



<http://ntrp16.org/>

North Texas Regional P-16 Council Meeting Minutes
February 18, 2020
9:00 am – 12:00 pm

Region 10 Education Service Center
904 Abrams Road
Richardson, TX 75081

ATTENDEES

Members present: Patonia Bell, Sandra Benavidez, V. Barbara Bush, Danielle Davis, Kristyn Edney, Tracey Fleniken, Tiffany Gilmore, Mary Harris, Christine Hubbard, Jason Hudson, Jean Keller, Barbara Lerner, Karrabi Malin, Raul Martinez, Anna Mays, Elizabeth McClain, Gwendolyn Moore, Bobby Morris, Theresa Paschall, Anita Perry, Quortina Phipps, Richard Vela, Karen Walker, Rosalyn Walker, and Karen Zeske

Invited Guests: Julie Anderson, Region 10 ESC; Courtney Brecheen, The University of Texas at Dallas; Melanie Caulson, Texas Christian University; Brandi Fennell, Region 10 ESC; Rebecca Fredrickson, Texas Woman's University; Javier Garza, Tarleton State University; Danielle Hernandez, Dallas ISD; Troy Johnson, The University of Texas at Arlington; Marlon Mote, Tarrant County College District; Stacy Sturlin, Burleson ISD

A. Greetings, Introductions and Refreshments

Jean Keller welcomed everyone and thanked Karen Walker and Region 10 ESC for the hospitality and the great refreshments.

B. Approval of December 3, 2019, Council Meeting Minutes

The minutes were reviewed and approved as written.

C. Data with Intersectionality

V. Barbara Bush presented information on the use of intersectionality to help us to better analyze gaps in the educational journeys of our students. Intersectionality provides a theoretical framework for understanding how aspects of one's social and political identities might combine to create unique modes of discrimination. There are various forms of social stratification such as class, race, sexual orientation, age, religion, creed, disability, and gender. Looking at data with Intersectionality in mind can inform decisions and is being used more and more in higher education research.

Anna Mays shared an example from DCCCD, where intersectionality by ethnicity, gender and economic status was used to answer questions about the impact of a proposed policy change on the high school to higher education pipeline.

D. Panel: Successes and Challenges: 60X30TX North Texas Goals

Christine Hubbard presented information about the Metroplex 2019-2020 Regional Action Plan. The Metroplex Region includes:

- 51 IHEs with overlapping service areas
- Two education service centers – Region 10 and Region 11
- Workforce Development areas 4, 5, 6 and 25

Each THECB region has identified how it will meet goals set to achieve the statewide goals that comprise 60x30 TX. Data may be broken out by goal and by region and are available at <http://www.60x30tx.com/goals/?type=1/>

The panelists introduced themselves.

Courtney Brecheen, Senior Associate Dean of Undergraduate Education, The University of Texas at Dallas

Troy Johnson, Vice President for Enrollment, The University of Texas at Arlington

Barbara Lerner, Associate Provost, Texas Woman's University

Marlon Mote, District Director of Institutional Effectiveness, Accreditation, and Planning, Tarrant County College District

The panelists shared information in response to questions posed by Christine.

Educated Population Goal

- Panelists addressed work related to military credit. Troy described an information and awareness campaign to help Metroplex IHEs learn about new/best practices for maximizing college credits of military and veteran students. These students often arrive with a completed major but lack core and field of study courses.
- A goal is to regularize practice with respect to military credit through knowledge of the Joint Services Transcript and recognition of the Community College of the Air Force, American Council on Education credit, and the launch of the Naval Community College.
- Every effort is being made to ensure military students receive maximum credit for prior work.
- Barbara emphasized that IHE officials such as registrars, associate deans, and faculty in the fields that most often provide military credit be brought on board so that they know what is involved.
- Institutions that offer health programs, such as nursing, currently award academic credit for military training in health-related programs to men and women who served in the military and have done this for several years.

- Training in the military varies as much as similar programs in IHEs. Conversations must occur to determine equivalencies and insure the fidelity of degrees.
- We must be military friendly. This work requires attention to both credit and the lifestyle changes faced by transitioning adults.
- The Dallas Area Recruitment Network (DARN) is made up of 67 non-local institutions that recruit in this area. We are in a shifting landscape with distant institutions such as Carnegie Mellon, Cornell, and California universities taking the younger, traditional, and straight from high school student into the college population out of Texas.
- Courtney emphasized that we must be creative in meeting the THECB completion goals due to the robust recruitment programs of distant universities.
- Marlon said that three goals of Tarrant County College are to function as one college, to be student ready, and to serve the community. The college has an open door; students are accepted where they are. Different opportunities/pathways such as, continuing education credit, Level 1 certification, Level 2 certification, and associate degrees are available.
- Less than 20 percent of TCC students are full time, and therefore, must be met where they are. Care teams are provided at care centers and veterans' centers, as well as support for underserved students and those who may be homeless or need food.

