



REACH MAGAZINE

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CHANCELLOR'S CORNER



While “community” has never been part of our official name, you have been our foundation for 55 years: we exist because of you, to serve you...and we are part of you. Through our history, TCC has remained steady in our commitment to improving the economic health of North Texas through academic and workforce training programs that put people into meaningful and essential careers which undergird our community. During this time of unparalleled health and economic uncertainty, never has our mission been as critical as it is now.

Since COVID-19’s arrival in North Texas, our worlds have changed in unimaginable ways. Our students – a significant percentage of whom are the first in their families to pursue higher education – have been thrown a new set of challenges, all while trying to hold on to their academic dreams. Our faculty and staff were asked to pivot at lightning speed so we could ensure academic continuity for our students. We made academic continuity an urgent priority, which meant identifying students and faculty who needed devices and Internet connectivity at home. TCC distributed tablets with LTE Wireless Internet to students and laptops, tablets and Chromebooks to our temporarily home-based faculty and staff. Through our Emergency Student Assistance Fund, funded largely by contributions from our community, students who may have had to step out of their programs due to unexpected financial hardships were able to stay the course. Many of our students applied and received the one-time, non-tuition-related emergency grant of \$750, meaning that many students who can, work to complete their programs and enter the workforce. We couldn’t have provided this level of real-time support without our community partners and friends. To learn more, visit: <https://foundation.tccd.edu>.

You’ll note that the cover story of this issue focuses on our continued commitment to serving as a trusted partner in our community. Over the years, TCC has maintained strong partnerships with local healthcare organizations and as these entities are pushed to capacity, we stand ready to help. We have donated Personal Protective Equipment to area partners and loaned equipment as needed to John Peter Smith, our county hospital. We also quickly implemented Governor Greg Abbott’s executive order, which eliminated certain clinical requirements for nursing and respiratory care students close to graduation, so that we can get more of our TCC-trained nurses and respiratory care therapists into the workforce and help ease the load on our healthcare providers. As of this writing, more than 100 nursing graduates and more than 14 TCC-trained respiratory therapists will be ready to join the ranks in May.

Area businesses also have been hard hit by this crisis and as part of our service to our community, TCC’s Small Business Development Center (SBDC) is working to help keep doors open and payrolls met. TCC’s Small Business Development Center (SBDC) operates in conjunction with the Small Business Administration and Fort Worth SCORE (the local chapter of a national organization consisting of retired businesspeople who serve as mentors and advisors) to help individuals start, manage and sustain small businesses. Prior to the COVID-19 outbreak, the SBDC team worked with about 70 clients per month. Today, the team of seven is fielding more than 100 calls for assistance per day. In the last month, our SBDC has worked in conjunction with area Chambers of Commerce to host informational teleconferences with timely information about accessing the new federal aid packages available and, as of this writing, more than 4,000 North Texas business owners have participated in these sessions.

Under normal circumstances, we would be in the final stages of preparation for our 56th Commencement ceremonies to honor the hard work, sacrifice and achievement of our graduates. Though COVID-19 postponed us from hosting Commencement until a later date, in no way can this pandemic take from our graduates their academic persistence and success. Counting the 3,705 Spring candidates for degrees and the 1,018 Spring candidates for certificates of completion, TCC would have celebrated the conferral of 6,703 degrees and another 1,858 certificates to our Summer 2019, Fall 2019 and Spring 2020 graduates. These proud individuals will either continue at a four-year institution or will enter the workforce knowing that our community has stood behind them, each step of the way. We honor you and your families for entrusting us with your education.

In total, we are walking through a moment in history none of us could have envisioned. Our ways of living, working, learning and connecting have been challenged. I am encouraged by the dedication and commitment of our faculty and staff to navigate through ambiguity; I am heartened by our students’ passion to persist amidst uncertainty; I am proud of TCC’s continued ability to serve this community; and, I am grateful to all of our community partners and supporters who continue to entrust us with our vital mission: to serve Tarrant County.

