



<http://ntrp16.org/>

North Texas Regional P-16 Council Meeting Minutes

December 1, 2020

9:00 am – 12:00 pm

Via Zoom

ATTENDEES

Members present: Leslie Birdow, Annette Duvall, Kristyn Edney, Tracey Fleniken, Tammy Galloway, Javier Garza, Robert Gillies, Tiffany Gilmore, Mary Harris, Lisa Harrison, Christine Hubbard, Jean Keller, Barbara Lerner, Karrabi Malin, Raul Martinez, Mike Mattingly, Anna Mays, Cornelia McCowan, Gwendolyn Moore, Bobby Morris, Renee Parker, Theresa Paschall, Monica Paul, Quortina Phipps, Patsy Robles-Goodwin, Usamah Rodgers, Ray de los Santos, Richard Vela, Karen Walker, Rosalyn Walker, and Karen Zeske

Guests: Jill Adams, Lewisville ISD; Lisa Castillo, Fort Worth ISD; Christina Dearman, UNT; Becky Fredrickson, Daryl Porter, Crowley ISD

A. Greetings

Jean Keller welcomed everyone to the North Texas Regional P-16 Council Meeting.

- B.** The September 22, 2020, Council meeting minutes were reviewed. Barbara Lerner moved approval of the minutes. Lisa Harrison seconded the motion, and the minutes are approved as written.

- C.** The updated Values, Vision, Mission, and Goals of the North Texas Regional P-16 Council were reviewed. Anna Mays moved approval of the updated document as circulated. Gwendolyn Moore seconded the motion. The Values, Vision, Mission, and Goals statement were approved as written and posted on the Council's website.

D. Regional Data

No data were shared.

- E. Panel: Pathways to Completion: Alignment of P-TECH, ECHS, and T-STEM with Four-year IHEs** – The panel was moderated by Tiffany Gilmore, Director, Guidance & Counseling, Garland ISD and Lisa Harrison, Administrator Coach, Career and Technical Education and ESSA, ESC Region 11.

Lisa introduced the panelists:

- Christi Allen, Assistant Director of Innovation, Garland ISD,

- Carol Bruner, Technical Training Specialist, Bell
- Tom Fraire, Principal, Marine Creek Collegiate High School, Fort Worth ISD
- Krysta Garza, Statewide Coordinator of College and Career Readiness School Models, Texas Education Agency.
- Tricia Hiros, Airworthiness Lead, Future Long-Range Assault Aircraft, Bell.
- Barbara Lerner, Vice Provost for Undergraduate Studies and Academic Partnerships, Texas Woman's University
- Amy Penrose-Draper, Early College Programs Coordinator, Fort Worth ISD.
- Usamah Rodgers, Assistant Superintendent of Post-Secondary Partnerships and Programs, Dallas ISD.
- Rosalyn Walker, District Director of Academic Operations, Student Learning and Success, Tarrant County College District (TCCD).

Texas has specified three models for schools that feature College and Career Readiness: Early College High School (ECHS); Texas Science, Technology, Engineering & Mathematics (T-STEM); and Pathways in Technology Early College High School (P-TECH).

The panelists shared information in response to questions posed by Lisa and Tiffany.

- Which school models do you have in your district and approximately how many years have they been running?
 - Dallas ISD has P-TECH and ECHS Programs. Dallas ISD has collaborated with Dallas College for more than 25 years. Their full suite of P-Tech and ECHS programs includes 28 combined programs.
 - Fort Worth ISD currently has nine combined ECHS or P-TECH programs. They also have three planned for next year. Two of them, if approved, will be T-STEM. The district aspires to put ECHS or P-TECH into most of its comprehensive programs.
- How do you decide among the ECHS, P-TECH and T-STEM models for each campus?
 - Dallas ISD's initial option was ECHS. In 2015, the district began to look at their post-secondary outcomes in relation to 60x30TX. They launched a strategic initiative focused on P-TECH. They liked the idea of linking high schools to a college and an industry partner. They also liked the opportunity for students to have options. Students would be able to graduate from high school with an associate degree and enter the workforce, or they could go on to a four-year college or university. DISD collaborated with North Texas Community College Consortium and Dallas College to ensure their AAS degree had transfer pathways to a BAAS degree. Dallas College finds more students seek four-year degrees than to go directly into the workforce. Dallas College is redesigning their pathways to focus less on the AAS degree, and more on the AA or AS with stackable credentials. Dallas College likes flexibility for the workforce component because they know many students are choosing to enter the workforce, and work or need to work while earning their degrees.
 - Garland ISD has P-TECH programs in all seven high schools. They have two ECHS

