*This Open Meeting of the Board of Trustees is authorized in accordance with the Texas Government Code, §§ 551.001 through 551.146. Verification of Notice of Meeting and Agenda are on file in the Office of Board Relations. Per Texas Government Code § 551.1282.*

# NOTICE OF EDUCATION WORKFORCE COMMITTEE MEETING BY VIDEOCONFERENCE OR TELEPHONE CALL OF THE BOARD OF TRUSTEES FOR DALLAS COLLEGE AND RICHLAND COLLEGIATE HIGH SCHOOL

Tuesday, June 1, 2021

2:45 PM

Online: www.dcccd.edu/boardmeetingslive

**DUE TO HEALTH AND SAFETY CONCERNS RELATED TO THE COVID-19 CORONAVIRUS, THIS MEETING WILL BE CONDUCTED BY VIDEOCONFERENCE OR TELEPHONE CALL. AT LEAST A QUORUM OF THE BOARD OF TRUSTEES WILL BE PARTICIPATING BY VIDEOCONFERENCE OR TELEPHONE CALL IN ACCORDANCE WITH THE PROVISIONS OF SECTIONS 551.125 OR 551.127 OF THE TEXAS GOVERNMENT CODE THAT HAVE NOT BEEN TEMPORARILY SUSPENDED BY ORDER OF GOVERNOR ABBOTT ON MARCH 16, 2020.**

EDUCATION WORKFORCE COMMITTEE MEETING AGENDA


Page

**1. Roll Call - Announcement of a Quorum**

**2. Certification of Notice Posted for the Meeting**

**3. Citizens Desiring to Address the Board**

**4. Committee Presentations**

4.1. Academics and Online Futures **4 - 18**

Presenters: Shawnda Floyd, Terry Di Paolo

## 5. Items for Review

5.1. Committee Notes

a. Education Workforce Committee Notes for May 4, 2021 **19 - 28**

## 6. Executive Session (if required)

6.1. Consultation with Attorney Regarding Legal Matters or Pending and/or Contemplated Litigation or Settlement Offers - Section 551.071

6.2. Personnel Matters Relating to Appointment, Employment, Evaluation, Assignments, Duties, Discipline, or Dismissal of Officers or Employees - Section 551.074

6.3. Deliberate Regarding Real Property Since Open Deliberation would have a Detrimental Effect Upon Negotiations with a Third Person - Section 551.072

6.4. Deliberate Regarding Security Devices or Security Audits- Sections 551.076 and 551.089

## 7. Adjournment

CERTIFICATION OF NOTICE POSTED FOR THE JUNE 1, 2021 EDUCATION WORKFORCE COMMITTEE MEETING OF DALLAS COLLEGE AND RICHLAND COLLEGIATE HIGH SCHOOL BOARD OF TRUSTEES

I, Joe D. May, Secretary of the Board of Trustees of Dallas College, do certify that a copy of this notice was posted on the Dallas College website on the 28th day of May 2021 in accordance with those provisions of section 551.043 (a)-(b)(1) of the Texas Government Code, and those other provisions of the Texas Government Code that have not been temporarily suspended by order of Governor Abbott on March 16, 2020.

