Effective External Partnerships and the Leadership Journey

Session 6

Agenda

8:00-8:20	Breakfast
8:20-9:00	Recap and leadership reflection — Martha Ellis
9:00 – 12:00	External Partnerships — DeDe Griffith
12:00	**Lunch**

Articulating Student Success and Understanding the Student Perspective Through a Leadership Lens

Session 1:
The Essential Roles of Leadership in Student Success

Defining Student Success

Higher Education in State Contexts

Session 2: Keeping Students' End Goals in Mind

- Improving Labor Market Outcomes

- Improving Transfer at Scale

Session 3: The Student Experience

- Improving Teaching and Learning
- Redesigning Advising to Better Support Students

Fostering Leadership Traits to Drive Reform and Advance Change Management Strategies for Student Success

Session 4: Leadership Traits to Drive Change

Leading from the Middle

Leadership Qualities for Senior Staff

Session 5: Managing and Advancing Institutional Change

- Using Finance Strategically to Advance Reforms

- Leading Internal Transformational Change

Session 6: Effective External Partnerships and the Leadership Journey

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- Leading Highly Effective External Strategic Partnerships

- Reflecting on Your Personal Leadership Journey

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Recap
Session 5

Concepts from Session 5

Managing and Advancing Institutional Change

- Think strategically about how institutional finance can be used to advance change

- Understand strategies to more effectively use limited institutional resources to advance reforms

- Articulate strategies to build and manage effective teams to drive change

- Apply strategies for leading and being a member of a strong team

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Reflecting on Your Personal Leadership Journey

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Objectives

Learning Goals

- Explore and share expectations about personal leadership journeys

Pre-work

- Consider the learning from the fellowship.
  Take a few minutes to independently reflect:

- What have you learned from the Leadership Academy that will help shape your leadership journey moving forward?

- What are 1-2 next steps you commit to?

- How will these next steps impact your personal leadership development?

- How will they impact student success?

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Small Group Discussion

In your small groups, discuss your next steps and ways that you can continue to support each other.

When we come back together, a representative from each group will share a reflection, observation, or idea.
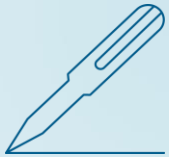
Module 1: Overview and Kickoff Activity

Facilitator: Vice President DeDe Griffith, Temple College

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Stop & Jot

- Reflect on one of your college's partnerships (K-12, industry, CBO, or university) that you consider to be important for student success.

- What are the shared goals of the partnership? Are they specific or general?

- How is success measured? Are measurements tied to mission (e.g., student success, employment rates, filling talent shortages) or are they more about processes and/or partners' business interests (e.g., numbers enrolled or served)?

- Who is monitoring progress and moving the work forward?

- Are both partners substantially invested in the partnership? If not, why not?

Walk & Talk

- Find a partner and discuss the following:

- Share your reflections from your Stop and Jot.

  - **What do you know about the partnership you described?**

  - **How does the partnership impact student success?**

  - **Are partners measuring impact?**

  - **What are you wondering about this partnership?**

- In general, why are partnerships important to advancing post-completion student success at your college?

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Module 1: Leading Highly Effective External Strategic Partnerships

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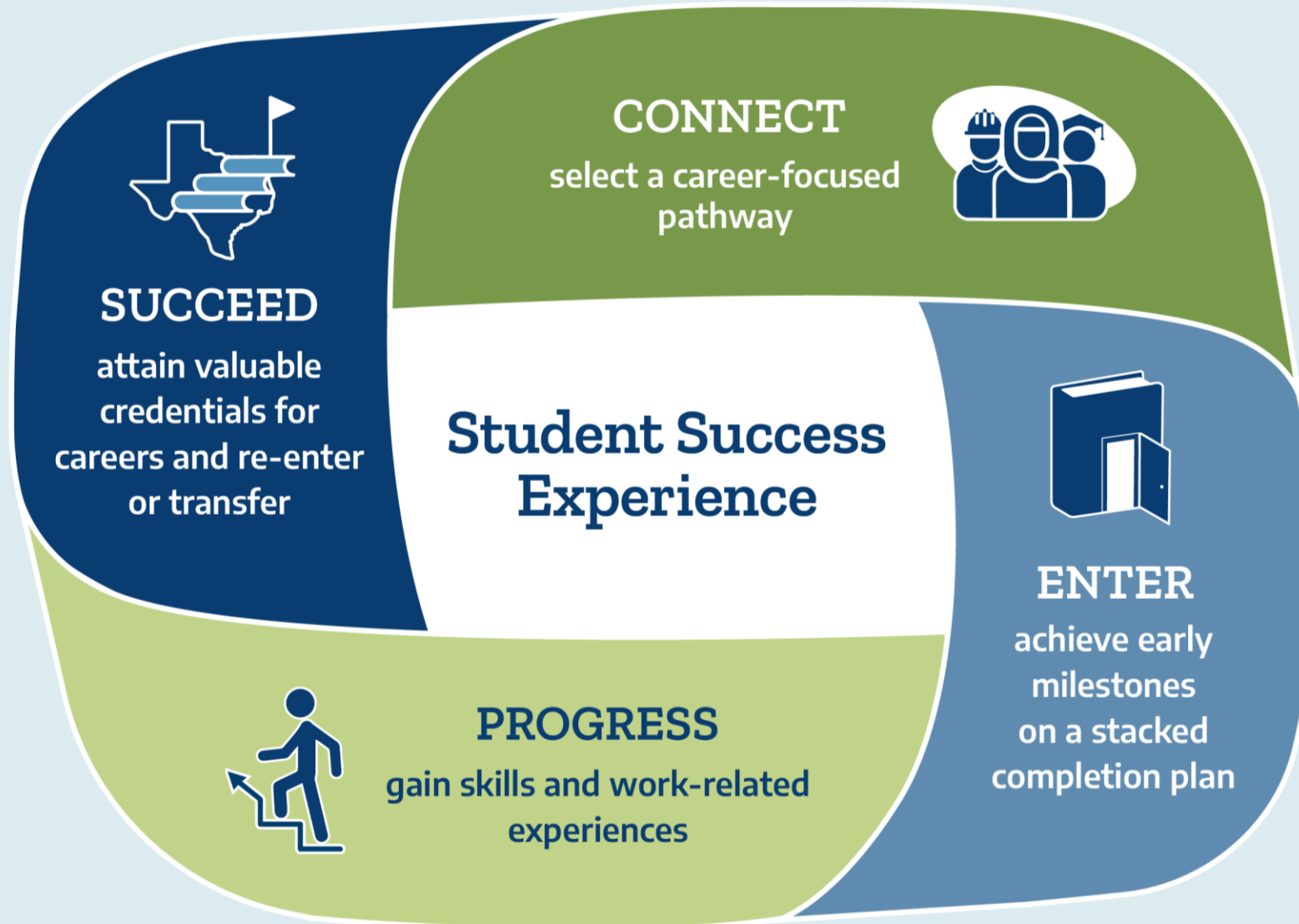COLLEGE EXCELLENCE PROGRAM
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Session 6 Goals & Objectives

Learning Goals

- Articulate the reasons community colleges should foster strategic external partnerships
- Articulate strategies used by community college leaders to foster strong external partnerships that lead to improved student outcomes

- Articulate scaled strategies and practices to expand access to and improve outcomes in dual enrollment

- Define the value proposition for dual enrollment for key stakeholders

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Talent Strong Texas Pathways Model

Why focus on external partnerships in the context of guided pathways?