programs and three in planning. When fully built out, there will be an ECHS or Collegiate Academy and P-TECH at each of the seven high schools. They want to give students plenty of choices. In Garland ISD, students may choose to go to any of the seven high schools. If a particular program is offered across town, GISD provides transportation for the student to pursue that degree option. The district is committed to providing as many opportunities for students as possible.

- Fort Worth ISD chooses ECHS, P-TECH, and T-STEM programs based on career pathways with input from their industry partners related to community-based high wage and high demand careers. Fort Worth ISD and industry partners make decisions based on community workforce needs.
- Describe your experiences with planning and preparing to establish partnerships and programs.
 - TCCD is in a process of standardizing their partnerships. By the 2022-23 academic year, they will have 28 ECHS or P-TECH partnerships. It is important to standardize the process, because they are dealing so many different entities, whether high schools or business and industry partners. One of the goals is to advocate for building their relationships with ISD partners early, not after the process or paperwork has begun. TCCD wants to be in the discussion when ISDs are determining their school models. TCCD wants to be in alignment with high wage and high demand careers, and they are looking at pathways that lead to guided pathways. TCCD has a Home Host Agreement, and some of the programs that they may want to offer are at different campuses. TCCD is working with partners to ensure everyone is on the same page prior to the initiation of a TEA model.
 - Bell also has a goal to develop relationships with TCCD, Dunbar High School, and Fort Worth ISD. They hosted a tour of one of their plants, which was a great success in developing relationships and giving stakeholders a glimpse of what a manufacturing facility and specifically, at Bell facility, is like. For the past six months, Bell is working closely with TCCD on the curricula for the associate degree and for certificate programs that are offered for three P-TECH pathways.
- Share your experiences working with all stakeholders and providing direct support to the students in the experiences that you have developed in response to these models.
 - Bell continues its history of working with Dunbar High School to strengthen the talent pool in manufacturing in the DFW area. They chose three pathways that align with their needs: composite bonding, computer numeric control machinist, and robotic technician. Dunbar has worked well with TCCD to develop dual credit pathways for students to gain either a level 1 certificate or an associate degree. The students and parents have been excited to earn a college certification or degree before they graduate high school without additional cost, if are able to fit the requirements. Working with the stakeholders has been interesting, especially in the COVID-19 environment. All partners have worked well together based on their

commitments to each other. Working in a virtual environment has created new learning for all.