Joe D. May, Secretary

DALLAS COLLEGE

Board of Trustees
# EDUCATION WORKFORCE COMMITTEE

June 2, 2021

# Academics and Online Futures

Dr. Shawnda Floyd
Dr. Terry Di Paolo

# Dallas College: What We Do

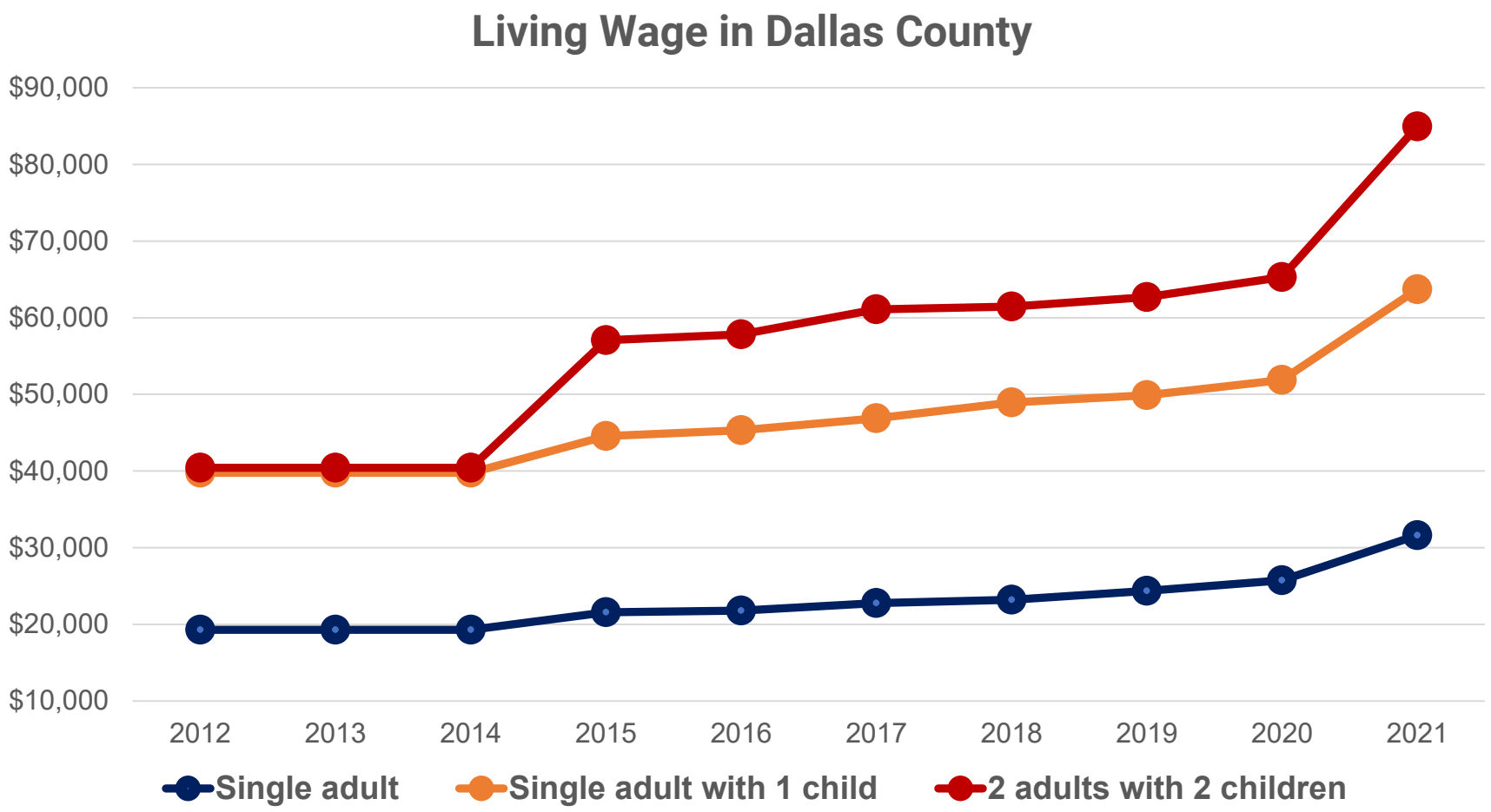
Respond to regional needs while tackling income disparity

Implement pathways to success and completion

Meet diverse and complex needs of our community

Scale innovation

# Why We Do, What We Do




*Graph: The total required annual income before taxes, based on living wage calculations.*

**Living wage** enables financial independence and relief from housing and food insecurity. *Does not include: entertainment, eating out and vacations.*

**In 2021, in Dallas County:**

- A single adult with no kids needs to earn **$31,634.**
- A single parent with one kid needs to earn **$63,699.**
- Two adults with two kids need to earn between them **$84, 968.**