Community-Based Organizations (CBOs), K–12 systems, universities, and employers— each plays a distinct and vital role in helping students **enter, stay on, and complete a purposeful path** to a credential of value.
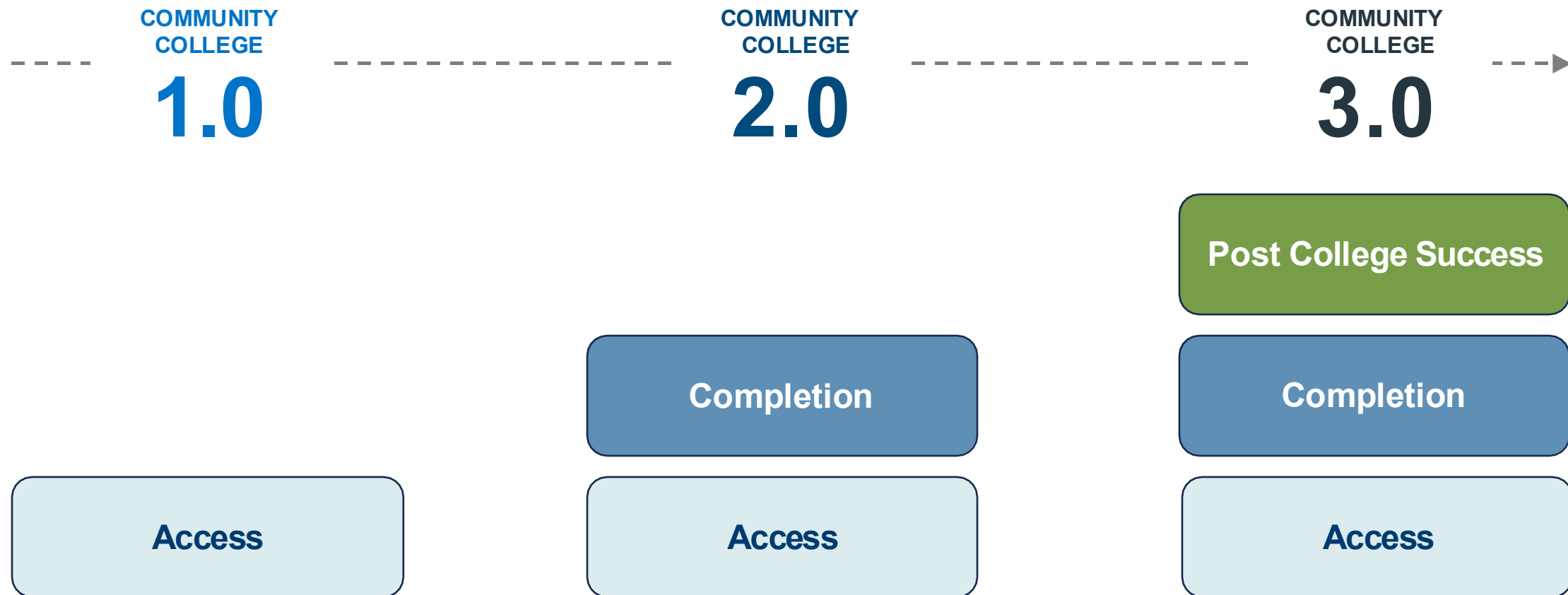
CBOs: CBOs as essential partners in supporting the "whole student" within Guided Pathways

K-12: Without early alignment, students are more likely to wander, stop out, or take longer to complete degrees.

Universities: A high percentage of students intend to transfer—but very few succeed without clear, institution-to-institution coordination.

Employers: Without employer alignment, Guided Pathways risk leading to credentials that don't result in strong job outcomes.

Texas Higher Education COORDINATING BOARD

www.highered.texas.gov/TalentStrong

State Funding for Outcomes

Affordability for Students

Investments in College Capacity

2022-2030 STRATEGIC PLAN

Building a Talent Strong Texas

Fostering the skills and spurring the innovation vital to the Texas economy.

House Bill 8

THECB sees external partnerships not as optional, but as **essential infrastructure** for:

- Crafting **credentials of real value** to employers.
- Building a robust **research ecosystem**.
- Ensuring **accountability** through shared goals and data.
- Sustaining a culture of **collaboration across sectors** that underpins workforce, education, and economic prosperity.

These partnerships are fundamental to ensuring that higher education in Texas remains responsive, relevant, and impactful.

Places to Look for a Strong Partner Organization

K-12	Can we together improve advising in high schools that connect students to programs of value and related dual enrollment courses? Can we together improve college readiness and thereby increase retention and graduation?
CBOs/ Workforce Entities	Can we work with CBOs to connect more unemployed and underemployed workers to college programs of value? Can we seamlessly connect our students to nonacademic supports already funded at CBOs/government entities?
Employers	Can we build partnerships with bold, specific common goals and measures? Can we gain investments in new equipment, work-based learning, and scholarships? Can we provide unique data and insights that will help partners with talent acquisition?
Universities	Can we build 2+2 transfer guarantees that increase enrollment for both institutions while increasing and closing equity gaps in bachelor's attainment? Can we share responsibility for increasing student success? Can we align program maps and advising structures?

