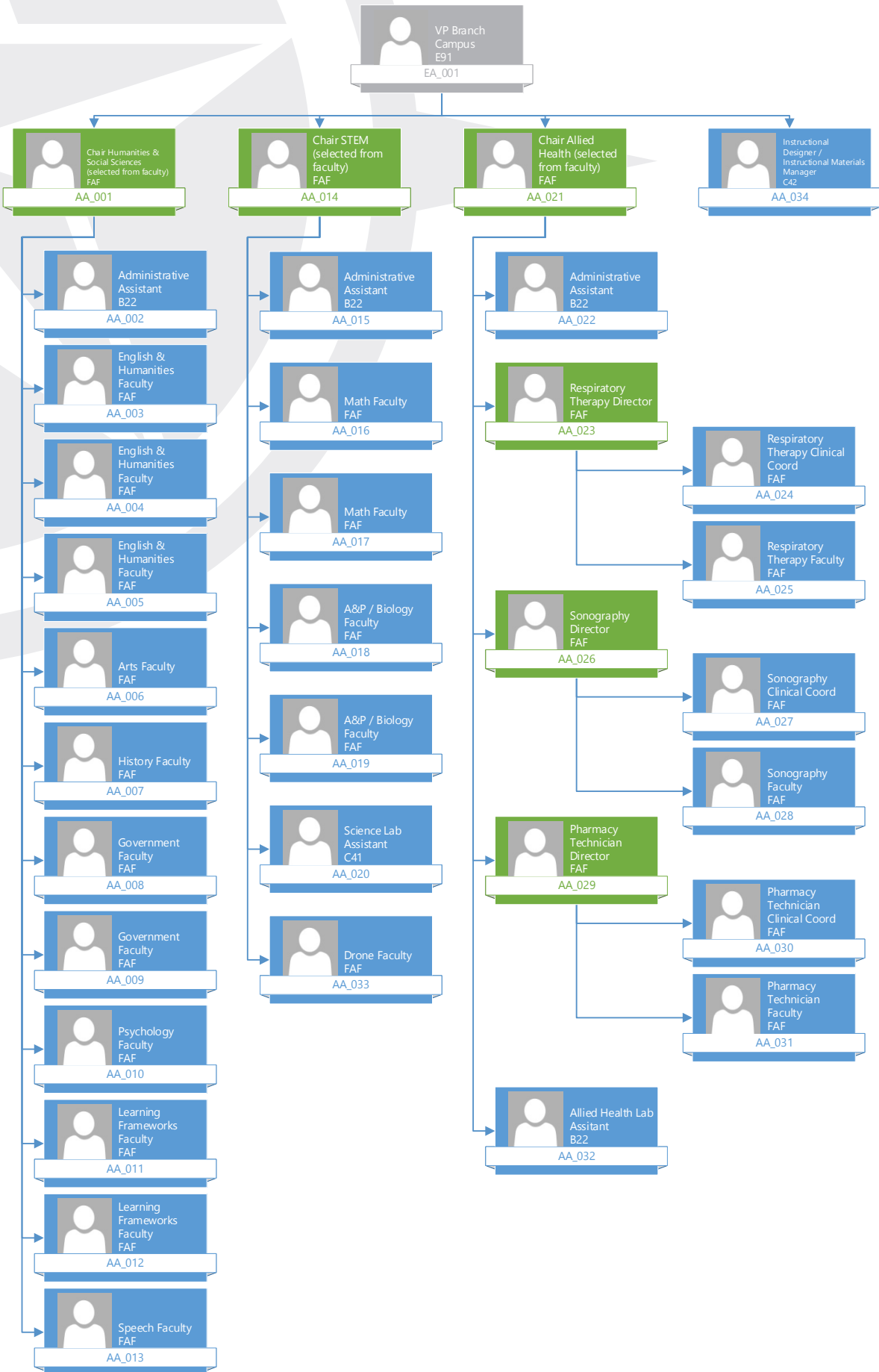
- Librarian: Provides a full range of library services to students and faculty. Supports instructors with in-class presentations including how to conduct research, avoiding plagiarism, and information literacy. Supervises the Library Tech.
- Library Tech: Provides support for materials check-in & check-out, laptop lending, and managing reserves.
- Student Activities Coordinator: Responsible for supporting student clubs and organizations, provides funding and administrative support for student-led events, supervises the student activities area (recreation space). Provides support to the advisor who is responsible for career and transfer services by arranging transfer fairs, job fairs, trips to nearby universities, resume writing workshops, mock interviews, etc.
- Learning Support Services Coordinator: Supervises the tutoring center.
- Tutors: Provide tutoring and referrals to non-academic student support services.
- Testing Specialist: Oversees the testing lab, which provides TSI testing, testing for industry certifications, testing for admission to allied health programs, testing for ABE/GED/ESL, and make-up tests for students with the permission of their instructors.
- Testing Assistant: Provides support for the Testing Specialist.
- Student Services Generalist/Cashier: This person is the “Front Desk” person of the branch campus, welcoming prospective students and their families, accepting documents (vaccinations, transcripts, etc.), providing guidance with the full array of student services by connecting students with staff at the main campus, and making sure students access the services they need.
- Student Basic Needs Coordinator: Responsible for the Lee Cares program at the branch campus.



Student Services

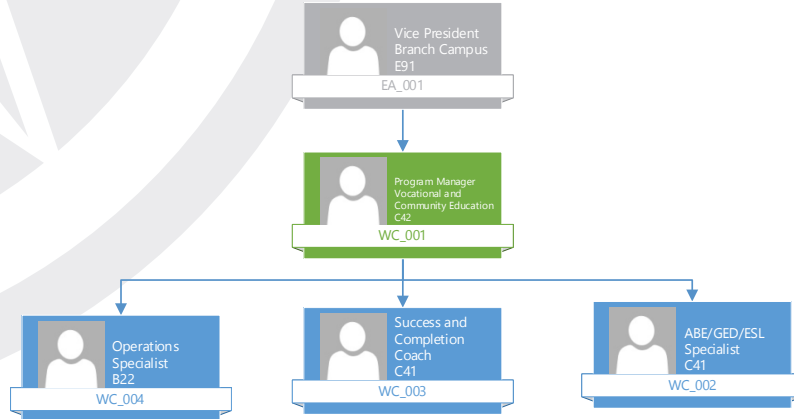
Academic Affairs

- Division Chairs: Responsible for class scheduling, recruiting adjunct faculty, ensuring the quality of instruction, resolving student complaints, and supporting faculty professional development.
- Instructional Designer/Instructional Materials Manager: Responsible for assisting faculty with the design of instruction, especially online courses. Responsible for managing inclusive access for the branch campus and ensuring textbooks and required instructional materials like lab coats, Scantron forms, art supplies etc. are provided.
- Faculty: Responsible for instruction, student success, and learning outcomes assessment.
- Science Lab Assistant: Responsible for Science Lab safety, ordering lab supplies, setting up the lab before class and cleaning up after class, and helping students during the lab period.
- Allied Health Lab Assistant: Responsible for Allied Health Lab safety, ordering lab supplies, setting up the lab before class and cleaning up after class, and helping students during the lab period.



Workforce and Community Development

- Program Manager: Responsible for building the schedule of cross-credit vocational programs each quarter, recruiting and onboarding instructors, procuring supplies, and supervising staff.
- Operations Specialist: Responsible for entering the class schedule in the student information system, student registration, financial aid, billing, payment plans, and other business office functions.
- Success and Completion Coach: Responsible for providing holistic student support.
- ABE/GED/ELS Specialist: Responsible for building the schedule of Adult Basic Education, High School Equivalency and English Language Learner courses each quarter, recruiting and onboarding instructors, procuring supplies, supervising staff, and preparing reports to relevant state and federal agencies.

