

**WORK SESSION OF THE BOARD OF TRUSTEES
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
AND RICHLAND COLLEGIATE HIGH SCHOOLS**

**District Office
1601 South Lamar Street
Lower Level, Room 007
Dallas, TX 75215
Tuesday, March 2, 2010
1:00 PM**

AGENDA

- I. Certification of Posting of Notice of the Meeting Wright Lassiter
- II. Proposed Amendments to Richland Collegiate High School Charters presented by Interim President and Superintendent for Richland College and Richland Collegiate High Schools, Dr. Kay Eggleston
- III. Three Year Financial Plan – an update presented by Executive Vice Chancellor for Business Affairs, Mr. Ed DesPlas
- IV. Re-allocating Resources – a discussion requested by Board Vice Chair, Ms. Diana Flores
- V. Compensation Philosophy and Practices Concerning Full-time Faculty – a discussion requested by Board Vice Chair, Ms. Diana Flores
- VI. Guidelines for Interim and Acting Appointments – a discussion requested by Board Vice Chair, Ms. Diana Flores
- VII. Student Success – a discussion requested by Board Vice Chair, Ms. Diana Flores
- VIII. Executive Session: The Board may conduct an executive session as authorized under §551.074 of the Texas Government Code to deliberate on various personnel matters, including continuation of annual evaluation of the chancellor.

As provided by §551.072 of the Texas Government Code, the Board of Trustees may conduct an executive session to deliberate regarding real property since open deliberation would have a detrimental effect upon negotiations with a third person.

The Board may conduct an executive session under §551.071 of the Texas Government Code to seek the advice of its attorney on a matter in which the duty of the attorney under the Rules of Professional Conduct clearly conflict with the Open Meetings Act.

IX. Adjournment of Work Session

**CERTIFICATION OF POSTING OF NOTICE MARCH 2, 2010
WORK SESSION OF THE
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
AND RICHLAND COLLEGIATE HIGH SCHOOLS
BOARD OF TRUSTEES**

I, Wright L. Lassiter, Jr., Secretary of the Board of Trustees of the Dallas County Community College District, do certify that a copy of this notice was posted on the 25th day of February, 2010, in a place convenient to the public in the District Office Administration Building, and a copy of this notice was provided on the 25th day of February, 2010, to John F. Warren, County Clerk of Dallas County, Texas, and the notice was posted on the bulletin board at the George Allen Sr. Courts Building, all as required by the Texas Government Code, §551.054.



Wright L. Lassiter, Jr., Secretary

Richland Collegiate High School

Proposed Charter School Amendments
Work Session Presentation
Submitted to Richland Collegiate High School
Board of Trustees

March 2, 2010



Reasons for Substantive Amendment for a Charter School in Texas

- Changes to:
 - School name
 - Charter holder governance
 - Admission policy
 - Educational program of the school
 - Grade levels
 - Maximum enrollment
 - Geographic boundaries
 - Approved sites



Substantive Amendment Approval Process

- Approved by RCHS Board of Trustees in Resolution signed by all Board Members
- Submitted to Texas Education Agency
- Approved by Commissioner of Education

RCHS Substantive Amendments

- 28 Line Item Amendments
- Five Focus Areas
 - School Name and Structure
 - Governance
 - Organizational Reporting
 - Finances
 - Operations

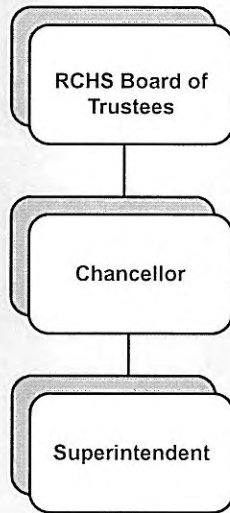
Richland Collegiate High School Name and Structure Amendments

- Change name to Richland Collegiate High School
(Line Items 1 and 3)
- One high school with two focus areas:
 - Mathematics, Science, and Engineering
 - Visual, Performing, and Digital Arts(Line Items 5, 7, 10, 12, 13, 17, 21, 22, 23, 25, 26, and 27)
- Combined capacity to serve up to 900 student
 - Up to 750 students in 2010 – 11
 - Up to 900 students in 2011 – 12(Line Items 4 and 24)

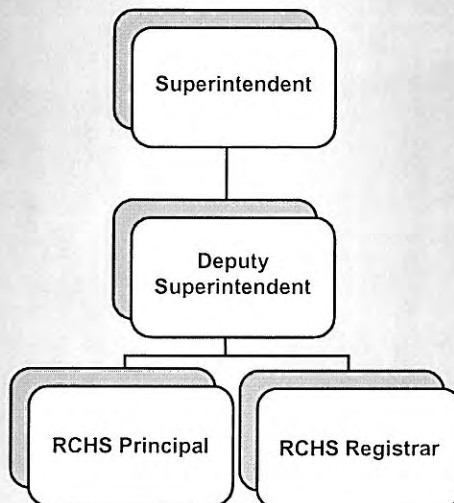
Richland Collegiate High School Governance Amendments

- List current members of RCHS Board of Trustees
(Line Item 16)
- Designate new Interim Superintendent
(Line Item 2)
- Clearly define RCHS reporting structure within the DCCCD
(Line Item 6)

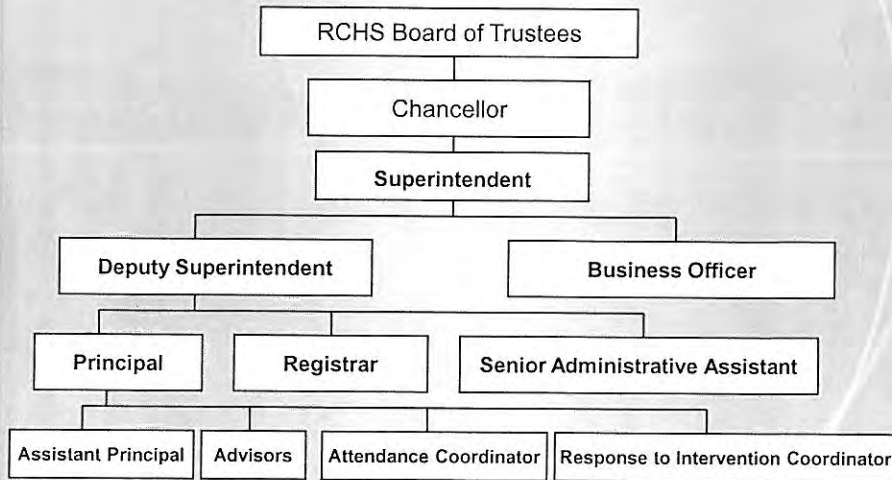
Richland College High School Governance



Richland College High School Governance



Richland College High School Organizational Reporting



Richland College High School Financial Amendments

- Provision to compensate Superintendent and Deputy Superintendent with RCHS funds as approved by the Chancellor and RCHS Board of Trustees

(Line Item 14)

Richland College Operations Amendments

- Clarify how Richland College collects attendance data
- Update procedures for student admission lottery when needed
- Remove reference to Richland College employing teachers; all employees are DCCCD employees assigned to support the Richland College

Attendance Collection and Data

- **Daily Attendance**
One amendment deletes statement -
“students will stay on campus until 4:00
each afternoon.”
(Line Item 15)

Lottery Amendments

- **Approximate date for lottery**
Changed from March 30th to April 15th
(Line Item 18)
- **Date for student response to lottery selection**
Changed from April 20th to May 1st
(Line Item 19)
- **Date for holding eligible applications**
Changed from March 15th to May 31st
(Line Item 20)

Audition Amendments

- Remove reference to requiring auditions for admission to RCHS Visual, Performing and Digital Arts
(Lines Items 8 and 9)

Non-Substantive Amendment Requirements and Approval Process

- “Any change to the terms of an open-enrollment charter that is not a substantive amendment...”
- Submitted to Texas Education Agency
- Automatically approved in 15 days unless Commissioner of Education decides it needs his approval
- Commissioner considers before decision if necessary

Non-Substantive Amendments

- 74 Line Items Amendments
- Focus Areas
 - Editorial Changes to Reflect Single High School
 - Revised High School Graduation Requirements
 - Revised DCCCD Core Curriculum
 - Clarifications Based on Actual Practices
 - Other

Editorial Changes to Reflect Single High School

- **Single High School Name**

Four amendments to reflect a single high school name

(Line Items 3, 5, 6, and 7)

Revised High School Graduation Requirements

- **High School Graduation Requirements**

Four amendments reflect the recent Texas Education Agency changes to high school graduation requirements

(Line Items 14, 31, 32, 38, and 39)

Revised DCCCD Core Curriculum

- **DCCCD Core Curriculum**

Four amendments reflect the RCHS's adoption of the new DCCCD Core Curriculum

(Line Items 10, 12, 13, and 14)

Clarification of Practices

- All RCHS students register through RCHS advisors
- Learning communities not required
- Student Success Labs
- Curricula for “Duck Camp” and between college semesters
- Availability of laptop computers
- Role of RCHS Special Education teacher

Actual Practices

- **Student Enrollment Practices**

One amendment clarifies RCHS academic advisors enroll all RCHS students in the credit classes and support labs

(Line Item 9)

- **Learning Communities**

Four amendments clarify enrollment in Learning Communities

(Line Items 15, 33, and 64)

Two amendments clarify staffing assistance for Learning Communities

(Line Items 17 and 64)



Actual Practices (continued)

- **Daily Attendance**

One amendment deletes statement - "students will stay on campus until 4:00 each afternoon."

(Line Item 16)

- **Senior Retreat and Senior Class Trip**

One amendment deletes Senior Retreat and Senior Class trip.

(Line Item 18)



Actual Practices (continued)

- **Laptop Computers and Technology**

Four amendments reflect change to providing RCHS students access to laptop computers

(Line Items 25, 27, 42, and 47)

One amendment reflects Richland College's campus-wide wireless capability

(Line Item 26)

Actual Practices (continued)

- **Role of RCHS Special Education Staff**

Two amendments clarify Richland College's Disability Services Office enrollment assistance and support services for RCHS students

(Line Items 29 and 30)

One amendment clarifies the staff responsible for working with student with disabilities

(Line Items 41, 53, 55, 61, 62, 63, 65, 71, 73, and 74)

Other

- **Transfer Institution**

Three amendments to clarify institutions accepting transfer

(Line Items 8, 11, and 28)

- **School Calendar**

Two amendments clarify semesters and class meeting days to fulfill the 180 days Texas Education Agency requirement

(Line Items 22 and 40)



Other (continued)

- **Senior Capstone Experience**

One amendment reflects a name change from Senior Exhibition to Senior Capstone

(Line Item 18)

One amendment clarifies possible topics for Senior Capstone Experience

(Line Item 19)

One amendment clarifies role of RCHS staff and faculty with Senior Capstone Experience

(Line Item 21)



Other (continued)

- **Student Support Labs and Mini Term Curriculum**

One amendment reflects mandatory support labs for all RCHS students and curriculum for mini terms

- PSAT, SAT, ACT, TAKS
- Developmental and College Level Math Labs
- Transition lab
- Senior Project lab

(Line Item 24)

Other (continued)

- **Deleted Courses**

Two amendments reflect the deletion of Horticulture courses

(Line Items 34 and 36)

- **Response to Intervention**

One amendment clarifies responsibilities for Response to Intervention program

(Line Item 45)

Other (continued)

- **RCHS Staff Titles**

Six amendments reflect title change from High School Counselor to High School Advisor

(Line Items 54, 57, 67, and 69)

Two amendments reflect title change from Assistant Superintendent to Deputy Superintendent

(Line Items 58 and 59)

Other (continued)

- **DCCCD Faculty Benefits**

One amendment deletes inaccurate statement regarding faculty benefits

(Line Item 66)

- **RCHS Offices**

One amendment reflects the need for additional office spaces as a result of a single high school

(Line Item 72)

Other (continued)

- **Office Name Change**

Three amendments reflect name change from SPAR to Student Life

(Line Items 48, 50, and 52)

- **Club Discontinued**

One amendment reflects the discontinuation of the Horticulture club

(Line Item 49)



Other (continued)

- **Change of Plans**

One amendment reflects the change of plan from starting a softball team in 2007 to not starting a softball team

(Line Item 51)

- **Definition of Completer**

Two amendments delete attainment of a GED as a completer

(Line Items 56 and 57)



Other (continued)

- **Reporting Structure**

One amendment clarifies reporting structure for the RCHS Registrar

(Line Item 70)

Summary

- Questions/Clarifications
- Resolution for RCHS Board of Trustees
Action to Be Approved March 2, 2010
Board Meeting

POLICY REPORT NO. [Chan's office ONLY: click **HERE** and enter #]

Approval of Resolution to Submit to Texas Education Agency Substantive Amendments to the Charter of the Richland Collegiate High School of Mathematics, Science, and Engineering

It is recommended that the Board approve the attached resolution, which is an amendment to the charter of the Richland Collegiate High School of Mathematics, Science, and Engineering, and that the request to amend this charter be sent to the Texas Education Agency.

