



<http://ntrp16.org/>

**North Texas Regional P-16 Council Meeting Minutes
September 18, 2018 9:00 am – 12:00 pm**

**Texas Woman's University – Dallas
5500 Southwestern Medical Avenue, Room 3620
Dallas, TX 75235**

ATTENDEES

Members present: Michelle Buggs, V. Barbara Bush, Elizabeth Caudill, Denise Davis, Annette Duvall, Anthony Edwards, Tracey Fleniken, Tiffany Gilmore, Kim Gilson, Chris Grey, Mary Harris, Christine Hubbard, Matt Joiner, Jean Keller, Karrabi Malin, Raul Martinez, Anna Mays, Cornelia McCowan, Jeffrey Miller, Bobby Morris, Gwendolyn Moore, , Theresa Paschall, Anita Perry, John Price, Ray de los Santos, Richard Vela, Rosalyn Walker.

Invited Guests: Brenda Barajas, University of North Texas; Martha Fernandez, Dallas County Promise; Chantel Hobbs, Dallas County Promise; Paula Manning, Tarrant County College; Carolyn Monk, Tarleton State University; Mike Mundt, Crowley ISD; Amy O'Keefe, Texas Woman's University-Dallas.

A. Greetings, Introductions and Refreshments

Michelle Buggs, Director of Undergraduate Academic Programs, welcomed Council members on behalf of Barbara Lerner and Texas Woman's University (TWU) Dallas.

Jean Keller expressed thanks to Michelle Buggs and Barbara Lerner for hosting the meeting and providing wonderful refreshments at TWU Dallas.

Jean provided updates on the NTRP-16 Council website, logo, values, and mission and goals statements. The Council serves primarily Collin, Dallas, Denton and Tarrant Counties along with others from the Texas Higher Education Coordinating Board (THECB) Metroplex Region or Educational Services Centers 10 and 11 that may want to join.

Council members and invited guests introduced themselves.

B. Approval of May 8, 2018 Council Meeting Minutes

V. Barbara Bush motioned to approve the minutes, which were unanimously approved.

C. Regional Data Related to Gap Analysis

V. Barbara Bush presented information from THECB on adult learners and non-traditional students as presented in June, 2016, by Commissioner Paredes. Knowledge of students helps to further 60x30TX goals that by 2030, at least 60% of Texans ages 25-34 will have a certificate or degree. By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelors, or masters from an institution of higher education in Texas. The original presentation is available at:

<http://www.thecb.state.tx.us/reports/PDF/7991.PDF?CFID=85316191&CFTOKEN=48938668>

[In her presentation, V. Barbara emphasized the following points.](#)

- 60X30TX focuses on 25- to 34-year-olds as indicators of the economic future of the state and its ability to remain globally competitive.
- Too many adults need basic Adult Education and Literacy services.
- Texas Higher Education Undergraduate Landscape, Fall 2015 Public Higher Education Enrollment Characteristics by age, ethnicity, employment status, and full or part-time enrollment:

Age – 25 Years & Over

- ✓ Statewide: 24.5%
- ✓ Universities: 17.8%
- ✓ Community and Technical Colleges: 29.1%

Working While Enrolled**

- ✓ Statewide: 39.0%
- ✓ Universities: 31.0%
- ✓ Community and Technical Colleges: 45.6%

Part

- ✓ Statewide: 54.1%
- ✓ Universities: 22.8%
- ✓ Community and Technical Colleges: 75.4%

Ethnicity

- ✓ African American: 12.8%
- ✓ Hispanic: 39.0%
- ✓ White: 36.6%
- ✓ Other: 11.6%

* A student is enrolled part-time if taking less than 12 semester credit hours.

**A working student is one making at least a wage that would be comparable to working 20 hours a week at minimum wage.

- Part-time enrollment is on the rise at public universities & community and technical colleges.
- Enrollment of traditionally underrepresented populations has increased.
- More undergraduates have financial need with 49% receiving Pell Grants in 2014 compared to 32.3% in 2000.
- Certificate production at Texas public institutions has more than doubled since 2000. Level One certificates at two-year public institutions experienced the largest increase – 139.7%.

