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**North Texas Regional P-16 Council Meeting Minutes
December 3, 2019
9:00 am – 12:00 pm**

**Education Service Center Region 11
1451 S. Cherry Lane
White Settlement, TX 76108**

ATTENDEES

Members present: V. Barbara Bush, Rey de los Santos, Tracey Fleniken, Mary Harris, Lisa Harrison, Christine Hubbard, Jean Keller, Barbara Lerner, Gwendolyn Moore, Lawrencina Oramalu, Quortina Phipps, Theresa Portoni, Patsy Robles-Goodwin, Richard Vela, Karen Walker, Rosalyn Walker

Invited Guests: Danielle Davis, Workforce Solutions; Maria Delgado, TCC, Southeast Campus; Andrew Duffield, TCC; LaQuesha Foster, DCCCD; Angelia Hicks, Fort Worth ISD; Larry Jefferson, TCC, Southeast Campus; Loree Jones-Huggins, Garland ISD; Doug Peak, TCC, Southeast Campus; Jacinto Ramos, Jr., Fort Worth ISD; Dantrayl Smith, TCC, Trinity River Campus; Karen Zeske, Arlington ISD

A. Greetings, Introductions and Refreshments

Jean Keller welcomed everyone and thanked Lisa Harrison and ESC Region 11 for the hospitality and the excellent breakfast.

B. Approval of September 17, 2019, Council Meeting Minutes

The minutes were approved, moved by V. Barbara Bush, seconded by Quortina Phipps.

C. Regional Data

V. Barbara presented demographic data for Region 3 from the 2016 Gap Analysis Report with projections through 2020. The report shows projections in the State and Region 3 by ethnicity for ages 18-35.

Year/ Δ	State				Region 3		
	White	African American	Hispanic		White	African American	Hispanic
2020	2,481,446	864,728	3,419,255		747,006	286,901	711,682
2015	2,569,212	837,650	3,069,275		768,460	272,833	624,887
2010	2,577,006	790,025	2,744,451		769,938	256,712	565,789
2000	2,619,380	690,025	2,159,137		820,391	216,384	440,050
Δ	↓ 3.7%	↑ 9.4%	↑ 23.2%		↓ 3.0%	↑ 11.8%	↑ 25.8%

Note: Δ = Difference between 2020 and 2010

What does the data mean in terms of our Pathways K-12-Colleges/Universities/Others?

We are becoming minority serving institutions, but what does “serving” mean? We are not just talking about numbers, but about actually **servicing** our students.

V. Barbara introduced the panelists, who represent K-12 and college education.

D. Panel: Embracing Student Diversity, and Inclusion

Andrew Duffield, Chief Equity and Inclusion Officer, TCC;

Doug Peak, Director, Student Development Services, TCC, Southeast campus;

Jacinto Ramos, Jr., President, Board of Trustees, Fort Worth ISD, District 1;

Larry Jefferson, Coordinator of Intercultural Student Engagement and Academic Success Network, TCC, Southeast campus;

Maria Delgado, Coordinator of Supplemental Instruction, TCC, Southeast campus;

Dantrayl Smith, Coordinator of Intercultural Student Engagement and Academic Success Network, TCC, Trinity River Campus;

As panelists introduced themselves, those employed by TCC brought a variety of work related and personal experiences to their task of communicating with diverse students and working as a team to create inclusive and equitable environments. Jacinto Ramos shared experiences that have enabled his visionary leadership of the Fort Worth Board of Trustees in embracing an agenda based on demonstration of equity and inclusion. V. Barbara asked panelists to respond to questions for which answers are summarized below.

How can the NTRP-16 Council embrace inclusion?

- Engage in conversations until they occur naturally, daily, multiple times a day.
- Must hear the voices of students, and not just the student leaders. All deserve places at the table. Have a student advisory board.
- Today the right question to ask students is no longer, “What do you want to be?” but “What problem do you want to solve?” Skills matter, not job titles. The careers of the future do not exist now.
- Embrace your own trauma; use your vulnerability to help you listen to students. Tell what you learned from your toughest experiences.
- Embrace your individual ethnic and gender identities and ability to be a role model.

- Build on the strengths of students before building programs.
- Higher levels of administration need to be part of the conversations regarding race and diversity.
- Communicating the importance of equity and diversity is key.

What are the opportunities and challenges of embracing diversity and inclusion?

- Lack of resources, such as facilities, to engage students
- Growth, changes in demographics, and not knowing the needs of the students
- Additional trained staff are needed to assist the growing student population
- Focus is needed to serve the students and gain their trust
- Staff/faculty engaging in conversations about diversity, equity, and inclusion and how they can create equitable and inclusive classroom space for students
- Diversity exists; we need to focus on creating equitable and inclusive environments.

