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 AN EDUCATION WORKFORCE COMMITTEE MEETING OF THE BOARD OF TRUSTEES FOR DALLAS COLLEGE AND RICHLAND COLLEGIATE HIGH SCHOOL

Tuesday, September 14, 2021, 1:30 p.m.
1601 Botham Jean Blvd., Room #036, Dallas, Texas 75215
www.dcccd.edu/boardmeetingslive

THIS MEETING WILL BE CONDUCTED PURSUANT TO TEXAS GOVERNMENT CODE SECTION 551.127 BY VIDEOCONFERENCE CALL. AT LEAST A QUORUM OF THE BOARD OF TRUSTEES WILL BE PHYSICALLY PRESENT AND PARTICIPATING IN THE MEETING IN PERSON AT 1601 BOTHAM JEAN BOULEVARD, DALLAS, TEXAS 75215. ONE OR MORE MEMBERS OF THE BOARD OF TRUSTEES MAY BE PARTICIPATING FROM A REMOTE LOCATION VIA VIDEOCONFERENCE CALL AND SHALL BE VISIBLE AND AUDIBLE TO THE PUBLIC .

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. Meeting Community Needs through Higher Education: Update on Dallas College's First Baccalaureate Degree 4.1) BAS_ECE_presentation 4 - 17

Presenter: Rob Dehaas

4.2. The Power of One: Dallas College Marketing and Communications 18 - 43

4.2) Marketing Communications presentation

Presenter: Patty Arellano-Tolotta

4.3. Richland Collegiate & Richardson ISD: Proposed Partnership Overview & Benefits 44 - 62

4.3) Richland Collegiate_Richardson ISD Partnership

Presenter: Anna Mays

5. Items for Review

5.1. Committee Meetings

a. Education Workforce Committee Notes for August 3, 2021 63 - 69

5.1.a) 2021AUG3_education workforce committee meeting notes

6. Executive Session

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 SEPTEMBER 14, 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 10th day of September 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

September 14, 2021

Meeting Community Needs through Higher Education: Update on Dallas College's First Baccalaureate Degree

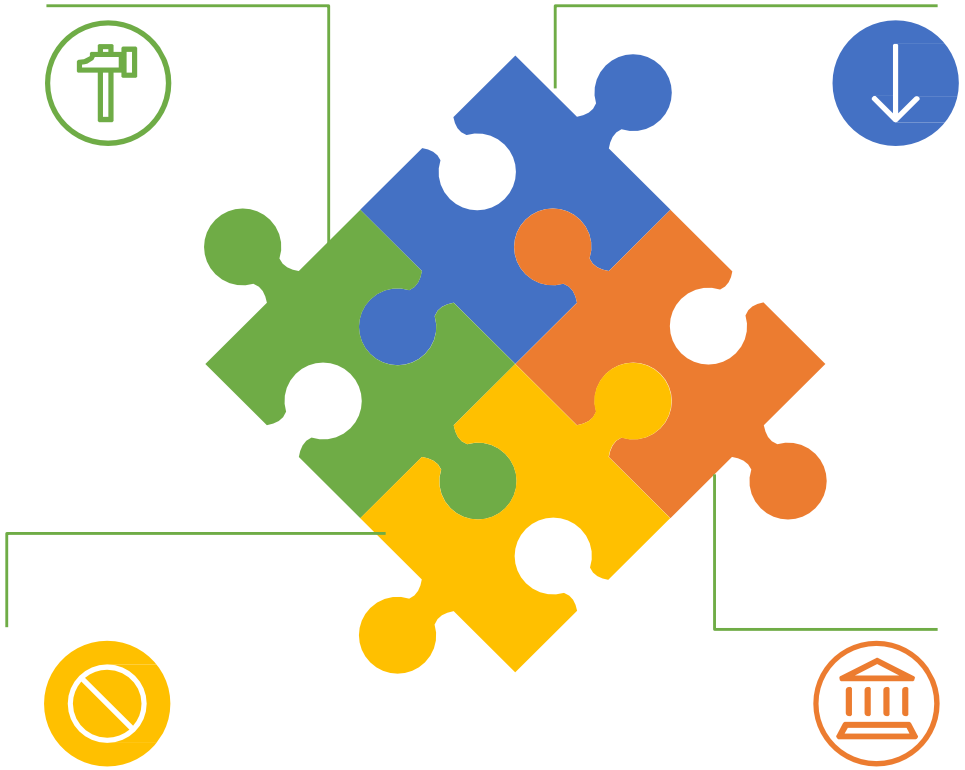
Presenters

Dr. Robert DeHaas, Ed.D
Vice Provost
School of Education

The Why: Dallas Educational Model Gaps

Dallas' current model for providing the community with educational opportunities to help address workforce needs, such as early childhood education (ECE) has left the community unprepared to address its growing needs.

Significant growth and outside investment into the Dallas region have necessitated an increased number of degree achieving adults to fill open positions



Early childhood education, a critical enabler of accomplished adult learners, faces significant shortfalls in both the number and quality of educators

The income and education gap within the Dallas region continues to expand

Few baccalaureate degree granting institutions have stepped up to fill these needs within the Dallas region

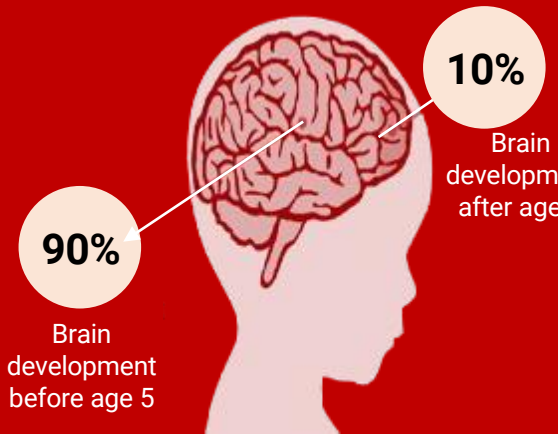
Source: Deloitte – 2018 DCCCD Baccalaureate Degree Program Transformation Roadmap

Current State of Dallas Area ECE

Multiple reports show that Dallas is currently underprepared to meet the needs of community.

Before age 5

90% of a child's brain development happens



Filling current enrollment gaps would require approximately **4,300 new ECE teachers immediately** and **450 new ECE teachers each year over the next five years**

Only **37%** of eligible ECE students are **enrolled in public programs**

...which translates into approx. **34,000** ECE eligible 3- and 4-year **old's not being served by districts or Head Start**

Even when having been enrolled in ECE classes,

40% of children in the Dallas area **are not kindergarten ready.**

National research shows higher levels of K-Readiness increases:

1. 3rd grade reading proficiency
2. College readiness
3. Better life and career outcomes

Students attending Pre-K Enter kindergarten ready at a

2x

GREATER RATE

Kinder ready students read on level in 3rd grade at a

3x

GREATER RATE

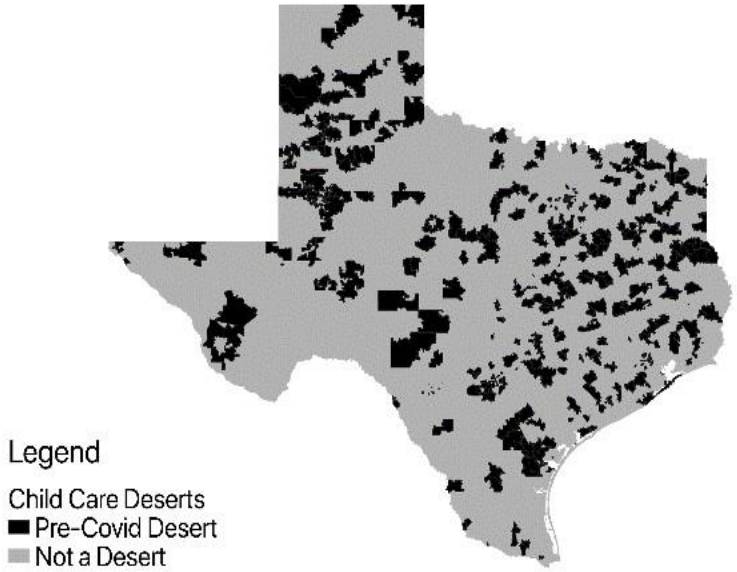
Dallas College is well positioned to meet these needs through the development of a 4-year degree early childhood education program, as permitted by SB 2118

Source: Bellwether/Commit Phase 1 Working Session Report

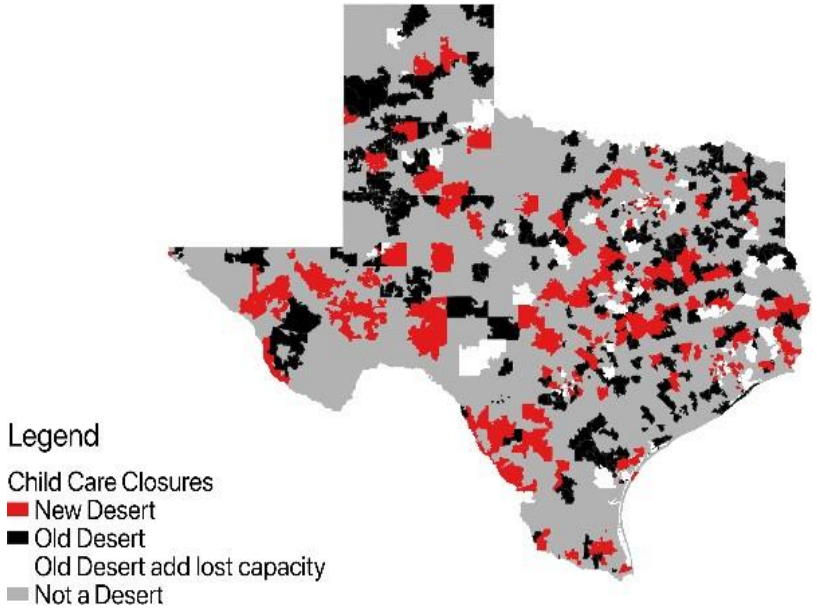
Child Care Deserts Have Grown by Nearly 50%

In the first 5 months of the pandemic, **184** communities became new Child Care Deserts