Effective Date: March 2, 2010

Policy Reminders

Texas Administrative Code Title 19 Chapter §100.1033. Charter Amendment.

- (a) Amendments in writing. Subject to the requirements of this section, the terms of an open-enrollment charter may be revised with the consent of the charter holder by written amendment approved by the commissioner of education in writing.
- (b) Non-substantive amendment. A non-substantive amendment is any change to the terms of an open-enrollment charter that is not a substantive amendment under subsection (c) of this section.
 - (1) Before implementing a non-substantive amendment, the charter holder shall file with the Texas Education Agency (TEA) division responsible for charter schools a notice, clearly labeled "notice of non-substantive amendment," setting forth the text and page reference, or a photocopy, of the current open-enrollment charter language to be changed, and the text proposed as the new open-enrollment charter language. A notice of non-substantive amendment must be filed separately from any other type of amendment request.
 - (2) Within 15 business days of receiving the notice of non-substantive amendment, the commissioner of education may in the commissioner's sole discretion determine that the amendment will be processed under subsection (c) of this section (governing substantive amendments), and, in such event, subsection (c) shall govern the amendment.

- (3) Absent action by the commissioner under subsection (b)(2) of this section, the notice of non-substantive amendment shall be effective after the expiration of 15 business days following receipt of the notice by the TEA division responsible for charter schools.
- (c) Substantive amendment. A substantive amendment is any change to the terms of an open-enrollment charter that relates to the following subjects: grade levels, maximum enrollment, geographic boundaries, approved sites, school name, charter holder name, charter holder governance, articles of incorporation, corporate bylaws, management company, admission policy, or the educational program of the school. For purposes of this section, educational program means the educational philosophy or mission of the school or curriculum models or whole-school designs that are inconsistent with those specified in the school's charter. A substantive amendment must be approved by the commissioner under this subsection.
- (1) Charter amendment request. Before implementing a substantive amendment, the charter holder shall file with the TEA division responsible for charter schools a request, clearly labeled "charter amendment request," setting forth the text and page reference, or a photocopy, of the current open-enrollment charter language to be changed, and the text proposed as the new open-enrollment charter language. The request must be made in or attached to a written resolution adopted by the governing body of the charter holder and signed by the members voting in favor of it.
 - (2) Relevant information considered. As directed by the commissioner, a charter holder requesting a substantive amendment shall submit current information required by relevant portions of the last application form approved by the State Board of Education (SBOE), as well as any other information requested by the commissioner. In considering the amendment request, the commissioner may consider any relevant information concerning the charter holder, including its student and other performance, compliance, staff, financial, and organizational data, and other information.
 - (3) Best interest of students. The commissioner may approve a substantive amendment only if the charter holder meets all applicable requirements, and only if the commissioner determines that the amendment is in the best interest of the students enrolled in the charter school.
 - (4) Conditional approval. The commissioner may grant the amendment without condition, or may require compliance with such conditions

and/or requirements as may be in the best interest of the students enrolled in the charter school. An amendment receiving conditional approval shall not be effective until a written resolution, adopted by the governing body of the charter holder and signed by the members voting in favor, is filed with the TEA division responsible for charter schools accepting all conditions and/or requirements.

Source: The provisions of this §100.1033 adopted to be effective April 18, 2002, 27 TexReg 3140; amended to be effective April 6, 2005, 30 TexReg 1911.

**RESOLUTION
OF THE BOARD OF TRUSTEES
OF THE RICHLAND COLLEGIATE HIGH SCHOOL
OF MATHEMATICS, SCIENCE, AND ENGINEERING**

WHEREAS, the Richland Collegiate High School of Mathematics, Science and Engineering received approval from the Texas Education Agency in 2009 to open the Richland Collegiate High School of Visual, Performing, and Digital Arts for Fall 2010;

WHEREAS, the Superintendent and staff of the Richland Collegiate High School of Mathematics, Science and Engineering considered the financial aspects and potential student and parent concerns connected with opening a second high school;

WHEREAS, the Superintendent and staff of the Richland Collegiate High School of Mathematics, Science and Engineering determined that opening a second high school was not the best use of resources to serve current and potential students;

WHEREAS, the Richland Collegiate High School of Mathematics, Science, and Engineering Board of Trustees has considered further the issues surrounding opening a second high school as opposed to expanding the focus of a single high school to encompass both mathematics, science, and engineering and the visual, performing and digital arts; **NOW THEREFORE**

BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE RICHLAND COLLEGIATE HIGH SCHOOL OF MATHEMATICS, SCIENCE, AND ENGINEERING:

Section 1. To change the name of the Richland Collegiate High School of Mathematics, Science, and Engineering to be the Richland Collegiate High School;

Section 2. To revise the charter of the Richland Collegiate High School of Mathematics, Science, and Engineering to include changes necessary to reflect the name change;

Section 3. To revise the charter of the Richland Collegiate High School of Mathematics, Science, and Engineering in other sections as presented to the Board of Trustees to clarify school operations and related functions as indicated in Exhibit A as attached.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
Board of Trustees

By: _____
Jerry Prater, Chairman

By: _____
Diana Flores, Vice Chair

By: _____
Kitty Boyle, Board Member

By: _____
Charletta Compton, Board Member

By: _____
Bob Ferguson, Board Member

By: _____
Martha Sanchez Metzger, Board Member

By: _____
JL Sonny Williams, Board Member

ATTEST

By: _____
Wright L. Lassiter, Jr., Secretary
Board of Trustees

Adopted: March 2, 2010

EXHIBIT A

**RICHLAND COLLEGIATE HIGH SCHOOL OF
MATHEMATICS, SCIENCE, AND ENGINEERING:**

SUBSTANTIVE CHARTER AMENDMENTS

Application Coversheet (Please type)

Name of Proposed School to open in Fall 2006: Richland Collegiate High School (of Mathematics, Science and Engineering)

Name of Sponsoring Entity: Dallas County Community College District

Note: If the sponsoring entity is a 501(c)(3) nonprofit organization, the name must appear exactly as it appears in the Articles of Incorporation or any amendments thereto.

The sponsoring entity is a (Check only one.):

501(c)(3) nonprofit organization Governmental Entity

College or University

Chairperson of Governing Body of Sponsoring Entity: Jerry

Prater

Chief Executive Officer of Sponsoring Entity: Wright L. Lassiter, Jr.

CEO/Superintendent of Proposed Charter School: (Stephen Mittelstet) Kathryn K. Eggleston

Name of Governing Body of Sponsoring Entity Member Who Attended an Applicant Conference:

Jerry Prater Date of Conference: December 3, 2004

Applicant Mailing Address (Not a P.O. Box): 1601 S. Lamar Street, Dallas, TX 75215

Physical Address of Proposed Administrative Offices, if different from above: 12800 Abrams Road, Dallas, TX 75243-2199

Physical Address of the Main Campus: 12800 Abrams Road, Dallas, TX 75243-2199

Physical Address(es) of any Additional Campus(es): None

Contact Name: Donna Walker Contact Email address: (~~dwalker@dcccd.edu~~) dwalker1@dcccd.edu

Contact Phone #: 972-761-6880 Contact Fax #: (972) 238-6957

Circle Grade Levels to be served: 900

Maximum Enrollment:

(must include, by Year 3, at least one grade level where TAKS is administered)

Year 1: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

Year 2: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

Year 3: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

STATEMENT OF NEED

a) **Why the proposed open-enrollment charter school is needed and why sufficient demand exists to make the school viable:**

“The higher education community must do more to support academic rigor, especially in high school, which is the key to success in college. It must help high schools expand high quality dual-credit and advanced-placement courses, as well as other academic and informational programs that provide all students genuine pathways to college.” (Raymund A. Paredes, Texas Commissioner of Higher Education, *Dallas Morning News*, January 16, 2005)

The Dallas County Community College District (DCCCD) proposes to open a charter high school at Richland College in Fall 2006 to be known as the “Richland Collegiate High School ~~(of Mathematics, Science, and Engineering.)~~” The High School will serve ~~(600)~~ up to 900 students ~~(—about 300 juniors and 300 seniors—)~~ each year through college-level dual credit classes. The DCCCD then proposes to ~~(open a second charter school at Richland College in Fall 2010 to be known as the Richland Collegiate High School for Visual, Performing, and Digital Arts (RCHS VPDA))~~ create two focus areas within the RCHS, the School of Mathematics, Science, and Engineering and the School of Visual, Performing and Digital Arts. ~~(This school will enroll a maximum of 150 students for the 2010-2011 school year and no more than 300 students in subsequent years.)~~ Students will enroll in college classes, earning high school credits toward graduation while also earning college credits. The High School will be open to students from Dallas County and the surrounding counties. As Richland College students, Collegiate High School students will have complete access to all the services offered to students at the college and throughout the DCCCD at no charge. The DCCCD does not charge students any student fees nor fees for extracurricular activities.

The movement toward higher education institutions holding charters to operate public high schools is a national trend. Maricopa Community College District in Phoenix, Arizona, operates three charter high schools while community colleges in Florida, South Carolina, Michigan, and New York operate charter high schools. The “Middle College” effort has resulted in public high schools operating on 120 community college campuses across the country, about half of which are charter schools. The “Early College Initiative” funded by the Gates Foundation supports 46 early colleges in 19 states, 30% of which are charters, while 72% are run by community colleges. The Initiative anticipates funding 170 early colleges in 25 states serving 68,000 students by 2012. In September 2004, the CEO of the Chicago Public Schools challenged each of the city’s universities to run a charter school. As part of his “Renaissance 2010” plan to strengthen the school system, he

said, "I'd like to see all the universities run a Chicago public school. Run a charter. Run a contract." (*Chicago Sun-Times*, September 3, 2004)

The need and demand for ~~both~~ the Richland Collegiate High Schools is great. As a comprehensive community college system, the DCCCD's mission is to identify the community's educational needs and to work with employers and other educational institutions – both secondary and postsecondary – to best tackle those needs. This application for the Richland Collegiate High School is an example of carrying out that mission to best serve Dallas County and north Texas.

Richland College is the largest of the district's seven community colleges, enrolling about 14,000 credit students each semester. The campus lies on the northeast edge of Dallas, adjacent to Richardson and Garland. While its service area encompasses areas of all three cities, Richland College draws students from across Dallas, Collin, and Rockwall Counties who enroll in mathematics and engineering programs seeking to transfer to The University of Texas at Dallas and other universities noted for their engineering programs, in pre-medical and pre-dental oriented science curricula to transfer to The University of Texas at Arlington and other universities noted for their medical programs, and in the Teacher Preparation Institute before enrolling at Texas Women's University and the University of North Texas to become public school teachers.

Dual Credit Programs

The DCCCD has 17 years of experience in offering college-level courses to high school students through its dual credit program. In this program, high schools students, usually those in the 11th and 12th grades, can enroll in college-level classes if they meet state and DCCCD criteria for dual credit and get permission from their school district or

Another reason this charter model is suitable is the Board of Trustees who will govern the High School. The DCCCD Board of Trustees are elected from districts covering Dallas County and are responsible for governing the DCCCD. The Board has governed the district for almost 40 years, leading it in a responsible manner consistent with the charge from the citizens of Dallas County who elected them to office. The national recognition for the district as a well-run, stable, fiscally conservative educational institution stems from the Board's leadership. This leadership will be extended to oversight of the Collegiate High School.

A mark of the Board's leadership is its adherence to the Carver Policy Governance Model that separates issues of organizational purpose ("Ends") from all other organizational issues ("Means"), placing primary importance on those Ends. Policy Governance boards demand accomplishment of purpose and only limit the staff's available means to those that do not violate the board's standards of prudence and ethics. This leadership philosophy allows the Board of Trustees to exercise the requisite responsibilities of management, operation, and accountability while delegating sufficient authority to the Superintendent and Principal through the Chancellor to carry out actions and strategies that lead to

improved learning opportunities for High School students. As experienced practitioners of this leadership style, the Board of Trustees will understand their role in governing the High School from the day the charter is awarded. This will allow the High School to move forward wisely and effectively.

For these reasons, the DCCCD Board of Trustees chose to apply for a charter for the Richland Collegiate High School. The model fits within the district's mission of providing access to higher education throughout the region while not duplicating the work of school districts and private high schools. With the district's resources to support the High School, the state funding will result in a high quality charter school that can be a model for higher education institutions across Texas.

Extended Studies in the Visual, Performing, and Digital Arts

Students attending the RCHS (VPDA) ~~will~~ may enroll in additional courses in visual, performing, and/or digital arts depending on their academic and career goals. ~~(Performing arts students who are accepted through the audition process will receive priority in enrolling in performing arts courses.)~~ All RCHS (VPDA) students will enroll in the visual and digital arts courses they wish to complete as part of earning their high school diplomas and Associate degrees. These opportunities to extend knowledge of these arts are not available in most of the ISDs in the RCHS (VPDA's) service area. Even in the few districts where students can engage in extended arts programs, they must be accepted through auditions that eliminate more than half of the applicants. None offers a full curriculum of dual credit courses as proposed for the RCHS (VPDA).