- Marine Creek Collegiate High School is starting Year 11. When the blueprint was released, they decided to continue to follow the ECHS model, a big component of the stakeholders' vision. They are located on TCCD Northwest campus and are strongly interrelated. Constant communication, whether through the VPAA office or the ECHS Counseling department, demonstrates that students feel they can cross the street and go see the professors, pre-COVID, of course. Partnership and ease of meeting with counselors is what has given Marine Creek the success. TCCD Northwest assures students they can participate in extracurricular activities, clubs, and organizations. Their professors come to Marine Creek and collaborate with high school teachers to form new clubs and organizations. This reciprocity has allowed students to be successful, not only academically, but also socially and emotionally. The other big component is constant communication. Any time a student is struggling, we communicate with each other.
- Dallas ISD has a district-wide advisory board of P-TECH industry partners to provide guidance, direction, and support. Dallas College and Dallas ISD are in constant discussions. Dallas ISD, Dallas College, and industry work in unison to support students who want to transition directly to career.
- Garland ISD has also found the partnership with higher education partners is essential. Equally important is communication with parents. Garland ISD provides parent information and education sessions, parents do not always understand what P-TECH means. Garland ISD is working with students and parents virtually to support students currently working from home.
- For districts that do not currently have these programs but are considering adding one of the models, what do you think they need to focus on when they are making the initial decisions on whether to do this or not?
 - TEA suggests that before applying, districts have planning year with their partners. For the DFW region, it is important to be clear on higher education partners, as different colleges have different policies and practices. Developing a school within a school is different from dual credit programs. Use your planning year with your higher education and business partners wisely. Having an inaugural leadership team is very beneficial, especially with P-TECH, because you have the two partners. It is also important to have a vision for sustainability. These programs follow cohorts of students every single year and that is a critical piece. It is important to be intentional if you are to sustain these programs.
- How do you go about identifying students, how do they select programs, and then how does advisement occur? Does it occur collaboratively with the IHE partner or is it primarily through the district? How do you help students know if they should choose an applied or an associate degree?

- Garland ISD had to rethink its marketing. Their first year starting out with face to face meetings, going to the middle schools and showing students what they could do with available programs when they completed school. It was a targeted campaign to educate the students and families on all the different opportunities.
- Dallas ISD has created choice options for students. P-TECH is just one of many choices. Across the district, there are various marketing campaigns. This year's campaign is "Choose Dallas ISD!" There is a communication plan and platform about the various options available within the district. Everyone is ramping up as we think about 60x30TX. Dallas ISD is in the initial stages of a grant in conjunction with Dallas College and UNT Dallas to create something that is new and different. Dallas ISD must think about how to help students and parents make the most informed decisions about high school choices, and how a high school choice is connected to post-secondary options and degree selections. Dallas ISD is finding that rather than taking the opportunity to go directly into the workforce, most students are choosing to go on to four-year colleges or universities to complete their degrees. The college partners have responded by providing BAAS degrees. As mentioned, Dallas College is rethinking pathway opportunities to meet students' goals and stackable industry-based certificates while maximizing the opportunities that relate to their college degrees.
- Fort Worth ISD reaches out to parents and students with their Gold Seal Programs and Schools of Choice. They also hold virtual open houses. It is critical that all understand the program outcomes. Fort Worth ISD has TCCD and their industry partners working together to make sure they are providing the correct opportunities, so the students can choose to go into the workforce or into a four-year degree programs.
- What are some of the advantages and some of the struggles in alignment that people should consider if students are looking at leaving these programs and matriculating into four-year programs?
 - TWU helps students, no matter which degree programs they have selected, to find pathways into four-year institutions. The BAAS is one pathway; however, it is not always the best pathway. TWU continues try to find a crosswalk between an applied degree and an academic degree. What clarity we can provide eliminates student struggles in spaces where they thought they had achieved something that is now perceived as of less value then they thought. Specifically, if they worked toward an applied associate degree and discovered that they now need to do some additional work in order to move toward a BA or BS degree, they may feel let down. It is important to monitor student success. As an example, a number of students applying to TWU directly from an ECHS had failing college grades, and while their high school GPAs may have been sufficient for admission, the fact that they had failed some courses put them at risk for not being admitted to their desired program.