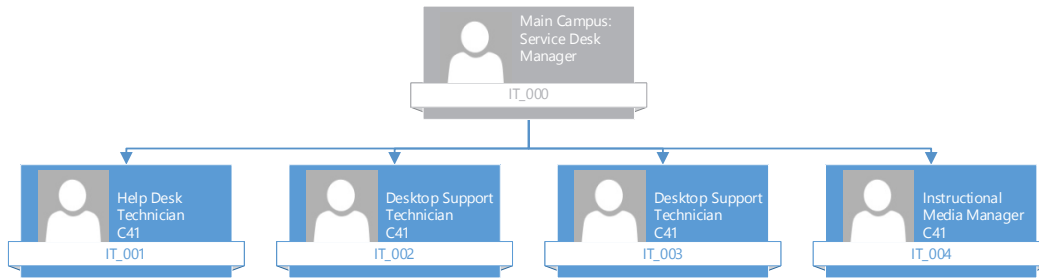


Workforce and Community Development

Information Technology

The Information Technology organization is shown below. Roles are:

- Help Desk Technicians: Responsible for helping students and faculty with common issues such as resetting passwords and accessing Blackboard.
- Desktop Support Technician: Provides support for desktop computers and peripherals including classroom podiums, computers in the testing center, and computers in the allied health lecture classrooms. Repairs computers and peripherals.
- Instructional Media Manager: Provides training and support for Hy-Flex classrooms and supports technology and media needs for events and large presentations.



Information Technology

4. Funding

The Branch Campus will be supported by means of a Branch Campus Maintenance Tax. The funding model is described in detail in the Feasibility Study that is provided later in this proposal.

5. Regional Higher Education Council Review and Certification

The Branch Campus does not require review by the Regional Higher Education Council because the Branch Campus is located in Barbers Hill Independent School District, which is entirely within the Lee College Service Area:

Texas Education Code Sec. 130.186. LEE COLLEGE DISTRICT SERVICE AREA. The service area of the Lee College District includes the territory within:

- (1) the Goose Creek Consolidated Independent School District; and*
- (2) the Crosby, Dayton, Liberty, Barbers Hill, Anahuac, Huffman, Devers, East Chambers, Hardin, and Hull-Daisetta independent school districts.*

Self-Study Summary

The Self-Study that has been presented in the previous sections provides evidence that the proposed Branch Campus meets the five criteria outlined in Rule §8.74:

1. Role and Mission; Purpose
2. Programs and Courses
3. Staffing Plan
4. Funding
5. Regional Higher Education Council Review and Certification

Request for Action

The members of the Board of Regents of the Lee College District respectfully request the consideration of the Higher Education Commissioner for the approval of the establishment of the proposed Lee College Branch Campus.

Maintenance Tax Feasibility Study

This section of the proposal provides information on the five criteria that, according to Texas Administrative Code §8.99, must be considered to determine the appropriateness of levying a maintenance tax:

1. Demographic and economic characteristics of the jurisdiction seeking to establish the maintenance tax
2. Potential student clientele
3. The financial status of the proposed jurisdiction to be taxed and the state as a whole
4. Projected programs and services for the proposed jurisdiction based on economic and population trends
5. Proximity and impediments to programs and services to existing institutions of higher education

Information presented on the five criteria includes the results of a Community Survey and Community Focus Groups that examined the need, potential student clientele, financial ability of the jurisdiction, and other pertinent data as required by TAC §8.95.

The Community Survey was conducted by a marketing research organization in November, 2022, and included thirteen fixed-choice questions, one open-ended question asking for general comments, and four questions on the demographics of the person responding to the survey. The survey was available in both English and Spanish. The fixed-choice questions provided opportunities to select courses of interest in academic, technical/vocational, continuing education, and adult education programs as well as factors that are important when considering taking courses at the branch campus, resources needed at the branch campus, and overall support for the branch campus. Nearly 1,000 respondents completed the survey with 957 taking the English version and 32 taking the Spanish version. All respondents self-identified as living within the boundaries of the Barbers Hill ISD. The race/ethnicity, gender and age of respondents is shown in Table 1.

Table 1: Demographics of Survey Respondents

Gender		Race/Ethnicity		Age	
Male	17%	White	72.1%	17 or younger	0.7%
Female	78%	Black	1.9%	18 to 24	7.2%
Prefer not to answer	5%	Hispanic	15.2%	25 to 34	18.1%
		Asian	1.1%	35 to 44	39.5%
		Other	2.8%	45 to 54	21.4%
		Prefer not to answer	7.4%	55 to 64	8.5%
				65 and above	4.6%

Community Focus Groups were conducted by a marketing research organization in November, 2022. A total of 20 individuals participated in focus groups/interviews, with separate sessions for community members, school district parents, employers, and students. Focus group questions addressed interest in various courses, the need for the branch campus, support for the branch campus, the resources needed for a branch campus, the need for a maintenance tax, and opinions regarding tuition discounts.

Results from the Community Survey and Focus Groups pertaining to need and student clientele are presented in support of Criterion 2: Potential Student Clientele; results pertaining to financial ability are presented in support of Criterion 3: Financial Status; and results pertaining to other pertinent data including specific interests are presented in support of Criterion 4: Projected Programs and Services. To review a copy of the focus group and survey questions, see Appendix C.

Criterion 1. Demographic and Economic Characteristics of Barbers Hill ISD

The demographic and economic characteristics of BHISD is comprised of three components:

- A. Population trends by age group;

- B. Economic development trends and projection; and
- C. Employment trends and projection (i.e., supply-demand data).

Population Trends by Age Group

The demographics of the population of Barbers Hill ISD are²:

- Total population: 23,439
- Median household income: \$122,083
- Total households: 7,356
- Race/Ethnicity
 - White: 68%
 - Black: 6%
 - Hispanic: 22%
 - Asian: 1%
 - Two or more races: 2%
- Households with broadband internet: 90.3%
- Families with children in BHISD with income below the poverty level: 11.4%
- Families with children in BHISD with Food Stamp/SNAP benefits: 9.1%
- Educational attainment of parents with children in BHISD
 - Less than high school: 6.2%
 - High school: 19.4%
 - Some college or associate degree: 42.8%
 - Bachelor’s degree or higher: 31.6%

The school district has experienced growth every year for the past three decades. In the 1990’s, the district grew by about 100 students per year. In the 2000’s, the district grew by about 150 students per year. In the 2010’s, the district grew by about 175 students per year. In 2018-2019 & 2019-2020 (the two years before COVID-19), the district grew by over 400 students per year on average. In 2020-2021 (the year most impacted by COVID-19), the district grew by almost 200 students while the majority of districts saw declining enrollment. In 2021-2022, the district grew by 400 students. Table 2 shows projected growth for the next ten years by grade level. According to the projections, the number of high school students will double in the next decade. Growth is being driven by a steadily increasing birth rate and a new 1,400-acre master planned community that will be the largest residential development in the district.

Lee College currently enrolls about 350 alumni of Barbers Hill ISD each semester (Appendix D); these students are very likely to attend the Branch Campus. If the number of high school students doubles in the next ten years as projected in the section on population trends, Lee College would enroll about 700 Barbers Hill alumni each year. Lee College currently enrolls about 375 alumni from five school districts that are in close proximity to Barbers Hill ISD (Appendix E) and are projecting similar growth rates. These students would also be likely to attend a Branch Campus in Barbers Hill ISD. Taken together, Lee College currently enrolls about 725 students from Barbers Hill ISD and the five nearby ISDs, and in ten years that number is projected to be close to 1,450. In addition, about 6% of adults who have children in Barbers Hill ISD have not completed high school, and another 19% completed high school but have no college education. This represents a significant population that could benefit from adult basic education, high school equivalency, and workforce programs that provide skills and certifications that are valued in the labor market.

TABLE 2: BARBERS HILL STUDENT POPULATION PROJECTIONS BY YEAR AND GRADE³

² Demographics are based on 5-year American Community Survey data for 2016-2020

³ Demographic Study – Barbers Hill ISD, Population and Survey Analysts, www.pasatx.com

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
EE-KG	785	829	883	926	975	1,026	1,072	1,117	1,166	1,210
1ST-3RD	1,779	1,880	2,027	2,157	2,291	2,438	2,582	2,704	2,818	2,938
4TH-6TH	1,626	1,873	2,153	2,354	2,456	2,633	2,795	2,938	3,081	3,217
7TH-8TH	1,159	1,257	1,238	1,370	1,704	1,850	1,914	2,045	2,132	2,239
9TH-12TH	2,015	2,121	2,355	2,486	2,593	2,836	3,173	3,446	3,822	4,085
TOTAL	7,364	7,960	8,656	9,293	10,019	10,783	11,536	12,250	13,019	13,689

Economic Development Trends and Projections⁴

Job recovery continues to dominate economic news. The employment rebound has been slow and steady since mid-2020. As of December 2021, the Houston metro area has recovered 81% of the more than 370,000 jobs eliminated in early 2020. The Greater Houston Partnership notes in their 2022 Employment Forecast that half of the jobs yet to be recovered are in industries that were struggling prior to the pandemic: energy, manufacturing, construction, and wholesale trade. Looking forward, the Partnership has released its annual employment forecast for Houston. In total, the metro area is forecast to add 75,500 jobs in 2022. Essentially, by the end of the year, employment is projected to be back to pre-pandemic levels.