Richland College has a proud history in the visual, performing, and digital arts. Faculty members have received state and national recognition in drama, music, and the visual and digital arts, including an Academy Award. Several continue long-term leadership roles in local and statewide arts education and professional organizations. Richland graduates continue to perform and exhibit in national and international arts venues. Others in the performing arts are noted for their technical work behind the scenes supporting national tours and shows and media productions, often returning to Richland College to teach students.

RCHS (VPDA) students will enjoy full access to these outstanding instructors. They will participate in extracurricular activities such as digital, photographic, and art exhibitions. For vocal music students, the college sponsors four choral ensembles – the Richland Chorale, Gospel Singers, Chamber Singers, and Jazz Singers. Instrumentalists may choose between symphonic winds, orchestra, guitar, rock/pop, world drumming, steel band, and various jazz ensembles. The free weekly Recital Series offers students performing in jazz, rock, classical, and world beat concerts. Two Evening Concert series each year feature performances by Richland's various music ensembles.

Additional Learning Activities

State law requires that high school students receive 180 days of instructional services during each academic year. A full semester at Richland College includes 75 days of instruction, meaning a Collegiate High School student will participate in 150 days of instruction while taking college classes during the two semesters. Thus, students must receive another 30 days of instructional services during that academic year to meet state requirements. This requirement will be met by starting the academic year for high school students about three weeks before Richland College classes start ~~((15 instructional days), attendance for three days after the Richland College Fall Semester ends and two days,)~~ meeting before the Spring Semester starts ~~((5 instructional days)), and attending MayMester classes ~~(for two weeks) after the Richland College Spring Semester ends~~ ~~((10 instructional days))~~. These additional classes will cover 30 instructional days.~~

This expanded schedule before the Fall Semester will allow incoming 11th grade students time to complete a full orientation to their new school and give returning 12th grade students time to refocus their attention and begin working on their Senior Exhibitions. During this time, students will participate in workshops and seminars designed to strengthen learning and study skills, increase student awareness of the world in which they will function, and prepare for the college experience. All students will participate in team building and leadership development activities during this time. Students will also begin their Service Learning projects.

~~(Senior students will participate in a Senior Retreat before classes start. The two day retreat will be held off campus at one of facilities in the Dallas area used by schools to provide a non-sectarian environment in which students can build relationships while they consider their futures as rising seniors. The RCHS will provide transportation to and from the retreat site, meals while at the site, presenters and group leaders, instructional materials, and any other items to enhance the experience at no cost to students. To allow all students to participate, they will not stay overnight at the retreat site. Topics for students will include avoiding the “senior slump,” transfer opportunities after graduation, career exploration, health and wellness, and leadership.~~

~~During the time between the Fall and Spring Semesters, seniors will work on their Senior Exhibitions and junior students will participate in workshops and seminars. Again, all students will participate in Service Learning projects.~~

~~—The final two weeks after the college’s Spring Semester ends will allow time for completing the school year—taking care of administrative details and preparing for graduation. Seniors will present their Senior Exhibitions and take a Senior Class trip. Juniors will participate in workshops and seminars designed to prepare them for their final year at the High School.)~~

EDUCATION PLAN

a) Scope and sequence of the proposed education program:

The proposed education program for the Collegiate High School centers on students in the 11th and 12th grades taking college-level classes in a dual credit mode. This model allows students both to complete their high school graduation requirements and accumulate college credits that can lead to an AA degree from Richland College and/or transfer to a four-year university to enter with advanced standing.

Students entering the Collegiate High School will meet with a counselor to review their high school records and identify the courses that student needs to graduate from the High School within two years. The counselor will then match these needed high school courses to courses offered by Richland College that this particular student is ready to take. The student will then have a personal degree plan based upon the college's assessment of academic skills and individualized career aspirations. Parents/guardians will be encouraged to attend this meeting with their student to assure they understand what courses the student is taking and why, but will not be required to attend.

~~(Students seeking to enter the RCHS VPDA will identify which area of the arts they wish to enter. Those who seek admission in the performing arts (theater/drama, dance, and music) will be required to audition in accordance with current charter school law. These auditions are necessary due to limited space in classrooms and practice/performance areas which restrict admission in each area to 30 students annually. Students desiring to enroll in non-performing art programs such as the digital and visual arts will apply for admission to the RCHS VPDA in the remaining slots each year.)~~

The Richland College Disabilities Services office will ~~(manage)~~ assist with enrollments for special education students. This office, which has been in operation for 20 years, currently works with more than 500 learning and/or physically challenged college students each semester. Counselors in the office work with each student to develop an individualized learning plan based upon assessments of the student's academic skills, educational aspirations, and the Richland College curriculum. The office provides support services such as interpreters for the hearing impaired, note takers for the visually impaired, and mobility assistants as needed. Counselors also act as advocates for students to assure they receive appropriate accommodation in the classroom and other learning activities.

Special education students attending the High School will receive ~~(all of these)~~ support services from the Disability Services Office. The counselor, working with the student and parents, will develop a learning plan appropriate to that student's special education needs. The courses that a student can take at Richland College will range from developmental education classes in reading, writing, and mathematics (or ESOL for non-native English speakers) to individual learning

skills and academic development courses to courses in technical programs to college transfer courses. In situations in which a special education student is eligible to enter the 11th or 12th grade, yet needs classes at an even lower level than offered by Richland College, the Disability Services Office and High School staff members will arrange appropriate alternative education opportunities with nearby educational institutions, through the Educational Service Center Region 10 Cooperative, or with individual instructors to offer instruction at the college in appropriate facilities.

As required by the Texas Education Code (TEC), the Collegiate High School's curriculum includes a foundation offering English language arts; mathematics; science; and social studies consisting of Texas, United States, and world history, government, and geography. The High School will also offer an enrichment curriculum including languages other than English, health, physical education, fine arts, economics with emphasis on the free enterprise system and its benefits, career and technology education, and technology applications. Every course offered by Richland College and the DCCCD includes learning objectives approved by the Texas Higher Education Coordinating Board that form the framework for the course and must be included in the course syllabus for all students. These objectives are stated in the same manner as the Texas Essential Knowledge and Skills (TEKS) objectives, though, being college-level, they presume outcomes at a higher skill level.

English Language Arts and Reading

High school students must complete four years of English to graduate. Collegiate High School students will have completed two years when they enroll, meaning they must complete courses equivalent to English III and English IV to graduate from the High School. The courses "Composition I and II" (ENGL 1301 and 1302)

b) Unique curricular experiences:

The special curricular experiences open for Collegiate High School students have been described earlier in this application. To reiterate, High School students will:

1. Earn college credit for the courses they complete to meet their high school graduation requirements;
2. Participate in a learning communit(y)ies (~~each semester~~) to build community and better understand the holistic nature of true learning;
3. Perform at least 30 hours of volunteer work through the service learning program each year while completing a journal and attending reflection sessions to gain a stronger understanding of the true role of a citizen;

4. Present a Senior Exhibition at the end of the 12th grade culminating a year of studying a topic, developing a paper, and creating the final presentation working with a faculty mentor and at least one outside expert;
5. RCHS (~~VPDA~~) students will enroll in visual, performing, and digital arts programs, including Multimedia, Interactive Simulation and Game Technology, Art, Drama and Theater, Dance, and Music;
6. Engage in a variety of learning activities outside the schedule of college classes to build leadership skills and foster community and teamwork among all the students; and
7. Have access to laptop computers to enhance their learning experience throughout their two years in the Collegiate High School.

At this time, no other charter school in Texas offers all of these curricular and learning experiences for students.

c) Gifted and Talented Program:

The Collegiate High School will not offer a gifted and talented program since all students will already be enrolled in college-level courses throughout their time in the high school. However, Richland College does offer an Honors Program for students who are interested in active participation throughout a class. Honors classes are smaller than other classes to encourage student involvement. Formats may include seminars, team-taught classes, accelerated courses, interdisciplinary courses, and courses with honors components. Honors “core” classes are interdisciplinary team-taught classes designed around a central theme, much as in the Learning Community model. A student who completes 12 or more hours of Honors courses is designated as an “Honors Graduate” on his or her diploma and transcript.

d) Other student activities:

Collegiate High School students have full access to all student programs offered by the college. All students enrolled in the RCHS are Richland College students regardless of the specific courses and programs in which they are enrolled. This includes any students who might be enrolled in special education and/or bilingual/ESL classes. No RCHS students will be denied the opportunity to participate in any student activities offered by Richland College or the RCHS.

The college’s Student (~~Programs & Resources (SPAR)~~) Life office sponsors a wide variety of activities and functions designed to appeal to the array of students who attend the college. (~~SPAR~~) Student Life supports student clubs and organizations with a faculty sponsor in the following categories (examples in parentheses):

HUMAN RESOURCES INFORMATION

a) Notarized biographical affidavit for each officer of the school:

The notarized biographical affidavits for the following officers of the school are included in *Attachment A*:

Superintendent – (~~Stephen K. Mittelstet~~) Kathryn K. Eggleston
(Assistant) Deputy Superintendent – (~~David B. Canine~~) Donna Walker
Principal – Kristyn Edney
Business Officer – Finney Varghese

(~~The Business Officer and Principal for the school have not been selected. Their notarized biographical affidavits will be submitted ahead of the opening of the school.~~)

b) Job descriptions

Superintendent

Duties and Responsibilities:

1. Has primary responsibility for programming, development, implementation, and evaluation of educational and fiscal activities of the Richland Collegiate High School;
2. Responsible for organizing the High School’s central administration and supervising and coordinating the activities of the Assistant Superintendent, Business Officer, and High School Principal in administering instructional, fiscal, and student programs of the High School;
3. Responsible for developing and implementing long-range objectives and short-term goals to meet the needs of current and potential students of the High School;
4. Responsible for developing and presenting the High School budget to the DCCCD Board of Trustees for approval;
5. Responsible for administering the overall High School budget to provide implementation of stated goals and objectives;
6. Supervises the recruitment and selection of all High School personnel and recommends employment of all contractual personnel;
7. Approves reports and submissions to the Texas Education Agency and other agencies and government bodies as required by law;
8. Directs the disposition or safekeeping of public records subject to the DCCCD Board of Trustees’ superior right of immediate access to, control over, and possession of such records;
9. Works with the High School Community Advisory Committee to assure High School functions reflect community needs;

10. Responsible for all other functions and activities of the High School except those specifically designated duties that can not be delegated by the DCCCD Board of Trustees under 19 TAC §100.1033(6)(C).

Minimum Education and Skill Requirements:

1. Master's degree
2. Five years of educational management experience
3. Excellent oral and written communication skills to meet the needs of a diverse student population and staff and of local education and business leaders

(Assistant) Deputy Superintendent

Duties and Responsibilities:

1. Assists the Superintendent in programming, development, implementation, and evaluation of educational and fiscal activities of the Richland Collegiate High School;
2. Assists the Superintendent in developing and implementing long-range objectives and short-term goals to meet the needs of current and potential students of the High School;
3. Assists the Superintendent in developing the High School budget;
4. Assists the Superintendent in recruiting and selecting High School personnel;
5. Oversees development of reports and submissions to Texas Education Agency and other agencies and government bodies as required by law;
6. Assists with the High School Community Advisory Council to assure High School functions reflect community needs;
7. Provides for professional growth through reading and attending workshops, seminars, and conferences;
8. Performs related duties as required.

Minimum Education and Skill Requirements:

1. Master's degree
2. Five years of educational management experience
3. Excellent oral and written communication skills to meet the needs of a diverse student population and staff

Business Officer

Duties and Responsibilities:

1. Responsible for the integrity of business and financial reports of the Richland Collegiate High School;
2. Supervises staff responsible for PEIMS reporting, financial transactions, record keeping, and report preparation/reconciliation for the High School;
3. Responsible for helping develop and administering the High School budget;

4. Projects income and expenditures, analyzes and coordinates budget development, monitors and controls expenditures within guidelines established by DCCCD and Texas Education Agency policies;
5. Monitors High School purchasing functions and accounts payable and receivable;
6. Provides for professional growth through reading and attending workshops, seminars, and conferences;
7. Performs related duties as assigned.

Minimum Education and Skill Requirements:

1. Master's degree in business or accounting or Bachelor's degree with equivalent experience and four years of progressively responsible experience in a computerized, multi-cost center accounting office;
2. Demonstrated knowledge of fund accounting and budget management;
3. Ability to access and utilize information from mainframe and microcomputer applications;
4. Use computer technology to maintain records, generate reports and communicate with others;
5. Oral and written communication skills to interact effectively with individuals from diverse socio-economic backgrounds.