Child Care Deserts Pre-COVID, 2019



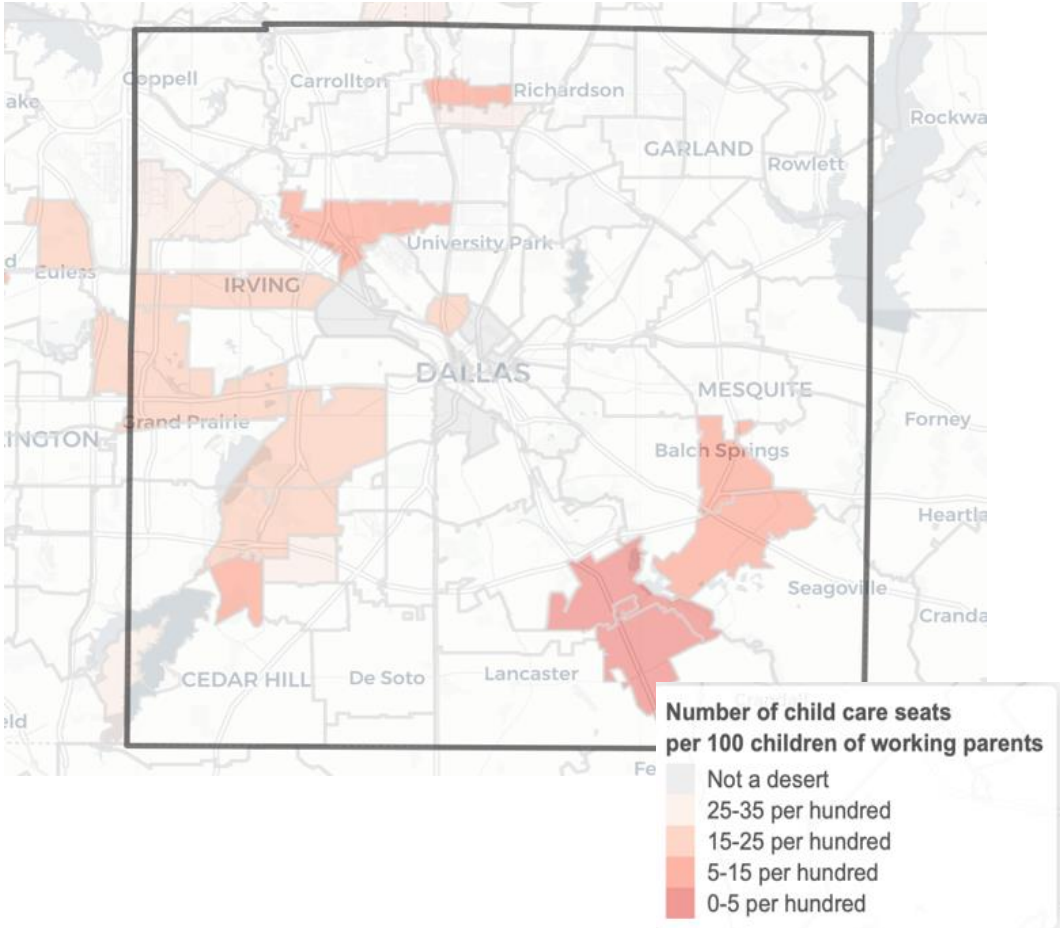
Child Care Deserts as of August 2020



children at Risk

Child Care Closures: Greater Dallas

In **communities of color**, child care centers were **twice** as likely to face permanent or temporary closures



- **346** child care centers experienced extended closures
- **23** new child care deserts giving the Dallas area a total of **42** child care deserts
- **6564** quality seats were not consistently available due to extended closures
- **52%** of quality centers experienced extended closures
- Child care capacity **decreased** by **20%** overall

Requirements to Offer Baccalaureate Program

Prior to program implementation, (then) DCCCD needed to meet a variety of requirements, including obtaining Coordinating Board Approval and completing a SACS accreditation level change.

General Eligibility Requirement

1. **Eligible degree programs:** applied science (inc. early childhood education), applied technology, nursing, or dental hygiene
2. **District criteria:** taxable property valuation of $6B+, positive assessment of financial health by Coordinating Board
3. **Approval:** subject to initial and continuing approval by Coordinating Board
4. **Accreditation**: accredited by the Southern Association of Colleges and Schools' Commission on Colleges (SACS-COC) prior to program launch
5. **Max programs**: originally 3, now no more than 5 at any time

Coordinating Board Report Requirements

1. Long-term financial plan for receiving SACS-COC accreditation
2. Long-term plan for faculty recruitment
3. Information on program and course delivery
4. Information on existing articulation agreements
5. Additional teaching-specific requirements (i.e., approval State Board for Educator Certification to offer teacher licensure

Source: Deloitte – 2018 DCCCD Baccalaureate Degree Program Transformation Roadmap

Timeline to Full Program Implementation

The Texas Legislature approved SB 2118 in 2017 allowing 2-year colleges to offer select baccalaureate degrees

Jan. 2019

Informal Project Start Date for Dallas College (DCCCD at the time)

1

Nov. 2019

Approval Granted:

Texas Higher Education Coordinating Board

2

June 2020

Approval Granted:

SACSCOC – Level Change

3

June 2020

Approval Granted:

SACSCOC – One College Consolidation

4

Spring 2022

(Pending Approval):

State Board for Educator Certification – Teacher Licensure

Key Program Attributes

The ECE bachelor's degree fills a glaring education gap by addressing workforce needs

- Alternative paths for degree seeking high school graduates
- High quality educational opportunities
- Increased accessibility to educational opportunities by providing lower cost degree options
- Provide guided pathways for DC students who want to continue their education
- Enable students to engage in educational opportunities that will help solve community problems

Baccalaureate Program by the Numbers

First Year Program Demand on a Path to Outpace the Initial THECB Projections by 4x

More than **2,500 program applications** received through Apply Texas since April 2021

Total headcount of **720 seats** across the 5 upper-level courses

216 **unique** students enrolled in upper-level courses for fall, **475** expected in total in AY 21-22

450+ students on spring waitlist

- Average age of enrolled student: **29**
- **88%** of students enrolled are Black or Latino/Hispanic
- **90%** of students enrolled are female
- **25%** of students enrolled are Dallas ISD alum
- **7%** of students enrolled are DC Promise students

167 Bachelor Degrees Awarded by area institutions of higher education in 2017

<

Students enrolled in Dallas College ECE Bachelor Degree program

Baccalaureate Program Future State

The early childhood baccalaureate degree program will allow Dallas College to enhance the educational opportunities of those in the Dallas County community and positively impact both degree seeking adults and the community's underserved youth

1

Increases Access to High-Quality Education
DC's primary initial focus is on the delivery of high-quality education that:

- Is accessible
- Meets workforce needs
- Breaks down credit transfer barriers
- Stands out in the market place

2

Reduces Gap in Unmet Workforce Needs
This high-quality education will lead to a greater bench of highly qualified early childhood education teachers and help Dallas fill its current shortage.

3

Better Foundation for Dallas County Students
Greater access to qualified teachers enables more eligible students to attend high- quality ECE classes. This education sets the foundation for students and enables them to:

- Be better prepared to meet future academic challenges
- Be third grade literate
- Be more likely to succeed in post-graduation opportunities

Source: Deloitte – 2018 DCCCD Baccalaureate Degree Program Transformation Roadmap

Lessons Learned

The need to...

Become a baccalaureate serving institution

Work seamlessly across Dallas College departments and functional units

Embrace the larger profile and status this work has brought upon Dallas College

Focus on outcomes and results

Appendix Slides

What's Needed: 3YO Expansion

Note: Chart assumes full-day 3YO program

	2021-22	2022-23	2023-24	2024-25	2025-26
% Eligible Enrolled	19%	22%	25%	28%	30%
# Enrolled	~5,122	~5,942	~6,752	~7,562	~8,102
Additional Seats	1,708	820	810	810	540
Additional Classrooms	101	49	48	48	32
Additional Certified Teachers	101	49	48	48	32
Additional Certified Paraprofessionals	101	49	48	48	32

In the next five years, an **additional 89 classrooms**, including **89 certified teachers and 89 paraprofessionals**, will be needed to accommodate **~2,980 half-day 3YO students**

If all districts expand to a **full-day 3YO program** (including existing ½ day seats) in the next five years, an **additional 278 classrooms**, including **278 certified teachers and 278 paraprofessionals** to accommodate an additional **~4,690 seats; ~50% of teachers will need to be Bilingual Certified**.

What’s Needed: 4YO Expansion

	2021-22	2022-23	2023-24	2024-25	2025-26
% Eligible Enrolled	82%	87%	92%	94%	95%
# Enrolled	~22,212	~23,500	~24,850	~25,400	~25,660
Additional Seats	0	1,288	1,350	550	260
Additional Classrooms	0	65	68	28	13
Additional Certified Teachers	0	65	68	28	13
Additional Certified Paraprofessionals	0	65	68	28	13

In the next five years, an **additional 175 classrooms**, including **175 certified teachers and 175 paraprofessionals**, will be needed to accommodate **~3,450 full-day 4YO students**

Sept. 14, 2021

The Power of One:
Dallas College Marketing and Communications

Presenter

Patty Arellano-Tolotta

Marketing Evolution

FROM:

- 8 Marketing & Communications teams working independently
- 8 advertising campaigns (DCCCD + colleges)
- No workflow management system
- Limited support for faculty marketing
- Multiple processes and guidelines
- Inconsistent branding and design
- Activities not always connected to strategy

TO:

- Centralized team operating strategically
- One Dallas College campaign for stronger impact
- Central workflow management system
- Support for faculty coming soon via new DIY tools
- Defined, consistent processes to build efficiency
- Cohesive brand strategy across marketing
- Activities driven by college and divisional strategies

A Fresh Approach to Better Serve Dallas College

Strategy First

- Partner with internal “clients” to build M&C plans based on strategic goals and objectives
- M&C team helps identify the right audience, craft messages, set goals and outcomes
- Use data to review results, adjust tactics and optimize programs

Dedicated Support

- Assigned points of contact for schools, campuses, student success, workforce & advancement and collegewide programs help build a long-term marketing plan

