WORKING TO GET IT RIGHT.

DIALOGUE BETWEEN INDUSTRY PROFESSIONALS & EDUCATORS
PRESENTERS

SANGEETHA KARTHIK
Vice President
Corgan

SCOTT LAYNE
Deputy Superintendent of Operations
Dallas ISD
LEARNING OBJECTIVES

Objective 1
- How course offerings & student development is tailored to cater to demands of the next generation of innovators

Objective 2
- Learn how to the role of environmental design, industry professionals are seeking to craft spaces that will attract & retain young workers

Objective 3
- Schools are familiar with a student’s desire for autonomy- to choose how & at what pace they learn and solve problems
LEARNING OBJECTIVES

- To the degree educators look to industry to inform course offerings & student development, Corporate America is referencing successful schools to gage the demands of the next generation of innovators
- A constant connection to the next generation is held by school & desired by industry. Regarding environmental design, industry professionals are seeking to craft spaces that will attract & retain young workers
- Schools are familiar with a student’s desire for autonomy- to choose how & at what pace they learn and solve problems
- As educational environments are appropriately shaped, industry will take notice
- Educators & industry are getting it right and where we will be headed next
22\textsuperscript{nd} CENTURY SKILLS

COGNITIVE SKILLS

INTERPERSONAL SKILLS

INTRAPERSONAL SKILLS

MEANINGFUL

MINDFUL

MOMENTS

MAKING
USER-BASED DESIGN

create.
collaborate.
curate.
communicate.
WHAT IS CORPORATE AMERICA LOOKING FOR?

- Written & Oral Communication
- Critical Thinking & Problem Solving
- Professionalism/Work ethic
- Digital Technology
- Leadership
- Career Management
- Global & Intercultural Fluency

Source: Job Outlook 2018
## TODAY’S WORKFORCE

<table>
<thead>
<tr>
<th>Currently</th>
<th>By 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>92%</strong> Of current Senior Executives believe there is a serious gap in</td>
<td><strong>6 million</strong> Positions will be unfilled due</td>
</tr>
<tr>
<td>workforce skills.</td>
<td>to growth of skills gap.</td>
</tr>
<tr>
<td><strong>49%</strong> Of U.S. employers struggling to fill vacant positions.</td>
<td><strong>In 10 years</strong> Jobs will require post-</td>
</tr>
<tr>
<td></td>
<td>secondary technical training.</td>
</tr>
</tbody>
</table>

[https://www.uschamberfoundation.org/blog/post/are-todays-students-ready-tomorrows-workforce](https://www.uschamberfoundation.org/blog/post/are-todays-students-ready-tomorrows-workforce)
A NEW APPROACH TO LEARNING

- A sequential approach to learning, progressing from pre-school through collegiate years
On average, dual credit students took half an academic year less to complete their 4-year degree.

72% TX HS students who took dual credit courses enrolled in college in the same year of graduation.

47% TX HS students who did not take a dual credit course enrolled in college in the same year of graduation.

650% GROWTH

In HS students enrolling in dual credit education programs since 2000. (THECB)
ADVANTAGES OF A BLENDED LEARNING MODEL

1. Student driven curriculum

2. Higher education spaces and infrastructure

3. Transferable credit

4. Different for student experience
A NEW APPROACH TO LEARNING

- A self guided route for a layered, richer learning experience with access to higher-ed curriculum
DALLAS ISD

- 384 Square Miles
- 155K Students
- 230 Schools
- 20K Professionals
- 44 High Schools
- 40K High School Students
FACTORS

CURRICULUM

PARTNERSHIP

FACILITIES
FACTORS

CURRICULUM

PARTNERSHIP

FACILITIES
K-20

K-12 and higher education sharing accountability for the success of their students.
The pathways were selected based upon a regional labor market analysis.

Pathways in Technology Early College High Schools (P-TECH) and National Academy Foundation (NAF) Academies.

P-TECH – curriculum mapping, workplace learning experiences, advisory boards, internships and first priority job interviews upon graduation

NAF – advisory board and internships
STATE & LOCAL REALITIES

- Texas Strategic Plan for Higher Education
  - Focus on earning credentials
  - Growing issues surrounding student debt
- Emphasis on workforce
  - For the state and for students
- Technical credit as key
  - Engaging/high impact
  - Strong credentials
How are we doing? High Inequality and Widening Gap

In 2013, those from high-income families were 8 times more likely to obtain a bachelors’ degree by age 24 than those from low-income families. In 1970, individuals from high-income families were 6 times more likely to obtain a bachelor’s degree than those from low-income families.
DATA

Our future workforce will demand even more post-secondary trained and educated workers.

In 1973
28% OF ALL U.S. JOBS REQUIRED POST-SECONDARY EDUCATION/SKILLS

By 2020
65% OF ALL NEW JOBS WILL REQUIRE POST-SECONDARY

Currently 35% of Texans aged 25-34 have an associate degree or higher.
Dallas leads all five major urban Texas regions with almost 1 in 4 adults with less than a high school degree.