Richland Collegiate High School Principal

Duties and Responsibilities:

1. Provides overall leadership and focus for the Richland Collegiate High School;
2. Has primary responsibility for day-to-day operations of the High School, including directing and coordinating educational, administrative, and counseling activities;
3. Supervises academic support, counseling, and office staff members of the High School;
4. Assists in establishing and maintaining relationships with Richland College administrators and faculty and staff members, with educational staff members at universities in the region, with administrators of charter schools in the area, and with community and business organizations in the area;
5. Assists in planning and monitoring the High School budget;
6. Establishes and maintains cooperative staff relations and effective parent-teacher relations;
7. Works with the High School Community Advisory Council, the Parent Advisory Council, and the Student Council to maintain strong relationships with each group;
8. Develops learning opportunities for students between semesters;
9. Enforces the Richland College Student Code of Conduct and implements disciplinary proceedings and activities as necessary to maintain an appropriate educational setting for all students;

10. Is available to students and parents for education-related purposes;
11. Provides for professional growth through reading and attending workshops, seminars, and conferences;
- ~~12. (Coordinates activities with the Principal of the Richland Collegiate High School for Visual, Performing, and Digital Arts;)~~
13. Performs related duties as assigned.

Minimum Education and Skill Requirements:

1. Master's Degree
2. Three years of management experience in education
3. Demonstrated familiarity with Texas Education Agency rules and regulations
4. Excellent oral and written communication skills to meet the needs of a diverse students population and staff

Reporting Relationship

Reports to the RCHS Deputy Superintendent

**(Richland Collegiate High School for Visual, Performing, and Digital Arts
Principal**

Duties and Responsibilities:

- ~~1. Provides overall leadership and focus for the Richland Collegiate High School for Visual Performing, and Digital Arts;~~
- ~~2. Has primary responsibility for day to day operations of the RCHS VPDA including directing and coordinating educational, administrative, and counseling activities;~~
- ~~3. Supervises academic support, counseling, and office staff members of the RCHS VPDA;~~
- ~~4. Assists in establishing and maintaining relationships with Richland College administrators and faculty and staff members, with educational staff members at universities in the region, with administrators of charter schools in the area, and with community and business organizations in the area;~~
- ~~5. Assists in planning and monitoring the RCHS VPDA budget;~~
- ~~6. Establishes and maintains cooperative staff relations and effective parent-teacher relations;~~
- ~~7. Works with the Parent Teacher Association and the Student Council to maintain strong relationships with each group;~~
- ~~8. Develops learning opportunities for students between semesters;~~
- ~~9. Enforces the Richland College Student Code of Conduct and implements disciplinary proceedings and activities as necessary to maintain an appropriate educational setting for all students;~~
- ~~10. Is available to students and parents for education related purposes;~~

- ~~11. Provides for professional growth through reading and attending workshops, seminars, and conferences;~~
- ~~12. Coordinates activities with the Principal of the Richland Collegiate High School of Mathematics, Science, and Engineering;~~
- ~~13. Performs related duties as assigned.~~

~~Minimum Education and Skill Requirements:~~

- ~~1. Master's Degree~~
- ~~2. Three years of management experience in education~~
- ~~3. Demonstrated familiarity with Texas Education Agency rules and regulations~~
- ~~4. Excellent oral and written communication skills to meet the needs of a diverse students population and staff~~

~~Reporting Relationship:~~

~~Reports to the RCHS Deputy Superintendent)~~

c) Sponsoring entity's organizational chart:

The organizational charts for the Dallas County Community College District are attached in *Attachment B*. The first page shows the entities that report to the Chancellor - the seven community colleges including Richland College, the Bill J. Priest Institute for Economic Development, the R. Jan LeCroy Center for Educational Telecommunications, and the three Vice-Chancellors for district operations. The second page shows the organizational chart for Richland College highlighting the Collegiate High School within the college's structure. The third page shows the organizational structure for the Collegiate High School.

d) Salary ranges and benefits for school officers and analysis of comparable salaries and benefits:

The school officers will include the Superintendent, (~~Assistant~~) Deputy Superintendent, Business Officer, and Principal. The Superintendent, (~~and Assistant~~) Deputy Superintendent, and Business Officer are currently DCCCD employees at Richland College. (~~They will assume their duties with the Collegiate High School at no additional compensation, but with a shift of other duties to accommodate the responsibilities associated with leading the Collegiate High School. The Business Officer has not been selected yet, but that person will be a Richland College employee in the college's Financial Services Office, a position that is currently being filled. The Business Officer will direct High School business operations with no additional salary.~~) These college employees will be compensated as approved by the Board of Trustees based on appropriate considerations of their time commitments to supervising RCHS operations.

The High School Principal will be employed when this application is approved and will be paid from High School funds as a DCCCD administrative employee. As a DCCCD employee, the Principal receives all the benefits provided for full-time DCCCD employees, including participation in either the Texas Retirement

System or the Optional Retirement Program, health and dental insurance, life insurance, business and travel and cell phone allowances, and vacation and sick leave. The Principal will be employed according to the DCCCD Administrative Salary Schedule at a Level IV position, which has an entry salary range of \$52,404-\$62,225. The salaries for school administrators in neighboring school districts and for Region 10 and the state as reported in the current snapshots of school district profiles are shown below:

Richland Collegiate High School Principal	\$52,404-\$62,225
Richardson Independent School District School Administrators	\$64,881
Garland Independent School District Administrators	\$66,401
Dallas Independent School District Administrators	\$64,880
Plano Independent School District Administrators	\$66,364
Region 10 School Administrators	\$61,446
State School Administrators	\$58,561
Statewide Charter School Administrators.....	\$40,446

While the upper level of the Principal’s salary is somewhat below the average for neighboring school districts, it is comparable to the average for Region X and above the statewide averages. In addition to the evaluations of all officers and the High School as a functioning entity by the Board of Trustees and supervisors will assure this performance meets standards.

1) Management and administrative practices: All DCCCD employees receive strong orientation to the requirement that they must adhere to management and administrative practices outlined in the DCCCD Board Policy Manual and operating policies. The district undergoes an annual audit designed to assure these practices are followed. In addition, the district’s Internal Audit Division has the backing of the Board of Trustees to investigate any and all instances of reported violations of these practices. The Internal Audit Division also conducts random audits of departments and divisions to assure full compliance with policies and procedures. All investigations by the Internal Audit Division are reported directly to the Board of Trustees for their consideration and further action if necessary. The High School will be audited regularly by this division with the results communicated to the Board of Trustees.

2) Student attendance accounting reporting requirements: The ~~(Business Officer)~~ DCCCD District Service Center and Principal will have primary responsibility for assuring that student attendance is properly accounted and reported. Student attendance will be documented by teachers taking attendance during ~~(the first class period beginning after 10:00 AM and during the first class period beginning after 1:00 PM each day)~~ every class. High school staff members will collect the

attendance records daily and submit them to the (~~Business Officer~~) Attendance Coordinator for appropriate handling.

~~(The High School's student information system will include capabilities to document and track student attendance using student identification cards coded with magnetic information that will be read by a scanner in the High School office area. Students will use their cards to check in and out every school day under the monitoring of a teacher and High School staff members. A waiver will be requested to allow this process to be used as the attendance tracking system. If this waiver is not granted, the attendance accounting policy outlined above will continue to be utilized.)~~

The district's Internal Audit Division will test and review this attendance accounting system at least once each year to assure the data captured is accurate. Their findings will be reported to the Business Officer, the Principal, the Superintendent, and the Board of Trustees. The Business Officer will be responsible for implementing any improvements recommended in this process and for fixing any errors that may have been transmitted to TEA.

3) Compliance with generally accepted accounting principles and generally accepted standards of fiscal management: This compliance is strictly expected in every business transaction conducted by the DCCCD, demanded through policies and regulations at all levels of the institution. The internal audit procedures and standard business practices require that these principles and standards be followed. The Business Officer will be expected to assure all of the High School's financial transactions meet these requirements, working with the Richland College Dean of Financial Services and the district's Vice Chancellor for Business Affairs and his staff. Again, the Internal Audit Division will review the High School's financial transactions to ensure compliance.

4) Compliance with special education and bilingual/English as a second language (ESL) program requirements: The High School Principal will have the primary responsibility to assure that all High School students who require special education and/or bilingual or ESOL services receive those services to which they are entitled. The Principal will work with the college's ESOL and Disability Services programs to obtain these services and provide them in the best manner to enhance student learning. The Principal will be expected to understand the rules and regulations regarding special education and bilingual/ESL services and to help other High School officers improve their awareness of these requirements. This effort may include attending workshops and seminars dealing with these topics to build a greater understanding among all of the High School officers so they can convey the importance of these rules to members of the Board of Trustees and to other employees of the DCCCD.

5) Financial accounting reporting requirements, including grant reporting requirements: The DCCCD has extensive policies and procedures regarding requirements for reporting financial activities, including grants. The district handles more than \$20 million in grants from federal and state agencies annually, so the policies in place have undergone extensive review and are accepted as effective by the district's auditors. These same auditors review the district's entire financial accounting system, and, as indicated in the audit report, find it effective.

The Business Officer will be responsible for assuring that all High School financial transactions adhere to the reporting requirements. The annual reviews by the Internal Audit Division, the district's external auditors, and TEA auditors will confirm this compliance as reported to the Board of Trustees.

7) Reporting requirements, including those through the PEIMS: The (~~Business Officer~~) DCCCD District Service Center will be responsible for implementing the management information system that provides PEIMS and other required information to TEA. The (~~Richland College Financial Services Office~~) RCHS Registrar will capture and report these data, using the High School's data management system. The (~~Business Officer~~) Deputy Superintendent will oversee the person designated as the PEIMS Coordinator (~~in the Financial Services Office~~). These two people will attend training from TEA and the ESC Region 10 Cooperative to assure they are skilled at operating the system and providing the information TEA and other agencies must have.

The (~~Business Officer~~) DCCCD District Service Center will be responsible for assuring that all High School reports meet TEA requirements. The annual reviews by the Internal Audit Division, the district's external auditors, and TEA auditors will confirm this compliance as reported to the Board of Trustees.

GOVERNANCE

a) **Members of the governing body of the sponsoring entity:**

The members of the Dallas County Community College District Board of Trustees are:

- 1 Jerry Prater, President
- 2 Marion K. Boyle
- 3 Charletta Rogers Compton
- 4 Bob Ferguson
- 5 Diana Flores
- 6 Martha Sanchez Metzger
- 7 (~~Pattie Powell~~) J. L. (Sonny) Williams

ADMISSIONS POLICY

a) Period during which applications will be accepted:

Applications from prospective students to attend the Collegiate High School will be accepted from December 1 of the preceding year through 5:00 PM on March 31 of the year in which the student wishes to attend. If March 31 falls on a Saturday or Sunday, the deadline will be extended to 5:00 PM on the following work day. Applications will be accepted from students who intend to enter the 11th grade the following school year. Students who are admitted to the High School must confirm their eligibility to enter the 11th grade by August 1 of the year in which they intend to enroll in the High School.

~~(The Richland Collegiate High School for Visual, Performing, and Digital Arts will accept up to 30 students in each area of the performing arts—music, theater, and dance—annually. The RCHS VPDA will accept applications for students wishing to study one of these performing arts during this period based upon the admission requirements contained in 19 TAC Chapter 100, Subchapter AA, §100.1207(e). In accordance with TEC, §12.111 and §12.1171, admission to those performing arts programs in the RCHS VPDA will include an admission policy that requires a student to demonstrate an interest or ability in the performing arts including an audition for admission to one of these programs within the RCHS VPDA. This admission policy will prohibit discrimination on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, sexual preference, or the district the child would otherwise attend under state law.~~

~~This special admission policy for the performing arts is necessitated by limited space and equipment for prospective students. The RCHS VPDA meets the requirements for a school specializing in performing arts outlined in 19 TAC Chapter 100, Subchapter AA, §100.1207(e)(1)(A-E). The core academic curriculum is integrated with performing arts instruction. Through the extensive performing arts program Richland College offers, a wider array of performing arts courses is available than those offered at public schools. RCHS VPDA performing arts students will have frequent opportunities to demonstrate their artistic talents in performances, recitals, and concerts. Richland College participates in several cooperative programs with organizations in the North Texas performing arts community including events at Richland College and at other performance venues. The innovation offered these high school students of earning extensive college credits while completing high school in a totally dual-credit program is unique in Texas.)~~

b) Approximate date on which the lottery will be conducted and lottery procedures:

The lottery for admission to the Collegiate High School, if necessary due to receiving more applications than available admission slots by the closing date, will be held on or about ~~March 30~~ April 15 each year. The lottery will occur in a public

place on the Richland College campus where spectators can be accommodated and can view the procedures. The name and address of every eligible applicant will be entered on individual paper cards of uniform size and color, then all will be placed into a closed container. The container will be rotated to shuffle the cards that will then be drawn by a staff member of Richland College not directly affiliated with the Collegiate High School. As the cards are drawn from the container, the name of the person on the card will be announced and the cards will be placed in the order drawn on a board for public display. All cards will be drawn in this manner until the container is empty. The class will initially consist of 200 students admitted into the 11th grade.

b) Process for the waiting list:

The Collegiate High School will maintain a waiting list of those applicants whose names were drawn after the incoming class was filled. The order of names on the list will be the order in which names were originally drawn from the container.

