



Regional Workforce & Education Partnership Meetings – Building A Stronger Texas Workforce Together

March – April 2022



Regional Workforce & Education Partnership Meetings

- Inform policies and practices needed to **enhance education and workforce development outcomes** that align with current and future demand.
- Use business insights to **inform education & training policies** and practice while looking to strengthen academic and post-credential student supports and expand work-based learning opportunities.
- Inform actions that will **build and deliver critical education and workforce training** needed by incumbent & displaced workers in need of reskilling or upskilling for success and to close skills gaps.
- Inform strategies and key actions that will **enhance the integration of key workforce demand skills & programs** in the Texas Success Center's Career Pathway work with colleges.
- **Inform actions** to address future of work challenges and build success.





East Texas (Longview)

Thursday, March 10th

Partners: Kilgore College, Tyler Junior College, Kilgore EDC, Longview EDC, WFS East Texas

Attendance:

- Total: 82 attendees
- Companies Represented: 16
- Colleges Represented: 9
- EDCs, WFDs, & Chambers: 8



West Texas (El Paso)

Thursday, March 24th

Partners: El Paso Community College, El Paso Chamber of Commerce, WFS Borderplex

Attendance:

- Total: 83 attendees
- Companies Represented: 18
- Colleges Represented: 4
- EDCs, WFDs, & Chambers: 2



Central Texas (Waco)

Tuesday, April 19th

Partners: McLennan Community College, WFS for the Heart of Texas, Greater Waco Chamber of Commerce

Attendance:

- Total: 54 attendees
- Companies Represented: 15
- Colleges Represented: 6 (incl. TSTC)
- EDCs, WFDs, & Chambers: 4



Southeast Texas (Houston)

Thursday, April 21st

Partners: Houston Community College, Greater Houston Partnership, WFS Gulf Coast

Attendance:

- Total: 38 attendees
- Companies Represented: 12
- Colleges Represented: 9 (incl. Lamar & Texas A&M)
- EDCs, WFDs, & Chambers: 2



North Texas (Dallas)

Monday, April 25th

Partners: Dallas College, Dallas Regional Chamber, WFS Greater Dallas

Attendance:

- Total: 47 attendees
- Companies Represented: 10
- Colleges Represented: 5
- EDCs, WFDs, & Chambers: 2



South Texas (Corpus Christi)

Thursday, April 28th

Partners: Del Mar College, Corpus Christi Regional EDC, WFS of the Coastal Bend

Attendance:

- Total: 48 attendees
- Companies Represented: 12
- Colleges Represented: 7
- EDCs, WFDs, & Chambers: 2

Regional Roundtable Reflections: Themes

Employers Have Jobs, Cannot Find Workers:

There were 985 thousand unfilled jobs in Texas on the last business day of March 2022 and employers were feeling the effects of the tight labor market. *89% of employers at the regional roundtables indicated that hiring new workers is increasingly difficult.*

The Effects of Worker Shortages on Texas Businesses have been Adverse:

Nationally, there were almost two unfilled jobs for every job seeker during March 2022. Across regions we heard that the demand for skilled workers has contributed to an unprecedented rate of resignations and across the regions *76% of roundtable participants reported that the lack of qualified workers has led to reduced productivity, while 14% have had to turn down business.*

We must find new ways to Close Talent Gaps and Expand availability of Short-term credentials:

Texas trails the country in the rate of degreed workers, and millions of Texans are stuck in low-wage jobs as they do not have skills or credentials that align with current job openings. Across the regional roundtables, *78% of employers at roundtables reported that they have had unfilled jobs for at least three months; 58% have had unfilled jobs for longer than 6 months.*



Regional Roundtable Reflections: Themes

We must make Career Pathways more transparent:

Students often do not know what job opportunities exist in their communities. If they are aware of the opportunities, they do not have a clear pathway, or understanding of different pathways, to get into those jobs.

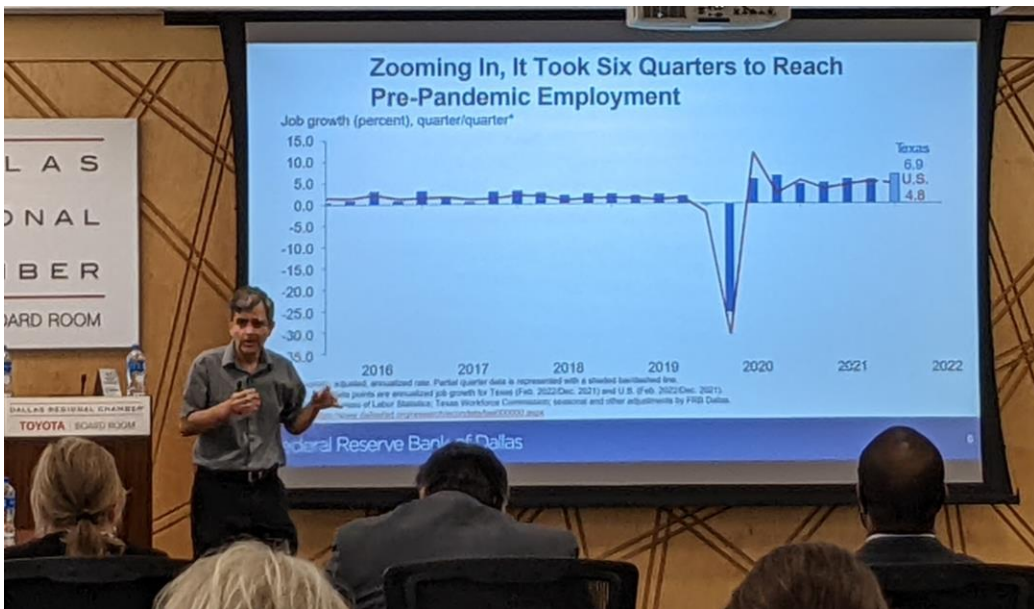
We must build Stronger Education and Employer Partnerships to be successful:

There is an imperative to work in partnership to meet the myriad of challenges presented across regions. The need to collaborate and integrate efforts was seen as critical if we are to achieve desired education and workforce development outcomes.

Address The Imperative for an Inclusive Economy



Texas Success Center



An Initial Set of Actions to Move Forward in Partnership

The following are an interconnected, but not exhaustive, set of initial recommended actions that can be taken to innovate and meet the challenges facing employers, students, and the workforce.