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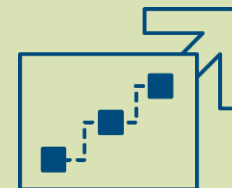# Common Elements of Strategic Partnerships

Common Goals & Measures

Substantial Investment by All Parties

Backbone Support

Common Elements of Strategic Partnerships

Common Goals & Measures

Key Ideas

- Shared understanding of the problem, goal, and solution

- Joint ownership of specific goal or outcome that reflects scaled/sustainable solutions

- Clear theory of change (the "if-then")

- Data analysis and storytelling are key

- Shared data across organizations

- Time and space to jointly review the data

Common Elements of Strategic Partnerships

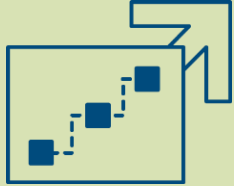**Substantial Investment by All Parties**

Key Ideas:

- Level and source of investments reflect commitment needed to solve problem

- Investments are in annual budgets (not philanthropy), reflecting commitment to scaled and systemic solution

- Can take the form of funding or in-kind services

- Grants can kickstart effort and joint fundraising can supplement parties' investments, but plan for sustained impact should not rely on those funding streams

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Common Elements of Strategic Partnerships

Backbone Support

Key Ideas

- Someone needs to wake up every day thinking about the initiative

- Makes sure the initiative keeps moving

- Monitors progress toward goals

- Housed within one partner or a separate entity

- Remains neutral

K-12 Partnerships

Strong K–12 partnerships **extend Guided Pathways "backward" into high school**, helping students choose a path early, stay on it, and succeed. They ensure that college is **not the starting line**, but a **continuation of an intentional journey** toward meaningful credentials, transfer, and careers.

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Community Based Organizations

Strong partnerships with **Community-Based Organizations (CBOs)** can significantly enhance the effectiveness of **Guided Pathways** by addressing students' **non-academic needs** and supporting **student momentum** toward credential and career attainment.

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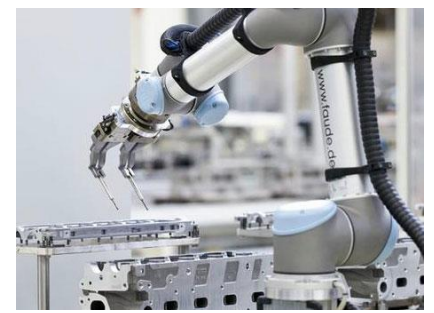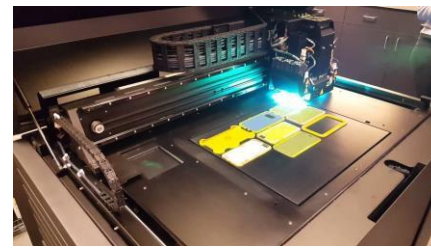COLLEGE EXCELLENCE PROGRAM
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Universities

Strong transfer partnerships shift the focus from "sending students" to "co-owning student success."

According to the Aspen Institute, **universities are essential Guided Pathways partners** that turn **associate degrees into bachelor's degrees,** ensure that **early momentum at community colleges is not lost, and** share responsibility for **equitable, efficient degree completion**.

Employers

Strong **employer partnerships** are essential to the success of **Guided Pathways** because they ensure that students are not just completing credentials—but completing the **right credentials** that lead to **good jobs and economic mobility**.

Strong employer partnerships make Guided Pathways **credible, career-connected, and outcome-driven**. They ensure students graduate not just with credentials, but with **clear, supported routes into meaningful work**.

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Strong Partnerships Build Strong Communities

TEMPLE COLLEGE
TEMPLE HUTTO TAYLOR

Your **Community's** College

Employer Partnership Case Study – Temple College + BSWH Historical Partnership

Program: CMA – 15 years – 10 months – Weekends - 40 CMAs per year
Problem: Critical Need for 150

- Aligns student success with **workforce and economic development**
- Design programs that meet **current industry demands and ensure programs** lead to **living-wage jobs**
- Real-world experiences tied to students' pathways: Internships, apprenticeships, clinical experiences
- Create industry-driven **advisory boards**
- Co-develop **microcredentials** and **certifications**
- Teach **skills that count** in hiring decisions
- Fund scholarships, mentorships, and equipment
- Job placement tracking, wage outcomes and skill gaps
- Program updates based on labor market feedback

Solution

Co-designed 12 12-week CMA Program
Internships: Students hired by BSWH & paid $15 per hour
50% onsite hospital work / 50% full-time enrollment in CMA Program, 2 days per week
Co-written SDF Grant $450k – Trained at no cost to employer – BSWH provided instructors

170 trained

Latest Results: New Multi-Certified Technician Level 1 Certificate aligned with TEA POS

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External Partnerships – Real Talk

- Operate at Scale - Scalability
- Replicable framework
- Service-driven
- Grants are a strategy not just a funding source
- Innovate & Sustain
- Reciprocal – mutually beneficial, (eventually)
- Continuous – frequent communication
- Early adopters – no assumptions – ask every time
- Partner with those who are ready & willing
- Be persistent – even if it's a no for now
- Focus on rising leaders in outside organizations
- Relationships are key - maturity matters

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Table Talk

Return to your Stop and Jot. Now consider:

- How do you see the elements of effective partnerships reflected in your example?
- What are the opportunities for improvement based on the elements of effective partnerships?

Discuss your responses with your table groups.

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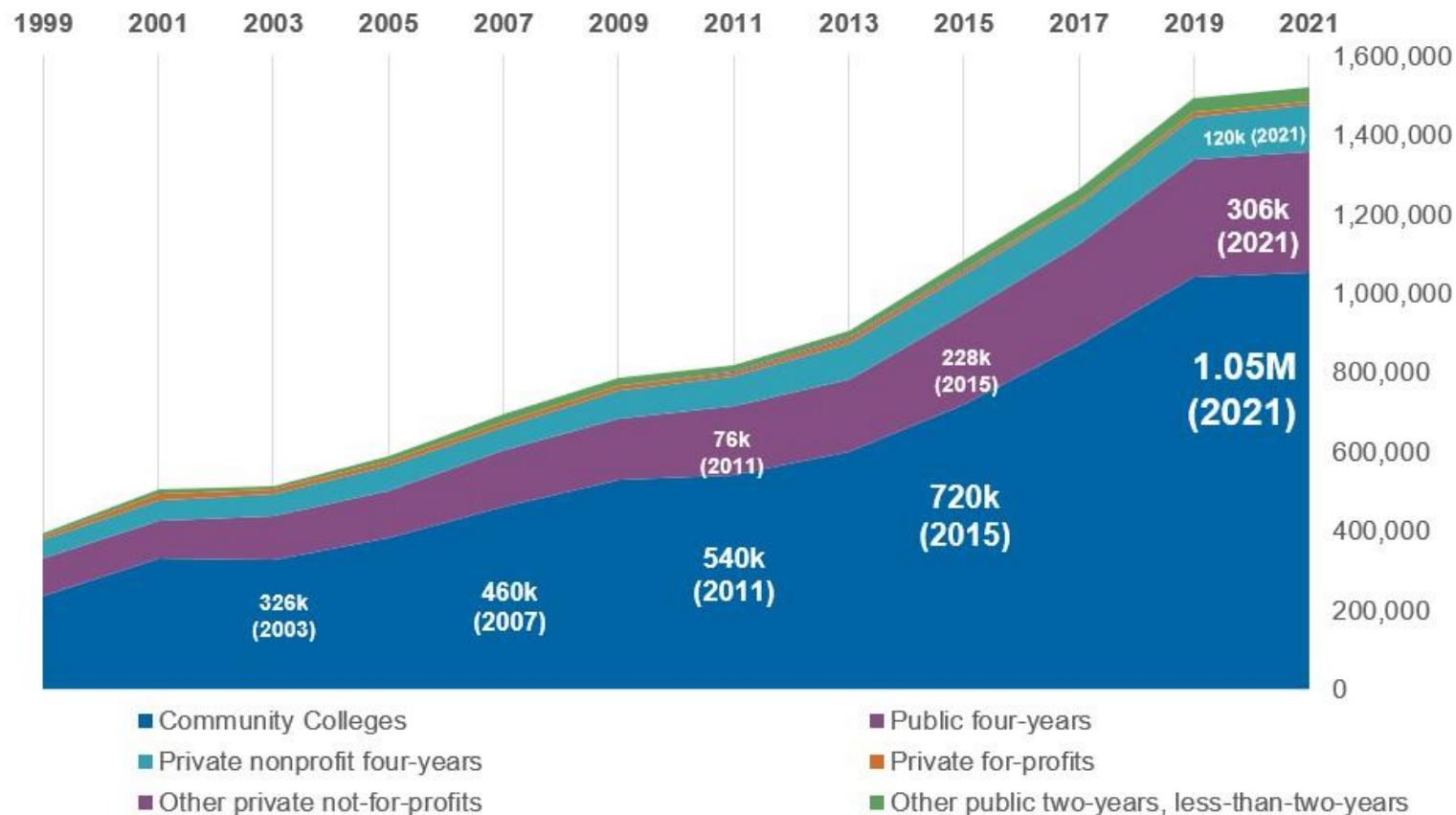# Break