The robust housing market, fueled by historically low mortgage rates and lower-than-normal home listings, is beginning to show signs of stabilizing. For the first time in 2021, Redfin Corp. reported new home listings in June surpassed levels from the same month in 2019. A low inventory of homes on the market, coupled with high demand for homes, has tightened markets and increased home prices. Increases in lumber prices and bidding wars on homes have caused new and existing home prices to soar. However, the industry is beginning to show signs of cooling. On November 16, 2021 the Mortgage Bankers Association (MBA) reported national new home mortgage applications in October decreased 15% from October 2020 levels. This follows 16%, 17%, and 27% annual decreases in September, August, and July, respectively. These year-over-year decreases indicate that the housing market is stabilizing from the post-shutdown surge in summer 2020.

A rebound in oil prices has been encouraging news for the oil and gas industry, with prices topping \$100/barrel, the highest since 2014. The rebound began as pandemic restrictions eased and vaccinations became available in the spring and summer of 2021, as travel and transportation use have increased demand for the commodity. The Russian invasion of Ukraine drove the price even higher.

There is renewed optimism in the growth of the petrochemical industry through 2030, according to a Houston Chronicle article from February 2021 in which Precedence Research anticipates as much as 5% growth each year through 2030. This will be driven by increasing use of petrochemicals in industrial applications. Major operators in the industry have committed billions of dollars in recent years to expand Houston-area operations

⁴ This section is copied from the 2021-2022 Demographic Study of Barbers Hill ISD by Population and Survey Analysts, www.pasatx.com

including facilities in Beaumont, Baytown, Bayport, and Brazoria County. In recent months, additional expansion projects have been announced including:

- Chevron Phillips Chemical new C3 splitter propylene unit at Cedar Bayou facility in Baytown
- Exxon Mobil expansion of its Baytown petrochemical complex to increase production of linear alpha olefins and polymers, expected to be complete in mid-2023
- Exxon large-scale plastic waste recycling facility in Baytown expected to start operations by end of 2022
- Cyclyx International plastic recycling plant in Baytown near Exxon recycling facility, also expected to open by end of 2022

A coalition of 14 energy companies has to come together to support ExxonMobil’s proposal to build a carbon capture and storage hub in Houston to capture and store up to 50 million metric tons of carbon dioxide a year from Houston-area plants by 2030, and up to 100 million metric tons by 2040. This is more evidence of the oil industry’s attempts to lower their carbon footprints in order to help keep fossil fuels viable in a low-carbon future.

Employment Trends and Projections

At the start of the COVID-19 Pandemic in April 2020, Chambers County’s peak unemployment rate was 14.2 percent. Now in recovery, unemployment continues to improve, having dropped back to 6.8% as of December 2021, which is very near its pre-pandemic level of 6.5% in March 2020. The largest employment sectors are Manufacturing; Educational Services, Health Care and Social Assistance, and Construction⁵.

The largest program at the Branch Campus is the transfer program for students pursuing a bachelor’s degree. The national employment rate for 25- to 34-year-olds with bachelor’s degrees in 2021 was 86%, compared to 75% for those with some college and 68% for those who had completed high school⁶. The median weekly earnings of workers 25 years and over with a bachelor’s degree or higher is \$1,556, compared to \$993 for workers with some college and \$866 for workers who had completed high school⁷. The higher levels of employment and higher wages show the continuing demand for workers with a bachelor’s degree in the labor market.

The Branch Campus also focuses on allied health programs. Table 3 shows the number of students completing allied health programs at Texas Gulf Coast Community Colleges and the number of job openings in Texas. If the number of openings in the Houston Metro Area is approximately one quarter of the number of openings in Texas (because the population of the metro area is approximately one quarter of the Texas population), then it is clear that the number of openings in the metro area far exceeds the number of students completing programs each year. Thus, there is a strong labor market demand for students graduating from allied health programs.

PROGRAM	PROGRAM LENGTH	DEGREE/ CERTIFICATE	AVG SALARY*	JOB GROWTH (2021-2031)*	GULF COAST CC PROGRAMS (completions AY21)	TEXAS LABOR MARKET**
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⁵ This paragraph was copied from the Demographic Study – Barbers Hill ISD by Population and Survey Analysts, www.pasatx.com

⁶ National Center for Education Statistics: Employment Rates of Young Adults: <https://nces.ed.gov/fastfacts/display.asp?id=561>

⁷ US Bureau of Labor Statistics <https://www.bls.gov/charts/usual-weekly-earnings/usual-weekly-earnings-by-quartiles-and-selected-deciles-by-education.htm>

Respiratory Therapy 29-1126.00	2 year	Associate degree	approx. \$61,830/year	14% in US 33% in Texas	Alvin (12) San Jac (39) Lone Star (40) HCC (11)	11,720 employees 1,020 annual openings
Medical Sonographers 29-2032.00	2 year	Associate degree	approx. \$60,570/year	10% in US 29% in Texas	Alvin (13) Galveston (12) HCC (20) Lone Star (22) San Jac (17)	5,370 employees 590 annual openings
Radiography 29-2034.00	2 year	Associate degree	approx. \$61,370/year	6% in US 18% in Texas	Galveston (18) HCC (31) Lone Star (43) San Jac (68) Wharton (13)	16,780 employees 1,600 annual openings
Physical Therapist Asst 31-2021.00	2 year	Associate degree	approx. \$61,180/year	26% in US 45% in Texas	HCC (14) Lone Star (32) San Jac (20) Wharton (12)	6,440 employees 1,220 annual openings
Surgical tech 29-2055.00	1 year	Certificate	approx. \$48,000/year	7% in US 18% in Texas	Lone Star (23) HCC (28) San Jac (45)	10,730 employees 1,010 annual openings
	2 year	Associate degree				
EMT 29-2042.00	19 credit hours		approx. \$35,470/year	7% in US 19% in Texas	Alvin (5) Galveston (61) Lone Star (82) HCC (33)	17,610 employees 1,590 annual openings
Paramedic 29-2043.00	43 credit hours		approx. \$46,770/year	7% in US 19% in Texas	Wharton (8) San Jac (7)	(EMT & Paramedic)
Sterile processing tech (this occupation not in DOL database)	400 hours supervised practice plus exam	Non-credit program Certificate	approx. \$45,000/year			
Phlebotomy tech 31-9097.00	2 months 162 clock hours	Non-credit program Certificate	approx. \$37,380/year	10% in US 33% in Texas		11,130 employees 1,880 annual openings
Pharmacy Technician 29-2052.00	600 clock hours extending over 15 weeks or longer	Non-credit program Certificate	approx. \$36,740/year	5% in US 24% in Texas	Alvin (1) Lone Star (56) HCC (50) San Jac (67)	35,690 employees 3,660 annual openings
EKG tech (this occupation not in DOL database)	127 clock hours	Non-credit program Certificate	approx. \$40,700/year			

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*Data obtained from U.S. Bureau of Labor Statistics: <https://www.bls.gov>

** The Houston Metro Area has a population of about 7M, which is about 25% of the population of Texas. As a first approximation, the labor market for the Houston Metro Area is 25% of the market for Texas.

Criterion 2. Potential Student Clientele

As part of the requirements to determine the feasibility of a maintenance tax, the Steering Committee commissioned a community survey and a series of focus groups to gather stakeholder input on the need for a Branch Campus, potential student clientele, financial ability of the jurisdiction, and other pertinent data (TAC §8.95). Results pertaining to need and potential student clientele are presented in this section.