Please keep yourselves and your families safe.

Eugene Giovannini

Chancellor, Tarrant County College

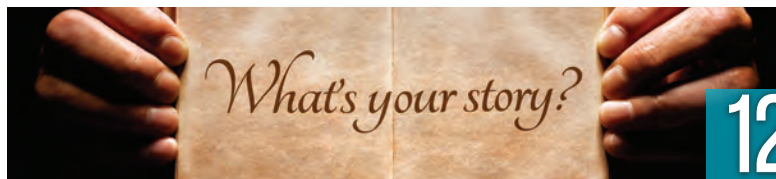
CONTENTS



8

CONNECTING STUDENTS TO THEIR FUTURES

TCC Connect celebrates five years of educating students online, anytime



12

TELLING STORIES

The importance of capturing oral histories before it's too late



16

PREPARING FOR THE "SILVER TSUNAMI"

As baby boomers age, health care providers must plan for market demands



20

CELEBRATING 50 YEARS OF RADIOLOGIC TECHNOLOGY

More than 1,000 students later, TCC's program continues to grow



28

COVER STORY: IMPROVING EDUCATIONAL OUTCOMES IN NORTH TEXAS

Community partnerships enhance TCC's educational offerings



34

PREPARING FOR THE UNEXPECTED

Collaboration is key to managing adversity



40

TACKLING STUDENT POVERTY

New resources are available to help students in need



44

GETTING LUCRATIVE CAREERS ON THE MAP

TCC calculates path with cutting-edge location technology program

EXTENDING COMMUNITY OUTREACH AND ENRICHMENT

TCC'S COMMUNITY EDUCATION AND ENGAGEMENT TAKES A FRESH LOOK AT COURSES OFFERED AND WHERE

by Bill Lace



In the beginning, it was the CC — Community Campus — the name founding Chancellor Joe B. Rushing gave to the administrative structure for non-credit courses. As it expanded more into workforce and business training, it became CIE — Community and Industry Education. More recently, the workforce component was moved under the academic umbrella, and it became CEE — Community Education and Engagement.

The constant in this parade of acronyms was the “C,” standing for “community,” and the CEE offices on the campuses have embraced that role. “It’s like we’re going back to our roots,” said Executive Director Carrie Tunson at TCC Southeast.

The change in alignment was announced last June to the campus vice presidents of CIE, now titled the executive directors of CEE, by Executive Vice Chancellor/Provost Elva LeBlanc. Explaining the move in a recent statement, LeBlanc wrote, “In terms of the big picture, we wanted to continue being relevant and to provide a more

consistent student experience for our workforce training. The vocational programming was put under the academic division deans to closely align with credit programs and provide stackable credentials along career pathways for students ready for workforce specific training.

“The Community Education and Engagement division was created to support the unique needs of each campus and its service area while also collaborating to develop and provide consistent, quality programming across the College.”

It was a parting with some sweet sorrows. Old friends like ESL (English as a Second Language) and Office Careers — and the faculty attached to them — moved under the campus vice presidents for Academic Affairs, leaving CEE with a much smaller staff and portfolio.

“There are two primary areas we are to focus on,” said Robert Munoz, CEE executive director at TCC Trinity River, “the first being college and career readiness and the second being personal enrichment.”



“The Community Education and Engagement division was created to support the unique needs of each campus and its service area while also collaborating to develop and provide consistent, quality programming across the College.”

Carrie Tunson

Executive Director, TCC Southeast



The five executive directors, however, have largely taken a lemons-to-lemonade approach. “One door closes,” mused Munoz, “and another one opens.”

Actually, that other door has been there all along, only much less evident. Avocational, personal enrichment courses for children, adults and seniors that were the bedrock of non-credit education for decades and were generally known as “the fun stuff” now appear primed for a renaissance.