How We Define Dual Enrollment

Dual Enrollment Is Growing, Especially at Community Colleges

Growth of Dual Enrollment

1999-2021

IPEDS Fall Enrollments

Fall Undergraduate Enrollments among Students Aged 17 or Younger

1999 2001 2003 2005 2007 2009 2011 2013 2015 2017 2019 2021

1,600,000
1,400,000
1,200,000
1,000,000
800,000
600,000
400,000
200,000
0

120k (2021)
306k (2021)
1.05M (2021)
228k (2015)
76k (2011)
720k (2015)
540k (2011)
326k (2003)
460k (2007)

- Community Colleges
- Private nonprofit four-years
- Other private not-for-profits
- Public four-years
- Private for-profits
- Other public two-years, less-than-two-years

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Making the Case With Data

Dual Enrollment Is Growing, Especially at Community Colleges

Business Case

Mission Case

Making the Case With Data

Dual Enrollment Is Growing, Especially at Community Colleges

Business Case

Through dual enrollment, the college can:

- Increase revenue and enrollment
- Fulfill performance funding targets and K-12 accountability metrics

And the community can:

- Increase college attainment
- Close equity gaps in college attainment
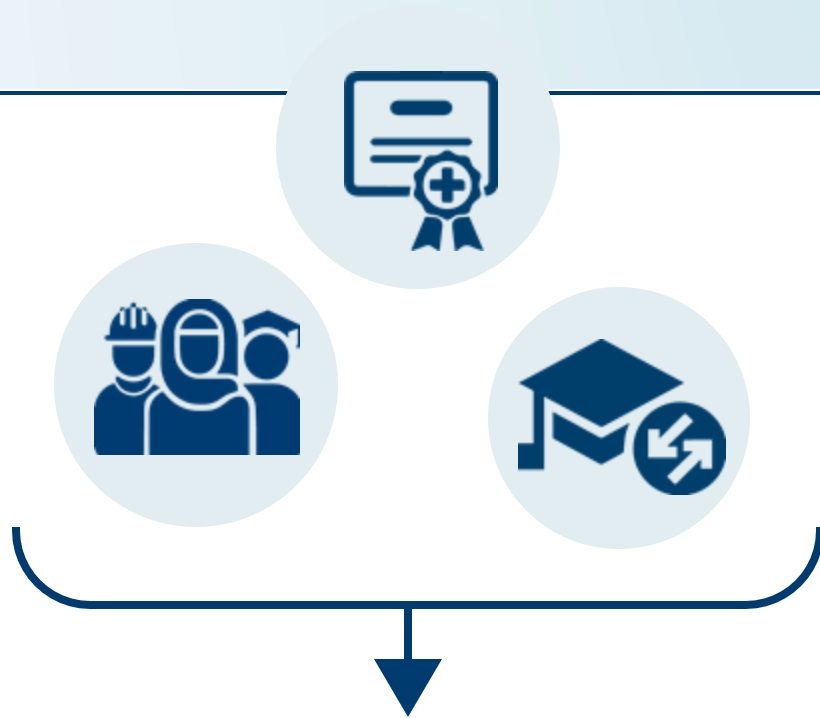- Meet workforce needs and expand the talent pool

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Performance Tier

Performance Tier Funding

Outcomes

- **Credentials of value**, including credentials from credit and non-credit programs
- Credentials of value awarded in. **high-demand fields**
- Students who **transfer with at least 15 SCH** to four-year universities
- Students who complete a **sequence of at least 15 SCH in dual credit** courses

Weights

- Economically disadvantaged
- Academically disadvantaged
- Adult learners (25 years of age or older)

Financial Aid for Swift Transfer

THECB

TEA

COLLEGE TUITION

DUAL CREDIT FEES

- **Financial Aid for Swift Transfer** (FAST) – funding allocation from the Foundation School Program for participating colleges to cover tuition and fees for all **economically disadvantaged students who enroll in dual credit courses** that apply towards academic or workforce education program requirements.
- This new targeted financial aid for dual credit **will be administered by THECB**, with support from the Texas Education Agency (TEA).
- FAST will incorporate a **maximum tuition rate** for dual credit courses set annually by THECB to help ensure equitable access for high school students across the state to dual credit courses. This tuition rate will be set **in consultation with the Community College Standing Advisory Committee.**

Texas Association of Community Colleges

Making the Case With Data

Dual Enrollment Is Growing, Especially at Community Colleges

Mission Case

Through dual enrollment, colleges can:

- Provide HS students advanced curricula
- Introduce college-level expectations early
- Help students increase sense of purpose by exploring potential programs of study

- Reduce time/cost of earning a college degree
- Close equity gaps in all of the above

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Making the Case With Data

The Mission Case: Dual Enrollment Is a Promising College Accelerant

The latest federal research shows that taking college courses
in high school has numerous positive effects, including:

Stronger Grades in High School

| **High school completion** | **College enrollment** | **Credit accumulation** | **Completion of postsecondary degrees** |

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2023 ISD - 482 Grads

166 Enrolled in College (34%)

60 Temple College (36%)

101 4-Year Universities (60%)

316 Not Found in TX College (66%)

ISD Partner

DEEP Dive: Redesigning Dual Credit as a Purposeful Pathway to College and Career Opportunity

Reference: Davis Jenkins, John Fink, Sarah Griffin, and Aurely Garcia Tulloch
Texas Dual Credit Alliance Conference

DEEP Field Research Sites

TX

FL

- **Lee College** (2 school partners)
- **Navarro College** (2 school partners)
- **San Jacinto College** (1 school partner)

- **Chipola College** (1 school partner)
- **Tallahassee Community College** (1 school partner)
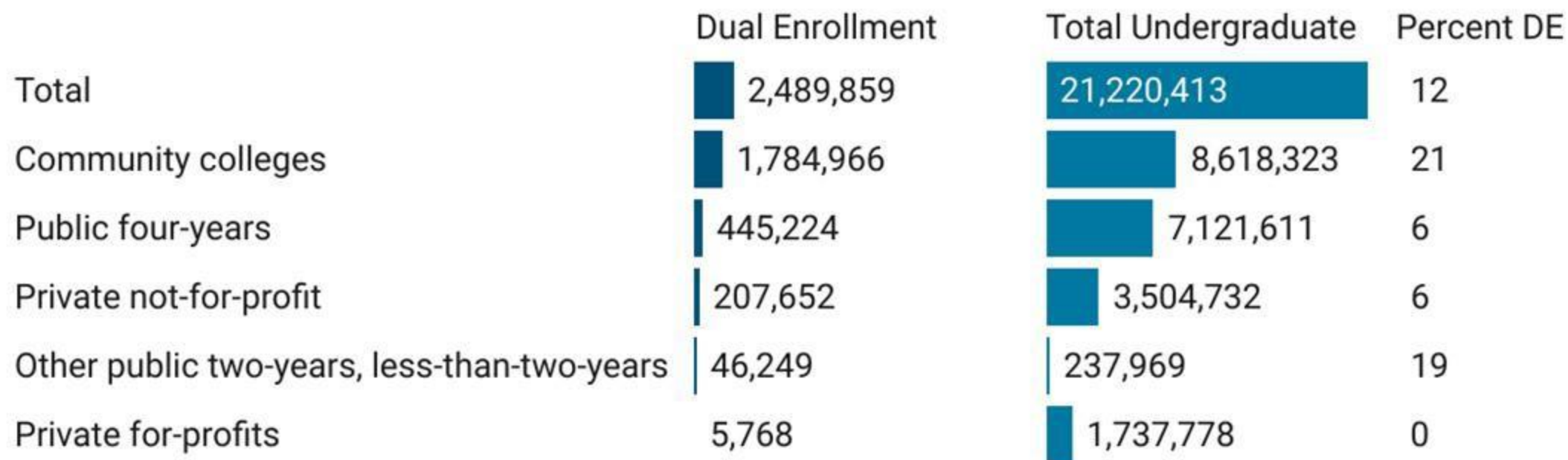- **Miami-Dade College**, 4 campuses (5 school partners)

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2.5M
2022-23

First Ever Dual Credit Count in IPEDS 12-Month Enrollment Survey

Dual Enrollment Counts by Postsecondary Sector in 2022-23

	Dual Enrollment	Total Undergraduate	Percent DE
Total	2,489,859	21,220,413	12
Community colleges	1,784,966	8,618,323	21
Public four-years	445,224	7,121,611	6
Private not-for-profit	207,652	3,504,732	6
Other public two-years, less-than-two-years	46,249	237,969	19
Private for-profits	5,768	1,737,778	0

IPEDS 12-Month Enrollment Survey, 2022-23 Academic Year

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244k
2022-23

Texas: First Ever Dual Credit Count in IPEDS 12-Month Enrollment Survey

Dual Enrollment Counts by Postsecondary Sector in 2022-23 (Texas)

	Dual Enrollment	Total Undergraduate	Percent DE
Grand Total	243,607	1,829,471	13
Community Colleges	221,659	978,970	23
Public four-years	13,857	614,693	2
Private not-for-profits	5,443	114,814	5
Other public two-years	2,361	19,167	12
Private for-profits	287	101,827	0

*IPEDS 12-Month Enrollment Survey, 2022-23 Academic Year*

Percentage of Community College Students in High School in 2022-23

Dual enrollment as a percent of commuity college headcount

6% — 57%
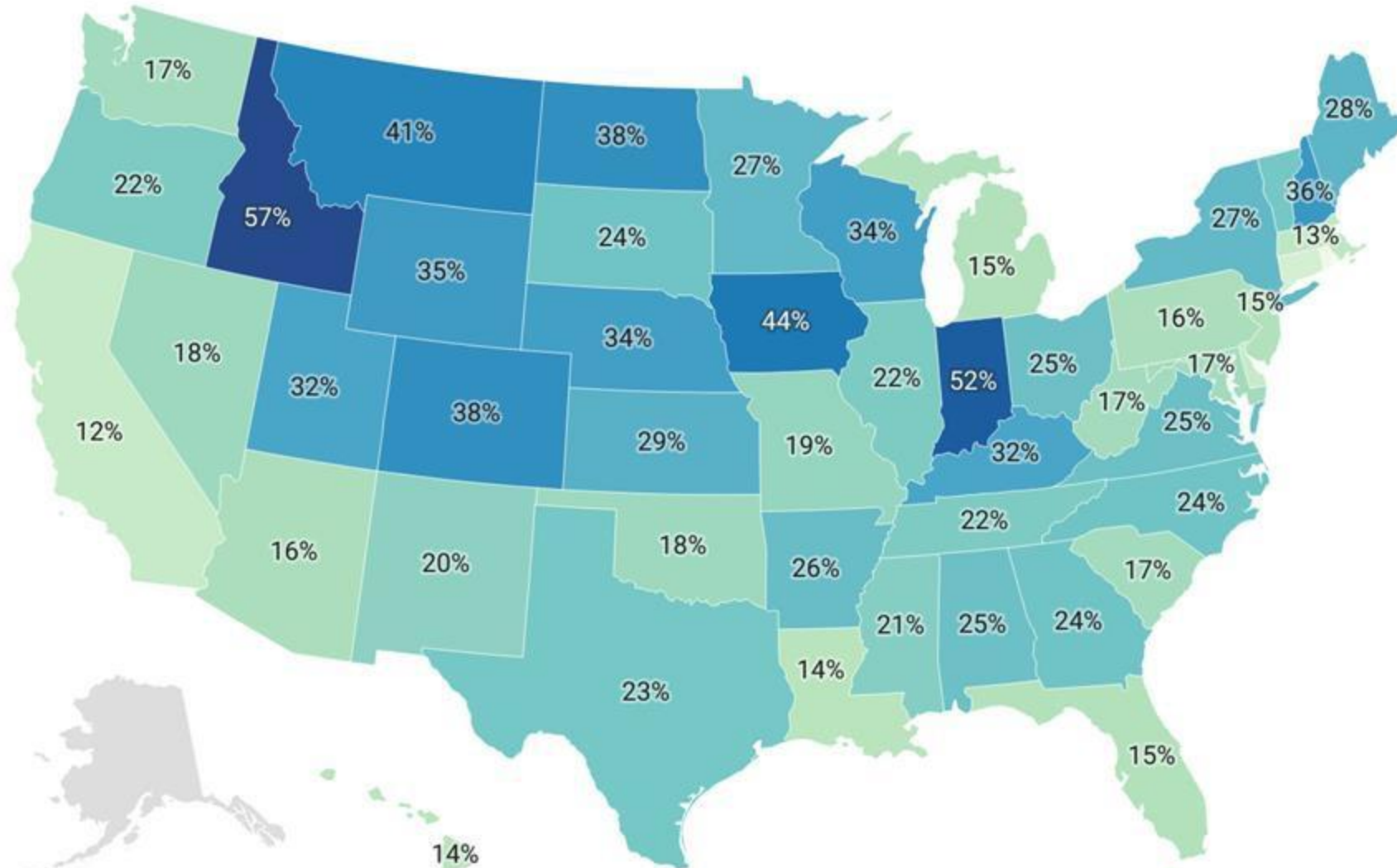
Dual Credit:
21% of 2022-23 Community College Enrollment