After the lottery drawing, all students who were selected for admission will be notified and asked to confirm their intention to attend the Collegiate High School by a cut-off date of approximately (~~April 20~~) May 1. Those students who confirm their intent to attend will then be admitted and begin the enrollment process. After the cut-off date, the High School Principal will determine whether additional openings remain in the incoming 11th grade class. If openings do remain, High School staff members will contact the names on the waiting list in order and offer admission to those persons. They will have one week to respond. This process will be repeated until the incoming class has reached maximum capacity.

c) Period during which returning students must notify school of intent to return:

Students who are successfully completing the 11th grade at the Collegiate High School and wish to return for the next year must notify the Principal of this intent by the last day of the school year near the end of May. Students who are eligible to return, but do not notify the Principal of their intent by this date, may return if a spot remains in the class at the time they do notify the Principal of their wish to return. However, this spot is not guaranteed after the last day of school in the Spring.

Students and their parents will be notified of the need to confirm their intent to return by mail and e-mail beginning in February of the school year. They will be encouraged to make their intent known to the Principal soon to assure they have a spot in the next year's senior class.

d) Exemption from the lottery for siblings of returning students and/or the children of the school's founders:

The siblings of returning students who wish to enter the Collegiate High School will be exempt from the lottery and will automatically admitted to the incoming 11th grade class as long as the total number of students allowed to enter in this manner is only a small percentage of the total enrollment. The children of the founders of the Collegiate High School will not be exempt from entering the lottery.

e) Acceptance of applications submitted outside the designated application period:

Applications from prospective High School students will be accepted outside the period of December 1 – March 31. Applications from students who will enter the 11th grade the following school year that are received before December 1 will be held and included in the pool of students applying to attend the RCHS starting the following year.

Applications from students received after the announced application cut-off date will be held until a lottery has been conducted and a waiting list established. The names of these applicants will then be added at the end of the waiting list in the chronological order in which those late applications are received.

f) Non-discrimination in admission:

The DCCCD has a firm policy of non-discrimination in all actions and activities, including admission to all colleges and all college programs. This policy applies to admission to the Collegiate High School. The High School and its staff members will not discriminate in admissions based on gender, national origin, ethnicity, religion, disability, sexual orientation, academic ability, athletic ability, artistic ability, or the district the student would otherwise attend. The High School Principal will submit all admission forms, brochures, and other admissions or enrollment documents for approval by TEA staff members during the contingency process.

School opens, to purchase textbooks and laptop computers for the 200 students before school starts in August 2006, and the costs of equipping the High School offices.

An award of \$100,000 through the Start-Up Grant process is anticipated. The other \$500,000 will be provided by Richland College through its current fund balance to sustain the High School until state funding for the High School is received.

~~(The start-up costs for the RCHS VPDA are projected to total \$600,000. These costs will be covered by a loan from Richland College. If policy changes allow the RCHS VPDA to receive start-up funding from the Texas Education Agency, these funds will be used to diminish the extent of the loan from Richland College.)~~

a) Verifying all sources of funding:

A letter from Mr. Ron Clark, Dean of Financial Services at Richland College, to Dr. Stephen Mittelstet, President of Richland College and proposed Superintendent of the Collegiate High School, with a copy to Mr. Bob Brown, DCCCD Vice Chancellor for Business Affairs, verifying that \$500,000 has been set aside in the Richland College fund balance to support start-up costs for the Collegiate High School is provided in *Attachment M*. The letter from Dr. Stephen K. Mittelstet, President of Richland College and Superintendent of the Richland Collegiate High School of Mathematics, Science, and Engineering, requesting this charter amendment includes an assurance that Richland College has set aside \$600,000 in the college fund balance to support start-up costs for the RCHS VPDA.

b) Adoption of the annual budget:

The DCCCD Board of Trustees will adopt the comprehensive budget for the DCCCD and all colleges at a special Board meeting in late August each year. The Collegiate High School's annual budget will be presented as part of this budget for adoption by the Board of Trustees. ~~(This comprehensive budget will include separate financial plans for the two high schools.)~~

The budget preparation process begins in January and February of the current year when the Financial Services Office distributes budget information regarding payroll and other budgeted items to every budget manager for review and revision. This process allows each budget manager to correct any errors in the current budget and allows the Financial Services Office to create a comprehensive staffing chart. During the spring, each division then develops its budget for the coming year, identifying increases necessary to implement plans for the coming year. These budget requests are reviewed by the appropriate vice president, or, in the case of the Collegiate High School, the Superintendent. A college-wide Budget & Planning Council meets to review the budgets forwarded by each Vice President and the Superintendent, making decisions to assure each division's budget meets the anticipated revenues.

These budgets are then compiled by Financial Services into a college budget that is presented to the Board of Trustees in June by the College President. The Superintendent will present the Collegiate High School budgets at this point. The District Service Center then compiles each college budget and the High School budgets into a single district budget that is the document the Board will approve in late August.

c) Start-up budget:

The start-up budget for the Richland Collegiate High School for November 1, 2005-August 31, 2006, is attached in *Attachment N*. The business plan for the RCHS VPDA including the start-up budget is part of this charter amendment request.

d) Budget for the first year:

The budget for the first two years of operations of the Richland Collegiate High School for September 1, 2006 – August 31, 2007, and September 1, 2007 – August 31, 2008, are provided in *Attachment O*. Budgets for the first two years are provided because the enrollment at the High School will increase from 200 students in the first year to 400 students in the second year, greatly increasing the budget. ~~(The business plan for the start-up period and the first two years of operations of the RCHS VPDA September 1, 2010 – August 31, 2011, and September 1, 2011 – August 31, 2012, are provided in the request to amend the charter. Budgets for the first two years of classes are provided because the enrollment at the RCHS VPDA will increase from 150 students in the first year to 300 students in the second year, greatly increasing the budget.)~~

e) Anticipated growth in personnel, facility, and equipment expenditures:

The Collegiate High School will admit up to 200 students in the 11th grade for the 2006-2007 school year. In the second year of classes (2007-2008), the High School will enroll 200 more students in the 11th grade and move 200 students to the 12th grade for a total enrollment of 400. In Fall 2009, the enrollment cap will increase to 500 students. In Fall 2010, this cap will increase again to ~~(600)~~ 900 students to accommodate the additional students admitted in 2009 and future incoming classes. ~~(Approximately 300 juniors will enter the RCHS each year.~~

~~The RCHS VPDA will admit up to 150 students in the 11th grade for the 2010-2011 school year. In the second year of classes (2011-2012), the RCHS VPDA will enroll up to 150 more students in the 11th grade and move up to 150 students to the 12th grade for a total potential enrollment of 300. This growth will require Richland College to add one or two Senior Advisors assigned full time to the RCHS VPDA to advise the students.)~~

Since the High School will rely upon the personnel already in place at Richland College to a great extent, no increase is anticipated in staffing for the second year. Of course, the Superintendent and Principal will be responsible for

observing the quality of services these staff members are able to provide and, if additional staffing is needed, to identify the positions needed and to fill them.

The High School will not need additional facilities as the students will be absorbed into the current facilities of Richland College. A new Science Building will be built at Richland College within the next five years, which will expand facilities for all students including those in the High School.

The full-time Richland College staff members who support the Richland Collegiate High School of Mathematics, Science, and Engineering are housed in a suite in the Crockett Student Center. Additional office space is available in this suite to house additional staff members (~~assigned to support the RCHS VPDA. This design allows economies of scale and cross-training opportunities that will increase operating efficiencies while assuring students enrolled in both high schools receive the high quality services they need to succeed~~) with modest renovation expenses.

As the High School enrollment grows from 200 to 400, then to 600, and eventually 900 students (~~between the two high schools~~), the costs for textbooks will double, or even triple or more, (~~while about 300 additional laptop computers will be purchased each year for RCHS MSE students. In addition, the RCHS VPDA will purchase about 150 laptop computers each year for incoming 11th grade students.~~) By the third year of operations, textbooks for a number of classes can be recirculated among students, reducing overall textbook costs. While some laptop computers may also be in condition to be recirculated, this will be more problematic due to the rapid pace of technology. As feasible, laptop computers will be distributed again to new students, but not if the older laptops cannot handle the software students need for their classes. Outmoded laptop computers will be disposed appropriately according to DCCCD policies for handling excess property.

When the new Science Building is equipped, the High School will purchase some equipment for those classes in which High School students will enroll, though this will be in concert with Richland College. (~~At this point, the High School may also need to hire some additional faculty members to teach solely High School courses, though, again, this is speculative at this point.~~)

Dallas County Community College District

Multi-Year Financial Outlook and Plan FY 2010 – 2012

Version A

DCCCD Board Work Session

March 2, 2010

2010 – 2012 Revenue Assumptions

	<u>FY 2011</u>	<u>FY 2012</u>
Credit Enrollment	5.0% increase	5.0% increase
Tuition Rate	TBD	TBD
State Funding	no change	\$1.6 million decrease
Tax Base	2.0% Decrease	no change
Tax Rate – M&O	\$0.0778	\$0.0778

2010 – 2012 Expenditures Assumptions and Provisions

	<u>FY 2011</u>	<u>FY 2012</u>
New Square Footage – added to 854,328 s.f. opened in FY2010	208,097 s.f.	no new s.f.
Provision for Funding Gap - expanded facilities	\$4,630,612	\$4,630,612
Visiting Scholar Provision	\$2,069,000	\$2,069,000
Mid-Year Growth Provision	\$1,000,000	\$1,000,000
Provision for Retention Initiatives	\$2,500,000	\$2,500,000
Technology "Edge" Provision	\$1,000,000	\$1,000,000
Provision for ATB Salary Adjs	\$1,900,000	\$3,800,000
Provision for Benefit Increases	\$1,000,000	\$5,700,000
Provision for Job Reclassifications	\$250,000	\$250,000
Provision for Planned Maintenance – Facilities	\$5,000,000	\$10,000,000

Estimated Revenue 2010 - 2012

	<u>FY 2010</u>	<u>FY 2011</u>	<u>FY 2012</u>
State Revenue	96,507,194	97,994,088	96,507,194
Federal Funds	1,245,261	1,282,619	1,282,619
Tuition	79,906,374	83,598,803	87,466,767
Taxes	126,151,795	123,628,759	123,628,759
Investment Revenue	5,050,000	5,050,000	5,050,000
Other Revenue	3,024,673	3,067,114	3,111,678
Use of Fund Balance - excluded	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Total	311,885,297	314,621,383	317,047,017

Estimated Expenditures 2010 - 2012

	<u>FY 2010</u>	<u>FY 2011</u>	<u>FY 2012</u>
College Operations:			
Allocation	273,371,862	250,378,388	250,847,730
Community Campuses	5,872,221	5,872,221	5,872,221
Expanded Facilities	4,400,000	9,030,612	9,030,612
Less College Use of Fund Balance	- 23,448,332	-0-	-0-
Total College Operations	260,195,751	265,281,221	265,750,563
Percent of Change		2.0%	0.2%
DO/DSC /VC Use of Fund Balance - excluded	-0-	-0-	-0-
District Operations	26,038,201	26,038,201	26,038,201
Reserve	<u>1,018,911</u>	<u>500,000</u>	<u>500,000</u>
Total District Operations	27,057,112	26,538,201	26,538,201
Percent of Change		-1.9%	0.0%
Virtual College Operations	3,284,860	3,284,860	3,284,860
Reserves and Transfers	<u>21,347,574</u>	<u>29,244,224</u>	<u>40,476,711</u>
Total	311,885,297	324,348,506	336,050,335

Gaps Using Assumptions

	<u>FY 2010</u>	<u>FY 2011</u>	<u>FY 2012</u>
Estimated Revenue	311,885,297	314,621,383	317,047,017
Estimated Expenditures	<u>311,885,297</u>	<u>324,348,506</u>	<u>336,050,335</u>
Estimated Operations Gap	0	9,727,123	19,003,318
Tuition Rate - In District	41	41/TBD	TBD
Tuition Rate - Out of District	76	TBD	TBD
Tuition Rate - Out of State	121	TBD	TBD
M & O Tax Rate Needed	0.0778	0.0778(?)/TBD	TBD

Revenue Issues to Watch

- Credit Enrollment Levels, relative to projections
- Continuing Education Tuition/Fees, relative to projections
- Changes in Tax Base
- Decline in State revenue projections
- Changes to state funding of employee health insurance

Operational Issues

- Costs to operate new square footage
- Costs to accommodate increasing enrollment
- Continued funding of student retention efforts
- Keeping pace with planned facilities maintenance and repairs
- Honing Technological Edge
- Exploring and achieving efficiency measures
- Maintaining commitment to competitive “total compensation” position(?)

