

A man wearing a blue shirt, a black cap, and safety glasses is working on a robot with two students in a classroom. The robot is built with green wheels and metal beams. There are laptops and a smartphone on the table. The background shows a typical classroom setting with a whiteboard and a TV.

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



22ND CENTURY SKILLS

COGNITIVE SKILLS



MEANINGFUL

INTERPERSONAL SKILLS



MINDFUL



MOMENTS

INTRAPERSONAL SKILLS



MAKING

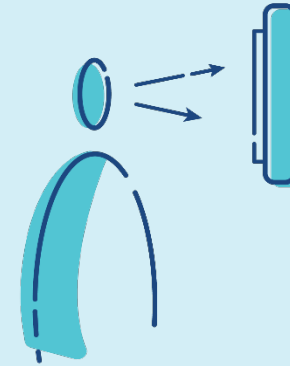
USER-BASED DESIGN



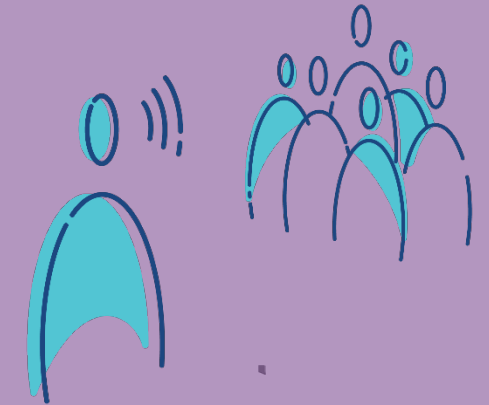
create.



collaborate.



curate.



communicate.

WHAT IS CORPORATE AMERICA LOOKING FOR?



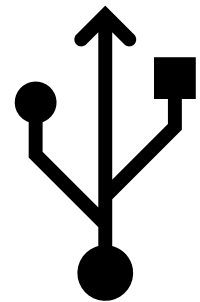
Written & Oral
Communication



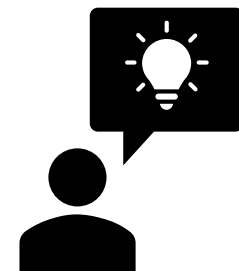
Critical Thinking &
Problem Solving



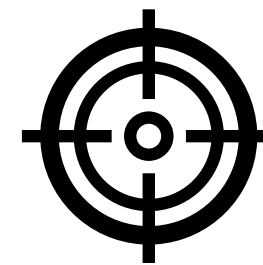
Professionalism/
Work ethic



Digital
Technology



Leadership



Career
Management

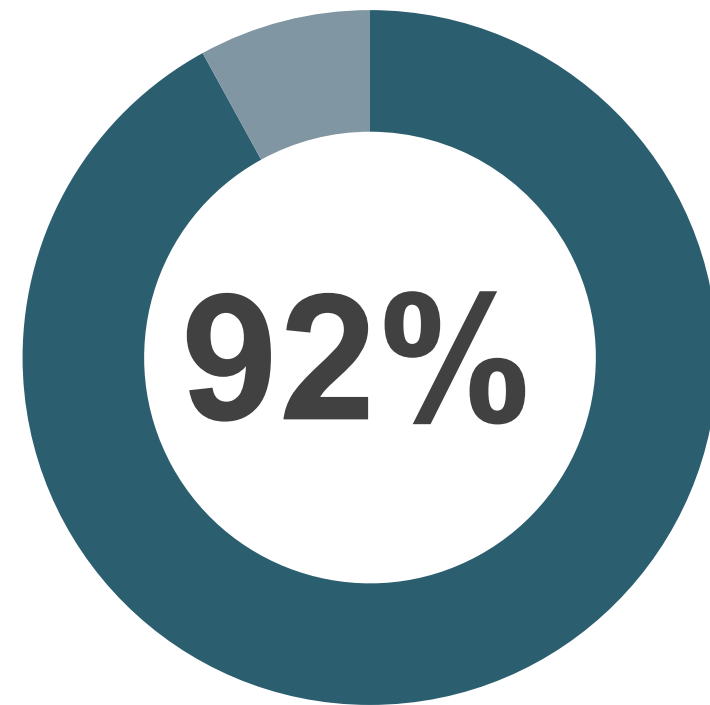


Global &
Intercultural Fluency

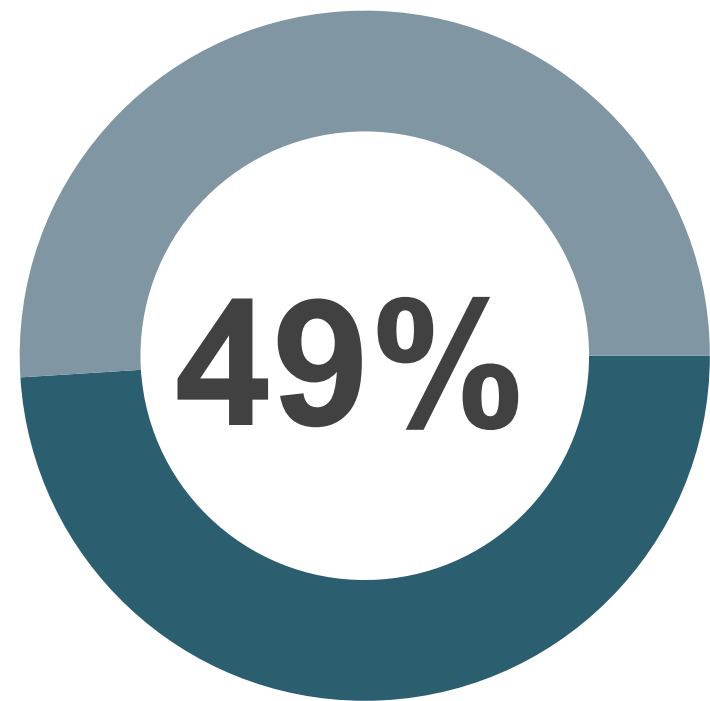
Source: Job Outlook 2018

TODAY'S WORKFORCE

Currently

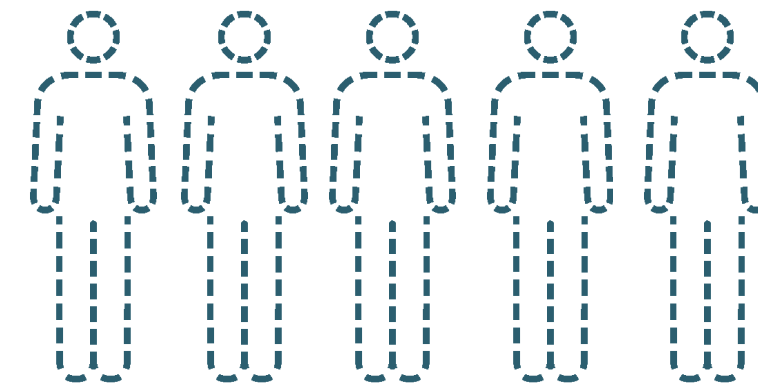


Of current Senior Executives believe there is a serious gap in workforce skills.



Of U.S. employers struggling to fill vacant positions.

By 2020



6 million

Positions will be unfilled due to growth of skills gap.

In 10 years

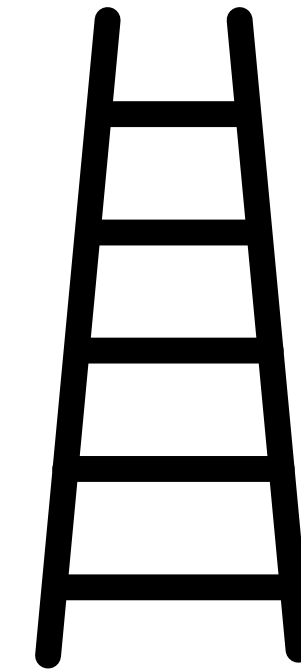


Jobs will require post-secondary technical training.

A NEW APPROACH TO LEARNING



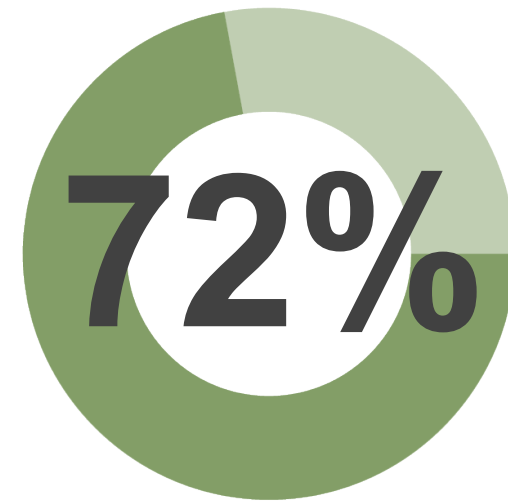
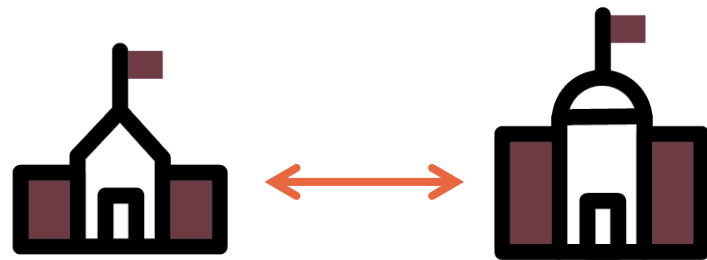
- A sequential approach to learning, progressing from pre-school through collegiate years



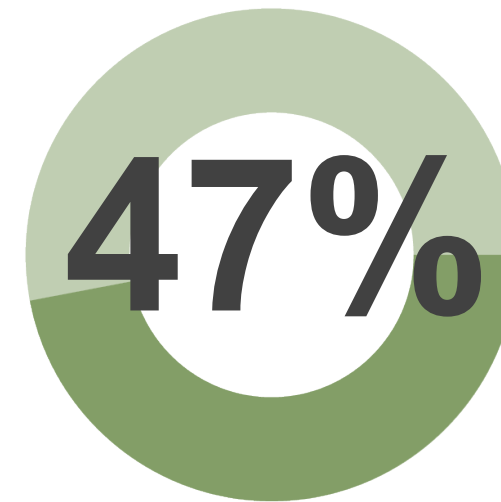
DUAL CREDIT

650% GROWTH

In HS students enrolling in dual credit education programs since 2000. (THECB)

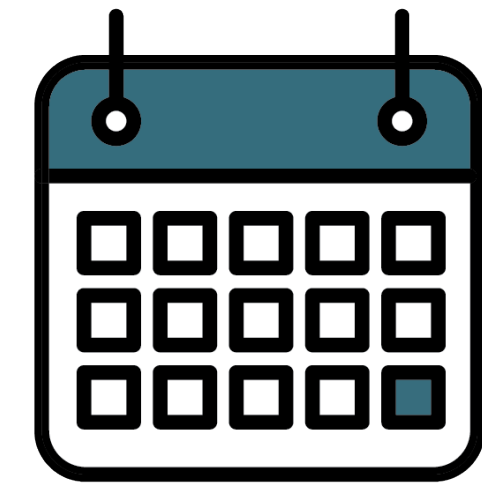


72% TX HS students who took dual credit courses enrolled in college in the same year of graduation.