Dallas ISD 6-Year College Completion Rate at 21%
W.H. Adamson Collegiate Academy
David W. Carter Collegiate Academy
Dr. Emmett J. Conrad Global Collegiate Academy
Hillcrest Collegiate Academy
Thomas Jefferson Collegiate Academy
Kimball Collegiate Academy
Madison Collegiate Academy
North Dallas Collegiate Academy
Pinkston Preparatory Collegiate Academy
Franklin D. Roosevelt Academy of Collegiate Studies
Seagoville P-Tech
South Oak Cliff Collegiate Academy
FACTORS

CURRICULUM

PARTNERSHIP

FACILITIES
THE VISION
VISION

HIGH SCHOOL

COLLEGE

INDUSTRY

UNDER ONE ROOF
A P-Tech campus will house Middle School & High School pathways alongside Industry partners for a hands-on learning experience.
WHAT IS P-TECH
GAME-CHANGING EMPHASIS ON WORKFORCE

A new early college public high school model focused on STEM fields & Career and Technical Education (CTE)

Enables students to:

- Master the academic skills needed to earn a high school diploma & an Associates Degree in Applied Science simultaneously
- Learn the professional skills through internships
- Secure middle level careers in a growing STEM or CTE industry, and/or transfer to four year universities after graduation
# DALLAS ISD ECHS/P-TECH INITIATIVE

## 5 EARLY COLLEGE HIGH SCHOOLS
- TEA application for designation
- Students attend HS for college credit
- School-within-a-school
- Stand alone site
- School located at college
- Earn up to 60 college credit hours
- Students may receive associates
- 4 year program
- Students graduate high school in 4 years
- Depending on the ECHA: Students may choose a pathway or attend classes for academic and dual credit opportunities
- Depending on the ECHS: Students may or may not be in a cohort
- 4-year university partnerships

## 18 PTECH HIGH SCHOOLS
- TEA application designation
- Students attend for college credit
- School-within-a-school
- Stand alone site
- School located at college
- Earn up to 60 college credits
- Hours free
- 4-6 year program
- Students graduate HS in 4 years
- Depending on the ECHA: Students may choose a pathway or attend classes for academic and dual credit opportunities
- Depending on the ECHS: Students may or may not be in a cohort
- 4-year university partnerships
- Year 5/6 in college paid by DCCCD
- Students choose pathway
- AAS from DCCCD
- Partnership with HS, IHE & industry
- Industry partner (1 or 2)
- Mentoring internships
- Workplace visits, speakers, internships and apprenticeships for participating students
- Curriculum and technical skills alignment
- K-12 and higher education staff to align technical skills and workplace competencies with curriculum, course offerings and other resources
- 4-year university partnerships
DALLAS ISD ECHS/P-TECH GOALS

OUTPUTS

- High school diploma
- Graduation endorsements
- Up to 60+ college credit hours at no cost to students and parents
- Associate of applied sciences degree
- Career and technology certifications
- 4 year university options
- Career opportunities
- Mentoring
- Worksite visits
- Internships
- First in line for job interviews/jobs
COLLEGIATE WORKPLACE COORDINATOR SUITE

A collaborative project site for College Workplace Coordinators to track Activities with Industry Partners.
**INDUSTRY SUMMARY**

<table>
<thead>
<tr>
<th>Industry Partner Summary Data</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of Industry Partners</td>
<td>66</td>
</tr>
<tr>
<td>Total # of Activities</td>
<td>3091</td>
</tr>
<tr>
<td>Average Activity per Industry Partner</td>
<td>47.92</td>
</tr>
</tbody>
</table>
PARTNERSHIPS WITH DISD

- DISD
- LOCAL COMMUNITY
- INDUSTRY PARTNER
FACTORS

CURRICULUM

PARTNERSHIP

FACILITIES
The openness in the layout is present to lead the student to a place where they have intrinsic motivation to learn the desired subject or task. Transparency is important as a student must feel that the instructor is placing their best interest at the forefront of all other matters.
LEARNING SPACES

REAL WORLD SCENARIOS
ENVIRONMENT & AMBIENCE
MIMIC BUSINESS SETTINGS
CLASSROOMS
ACTIVE LEARNING SPACES EQUIPPED WITH TECHNOLOGY FOR TODAY’S LEARNER
COLLABORATION SPACES
OPEN FLEXIBLE SPACES DISTRIBUTED THROUGHOUT THE FACILITY
IDEATION HUB
SMALL GROUP COLLABORATION WITH TRANSPARENCY
MAKERSPACE

KEY PLAN
TSTC INDUSTRIAL TECHNOLOGY CENTER
QUESTIONS?
THANK YOU.