- **Build Transparent Career Pathways and enhance Student Awareness:** Work together to improve transparency, raise awareness, and enhance student selection of the multiple and transparent career education pathways to good paying jobs across Texas industry sectors.
- **Expand short-term credentials of value:** Increase the availability of high-demand, short-term education and training that results in credentials of value to strengthen the workforce and better meet the workforce needs of Texas employers.
- **Improve college and career/work readiness:** Increase work-based learning opportunities and expand early college models that offer mentoring and work-based learning to improve college and work readiness.
- **Strengthen Education and Business Partnerships:** Build and scale regional education and industry partnerships to strengthen regional workforce and education development ecosystems in support of a more competitive Texas workforce.



What does this mean for instructional leaders?

Not another initiative as plates are already full.

Building on pathways: How do you make career pathways more transparent?

What are the challenges with short term credentials and how are you addressing these challenges?

What are your suggestions for next steps from these regional meetings?





Our Current Reality: The Changing Face of Faculty Work



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Let's Discuss!



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Designing the Course Schedule

What is the mix of **online, hybrid, & face-to-face** courses?

How do you determine this mix?

Are you combining different modalities into one class section?



Online Teaching Options

Can faculty
teach
completely
online
if desired?

Are online faculty required to come to campus for meetings & other responsibilities?
(PD, committees, student events, commencement)

What policies and practices at the college support adjusting teaching modalities?

Is training or certification required for faculty to teach online?



Faculty Office Hours Options

Are faculty office hours
in person and/or
online?

How is the location of
office hours determined?

Has student engagement in office hours
changed as a result of having more
online options?



Faculty Hiring Practices

How have **faculty hiring processes** changed due to various delivery modalities?

Are you looking for different skill sets?

Can a full-time faculty member live in a different state or part of Texas?





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Texas Pathways: Supporting Student Success in Community Colleges

Kristina Flores, MS, PhD(c)
Director of Research and Evaluation
Texas Success Center
kflores@tacc.org



Texas Success Center



The Texas Success Center

Dedicated to socio-economic mobility, we support community college strategies that will empower Texans to rise out of poverty and achieve better life outcomes.



The Texas Pathways Strategy is:

- Comprehensive
- Student-Centered
- Focused on the design and implementation of structured academic and career pathways at scale



Texas Pathways

Systemic whole-college, student-focused reform

Learners
From
Multiple
Entry
Points



Easily shop and select career-focused pathways that include industry-based certificates within the metamajor



Onboard with a clear initial completion plan which could span less than 6 months



Gain skills and work-related experiences in all programs



Complete credentials in high-demand occupations aligned with further education without the loss of time or credit

Enter
Good
Careers
with Living
Wages
&
Further
Education
Plan

Statewide Commitment

50 community colleges are committed to Texas Pathways



West

Amarillo
Clarendon
El Paso
Frank Phillips
Howard
Midland
Odessa
South Plains
Western Texas



South

Alamo
Coastal Bend
Del Mar
Laredo
South Texas
Southwest Texas
Texas Southmost
Victoria



Central

Austin
Blinn
Central Texas
Cisco
Hill
McLennan
Navarro
Temple



Southeast

Alvin
Brazosport
College of the Mainland
Galveston
Houston
Lee
Lone Star
San Jacinto
Wharton



East

Angelina
Kilgore
Northeast Texas
Panola
Paris
Texarkana
Trinity Valley
Tyler



North

Collin
Dallas
Grayson
North Central
Ranger
Tarrant
Weatherford
Vernon



Knowledge Development: Objective

The Knowledge Development objective is to **conduct research that creates actionable knowledge** to support the redesign of the student experience at all community colleges in Texas.

The Texas Success Center, with guidance from the Knowledge Development Steering Committee, designs, commissions, and conducts research studies and related activities to:

- **build the knowledge base** concerning Texas Pathways reform efforts,
- **enhance the impact** of community colleges' Texas Pathways strategies, and
- **increase Texas community college research capacities.**

Key Question:

What progress are colleges making in scaling the Texas Pathways essential practices?



1. Mapping Pathways to Student End Goals

- Multiple entry points
- Default program maps
- Completion, further education, employment
- Guides through transition and transfer

2. Helping Students Choose and Enter a Program Pathway

- College readiness in 1st year
- Career exploration
- Early contextualization
- Accelerated remediation for most poorly prepared

Texas Pathways

Four Pillars of Essential Practices

3. Keeping Students on Path

- Strong, inescapable advising
- Clarity for education and career choices
- Predictable schedules
- Early intervention
- Academic and non-academic support