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

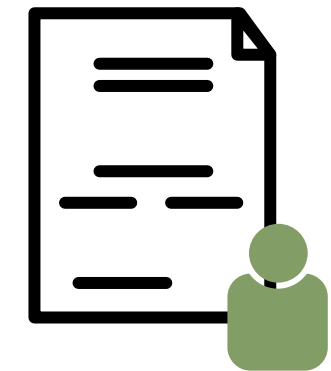
On average, dual credit students took half an academic year less to complete their 4-year degree.



ADVANTAGES OF A BLENDED LEARNING MODEL

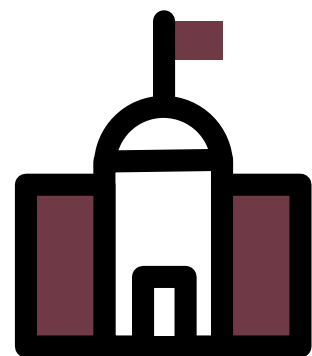
1

Student driven curriculum



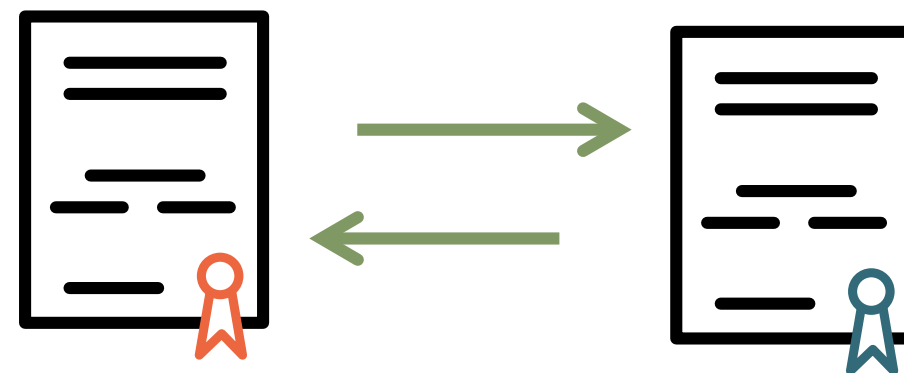
2

Higher education spaces and infrastructure



3

Transferable credit



4

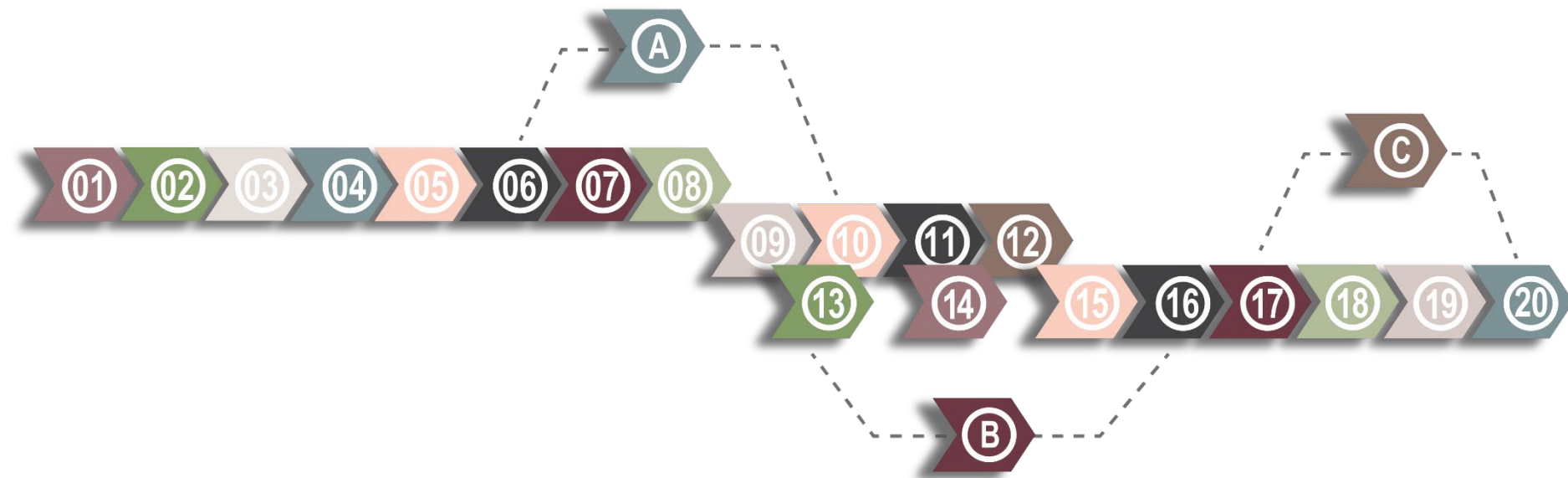
Different for student experience

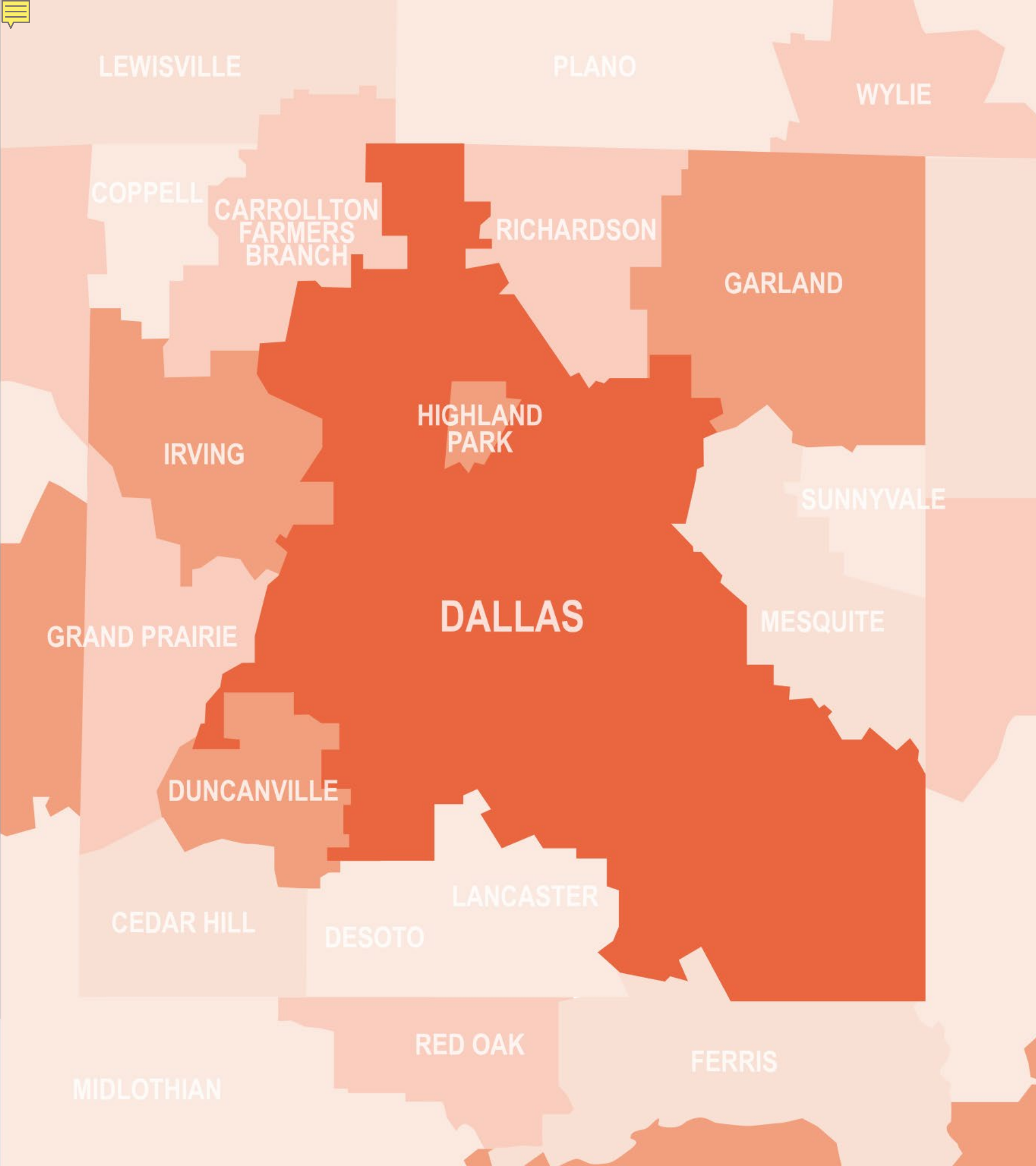


A NEW APPROACH TO LEARNING



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





DALLAS ISD

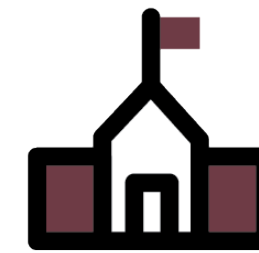
384

Square Miles



155K

Students



230

Schools



20K

Professionals



44

High Schools



40K