What are students saying about their experiences?

- Students feel “inclusion” implies a hierarchy.
- Students want to know that staff/faculty are not there just for the paycheck.
- Trauma needs to be addressed – students want to know how to deal with the trauma they have experienced and how they can move forward.
- Administrators need to understand the struggles/experiences are different for each race/ethnicity; the life experiences of a 16-year-old African American male, are different from those of a 16-year-old Hispanic male.
- Students want to know that they matter, that they are worthy and can be better.

What are the goals and purposes for what you do, and how do you know you are successful?

- It comes down to respect and dignity. Equity and Inclusion are the starting points and building blocks. Institutional goals must be built around these points.
- Focus on student outcomes.
- Organizational change takes 5-10 years. Keep working. Keep moving.

What are pitfalls and recommendations for school districts?

- If you make bold commitments, you must go all the way.
- Know that there will be backlash and casualties.
- Be willing to look at the data and have real conversations.
- Work with groups that have hands-on experience with students in these communities to improve outcomes.
- District training for equity and diversity is not optional.
- *Drive* change if necessary; call in the Office of Civil Rights; speak truth to power.

E. Discussion, Reflections and Actions

Christine Hubbard affirmed the power of the presentation. We heard urgency. We know that not all of our students are succeeding at the same level; there are gaps. Once we know there is something wrong, we must do something about it. Otherwise, the environment stays the same.

As a group that represents a variety of organizations with the mission to support students in our communities, we must consider what we can do to facilitate and support this work. Panelists pointed out that people in roles that give them positional power and privilege, may be resistant to change, even if not deliberately. They may not be aware of what to do or how to make changes because it looks hard, even overwhelming.

How can we move administrators to take a hard look at what they are doing, to ask the hard questions, to make changes, and to support other adults in changing their behavior?

- Those with positional power who are not given a seat at the table need to pull up a folding chair and use their positions for change.
- You should speak out when people who should be included in conversations regarding diversity and inclusion are not included.
- Legislating change can be a starting point because it forces people along. Federal funding comes with requirements that can be enforced.
- Special Education is a huge population, part of our future workforce, to be included in conversations regarding diversity and inclusion.
- What can we do to prevent barriers that keep students out of programs, whether intentional or not? Examples cited included lack of equity in pre-AP, AP, dual credit, etc.
- Can we suggest professional development that crosses over K-12 and post-secondary to overcome barriers that occur with the hand-off?
- Develop needs assessments that encourage students and parents to tell us what the barriers are and respond to what we learn as quickly as a corporate institution might.
- The ESL population is small; their access to opportunities like dual credit is minimal. Bilingual teachers feel the same, opportunities are minimal. This must be changed.
- Mandatory training is just a start. If the system does not have the right kind of incentives, rewards, and recognition, its lessons will not continue.
- We need training in “voice development”. If you are at the table, how do you make your voice heard? How do you train your voice to be heard and to carry through an issue?
- The strength of the P-16 Council has been professional development. Members learn to think like people in other related roles. If you are in higher education, being able to think like a K-12 person and to see what the accountability structures are from that point of view is an enormously helpful career skill.
- We are in a position now to think more deliberately about good career skills for some of us who are moving into leadership roles. We need models for professional

development, experiencing training that can be attached to the Council. Mentoring young professionals should be an element of what we do on this Council.

- The students have the most powerful voice. Most things that we think about are not the issues students are dealing with and being empowered by. Our students can be the best advocates, and we can put them in positions to advocate for themselves.
- Professionals need to learn how to advocate persistently since we will be the ones to implement needed changes.
- We need to make sure we build an infrastructure and bring the individuals who will be key in the future into the conversation. It is important for them to own what needs to be done.
- Key, also, is closing the academic achievement gap. That is what the P-16 Council has always been about. Until we close the gap, there will not be equity nor the opportunity for achievement. The gap analysis work of the Council must remain strong.
- If you want to be heard at the highest levels, you must have your data, facts and plan as to how you are going to impact those data.
- The census data may shift and work against us. There is fear that people may not be counted, and funds associated with them will be lost at the local level.
- Student outcomes are related to adult behavior. As we look at student outcomes what behaviors of the adults are contributing to the negative outcomes? What is going on in the classrooms where students of color are not performing well? What counseling/training can we provide to enable adults to utilize strategies, so all students are successful? What can we do as a Council to close the gaps?
- There is extra urgency around this because the Dallas County Promise is offering support for students to earn the associate degree and, in partnership with some universities, the bachelor's degree. In Fort Worth, the Rainwater Foundation is looking to do the same thing. We have a great opportunity right now to really support students within the area of the P-16 Council. The Council already has a group of people invested in K-12, in higher education, and in industry.