# Timeline

| Nov 2016 | April 2017 | | March 2019 | August 2019 | Jan 2020 |
|---|---|---|---|---|---|
| **Guided Pathways to Success** launched | **Employee consultation** that leads to 7 GPS main career paths | **2017-18 Board Strategic Priorities** – incorporate GPS | **Education Plan** aligns employment needs with 7 GPS Career Paths | Board approves **consolidation** | Board approves plan for **7 schools** |

# Old and New

| OLD WORLD - DCCCD | NEW WORLD – Dallas College |
|---|---|
| **Colleges each separately accredited** – presented obstacle to program completion for students | **Single accreditation** – removes barriers to program completion and **reframes colleges as campuses** |
| **Academics organized differently** at each college | **Academics organized into 7 Schools** that have a presence at each campus |
| **Credit and non-credit operating in silos** | **Credit and non-credit connected** and co-managed across Academics and Workforce |
| **Leadership at each college differed** but broadly comprised Presidents, Vice President of Academics and Vice President Students | Presidents work alongside Provost of Academics, Vice Chancellor of Student Success, Vice Chancellor of Workforce Advancement, Executive Vice Chancellor of Operations |
| **Competition** among colleges for programs, students and resources | **Collaboration, partnership and co-operative working** across operations focus on students completing programs and entry to living wage employment |