Dallas County Community College District

Multi-Year Financial Outlook and Plan FY 2010 – 2012

Version B – State Funding Reduced FY 2011 and FY 2012

DCCCD Board Work Session
March 2, 2010

2010 – 2012 Revenue Assumptions

	<u>FY 2011</u>	<u>FY 2012</u>
Credit Enrollment	5.0% increase	5.0% increase
Tuition Rate	TBD	TBD
State Funding	6.5% decrease	\$1.6 million decrease
Tax Base	4.0% decrease	no change
Tax Rate – M&O	\$0.0778	\$0.0778

2010 – 2012 Expenditures Assumptions and Provisions

	<u>FY 2011</u>	<u>FY 2012</u>
New Square Footage – added to 854,328 s.f. opened in FY2010	208,097 s.f.	no new s.f.
Provision for Funding Gap - expanded facilities	\$4,630,612	\$4,630,612
Scale Back Visiting Scholar Provision	\$1,551,750	\$1,034,500
Mid-Year Growth Provision	-0-	-0-
Provision for Retention Initiatives	-0-	-0-
Technology "Edge" Provision	\$1,000,000	\$1,000,000
Provision for Salary Adjs	-0-	-0-
Provision for Job Reclassifications	-0-	-0-
Provision for Planned Maintenance – Facilities	-0-	-0-

Estimated Revenue 2010 - 2012

	<u>FY 2010</u>	<u>FY 2011</u>	<u>FY 2012</u>
State Revenue	96,507,194	91,750,133	90,137,578
Federal Funds	1,245,261	1,282,619	1,282,619
Tuition	79,906,374	83,598,803	87,466,767
Taxes	126,151,795	121,105,723	121,105,723
Investment Revenue	5,050,000	5,050,000	5,050,000
Other Revenue	3,024,673	3,067,114	3,111,678
Use of Fund Balance - excluded	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Total	311,885,297	305,854,392	308,154,365

Estimated Expenditures 2010 - 2012

	<u>FY 2010</u>	<u>FY 2011</u>	<u>FY 2012</u>
College Operations:			
Allocation	273,371,862	249,965,436	249,797,321
Community Campuses	5,872,221	5,872,221	5,872,221
Expanded Facilities	4,400,000	9,030,612	9,030,612
Less College Use of Fund Balance	- <u>23,448,332</u>	<u>-0-</u>	<u>-0-</u>
Total College Operations	260,195,751	264,868,269	264,700,154
Percent of Change		1.8%	-0.1%
DO/DSC /VC Use of Fund Balance - excluded	-0-	-0-	-0-
District Operations	26,038,201	26,038,201	26,038,201
Reserve	<u>1,018,911</u>	<u>-0-</u>	<u>-0-</u>
Total District Operations	27,057,112	26,038,201	26,038,201
Percent of Change		-3.8%	0.0%
Virtual College Operations	3,284,860	3,284,860	3,284,860
Reserves and Transfers	<u>21,347,574</u>	<u>14,497,495</u>	<u>14,460,849</u>
Total	311,885,297	308,688,825	308,484,064

Gaps Using Assumptions

	<u>FY 2010</u>	<u>FY 2011</u>	<u>FY 2012</u>
Estimated Revenue	311,885,297	305,854,392	308,154,365
Estimated Expenditures	<u>311,885,297</u>	<u>308,688,825</u>	<u>308,484,064</u>
Estimated Operations Gap	0	2,834,433	329,699
Tuition Rate - In District	41	41/TBD	TBD
Tuition Rate - Out of District	76	TBD	TBD
Tuition Rate - Out of State	121	TBD	TBD
M & O Tax Rate Needed	0.0778	0.0778(?)/TBD	TBD

“Close, but no cigar”

- No salary increase for FY 2011;
no salary increase FY 2012
- Visiting scholar program scaled back by 25% in FY 2011, by 50% in FY 2012
- No provision to enhance retention, student success
- No provision for augmentation to Budget Allocation in the event of mid-year enrollment increases
- No funding for planned maintenance projects
- No money for job reclassifications

Revenue Issues to Watch

- Credit Enrollment Levels, relative to projections
- Continuing Education Tuition/Fees, relative to projections
- Changes in Tax Base
- Decline in State revenue projections
- Changes to state funding of employee health insurance

Operational Issues

- Costs to operate new square footage
- Costs to accommodate increasing enrollment
- Continued funding of student retention efforts
- Keeping pace with planned facilities maintenance and repairs
- Honing Technological Edge
- Exploring and achieving efficiency measures

INFORMATIVE REPORT NO. 40 /FROM JANUARY 5, 2010 BOARD AGENDA/

Organizational Structure and Staffing Patterns

In the Board of Trustees Planning & Budget Committee meeting on November 17, 2009, Board Vice Chair Diana Flores asked, “Can the Board be given objectives or anticipated outcomes for centralizing various functions rather than ‘just doing it to do it’?”

The question arises two years into the most severe economic recession since the 1930s, i.e., when resources are more constrained and enrollments are increasing faster than the norm, and when the chancellor has initiated an examination of whether certain administrative functions can be accomplished more cost-effectively by re-configuring work flows and related personnel. The administrative functions to be examined are human resources, marketing, and resource development.

At this early stage of study, only the most obvious driving and restraining forces have surfaced. There has not yet been any real analysis to identify which specific work flows within the functions may be amenable to re-configuration, or what the consequences of doing so might be.

The chancellor would desire a year for assembling and interpreting information, consulting with employees and advisors, and reaching conclusions. If economic conditions deteriorate more quickly than currently predicted, especially if the State were to impose a rescission such as was done in 2003, then decisions may have to be made earlier in the process.

The chancellor has authority to institute changes that make better and more complete use of public and private funds within the boundaries of the Board policy for providing direction, paragraph 3.g., printed below. All such changes shall be for the purpose of advancing DCCCD’s mission and goals, as set forth by the Board of Trustees.

Policy Reminders

Board policy pertinent to evaluating organizational structure and staffing patterns include the following:

The Board’s governance guidelines are as follows:

- 1. The Board’s major focus will be on the intended long-term impacts that the organization addresses, i.e., increasing educational attainment, not on the administrative or programmatic means of attaining them. BAA*

*(LOCAL), BOARD POWERS, DUTIES, RESPONSIBILITIES:
GOVERNANCE*

3. The Chancellor's authority is defined by the following rules, enacted by the Board, as prudent and ethical boundaries for executive activity and decision making. The Board expects that the Chancellor will apply reasonable interpretations of the rules, understanding that in cases of disagreement, the Board is the final arbiter of reasonableness...

g. Adopt cost-effective practices that make the best and most complete use of public and private funds entrusted to the College District. The Board recognizes this may involve reassigning duties from the College District to college staffs, or vice-versa, depending on the nature of the work and current conditions. BAA (LOCAL), BOARD POWERS, DUTIES, RESPONSIBILITIES: PROVIDE DIRECTION

Note: (LEGAL) denotes the subject is regulated by federal or state authority. (LOCAL) denotes a policy that DCCCD's Board of Trustees has adopted and may amend or eliminate at its discretion.

Meeting Notes to Follow-up

Vice Chair Flores: I appreciate knowing the policies, but this does not answer my questions. I want to know 1) the criteria for reorganizing these functions, 2) that it will be done in a systematic way, and 3) whether dollars will be realized back to the colleges.

Responses

1) The criteria for reorganizing functions are as stated in the 5th paragraph on the preceding page: a) to make better and more complete use of public and private funds, and b) to advance DCCCD's mission and goals. About the only circumstance in which a reorganization that did not advance these ends might be enacted would be if it were required by a regulatory agency, for example, if the Southern Association were to require accounts payable to be college-based as a condition of accreditation.

2) Current policy does not address "systematic" and "dollars realized back to the colleges." On their face, each of these limitations appears neutral. However, when applied to actual operations, "systematic" might inhibit an agile response to changing conditions, and "dollars realized back to the colleges" might cause the District to forgo efficiencies that would reduce total overall cost to the District. If the Board wishes to have a comprehensive analysis of how these two limitations might affect operations for better and/or for worse, as prelude to considering an amendment to its current policies, the chancellor will commission such an analysis.

INFORMATIVE REPORT NO. 41 [FROM JANUARY 5, 2010 BOARD AGENDA]

Central Administration and Educational Program Review

In the Board of Trustees Planning & Budget Committee meeting on November 17, 2009, Vice Chair Diana Flores asked, “Is central administration evaluated in a manner comparable to educational program review at the colleges?”

Central administration is not evaluated in a manner comparable to educational program review. The requirement DCCCD’s Board places on the chancellor for evaluating central administration is contained in its policies that address cost-effectiveness and highest and best use of public funds. Examples are cited later in this report.

Texas Higher Education Coordinating Board (THECB) regulates certain aspects of educational program evaluation, as indicated in other policies that are also cited later in this report. Local policies adopted by DCCCD’s Board of Trustees reinforce the State’s requirements for demonstrating quality and relevance.

There is a recent development in the arena of THECB regulations. On December 8, 2009, THECB Assistant Commissioner MacGregor Stephenson addressed a memorandum to presidents and chief instructional officers of community, state, and technical colleges concerning new policies and procedures for degree and certificate program approval and review. Dr. Stephenson related actions taken by the Coordinating Board in October 2009, including this paragraph concerning review of existing programs:

“The rules adopted by the [Coordinating] Board also include a directive to staff ‘to develop a process for the periodic review of existing degree programs.’ A review process will likely include both quantitative and qualitative measures of a program’s quality and effectiveness. The Undergraduate Education Advisory Committee has recently made recommendations on measures that could be used in a review of undergraduate programs. We will keep you updated as progress is made.”

DCCCD Board members may be interested to know that nine of 22 members of the Undergraduate Education Advisory Committee are from community colleges, including Dr. Tommy Thompson, Professor & Coordinator of Mathematics at DCCCD’s Cedar Valley College. DCCCD Board members may also be interested to know that college vice presidents for instruction met December 16, 2009, for their first examination of THECB’s new rules.

Policy Reminders

Board policies pertinent to evaluating central administration include the following:

The Board's major focus will be on the intended long-term impacts that the organization addresses, i.e., increasing educational attainment, not on the administrative or programmatic means of attaining them. BAA (LOCAL), BOARD POWERS, DUTIES, RESPONSIBILITIES: GOVERNANCE

In the execution of his or her duties, the Chancellor must: ...

g. Adopt cost-effective practices that make the best and most complete use of public and private funds entrusted to the College District. The Board recognizes this may involve reassigning duties from the College District to college staffs, or vice-versa, depending on the nature of the work and current conditions. BAA (LOCAL), BOARD POWERS, DUTIES, RESPONSIBILITIES: PROVIDE DIRECTION

The guidelines for management of College District funds are as follows: ...

5. The Board holds the Chancellor responsible for allocating the College District's resources, financial and other, in ways that provide the best return to the public in the form of educational opportunities that are of the highest quality and relevance. BAA (LOCAL), BOARD POWERS, DUTIES, RESPONSIBILITIES: MANAGEMENT OF COLLEGE DISTRICT FUNDS

Board policies pertinent to evaluating educational programs include the following:

The specific responsibilities of the Board are as follows: ...

7. The Board believes that the College District serves students best by ensuring that the education provided is of the highest quality and relevance. BAA (LOCAL), BOARD POWERS, DUTIES, RESPONSIBILITIES: SPECIFIC RESPONSIBILITIES

The guidelines for management of College District funds are as follows: ...

4. To ensure that public funds are put to their highest and best use in pursuit of the College District's purposes and goals, the Board's policy is to discontinue educational programs that are under-performing based on the Texas Higher Education Coordinating Board's evaluation criteria. BAA (LOCAL), BOARD POWERS, DUTIES, RESPONSIBILITIES: MANAGEMENT OF COLLEGE

DISTRICT FUNDS

Each college shall review and evaluate the college's core curriculum every ten years on the schedule that accords with the institution's accreditation reaffirmation self-study report to the Southern Association of Colleges and Schools, or its successor, and report the results of that evaluation to the Coordinating Board. The evaluation should include: ...

4. The extent to which the College District's educational goals and the exemplary educational objectives of the core curriculum recommended by the Coordinating Board are being achieved. EFAA (LEGAL), EVALUATION OF CORE CURRICULA, Education Code 61.824; 19 TAC 4.30

Each college must review and evaluate its procedures for complying with field of study curricula at intervals specified by the Coordinating Board and shall report the results of that review to the Coordinating Board. These reports shall be submitted following the same timetable as the regular reports of core curriculum evaluations. EFAA (LEGAL), EVALUATION OF CORE CURRICULA, Education Code 61.824; 19 TAC 4.30

In addition to legal and local policies cited above, the chancellor has established guidelines for discontinuing technical and vocational programs. These are contained in the DCCCD's Board Policy Manual, chapter EFAB (REGULATION), and include the following:

4. In certain instances it may become necessary to consider the phase-out of a program. If a college is contemplating deletion of a program, redesigning/ updating and/or relocation of the program may become a feasible alternative. The phase-out of a program usually occurs after consideration of a combination of the following factors:

- a. A history of low student enrollment.*
- b. Limited job opportunities.*
- c. Long-term projections that reveal a declining need for this training.*
- d. The College's need to expand existing programs or develop new programs based on more pressing training needs.*
- e. Excessive program costs. (pp. 1-2 of 9)*

If a college wishes to consider the deletion/phase out of a program, the College President will notify the vice-chancellor of educational affairs (VCEA). The VCEA will charge appropriate College District staff to initiate the exploration process as follows:

1. The assistant director of program development will initiate exploration involving appropriate college and College District staff. Information collected during this exploration should be an update on the existing program and may include: program costs; specific labor force needs; local business and industry input; proximity of potential employers; availability of interested students, articulation responsibilities; and descriptions of similar existing programs, both locally and statewide. The sources of this information will generally include:

- a. Survey of local employers.*
- b. Task force composed of representatives of the occupation being explored, including existing program advisory committee members.*
- c. Review of existing data and surveys of professional organizations, chambers of commerce, Texas Employment Commissions, explorer career interest survey, DCCCD enrollment patterns, related noncredit enrollment, trade associations, and the like.*

2. A task force meeting may be held to include representatives of the occupation being explored, interested faculty, division chairs, career and continuing education deans, and others. The purpose of this meeting will be to review the survey results and other data collected.