High School Students

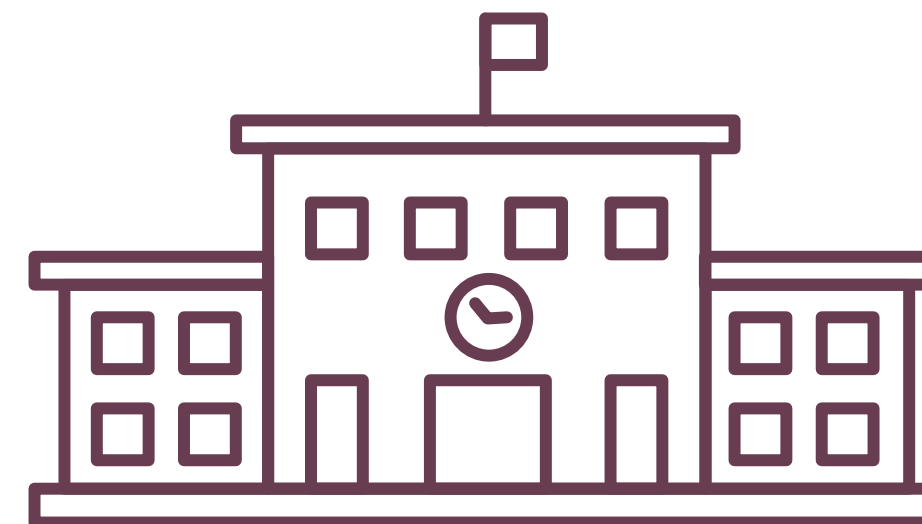
FACTORS



CURRICULUM



PARTNERSHIP

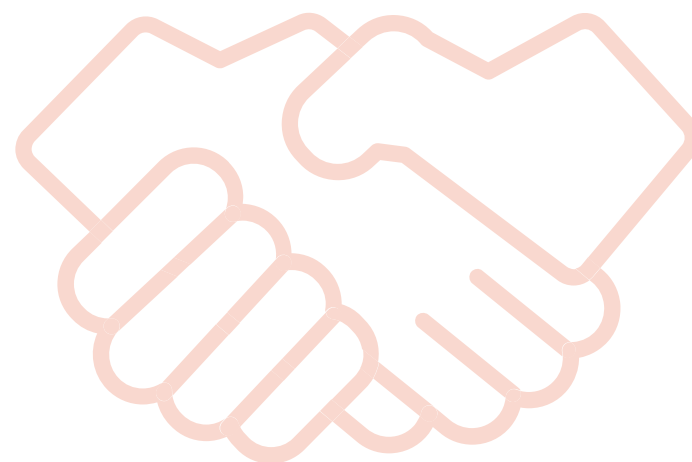


FACILITIES

FACTORS



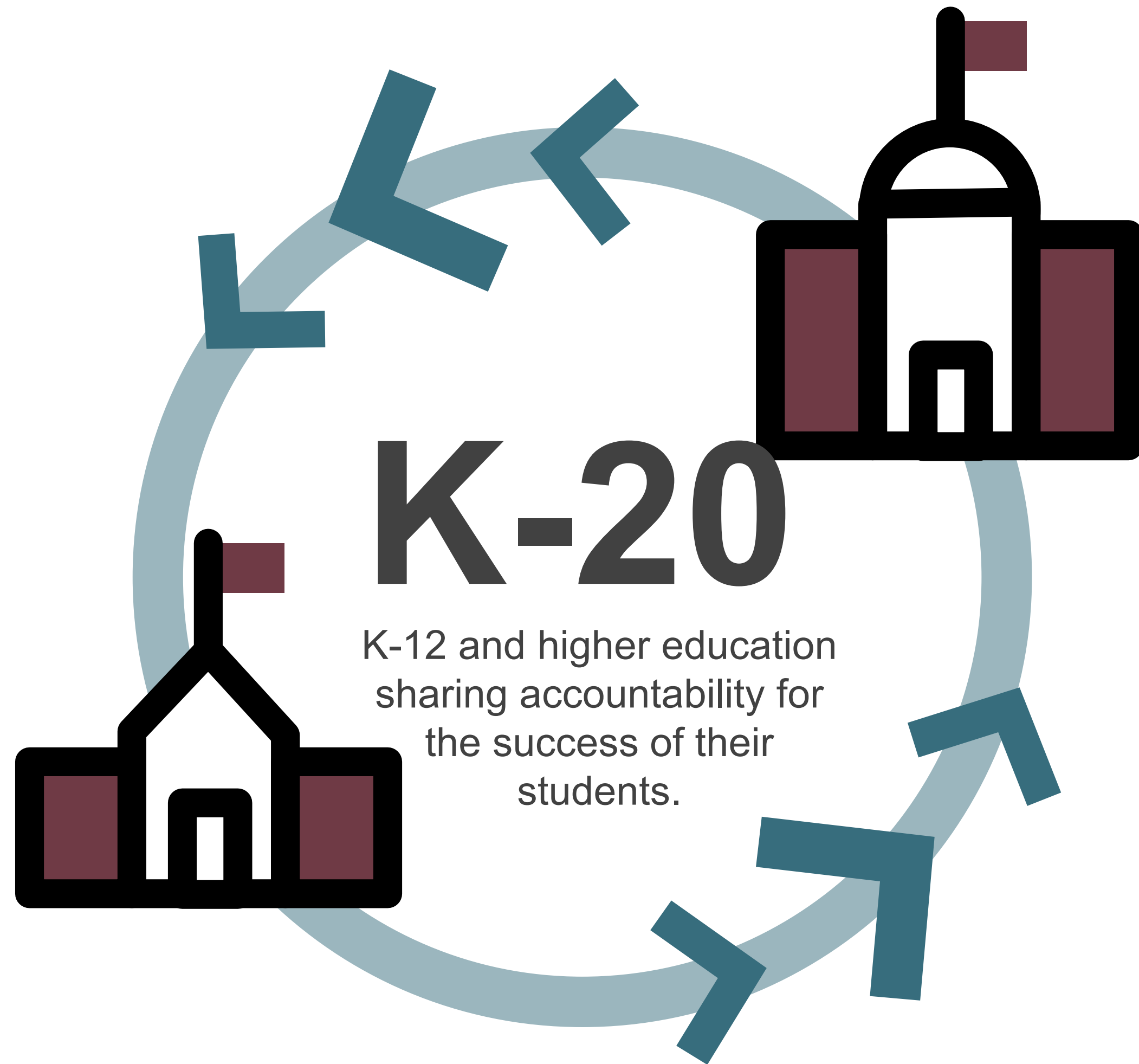
CURRICULUM



PARTNERSHIP



FACILITIES



PROGRAM SELECTIONS



- 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

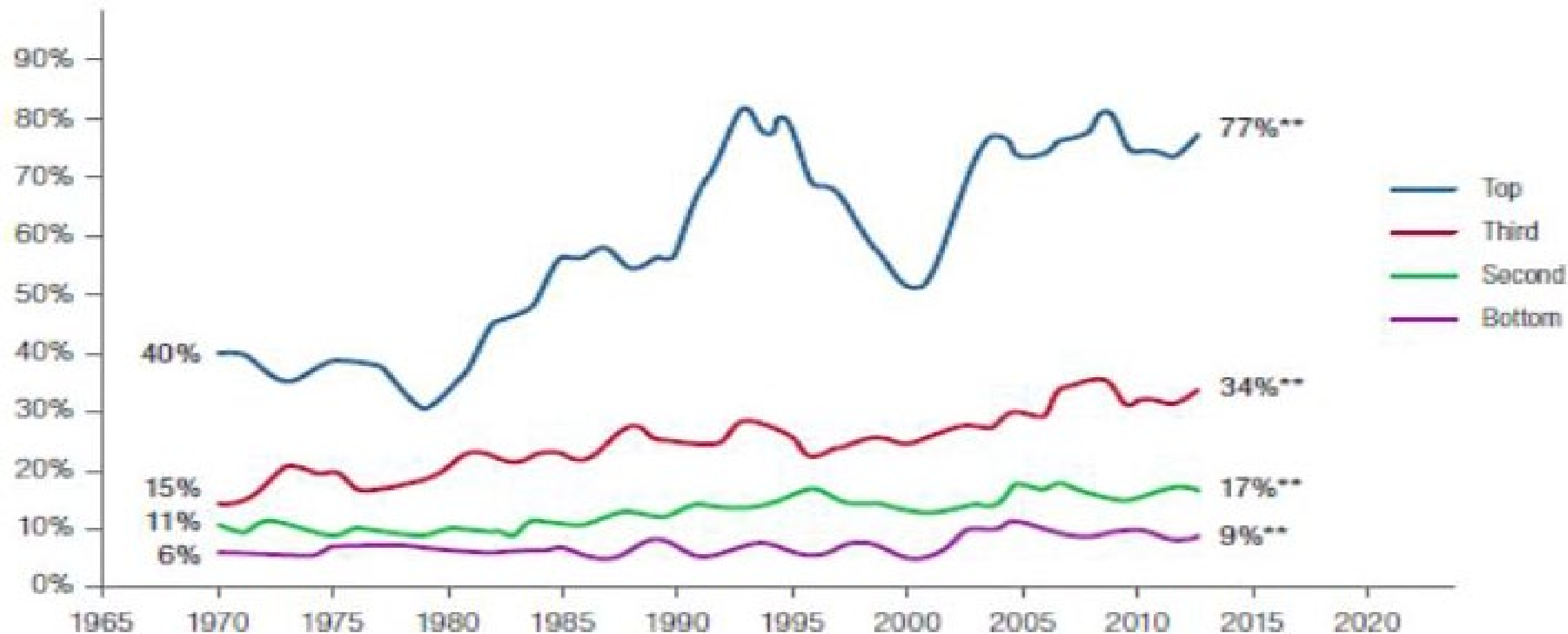
STATE & LOCAL REALITIES



- 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

DATA

EQUITY INDICATOR: BACHELOR'S DEGREE ATTAINMENT BY AGE 24 FOR DEPENDENT FAMILY MEMBERS BY FAMILY INCOME QUARTILE



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

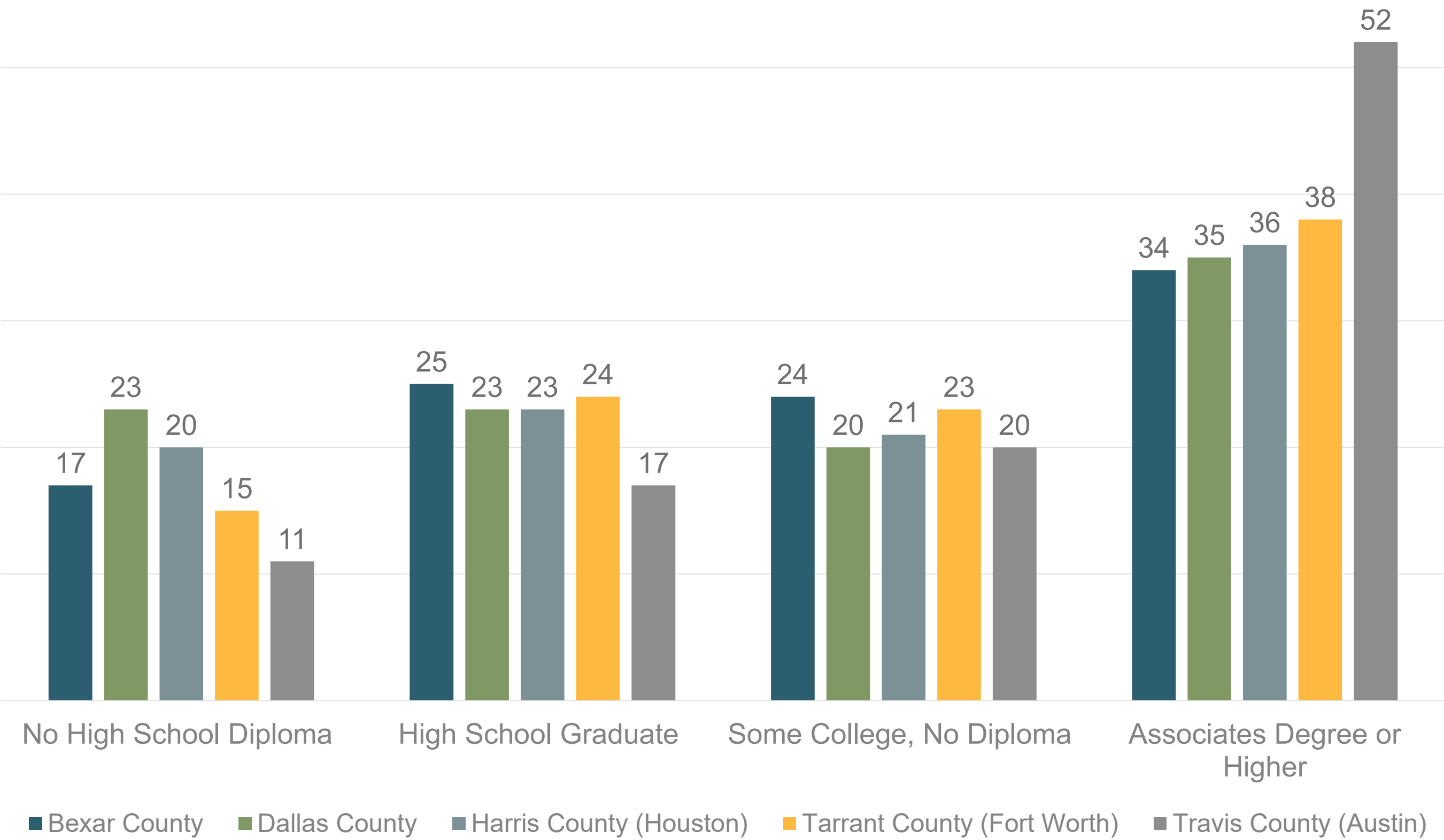
65%

OF ALL NEW JOBS WILL
REQUIRE POST-SECONDARY

Currently **35% of Texans aged 25-34** have an associate degree or higher.