Deep expertise

- Functional specialists available to brainstorm and go deep on channels or specific areas in support of the strategy (examples: website, social media, texting)

Marketing & Communications Structure

Our Vision

Marketing and Communications **amplifies** the value proposition of Dallas College as the area's most accessible, engaging and high-quality institution **through compelling storytelling and data-driven programs,** thus helping **transform lives and communities through higher education**

Marketing & Communications Goals

Support Student Enrollment, Retention and Lifelong Engagement

DALLAS COLLEGE

Grow Dallas College Brand Awareness and Evangelism

Inform and Engage Employees

Utilize Data to Learn and Improve

Growing Brand Awareness and Evangelism

Education Workforce Committee

DALLAS COLLEGE

Introducing the Dallas College Brand

The Challenge:

According to a 2019-20 **Brand Awareness Study**:

- DCCCD and College **brands were confusing**
- Old **logos were dated**
- Marketing **messages were fragmented**

The Opportunity:

- Introduced **new Dallas College brand** on July 1, 2020
- From 8 campaigns to **1 cohesive Dallas College campaign**

Dallas County
Community College District

DALLAS COLLEGE

Target Audiences:

Current Students by Declining Zip Code

Opportunity Geographies (including South Dallas)

2020 Stop-outs

Prospective Students 23 and Younger

Adult Learners 24 and Up

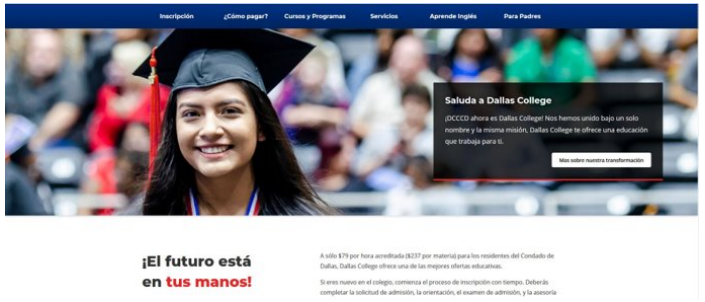
Ad Campaign Goals

Brand awareness

Recruit new students

Retain current students

Campaign Results



163M+

Media impressions

$2.5M+

Overall Spend

<2¢

Per impression

77,712

Website views of all ad landing pages

75,535

Visits to application page during ad campaign

3,226

Tell Me More email subscriptions to receive specific program info

Impressions Breakdown

19%

above plan

TV/Radio/Digital:
51,516,000

13

Busses/light rail cars

DART:
2,884,440

24

Billboards

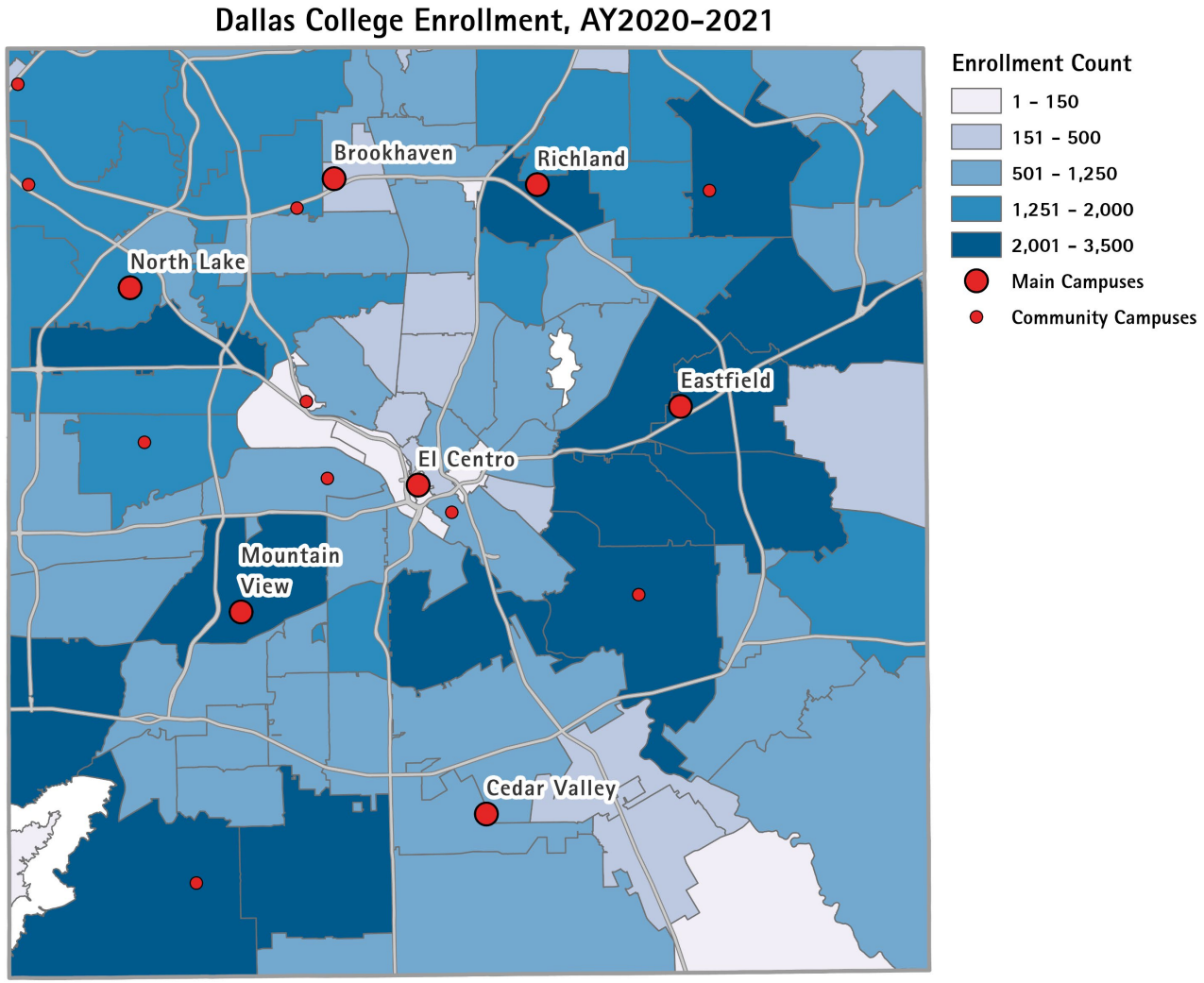
Billboards
102,000,000

19%

Increase year-over-year with no budget increase

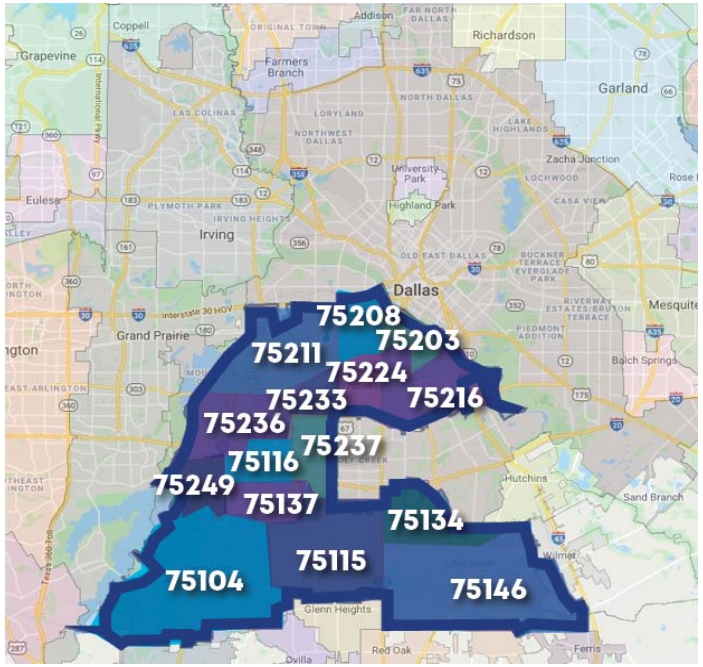
Search/Display:
6,877,000

Market Penetration Across The County

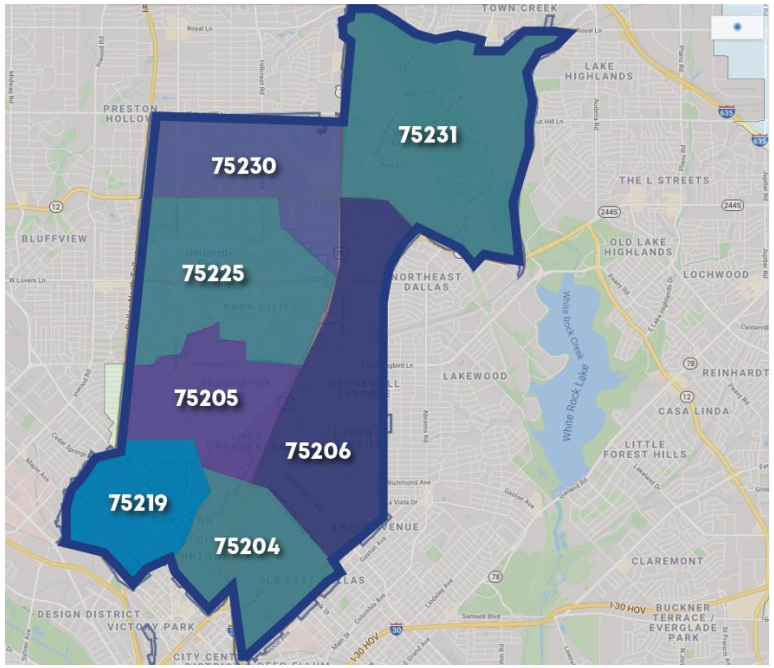


Opportunity Geographies

South Dallas



University First



Targeted specific zip codes where we've had lower than desired enrollment or where there may be an untapped market.