Interest in a Branch Campus (Focus Group)

Overall, all participants supported a Lee College Branch Campus within the Barbers Hill ISD. Community members, parents, students, and employers felt there were many benefits for the development of the branch campus for traditional and nontraditional students. As a parent described, “when thinking about higher education many focus on students just graduating from college, however many other individuals could benefit from continuing education in certificate completion for career advancement.” Participants were also interested in the idea of having a branch campus within the community. Several parents identified that the branch campus could be an extension of the educational excellence experienced at Barbers Hill ISD. Additionally, an employer responded that the branch campus “would be an asset to the Mont Belvieu community and would be a strong point to present to potential residents, along with the distinguished reputation of BHISD.”

Need for a Branch Campus (Focus Group)

All participants reported a need for the branch campus that would provide multiple educational opportunities for students leading to better employment opportunities. Several participants identified the need for the branch campus was due to the lack of higher educational institutions locally. As one participant revealed, “there are no other institutions of higher learning in our area. Students need to either travel to Baytown or Houston to attend school.” Growth in neighboring counties is likely to positively impact enrollment at the branch campus. Additionally, a parent identified the need for a branch campus as a way to assist students who were ready for higher education but not ready to live alone or attend college away from home. The branch campus could benefit these students that needed a little more time to mature into adults. A community member also mentioned the branch campus would be beneficial to “older folks too” when considering courses in community education like health and fitness.

Potential Student Clientele (Survey Questions)

- Question: Would you or your children be interested in taking academic or technical workforce courses if these courses were offered at a Lee College Branch Campus in Mont Belvieu?
 - Yes: 704
 - Maybe: 141
 - No: 91
- Question: Which factors are important to you when deciding to attend college in the immediate area? (multiple selection allowed)
 - Cost: 775
 - Class Availability: 661
 - Flexible schedule: 613
 - Proximity to home: 573
 - Online access: 563
 - Quality of Instruction: 555
 - Workforce career placement offered: 317
 - Weekend courses: 248

- Academic tutoring: 192

The responses to the survey questions indicate a large percentage of people and their children are interested in attending a Branch Campus in Mont Belvieu, and proximity to home is an important factor along with cost, class available, flexible schedule, and other factors.

Letters of Support

Chambers County has provided a letter of support that pledged “to assist [the effort to create a Branch Campus] however possible” (Appendix F). The City of Mont Belvieu has provided a letter “supporting the creation of a Mont Belvieu Lee College Branch” (Appendix G). Both the city and the county clearly see the need for a Branch Campus and have publicly pledged their support.

Conclusions

There is broad interest in a Branch Campus that would meet multiple educational needs. Over 75% of the people responding to the Community Survey indicated that they or their children would be interested in enrolling at the Branch Campus, and an additional 15% indicated they might be interested. As mentioned in Criterion #1, Lee College currently enrolls about 350 alumni of Barbers Hill ISD and about 375 alumni from five school districts that are in close proximity to Barbers Hill ISD each semester. The high school population in these six districts is projected to double in the next ten years, and these students are likely to attend a Branch Campus in Barbers Hill ISD. The evidence strongly suggests that there is a large and growing student clientele for the Branch Campus.

3. Financial Status of the Proposed Jurisdiction to be Taxed and the State as a Whole

As part of the requirements to determine the feasibility of a maintenance tax, the Steering Committee commissioned a community survey and a series of focus groups to gather stakeholder input on the need for a Branch Campus, potential student clientele, financial ability of the jurisdiction, and other pertinent data (TAC §8.95). Results pertaining to financial ability are presented in this section along with other pertinent data.

Opinions on Maintenance Tax (Focus Group)

The question regarding the respondents’ opinions about the possibility of a maintenance tax revealed supportive responses from most participants. The community members, parents, and employers were asked about a maintenance tax. Respondents discussed the low tax rates they currently pay and understood the need to possibly have a tax for the branch campus. For example, a parent stated that they were not bothered by a tax if the branch campus was going to be of high quality and improved their way of life. However, one employer opposed the increase tax and thought the branch campus was great for the community and most would be in favor as long as there was no tax increase.

Opinions on Tuition Discount (Focus Group)

Respondents including community members, parents, and students supported tuition discounts. In the current economy, a parent stated that students and their families need all the help they can get. Additionally, a parent identified that the tuition discount would be very helpful especially for students that were paying out of pocket. An employer clarified the benefit for tuition discounts for the community:

Although the Mont Belvieu area is likely seen as an affluent area, there are communities in and around our area that are economically disadvantaged, and that would definitely benefit from a tuition discount. By staying local, they would be able to afford to attend college, whereas they might not even try to attempt going otherwise.

The center of the discussions from the participants were addressing the affordability of attending classes at the branch campus. As one parent discussed, “any money you can save for your kids for education that’s huge because, I mean, you don’t want them to come out with major student loans.”

Important Factors (Survey Question)

- Question: Which factors are important to you when deciding to attend college in the immediate area? (multiple selection allowed)
 - Cost: 775
 - Class Availability: 661
 - Flexible schedule: 613
 - Proximity to home: 573
 - Online access: 563
 - Quality of Instruction: 555
 - Workforce career placement offered: 317
 - Weekend courses: 248
 - Academic tutoring: 192

The responses to the survey question show the primary importance of cost to potential students.

Projected Growth or Decline in the Tax Base

Barbers Hill ISD has enjoyed sustained growth in taxable values for the past ten years, and projects similar growth for at least the next six years as shown in Table 4.

Tax Year	School Year	Taxable Value
2012	2012-2013	\$4,102,854,731
2013	2013-2014	\$4,394,612,029
2014	2014-2015	\$5,796,747,850
2015	2015-2016	\$6,589,925,541
2016	2016-2017	\$7,222,124,796
2017	2017-2018	\$8,883,029,626
2018	2018-2019	\$9,940,278,618
2019	2019-2020	\$11,588,056,182
2020	2020-2021	\$13,786,154,278
2021	2021-2022	\$14,028,968,519
2022	2022-2023	\$16,110,367,317
2023	2023-2024	\$16,900,375,287
2024	2024-2025	\$18,081,332,611
2025	2025-2026	\$18,473,220,794
2026	2026-2027	\$18,819,211,455
2027	2027-2028	\$19,319,751,813
2028	2028-2029	\$21,266,914,271

Projected Operating Budget

Budgetary projections for FY 2024 through FY 2029 are provided below. Revenue is based on a 5% maintenance tax with adjustments for certain exemptions. The Lee College Branch Campus tax revenue for FY 2024 is expected to total \$8,285,695.20. By comparison, costs are expected to be \$8,285,695.00. FY 2029 tax revenue is expected to increase to \$10,370,797.49 with expected costs for FY 2029 to total \$9,580,368.30 with a capital investment of \$1.4 million in FY 2025.

**Lee College Branch Campus
Mont Belvieu, TX
Draft Operating Budget**

Budget Year	Assume Fall 2025 Start					
	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029
Revenue:						
Tax	\$8,285,695.20	\$8,860,034.00	\$9,038,254.59	\$9,191,787.41	\$9,420,685.43	\$10,370,797.49
Total Revenue	\$8,285,695.20	\$8,860,034.00	\$9,038,254.59	\$9,191,787.41	\$9,420,685.43	\$10,370,797.49
Operating Expense:						
Lease Pymt	8,285,695	5,400,000	2,000,000	2,000,000	2,000,000	2,000,000
Aministrative Costs		416,815.23	1,736,488.52	1,788,583.18	1,842,240.67	1,897,507.89
Classroom Supplies		21,700.00	22,785.00	23,924.25	25,120.46	26,376.49
Science Lab Equipment Maint/ Replacement		21,000.00	21,000.00	21,000.00	21,000.00	21,000.00
Contract Staff		193,750.00	387,500.00	399,125.00	411,098.75	423,431.71
Repairs & Maintenance			136,000.00	140,080.00	144,282.40	148,610.87
Utilities		135,200.00	135,200.00	135,200.00	135,200.00	135,200.00
IT Service			50,000.00	50,000.00	50,000.00	50,000.00
Faculty Salaries		200,000.00	2,353,130.00	2,423,723.90	2,496,435.62	2,571,328.69
Staff Salaries		601,567.75	986,271.00	1,015,859.13	1,046,334.90	1,077,724.95
Benefits		264,517.36	1,102,002.33	1,135,062.40	1,169,114.27	1,204,187.70
Other Operating Expenses			25,000.00	25,000.00	25,000.00	25,000.00
Total Operating	8,285,695.00	7,254,550.34	8,955,376.85	9,157,557.86	9,365,827.08	9,580,368.30
Capital Equipment Needs		186,775.00				
IT Programs		150,000.00				200,000.00
Allied Health Programs		628,800.00				
IT equipment - Staff/Faculty		506,300.00				500,000.00
Capital Investment	-	1,471,875.00	-	-	-	700,000.00
Total Costs	8,285,695.00	8,726,425.34	8,955,376.85	9,157,557.86	9,365,827.08	10,280,368.30
Net Operating Results	\$0.20	\$133,608.66	\$82,877.74	\$34,229.56	\$54,858.36	\$90,429.19

Trends in State Appropriations for Community Colleges and Other Institutions of Higher Education

The 87th Texas Legislature established the Commission on Community College Finance through Senate Bill 1230, which was signed into law by Governor Greg Abbott. The law empowered the Commission:

“...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.”