What do we do about it? What are the implications of the data? How are we going to support students entering college with financial need, who are working full-time, perhaps, and attending our campuses part-time? Today's panel will address this topic.

D. Pathways for Non-traditional Students and Student Support Resources

Christine Hubbard, President, North Texas Community College Consortium, introduced the panelists: Paula Manning, Coordinator of Student Accessibility Resources at Tarrant County College (TCC) Northwest, and Amy O'Keefe, Executive Director, Campus Alliance for Resource Education (CARE), TWU.

Paula presented information about Student Accessibility Resources (SAR), which provides accommodations for students with disabilities as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. In Fall 2018, TCC NW campus serves 213 students in 416 course sections, as well as an off-site Center for Excellence in Aviation, Transportation, and Logistics and dual credit courses in high schools. Alternative testing is provided to include alternate facilities, allowing additional test time, reading test material to the student, scribing for the student, allowing the student to use assistive technology, and providing accessible furniture.

Students must self-identify. Resources include success coaches who provide students with information about admission, SAR services, Parent Cafes, advisors, new student orientation, and ISD invitations. A collaboration with Fort Worth Child Study Center planned for Spring 2019 will offer a small group of graduating high school students, parents, and counselors a conference to provide information on services offered, information needed by students in the classroom, and what can students expect to transition more easily from high school to college. If successful, they will expand the conference to various ISDs.

Students with limited mobility work with Texas Workforce Commission and insurance companies in obtaining/providing services needed. Open Access Intellectual Disability students are welcomed. Continuing enrollment is totally based on the individual student's ability to fulfill academic and institutional requirements. Autism Spectrum Disorder requires students to maintain appropriate conduct.

NTRP-16 can assist TCC with communicating to ISDs documentation required, and locating/identifying transition counselors and area resources and services available to students.

Amy O'Keefe, Executive Director, Campus Alliance for Resource Education (CARE), at TWU, presented information on non-traditional students, who now represent the majority of students. Many students are also parents.

CARE works with students in programs, one on one, and with student organizations, providing information on transportation, child care, off campus housing, and scholarships. Their primary objectives are resource navigation and engagement. The Association of Nontraditional Students in Higher Education, ANTSHE, provides scholarships, academic resources, and motivational support for non-traditional students. It celebrates and builds on a network of faculty, administrators, and advisors who support and inspire non-traditional students to succeed. ANTSHE's definition of non-traditional student is someone who is financially independent. Other things to anticipate are that they have children, are a single caregiver, do not have traditional high school degrees, are delayed in enrolling in post-secondary, are enrolled part-time, and they work full-time.

TWU also considers non-traditional students who have served in the military or have a military affiliation; have been in foster care; or have housing issues, homelessness, and/or food insecurities. Institutions of higher education are being bombarded with students with these types of needs, which are resource heavy. In any given year the CARE office has 600 individual contacts with students. Last year, of the 600 one on one contacts, 180 were made by 12 students, demonstrating the resource intensiveness, complexity, and follow-up associated with their issues.

To continue to serve the needs of off-campus students there are three considerations of the office. One is working with students in crisis. Another is proactive, helping students to understand financial wellbeing and how it is achieved. A third is reactive in that we anticipate cuts in funding and wonder how many students this will impact and how to get ahead of it.

It's important to be intentional in normalizing the experience of non-traditional students. Examples are making their needs such as transportation services, housing, family services, holiday gift programs, and student organizations visible. In serving non-traditional students, transition and isolation are the top two common issues they face. In the Spring 2019 Legislative Session, having a unified voice in what is needed for students in P-16 in North Texas can be very successful.

E. Discussion, Reflections, and Actions

Christine led a discussion exploring some of the things we can do to act on what was presented today. She pointed out that the age 25-34 in 2030 students of 60x30TX are now 13-22 and are entering high school or are young adults entering 2 year and 4 year institutions or going into the workforce or military and then back into our educational institutions. What can we do today and on-going to serve these students?