# Academics

**School of Business, Hospitality and Global Trade**
Dr. Mike Walker

**School of Engineering, Technology, Mathematics and Sciences**
Dr. Raghunath Kanakala

**Academic Services**
Senior Vice Provost,
Dr. Greg Morris

**School of Creative Arts, Entertainment and Design**
Dr. Solomon Cross

**School of Health Sciences**
Dr. Juanita Flint

**School of Manufacturing and Industrial Technology**
Dr. Veronique Tran

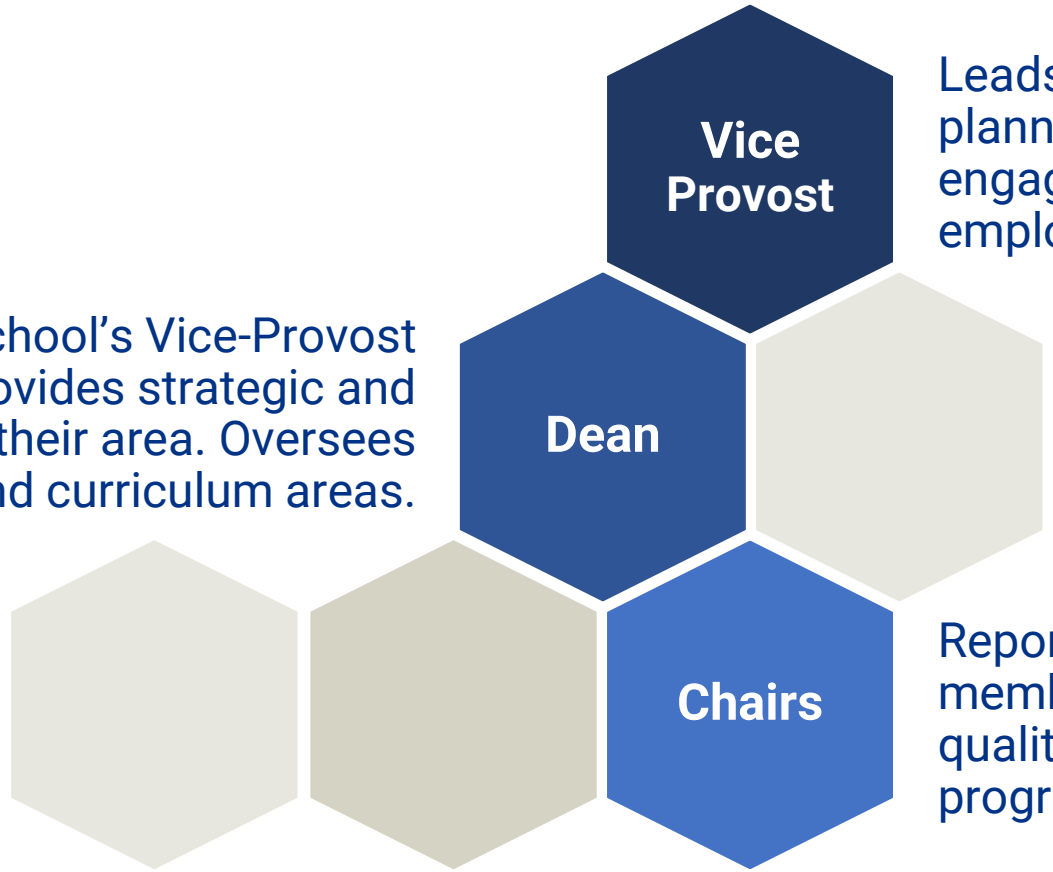
**Educational Partnerships**
Anna Mays

**School of Education**
Dr. Robert DeHaas

**School of Law and Public Service**
Dr. Mike Walker (interim)

**E-Learning**
Dr. Terry Di Paolo

# School Leadership




Leads over-arching school strategy, planning and innovation through active engagement with community partners and employers.

Reports directly to their School's Vice-Provost and supervises Chairs. Provides strategic and operational leadership in their area. Oversees disciplines and curriculum areas.

Reports to Dean and supervises faculty members. Oversees the delivery of high-quality instruction, faculty development and program coordination.

# Supporting the Schools

**Academic Services**
Senior Vice Provost,
Dr Greg Morris

**Educational Partnerships**
Anna Mays

**E-Learning**
Dr Terry Di Paolo

## E-Learning

**Strategic focus:**

- Online program partnership with Schools
- Enhancing the online experience for students
- Quality and effectiveness of online learning and teaching

# E-Learning

**Dr. Terry Di Paolo, Vice Provost**

*E-Learning @ LeCroy Center*

# The Office of E-Learning

## Based at the LeCroy Center

## Teams

- Creative Services
- Online Program Development
- Online Effectiveness and Enhancement

## Example activities

- Ready for Day 1
- Digital Asset OER Repository
- Student paid internship program
- Upgrade of eCampus
- Faculty training and resources
- Digital badging
- Development of online programs

# Current Trends in Online Education

Diverse and expanding **marketplace**

Learners and employers want **flexible and affordable programs**

Focus on the **quality** of product, teaching and outcomes

# Online Learning at Dallas College

- Face-to-face
- Hybrid
- Online
- Scheduled Online

**Typical Fall and Spring enrollments among the student population:**

- **40%** face-to-face only
- **30%** online only
- **30%** both

# Transforming Online

| OLD WORLD – DCCCD | NEW WORLD – Dallas College |
|---|---|
| Focus on online courses | Focus on online programs, tied to employment and developed in partnership with Schools |
| Completion of programs linked to students' ability to string together right online courses | Programs designed with clear pathways and learner-centered care |
| Limited marketing of online courses | Dedicated marketing of programs and associated employment opportunities |
| Employment prospects disconnected from program | Job-centric approach with built in career preparation and employer connection |

# Expansion of online

| | |
|---|---|
| **Technology** | IT Support<br>Cloud Support |
| **Business** | Consultative Sales<br>Management<br>Entrepreneurship |
| **Health Care** | Biotech<br>Nursing<br>Allied Health Professions |
| **Other** | Logistics<br>Project management |

# Academics and Online Futures

Dr. Shawnda Floyd and Dr. Terry Di Paolo

## *Education Workforce Committee*

DALLAS COLLEGE

ITEMS FOR REVIEW NO. 5.1.a.

Education Workforce Committee Notes for May 4, 2021

An Education Workforce virtual meeting of the Board of Trustees of Dallas College was held Tuesday, May 4, 2021, beginning at 2:45 p.m. on the Cisco Webex platform and was broadcast via the streaming link: http://www.dcccd.edu/boardmeetingslive. This meeting was convened by Committee Chair Phil Ritter.

Board Members and Officers Present

Mr. Cliff Boyd
* Ms. Monica Lira Bravo
Ms. Charletta Rogers Compton
* Ms. Diana Flores
Dr. Joe May (secretary and chancellor)
* Mr. Phil Ritter (committee chair)
JL Sonny Williams
Ms. Dorothy Zimmermann

Members Absent

None.