As Dual Credit has grown, it has better reflected TX's racial/ethnic diversity, but there is still room for improvement.
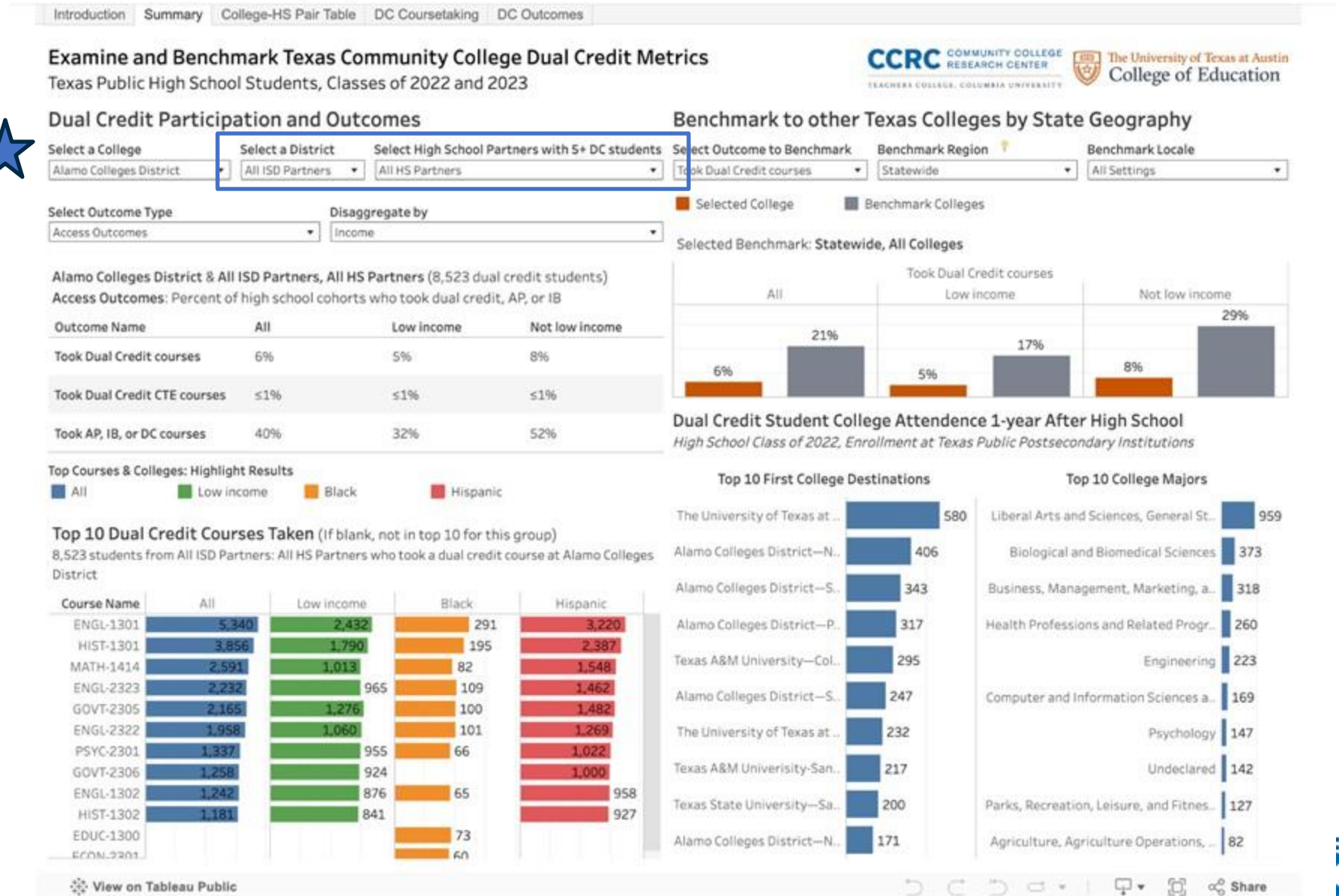
CCRC
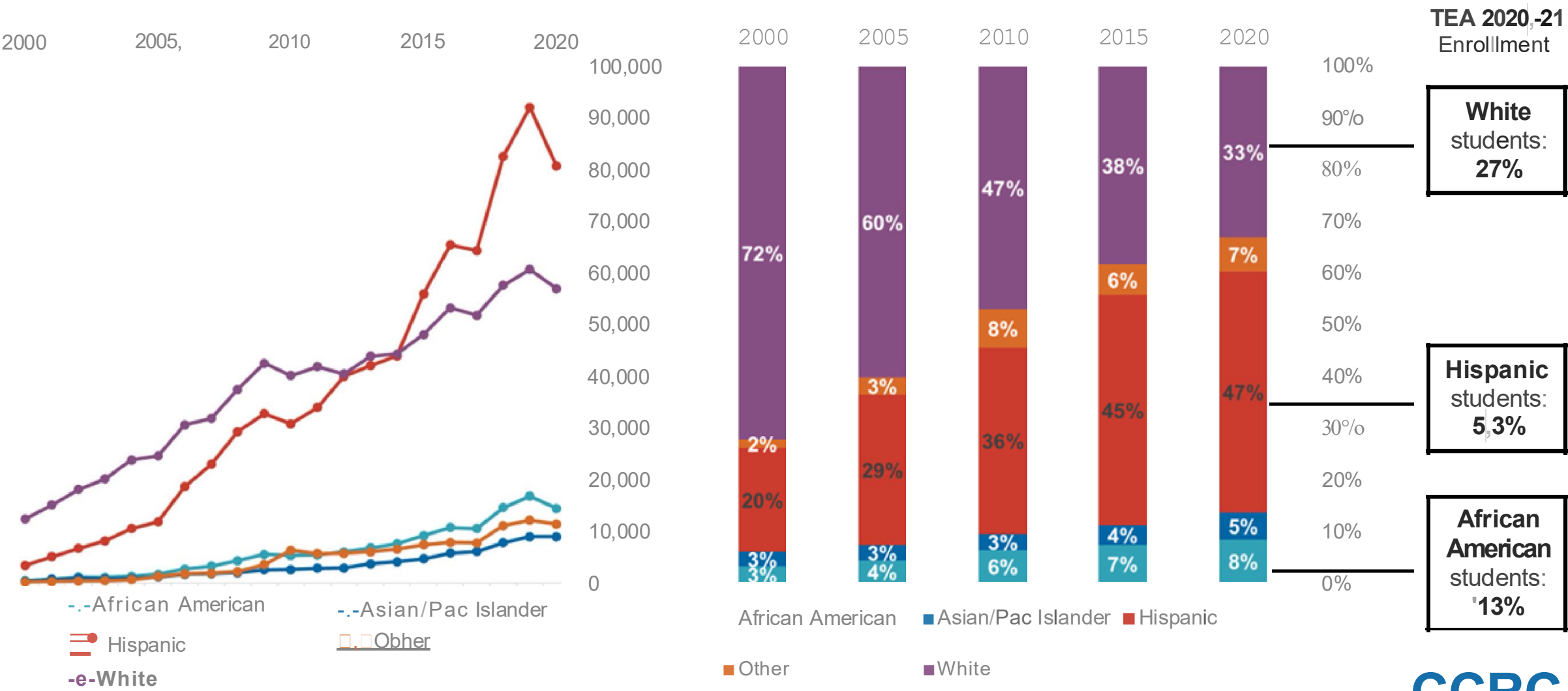
Dual Credit Dashboard Overview