- How difficult would it be to monitor both the high school and college success of your students? What are your greatest challenges in being able to maintain this consistently?
 - The biggest struggle this year for Garland ISD students, and especially for ninth graders, has been taking online college classes in the COVID environment. Garland has created a facilitator program. They have a high school instructor partnered with a college instructor, and they work together to make sure that students stay on track. Communication between the college and the high school is essential. The power of the cohort comes when every teacher knows every student and interacting with them every day.
 - Fort Worth ISD decided six years ago to add AVID to their program. AVID helps students stay on tasks and be successful. The counselors have a Wellness Wednesday to check grades and to monitor check-ins with professors and vice versa. All need to remember they are working with at risk, economically disadvantaged, and first generation students. Therefore, related systems and safety nets must be in place. The first priority would be on the ISD side to make sure teachers are hired who support students. It is important to make sure they are actually working, especially in times such as these with COVID-19.
 - Dallas ISD suggested sharing student data with the college or university to build out a dashboard that provides holistic views of the students' progress, academic standing, average GPA, advising reports, and other information for tracking success. The district's central team has three annual meetings with the campus teams to take a holistic look at where the students are in relation to benchmarks created to ensure students are remaining in good standing. They have created a comprehensive assignment calendar so that they know as a campus when assignments are due and have checkpoints to help students along the way.
 - TEA also suggests data agreements among the different institutions. There is tremendous effort and a lot of pressure that districts must contend with, especially at the student level, because they are the ones that have day-to-day contact with the students. Institutions of higher education are called to action in the building of these systems, to outline some of the information and make it more palatable, especially in speaking to the relationship component. It is important to have open and honest conversations about the data.
 - As we are talking about advantages and struggles, TCCD has found it important to reiterate partnerships, communication, and collaboration. People in leadership roles have strategic meetings weekly and monthly. College advisors meet with ISD counselors frequently.
 - One thing not mentioned so far is excessive student hours. Senate Bill 25 is important to consider. With data sharing agreements transferability versus applicability should be clear. Yes, the hours will transfer, but whether they will apply to the student's degree is an issue. Ft. Worth ISD's P-TECH and ECHS partners work

to help students earn high school diplomas and associate degrees or certificates. We must communicate better and be strategic when we develop crosswalks with our ISD partners, particularly with elective courses, to decrease excessive hours.

- Dallas College now has 77 college and career readiness partnerships, particularly over the past five years with the expansion of ECHS, P-TECH, and T-STEM programs. They are asking themselves and their partners if they are offering the right pathways and know how to support students to the greatest extent. How does the college make the role of the faculty more comprehensive to serve all dual credit students and monitor their progress? They are also looking at the financial aspects. P-TECH and ECHS are expensive, for both the school district and the community college partner in terms of the amount of staffing and support that is critical to achieve success. These students are achieving greater success than other college students are, and we are trying to sustain it. We must keep learning.

F. Discussion, Reflections and Actions

Christine Hubbard led the Council's discussion.

- To what extent does management of student course-taking impact not just your ECHS and P-TECH, but dual credit in general?
 - Dallas College has implemented pathways for ECHS and P-TECH, increasingly making sure that dual credit students decide on a program of study as soon as possible, and within the first couple of semesters. They want to make sure students are taking the appropriate courses after selecting a program of study, versus taking the course and then trying to figure out where it fits. The pathways for ECHS, P-TECH, and T-STEM are prescriptive. They are looking for options for students, and it is important to identify the career interests of students because there are different desired course-taking patterns depending on their end goal. Student awareness of career opportunities and labor market initiatives influence the kinds of activities that need to take place for them to get what they want.
- To our Fort Worth ISD partners who worked with Bell in planning these programs: do you have and do you continue to have discussions about what Bell is looking for, and to what extent does that guide you?
 - Fort Worth ISD is in the early stages with Dunbar high school. They meet every other week to develop curriculum as students move through the program. They include TCCD and continually re-evaluate their crosswalks to make sure the classes that they offer are congruent with what Bell would like to see in their future employees.
- Is TEA working towards statewide data sharing between TEA and the Texas Higher Education Coordinating Board (THECB) that will facilitate the data sharing that institutions need in order to support students because there are varying levels of infrastructure and financial abilities in the partnerships?