* *Denotes a committee member*

1. **Roll Call - Announcement of a Quorum** confirmed by Perla Molina.

2. **Certification of Notice Posted** for the meeting confirmed by Chancellor Joe May.

3. **Citizens Desiring to Address the Board**
   None.

4. **Committee Presentations**
   1. Transforming the Educational Experience to Increase College Completion and Career Readiness
      Presenters: Shawnda Floyd, Anna Mays, Karen Stills, Gloria Smith, Greg Morris
      Committee Chair Ritter thanked the presenters for spending time prior to the meeting getting him up to speed on the scope of their work and current undertakings.

Provost Shawnda Floyd introduced the presentations and gave updates regarding scope of work and celebrating the successes of Dallas College. She was joined by Anna Mays, Karen Stills, Gloria Smith and Greg Morris. Floyd introduced each presenter and described their role at Dallas College.

Mays began with a review of where we began six years ago with the expansion of our Early College High Schools (ECHS), which were only five at the time. She mentioned the realization that college was out of reach for Dallas County students when Dallas College began the partnership with Dallas ISDs to increase college completion. Mays mentioned that the completion rate for DISD students was 13 percent at six years after graduation from high school. National and state research showed that students participating in dual credit and ECHS were more likely to complete a college credential.

Mays mentioned that Dallas College and DISD began planning for 18 collegiate academies in 2016. She explained that students chose a high demand career pathway and took those courses. Dallas College doubled the number of dual credit students at that time. By 2020, Dallas College had 29,000 students in dual credit partnering with 77 high schools. Mays compared the 2009 13 percent graduation rate to the 2020 graduates (from 13 DISD high schools) with an increase in graduation rate to72 percent. Mays shared that 35 percent of these students were not only the first to graduate from college with an associate degree, but also the first from their family to graduate from high school.

Trustee Flores mentioned that this was a phenomenal improvement in the completion rate, especially for those in poverty or low income and thanked everyone for their work and partnership.

Chancellor May mentioned this was a team effort of many.

Committee Chair Ritter asked if these numbers were just for dual credit completion or the whole school.

Mays confirmed the 72 percent was from the first cohort that started in the 8 P-TECHs in 2015 that graduated last year. It was about 629 students.

Committee Chair Ritter asked about the average penetration rate at the high schools.
Mays confirmed that one out of four students were in an ECHS or a P-TECH program and there were over 8,000 DISD students in P-TECH and ECHS programs, currently.

Chancellor May said there were 10,000 students in each class level in DISD. Chancellor May explained that Dallas College began with eight high schools, then expanded to 11 and then to 25 percent, or one in four students. He described the selection based on demographics for each school, adding that it could now be scaled to grow. He said there was an overall impact on the entire school. Chancellor May shared that Dallas ISD Superintendent Michael Hinojosa said that Dallas College had relieved some pressure through the ECHS, dual credit, P-TECH, and Dallas County Promise programs.

Mays explained that Dallas College's rapid expansion was intentional. She showed that over 2,000 credentials were awarded to low income, under-represented students, which brought unprecedented state and national attention. Mays expanded on the need to leverage this attention to increase funding based on student success points, which will impact services for students and increase student participation by 21 percent over last year.

Mays mentioned how Dallas College pathways were impacting students, families and communities, while closing the equity gap for low- income Latino and African American students. She shared slides for the first two cohorts, which included over 8,000 students enrolled from 77 high schools with 70 percent Latino and 22 percent African American, which was reflective of the diversity of the community.

Committee Chair Ritter asked if Dallas College had plotted the success and which goals would be achieved of the 60x30TX.

Mays answered that this was not yet plotted but she believed this was the most significant initiative that Dallas College had completed and this would increase impact with adults as well. She mentioned that the Gates Foundation had shared Dallas College data and processes with other school districts across the nation.