The recommendations of the Commission will be considered by the upcoming 88th Texas Legislature, so none of the recommendations have been passed into law, but there is a sense among community colleges that a majority of the recommendations will be accepted, and the net effect will be a significant increase in funding for

community colleges. The following paragraphs provide the background and recommendations made by the Commission⁸.

Under the current Texas community college funding model, the majority of funding is generated by tuition and property taxes, which are set and collected locally. Colleges' elected boards of trustees set tuition rates and adopt property tax rates for the maintenance and operations of colleges and for debt service. Over the past decade, local property tax collections have increased significantly. This model reflects the origin of the state's network of 50 community college districts. These colleges were created locally to provide higher education opportunities to area students before they entered the workforce or went to four-year universities.

There is currently wide variation in the property tax rates community colleges adopt for maintenance and operations — from less than 2 cents to more than 39 cents per \$100 of taxable value. There is also wide variation in community colleges' taxable property values, resulting in dramatic differences in the funding colleges can generate on their own — ranging from about \$11 per full-time equivalent student per penny of tax effort to more than \$1,100 per full-time equivalent student per penny of tax effort.

In the current biennium, state formula funding for community colleges is about \$1.8 billion, distributed through an allocation methodology that considers how colleges perform in relation to one another. The formula is primarily driven by "contact hours" tied to student enrollments and types of courses delivered. It also includes "success points" — based on specific metrics colleges have met over the previous three years — and a uniform amount of "core" funding allocated to each college.

Texas has the opportunity to develop a new funding model that generates more consistent base levels of funding for instruction and operations across community colleges. In particular, the new model must ensure that small and rural-serving colleges with lower property values have the resources needed to serve students inside and outside their service areas and to meet local employers' workforce requirements.

Recommendation 1.1: Develop a modern community college finance model that distributes the majority of state funding based on measurable outcomes aligned with regional and state workforce needs and state goals for Building a Talent Strong Texas.

Recommendation 1.2: Ensure community colleges across Texas can access foundational levels of funding for instruction and operations through a state-funded guaranteed yield for colleges with low taxable valuations.

Recommendation 1.3: Ensure transition to the new funding model does not negatively impact students or community colleges. In particular, the Commission recommends that in initial implementation of a new model, hold harmless funds should be made available to facilitate transition to a dynamic, primarily outcomes-based funding formula.

Recommendation 2.1: Increase funding for Texas Educational Opportunity Grants (TEOG) and link state performance measures for eligible students served through TEOG at two-year institutions and TEXAS Grants at universities to establish a state goal of supporting at least 70 percent of qualified low-income college students in pursuing postsecondary credentials of value at both public two- and four-year institutions.

Recommendation 2.2: Provide financial aid through colleges to cover tuition and required fees in dual credit courses for economically disadvantaged students.

Recommendation 2.3: Expand partnerships among colleges and private employers for paid work-based learning opportunities, including work-study, apprenticeships, and internships related to students' programs of study, utilizing the work-based learning strategic framework developed by the Governor's Tri-Agency Workforce Initiative.

⁸ Much of the material in this section is taken from the Texas Commission on Community College Finance Report to the 88th Legislature, which was released in October, 2022.

Recommendation 3.1: Provide 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.

Recommendation 3.2: Support and facilitate shared services and stronger inter-institutional partnerships.

Recommendation 3.3: Update state policies, and build upon the recent work by individual colleges, to help community colleges across the state provide high quality non-credit credential programs that are convertible and stackable with credit-bearing programs.

Conclusion

Barbers Hill ISD is fortunate to have a large and growing tax base that is more than sufficient to support the proposed Branch Campus, as shown by the projected operating budget. Future trends suggest continued growth in the tax base, and changes in the state funding model that will benefit community colleges. Results of a Community Survey and Focus Groups indicate strong support for a Branch Campus even though it will require a maintenance tax, and highlighted the importance of controlling college costs for students and their families.

4. Projected Programs and Services for Barbers Hill ISD Based on Economic & Population Trends

As part of the requirements to determine the feasibility of a maintenance tax, the Steering Committee commissioned a community survey and a series of focus groups to gather stakeholder input on the need for a Branch Campus, potential student clientele, financial ability of the jurisdiction, and other pertinent data (TAC §8.95). Results pertaining to need are presented in this section along with other pertinent data.

Courses of Interest (Focus Groups)

Several parents and community participants discussed the interest in taking core academic courses which could be used to transfer to a four-year university. Specific technical and vocational courses identified by participants included healthcare, (ultrasound, technical, nursing), academic core courses, digital graphics and welding. Many of the examples were related to the local employment industry including the medical center in Houston and the petroleum and chemical refineries. One employer stated that the community would “benefit from more healthcare-related fields, such as medical billing and coding, medical and vision care technology and health data management.”

Resources (Focus Groups)

Participants identified a variety of resources they felt would assist students at the branch campus. Two parents identified the need for tutors in assisting students that might be struggling with their courses. Other resources included the need for student counseling, job placement center, and financial aid. Employer participants stressed the need for apprenticeships for students including “hands-on training, possibilities of internships with local businesses/industry, as well as clinical rotations in the different areas of medicine.”

Interests (Survey Questions)

- Question: Identify the Academic Courses you would be interested in taking. These courses are considered core courses for an associate degree at a community college or a baccalaureate degree at a university (multiple selection allowed). [The number of people indicating “very interested” or “interested” are shown.]
 - English: 632
 - Biology: 575
 - Economics: 554
 - Psychology: 554

- History: 552
- Chemistry: 543
- Government: 539
- Sociology: 495
- Physics: 466
- Speech: 453
- Spanish: 427
- Philosophy: 384
- Geology: 377
- Art: 363
- Music: 321
- Drama: 271
- Question: I would prefer to take [academic] courses:
 - Day: 196
 - Evening: 195
 - Weekends: 28
 - Does not matter: 500
- Question: Identify the Technical Training Areas you would be interested in taking (multiple selection allowed). [The number of people indicating “very interested” or “interested” are shown.]
 - Accounting: 416
 - Business/Management: 549
 - Computer Aided Drafting: 418
 - Computer Graphics: 451
 - Cybersecurity: 411
 - Cloud Computing: 353
 - Computer Maintenance Technology: 374
 - Computer Network Maintenance: 373
 - Drone Pilot: 301
 - Child Development: 437
 - Logistics and Supply Chain Management: 390
 - Paralegal Studies: 346
 - Healthcare - Respiratory Therapist: 431
 - Healthcare - Medical Sonographer: 446
 - Healthcare – Radiographer: 435
 - Healthcare - Physical Therapist Assistant: 429
 - Healthcare - Surgical Technician: 438
 - Healthcare – Paramedic: 416
 - Healthcare - Sterile Processing Technician: 483
 - Healthcare - Phlebotomy Technician: 374
 - Healthcare - Pharmacy Technician: 428
 - Healthcare - EKG Technician: 421
- Question: I would prefer to take the [technical training] programs:
 - Day: 176
 - Evening: 199
 - Weekends: 46
 - Does not matter: 497
- Question: Identify the Wellness and Travel Programs you would be interested in taking (multiple selection allowed). [The number of people indicating “very interested” or “interested” are shown.]
 - Day Trips for Seniors, such as Museum of Fine Arts or tour of Minute Maid Park: 441
 - Adult Travel, such as 3-Island Adventure in Hawaii, New York City Holiday (4 days), California Rail Discovery: 462
 - Pilates for Adults: 404
 - Yoga for Adults: 422
- Question: I would prefer to take the [wellness and travel] programs:

- Day: 128
- Evening: 243
- Weekends: 56
- Does not matter: 484
- Question: Identify the Adult Education Program you would be interested in taking (multiple selection allowed). [The number of people indicating “very interested” or “interested” are shown.]
 - Adult Basic Education (for reading, writing and math skills up to 7th grade level): 220
 - GED Preparation Class (for high school equivalency): 243
 - English as a Second Language (for English language learners): 186
- Question: I would prefer to take the [adult education] courses:
 - Day: 95
 - Evening: 115
 - Weekends: 30
 - Does not matter: 652

Projected Programs and Services

The projected programs and services for the Barbers Hill Branch Campus were described in the Branch Campus Self-Study and are summarized below for convenience. The programs are supported by economic trends showing strong demand for workers in the allied health professions and workers with bachelor’s degrees (see Criterion #1: Demographic and Economic Characteristics of Barbers Hill ISD: Employment Trends and Projections), and population trends showing 25% of the adult population have no college education and would benefit from adult basic education and high school equivalency programs along with vocational programs (see Criterion #1: Demographic and Economic Characteristics of Barbers Hill ISD: Population Trends by Age Group).

Programs and services to be offered at the Branch Campus:

- Technical programs:
 - AAS in Respiratory Therapy
 - AAS in Sonography
 - Certificate in Pharmacy Technology
 - Certificate in Drone Operation
- Vocational programs:
 - Sterile Processing Technology
 - Drone Operator
- Freshman and sophomore courses that are part of the state-mandated core curriculum. The complete list of courses is provided in the Self-Study portion of this proposal.
- Continuing adult education programs
 - Linked courses for adults who wish to enroll in academic courses
 - Adult travel programs including both domestic and international destinations
 - Senior day trips in the local area
- Developmental and co-requisite courses for math and English using the same placement process as is used on the main campus.
- A tutoring center with tutors in math, English, and other disciplines will provide additional support to all students who may benefit from one-on-one academic instruction.
- Counseling and guidance services including:
 - General academic advising and counseling
 - Advising for veterans
 - Disability services
 - Transfer services for students transferring to another college or university
 - Placement services for students seeking employment

- Adult Basic Education courses and High School Equivalency courses as needed to meet local demand.
- Support for student basic needs, including a food pantry, clothing closet, gas cards, child care subsidies, and emergency aid.
- Student activities to encourage engagement with the campus through student clubs, special events, and recreation.

Conclusion

The Branch Campus's projected programs and services are consistent with the economic and population trends of Barbers Hill ISD and the surrounding region. The demand for academic, technical, vocational, and adult basic education courses is supported by the Community Survey and Focus Groups, and aligns with the demographic and economic trends described in Criterion #1.

5. Proximity and Impediments to Programs and Services to Existing Institutions of Higher Education

The impact of the proposed Branch Campus on existing institutions of higher education is evaluated on the basis of seven criteria:

- A. Identification of institutions that could be affected by a new branch campus;
- B. Documentation of existing programs and services:
 - a. on the campuses of nearby institutions of higher education;
 - b. available to citizens within a 50-mile radius of the proposed jurisdiction; and
 - c. offered in the proposed jurisdiction by existing institutions of higher education;
- C. Financial limitations on existing institutions of higher education inhibiting the offering of programs and services in the proposed jurisdiction;
- D. Availability of facilities, libraries, and equipment for institutions to offer classes in the proposed jurisdiction;
- E. Distance and traffic patterns to existing institutions of higher education;
- F. Effect on enrollments of existing institutions of higher education; and
- G. Effect on financing of existing institutions of higher education.

The following sections examine each criterion.

Criterion A: Identification of institutions that could be affected by a new branch campus

Lee College is one of nine community colleges in the Texas Gulf Coast region including Alvin CC, Brazosport College, College of the Mainland, Galveston College, Houston CC, Lone Star College, San Jacinto College, and Wharton County Junior College. All of the Gulf Coast Community Colleges offer transfer programs and many of them offer allied health programs, so they could potentially be affected by a new Branch Campus. The Houston area includes a number of four-year institutions including the University of Houston, the University of Houston Downtown, the University of Houston Clear Lake, Rice University, Texas Southern University, Houston Baptist University, and the University of St. Thomas. Four-year institutions are unlikely to be affected by a Branch Campus because their offerings are dissimilar to the offerings of a community college.

Criterion B: Documentation of existing programs and services on the campuses of nearby institutions of higher education and/or within a 50-mile radius of the proposed jurisdiction and/or offered in Barbers Hill ISD by existing institutions of higher education;

As previously mentioned, Lee College is one of nine community colleges in the region. All nine offer transfer programs, many of them offer allied health programs (see Table 3 above), and all of them offer student services similar to what will be offered at the Branch Campus. There are no institutions of higher education offering programs and services in Barbers Hill ISD except for dual-credit courses offered at the local high school by Lee College.

Criterion C: Financial limitations on existing institutions of higher education inhibiting the offering of programs and services in the proposed jurisdiction;

The programs and services being offered by the Branch Campus are consistent with the mission of a community college. The limitations on existing community colleges inhibiting the offering of programs and services to Barbers Hill ISD comes from legislation that prohibits community colleges from operating in the service areas of other community colleges; in this case, they would be operating in the Lee College service area. Thus, the limitations are legislative, not financial.

Criterion D: Availability of facilities, libraries, and equipment for institutions to offer classes in the proposed jurisdiction;

As part of this proposal, a new facility will be designed and built to offer classes in Barbers Hill ISD. The new facility will include classrooms, computer labs, science labs, allied health labs, offices for advising and counseling, a Learning Hub with library services and tutoring services, and offices for faculty and staff. There are no other readily available facilities that can serve the purpose of offering the classes, programs and services that will be offered by the Branch Campus.

Criterion E: Distance and traffic patterns to existing institutions of higher education;

Although Lee College is geographically close to the other eight community colleges, the San Jacinto River and the bays and lakes that connect to Trinity Bay and Galveston Bay form a natural barrier (and a substantial traffic barrier) between Lee College and the other eight community colleges, thus muting the dynamic of students switching between Lee College and its neighbors. Lee College's three closest neighbors are San Jacinto College (25 miles away), Houston Community College (30 miles away), and Lone Star College Kingwood (42 miles away). Traffic patterns to these three involve heavy traffic in Houston and heavy traffic to cross the bridges between Barbers Hill ISD and Houston.

Criterion F: Effect on enrollments of existing institutions of higher education;

Lee College is significantly smaller than its three closest neighbors: San Jacinto College (25 miles away) has enrollment of about 28,000, Houston Community College (30 miles away) has enrollment of about 69,000, and Lone Star College Kingwood (42 miles away) has enrollment of about 70,000, compared to only about 8,000 for Lee College. Opening a Branch Campus with a capacity of about 1,000 students is unlikely to impact the enrollments of existing institutions of higher education simply because the number of students is relatively small and the previously mentioned traffic patterns discourage students from attending colleges to the west of the San Jacinto River and the bays and lakes that connect to Trinity Bay and Galveston Bay.

Criterion G: Effect on financing of existing institutions of higher education.

The effect of the Branch Campus on financing of existing institutions of higher education should be negligible because the enrollment at the Branch Campus will be small compared to the enrollment at existing institutions of higher education and there are no other factors that are likely to have a financial impact.

Conclusion

The Branch Campus will have a negligible impact on the programs and services provided by institutions of higher education within a radius of fifty miles. The enrollment of the Branch Campus will be small compared to the enrollments of nearby colleges and universities, and the distance and traffic patterns pose a significant impediment to students moving between the Branch Campus and nearby colleges and universities.