DATA

- 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%



IT FOCUS

COLLEGIATE ACADEMIES IN DISD

- 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



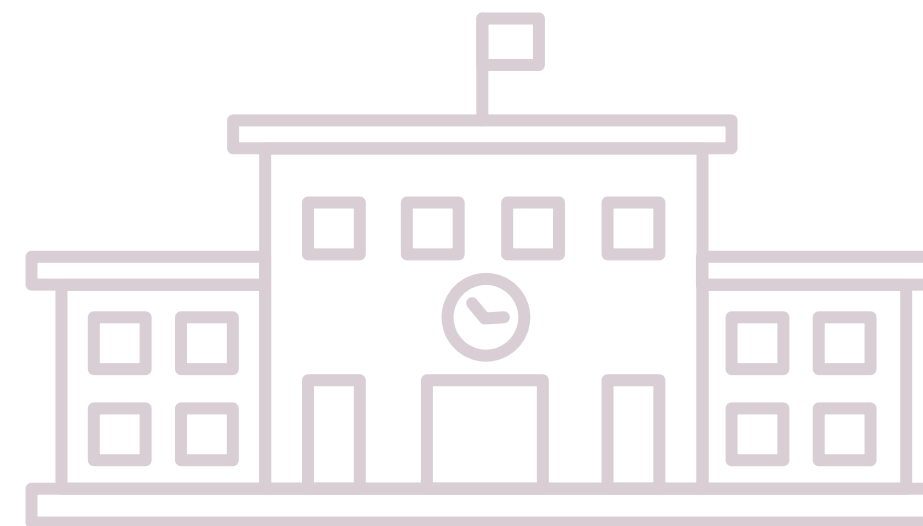
FACTORS



CURRICULUM

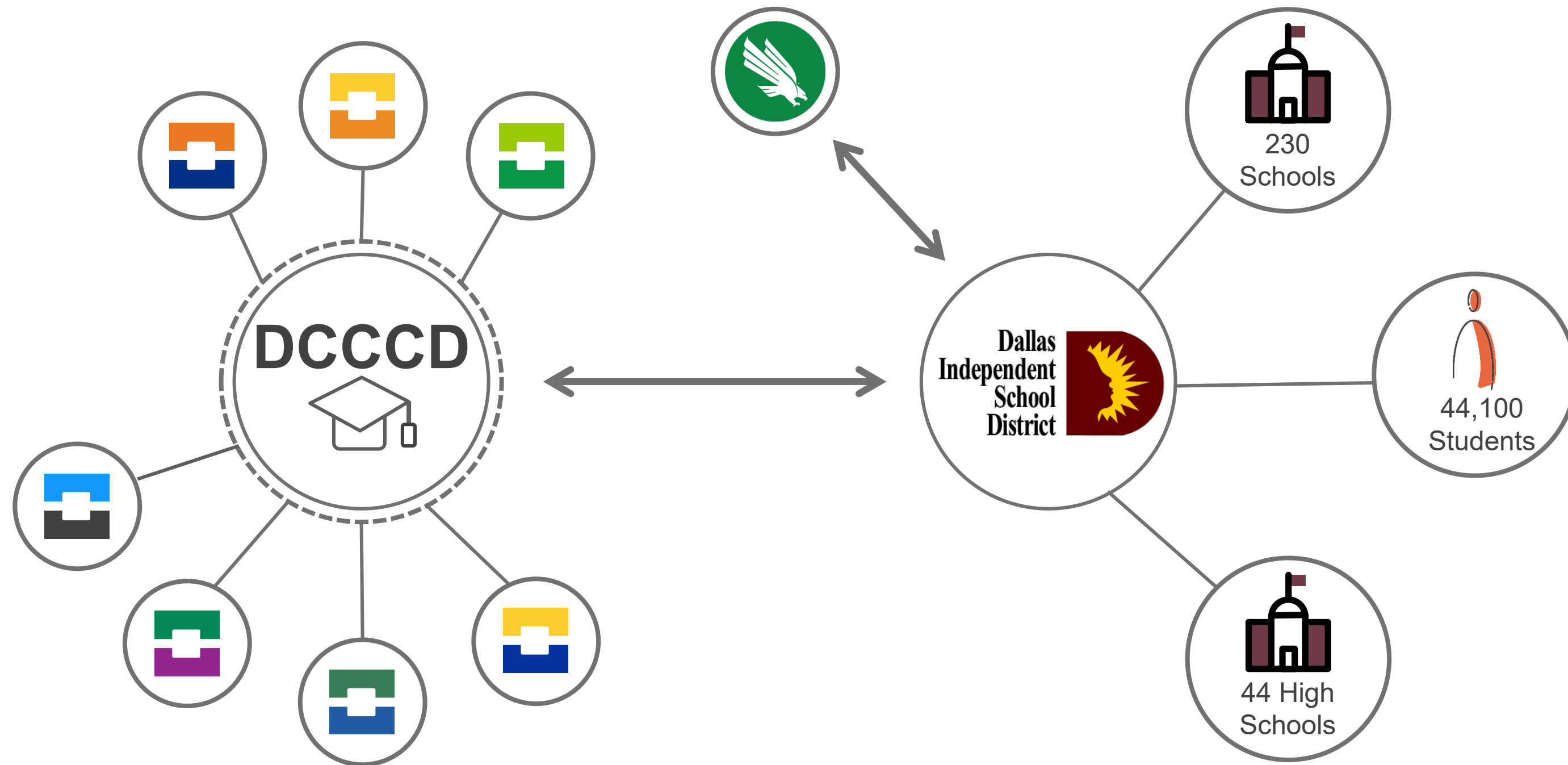


PARTNERSHIP



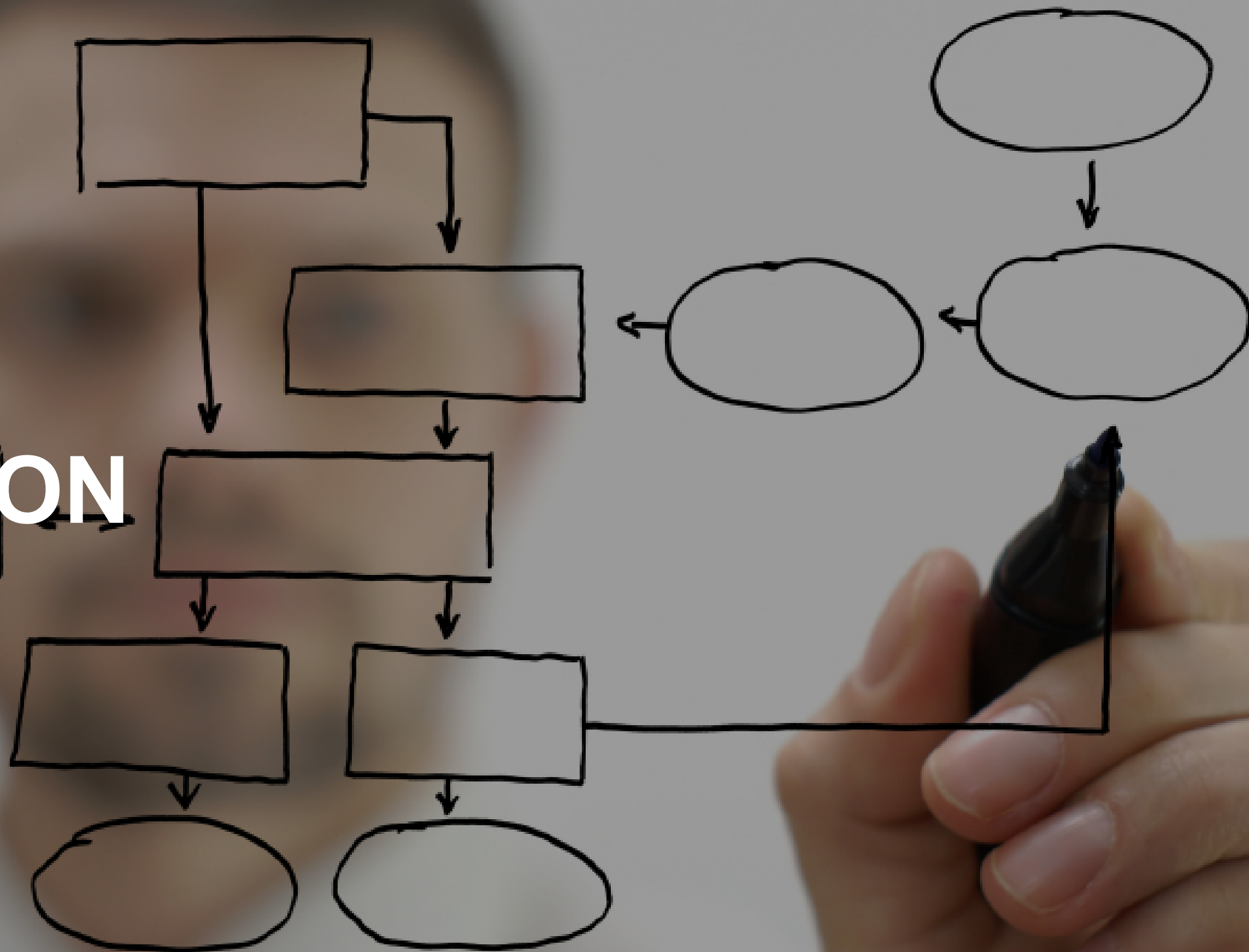
FACILITIES

PARTNERSHIPS

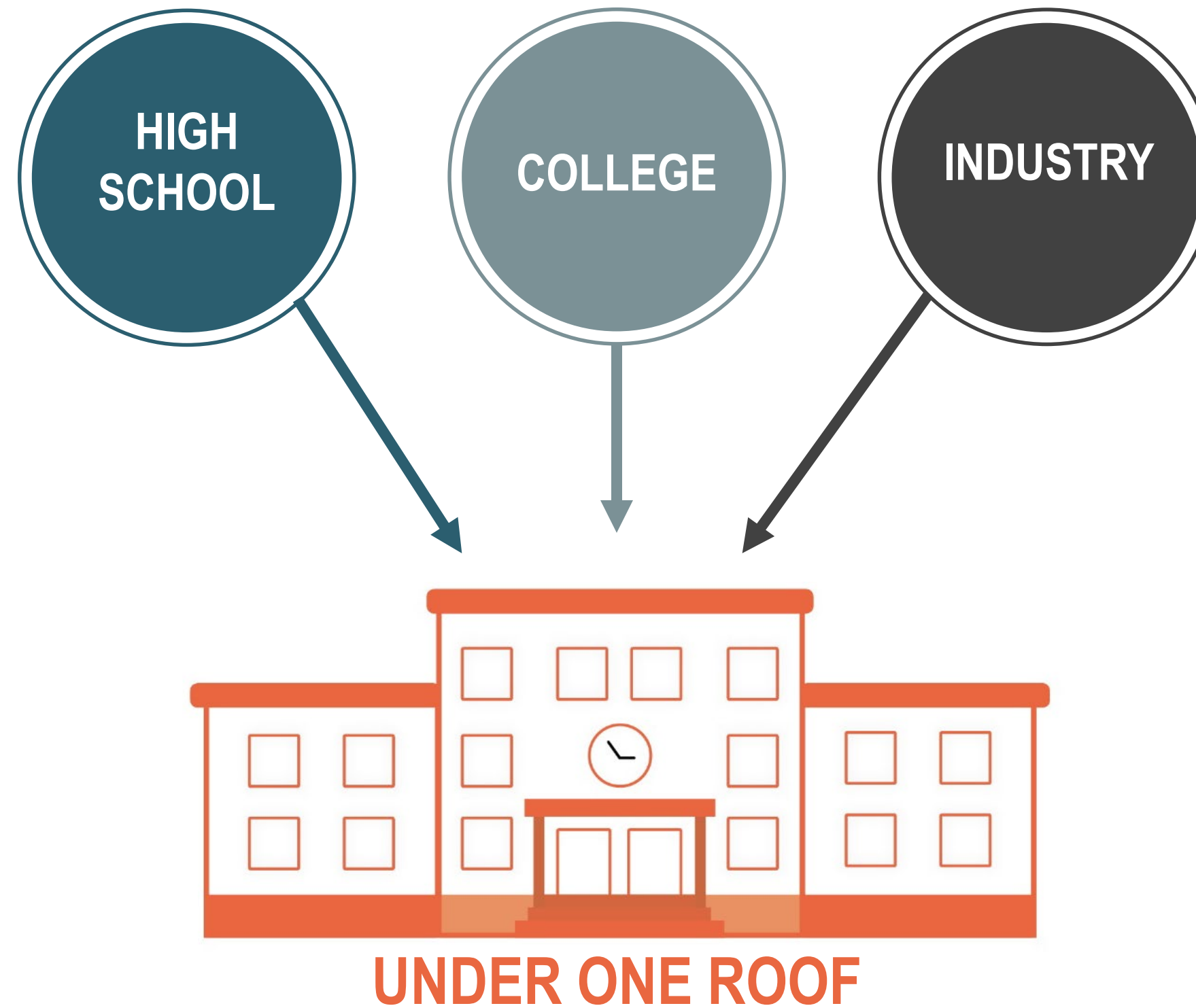




THE VISION



VISION





P-TECH CAMPUS

“ A **P-Tech campus** will house Middle School & High School pathways alongside Industry partners for a hands-on learning experience



WHAT IS P-TECH

TECHNOLOGY
TUITION-FREE
SKILLS
BUSINESS
ADMINISTRATION
PATHWAYS
ENVIRONMENT
LEARNING
PROGRAMMING
ACADEMIC
PROFESSIONALS
INFORMATION
INTERNSHIPS
OPPORTUNITY
COMPUTER
SOFTWARE
FUTURE
MANAGEMENT
WORKFORCE
COLLEGE
TECHNICAL
INDUSTRY

P-TECH EARLY COLLEGE MODEL



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
- 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

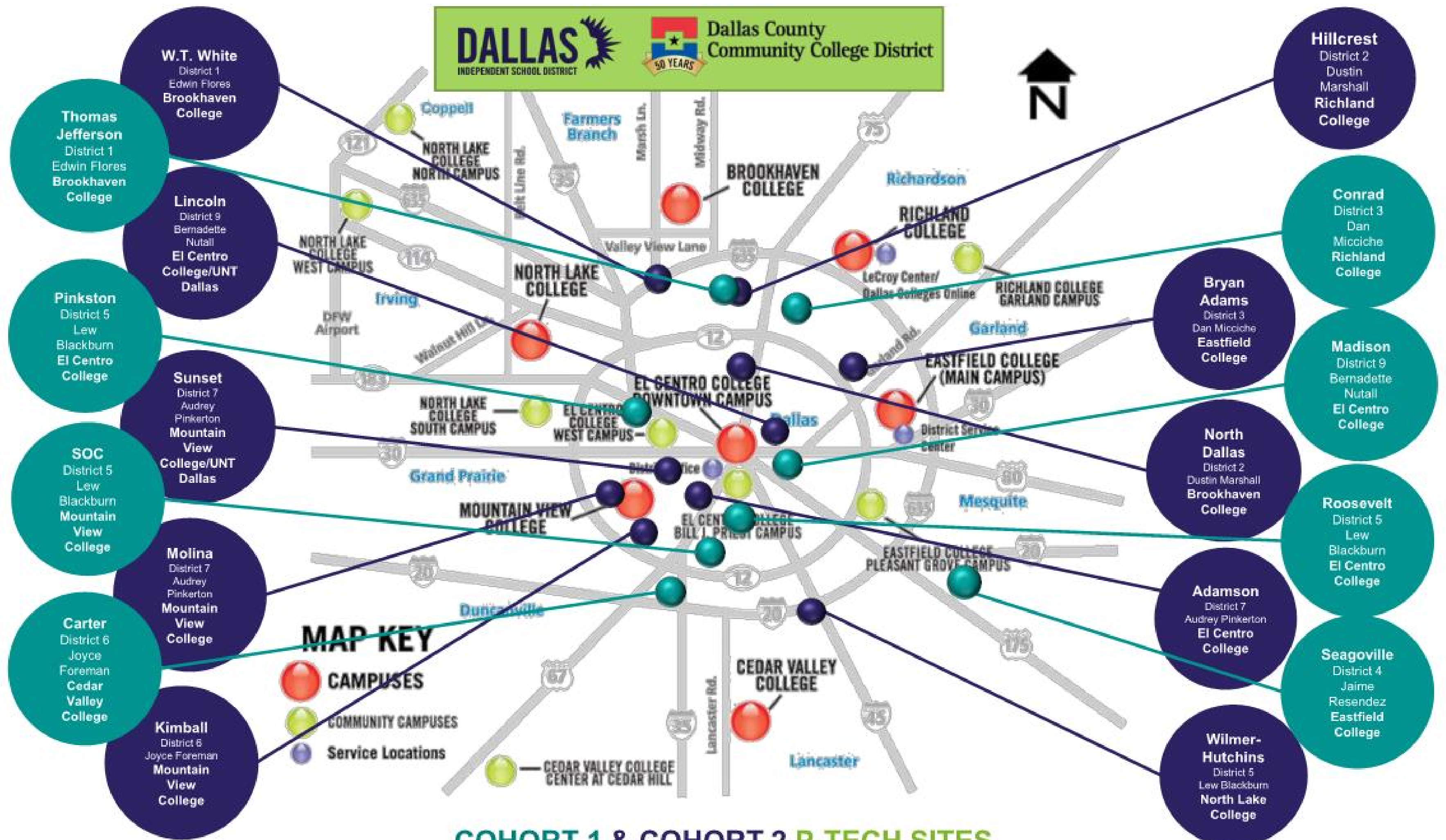


- High school diploma
- Graduation endorsements
- Up to 60+ college credit hours at no cost to students and parents
- Associate of applied sciences degree
- Career and technology certifications
- 4 year university options
- Career opportunities
- Mentoring
- Worksite visits
- Internships
- First in line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

DALLAS
INDEPENDENT SCHOOL DISTRICT



Dallas County
Community College District



W.T. White
District 1
Edwin Flores
Brookhaven
College

**Thomas
Jefferson**
District 1
Edwin Flores
Brookhaven
College

Lincoln
District 9
Bernadette
Nuttall
El Centro
College/UNT
Dallas

Pinkston
District 5
Lew
Blackburn
El Centro
College

Sunset
District 7
Audrey
Pinkerton
Mountain
View
College/UNT
Dallas

SOC
District 5
Lew
Blackburn
Mountain
View
College

Molina
District 7
Audrey
Pinkerton
Mountain
View
College

Carter
District 6
Joyce
Foreman
Cedar
Valley
College

Kimball
District 6
Joyce Foreman
Mountain
View
College

Hillcrest
District 2
Dustin
Marshall
Richland
College

Conrad
District 3
Dan
Micciche
Richland
College

**Bryan
Adams**
District 3
Dan Micciche
Eastfield
College

Madison
District 9
Bernadette
Nuttall
El Centro
College

**North
Dallas**
District 2
Dustin Marshall
Brookhaven
College

Roosevelt