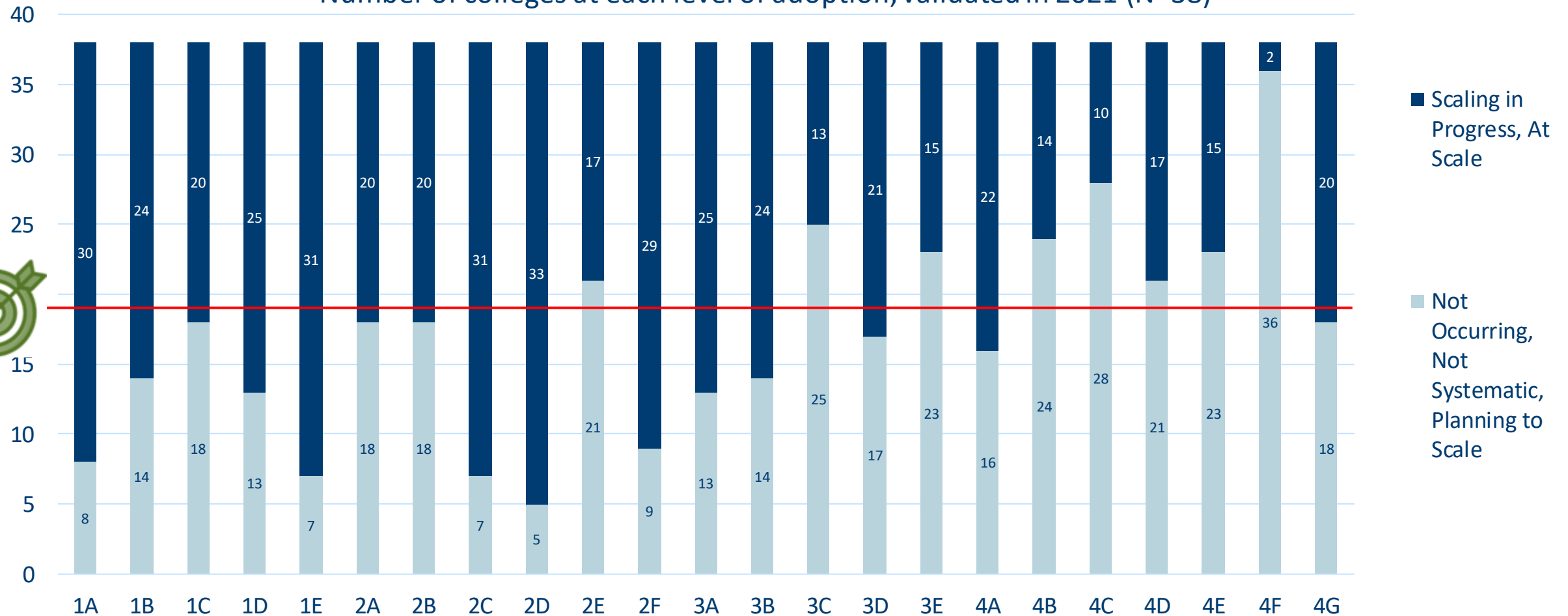
4. Ensuring Students are Learning

- Program learning outcomes aligned with careers and further education
- Internships and apprenticeships
- Active culturally competent teaching practices

Texas Pathways Scale of Adoption Assessment

2021 Summary: Working Towards the Goal

Number of colleges at each level of adoption, validated in 2021 (N=38)



Progress Scaling Texas Pathways

Pillar 3: Keeping Students on Path



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Progress Scaling Texas Pathways

Pillar 3: Keeping Students on Path



- Overview of progress by practice
- Implementation examples
- Recommendations for continued scaling



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Key Question:
How are students doing
as measured by
key performance indicators?



Key Performance Indicator Dashboards

11 Measures from 2013-2020

Legend

- Underprepared
- Prepared
- African American
- Hispanic
- White
- Other
- Female
- Male
- Part-Time
- Full-time
- Did not Receive Pell
- Received Pell
- With Dual Credit
- Without Dual Credit
- Total



Completed College-Level Math in Year 1

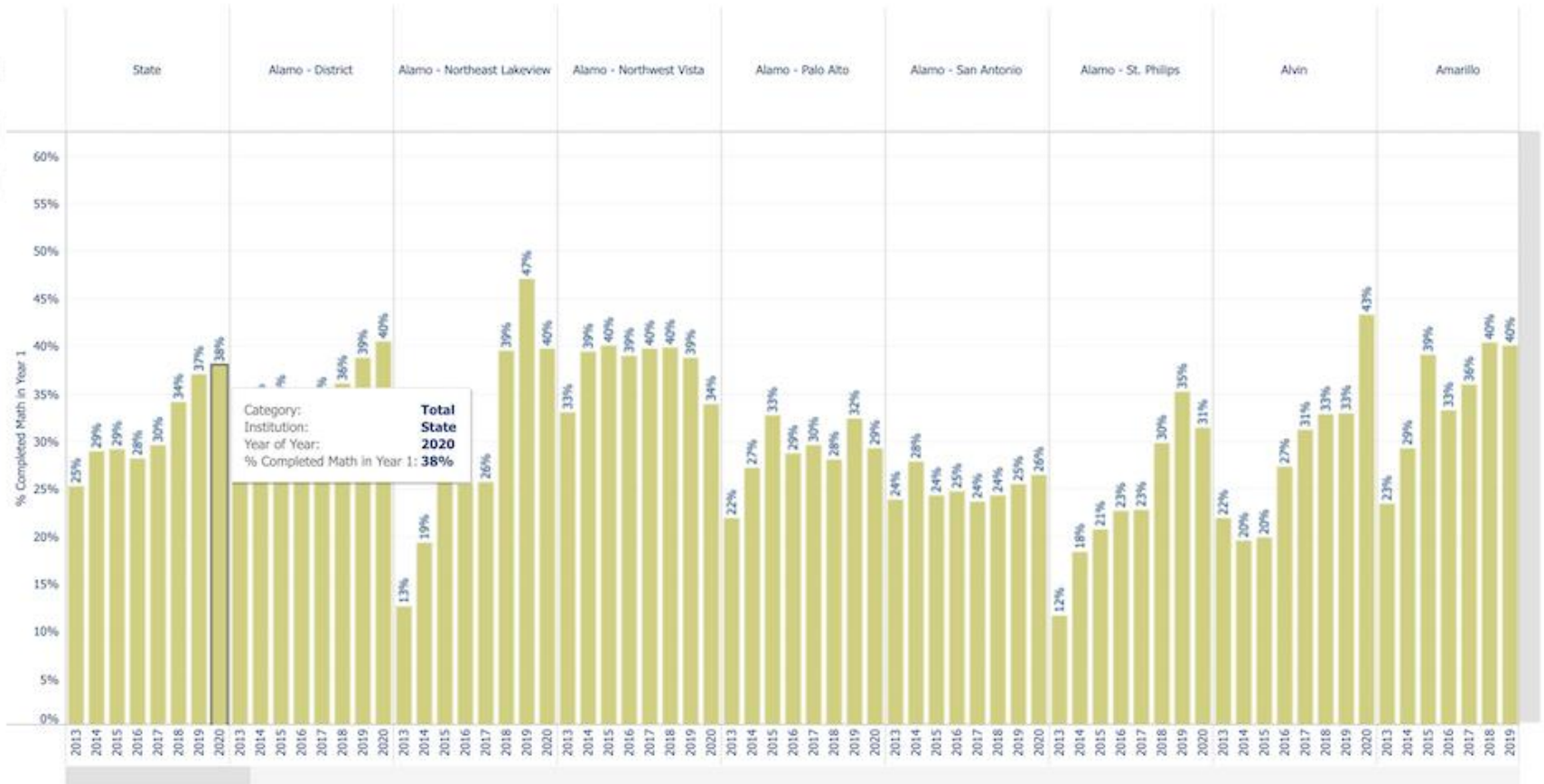
Institution: (All) | Location: (All) | Size: (All) | Region: (All) | Round 1 Cadre: (All) | Round 2 Cadre: (All)



Metric: Percentage of FTIC Student...
 Student Characteristic: Total
 Type of Graph: Stacked

Legend:
 Underprepared
 Prepared
 African American
 Hispanic
 White
 Other
 Female
 Male
 Part-Time
 Full-time
 Did not Receive Pell
 Received Pell
 With Dual Credit
 Without Dual Credit
 Total

Data Source: Texas Higher Education Coordinating Board with definitions by the Texas Success Center