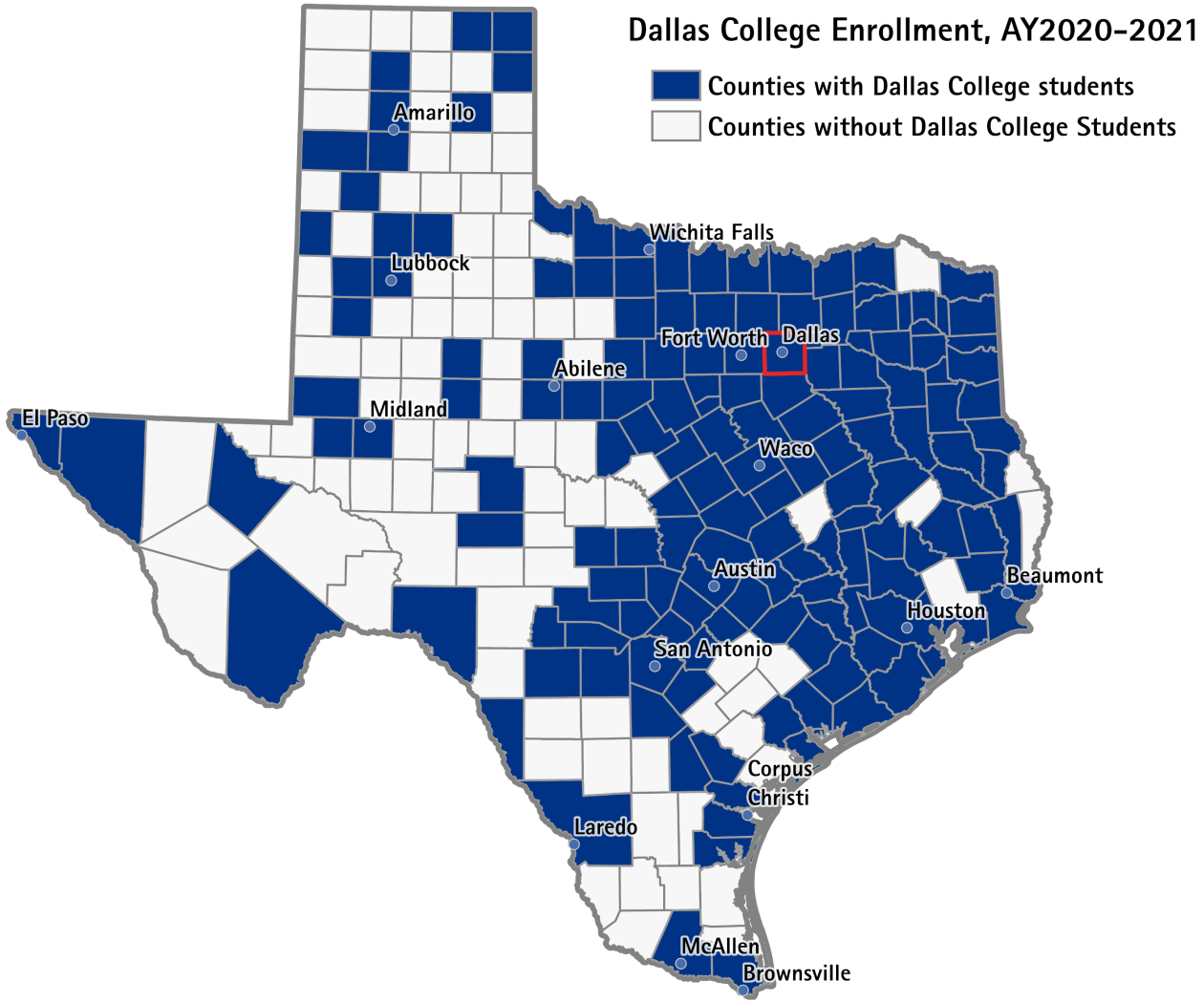
Optimized Campaign to Target Declining Zip Codes

In the final push of this campaign, we used enrollment zip code information to identify 10 declining zip codes where we could shift budget toward on a biweekly cadence.

Each time, zip codes improved enough to be elevated off the declining list.

In one instance, a zip code went from declining to growth in one week!

Drawing Students From Everywhere

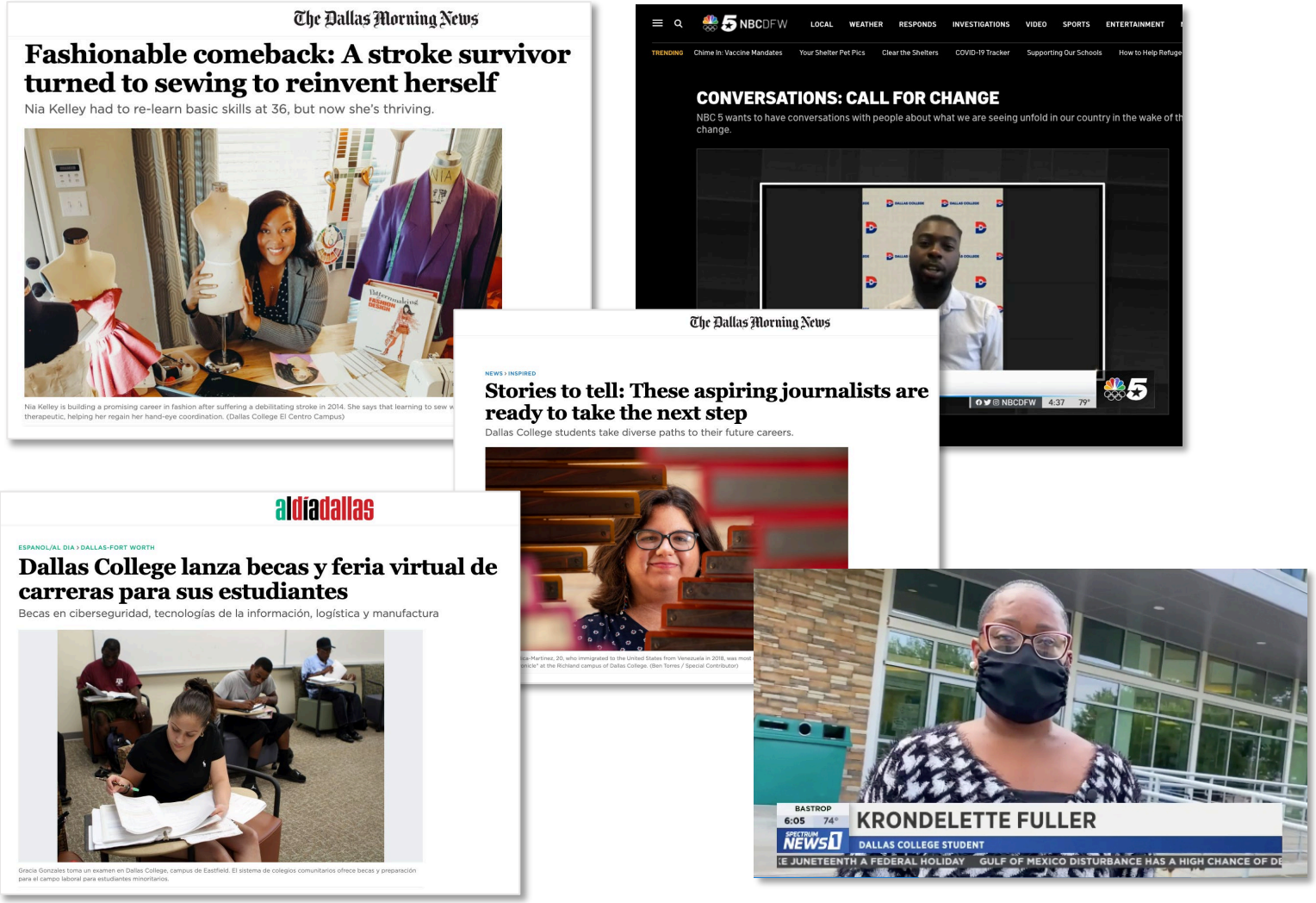


Dallas College in the News

46

Press releases issued
since Jan. 1 to tell the Dallas College story

- 21 student-focused releases, **19 of which generated at least one media hit**
- 25 institution-focused releases, **20 of which resulted in at least one media hit**



Growing Awareness Through Social Media

Dallas College Social Media Engagement **Outperforms Other Higher Ed Institutions**

3x **Higher Facebook student engagement rate** (likes, shares, comments) vs. Higher Ed average