District 5
Lew
Blackburn
El Centro
College

Adamson
District 7
Audrey Pinkerton
El Centro
College

Seagoville
District 4
Jaime
Resendez
Eastfield
College

**Wilmer-
Hutchins**
District 5
Lew Blackburn
North Lake
College

COLLEGIATE WORKPLACE COORDINATOR SUITE

A collaborative project site for College Workplace Coordinators to track Activities with Industry Partners

Reports

Collegiate Workplace Coordinator Website

Home

Shared Documents

Collegiate Calendar

Industry Partner Directory

Workplace Coordinator Directory

SURMIT Activity

Reports

Dallas Independent School District

Collegiate Academies

BUILDING FUTURES TOGETHER

Dallas County Community College District

Welcome to the Collegiate Workplace Learning Coordinator site. This site can be used to share documents, keep track of a contacts, track activities; and even view reports. The site is only shared with Workplace Learning Coordinators and central staff who are deemed necessary to track Collegiate Academy activities.



Industry Partner Summary Report

Industry Partner Summary Data	
Total # of Industry Partners	45
Total # of Activities	4
Average Activity per Industry Partner	0.09
Industry Partners with 0 Activities	43

Industry Partner Activity Totals



Number and Type of Activities per Industry Partner

INDUSTRY PARTNER	# Activities	Date of Last Activity	Student Activity	Student Projects	Curriculum Development	Campus Visit	Worksite Visit	Steering Committee	Advisory Board	Other
[X] Cube Games	0		0	0	0	0	0	0	0	0
Accenture	0		0	0	0	0	0	0	0	0
Amazon Web Educate	0		0	0	0	0	0	0	0	0
American Airlines	0		0	0	0	0	0	0	0	0
AT&T	3	8/23/2017	0	1	0	0	1	0	0	1
Bank of America	0		0	0	0	0	0	0	0	0

Industry Partner Activities (by Type)



Collegiate Academy	Type of Activity	Activity Description
Bryan Adams Collegiate Academy	Worksite Visit	test activity
James Madison Collegiate Academy, H. Grady Spruce Early College High School, Sunset Collegiate Academy	Student Projects	text goes here
Seagoville P-TECH at Eastfield College	My activity	My description

ASSOCIATION FOR

LEARNING ENVIRONMENTS

Enhancing the Educational Experience

INDUSTRY SUMMARY

Industry Partner Summary Data	
Total # of Industry Partners	66
Total # of Activities	3091
Average Activity per Industry Partner	47.92