The college and career readiness piece, Munoz said, includes well-established programs such as high school prep, GED and large swaths of the College for Kids program such as STEM (science, technology, engineering, mathematics) camps. “It gives us a great range,” he said, “working with groups as we have throughout the District — Junior Achievement and others. “But this (personal enrichment) is the area now that we’re going to start pushing and exploring more because we were so busy with the workforce and ESL. Now we’re going to kind of experiment with other things.”

In other words, that door is wide open to innovation. “If

you’re a dreamer, you can make it happen,” Tunson said.

TCC Trinity River, for instance, has connected with the City of Fort Worth’s Community Engagement Office for some “Lunch and Learn” sessions on city government. The three sessions last fall found an audience not only of community members, but also of Trinity River faculty, staff and students. “The feedback we got from those who attended was very good,” said Ruth Assi, the city’s community engagement liaison. “In fact, we’re already talking about doing another series in the summer. The topics would be similar, but we’d be doing it with some of the youth groups in the summer camp.”

That activity would fit right in with what seems to be a makeover for College for Kids (CFK), the highly successful summer program that began on TCC South in the 1980s. “I don’t want to say it’s becoming more intentional,” Munoz said, “but it won’t be the traditional three-week program. Instead we’ll be looking at some STEM-related classes or week-long activities that may have a stronger impact career-wise.”

Terry Aaron, who moved over to TCC South from TCC Southeast last year, is providing outreach with the group that knows her community as well as any — pastors — and meeting with them to identify what CEE can do for their congregations. “They say they need a lot of financial literacy,” she said. “They need help to get their community back to work — job training.”

But Aaron is asking the group for more than advice. In a turnabout, she is passing the collection plate, asking the pastors to sponsor children in their congregations to attend College for Kids. So far, she’s received about \$3,000 in donations. And she’s not stopping with pastors. She’s contacted area mayors, including Forest Hill’s Gerald Joubert, about sponsoring kids for the summer program. Plus, she’s expanding CFK from one session to two and has retained the three-week format. “It’s my big push,” she said. “I love College for Kids.”

TCC Southeast is broadening its scope in Senior Education, going into assisted living centers to deliver programming.

program, with the Fort Worth ISD’s Vital Link and the YMCA sending students.

But the campus is looking to move beyond the summer and possibly offer programs during times like Spring Break and Thanksgiving week. “There are other opportunities besides the summer when parents are looking for their kids to be involved and not just stay at home,” said acting Community Education Coordinator Rachele Montero. “We’re working with Vital Link and the YMCA, and I have a conversation coming up with Campfire First.”

Kenya Ayers has been president of TCC Northeast only since July, but is well aware of its rich tradition of community education. “TCC has enjoyed a long history of engagement with its surrounding communities,” she said. “Our intentionality in that regard is embodied in one of our three organizational goals. At TCC Northeast, there is excitement for the direction that the College has taken that affords an



“We’re doing ‘Urban Line Dance’ and ‘Planning Your Funeral,’” Tunson said. “They think this is the best thing since they invented cheese. So, this door really opened up for us.”

TCC Southeast is also serving a fairly new youth market. “Our home school program has exploded,” said Vickie Vacochia, coordinator of community education for TCC Southeast, “Parents are looking for alternative methods to teach their students, and as a result, we’ve almost doubled the program. These kids are being very well educated by their parents, but they’re missing one key component of life — socialization.”

At TCC Northwest, the push is toward what CEE’s Kirstin Cooper calls “a more robust College for Kids.” As with TCC Trinity River, TCC Northwest has adopted a schedule of week-long camps — two levels of “Lego Robotics” and the eco-environmental “Teen vs. Wild,” an outdoor immersion course. Partnerships are a big part of the summer youth enrichment

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Vickie Vacochia
Coordinator of Community Education
TCC Southeast

ability to carve out a dynamic set of offerings to truly meet the expressed needs of members of our community.”

While it may seem a case of everyone for themselves, it’s actually the reverse. “We’re not in competition with each other,” Munoz said. “We’re looking at what we can share, but there are also those opportunities to do something unique to our neighborhoods.”