- Access to DC
- DC Course Location and Modality
- DC Course Pass Rates
- DC Credit and Gateway Course Momentum
- Post-HS College Enrollments and Persistence

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https://tinyurl.com/TXDualCreditDashboard

Access the Dual Credit Dashboard

On your computer search:
https://tinyurl.com/TXDualCreditDashboard

Activity: Future for Dual Enrollment at Your College

Directions:

- Take a few minutes to review your college's data. What are your initial thoughts?

- In your small groups, spend 10 minutes discussing what a future state for dual enrollment might look like at your institution, including potential challenges.

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Strategies for Improving Dual Enrollment Outcomes

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The Aspen Dual Enrollment Playbook: Strategy 1

Set a shared vision and goals that prioritize equity

- **Key Ideas:**

  - Connect dual enrollment to a broader vision

  - Commit to equity in dual enrollment

  - Consider partners' incentives and constraints

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Serving the K-12 Community

What is your greatest challenge and how can we help?
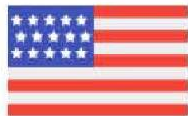
Answer: CCMR & ISD Funding

CCMR in Accountability

CCMR in Outcomes Bonuses

College Ready

Meets Texas Success Initiative (TSI) criteria
or
Earns dual course credits
or
Meets criteria on AP/IB exams
or
Earns an associate degree
or
Qualifies for OnRamps course credits

Earns an associate degree

OR

Meets TSI criteria
(college prep courses not applicable)

AND

Enrolls at a postsecondary educational institution immediately following high school

Career Ready

Earns an industry-based certification (IBC)
or
Graduates with completed IEP
and workforce readiness
or
Graduates with an advanced diploma plan
and received special education services
or
Earns a level I or level II certificate

Meets TSI criteria
(college prep courses not applicable)

AND

Earns an IBC
or
Earns a level I or level II certificate

Military Ready

Enlists in the U.S. Armed Forces/Texas National Guard
(Not Applicable—Temporarily Suspended Pending Data)

Enlists in the U.S. Armed Forces/Texas National Guard
(Not Applicable—Temporarily Suspended Pending Data)

Readiness (CCMR)

Indicator	TC Model
Earn an industry-based certification	✓
Earn an associate degree	✓
Graduate with a completed IEP and workforce readiness	✓
Graduate with an advanced degree plan and be identified as a current special education student	✓
CTE coherent sequence coursework aligned with industry-based certifications	✓
Complete a college prep course	✓
Dual credit course completion	✓
Meet Texas Success Initiative (TSI) criteria in ELA/Reading and Mathematics	✓
Earn a Level I or Level II certificate	✓

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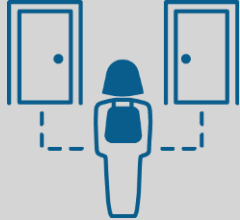Design. Implement. Improve.

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The Aspen Dual Enrollment Playbook: Strategy 2

Expand equitable access

- **Key Ideas:**
  - Build early awareness and aspirations
  - Improve outreach to communities of color
  - Recruit actively and strategically
  - Limit impact of placement testing
  - Address costs and logistics

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K-12 Partnership Case Study
Rural Dual Credit at Scale

Holland ISD is a rural secondary education partner with incredible forward-thinking leadership. Most of these students referenced below were enrolled in **Temple College Workforce and Continuing Education** CTE credit pathways aligned with TEA programs of study! Through this collaborative partnership, this high school is on its way to having every student meet the College Career and Military Readiness (CCMR) standard by the end of their freshman year! **#TDCA**

The Aspen Dual Enrollment Playbook: Strategy 3

Connect students to advising and supports that ensure equitable outcomes

- **Key Ideas:**

  - Provide strong academic advising aligned to smart choices

  - Coordinate advising across partners

  - Proactively provide supports for struggling students

Align DC to College Degrees and Careers in Fields of Interest

Inventory current DC offerings.

Map DC offerings to college degree programs in fields of interest.

Embed DC offerings in career-connected high school programs.