Summary of the Maintenance Tax Feasibility Study

The Feasibility Study that has been presented in the previous sections demonstrates that the five criteria that must be considered to determine the appropriateness of levying a maintenance tax have been met (TAC §8.99):

1. Demographic and economic characteristics of the jurisdiction seeking to establish the maintenance tax
2. Potential student clientele
3. The financial status of the proposed jurisdiction to be taxed and the state as a whole
4. Projected programs and services for the proposed jurisdiction based on economic and population trends
5. Proximity and impediments to programs and services to existing institutions of higher education

Results of a Community Survey and Community Focus Groups that examined the need, potential student clientele, financial ability of the jurisdiction, and other pertinent data (TAC §8.95) support the conclusion that the five criteria have been met.

Request for Action

The members of the Branch Campus Steering Committee of the Barbers Hill Independent School District respectfully request the consideration of the Higher Education Commissioner for the approval to hold an election to levy a branch campus maintenance tax.

Appendix A: Letter of Interest to the Higher Education Commissioner



October 18, 2022

Commissioner Harrison Keller
Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, TX 78711-2788

Re: Required Letter of Intent

Commissioner Keller:

This letter is to inform you of the intent of Barbers Hill Independent School District and Lee College to form a Branch Campus supported by a maintenance tax. The Steering Committee members, listed below, met October 12, 2022 to initiate the process, and it is our goal to have deliverables to you by December 12, 2022 for inclusion on the agenda of the Texas Higher Education Coordinating Board meeting taking place on January 26, 2023. We believe there are many conducive variables that will allow for this Branch Campus to significantly increase the number of local students furthering their education and allow for course offerings that Lee College does not currently have. Our first meeting had very positive interactions, and we believe the synergy of our two storied institutions will have a significant impact on our communities and local economy.

Sincerely,

A handwritten signature in black ink, appearing to read "Lynda Villanueva".

Dr. Lynda Villanueva
President, Lee College

A handwritten signature in black ink, appearing to read "Greg Poole".

Dr. Greg Poole
Superintendent, Barbers Hill ISD

A handwritten signature in blue ink, appearing to read "Gilbert Santana".

Gilbert Santana
Chair, Lee College Board of Regents

A handwritten signature in black ink, appearing to read "Eric Davis".

Eric Davis
President, Barbers Hill ISD Board of Trustees

Steering Committee:

Sandra Duree, Barbers Hill ISD Deputy Superintendent
Gilbert Santana, Lee College Board of Regents Chair
Daryl Fontenot, Lee College Board of Regents Assistant Secretary
Jimmy Sylvia, Chambers County Judge
Macie Schubert, West Chamber County Chamber of Commerce President/CEO
Brad Widener, Energy Transfer, V.P. of Operations
Brian Winningham, Mont Belvieu City Manager
Eric Davis, BHISD Board of Trustees President
Benny May, BHISD Board of Trustees Secretary
George Barrera, BHISD Board of Trustees Member

Appendix B: Projected Branch Campus Academic Class Schedule

COURSE	ALL SECTIONS	ONLINE SECTIONS	FACE-TO-FACE SECTIONS	HYBRID SECTIONS	PROJECTED ENROLLMENT	STUDENTS PER SECTION
ENGL 1301	16	6	7	3	290	18
ENGL 1302	4	2	2	0	62	16
MATH 1314	5	2	3	0	110	22
MATH 1324	1	0.5	0.5	0	26	26
MATH 1332	1	0.5	0.5	0	13	13
MATH 1342	1	0.5	0.5	0	24	24
MATH 2412	1	0.5	0.5	0	21	21
MATH 2413	1	0	1	0	22	22
BIOL 1406	3	1	2	0	44	15
BIOL 1408	3	1	2	0	33	11
BIOL 2401	4	2	2	0	74	19
BIOL 2402	3	1	2	0	30	10
BIOL 2404	1	1	0	0	17	17
BIOL 2421	2	1	1	0	30	15
CHEM 1405	1	1	0	0	21	21
CHEM 1411	3	0	2	1	34	11
ENVR 1401	1	1	0	0	24	24
PHYS 1401	1	0	1	0	15	15
HUMA 1301	3	1	2	0	44	15
PHIL 1301	1	0	1	0	25	25
ARTS 1301	4	2	2	0	66	17
ARTS 1303	3	1	2	0	41	14
ARTS 1304	1	0	1	0	20	20
DRAM 1310	3	2	0	1	40	13
MUSI 1306	1	1	0	0	33	33
HIST 1301	7	4	3	0	140	20
HIST 1302	3	2	1	0	70	23
GOVT 2305	5	3	2	0	127	25
GOVT 2306	4	2	2	0	106	27
ECON 2301	1	1	0	0	30	30
PSYC 2301	7	2	3	2	125	18
SOCI 1301	3	2	1	0	41	14
BCIS 1305	6	5	0	1	116	20
EDUC 1200	7	0	5	2	137	20
KINE 1164	1	1	0	0	16	16
KINE 1304	1	1	0	0	20	20
KINE 1306	1	0	1	0	28	28
SPCH 1311	3	2	0	1	45	15
SPCH 1315	5	2	3	0	128	26
TOTAL	122	55	56	11	2288	759

Employer Focus Group Questions

1. What are your opinions about the possible construction of a Lee College Branch Campus in Barbers Hill ISD?
2. Do you see a need for a Lee College Branch Campus in Mont Belvieu? Explain
3. Based on important upcoming trends in your field, what training do you anticipate will be needed for students you may hire in the near future?
4. What are the advantages if any of having a college located in Mont Belvieu?
5. What type of resources do you think Lee College Branch Campus should provide students to prepare them for the workforce?

Local stakeholders have discussed that student residents in Barbers Hill ISD new maintenance tax area might qualify for a proportional discount on tuition.

6. Please explain how important a tuition discount would be to students enrolling at Lee College Branch Campus.
7. Any other comments about the development of a Lee College Branch Campus locally.

Focus Group Questions

1. What are your opinions about the possible construction of a Lee College Branch Campus in Barbers Hill ISD?
2. Do you see a need for a Lee College Branch Campus in Mont Belvieu?
3. Would for you or your children be interested in attending college locally? Why?
4. What type of courses would you like to pursue academic (core courses- English, math, science etc.), technical (Cybersecurity, healthcare, accounting), wellness and travel programs (yoga, pilates, water aerobics for adults), or adult education programs (GED, ESL, etc.) Explain
5. What are the advantages of having a college located in Mont Belvieu?
6. What are the disadvantages of having a college located in Mont Belvieu?
7. What are the most important resources you or your children would need for attending college?

Local stakeholders have discussed that student residents in Barbers Hill ISD new maintenance tax area might qualify for a proportional discount on tuition.

8. Please explain how important a tuition discount is in your decision to enroll at Lee College Branch Campus.
9. Any other comments about the development of a Lee College Branch Campus locally.

Community Survey

Barbers Hill ISD and Lee College would like to know your opinions regarding the need of a Lee College Branch Campus in Mont Belvieu. Your responses will help determine the residents' support of a prospective branch campus, offered courses, and resources available to future students.

The branch initiative allows for up to a five-cent tax, however, the BHISD board of trustees will manage the overall tax rate such **that there will be no tax increase**.

1. Do you live within the boundaries of Barbers Hill ISD? (*Qualifying question – if the participant responds with a **no**, they are disqualified from the survey.*)
Yes No
2. Would you or your children be interested in taking academic or technical workforce courses if these courses were offered at a Lee College Branch Campus in Mont Belvieu?
Yes No Maybe
3. Identify the **Academic Courses** you would be interested in taking. These courses are considered core courses for an associate degree at a community college or a baccalaureate degree at a university. (Mark all that apply.)

Low Interest -----High Interest

1 2 3 4

Math
English
Chemistry
Biology
Geology
Physics
Philosophy
Spanish
Art
Drama
Music
History
Government
Economics
Psychology
Sociology
Speech

I would prefer to take the courses

Day Evening Weekends Does not matter

5. Identify the **Adult Education Programs** you would be interested in taking. (Mark all that apply.)

Low Interest -----High Interest

1 2 3 4

- Adult Basic Education (for reading, writing and math skills up to 7th grade level)
- GED Preparation Class (for high school equivalency)
- English as a Second Language (for English language learners)

I would prefer to take the courses

Day Evening Weekends Does not matter

6. Which factors are important to you when deciding to attend college in the immediate area?
(Mark all that apply)

- Cost
- Class Availability
- Proximity to home
- Quality of Instruction
- Workforce career placement offered
- Academic tutoring
- Flexible schedule
- Weekend courses
- Online access
- Other _____

7. Select the most important college resources for attending college. (Mark all that apply)

- Financial Aid
- Career Planning
- Childcare
- Finding Work
- Tutoring
- Mentorship
- Transportation
- Flexible Scheduling
- Other _____

8. Overall, I support the development of a Lee College Branch Campus in Mont Belvieu.

Strongly Disagree Disagree Agree Strongly Agree

According to Texas Education Code 130.253, the governing body of a school district or a county may levy a junior college district branch campus maintenance tax at a rate not to exceed five cents on each \$100 valuation of all taxable property in its jurisdiction to fund a junior college district branch campus.