“The silos have come down,” Cooper said. “Our teams are so small that we have to work together. We’re small, but mighty.”

Tunson, as the senior member of the CEE directors, takes the long-term view: “We will still be major forces in our community.”

To learn more about program offerings through TCC’s Community Education and Engagement, visit: <https://www.tccd.edu/academics/cee/>

REMEMBERING A LEGACY

by Bill Lace



J Ardis Bell, M.D., last surviving member of the original Tarrant County College Board of Trustees, died on March 22 at the age of 95, leaving behind a half-century legacy in medicine, education and community service.

Louise Appleman, who worked alongside Bell from her election to TCC's Board in 1988 and succeeded him as board president after his retirement in 2008, called him "the epitome of dignity, decorum and decision-making."

"He had a great instinct for what was best for the College and its stakeholders," Appleman said. "He was a role model for and mentor to all of us who were fortunate enough to serve with him."

Bell was born in Fort Worth and was a 1942 graduate of Fort Worth's Arlington Heights High School. He enlisted in the Navy at the start of World War II and was assigned as an aide in his ship's sickbay, where he developed a keen interest in medicine. The ship physician took note and urged him to go to college and medical school after the war. He did so, earning a Bachelor of Science degree from UT-Austin in 1949 and his M.D. from the UT Medical Branch in Galveston in 1955.

After residency at Fort Worth's John Peter Smith Hospital in 1955-57, Bell joined with three other young doctors to establish



"He was a role model for and mentor to all of us who were fortunate enough to serve with him."

Louise Appleman
Past President TCC Board

Glenview Family Clinic (now Family Healthcare Associates) in North Richland Hills.

Bell was a charter member of the Hurst-Euless-Bedford Rotary Club in 1962 and served as its first president. He was very active in the Haltom-Richland Chamber of Commerce and served as vice president and president of the Chamber's Board of Directors. He also was chief of staff of Glenview Hospital in 1979 and was Richland Hills' chief health officer.

It was through his work with the Chamber and the Rotary Club that in 1963 he became deeply involved in the project that would change not only his life, but also the face of education in Tarrant County: the creation of Tarrant County Junior College, now TCC.

A speaker at the Rotary Club convinced Bell of the need for a junior college. "We felt there was a need on the part of people who did not really seek four years of academic training," he said years later. "Also, we felt there was a need for more technical-vocational training. And we brought up the idea— and I think this has been borne out— that there are probably a lot of people who think they're 'too old' for a university setting and might be interested in a junior college."

He was working with a Chamber task force to explore establishing a junior college in Northeast Tarrant County when the group became aware of a parallel effort in Fort Worth, led by attorney Jenkins Garrett. The two groups merged, formed a steering committee and early in 1965 succeeded in calling an election to establish a countywide college. Bell was one of the seven candidates put forward by the committee for election to the Board of Trustees.

In the months leading up to the July 31, 1965, election, Bell, his fellow candidates and others on the steering committee spoke before every audience they could find— service clubs, labor organizations, women's clubs and church groups throughout the county to enlist their support. "Ignorance was a bigger thing to overcome than any opposition to the idea," Bell said later. "What was a junior college? Why did we need another college in Tarrant County when we already had three? [Texas Christian University, Texas Wesleyan College and UT-Arlington]. Even up to the day of the election, there was some doubt we had convinced the voters. I really, deep down, thought it would pass, but here was something that to most people was new."

Although many on the steering committee were polished orators, Bell did not count himself among them. "I guess the thing I remember most," he said, "is my knees knocking when I had to get up to address someone. But I had a sincere drive and desire, and I guess my fear was one of whether I could get my point across."

Voters approved creation of the College by a 2-to-1 margin, and Bell began 43 years of service on the Board of Trustees. He was elected the Board's vice president in 1972 and president in 1976. One of his first tasks in that position

was surely one of his most unusual. Looking for a different twist to a groundbreaking for the new TCC Northwest, Joe Rushing, TCC's founding chancellor, proposed that he and Bell do the job with a plow drawn by a brace of mules.