Chancellor May explained that 60x30TX population focus was 25 to 34-year-olds. He shared that, North Texas, primarily Dallas County, was the only part of the state that increased graduates over the last three years, while every other region declined. Chancellor May mentioned the new TRUE Pathway Texas Bill that Commissioner Keller and the Gates Foundation had been working on. He explained that P-TECH high schools did not count for 60x30TX and neither did apprenticeships. They were not currently tracked in Texas, but legislation was being considered due to Dallas College's results.

Mays described the network approach of collaborating with schools, community partners and industry partners. She introduced Karen Stills who was working with Dallas College to increase these partnerships. Mays said that

Dallas College currently had 84 employers who were providing internships, externships, and valuable experience to over 10,000 students, which was a benefit to our entire community.

Stills talked about the exciting and ramped up experience of Dallas College for dual credit, P-Tech, and other ISD partners responding to the needs of both students and employers. She described the overhaul of wrap around supports for all Dallas College students in a reimagined experience, which would meet the holistic needs of students, including academic needs and everyday challenges. Stills mentioned the equity of resource opportunities to tutoring, food, housing, and counseling, through a learner-care model. She informed the board that this student-centric experience would begin in eighth grade, by setting students on a pathway toward their career goals with student support and a streamlined process that would track their success through navigators and technology.

Committee Chair Ritter announced, for the record, that Chair Bravo had rejoined the meeting.

Trustee Flores verified that Dallas College was using a learner-care model, where the middle is the collegiate experience with great customer service. She wanted to know what we were doing to improve our customer service experience for our students, both on the front lines and behind the scenes. Trustee Flores referenced the "Every student, every place, every time" mindset to help students move forward in their education and not be discouraged or have a negative experience.

Stills agreed that students should get positive customer service, every time. She described how navigation uses a case model approach to help track the student success. Through a dedicated curriculum to give ongoing service, Dallas College added a director for professional development aligned with student success, which was a new position that was hired this week, to focus on the student success team.

Trustee Flores inquired if this was the process now.

Stills responded that we did have training on customer service available online and had dedicated roles to build on the training we had in place, which begins from onboarding new employees throughout their growth in their roles.

Trustee Flores understood there were a lot of moving pieces, but wanted staff trained to offer the best customer service when interacting with students.

Trustee Boyd asked the precollegiate experience referencing some programs that were very successful for social workers. He questioned how Dallas College impacted high school students prior to their Dallas College experience. He asked about grants and funds to do experimental or far-reaching things to enhance social partnerships with these ISDs and encouraged students to attend college.

Chancellor May answered that Dallas College was in a great place where people were ready to collaborate. He talked about how previously 80 percent of students were not participating in college, but there were now88 P-TECH and ECHS programs. He talked about being turned down 16 times for the offer to work with ISDs until trust was built to work together toward the same goals. This has been a monumental movement in a short period of time, he said.

Stills talked about conversations with high school partners sharing the Dallas College model and looked at wrap around structures to provide support for students in a network of care. This was not an assumption of having all the answers, but rather leveraging expertise across the community to help the community. Stills described the success primary care provider coaches with concierge support from student enrollment through graduation.

Trustee Zimmermann asked if these were pathway specialists allotted to the students in ECHS.

Stills answered the 40 success coaches would be dedicated and assigned to ECHS and P-TECH students which would help navigate the system with the wrap around services.

Trustee Zimmermann mentioned how Perla Molina helped a family that was struggling to navigate through the system and thanked her for helping this family.

Molina responded that she went straight to the team that was in place now and they immediately helped the student.

Trustee Flores asked if the success coach would navigate the bureaucracy for the student.

Stills detailed the role of the college coach in pre-collegiate, recruitment capacity through application and they were then assigned a success coach.

Stills discussed the success coach to student ratio, which is approximately 300-350 per coach. The Board asked for ratios on the precollegiate coaching ratios, which Stills would report back to the board.

Trustee Flores wanted assurance that all these coaches would have customer service training and if this model was fully staffed yet and if not, what the timeline would be. Stills assured that they would have this training.
The process of being staffed for the first phase should be completed in June and ready to begin providing services.

Trustee Flores asked if pathway specialists were different staff and asked for the details, ratios, and timelines for student/staff on each of these positions.