9. With this in mind, I am in favor of the development of a Lee College Branch Campus in Mont Belvieu if it is supported through a 5-cent maintenance tax.

Strongly Disagree Disagree Agree Strongly Agree

10. Please include any comments you would like to make regarding the development of a Lee College Branch Campus in Mont Belvieu.

11. What is your gender? _____

12. What is your ethnicity?

- White
- Black
- Hispanic
- Asian
- Native American
- Other _____

13. What is your age? _____

14. What is your education level?

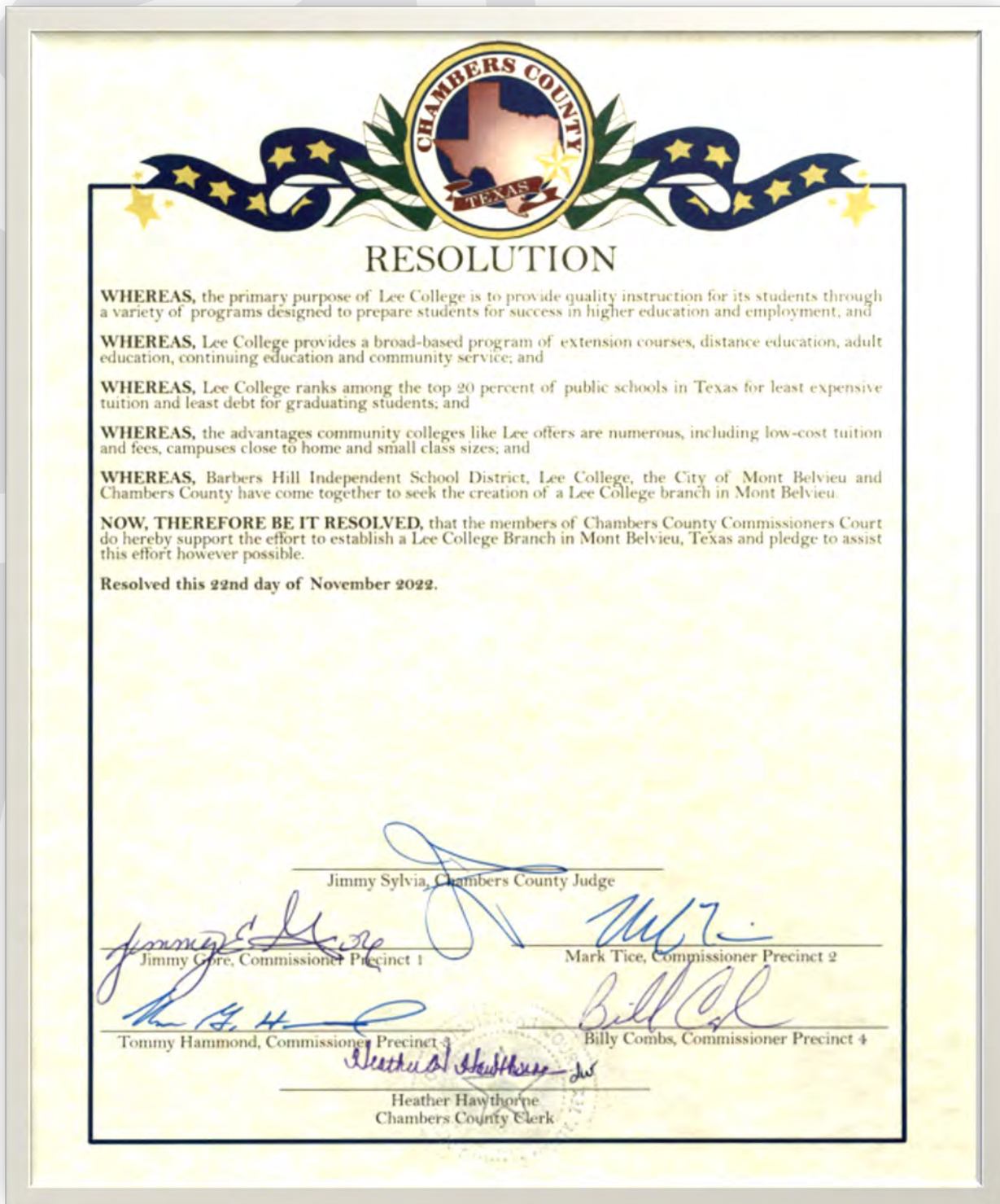
- Did not complete high school
- High school diploma
- Some college
- College Degree
- Advanced Degree

Appendix D: Enrollment of BHISD Alumni in a Long Semester at Lee College

Average enrollment of BHISD students (who have finished high school) in a long semester (fall or spring). Average is based on five years from AY18 to AY22.	
Concentration	Avg Enrollment
AATransfer	139
AS Transfer	74
Process Technology	32
AATransfer	26
Instrumentation	24
CADD and Engineering Technology	9
Nursing RN	7
Business Administration	4
Safety	4
Welding	4
Computer Network Matinenance	3
Electrical Technology	3
Accounting	2
Administrative Technology	2
Cosmetology	2
Game Development	2
Health Information Management	2
Machinist Millwright	2
Supply Chain Management	2
Alcohol and Drug Abuse Counseling	1
Audio Recording	1
Child Development	1
Computer and Graphics Technology	1
Manufacturing Engineering	1
Nursing LVN	1
Paralegal	1
Pipefitting	1
Criminal Justice	0
TOTAL	351

Appendix E: Enrollment of Alumni from BHISD and the Five Nearby ISDs in a Long Semester at Lee College

Average enrollment of Barbers Hill, Liberty, Dayton , Hardin, Anahuac & Hull-Daisetta ISD students (who have finished high school) in a long semester (fall or spring). Average is based on five years from AY18 to AY22.	
Concentration	Avg Enrollment
AATransfer	271
ASTransfer	134
Process Technology	88
Instrumentation	52
AATTransfer	48
Nursing RN	16
CADD and Engineering Technology	14
Business Administration	11
Welding	10
Cosmetology	9
Electrical Technology	9
Safety	9
Accounting	6
Health Information Management	5
Audio Recording	4
Child Development	4
Computer Network Matinenance	4
Game Development	4
Machinist Millwright	4
Administrative Technology	3
Alcohol and Drug Abuse Counseling	3
Nursing LVN	3
Paralegal	3
Pipefitting	3
Supply Chain Management	3
Manufacturing Engineering	2
Computer and Graphics Technology	1
Criminal Justice	0
TOTAL	723



Appendix G: City of Mont Belvieu Resolution Supporting a Branch Campus

RESOLUTION 2022-020

A RESOLUTION OF THE CITY COUNCIL OF THE CITY OF MONT BELVIEU, TEXAS, SUPPORTING THE CREATION OF A MONT BELVIEU LEE COLLEGE BRANCH.

WHEREAS, we are pleased and honored that Barbers Hill ISD, Lee College, Chambers County and the City of Mont Belvieu have joined together to seek the creation of a Mont Belvieu Lee College Branch; and

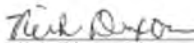
WHEREAS, our community will greatly benefit from the opportunities afforded by this endeavor; and

WHEREAS, the City of Mont Belvieu City Council is honored to support and provide ongoing assistance to the Lee College Branch Committee; and

WHEREAS, on this occasion, let us all commit ourselves to the great need of fostering a spirit of re-dedication to the ideals that have served as the foundation of this great country – “One nation under God, indivisible, with liberty and justice for all.”

NOW, THEREFORE, BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF MONT BELVIEU, TEXAS:

PASSED AND APPROVED this 14th day of November 2022.



Nick Dixon, Mayor

ATTEST:



Kori Schweinle, City Secretary