"Well, of course, Joe Rushing had been reared on a farm, and he knew how to use a mule to plow," Bell remembered. "I didn't, but I grabbed ahold as if I knew what I was doing, but that was quite a thrill all right."

After guiding the College through one of its most difficult times — the purchase of the Radio Shack headquarters that became TCC Trinity River — he decided, at age 84, it was time to turn over a different set of reins, retiring from the Board in May, 2008. The TCC Northeast Library was named for him a month later.

"Dr. Bell was a perfect choice to chair TCC's Board," said Tahita Fulkerson, retired president of Trinity River. "His calm demeanor and consistent quiet courage reassured



us when hard decisions had to be made. His thoughtful way of listening enabled us to know that each person's comments about issues mattered and that he was giving them full consideration. His warm smile, his eye contact, his amazing memory for names made all of us — faculty, staff, administration— feel valued and appreciated."

"Dr. Bell held the TCC family together for decades through his deep love of the College and his faith in its value and future," said retired TCC Southeast President Judith Carrier. "He was just what a good leader should be — calm, collected, thoughtful and decisive."

Bell was preceded in death by Doris, his wife of 57 years. He is survived by six children, including daughter Melody Bell Fowler, a former TCC Southeast English faculty member; six grandchildren; and two great-grandchildren.

There was no public funeral because of the COVID-19 pandemic, but the family said a memorial service would be conducted as soon as the situation is more favorable.



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Judith Carrier
Retired TCC Southeast President

CONNECTING STUDENTS TO THEIR FUTURES

TCC CONNECT CELEBRATES FIVE YEARS EDUCATING STUDENTS ONLINE, ANYTIME

by Rita L.B. Parson

She loved school. She wanted a degree. And, she wanted to be a role model. But with her medical challenges, Nancy Stephenson, the mother of three and grandmother of seven, just didn't think it would ever happen. That was until her doctor told her about online classes.

"I was talking to one of my doctors, and we were discussing colleges and degrees. I told him I would love to go back to school but with my medical problems, I was unable to attend classes," Stephenson said. After some research, she learned about TCC Connect and enrolled.

"I love school, and I always wanted a degree, but I also wanted to show my grandchildren that no matter your disabilities or age, anyone can achieve a degree and further their education, if they truly want one. Never let anyone tell you they can't go back to school because they can," Stephenson said.

TCC Connect was first established in 2013 as an administrative division responsible for eLearning, Dual Credit and Weekend College. Weekend College provides students the opportunity to earn an associate degree in 18 months or fewer in a flexible format that includes online and face-to-face classes.

TCC Connect received campus designation from The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) two years later in September 2015. While TCC students had access to online courses before the creation of the new campus, fully online programs previously had not been offered. TCC Connect moved to its current location at 444 North Henderson in downtown Fort Worth in 2017.

"Online learning is a modality that students appreciate because it means that college can fit into their busy schedules with work, family and all the complications of their lives," said TCC Connect President Carlos Morales. "The future is bright for students attending TCC via online offerings. As family, work and economic opportunities increase, their schedules will require them to access and complete their education at non-traditional hours of the day."

The flexibility of the classes allows Elizabeth Badgley to work toward a degree so she can better support her family. "TCC is making it possible for me to earn a legitimate degree from my own home. As a busy mom with two kids under 3, it is very hard for me to get out," Badgley said. "Child care is a big issue for me, so just having that online option really makes it easier for me to get an education."

Enrollment in TCC Connect in the last three academic years has increased 25 percent to 22,590 students from 18,016 students, including a 12 percent increase in exclusively online students to 5,280 from 4,719.

TCC Connect biology instructor Natalie Russell agreed. "Online learning allows people to continue their education when otherwise they might not be able to do so," Russell said.

Since its inception, TCC Connect consistently has created additional opportunities to help students reach their educational goals. Students can be productive during traditional breaks by taking classes during a Winter-mester or during summer. Monthly enrollment also is an option that helps students trim the time it takes them to earn certificates and degrees.