Chancellor May explained these were areas that were currently being hired and would take some time to get fully staffed.

Stills responded that the first phase of 190 success coaches would be staffed in June, and then for the next academic year, the goal was 240 success coaches.

Committee Chair Ritter said he supported this plan and asked to see the job description for a success coach. He asked about the plan to balance the student eco system and building student accountability, as an essential element.

Stills responded that the structure being built was a safety net for those students who needed extra help. She described that some students could navigate on their own. Stills explained there were built-in touch points to track student success and team members would know, if a student needed help throughout the process, and would reach out to help. She mentioned that team members became experts in their areas. There will be a pathway specialist that could help with transfer and career opportunities, meaning success coaches would make referrals to the pathway specialist. Stills explained the process of following up to track, monitor, and nudge students to meet their goals, transforming the way we supported all students. She explained the role of the Pathway Specialists.

Dr. Greg Morris shared that concerted and deliberate efforts were being made to transform the student experience and targeted populations like P-TECH and ECHS students. He explained that the next step taken was to apply the same effort from the ECHS model and restructure the model for adult learners. Morris mentioned there were over 50,000 adult learners and they would have equivalent focus of resources for this population. He said adult learners were typically students over 25 years old and had an attainment rate of 17 percent with a success rate of 72 percent.

Trustee Flores asked about credential attainment rate and adult learner persistence.

Morris responded that adult learners are not persisting term -to-term or year-to-year and not completing at the same rates. He mentioned they were capable, but not persisting or finishing.

Trustee Flores asked for more definition of student success rate with adult learners. Morris explained that success was a grade of A, B, or C in each term and excluded grades of W, D or F.

Morris talked about the adult learner disparity and compared the same indicators for ECHS, which resulted in the True Initiative for the adult learners. He described how Dallas College was able to succeed in ECHS by focusing on urgency and strong commitment to scale quickly. Morris explained the need to address the adult learner issue immediately, not in five to six years. He mentioned the seven key indicators that made Dallas College an international leader in ECHS. Morris described how the high touch concierge services in registration matter and help students access college by addressing academic advising roadblocks and how success coaching resulted in pathways for all students. He went on to discuss the need to get adult learners back on track by utilizing embedded facilitators in the course with industry partners, apprenticeships, and co-ops. Morris mentioned that career connected learning would help adult learners make the connection into a career.

Trustee Flores asked about how student success would be evaluated throughout the course and how Dallas College would give the students good customer service.

Morris talked about utilizing national data with adult learners and tracking their success and persistence to the next term. He described how Dallas College would use the same metrics used on the dual credit side and apply it to adult learners, making sure the learner was on the right pathway and modality of learning with online courses or shortened credentials.

Committee Chair Ritter shared the impact faculty members had on his life, on the practical direction of his career, and how these success points were important to capture. He would also like to see what could be done to hold faculty accountable and offer a reward system when our faculty help students. Morris mentioned the TTE spaces and partnerships that were currently being looked at by the new Office of Experiential Learning and what type of services, coops, internships and apprenticeships could connect faculty to the broader

context of helping students gain a career through transfer or direct employment and help faculty see their role in this.

Trustee Flores asked if CETL was giving the Board input on what training faculty need and what Dallas College was doing to customize training for faculty members.

Morris responded that CETL had a deliberate focus and would do a combined approach. He talked about AQ, which is a nationally led professional development platform providing equity and engaging students in an online space. Morris mentioned that 400 faculty had been trained in this through the Faculty Fellows program, which was working on faculty pathways in an academic incubator model. It would develop customized industry credentials and industry certificates that met a specific workforce need.

Trustee Flores would like a presentation to the Board regarding faculty success and training needed for faculty to stay ahead of the curve for students.

Morris introduced Gloria Smith to talk about the state-level noted TRUE Initiative. He mentioned that in this TRUE Initiative, Dallas College would be deliberate in efforts to expand online and new academic programs that we were launching this fall.