4x **Higher Twitter student engagement** vs. Higher Ed average

1.3x **Higher Instagram student engagement** vs. Higher Ed average

The Past Six Months

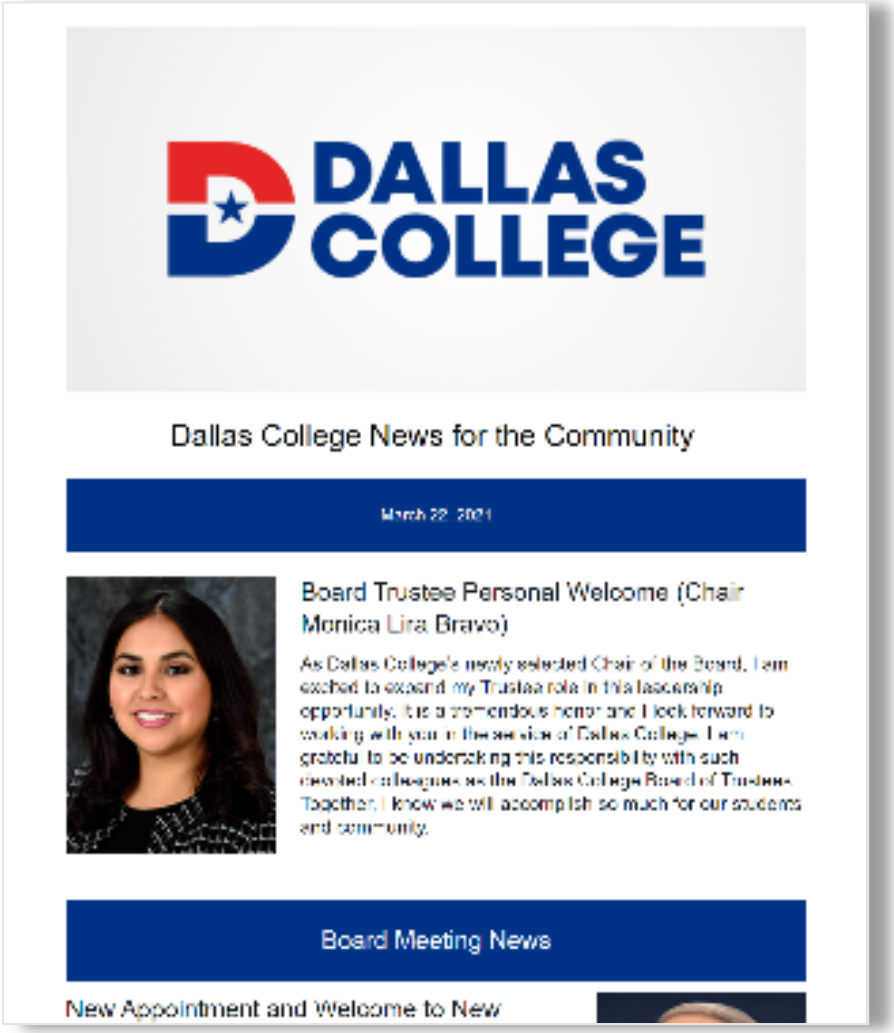
301K
Fans

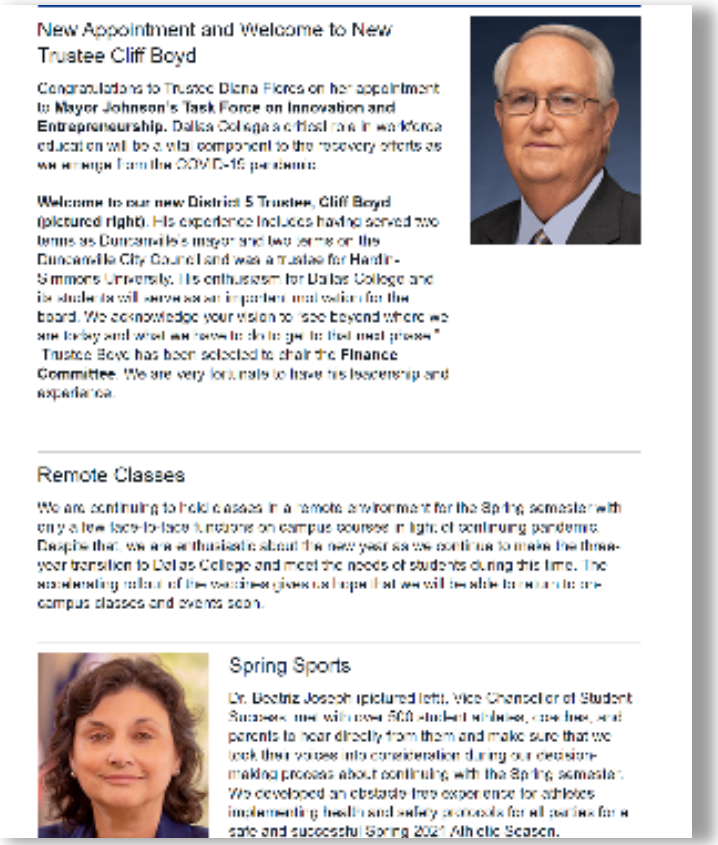
5M
Impressions

3K
Comments

"...The two **most influential years** of my life so far. Graduating undergrad next week – **still not as cool** as my community college grad."
- @tz589816 (TikTok Follower)

Engaging with the Community





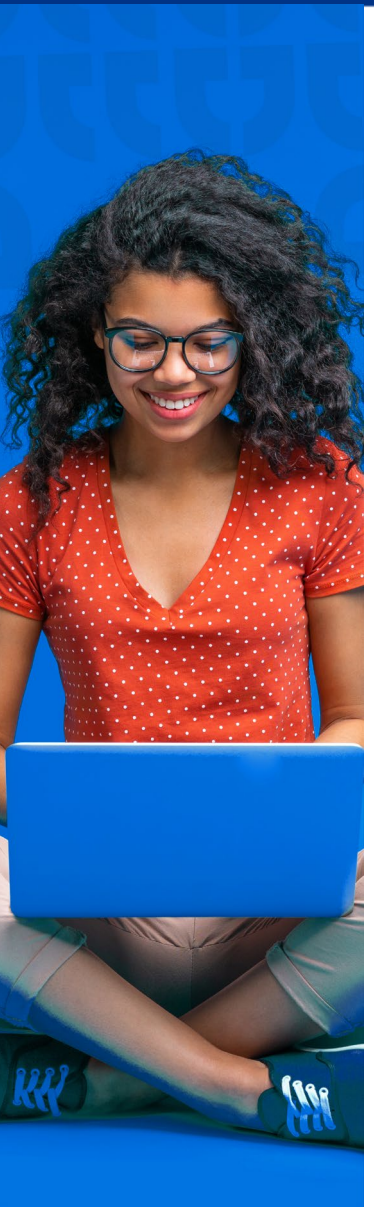
- Customized **quarterly newsletter** to share Dallas College updates with residents in Dallas County (next issue early Oct.)
- Sign up available on the Board of Trustee site and **promoted via social and paid email campaigns**
- **7,654** subscribed so far

Supporting Enrollment, Retention and Engagement

Education Workforce Committee

DALLAS COLLEGE

Collaboration with Student Success Fuels Engagement and Retention



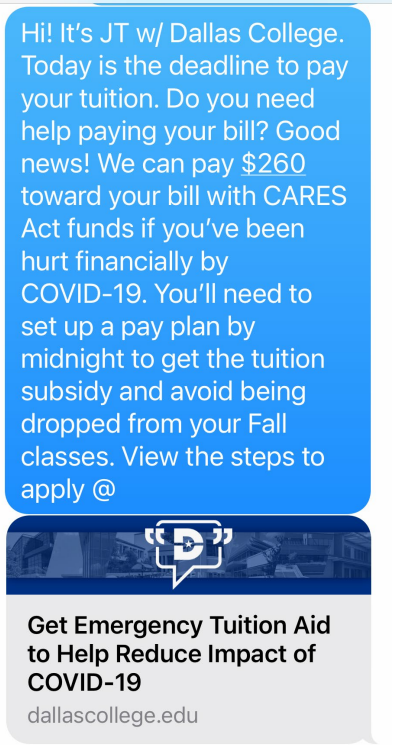
The partnership between Student Success and Marketing has led to more streamlined, responsive communications to close services gaps and quickly address student needs.

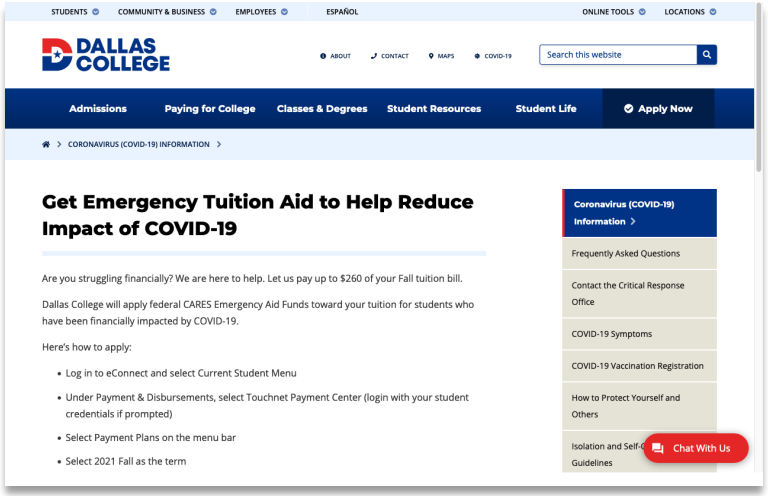
Current/Continuing Students: Specific Population Campaign

- **CARES Tuition Aid** extended the tuition payment deadline, offering $260 toward tuition from HEERF funds for students with balances
- Targeted **6,600 students with an unpaid balance** via text and email to promote the program. numbers represent students with an unpaid balance.

Result:

6,600 → 360
In one week





Collaboration Fuels Enrollment and Retention

Current/Continuing Students: Specific Population Campaign

Hi! It's JT from Dallas College. We'd love to see you back for the Fall semester but understand that you are juggling a lot of responsibilities. Please let us know how we can help. We have both college and community resources that can assist with child care, housing, mental health, clothing, food, transportation and finances. Learn more at http://dallascollege.edu/studentcaretxt or call our care coordinators at 214-tel:2148605800

Empathy Campaign:

- Text message campaign to **30,000 female students** from Fall 2020 through Spring 2021 not enrolled
- Offered support without a hard **push for re-enrollment**. Will target them again to enroll in second eight-week term.

Result:

25,482 Students texted

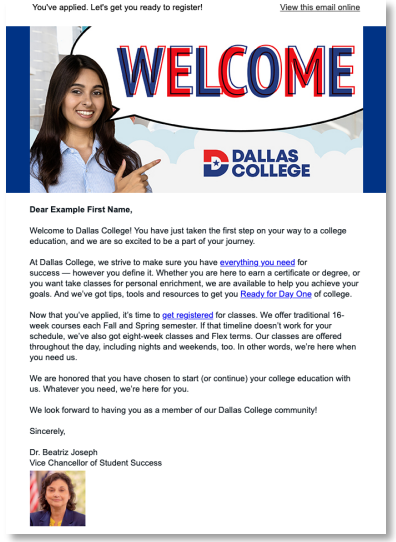
13% Enrolled for Fall 2021

New Students: Welcome Kit & Preview Day

- **Preview Day** offered an introduction to campus for **~1,000 new students**.
- Each student received **a Welcome Kit** with a letter from Dr. Joseph, information about support services, a T-shirt, pennant and poster.