"As the only accredited virtual campus in Texas, this is another example of how our online and accelerated education opportunity allows us to intentionally provide TCC students with greater access to education because we understand the flexibility needed by the non-traditional student," Morales said.

TCC Connect has distinguished itself during the years. Most recently, TCC Connect was named in January 2020 as the Best Online Community College by Intelligent.com, a resource for online degree rankings and higher education planning. TCC Connect was ranked Among Top Online Colleges in Texas in 2014 and 2016 by the National Center for Education Statistics.

In fall 2019, TCC Connect offered four new and completely online academic programs as part of the College's commitment to being student-ready. Two of the classes were certificate programs in information security and two were



associate degree programs in human resources and marketing, respectively. These courses expanded options beyond just being able to earn an Associate of Applied Science degree in Business Administration: Business completely online with eight-week classes.

“Our faculty work together to create courses that can meet students where they are. We have a collaborative style on our campus that allows us to learn from and work with each other, regardless of the subject we teach,” English instructor Allegra Davis said. “Teaching online means you get to work with students in so many new ways, and you get to try new things every semester. You can create and curate materials that meet students’ needs and share your experience with them in new ways. You have the opportunity (and obligation, too) to keep your courses updated and refreshed, to respond to changing technology and new research in effective online teaching.”

For the 2019-20 academic year, TCC Connect enrollment was 23,793. TCC Connect offers 31 fully online programs including 10 associate degrees and 21 certificate programs. TCC Connect provides an eLearning course inventory of more than 172 courses and 875 classes.

TCC Connect also is offering 712 classes in two five-week sessions during Summer 2020. Students may register for the first five-week session through May 26 and through June 30 for the second session. Summer classes begin June 2.

Online students who excel have the same opportunity for recognition as traditional students. TCC Connect established Beta Chi Zeta chapter of Phi Theta Kappa, the international honor society for two-year colleges. When it was chartered in 2017, it became the sixth TCC chapter of PTK that has recognized academic excellence since the honor society was established in 1918.

TCC Connect students are supported in their pursuit of their academic goals with access to all of the Student Support Services available to students enrolled in traditional face-to-face courses ranging from digital orientation to enrollment services. These services also include online advising, payment, library service, advising, tutoring and proctoring.

“The student holistic approach, taken by online support staff, is to take the student as a whole student and to meet the students where they are and to provide TCC resources to meet their needs,” Morales said. “Ultimately, these options provide the solid and flexible foundation for serving students.”

TCC Connect student Jillian Vestal said TCC Connect is providing her the opportunity to recharge her life.

“I enrolled because I felt stuck in my life. I felt as though I was going nowhere and was always going to be stuck in a low-income household,” Vestal said. “I knew that enrolling in college was a huge time-consuming step, but I thought it was my best option. Knowledge is power and nobody can take my education away.”

Information about enrolling in TCC Connect is available by calling **817-515-8000** or visiting **www.tccd.edu/online**.



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Carlos Morales
TCC Connect President

Learn more about TCC Connect Honors:

- Best Online Community College at **www.intelligent.com/best-online-community-colleges/**
- Ranked among Top Online Colleges in Texas in 2014 at **<http://bit.ly/38coyOp>**
- Ranked among Top Online Colleges in Texas in 2016 at **<http://bit.ly/2RZ0p8c>**



THE CENSUS

What it is and why you need to be counted

FEDERAL FUNDING AND REPRESENTATION ARE DEPENDENT ON CENSUS RESULTS

by Angela Thurman, Economics Instructor, TCC Connect

Did you know that taking a national census is a requirement laid out in the Constitution? Article 1, Section 2 mandates that the population must be counted every 10 years. This year marks the 24th time the United States has conducted a census since 1790. So, not only is it a good idea to take this snapshot of our nation, but it is also the law. In addition, it is also the law that the Census Bureau may not disclose any personal information gathered in the census, so there is no excuse for you not to stand up and be counted.