MOSS ADAMS



DALLAS FIRE & RESCUE



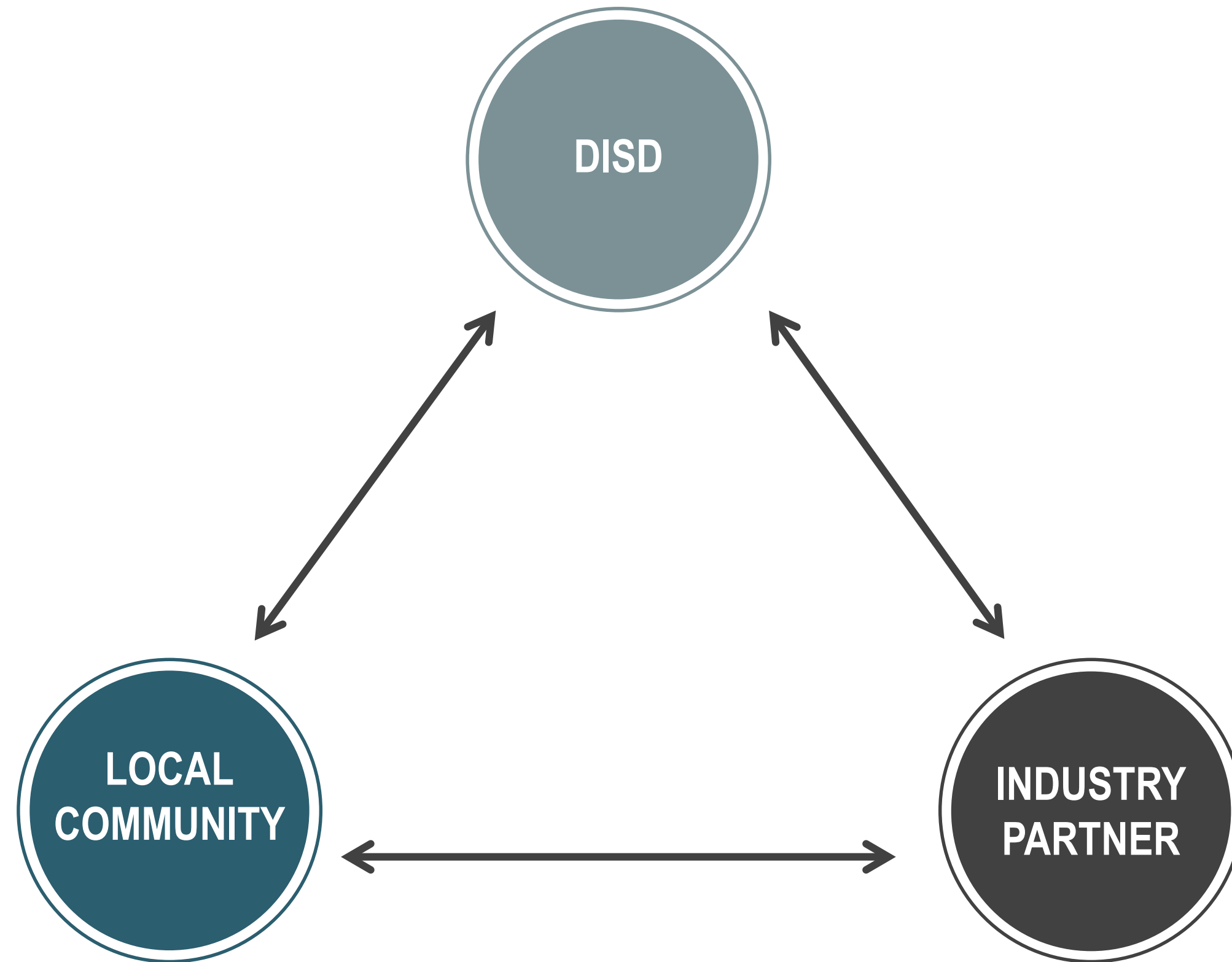
OMNI HOTELS & RESORTS



BKD

PARTNERSHIPS

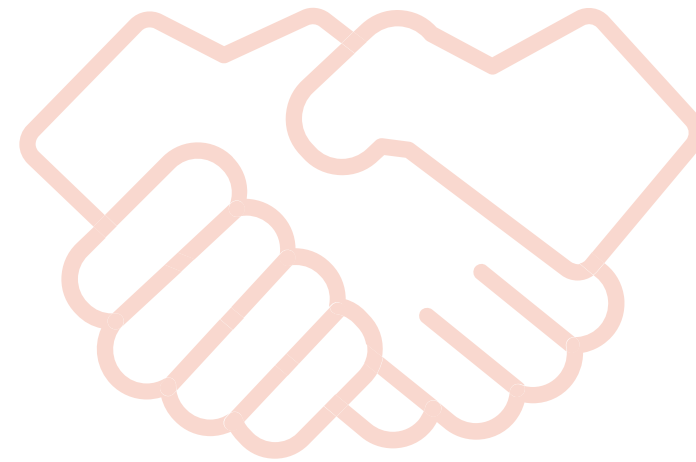
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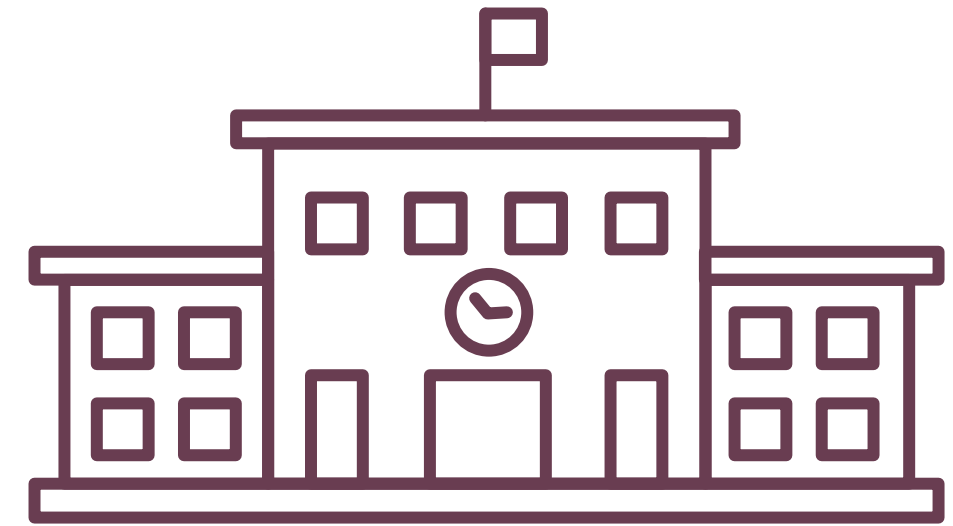
FACTORS