3. The CCE [career and continuing education] council will review all data gathered during the exploration. After this review, the CCE council will consider program relocation and then will make a recommendation regarding the need for program deletion/phase out. The recommendation will go to the VPI [vice presidents of instruction] council for approval and to the executive cabinet [chancellor's staff] for approval.

If the councils and cabinet recommend/approve that a program be discontinued, the following factors will be addressed by appropriate college and College District staff:

- 1. Accommodation of students currently in the program.*
- 2. Articulation agreements discontinued.*
- 3. Faculty retraining/reassignment.*
- 4. Disposition of equipment and facilities of the program.*

Note: (LEGAL) denotes the subject is regulated by federal or state authority. (LOCAL) denotes a policy that DCCCD's Board of Trustees has adopted and may amend or eliminate at its discretion.

Meeting Notes to Follow-up

Vice Chair Flores: I understand there is a process for evaluating educational programs, but what I want to know is whether there is a periodic review of district offices and whether certain functions are still needed.

Responses

There is not a schedule for evaluating relevance and performance of central administration such as the Texas Higher Education Coordinating Board requires for educational programs. For certain central administrative functions – computing, records management, library acquisitions and cataloging are examples – the District’s practice for decades has been to charge pro-rata shares of the costs to the colleges. The shorthand for this practice is “charge-backs.” When instituted, charge-backs were expected to increase accountability through this mechanism for eliciting user feedback about costs relative to services. The efficacy of charge-backs has probably deteriorated with use; it is mentioned in this context as an example of a method for monitoring central administration functions. It should be noted that user-satisfaction (in this sentence, meaning college satisfaction) alone is not a sufficient criterion for evaluating relevance or effectiveness of central administrative functions. For example, placing insurance, managing investments, and conducting trustee elections are beyond the scope of the colleges. The policies that inform the chancellor’s judgments and decisions relative to reorganizing work also inform the chancellor’s assessment of whether work assigned to positions or departments continues to be relevant to DCCCD’s needs.

Alamo Colleges Faculty Compensation Study
Points-of-Interest to DCCCD

1. Ulibarri Mason Global HR LP performed the study. The firm conducted numerous interviews and focus groups. Quantitative analysis consisted of standard descriptive statistics focusing on measures of central tendency and measures of variability as well as standard compensation comparison ratios. Fall 2008 faculty salary data and policies and practices in place 2008-09 defined the timeframe. (Salaries were 9 month salaries or 9 month conversions.)
2. The analysis is for full-time faculty, chairs, librarians, and counselors, combined under the title of full-time faculty – the nomenclature used by Alamo and most other colleges.
3. Peer group is Alamo, Austin, Dallas, El Paso, Houston, Lone Star, San Jacinto, and Tarrant. Also included are Collin, Del Mar, McLennan, and South Texas. Out-of-state comparisons were made between Alamo and Miami-Dade, Northern Virginia and Valencia.
4. The most frequent college salary distributions were ones that were positively skewed: Half the faculty massed immediately below the 50th percentile, while the remaining faculty above the 50th percentile showed much great variability.
5. Dallas had highest Fall 2008 enrollment at 64,000, followed by Lone Star at 54,118.
6. Dallas was largest employer of adjunct faculty, 2,254 adjuncts over 680 full-time faculty, followed by Houston with 2,049 adjuncts over 833 full-time, and Lone Star with 1,713 adjuncts over 708 full-time.
7. Dallas had highest duty days for a typical 9-month contract at 173, followed by McLennan at 171. “Dallas has robust faculty professional development programs that require faculty presence; these are counted as duty days.”
8. Austin at \$61,750 had the highest normalized average 9-month salary based on duty days, followed by Tarrant at \$58,143, then Dallas at \$56,844.
9. Dallas had the highest maximum overload at 14.7 credit hours per semester. DCCCD and Collin County faculty are compensated at an overload pay of \$656.48 and \$655 per credit hour respectively, while other colleges use their adjunct rates. Alamo and Tarrant offer the 2nd highest overload at 6 to 8 credit hours.
10. Dallas had the highest potential overload pay at \$7,878. Austin ranked 2nd at \$6,672, Alamo 3rd at \$4,902, El Paso 4th at \$4,700, and Collin 5th at \$4,585.
11. For summer pay, Dallas pays a formula rate for the first six credit hours and moves to adjunct rate for calculating any further credit hours beyond six. Top five ranking on summer pay potential are #1 Collin at \$20,296; #2 Dallas at \$19,064; #3 Alamo, Austin and Del Mar at \$18,121; #4 Houston at \$12,443; and #5 El Paso and Lone Star at \$9,402.
12. Researchers found it is common for a faculty member to look at compensation as a total package that includes base 9-month salary, summer pay, and overload pay. This was best described by a department chair at a focus group session: “When we interview candidates for faculty positions, we have to describe the total potential earnings a faculty could make at Alamo. This includes not only the base 9-month salary, but also summer and overload pay. We explain that summer and overload pay are not guaranteed but they are possibilities and potentials particularly when course programs expand and demands increase.”
13. Dallas had the highest estimated potential earning at \$94,873, followed by Austin at \$93,968 and Collin at \$83,217.
14. For average adjunct pay for a 3 credit hour course, Austin was highest at \$3,336, followed by Del Mar at \$2,533 and McLennan at \$2,466. Dallas paid \$1,969.

Faculty Hiring Philosophy Stands Up

From DCCCD's beginning in 1965, faculty were recruited to be the heavy lifters, the daily force that fuels forward progress for the institution's raison d'être – student learning.

Founding Chancellor Bill Priest's statement of the faculty hiring philosophy has proven timeless: *This philosophy encourages*

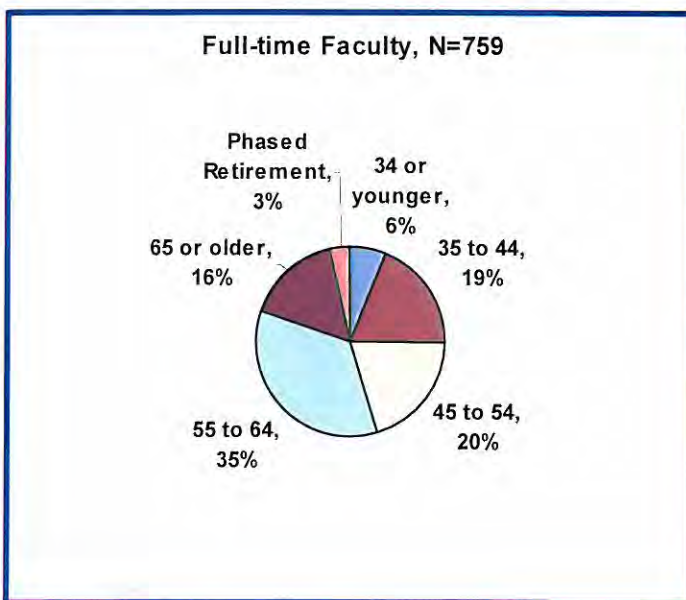
new experimental programs and teaching techniques designed to increase motivation and more effectively serve the student who has experienced little hope and encouragement in the past.

Today, experimental programs and teaching techniques have advanced from

individualizing classroom instruction to creating libraries of learning objects for plug-and-play courseware.

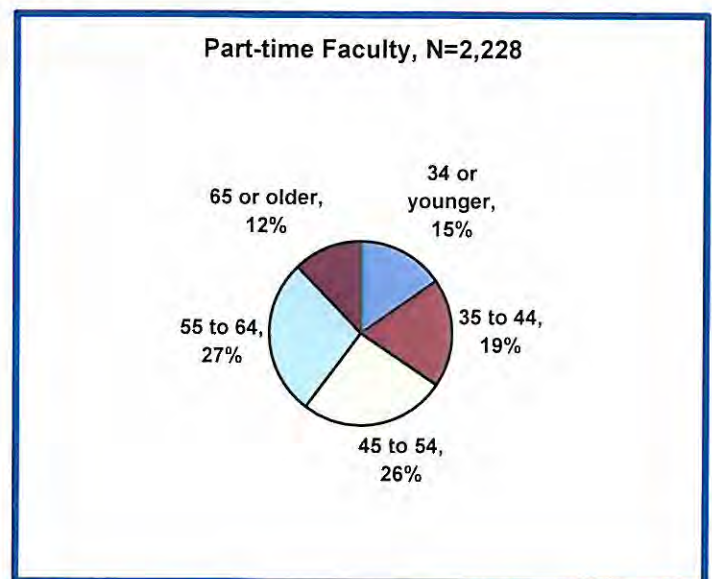
There are more, not fewer, students who have experienced little hope and encouragement. The need for gifted faculty is as great now as it has ever been.

Full-time Faculty Are Diverse, Teach Same Proportion as Adjuncts



In terms of headcount, 25% of the faculty are full-time employees, 75% are part-time. As revealed by comparing the pie charts on this page, part-time faculty are younger.

Although full-time faculty represent only 25% of total faculty headcount, they teach the same proportion of contact hours as do part-time faculty – 46%. They do this by teaching their full loads plus supplemental courses on evenings, weekends and in summer terms. Full-time administrators and PSS teach the remaining contact hours, approximately 7% of the total.



DCCCD Board policy is that the workforce shall mirror the adult population in Dallas County as closely as practical. The Board recognizes that availability of master's degree holders for faculty positions may be a constraint. The following table displays diversity data for African-Americans, Hispanics and Whites.

Availability & Representation	Afr-Am	Hispanic	White
18 or older-Dallas Co	20%	34%	41%
Graduate degrees-Dallas Co	12%	9%	69%
Graduate degrees-US	6%	5%	79%
Full-time Faculty-DCCCD	15%	13%	65%

Financial Constraints, Technology Change Workforce

Shrinking state appropriations in the 1980s took a toll on DCCCD's workforce. In addition to scaling back non-teaching faculty, the District outsourced almost all its facilities maintenance. Physical plant employees had worked 40-hour weeks and been paid bi-weekly.

The argument to contract for maintenance was compelling. Not only would it cost less, the expense of running a bi-

weekly payroll would also be eliminated. But it was a painful decision with moral overtones for some. One or two college presidents held out for a year before converting.

The 1980s also heralded the advent of personal computers (64K!) and distributed processing. A small central staff of data processing specialists for administrative systems grew to include departments at every college to support both

administrative and educational computing.

Technology changed faster and faster. The difficulty of attracting and retaining qualified personnel increased until the District established a separate, higher salary schedule for technical and information technology (IT) staff, which relieved the pressures on hiring, retention and equity for these job titles.

Annual COLAs

2008-09:	5.0%
2007-08:	2.5%
2006-07:	3.5%
2005-06:	3.0%
2004-05:	2.5%
2003-04:	1.5% + \$750
2002-03:	2.3% + \$500
2001-02:	4.0% + \$500

Changes in the Consumer Price Index inform the amount of cost-of-living adjustments. When premiums for employee-paid family health insurance have increased significantly, the Board has tended to add a "flat amount" to the COLA to reduce the impact on lower income households.

Salaries – Competitive, Equitable, Affordable

When considering cost-of-living adjustments for fiscal year 2008-09, Trustee Bob Ferguson offered the Board this shorthand to guide their decision: *Make salaries 1) externally competitive, 2) internally equitable, and 3) affordable (within the District's ability to pay).*

For new hires, DCCCD's pattern has been to maintain salary schedules

that are among the top in the state for faculty, competitive in the national market for administrators, and competitive in the local market for PSS.

For veteran employees, DCCCD has made it a practice to respond to salary compression issues with adjustments that restore equity.

For executive

compensation, DCCCD's first Board made its first chancellor the highest paid public official in the state of Texas.

The Board's position on executive compensation in the 21st century is more subtle than in 1965 – but no less committed to getting and keeping the best chief executive officer in the country.

Benefits Are Great!

DCCCD employees receive employer-paid health insurance and the option to buy insurance for their families, 24 paid holidays, paid sick leave, and group rates for dental, life and disability insurance. PSS employees participate in the Texas Teacher Retirement System (TRS), a defined benefit plan. Contractual employees may choose to participate in either TRS or

a defined contribution plan. PSS accrue 12-24 vacation days per year depending on seniority, administrators 24 from the start for this reason:

"Priest realized the stresses of a twelve month job that often demanded more than the usual 40 hours of work in a week would require adequate time for vacation and

renewal. Administrators earned enough vacation to enable them to take one week every three months if that is how they chose to use it... [based on] a sincere belief Priest had in the need for professional rejuvenation." (Whitson)

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"Best Practice" Board Policies Adopted in 2008

In 2008, DCCCD's Board adopted several policies concerning its relationship with its #1 employee and link to the organization – the chancellor, including these:

- The Board's major focus will be on the intended long-term impacts that the organization addresses, i.e., increasing educational attainment, not on the administrative or programmatic means of attaining them.
- The chancellor's authority is defined by the following rules, enacted by the Board, as prudent and ethical boundaries for executive activity and decision-making. The Board expects that the chancellor will apply reasonable interpretations of the rules, understanding that in cases of disagreement, the Board is the final arbiter of reasonableness. In the execution of his or her duties, the chancellor must:

Deal with the Board as a whole except when fulfilling individual requests for information or responding to officers or committees duly charged by the Board.