- The House Bill surrounding the MOU and being intentional about the dual credit MOU and what TEA is asking to be put into them is TEA's and the THECB'S way of trying to consolidate and/or start forming that system. Data sharing at the level of every single partnership may not be possible. They are trying to bring more of what should be public to light and make sure it aligns and is on par with what everyone in the district, and ultimately the campus, needs. The House Bill is trying to clarify more language around data sharing agreements.
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- How are universities responding and transforming, knowing that students regularly come with college credit?
 - TWU – “First, do no harm.” Dual credit is inspiring young people to believe in themselves, and if that is happening then, overall, the programs are good. We want students to move forward and make sure the choices they are making or are being helped to make are informed choices. It is important that they know the difference between an applied and academic degrees.
- Please share the support for students, the touch points to ensure students are on track.
 - Fort Worth ISD – In the beginning trial and error led us to put in place systems that could address common struggles and clarify that path ahead. Counselors put in place systems of student trackers that student owned. Students own their own data. Students can do weekly grade checks. Information is maintained on a spreadsheet that shows trends, especially if grades are dropping. This provides a frame of reference as to why a student may have been struggling during a particular time and stimulates conversation about solutions. Students also need to know degree requirements, the courses required, and how to keep up with this information. Degree trackers are needed on the high school and college sides so that students know which courses count and which ones do not. Students must own their own data and we must help to keep themselves on the right path.
- What can the P-16 Council do to support this work? How can we make things easier?
 - Having a repository where we can track our graduates and their post-secondary pathways, broken down individually to each campus so that we can continually watch students' progress.
- What are the successes of students who are in P-TECH and ECHS? Are they moving forward to get the degrees that they wanted in our four-year institutions? Are they successful in the workforce? Do we track any of this data, if so, where might we gather data to share with each other?

- The THECB has a specific site with many different ways to review dual credit outcomes for these college and career readiness school model programs. Each of the blueprints for ECHS, P-TECH and T-STEM have different student outcomes. It is a new system and a lot of the information about P-TECH and T-STEM is very young. Data at the campus and district levels is being added into the system. There are data reports on the TEA website that speak to dual credit students specifically, as well as TEA annual reports that provide a one-page synopsis. The TEA website provides snapshot views by region and by district.
- A statewide repository that is broken down for each campus and that keeps track of graduates and their post-secondary pathways is needed. It would enable us to watch our students' progress.
- Dallas College has an internal data depot and can collect data on dual credit success rates. For example, Dallas ISD's first cohort of P-TECH had a 72% graduation rate with an associate degree in four years. They will also have a research arm of the College that will focus on dual credit data analysis because it is about 30% of their enrollment and it is critical to see how the students are performing, how they are transferring, what their success rate is with a bachelor's degree, and their employment through Texas Workforce Commission data. The more THECB and TEA share data the better for us. Data sharing across agencies and with the Texas Workforce Commission in one system would be ideal. The new THECB commissioner has talked about a system that is under development.

Dallas College is hopeful that it will include the dual credit data as part of the research agenda and is aggregate between dual credit and ECHS.

G. Committee Reports

Communications, Networking, & Social Media – The committee will strategize with their calendar postings and using the calendar features in Twitter and Facebook for advance notification and emphasis on information about activities of interests to Council members. They will provide a holistic approach to information. In addition to posts and tweets from Region 10, Region 11, NTCCC, TEA, and the THECB, they will provide information from the Texas Workforce Commission, as well as the Tarrant and Dallas County Workforce offices, and focus on food assistance and subsidized childcare programs. With COVID-19, many of these things are appropriate and relevant for a holistic approach to our regional students. They also learned that Microsoft is offering virtual workshops through the Workforce Commission. Sharing this information will be beneficial to our students and graduates, P-16 communities and Council members. They will post information on a Work Ready Week event and February is CTE month.

Leadership & Sustainability – They focused on sustainability and high levels of attendance at Council meetings. They would like to encourage the Executive Committee to think about

sustainability. The Council has done a really good job of providing needed information for our members and interested participants. What can we do to sustain the interest? We also need to think about mental health issues and looking at how we are taking care of our communities and ourselves.