CURRICULUM

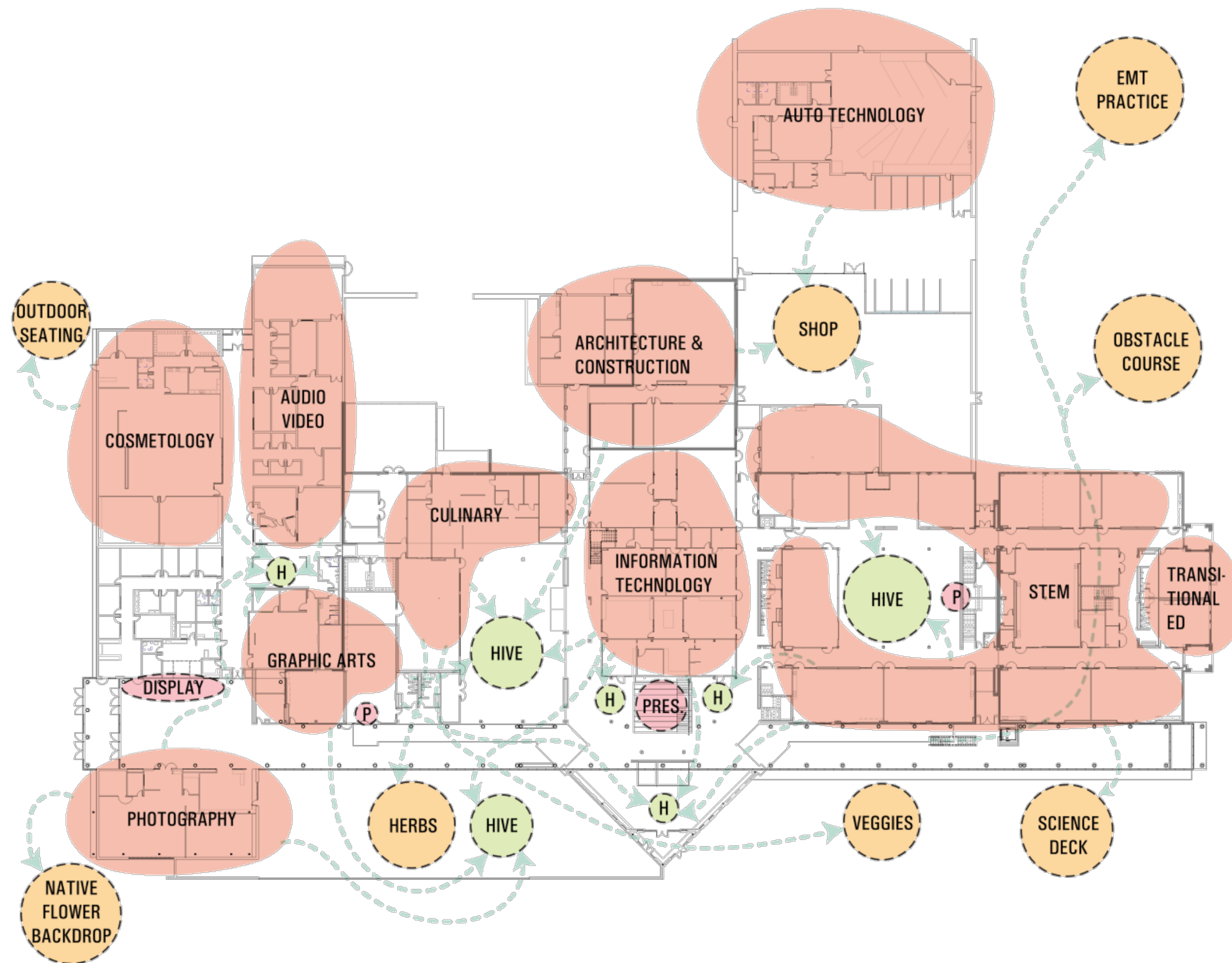


PARTNERSHIP



FACILITIES

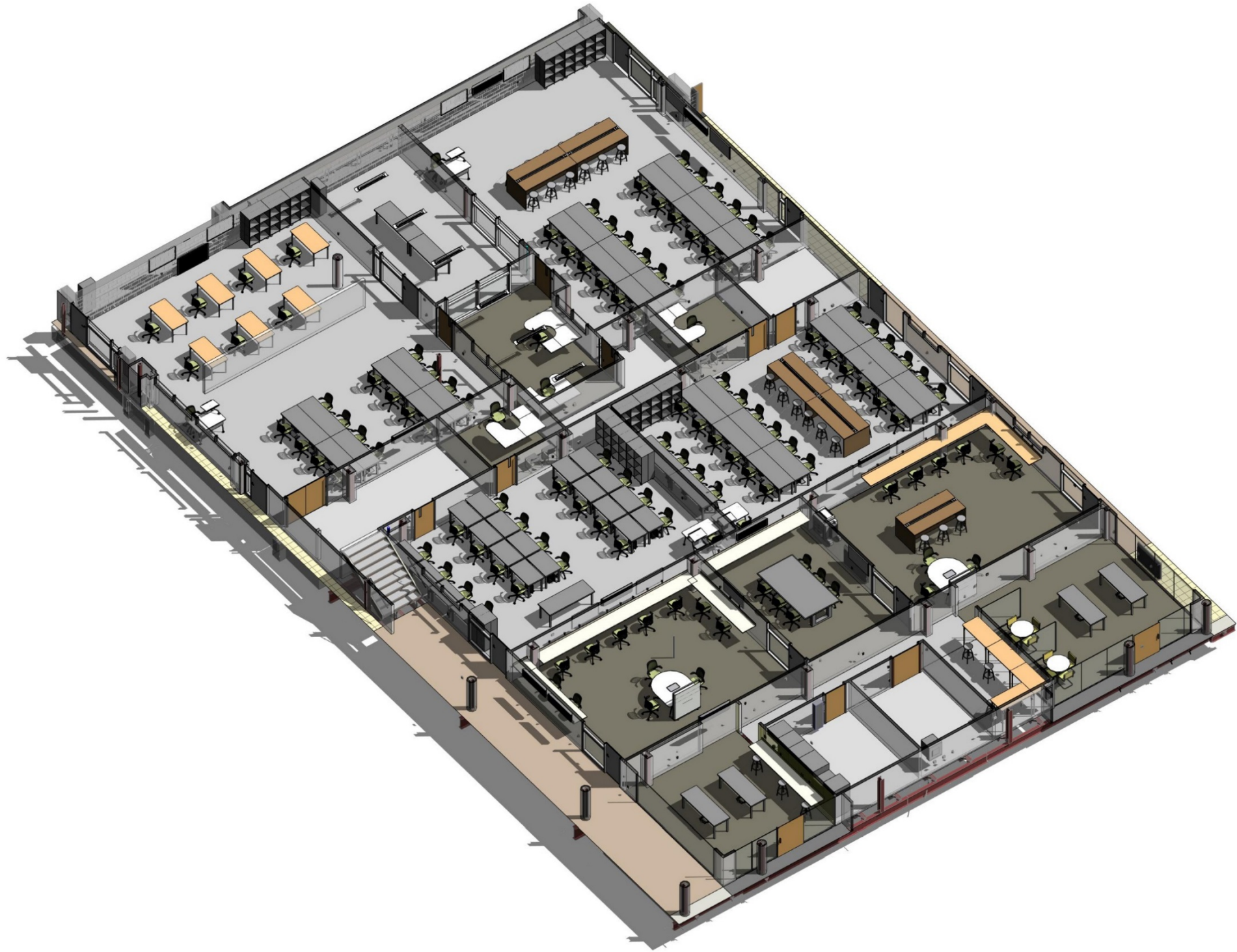
HIGH SCHOOL LEARNING SPACES



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



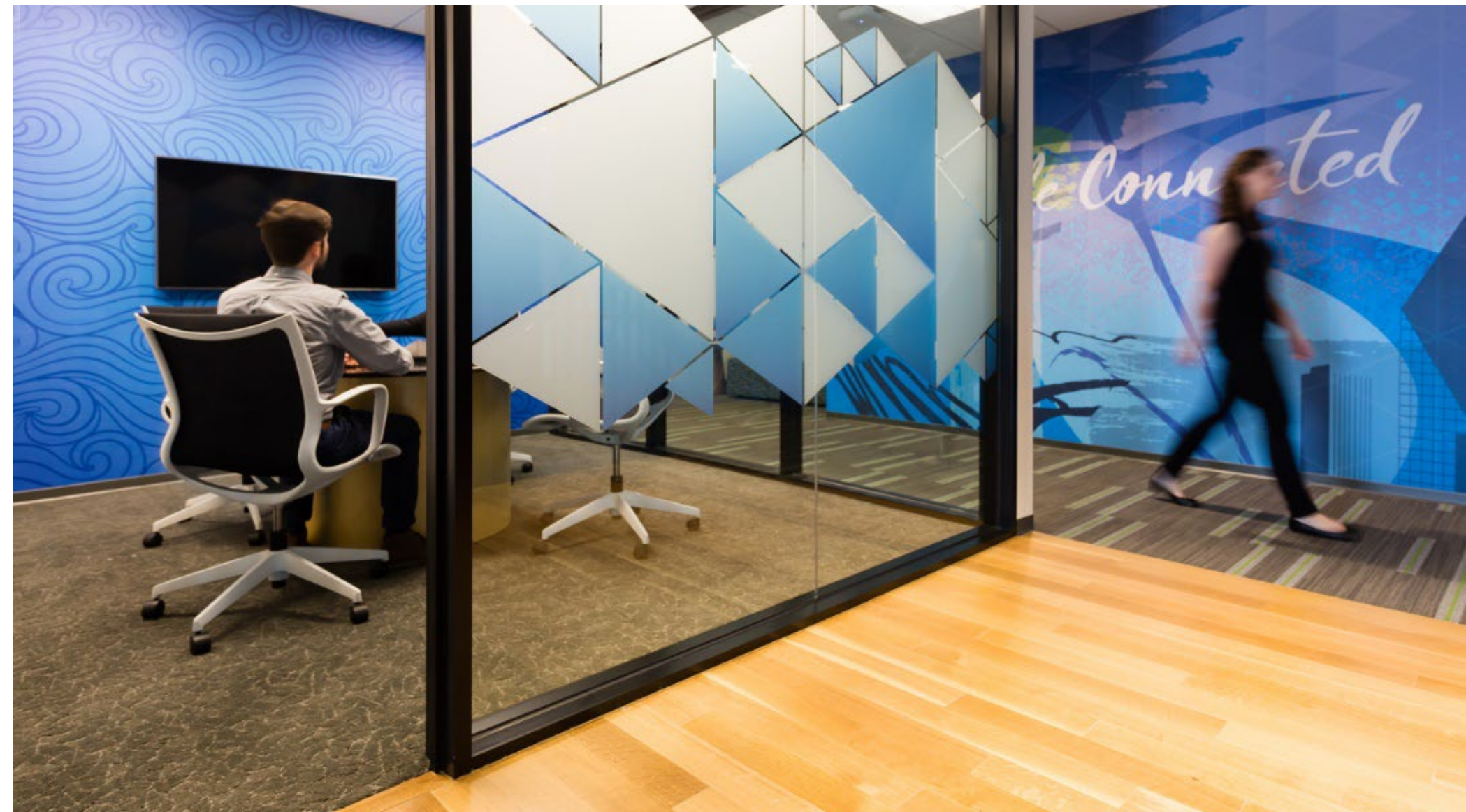
COLLABORATION SPACES

OPEN FLEXIBLE SPACES DISTRIBUTED THROUGHOUT THE FACILITY



IDEATION HUB

SMALL GROUP COLLABORATION WITH TRANSPARENCY



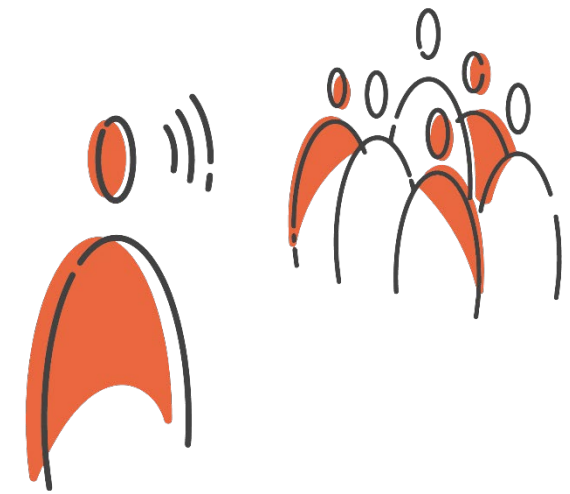
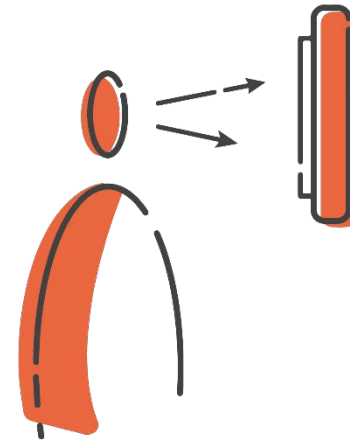
USER EXPERIENCE CENTRIC DESIGN