Impact of Texas Pathways Strategy

More Students Are Meeting Early Momentum Milestones

Percent of FTIC Students Attaining EMMs and Change from 2015-2020

Early Momentum Metric		2015 %	2018 %	2020 %	Percentage Point Change 2015-2020	Percentage Point Difference 2015 - 2020
Enter	Earned 6+ credits in Term 1	58%	64%	65%	12%	+7%***
	Completed Math in Year 1	29%	34%	38%	30%	+9%***
	Completed Reading in Year 1	54%	59%	58%	8%	+4%***
	Completed Writing in Year 1	46%	53%	53%	15%	+7%***
	Completed All Subjects in Year 1	20%	25%	28%	39%	+8%***
Progress	Persisted from Term 1 to 2	76%	76%	72%	-5%	-4%***
	Earned 15+ credits in Year 1	44%	48%	50%	13%	+6%***
	Earned 30+ credits in Year 1	8%	9%	11%	40%	+3%***

Note. *** $p < .001$, $N = 50$ community college districts

Source: [Texas Pathways Key Performance Indicators](#)

Key Question:
In what programs are
students enrolled?



Enrollment by Program Dashboard

Fall 2020 Headcount



Enrollment by Program Top 25 Programs by Headcount (Fall 2020)



Institution All Size All Region All Location All Round 2 Cadre All

Legend

Program Specificity All

Program Area All

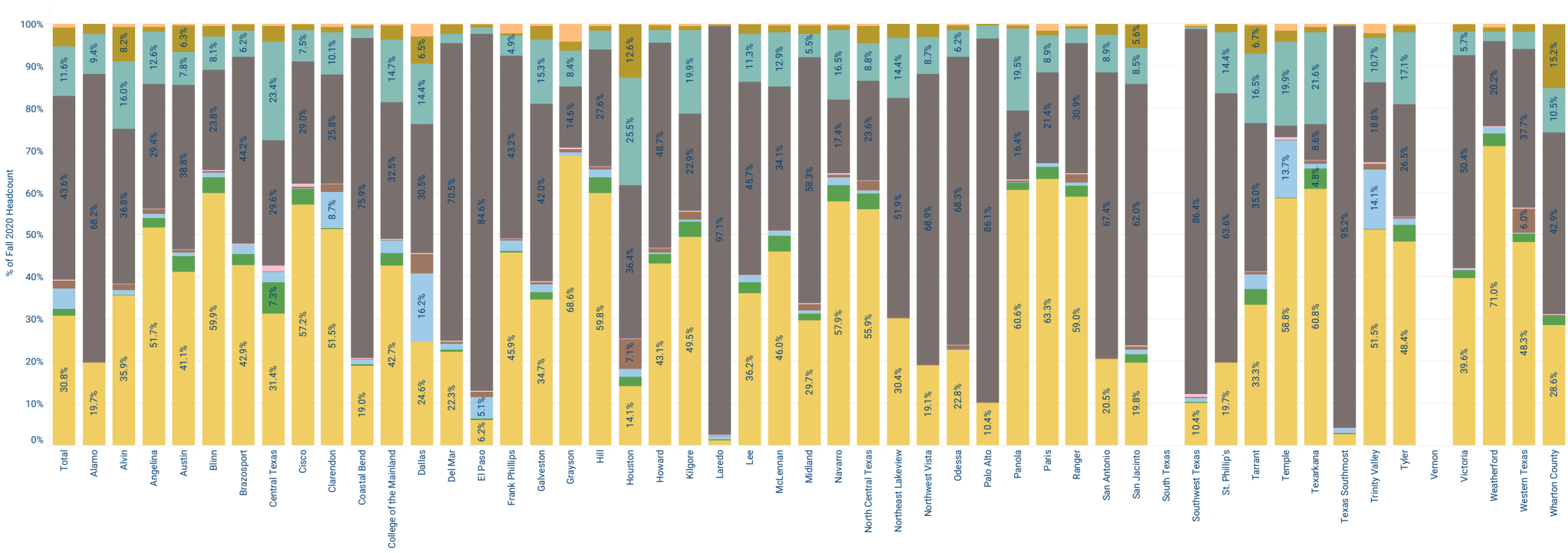
Student Type Race/Ethnicity

Measure Type Percent of Students

Chart Type Bar Chart

Color Legend

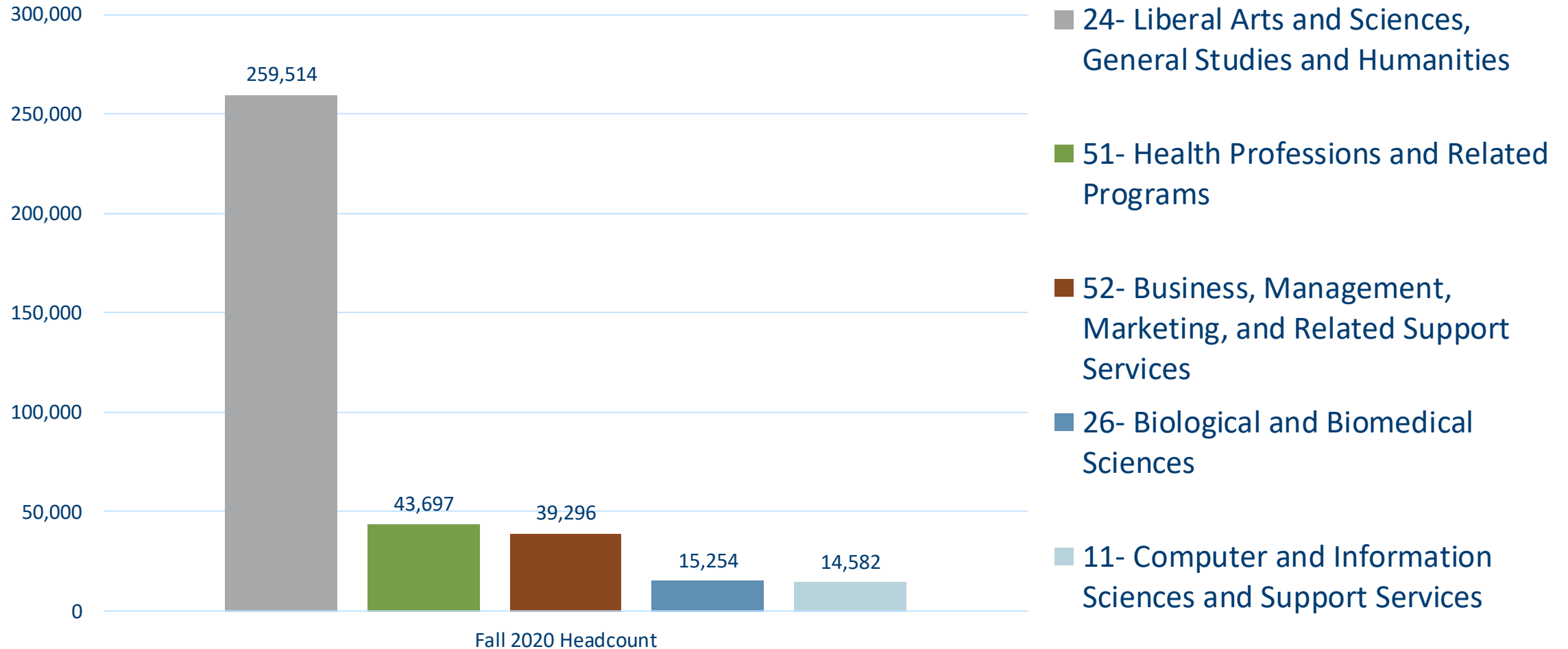
- Total
- Men
- Women
- American Indian ...
- American Indian ...
- Asian Total
- Asian Men
- Asian Women
- Black or African ...
- Black or African ...
- Black or African ...
- Hispanic or Latin...
- Hispanic or Latin...
- Hispanic or Latin...
- Native Hawaiian ...
- Native Hawaiian ...
- Native Hawaiian ...
- Nonresident Total
- Nonresident Men
- Nonresident Wo...
- Race/ethnicity u..
- Race/ethnicity u..
- Race/ethnicity u..
- Two or more rac..
- Two or more rac..
- White Total
- White Men
- White Women
- Other or Race/et..
- Other or Race/et..
- Other or Race/et..