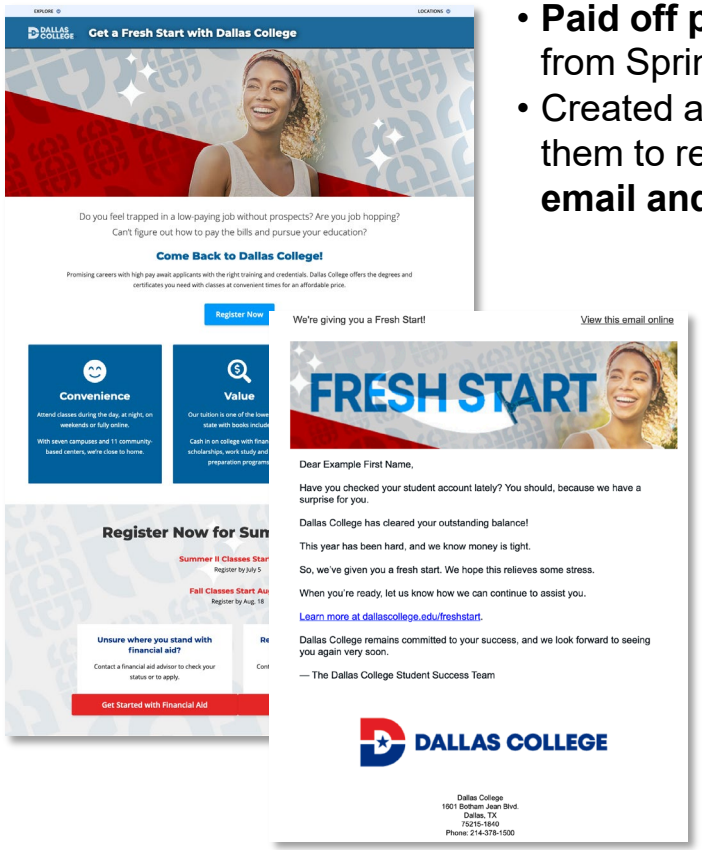
Guiding Students Through the Enrollment Funnel

New Applicants
Automated, Targeted Salesforce Emails



- **Welcome Letter**: personalized greeting from Dr. Joseph with next steps
- **Missing Items Letter**: personalized to show which documents & steps needed to register
- **Registration Ready**: email alerting applicants they are ready to register, handing them off from Admissions to Success Coaches

Returning Students
Fresh Start Campaign



- **Paid off past due balances** for students from Spring 2020 to Spring 2021
- Created a **landing page** to encouraged them to return to school, **promoted via email and text messages.**

Result:

13,769 Total students benefitted

25% Enrolled for Fall 2021

Partnering With Schools to Grow High-Demand Programs

School of Education

- Promoted the new bachelor's degree from April to August with a **mix of marketing tools.**
- Used paid ads, social media, targeted emails, press releases, newsletters and text messages.

Result:

2,500+
Program applications received through Apply Texas since April 2021

720 seats
Total headcount across the 5 upper-level courses

450+
Students on spring waitlist

School of Manufacturing & Technology

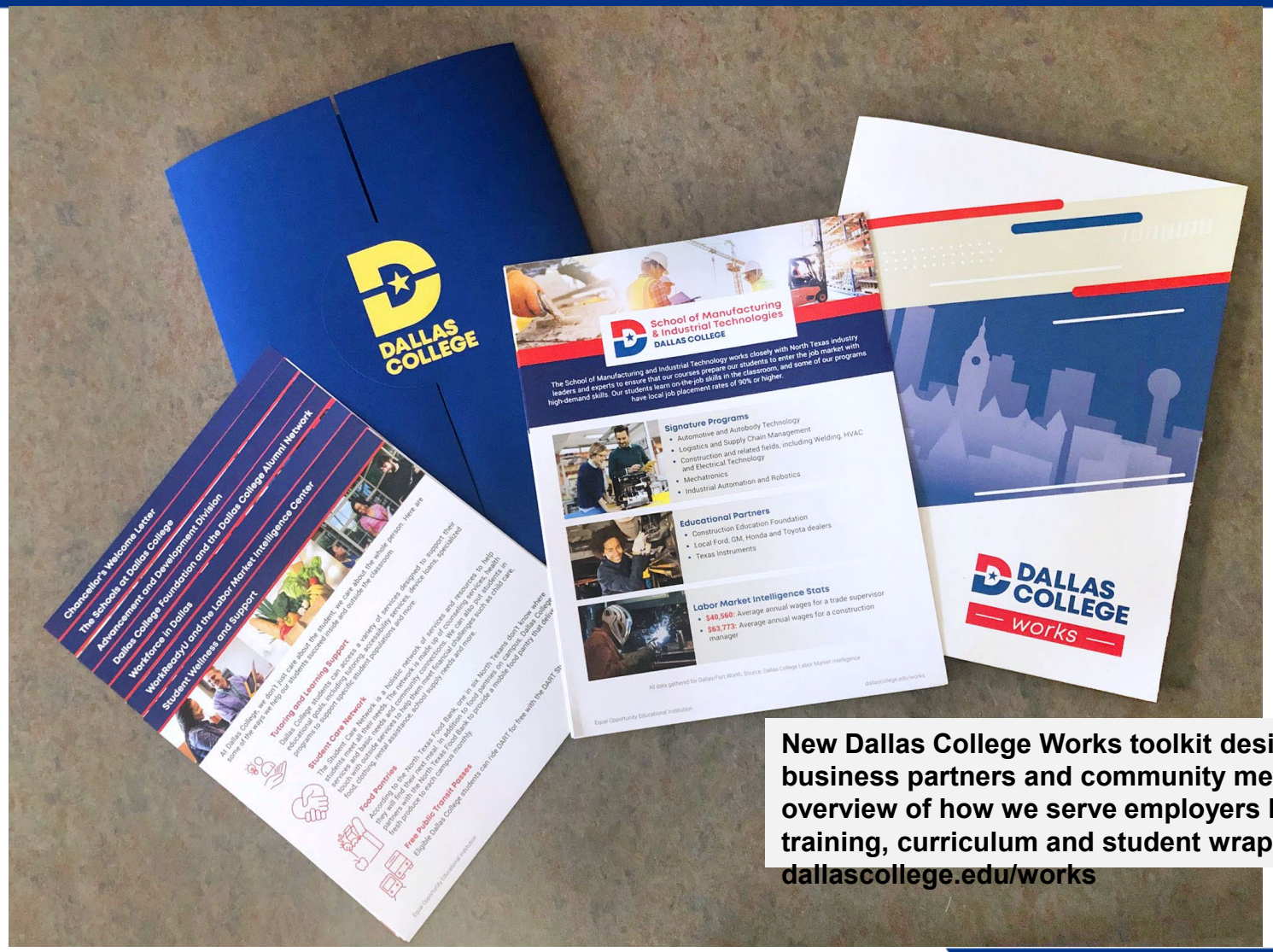
- **Featured auto body technology** in the Fall enrollment campaign including TV, print and media interviews.
- Created a program landing pages and promoted with **targeted digital advertising** and social media social ads with Informate.

Result:

26.5 %
Enrollment Growth
Fall 2020 – Fall 2021

Because of marketing, our enrollment has doubled – not quite full but better.
— Carlos Ojeda
Auto body technology faculty

Dallas College Toolkit Fosters Community and Employer Engagement



New Dallas College Works toolkit designed for local business partners and community members to provide an overview of how we serve employers by providing job training, curriculum and student wraparound services. dallascollege.edu/works

Inform and Engage Employees

Education Workforce Committee

DALLAS COLLEGE

Strong Employee Engagement Via Virtual Events

Employee Town Halls Focus on College Strategy, Hot Topics:

- 14 conducted since April 2020
- Panelists include college leadership and external experts
- Content driven by employee questions
- Topics included:
  - Dallas College's response to COVID-19 (below)
  - The Future of Work (Jamie Merisotis)
  - Diversity, Equity, and Inclusion at Dallas College
- **Average attendance: 2,300+ employees**

COVID-19-focused Town Hall featuring Dallas County Health Dept. and Parkland Hospital leaders

Conference Day Anchored by Leadership Roundtable

- Panel included Board Chair Monica Lira Bravo, Dr. May and Dr. Lonon
- Received more than 40 live employee questions, in addition to 25+ received in advance
- **Attended by 2,930 employees** virtually

Keeping Employees Informed

Employee Emails and Newsletter

2021 employee email open rates

47% 56%

up from pre-pandemic

Employee newsletter open rates

49% 57%

up from 2020

Thank You!

DJ Dr. Joe May <chancellormay@dcccd.edu>
To Arellano-Tolotta, Patty

Reply | Reply All | Forward

Mon 8/30/2021 11:03 AM

Good morning,

I truly hope you were able to relax and decompress after the hustle and bustle of last week. The return of students to our campuses each Fall is something to which we all look forward. The energy, curiosity, anticipation, and excitement that fill the air transports many of us back to when we were young students navigating a new, often overwhelming college environment. In many cases, I think our employees are more eager to start a new semester than our students – myself included!

As we prepare to enter a new week, **I want to say thank you!** Let's face it, we have ALL been through a lot, from preparing for the start of the Fall semester to the collegewide reorganization, and of course, the ongoing pandemic. While I know you continue to grin and bear it for the sake of supporting our students, the truth is, the constant uncertainty, challenges, and pivots have likely taken a toll on you and, perhaps, even your families.

While there will be new, unknown challenges that we will face together in the future, I feel it's crucial that you understand how appreciated you are and the immense impact you're making each day. This semester, you may be surprised to learn that **66% of our students have opted to take in-person classes**, while only 34% opted for online instruction. I know some have questioned our decision to return to in-person operations, and this is why: our students. This new data not only proves their desire for face-to-face instruction but also proves that they both need and want us here. That is a privilege and responsibility we must not take lightly.

Register Now for Conference Day 2021, Meningitis Vaccine Requirement Returns, Myers-LeCroy Scholarship Students Selected and more. View this email online

Employee Newsletter

Aug. 6, 2021

Dallas College Updates COVID-19 Recommendations

Aligning with the new CDC health recommendations, all employees and students are strongly encouraged to wear masks while at Dallas College locations or events. This includes wearing masks during any indoor activities on campuses, in offices and at offsite events such as Conference Day.

Unfortunately, levels of community transmission in Dallas County are high. The current dominant COVID-19 strain, the delta variant, is approximately 50% more contagious than the previously dominant alpha variant, which means transmission could occur after only a short window of exposure.