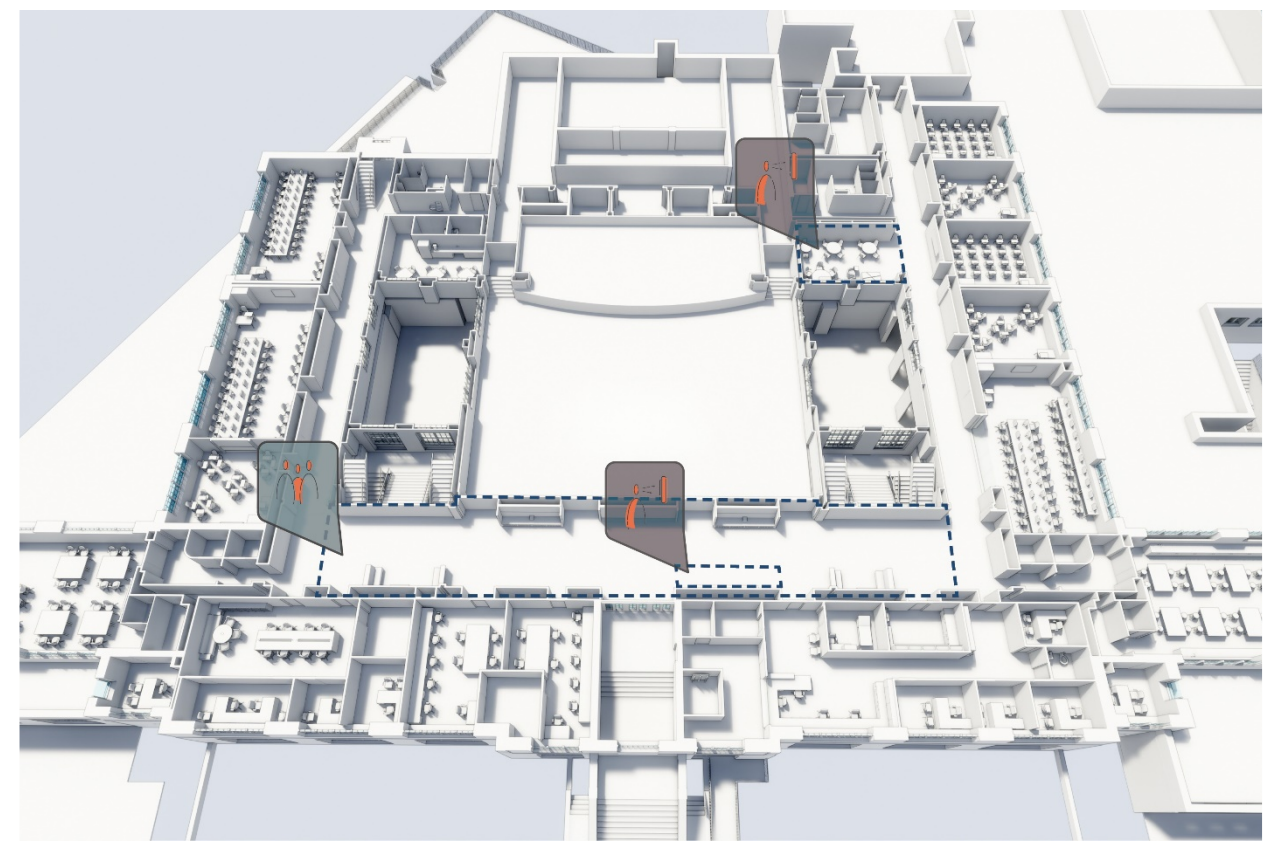
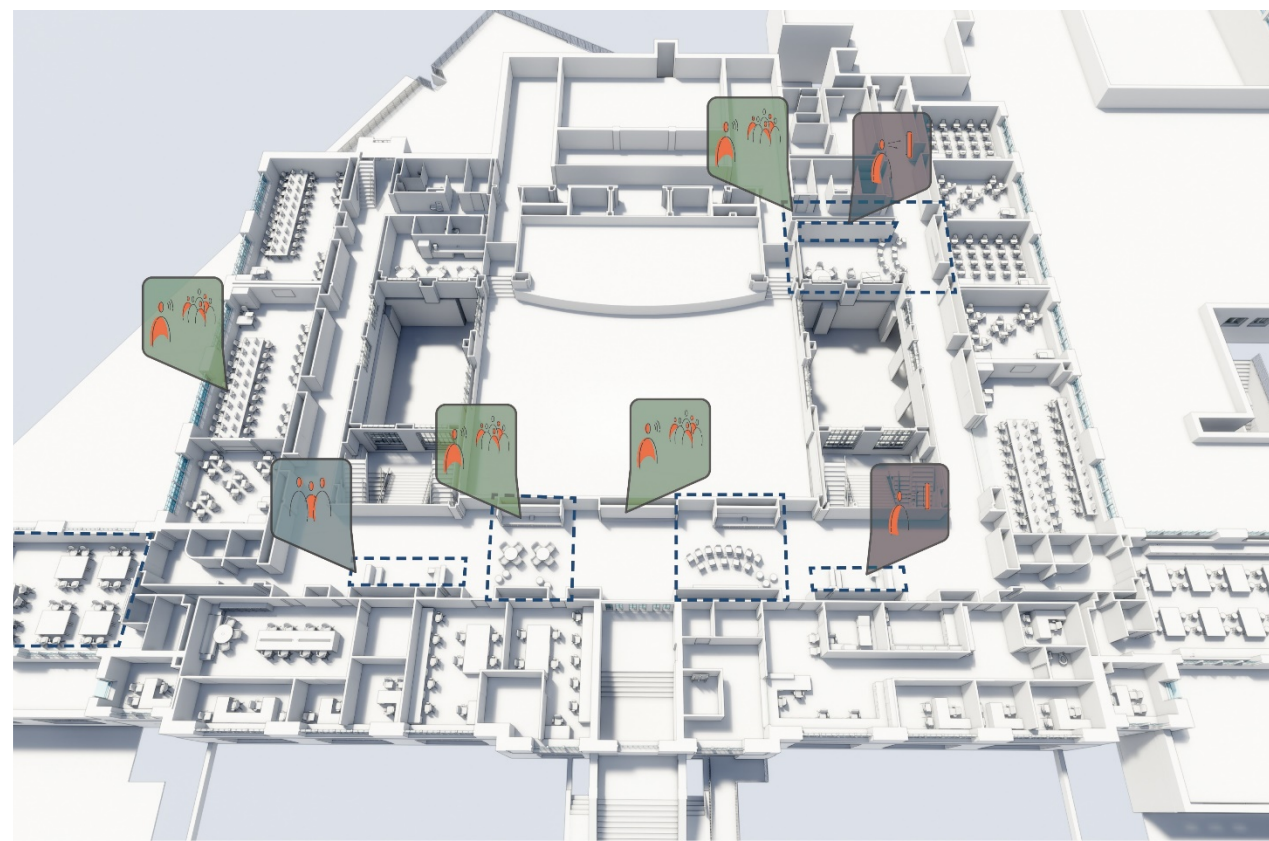
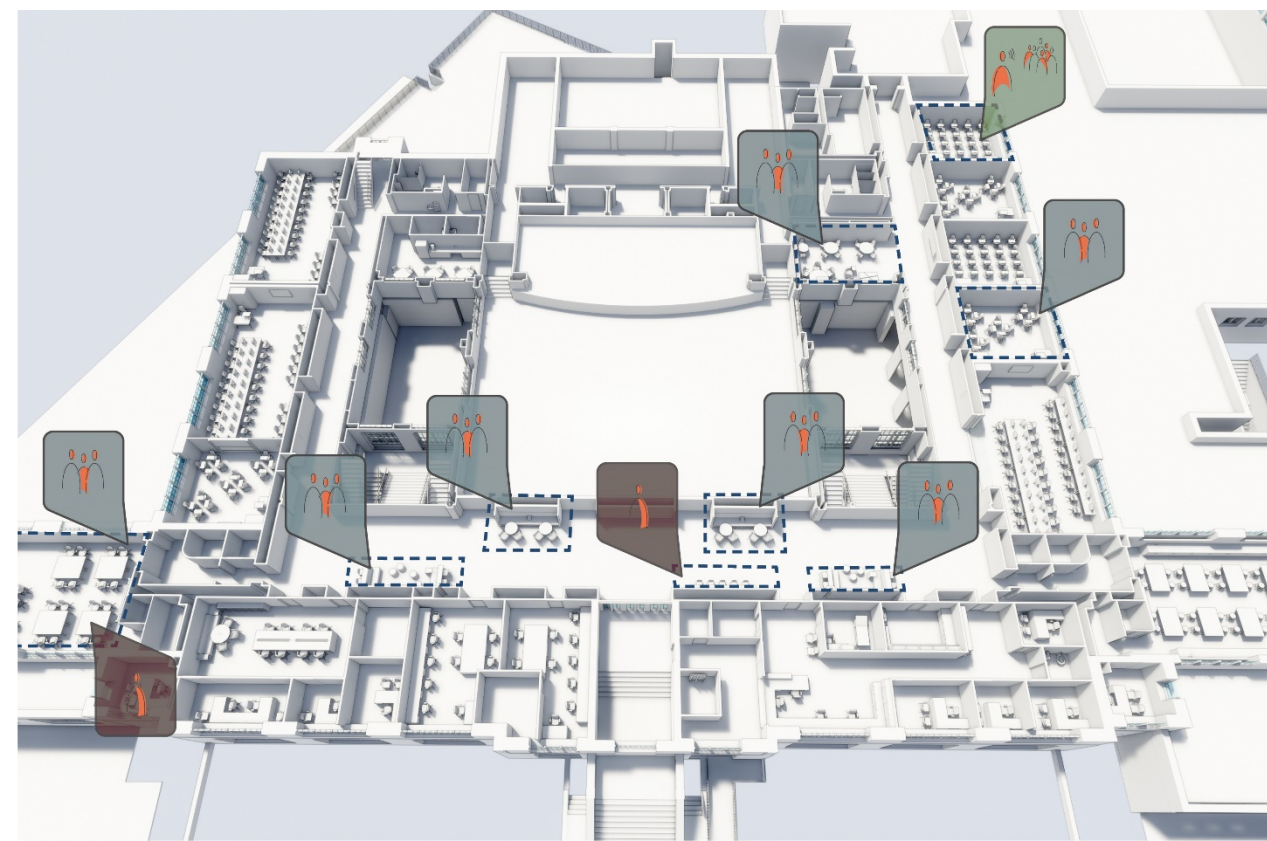
EVERYDAY



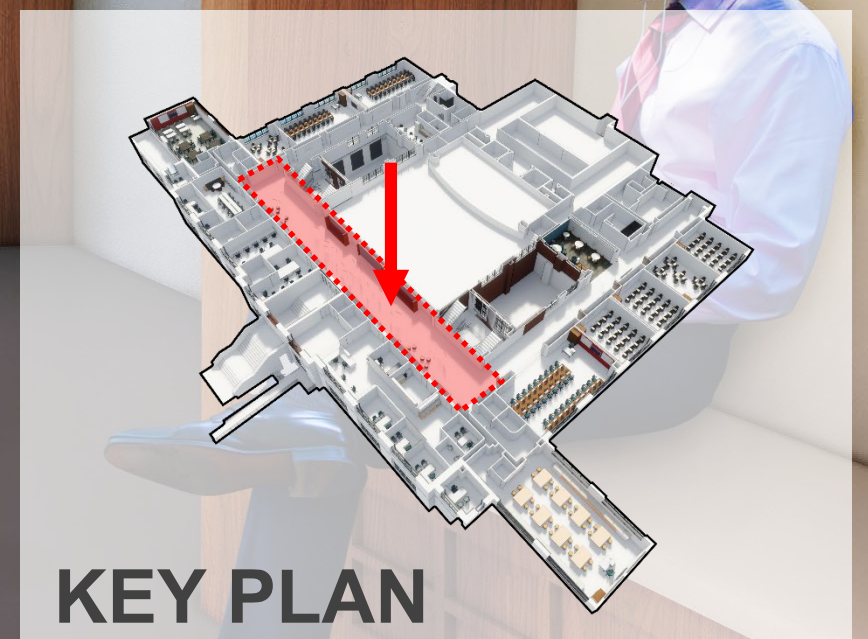
PRESENTATIONS



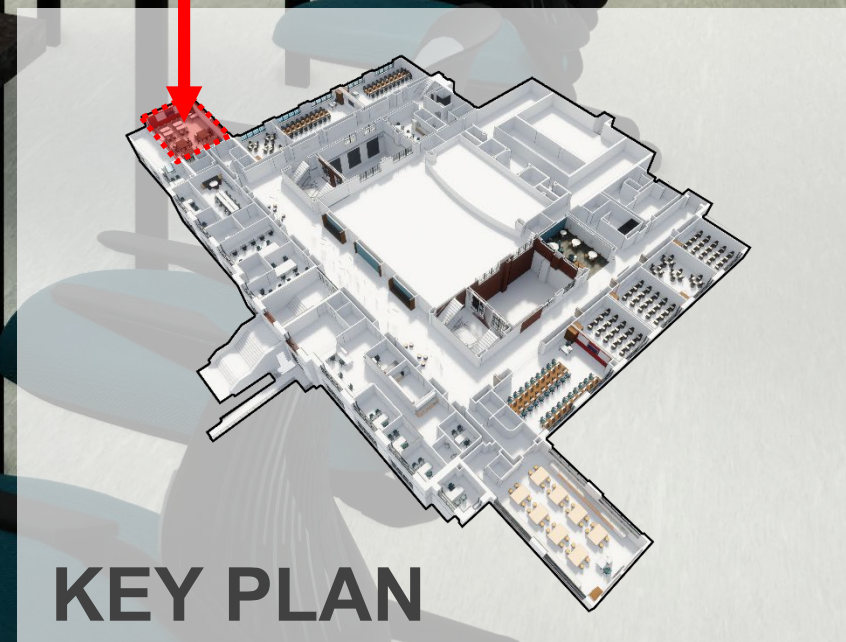
EVENTS



ENTRY CORRIDOR



MAKERSPACE



GRAPHICS LAB



KEY PLAN

COLLABORATION SPACE



KEY PLAN



I.M. TERRELL VPA/STEM ACADEMY





tstc

TSTC INDUSTRIAL TECHNOLOGY CENTER



TSTC INDUSTRIAL TECHNOLOGY CENTER



TSTC INDUSTRIAL TECHNOLOGY CENTER

A group of young women, likely students, are shown in a professional setting. They are wearing dark blazers over light-colored collared shirts. One woman in the foreground has a blue lanyard with the name 'Conrad' visible. They are all smiling and appear to be engaged in a conversation. The background is slightly blurred, showing other people in similar attire.

QUESTIONS?



THANK YOU.