What is counted? The population of all 50 states, plus the District of Columbia and five U.S. territories: Puerto Rico, American Samoa, the Commonwealth of the Northern Mariana Islands, Guam and the U.S. Virgin Islands.

Why is it so important for everyone to be counted? The

results of the census determine the allocation of billions of dollars in federal funding. The results will affect where new hospitals and clinics will be built, where new schools should go, where to put additional services for the elderly, for families and for children. The results also will determine the number of seats each state receives in the House of Representatives and how the congressional and legislative districts will be drawn in the next decade. Businesses refer to census data to determine where to build new plants and service centers, what areas to advertise in and where to focus hiring efforts.

According to Sarah Stubblefield, senior planner with the City of Arlington, in the 2010 census the population numbers were underreported by an estimated one percent, which doesn't seem like a lot. However, that one percent translates

This year marks the 24th time the United States has conducted a census since 1790. So, not only is it a good idea to take this snapshot of our nation, but it is also the law.

into a loss of \$3 billion for Medicaid alone!

It is estimated that 1 million children under the age of four were not reported, leading to a loss in federal funding for services for women and children, including funds for education and Head Start programs. Texas is the third-largest recipient of federal funding, behind California and New York, and Texas stands to receive an estimated \$60 billion in federal funds over the next decade as a result of the 2020 census. These funds will be targeted for schools and other educational services, small businesses and non-profits. Under-reporting hurts the very people who need the funds the most.

Why do people under-report or not report at all? Many are either fearful of, or lack trust in, the government, said Stubblefield. This fear leads to under-reporting. For instance, immigrant families that come from cultures where multi-generational living is common may not report the true household size on census forms because many leases forbid such living arrangements here in the United States. As such, instead of reporting 10 to 12 people of various ages, they might only report a husband, wife and child. This under-reporting has serious consequences for that segment of the population that is under-counted. Even more serious is not reporting at all, which leads to a reduction in federal funding for much-needed programs for new immigrants, children and the elderly.

The census serves as a “snapshot in time” of the population of the United States, the concentration of people based on age, gender and ethnicity. The reason these questions are asked is because the answers will help determine if additional services

are needed in different parts of the country for women, for example, or perhaps a certain area might be well-suited for certain outreach programs — such as language — based on ethnicity. There are questions on home ownership that aid in determining the economic status of various parts of the country, state or county.

All of the questions will aid in statistical information about the demographics of the United States as a whole, as well as about each state and territory. The information can be used at the “macro” level, meaning that decisions about the U.S. as a whole can be made based on census data. “Micro” information also can be revealed, giving the ability to drill down to the state level, the city level or even a given zip code level, to get the information the government needs to provide the right services for its populace.

Do you think your neighborhood needs a new “Head Start” program? Fill out the census! Have you been complaining about needing new or upgraded roads and highways? Fill out the census! Do you wish there were a good hospital or urgent care center near you? Fill out the census! You have nothing to lose and everything to gain.

So, if you missed the chance to send in your response, don’t be surprised to receive a phone call or a knock on your door. And, now that you know the facts, stand up and be counted! You’ll be glad you did.

For more information about the 2020 census:
<https://2020census.gov/en.html>

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your future
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Dale forma a tu future. EMPIEZA AQUÍ

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Census
2020**

**Available online
Disponible en internet**



my2020census.gov



"By sitting down and listening to someone's history and experiences, in their own words, you are able to gain a better understanding of who they are, why they think a certain way and how their beliefs were formed."

Adrienne Cain

**Assistant Director of the Baylor
University Institute for Oral History**

Telling Stories

THE IMPORTANCE OF CAPTURING ORAL HISTORIES BEFORE IT IS TOO LATE

by Kendra Prince

It happens all too often. Regret. Thinking there will be enough time to hear stories from older loved ones or friends, only to have that door close once they take their last breath.