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The Aspen Dual Enrollment Playbook: Strategy 4

Provide high-quality instruction that builds students' competence and confidence

Key Ideas:

- Understand how K-12 courses enable or impede acceleration

- Acclimate students to college expectations

- Build confidence through excellent teaching

- Support faculty to enable high-quality instruction

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Support Students by Delivering High-Quality Instruction

Scaffold coursework and front-load supports.

Respond quickly when students are struggling.

Provide additional, structured support for online classes.

Support DE instructors and monitor quality.
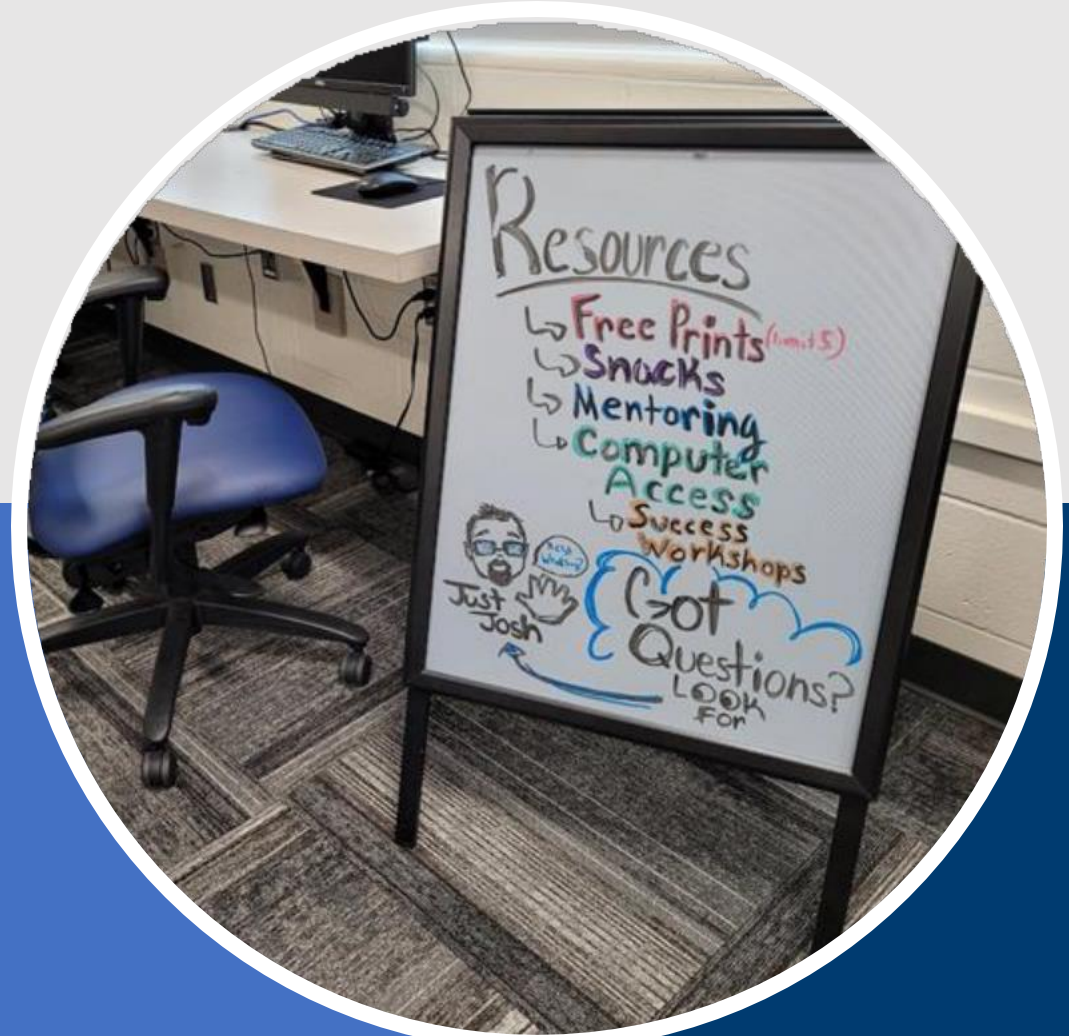
The Aspen Dual Enrollment Playbook: Strategy 5

Organize teams and develop relationships to maximize potential

Key Ideas:

- Elevate equity-focused dual enrollment teams
- Build relationships at all levels
- Assess outcomes and enact data-driven improvements

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Medicine, Exper Academy

Charlotte Harris
MED Academy Principal
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MED Aca
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The MED Academy supports the following CT Endorsement:

Health Science

Health Informatics (Dual Credit Program)
Healthcare Diagnostics (Dual Credit Option Availa
Healthcare Therapeutic (Dual Credit Option Available)
Nursing Science (KNIT) (Dual Credit Program)

Health Science
Public Service Endorsement

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

HEALTH INFORMATICS (Dual Credit)

The Health Informatics program of study focuses on exposing students to the management and use of patient information in the healthcare field. Students may learn about and research recent modifications of computerized healthcare and the process of creating and maintaining hospital and patient records in accordance with regulatory requirements of the healthcare system. Students may also practice writing and interpreting medical reports.

KingMED

Courses

9th Grade: Principles of Health Science / Business Information Management (BIM) I

10th Grade: Medical Terminology

11th Grade: Health Informatics @ San Jacinto College / Medical Intervention Evaluation and Research @ San Jacinto College / Healthcare Administration and Management @ San Jacinto College / Anatomy and Physiology

12th Grade: Project-Based Research @ San Jacinto College

Postsecondary Opportunities

Associates Degrees
- Health Information/Medical Records Technology/Technician

Bachelor's Degrees
- Medical and Health Service Managers

Master's, Doctoral, and Professional Degrees
- Medical and Health Service Managers

Work-Based Learning and Expanded Learning Opportunities

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES	
Exploration Activities: Health Occupation Students of America (HOSA)	**Work Based Learning Activities:** Volunteer at a community wellness center, hospital, assisted living center, or nursing home.

Aligned Occupations

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Medical Records and Health Information Technicians	$35,922	1,588	24%
Medical and Health Service Managers	$93,995	2,562	29%
Billing and Posting Clerks	$35,485	5,775	25%

Successful completed of this program of study will fulfill requirements of the Public Service Endorsement.
Approved Statewide Program of Study. C. E. King High School – 2023-24

https://khs.sheldonisd.com/apps/pages/accadmies

Summary

External partnerships are essential to making Guided Pathways **authentic, relevant, and effective**. They help colleges fulfill their mission not just to educate, but to **launch students into lives of purpose and prosperity**.

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Closing:
Debrief and Reflections

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Module 1 Reflections

How might you apply the strategies from this session to improve partnerships (internal or external) at your college?

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Module 1 Reflections

- What learning might you take back to your current role, based on this module?

- What might you share with others at your institution?

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Thank you!

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