Data Source: Direct from colleges. Colleges reported top-enrolled programs by headcount. This dashboard **does not** show total enrollment.

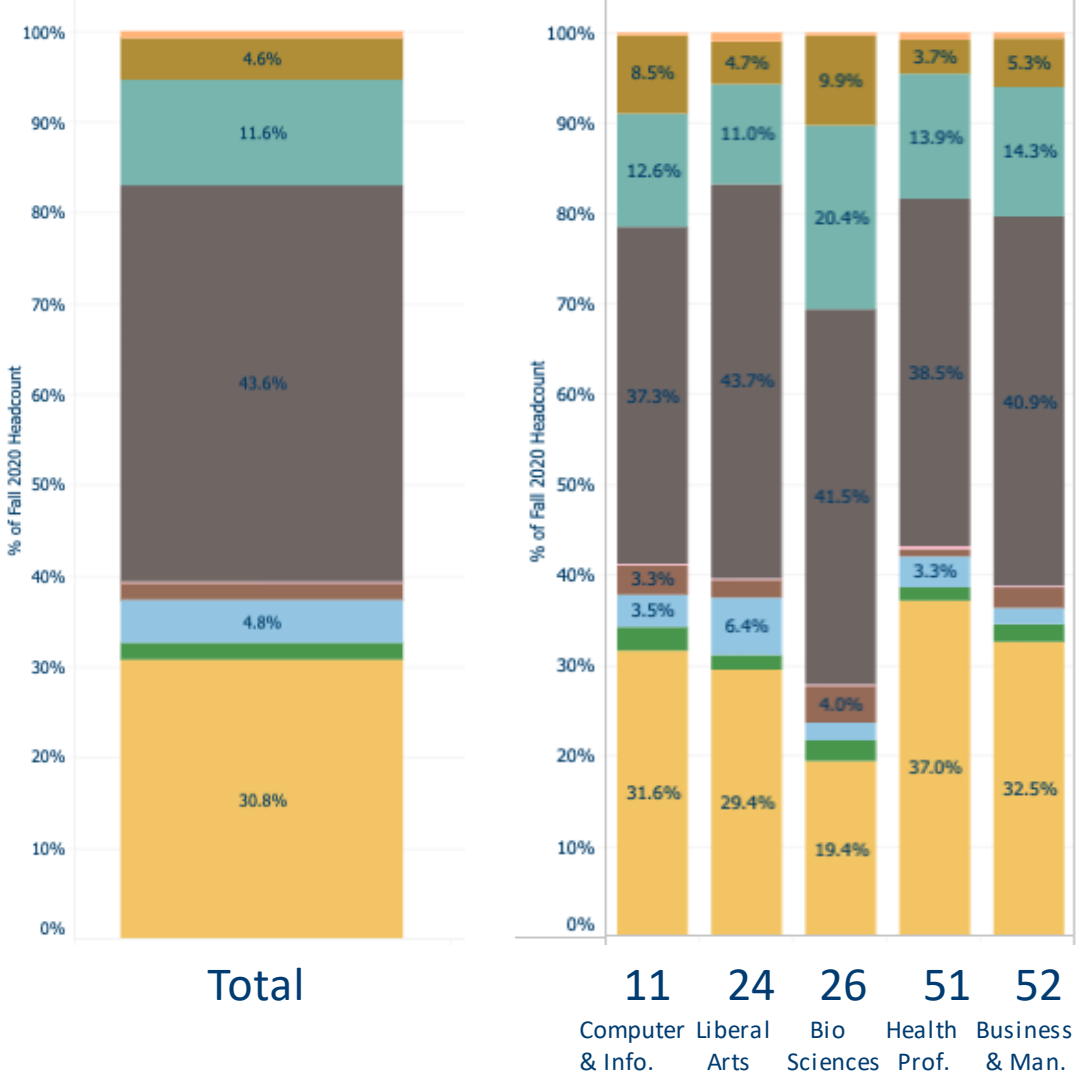
Top 5 Programs by Enrollment

Fall 2020 Headcount



Program Enrollment by Race and Ethnicity

Fall 2020 Headcount



- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- Nonresident
- Race/ethnicity Unknown
- Two or More Races
- White



Key Question:
What programs do
students complete?