In the case of individual Board members or committees requesting information or assistance, the chancellor shall make every effort to honor all such requests, with the exception where considerable time and expense are involved.

If refusing a request, the chancellor must present the request to the Board as a whole for a decision.

Information requested from the Chancellor by one Board member shall be provided to all Board members.

Provide safe and secure environments for employees....

Hold employees accountable for their responsibilities.

Keep salaries competitive.

About Our Organization...

The mission of DCCCD is to equip students for successful living and responsible citizenship in a rapidly changing local, national and world community. Educational opportunities are offered without regard to race, color, age, national origin, religion, sex, disability or sexual orientation. Equal educational opportunity includes admission, recruitment, extra-curricular programs and activities, access to course offerings, counseling and testing, financial aid, employment, health and insurance services, and athletics.

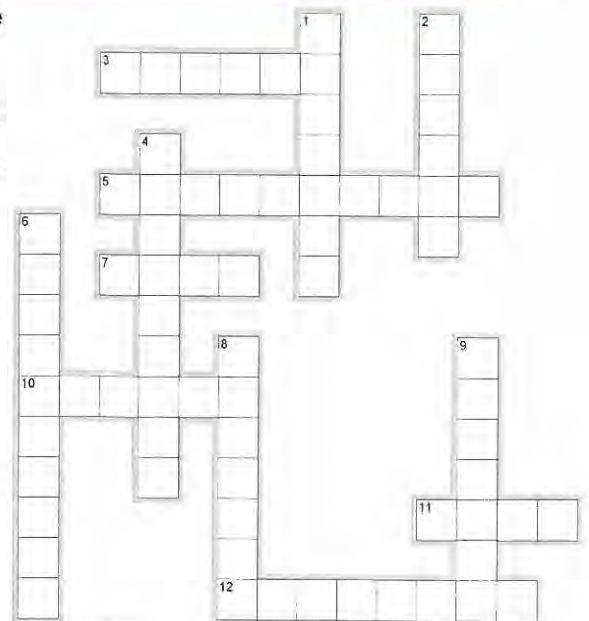
Takeaways from this Issue

ACROSS

3. Historically, compensation has run about 70% of the _____.
5. The _____ is the Board's link with the organization.
7. Employees not on contract have "at _____" status in Texas, meaning either party (employee or employer) may terminate the relationship at any time.
10. As growing numbers of Baby Boomers _____ and new generations are hired, DCCCD has again beefed up District professional development programs.
11. Although full-time faculty represent only 25% of total faculty headcount, they teach the _____ proportion of contact hours as do part-time faculty.
12. DCCCD's index of labor _____ was 8.7% in 2007-08.

DOWN

1. The measure of community college mission is "_____ success."
2. DCCCD Board policy is that the workforce shall _____ the adult population in Dallas County.
4. _____ state appropriations in the 1980s took a toll on DCCCD's workforce.
6. Salaries should be externally competitive, internally equitable, and _____.
8. PSS employees participate in Texas Teacher Retirement System, a defined _____ plan.
9. Faculty, PSS and administrator employee councils talk with the chancellor about _____ and benefits.



Interim and Acting Positions¹

Concerning interim and acting positions, Vice Chair Flores asked: “How are candidates chosen to serve in interim positions in a way that provides equal opportunity and helps increase diversity? What is policy on reorganization done by someone in an interim position?”

Guidelines for interim and acting appointments were examined most recently in late 2008 and early 2009, when the chancellor needed to fill the presidency vacated by Dr. Carol Brown at Eastfield College. At that time, interim appointees were prohibited from applying for the positions they agreed to fill on a temporary basis – a condition that made some of the most viable prospects unwilling to accept interim appointments. On the other hand, acting appointees were not prohibited from applying for the positions they filled on a temporary basis.

Work to revise the guidelines for interim and acting appointments has been underway since 2009 with the goals of more clearly differentiating between interim and acting appointments, and, of establishing that an interim appointee may apply for the position when it is advertised, an acting appointee may not. The following information reflects current status of the guidelines.

How are candidates chosen to serve in interim positions in a way that provides equal opportunity and helps increase diversity?

The recently revised Human Resources Operational Guideline (HROG) that addresses conditions of appointment to interim positions is published at <http://www.dcccd.edu/Employees/Departments/Human+and+Organizational+Development/Human+Resources/HROG/Employment/Active+Employment/Interim+Positions.htm>. A copy is also attached. Note this guideline is effective February 2010. The human resources operational guidelines (HROG) supplement the policy manual to provide detailed, specific information. They are designed to provide clarity and guidance in the implementation of DCCCD policies and procedures.

Board policy that is relevant to the question is: “The Board is committed to having the demographic profile of the College District’s employees and students mirror that of persons 18 years of age and older in Dallas County. The Board recognizes there are challenges to attaining this profile in categories of employment that require graduate degrees. The profile of those categories shall mirror market availability of advanced degree holders based on the most recently updated demographic data for the advanced degree holders nationally and in the state. The state demographer’s office and U.S. Census Bureau (interim reports) shall be considered reliable sources for estimating availability.”

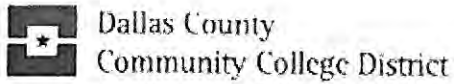
¹ Written by Board Relations staff for DCCCD Board of Trustees Special Meeting on March 2, 2010.

What is policy on reorganization done by someone in an interim position?

Since incumbents recommended to fill positions on an interim basis for up to two years must meet the minimum requirements for the interim position, an employee in an interim position has the authority and responsibility of the position, which includes reorganizing work flows or staffing patterns if that is part of the authority and responsibility of the position.

How are candidates chosen to serve in acting positions in a way that provides equal opportunity and helps increase diversity? What is policy on reorganization done by someone in an acting position?

An “acting” role is when an incumbent fills a position on a temporary basis in the case of a short-term absence of an individual in order to gain skills or experience, and an incumbent is not necessarily required to meet the minimum requirements for an acting position. An HROG addressing conditions of appointment to acting positions is being developed.



Dallas County
Community College District

Interim Positions

HROG Section: Employment
Document Title: Interim Positions
Initial Date Posted: May 1, 1995; approved by the Chancellor's Cabinet on April 17, 1995
Last Date Revised: Revised 2/2010 (Effective Immediately)
Source: District Human Resources

Purpose: While the Dallas County Community College District uses a formal and inclusive process for the search and appointment of full-time faculty, administrators and professional support staff, it is sometimes important to fill positions on an interim basis.

Definitions: Interim positions are temporary appointments and will not extend beyond a two year time frame. The location President/Vice Chancellor must obtain the approval of the Chancellor prior to extending an interim appointment beyond two years. Unlike the "acting" role, where the incumbent fills the position in order to gain skills or experience, the interim role, in some instances, may necessitate that the incumbent receive a payroll and/or business and travel allowance adjustment through the duration of the appointment. Upon completion of the assignment, a recalculation of salary will be made to return the incumbent to the salary earned prior to the interim appointment, plus any yearly salary adjustments (when applicable).

Eligibility: Incumbents recommended to fill positions on an interim basis must meet the minimum requirements for the interim position. Interim positions require recommendation to and approval of the DCCCD Board of Trustees prior to the commencement of the interim role.

Procedures:**Faculty**

- Vacant full-time faculty positions may be filled by the appointment of a temporary full-time member.
- Temporary full-time faculty members may apply for any permanent faculty positions, including the position he/she filled on a temporary basis.
- Temporary full-time faculty may not serve in the same faculty position for more than two years.

Administrator

- An individual may be asked and/or selected to serve in an interim role when a position is vacant.
- An administrator, serving in an interim assignment that is slotted in a band equal to, or higher than, their current, can receive up to a 7 percent salary increase or the minimum of the higher band (whichever is greater) for the duration in the interim role. The college president will review salary placement with the Executive Vice Chancellor, Human and Organizational Development or designee prior to board recommendation. Salary adjustments made for service in interim roles are only for the period of time that the administrator serves in the interim role. Upon completion of the assignment, a recalculation of salary will be made to return the incumbent to the salary earned prior to the interim appointment, plus any yearly salary adjustments (when applicable).
- In order to ensure that the affairs of the District/College are managed without interruption, individuals, serving in interim roles are eligible to apply for permanent position once it is advertised. It will not be necessary for the person in the interim role to abandon the interim position, in order to apply for the permanent position. There are no guarantees that this individual serving in the interim role will be selected for the permanent position, however, everyone is encouraged to apply.

It is recommended that when filling Interim roles serious consideration is given to employees who meet the minimums and who have completed the Career Institutes can be obtained from the District Office of Organizational Development or from District Human Resources.

Student Success¹

Board Vice Chair Diana Flores has asked: “What is policy for dealing with a faculty member who semester after semester has a low retention rate? How is this monitored and how is policy (if there is one) enforced?” These questions are follow-up to Trustee Flores’ earlier request for a report of retention rates for the past three to five years by school, by course, and by faculty member, which was addressed at the Board’s retreat on October 20, 2009.

The Board of Trustees does not have a policy “for dealing with a faculty member who semester after semester has a low retention rate.” However, the Board of Trustees has other policies that are unequivocal in conveying that student success is the Board’s and therefore the District’s highest priority. These include:

The focus of the College district shall be increasing educational attainment as delineated in the Coordinating Board’s plan for higher education....

The Board’s major focus will be on the intended long-term impacts that the organization addresses, i.e., increasing educational attainment....

In addition to goals enumerated in the Coordinating Board’s plan for higher education, Closing the Gaps by 2015, the Board establishes these goals for the College District:

Students will demonstrate competencies in courses below 100 level (reading, mathematics, English) that prepare them for success in college-level courses.

The College District’s rate of student retention within courses – the proportion of students who successfully complete [A, B, C grades] – will increase.

The College District will apply and continuously improve a systematic approach to facilitating successful course completion for students enrolling the first time in fall semesters [FTIC, first time in college].

This year and last, the Board of Trustees designated a portion of the budget specifically for initiatives aimed at 1) increasing rates of successful course completion (A, B, C grades) and 2) increasing rates of persistence from one semester to the next, i.e., re-enrollment.

At the Board’s retreat in May 2008, the chancellor provided lists of subject titles with >90% and <60% of students passing successfully in Fall 2007 semester. A multi-year analysis has not been performed, but it seems likely that most of these subject titles consistently show higher-than-average and lower-than-average rates of successful completion.

¹ Information assembled by Board Relations staff for DCCCD Board of Trustees work session on March 2, 2010.

If that is the case, the majority of faculty members who “semester after semester have low retention rates” will be those who teach these subject titles – in Fall 2007, accounting at 49%, developmental math at 49%, developmental reading at 50%, Chinese at 50%, developmental writing at 51%, etc. Likewise, the majority of faculty members who consistently have higher-than-average retention rates will be those who teach cardiovascular technology (100% in Fall 2007), diesel engine mechanic/repair (100%), diagnostic medical sonography (96%), dispute resolution and conflict management (96%), emergency medical technology (95%), etc.

In regard to student success, the research department is developing report formats to satisfy the information needs of several different audiences, including 1) the Board of Trustees for monitoring compliance with its policies and progress against its goals, 2) administration and faculty for evaluating results of interventions applied to improve mastery of course content and increase rates of successful course completion, and 3) peer institutions and the general public for comparing DCCCD’s performance to other colleges and universities. Data element definitions, aggregation levels for data, and other components are being tailored to the unique information needs of each audience.

The table below is a preview, work-in-progress, for a report to the Board about increasing the proportion of students who complete developmental math, reading and writing courses with A, B or C grades in Fall semesters.

	2005			2006			2007			2008			2009		
	%	#	Total	%	#	Total	%	#	Total	%	#	Total	%	#	Total
DMAT	46%	6,739	14,602	49%	6,971	14,276	49%	7,154	14,619	52%	7,819	15,055	53%	9,045	16,964
DREA	49%	2,141	4,348	49%	2,061	4,211	50%	2,143	4,318	48%	2,165	4,500	51%	2,427	4,777
DWRI	46%	1,141	2,481	48%	1,130	2,333	51%	1,711	3,338	53%	2,120	3,965	55%	2,753	5,002

Reports for another Board policy, the one concerning “competencies in courses below 100 level (reading, mathematics, English) that prepare students for success in college-level courses” will indicate if rising rates of A, B, C grades in developmental courses are due to genuine improvements in student learning. If student performance in college-level courses begins falling off, administration and faculty will be alerted to the possibility of grade inflation in the developmental courses and can institute corrective actions.