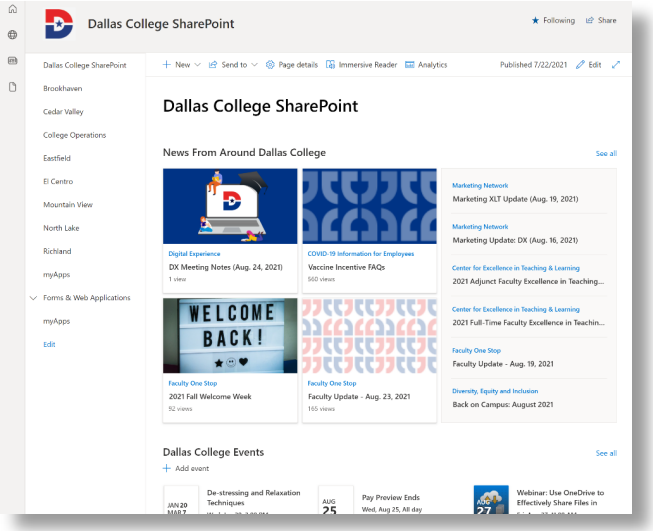
Learn more about Dallas College COVID-19 recommendations and updates.

Need To Know

- Check Out the Return Week 2021 Campus Activities
- Donate up to 80 Hours of Your Sick Leave to the Sick Leave Pool Through Aug. 24
- Learn About Coronavirus Do's and Don'ts for Employees
- Registration Update: Meningitis Vaccine Rule Returns

SharePoint

- Official employee communication channel
- **2,500 avg.** unique visits each month
- 167 active sites as of July



THANK YOU

Education Workforce Committee

DALLAS COLLEGE

Richland Collegiate & Richardson ISD

Proposed Partnership Overview & Benefits

FOR DISCUSSION

Agenda

Accomplishments of RCHS

Partnership Process High-Level Overview

Benefits of a Partnership between RISD and Dallas College

Financial Feasibility

Performance Contract and Operations Planning

FOR DISCUSSION

Objectives

Dallas College board members will...

- Learn how a partnership will build upon the accomplishments of Richland Collegiate High School
- Become aware of the potential benefits of a partnership between Dallas College and Richardson ISD for Richland College High School
- Review the financial feasibility and operational planning of the partnership
- Be introduced to the partnership process for Dallas College & Richardson ISD at a high level

FOR DISCUSSION

FOR DISCUSSION

Because of Richland Collegiate High School…

"*Prepared me for a lifetime of hard work and dedication. Finishing my Associate degree helped me obtain my Bachelor degree in biology and psychology before the age of 20, receiving many scholarships with less financial burden*." ~ Leslie J. - ER Nurse

"*RCHS has had a profound impact on both my academic and professional career and instilled a passion towards learning and advancement. I learned this about myself at RCHS and it set me apart to pursue unique opportunities and a post-doctoral fellowship program*." ~ Arun M. - Senior Medical Director

"*I am forever grateful to RCHS for giving me the opportunity to get my education and creating a foundation to my success. RCHS helped me realize the importance of school at an early age and it opened doors for higher education*." ~ Norma C. - Licensed Professional Counselor

"*RCHS provided me the support and mentorship needed to be successful in college and graduate school. Because I had taken college courses through RCHS, I spent more time with clinical and research experience needed to make me competitive for clinical/counseling psychology PhD programs.*" ~ Amani K. - University Professor and Research/Clinical Analyst

FOR DISCUSSION

Benefits of Partnership

FOR DISCUSSION

Texas Partnerships / SB 1882 Partnerships:

1) **expand what's working**, student enrollment and bring increased access and opportunity to the school system
2) **improve and reimagine what's not**
3) **gather expertise, resources, and capacity** to financially sustain and structurally collaborate and innovate

Any plan for a path forward must be **designed specifically for the local context in partnership with the local community.**

FOR DISCUSSION

Partnership Benefits for Dallas College & Richardson ISD

"To continue the RCHS history of student success and employee success"

"Grow the HS programs and increase the opportunities and choices for more RISD students"

"To unite the strengths from Dallas College and RISD, to strengthen what's already being done. Innovate and do things that we've always wanted to do, but collectively."

Increased Enrollment in RISD from being able to attract and recruit students to Richland Collegiate from surrounding districts

Increased Resources and Capacity in per-pupil funding, and specialization of responsibility - RISD's efficient scaling of district campus operations and excellent Dallas College CTE & Dual Credit programming

Increased Access to CTE & Dual Credit options for more students to participate in excellent Dallas College programs and prepare for college and career

"Expand opportunities for students, specifically additional CTE programs and teacher development programs. Grow enrollment for RCHS and RISD"

"Continue to provide excellent education through RISD HS classes and Dallas College dual credit classes"

FOR DISCUSSION

Benefits

Equitable Pipeline to Student Success

- Attracts and recruits additional diverse students from across the Richardson area to increase enrollment, access, and opportunity to successful dual credit programs
- Develops a pipeline from Richardson ISD schools, into RCHS, and through to college and career attainment and persistence
- Opportunity for students from all demographics of Richardson to gain pathways to securing bachelor degrees

Specialization and Community Collaboration

- More capacity and continuity of resources to collaboratively provide programming and engage parents and community
- Specialization in capacity and labor to allow Dallas College to focus on excellent instruction and dual credit, and RISD to focus on scaling operational opportunity and resourcing

FOR DISCUSSION

Partnership Process High-Level Overview

FOR DISCUSSION

What is the Texas Partnership Opportunity?

The Texas Legislature signed Senate Bill 1882 into effect during 2017 which incentivizes districts to work collaboratively with new and existing partners to promote innovation and dramatically improve student outcomes. These Partnerships offer districts the opportunity to expand the diversity of school options, bring in targeted expertise for innovation and turnaround support, and empower school leaders and partners with greater autonomy. Most importantly, effective partnerships give more students access to great schools.

Source: txpartnerships.org

Under a Texas 1882 Partnership, **the district authorizes a carefully selected partner to operate a school under a performance contract**.

The performance contract outlines the responsibilities of both parties, and will be made in close collaboration with RISD and Dallas College.

RISD Board of Trustees
Authorizes & holds Dallas College accountable

Performance Contract
Defines autonomies, RISD provides support and monitors performance

Richland Collegiate HS
Includes Dallas College Board and Executive Director

FOR DISCUSSION

5 Key Milestones to Launch Partnerships

District Authorizing Policy	Call for Quality Schools	Authorizing Activities	Performance Contract	Transition and Preparation
September - October	**October - November**	**November - December**	**January - February**	**March - Onward**
District board passes ELA Local, a district authorizing policy that enables the board to authorize partnerships.	Dallas College **drafts, approves, and submits** a response to the district's **call for quality schools** as a high-performing potential local partner.	Dallas College participates in **partner interviews, site visits, and other evaluative activities** with the district. District recommends match to the Superintendent, who presents partnership recommendations to the School Board.	Dallas College and district **negotiate performance agreement** with matched partner, and **both boards vote to approve** the agreement. Once approved, the **district applies to TEA for SB 1882 benefits**.	Dallas College and District work together to **support transition** for 2022-2023 start.

FOR DISCUSSION

Texas Partnerships Financial Benefit

SB 1882 creates financial and accountability incentives for districts to partner with qualified organizations (non-profits, charter schools, universities, and other governmental entities).

Financial Incentives

- Districts that enter into approved partnerships can receive a significant increase in per-pupil funding
- This 1882 benefit of around $1200 per pupil (ADA) would allow RISD to sustain the level of per-pupil funding at Richland Collegiate

Accountability Incentives

- District gets credit for school performance
- Schools in IR get a two-year accountability intervention pause (not applicable here)

SB 1882 would allow Dallas College to sustain the per-pupil funding at Richland Collegiate in partnership with RISD, and make the partnership financially feasible and sustainable.

FOR DISCUSSION

Financial Feasibility

FOR DISCUSSION

With the partnership with Richardson ISD and a new charter for Richland Collegiate High School:

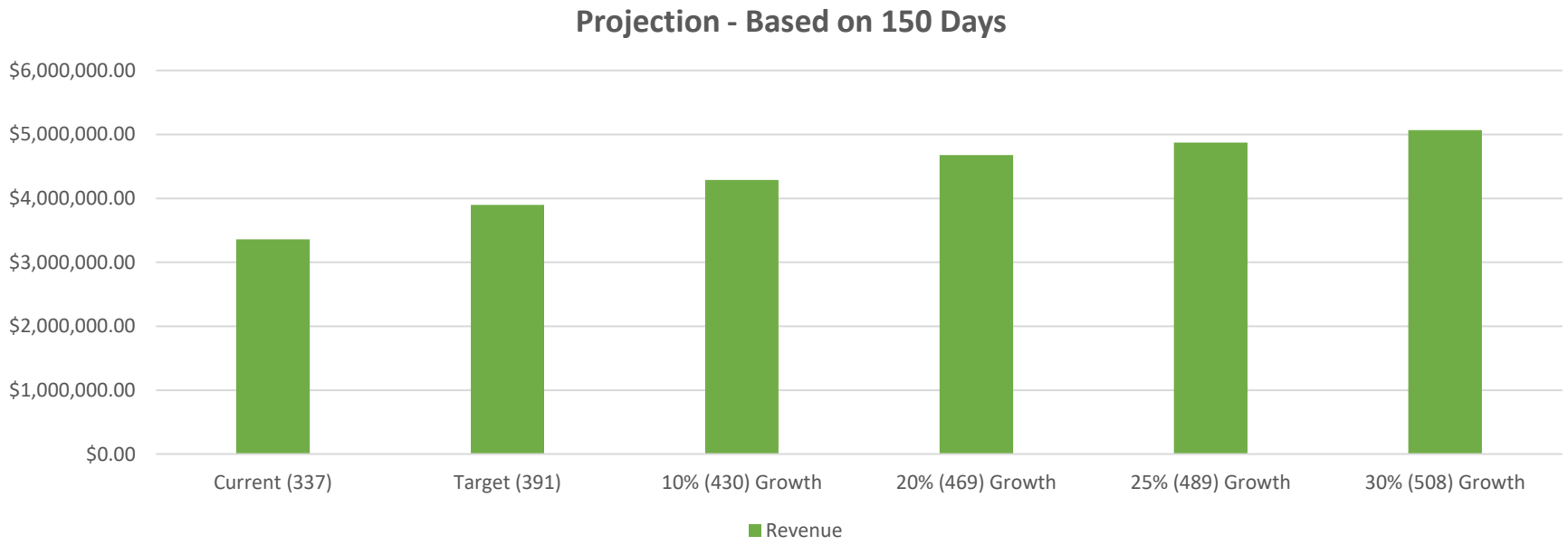
1. Plans will be made for increased student enrollment, resulting in an increase in total per pupil-based TEA funding. Instead of just serving 11th and 12th grade students, the new charter can also include 9th and 10th grades. Adding more high school instructional days aligned with RISD calendar will also increase revenue.