Professional Development – Changes in school personnel will create the need for new teachers and their professional development. We will see K-12 teachers coming from alternative preparation programs due to changes in the economy and the needs of districts for new teachers. There is a need for counselor preservice, as well. We may want to beef up professional development for them. Administrators will have to learn to evaluate people who are teaching online. Districts are talking about not pushing evaluation as hard right now, as they are also supporting their teachers.

Christine shared NTCCC Spring Professional Development Conferences

- January 22, 2021 Spring Leadership Conference, focusing on mental health.
- February 19, 2021, Outcomes and Assessment Conference in partnership with Tarrant County College will focus on how to conduct teacher evaluations.
- February 23, 2021, Annual Dual Credit Conference, Dual Credit and ECHS, in conjunction with Region 10 CCMR Conference, will have sessions for counselors and teachers professional development.

NTCCC wants to work with the Council to provide professional development on how to support the widening gap between students who have had support and those who have not due to COVID-19 and how to have an appreciative and supportive approach to closing the gap. What are we going to do to engage our K-12, two-year, and four-year students who have stopped out or have not progressed as they normally would?

Research, Assessment, & Accountability – Our Committee will work together with the Communications Committee to get the message across to our students, families, and educators about what the students are taking, what they need to take, and the impact dual credit has on our two and four year colleges related to staffing, class offerings, dorm availability, and food service. The number of students taking dual credit affects every aspect of running the freshman level of a four-year college. Raul shared that at Collin College a third of their students are dual credit students. Rosalyn Walker shared that 25% of the students at TCCD are dual credit.

H. Updates and Information Sharing

Mike Mattingly shared that Denton ISD is hiring secondary teachers for the second semester starting January 2021. They are trying to eliminate teachers having to teach face to face and virtually at the same time. If you know of students that are ready to begin teaching, Denton ISD needs them.

Christina Dearman, Director of UNT Pathways for Future Teachers, shared information about the teacher preparation program. It provides articulated pathways from the

secondary level and proceeding through whatever various two and four-year college pathways. Helping students and families make their way into teacher education, with the focus on marginalized communities, so that they can work with populations that are not necessarily represented in the schools, from first generation students to first generation students of color. They are here to assist those students and, working with the P-16 Council, helping to make those pathways more viable. Fort Worth ISD and Dallas ISD have MOUs in place. Please reach out to Dr. Dearman if your district might be interested.

Patsy Robles-Goodwin shared that Texas Wesleyan University is trying to grow not only their programs and enrollments. They are looking at ways to recruit, sustain, and mentoring new teachers. They are trying to work in collaborations with school districts. During this pandemic, it has been very difficult because most educators are focused on providing the quality of teaching. Some teachers have not been trained to teach virtually and they are here to support teachers.

Richard Vela, from TCCD, shared that it is important to look at other options to inform constituents about all that is available to help cultivate a holistic view of the family.

Ray de los Santos shared that LULAC has partnered with the city of Dallas in a Digital Navigators Program. They became concerned when they heard from Dallas ISD that as of the seventh week of school, they had 1.8 million unexcused absences and 40% of the students who are enrolled in hybrid or virtual classes were not showing up. LULAC is hoping to reach out to families and get them connected to broadband, through providers like Verizon, Spectrum, AT&T, and others, and to teach the families basic technology access and applications. Ray will have more to share as things develop.

I. Adjourn

Jean Keller adjourned the meeting with thanks to Tiffany Gilmore and Lisa Harrison, the panel facilitators, and each panelist for sharing their knowledge and expertise. She thanked Council members for their on-going interest and support of students. She wished everyone a holiday filled with peace, health, and happiness. Happy New Year to each of you!

Please mark your calendar!

2020-2021 NTRP-16 Council Meeting Dates and Programs

9:00 AM – 12:00 PM

Date	Place	Host	Topics	Program Facilitator
February 16, 2021	Virtual	Raul Martinez	PK-16 Data Collection, Interpretation & Understanding	Raul Martinez
April 27, 2021	Virtual	Rosalyn Walker	Equity and Social Justice	Christine Hubbard