Completion by Program Dashboard

2019 – 2020 Certificates and Degrees

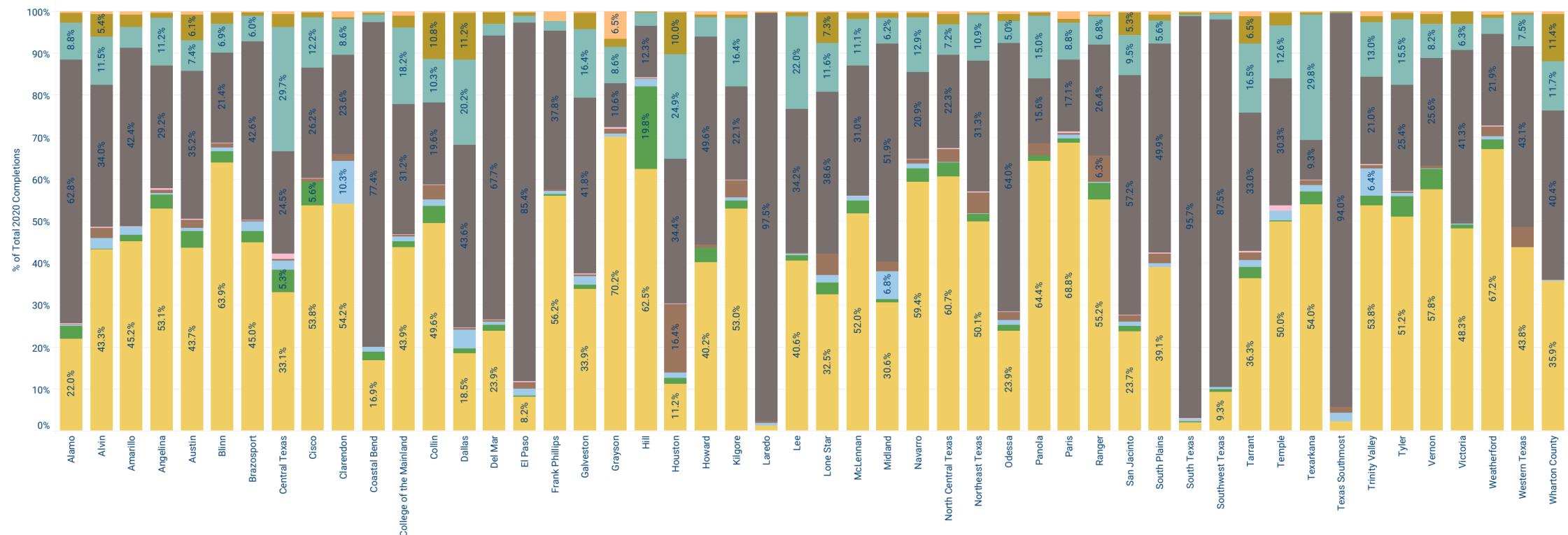


Completions by Program (2019-2020)

Institution Multiple values
 Cadre All
 Size All
 Region All
 Location All



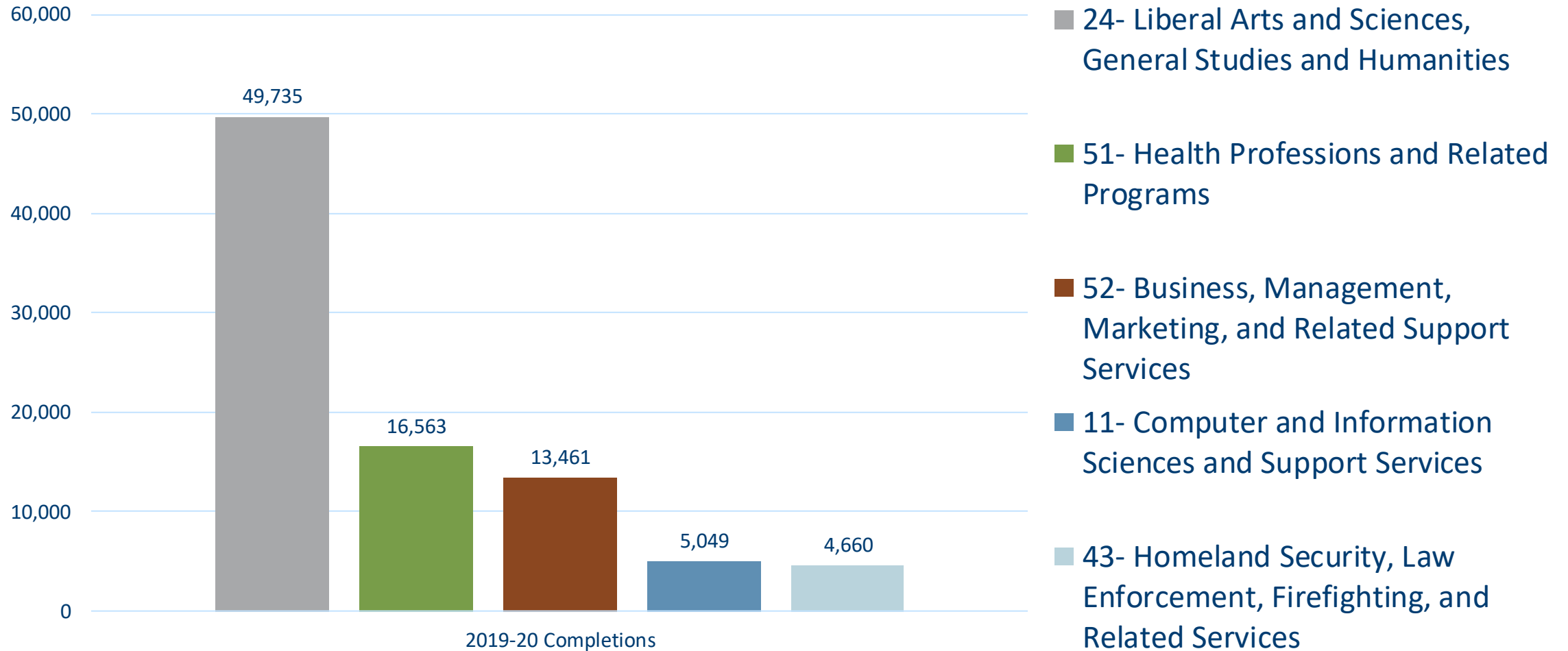
- Program Specificity All
- Program Area All
- Completer Type Race/Ethnicity
- Measure Type Percent of Completers
- Award All
- Chart Type Bar Chart
- Color Legend
 - Total
 - Women
 - Men
 - American Indian ..
 - American Indian ..
 - Asian Total
 - Asian Women
 - Asian Men
 - Black or African ..
 - Black or African ..
 - Black or African ..
 - Hispanic or Latin..
 - Hispanic or Latin..
 - Hispanic or Latin..
 - Native Hawaiian ..
 - Native Hawaiian ..
 - Native Hawaiian ..
 - Nonresident Total
 - Nonresident Wo..
 - Nonresident Men
 - Race/ethnicity u..
 - Race/ethnicity u..
 - Two or more rac..
 - Two or more rac..
 - Two or more rac..
 - White Total
 - White Women
 - White Men