Smith said that Dallas College was a leader in the state of Texas in how workforce training was implemented. She described how this model would up-scale and rescale education to prepare students for in-demand careers that would accelerate the student transition to work and impact the Texas economy. Smith explained that there would be training pathways for students, industry buy-in, and customizable training solutions for the learner that addressed adult students impacted by the pandemic. She described how short-term training and certificates would get adult students in the career pathways needed by Texas employers. Smith mentioned there were 12 community colleges and 19 business partners represented across the state for education, economy, and workforce. She talked about how success would be measured by the number of Texans placed into jobs.

Smith talked about how the pandemic increased unemployment from 3.5% to 8.3% in Texas and how after the last great recession, a large majority of new jobs were created. She told the Board that Dallas College's model would have pathways for every student, customizing training for high school graduates, unemployed, under employed and learners seeking a career change. Smith mentioned this would be flexible with multiple entry and exit levels that have

ongoing support to ensure progress and success to connect students with a good career.

Smith talked about Phase 1, which would identify potential demand and current partners like UT Southwestern, Amazon, Dallas Regional Chamber, Pepsi and more to leverage and design certificates, programs and degrees that created maps and micro-credentials with clearly marked entry and exit points and career pathway options. She described how opportunities and new pathways for the future workforce opportunities were coming to Dallas. Four schools have created 10 micro-credentials that were in-demand, where employees would be making at least $16 per hour. As alignment with industry partners and workforce advancement happened, there would be integration of in-demand certificates and a pipeline of work-based learning early in the student experience to increase flexibility and customized training.

Committee Chair Ritter asked if Dallas College had a sense that the employers working with P-TECHs were willing to do work with adult learners as well.

Smith responded that some employers were willing to work with adult learners, depending on the type of jobs posted. She explained that some employers were looking for advanced credentials where Dallas College has focused mostly on P-TECH. Smith said some partners were looking to upskill and rescale the veteran workforce.

Trustee Flores asked how this initiative had received attention at the state level.

Chancellor May responded that, at the beginning of the pandemic, Dallas College worked on a model that was looked at as a statewide model. At that time, unemployment was about 13.2% but rose to 19.2% for people without a high school diploma. Dr. May explained that this was a proposal to shift individuals not prepared for today's economy. This resonated with Senator Brandon Creighton, who put through the bill so that this TRUE Initiative model would be rolled out statewide. He shared that Senator Creighton has requested $50 million and a possible addition of another $50 million to expand the TRUE Initiative across the state. Dr. May talked about how the state would look to Dallas College to help develop curriculum to roll out things like cloud computing, UX/UI and working with Amazon to partner with other organizations and institutions to teach these courses. He mentioned there were 10 faculty trained so far and 13 more were being trained. Dr. May talked about other courses rolling out in healthcare, tele-health and how these skills would also push down to K-12 partners, as well to develop the workforce with skills employers were adopting.

Trustee Flores and Chancellor May discussed that legislation had been introduced and passed and the governor has said he would sign this bill. They talked about how Dallas College would move forward quickly with this and requested funding to expand what was happening now to upskill and reskill low wage earners and build in training and development for staff.

Trustee Flores mentioned the concierge services and asked if those would be integrated as well.

Chancellor May talked about how this would be tightly integrated with employers and incentives within the model, which would bring the employer and student together much closer.

Trustee Flores mentioned this could be a real game changer to those that needed a living wage or above. She thanked everyone for their hard work.

Committee Chair Ritter thanked Gloria Smith for the important social justice work in our community with focus on adult education and mentioned the board would support this work.

Provost Floyd thanked the board for their support and reaffirmed the vision Dr. May has set for Dallas College.

Committee Chair Ritter thanked Pyeper Wilkens for making the fundraising for this initiative possible and for extending this discussion.

5. **Items for Review**
   1. Committee Notes
      a. Education Workforce Committee Notes for April 6, 2021
      Notes were reviewed and no edits were made.

6. **Executive Session**
   None.

7. **Adjournment** was at 4:23 p.m.

*Captioned video and transcripts for Dallas College Board Meetings are available at our website, www.dcccd.edu/boardmeetingslive, under the Archived Videos section.*