F. Committee Reports

Communications, Networking and Social Media – Rosalyn Walker reported the committee's interest in collecting data from our own areas and looking at our feeder schools for gaps and career interest patterns. We need to share the Gap Analysis Report and information about the P-16 Council with the schools to get feedback and suggestions for workshops to be more intentional. This information is critical for many institutions. Committee members suggested student focus groups to get the students' opinions/feedback in different areas.

If each one of us would send something about the Council to another leader on our campus, it could enhance the reputation and the recognition of the Council.

Leadership and Sustainability – Ray de los Santos suggested focus on parents/PTA, with efforts and opportunities for our institutions to reach out to students and parents to involve them and to make sure they are stakeholders invested in the schools. He suggested we learn how K-12 and post-secondary are involving parents and creating leadership among the parents and the community. Family involvement offers a perspective that goes beyond the parent and offers schools a wider perspective for working with today's student.

Community involvement was also discussed along with the shapes this takes in various ethnic communities.

Professional Development – Christine observed that for the past several years the NTCCC has taken ideas from the Council and put them into practice for our region. The committee reviewed upcoming events for Spring and evaluated their implications for professional development related to today's session: finding your voice, empowering students, smoothing transitions from school to college, from education to workforce. It is hard for students to come back. One relevant program, the veteran credit awareness program, is scheduled for December 5th.

The committee also discussed college retention and how it can be increased. Funding in Tarrant and Dallas Counties will help to reduce the financial barrier. If we do not have the infrastructure in place, students will not succeed. Along with retention is completion, which is aligned with 60x30TX goals.

Research, Assessment and Accountability – V. Barbara related the work of the committee to Professional Development and Communication, Networking, and Social Media. She sees this committee providing some of the data needed as part of the training of students and of ourselves. We need to know how to use, interpret, and talk about data to come to decisions in education and in order to develop our voices.

Looking at state accountability factors we can access directly, can provide specific data by district. We can target professional development toward district needs. Leaders can use their own district data in any study or training. It is easy to disaggregate data by ethnicity, SES, and gender. It's up to us to assure that students from all subgroups are given opportunities to succeed without barriers.

Collecting data on accessibility does not take into account intersectionality as much as it should. There is more flexibility with post-secondary than K-12 data. Certain categories, for example, someone who identifies as female, may become lost as other factors such as race, ethnicity, and socio-economic status are added. The more we put groups of people together, the less accurate may be the data on particular issues.

We mentioned the use of qualitative analysis in focus groups with students and faculty in those areas for which we cannot get data.

The Texas Higher Education Coordinating Board and Texas Education Agency are working to make their data more accessible. Vertical alignment work is being conducted.

60x30TX – Barbara Lerner reported that students taking dual credit courses will soon be required to file degree plans at the institution in which they have completed 15 semester credit hours the following semester (2 semesters following completion). Students taking dual credit at more than one institution are required to file a degree plan at each institution after completing 15 semester hours. Each institution must have academic advising to help students understand the degree plan requirements.

Regular matriculating first year students are required to file a degree plan after completing 30 hours. This requirement goes into effect Spring 2020. Each institution is prohibited from giving a student an official transcript unless they have a degree plan on file. Institutions are required to work with high school counselors to help students understand and to answer questions about what it means to file a degree plan.

Please mark your calendar!

2019-2020 NTRP-16 Council Meeting Dates and Programs

9:00 AM – 12:00 PM

Date	Place	Host	Topics	Program Facilitator
February 18, 2020	Region 10 ESC 904 Abrams Rd. Richardson, TX	Karen Walker	Successes and Challenges: 60X30TX North Texas Goals	Christine Hubbard
April 28, 2020	TCCD Trinity River Campus 300 Trinity Campus Circle Fort Worth, TX	Rosalyn Walker	Pathways to Completion: Alignment of PTech & ECHS with Four-year IHE	Tiffany Gilmore & Lisa Harrison

G. Adjourn

Jean Keller adjourned the meeting with thanks to Lisa Harrison and ESC Region 11 as host, to V. Barbara Bush as program organizer, Christine Hubbard as discussion leader, to the strong panel of presenters, and to each Council participant for their support of student access and success in education PK-16. Jean wishes all a happy and healthy holiday season and new year.