Data Source: IPEDS Data Tools
 Awards/degrees conferred by program (2020 CIP classification), award level, race/ethnicity, and gender, 2019-20

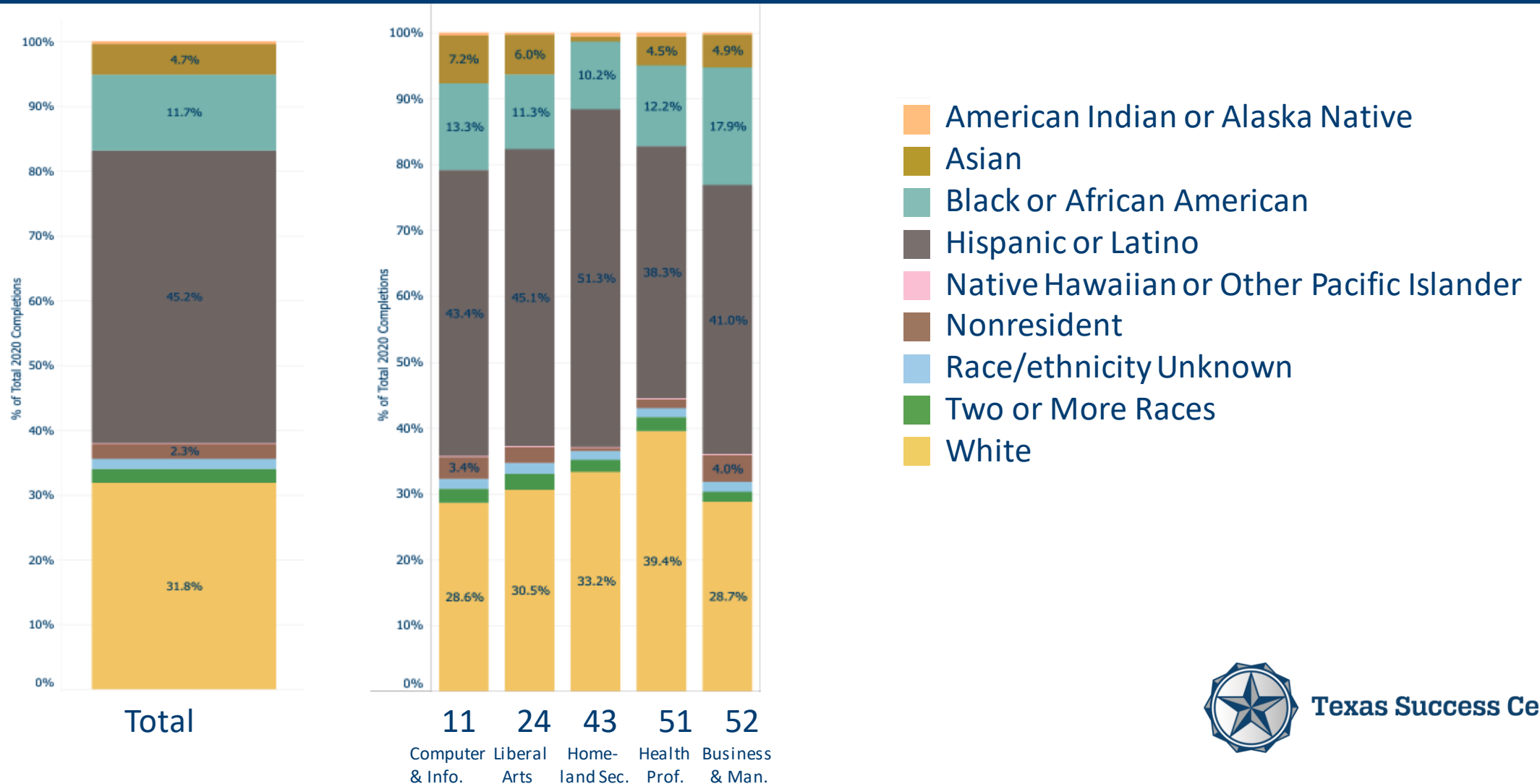
Top 5 Programs by Completion

2019 – 2020 Certificates and Degrees



Completion by Race and Ethnicity

2019 – 2020 Certificates and Degrees



Key Considerations for Dashboard Data



The KPI dashboards present data for fall cohorts of first-time-in-college, degree-seeking students

Program dashboards present data for one year and do not track cohorts

Data dashboards do not contain problems or solutions

Additional data – surveys, interviews, focus groups, observations – is necessary for context

Hold the Dates!

**Pathways Institute #6:
Ensure Students are Learning**

November 14-16, 2022

Dallas



Texas Success Center



Thank you!

Texas Success Center

Kristina Flores

kflores@tacc.org

Update from Texas Success Center and Texas Association of Community Colleges



The TRUE Workforce Initiative

Phase I TRUE Colleges

- Central - Austin Community College
- Central - McLennan Community College
- East - Paris Junior College
- East - Northeast Texas Community College
- North - Dallas College
- North - Tarrant County Community College
- South - Alamo Colleges
- South - Del Mar College
- Southeast - Brazosport College
- Southeast - San Jacinto College
- West - Amarillo College
- West – Midland College

Phase I: January-August 2021

1. Identify high-priority credentials and foundational career specific skills
2. Design and implement high-quality, short-term and micro-credentials aligned with regional demand
3. Create program maps to credentials, including opportunities for careers, further education, and related wages

Phase II: September 2021-August 2024

1. Leverage business & industry partnerships
2. Utilize the Texas Pathways strategy for statewide scaling
3. Advocate for state and federal policy



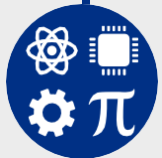
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Dallas College True Pathway Focus Areas



Manufacturing & Industrial Technology

- Logistics – Certified Logistics Technician and Associate
- Mechatronics – PMMI Mechanical and Fluid Power
- Robotics – Automation Technician



Engineering, Technology, Mathematics and Sciences

- IT Support – Comp Tia A+ and Linux+
- Cloud Support – AWS SysOps Administrator and CyberOps



Health Sciences

- Telehealth Patient Care Technician – PCT Certification and Google IT Support Professional



Business, Hospitality and Global Trade

- Business Foundations

TRUE Pathways In Practice- Logistics Technician



TRUE Pathway Logistics Technician

ASSOCIATE OF APPLIED SCIENCE
Logistics and Manufacturing Technology AAS

LEVEL 1 CERTIFICATE
Logistics Distribution Technician Certificate

FAST-TRACK CE
Logistics Technician

The Logistics Technician TRUE Pathway is built on stackable, workforce credentials with employment and advancement opportunities in the local economy.