When a student graduates from high school or ages out of a support system, we have to be there for the hand-off and provide resources for those transitions. What are we doing to support these students as they come to higher education? Getting students engaged while in K-12 and transitioning them into the community college or university

through a cohort/support system that is social, creates an extra network. It will also help institutions identify and serve students better.

All students should be tied early to resources that allow every opportunity for successful completion. ISDs are encouraged to utilize and coordinate efforts with the educational service centers to share ideas. It is also important for faculty to understand and identify student needs.

The Gap Analysis report shows student FAFSA forms not fully completed. Where are the hang ups? The biggest barrier may be students who are selected for verification. Students most likely to be selected are the non-traditional, especially students whose parents are undocumented. The social and emotional health of the students is also a barrier to completion.

Dallas Regional Chamber of Commerce will offer an Inclusive Hiring Seminar Fall 2018 to better educate employers on what it is like to hire and work with students on the spectrum.

*The December 18th NTRP-16 Council Meeting is rescheduled to December 4th at ESC Region 11.

F. Updates and Information Sharing

1. Kim Gilson, ESC Region 10, presented a TEA School A-F Ratings Update, which may be viewed at

<http://ntrp16.org/sites/default/files/Resources/A-F%20Overview%20-%20Labels-Grades%20for%202018.pdf>

- In 2018, districts received A-F letter ratings. A=Exemplary Performance, B=Recognized Performance, C=Acceptable Performance, D=In Need of Improvement, F=Unacceptable Performance. Campuses either Met Standards (A-D) or Improvement Required (F).
- The STAAR Component has three levels - Masters Grade Level, Meets Grade Level, and Approaches Grade Level.

Total Tests 3,212

Approaches Grade Level or Above 2,977 = 92.7%

Meets Grade Level or Above 1,945 = 60.6%

Masters Grade Level 878 = 27.3%

- Student Achievement Score A = 60.2 Average of 3 (92.7 + 60.6 + 27.3 / 3)
- Exploring CCMR - What percentage of students are prepared for success after high school? College, Career, and Military Readiness Score 94 out of 100.

2. Denton, Fort Worth, Grand Prairie, Irving were among several Texas ISDs awarded 2018-19 FAFSA Completion Challenge Grants through National College Access Network, NCAN. Each recipient is challenged to increase FAFSA completion rates by at least 5 percent for the graduating class of 2019. NCAN will award a \$100,000 grand prize in September 2019 to one city based on a holistic review of growth in completions, adoption of effective strategies, barriers overcome, and likelihood of sustainability.
3. Fort Worth Chamber will sponsor the State of Public Education Luncheon, October 31, 11:15AM-1:30PM, Cendera Center, 2600 Benbrook Highway, Fort Worth, with Dr. Kent Scribner, FWISD Superintendent; Mayor Betsy Price; Mike Morath, Texas Education Agency Commissioner; Anel Mercado, Read Fort Worth Executive Director; and Dr. Anthony Edwards, Fort Worth Chamber Senior VP of Talent.
4. ESC Region 10 and Region 11 have partnered and are hosting an Education Pathways Summit November 13, at UTA, for high school students in Region 10 and Region 11 who are interested in pursuing a career in education. Vendor area for colleges and universities will be available. There is need for financial support.
5. Dates and times of upcoming Council meetings were reviewed as amended.

2018-19 Council Meeting Dates – Please add to your calendars

2018-2019 NTRP-16 Council Meeting Dates and Programs
9:00 AM – 12:00 PM

Date	Place	Host	Topics	Program Facilitator
December 4, 2018	ESC Region 11	Pamela Brown	Legislative Issues & 60X30TX Regional Update	Mary Harris Ray de los Santos
February 19, 2019	Garland ISD	Jeffrey Miller	Social and Emotional Learning	Sandra Benavidez-Perez Jeffrey Miller
April 30, 2019	TCCD Trinity River Campus	Rosalyn Walker	Advancing Careers as Educators in the Region	Kim Gilson ESC Region 10

G. Adjourn

Jean Keller adjourned the meeting with thanks to the organizers, Christine Hubbard and Barbara Lerner, and to the presenters, Paula Manning, and Amy O’Keefe.