2. Increases in numbers of students served from our community will result in increased opportunities for participation in dual credit for Richardson ISD students, an increase in potential graduates for Dallas College, and additional **performance-based funding** for both Dallas College and RISD.

FOR DISCUSSION

Projection

Forecasting Projection - Based on 150 Days						
Details	**Current (337)**	**Target (391)**	**10% (430) Growth**	**20% (469) Growth**	**25% (489) Growth**	**30% (508) Growth**
Revenue	$3,358,679.46	$3,896,865.49	$4,286,552.04	$4,676,238.59	$4,871,081.86	$5,065,925.14



$1200/pupil

The 1882 benefit of around $1200 per pupil (ADA) would allow RISD to sustain the level of per-pupil funding at Richland Collegiate and ensure the continuity of resources, as opposed to other alternative forms of partnership.

FOR DISCUSSION

Performance Contract and Operational Planning

FOR DISCUSSION

Planning Operations through the Performance Contract

Through the Performance Contract process...

- Both sides will mutually agree on what works well and makes the most sense for both partners
- Coordination of roles, responsibilities, and points of collaboration will be outlined and agreed upon

January	**Performance Contract Negotiation and Drafting**
February	**RISD and Dallas College Performance Contract Approvals**
March	**Submission to TEA**
April	**Planning and Preparing Operations**

FOR DISCUSSION

ITEMS FOR REVIEW NO. 5.1.a.

Education Workforce Committee Notes for August 3, 2021

An Education Workforce hybrid meeting of the Board of Trustees of Dallas College was held Tuesday, August 3, 2021, beginning at 1:45 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)
Ms. Dorothy Zimmermann

Members Absent

* *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. Student Success: Basic Needs and Student Care Network
   Presenters: Tracy, Johnson, Beatriz Joseph

   Committee Chair Ritter introduced Dr. Joseph.

   Joseph talked about the thirty new pathway specialists and the plan to double the number of success coaches. She mentioned that the wellness area has been resourced and introduced Dr. Tracy Johnson to discuss the structure of Student Wellness and Support.

   Johnson introduced herself to the board and thanked Joseph and the Board for the opportunity to inform Dallas College Leadership about the Student Wellness and Support Area.

Johnson described fifteen different departments and four areas of Student Wellness and Support which include student engagement, thriving learning communities, Title IX, and the student care network and basic needs. She mentioned the goal of student success being to help students actualize their dreams, helping to eradicate poverty, all while serving students utilizing the support of the Foundation and their team.

Flores mentioned Aunt Bertha and asked if Dallas College has access to reports showing the data and student usage of the Aunt Bertha services.

Johnson responded the information would be sent to the Board.

Flores asked what "Okay to Say" was.

Johnson answered this was a campaign to educate Dallas College students and employees to come forward if they needed mental health services.

Flores asked if this was through an external partner and Johnson confirmed it was external.

Committee Chair Ritter mentioned this was a robust marketing tool and partnership program that other institutions were utilizing as well.

Flores mentioned that the Board members need to know what services are brought to the table and if students were utilizing the services Dallas College is paying for.

Chancellor May mentioned problems these external partners are helping Dallas College solve for students.

Boyd talked about his tour of the Rotary club and the veteran facility that was there. He shared about a discussion with the district governor of the Rotary Club and that Dallas College should funnel and channel Veteran traffic so there is a presence at every one of the campuses.

Chancellor May explained there is a Veteran Affairs Office at each of the seven locations and the goal is for the experience to be the same for students at each location.

Johnson explained that services at one location are now available at all locations due to the new structure and reinvestment. She described the importance of using Salesforce to track and create information about the wrap around student support that Dallas College offers students and how the students

are accessing the services available. Johnson shared an example of a student named Martha and how Dallas College used Salesforce to track her needs through becoming a nursing student, to mental health distress, and food and housing securities.

Committee Chair Ritter asked if sharing information about student mental distress in Salesforce would constitute a HIPAA violation.

Johnson explained that the information for medical help would be tracked through Titanium which has a HIPAA confidentiality clause.

Wendland reported that Dallas College is not held to HIPAA on a situation like this because we are not a healthcare provider, and it does not extend to the College. He explained that these records are input in Titanium software to maintain compliance that the records are treated by Dallas College as if they are HIPAA protected.

Flores asked what other reasons a student would be handed off to a student care coordinator.

Johnson responded that other reasons might include housing, food, or other basic needs that would be require a student to work with a student care coordinator.

Flores described that the reports from students are not describing a warm handoff with an authentic experience. She asked what training is happening to ensure good customer service is happening for these students.

Johnson described the trainings of customer service and culture of care which will include extensive training for employees led by Dallas College's Professional Development team.

Flores asked if employees are being surveyed to see if they are feeling better at the macro level with so much unrest happening right now.

Johnson responded that everything being done includes a metric to capture data through surveys with the Professional Development team.

Flores explained that the Board strategic priorities focus on staff development to help change the climate and want to ensure that is happening in this new structure.

Boyd asked if this training was already operational or in the coming school year.

Joseph explained part of the training is in place the rest would be operational during the fall semester.

Boyd asked that the Trustees be given more data throughout this process and would like to see the Board help Dallas College build these new reports to be generated each month.

Committee Chair Ritter would like to work with Molina on a regular basis to have access to these reports in real time, so no one has to prepare the reports for the Board members.

Flores explained that much time and money has been spent, and that much human capital and emotion has been expended to serve students better. She described that staff need to change from the leadership all the way down. Flores wants data and information to document these changes are happening.

Committee Chair Ritter would like a dashboard created for this information.

Johnson explained that the student care network and basic needs is a holistic integrated approach. She reported that Dallas College has doubled its licensed professional counselors, doubled the number of nurses, implemented a live mental health and crisis call line, and increased dedicated basic needs and community resources.

Johnson mentioned that Dallas College employees worked twenty-four/seven during the February winter storm to help students including one student trapped in Austin. She described that an employee used the network to help the trapped student locate housing and food and Dallas College received a note of thanks from that student.

Johnson talked about the temporary emergency aid fund with Cares Act that has helped with over three million dollars for learning materials, food, housing, childcare, transportation, and other health and safety needs.

Flores asked if these services are available to both credit and non-credit students.

Johnson responded that all means all and that all students have access to these services.

Flores mentioned students that were referred by her that were not warmly received, and Ms. Molina got involved to help these students.

Committee Chair Ritter talked about this aid being temporary and would like to see Dallas College partner with external partners to leverage ways to pay for these student needs in a collaborative way for the future.

Chancellor May explained that more information would follow in the budget meeting and described the state funding that will be lost over time in different areas.

Boyd talked about the need for these important collaborations and carrying forward the message of these student needs to the government and policymakers in Washington.

Chancellor May responded that Dallas College sees the whole picture where policymakers only look at the dollars involved.

Boyd talked about how Independent School Districts are now hiring their own social workers to help meet student needs.

Flores talked about the need and expectation of cost efficiencies so the money could be reinvested to meet student needs.

Johnson described community partnerships and network to help raise funds and shared examples of over two million dollars from United Way for housing and rental assistance and Trustee Boyd's donation of thirty thousand dollars in clothes and shoes for our students and their children. Johnson mentioned the Dallas College partnership with North Texas Food Bank who have given food to over fifty-one thousand students with over two point eight million pounds of food handed out. She explained that all student service employees will become certified in SNAP application to help students and described the work with Judge Clay Jenkin's Office for medical insurance and childcare.

Johnson talked about the ten thousand face-to-face and virtual appointments in the benchmark year of this work and the three thousand in person visits for Dallas College nurses with over seven thousand appointments in telehealth. She shared that over six hundred meningitis vaccinations have been given to students.

Johnson described the student example of Martha where her needs were met and is set to graduate in May 2022 after receiving medical health, food, housing, and much more.

Committee Chair Ritter encouraged the use of population metrics as opposed to program metrics to create a quality model that would impact the population and thanked everyone for the presentation.

Boyd suggested that Dallas College find sources that could partner with Dallas clothing manufacturers to give clothing at the end of each year to students.

Committee Chair Ritter asked Ms. Molina to send the presentation slides to the Board and thanked everyone for the presentations.

5. **Overview of Policy Items**
   1. TASB Cumulative Update - BBF, BD, BDB, DIAB, EFCD, GCB, GDA and GE
   2. Approval of Amendments to Policies Concerning Academic Achievement – EGA (LOCAL)
   3. Approval of Amendment to Policy Concerning Relations with Educational Accreditation Agencies – GK (LOCAL)
   4. Approval of Amendments to Policies Concerning Sexual Misconduct – DIAA & FFDA (LOCAL)
   5. Approval of Amendment to Policy Concerning Student Rights and Responsibilities - FLB, FLD, FLDB, FM and FMA

   Legal gave the Board an overview of the policy changes and explained that a first reading would be on August 19 with a second reading on August 22.

   Discussion ensued on the TASB updates in the packet and opened the floor for questions.

   Questions were asked about the wording that was not changed but just formatting was changed and why these changes had to come to the Board.

   Legal verified that the Board would allow non-substantive changes to be done with only substantive changes coming before the Board in the future. That was confirmed by the Board.

   Legal explained the Chancellor would need to make this administrative change for the future and the minutes would reflect that if there were not a substantive change, items would not need to come before the Board.

   Committee Chair Ritter told the Board members to send their comments and questions prior to the two readings in August.

6. **Items for Review**
   1. Committee Notes
      a. Education Workforce Committee Notes for June 1, 2021 were review and no comments were made.

7. **Executive Session**
   None.

8. **Adjournment**
   Meeting adjourned at 3:07 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.