Educational Pathways: Admission, Transfer, and Career Entry

- Courtney pointed out the new corporate headquarters moving into the area have prompted a shift from Texas Instruments-defined engineering programs to those influenced by emerging industries and businesses. Active advisory boards are important to program development P-16. Senior exit surveys help to determine if educational institutions at all levels are accomplishing their learning outcomes and whether students feel they are equipped with the skills needed to go into the workforce.
- IHEs serve employers by requesting feedback about the students they hire.
- Graduation helpdesks are available to identify any barriers students might encounter such as not registering due to finances. IHEs are being more proactive in providing solutions to help students overcome barriers and progress to completion.
- 13,000 top students choose to leave Texas each fall for higher education elsewhere. Some of these are students with the highest scores, and a large percentage of them have the ability to pay. We must be careful about encouraging too much migration out.
- The transfer population comes from community colleges, and therefore, the process must become less cumbersome.
- Growth in dual credit is evident. The SACS report for Tarrant County College for 2014-2018 showed that 34 dual credit sites were added, with 50% or more of the

students' college credits being earned at that site. Dual enrollment has grown in general education and now also includes career and technical courses.

- We need to ensure that we are doing a better job of recruiting students who may not be taking dual credit courses. They need to know there is an open-door policy at community colleges, and the institution can meet them where they are. Developmental courses are available to get them college ready.
- The data show we should be competing for those students who are not going to college. How do we reach these students, who are disproportionately minority students, and encourage them to move from high schools into community colleges or four-year institutions?
- TWU has partnered with the Dallas County Promise in offering GreenLight Credentials. Students can download their credentials to one secure location and share all their records with multiple institutions free of charge.
<https://greenlightlocker.com/>

Biggest success or challenge in meeting the Metroplex regional goals

- Success. Aligning curriculum within guided pathways makes sense for students taking Level 1 and Level 2 certificates that lead to associate degrees and must not waste time or money in achieving that goal.
- Challenge. Dual credit continues to be a challenge in terms of scope and management, especially in career and technical programs.
- Success. Everything is now focused on student success. Transfer transparency means that students will always know the courses they have completed, and the courses left to complete a given program.
- Success. Establish community college relations that help address equity gaps and completion. A success is engaging our current students in programs such as G-Force.
- Success. Partnerships of community colleges with the regional advisory group, and with the schools, whether through Go Centers, teaching academies, or STEM academies. The commitment to access and excellence has led to good outcomes in terms of social mobility and affordability.
- Success. Encourage the students to work hard. Expect it and continue to inspire them. That is what we need for all students.

E. Committee Reports

College Preparatory Course MOU Survey – Mary Harris reported the results of a July 2019 survey that was designed to learn more about MOUs for college preparatory courses in English Language Arts and Mathematics. The report from the survey compared MOUs of local community colleges with a regional MOU of Alamo Community College, UT San Antonio, and school districts in Bexar County coordinated through Region 20. The state policy regarding college preparatory courses is shifting. Review of local MOUs revealed the influence and possible limitations of the Region 10 MOU and

an attachment of the MOU to dual credit agreements. Trinity Valley College shared information about a unique college bridge program.

Communications, Networking, and Social Media – Rosalyn Walker reported on how the Council communicates, as well as how we can share more information. NTCCC and NTRP-16 websites are linked to the NTRP-16 Council Facebook and Twitter social media sites to spread information and communication about events in the Metroplex Region. You are encouraged to follow our social media sites to stay informed and to forward information on your events for posting.

Leadership and Sustainability – Mary Harris reported the committee continued discussion from the last meeting about increasing the visibility of the Council and its purpose. Members discussed the relevance of the Council to their own work with P-Tech academies, making the transitions from high school to college, and vertical alignment of curriculum. Anna said the Council gives her confidence as she talks about policy issues at the state level because she is able to communicate that the issues apply not just to DCCCD, but to others in this region.

Professional Development – Christine Hubbard indicated NTCCC tries to take all of the Council members' needs and interests into consideration by supporting, creating, and/or publicizing events. As well as integrating member ideas into existing conferences and meetings, NTCCC wants to collaborate with the Council in upcoming meetings and conferences listed on the NTCCC website, which is also linked to the NTRP-16 website.

An Expert to Expert Conference connecting industry and education leaders will be offered at Region 10 on April 6th, and another one in the Fall at Region 11. Stay tuned for the Military Credit Awareness scheduled for May 1, 2020 at TWU Dallas. Christine encourages members to send event information for posting, marketing and/or, co-sponsoring.

Research, Assessment and Accountability – Raul Martinez reminded everyone that the P-16 Council is here to provide resources and programs to support students who are veterans, homeless, and need daycare. Additionally, this committee can share data on the success of these programs. Something to consider is the success of immigrants and first-generation students and what is being done for them, if anything. How can we find data to move forward in these areas? Also, how do we assist high schools with FAFSA and TASFA that will be required in two years? Would we like to serve as a resource, perhaps based on locally collected data, to learn more about the students from different areas who are filling out these forms and how we can assist? A lot of students who complete the TASFA have parents who are undocumented and hesitate to complete documents that will be turned in to the state. How can the P-16 Council assist 60x30TX to reach their goal in achieving more graduates? The Department of Education has a website that shows FAFSA completion by school district.

F. Adjourn

Jean Keller adjourned the meeting with thanks to Karen Walker and Region 10 ESC as hosts, to Christine Hubbard as program organizer and discussion leader, to the panelists for sharing their knowledge and expertise, and to each Council member for their support.

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
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