Fast-Track CE Occupation Opportunity

INDUSTRIAL TRUCK AND TRACTOR OPERATORS
Median Salary > \$35,218

CE Non-Credit + Certifications

FAST-TRACK CE
Logistics Technician

CNSE 1003	Forklift Operator Certification
OSHT 1000	Basic Safety and Health
MSSC Certified Forklift Technician (CFT)	
OSHA 10 Certificate	
LMGT 1019	Intro to Business Logistics
LMGT 1021	Intro to Materials Handling
MSSC Certified Logistics Associate (CLA)	
LMGT 1025	Warehouse and Distribution Center Management
MSSC Certified Logistics Technician (CLT)	
LMGT 1040	Contemporary Logistics Issues
IBUS 1000	Global Logistics Management
BMGT 2084	Experiential Learning

MSSC MSSC Certified Forklift Technician (CFT), Certified Logistics Associate (CLA), and Technician (CLT)

Level 1 Certificate Occupation Opportunity

FIRST-LINE SUPERVISORS OF PRODUCTION AND OPERATING WORKERS
Median Salary > \$62,088

Up to 18 Credits Articulated CEU

LEVEL 1 CERTIFICATE
Logistics Distribution Technician Certificate

LMGT 1319	Intro to Business Logistics
LMGT 1321	Intro to Materials Handling
MSSC Certified Logistics Associate (CLA)	
LMGT 1325	Warehouse and Distribution Center Management
MSSC Certified Logistics Technician (CLT)	
LMGT 1340	Contemporary Logistics Issues
IBUS 1300	Global Logistics Management
BMGT 2384	Co-Op in Operations Management & Supervision
or LMGT 2334	Principles of Traffic Management

FAST-TRACK CE

Associate of Applied Science Occupation Opportunity

TRANSPORTATION, STORAGE, AND DISTRIBUTION MANAGERS
Median Salary > \$97,115

18 Credits Articulated CEU + 3 Earned Credits + 39 Credits [Total 60 Credit Hours]

ASSOCIATE OF APPLIED SCIENCE
Logistics and Manufacturing Technology AAS

7 Courses Specialization

LMGT 2330	International Logistics Management
ENGL 1301	Composition I
MATH 13xx	College Algebra or Elem Stats or Math for Business & Social Sci
SPCH 13xx	Speech of Public Speaking
Elective	Humanities/Fine Arts
ECON 2301	Principles of Microeconomics
or ECON 2302	Principles of Macroeconomics

LEVEL 1 CERTIFICATE

FAST-TRACK CE

TRUE Initiative Update

Micro-credentials:

Accounting

Industrial Machining Applied Technology Specialization:

Industrial Rotating Equipment Mechanic (Millwright)

Welding Applied Technology

Frontline Program Advisors:

P/T Career Counselor hired

Training for Program Coordinators and Program Managers

Pilot: UpSkill Project

- 1 Facebook Ad
- Free Until July 17
- Products Tested:
 - 3 Marketable Skills Career Badges
 - 8 Professionals Certificates in IT Support, Cybersecurity, Construction Management and Health IT
 - Google IT Support Included
- Results as July 28:
 - 170: Approximate # of Inquiries
 - Over 300: Applications (2/3 Women, Average Age: 38)
 - 187: Total Joined a Pathway and Actively Engaged
 - 131: Class Completions as July 28
 - 4 Top Pathways: Cybersecurity Analyst, Healthcare IT Support, Google Data Analytics, Construction Management





Recommendations to the Texas Commission on Community College Finance

COLLEGE OPERATIONS

- Establish a predictable funding structure for academic/transfer, workforce and continuing education. Consider the Higher Education Price Index (HEPI) and fully fund the rate-based formulas for contact hours and Student Success Points (SSP). This funding should include new annual dollars for growth opportunities across the state.
- Create a funding model that encourages and supports community colleges to participate in shared services while expanding workforce and educational opportunities for all regions and populations across the state.

WORKFORCE EDUCATION

- Adopt a funding model that accounts for the higher costs associated with effective, high demand Career and Technical Education (CTE) and Workforce Development, including Continuing Education (CE) instruction.
- Implement an ongoing program that encourages and supports community colleges to form public and private partnerships to create regional demand workforce programs aligned with Building a Talent Strong Texas in all areas of the state.
- Incentivize credentials, including high-demand micro-credentials, such as Career and Technical Education, Continuing Education, and dual credit, within the Texas Higher Education Coordinating Board Accountability System and funded through the state formula.

STUDENT SUPPORTS

- Provide supplemental state funding to address variances in costs of instruction and wrap-around services for key student populations, such as economically disadvantaged students, students of color, academically underprepared students, adult learners, Adult Education and Literacy (AEL), and students with disabilities.
- Invest in students by providing resources to address learning loss and re-engage learners who stopped or dropped out prior to obtaining a credential.
- Develop the state's philosophy, performance goals, and stable funding methodology for dual credit.



Texas Association of Community Colleges



Community College Association of Texas Trustees

tccta | texas community college teachers association
Connecting People, Institutions, Resources and Ideas



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College Operations

Establish a predictable funding structure for academic/transfer, workforce and continuing education. Consider the Higher Education Price Index (HEPI) and fully fund the rate-based formulas for contact hours and Student Success Points (SSP). This funding should include new annual dollars for growth opportunities across the state.

Create a funding model that encourages and supports community colleges to participate in shared services while expanding workforce and educational opportunities for all regions and populations across the state



Workforce Education



Adopt a funding model that accounts for the higher costs associated with effective, high-demand Career and Technical Education (CTE) and Workforce Development, including Continuing Education (CE) instruction.



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Incentivize credentials, including high-demand micro-credentials, such as Career and Technical Education, Continuing Education, and dual credit, within the Texas Higher Education Coordinating Board Accountability System and funded through the state formula



Student Supports

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Thank you!



Martha Ellis, PhD
mellis@tacc.org



Kristina Flores, MS, PhD(c)
kflores@tacc.org



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**Texas Association of
Community Colleges**



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