Enter Dave Isay. In 2003, he founded StoryCorps, a project that helps families record the stories of their loved ones. In his article, “Tell Me a Story,” in *The Oprah Magazine*, Isay said, “I’ve learned that amazing stuff emerges when you



stop to ask a relative about his or her life.” Isay was six years old when he conducted his first interview with his grandparents and great aunts. He learned about his grandmother raising her sisters after losing their parents in the 1918 flu pandemic, and his grandparents meeting and falling in love as teens.

According to the StoryCorps website, the project has touched the lives of nearly half a million people. Isay says he is “a passionate believer in the power of the spoken word. To me, there’s something of the soul contained in the voice.” An online survey indicated 96 percent of respondents exposed to StoryCorps content indicated that it helped them better understand or empathize with those whose lives were different from their own. Additionally, significant numbers of

respondents indicated greater understanding of issues faced by African Americans, military personnel or veterans and their families and LGBTQ individuals.

Since its launch, StoryCorps has collected and archived nearly 75,000 interviews from more than 150,000 participants from across the United States who visit one of their recording sites. In 2015, Isay won a \$1 million prize from TED, the nonprofit organizer of conferences and lectures. That prize went toward the development of the StoryCorps app, which is now available on the App Store or Google Play.

“I’m real interested in the StoryCorps approach because I think we need to start getting oral histories from students,” said Tom Kellam, District archivist for Tarrant County College. “We have a diverse student body — people from different backgrounds — immigrants, first-generation Americans and college students, all sorts of interesting stories out there.” Although Kellam would like to see TCC gather oral histories from students, that hasn’t happened due to lack of funding and manpower. “I’m the director *and* the staff,” he said.

As District archivist, Kellam manages the Heritage Room, housed in the lower level of the J. Ardis Bell Library at TCC Northeast. One of the first collections in the Heritage Room was a Local History Manuscript Collection that includes approximately 2,500 documents, manuscripts, genealogies,

family histories, oral histories and miscellaneous records relating to the institutions, businesses and communities of Tarrant County and Northeast Tarrant County. The project was overseen by former faculty member Duane Gage and now includes nearly 100 oral history manuscripts.

Other faculty members have assigned interviews, including Carlos Rovelo, who teaches Government and History at TCC South. He assigned five questions for his students to ask a diverse group of individuals.

Rovelo's students surveyed 100 people each, asking their views on a controversial topic, noting age and gender to see how that impacted the answers they received. "At the same time, as they interview, they are having an interaction with themselves, because they realize what is important to them is not (always) as important to others," he said.

According to Rovelo, some of the students are surprised for one important reason — they are interviewing people who may not be like them. "Your brain begins to be edited and that is the purpose of this exercise," he said. "You are exposing yourself to people who might reject you." The students learn to overcome fear of rejection and how diverse America really is.

One of Rovelo's students, Victoria Skaggs, chose to interview people regarding their thoughts on abortion. She found the experience "nerve-racking," because she wasn't sure how people would respond. "I was surprised by the results," she said. "I assumed no one shared my views," which Skaggs did not reveal in her poll. "A lot of people agreed with me."

Originally from El Salvador, Rovelo said in his culture, storytelling is important as is the family unit. "The passing of knowledge matters because they (family members) are contributors to your own formation," he said. In his classes, he tries to get students to think about the legacy they are leaving for their future children and grandchildren.

"We all benefit from knowing each other's journey. I could not relate to you if I do it based on my own assumptions," said Rovelo. "If I know that your journey is specific to the place to you were born, the parents that raised you, the house where you grew up and the schools you went to, that will enlighten how I understand you. I know where you are coming from. It is a chance to enrich each other's life."

As a World History (Dual Credit) teacher with the Texas Academy of Biomedical Sciences (TABS), the early college

high school based at TCC Trinity River, Patrick Crawford also assigns interviews. For several years, he has assigned students to conduct an interview with someone who was alive during the Cold War.

While the assignment initially elicits groans from his students, Crawford says some are surprised by what they learn in their interviews. "Overwhelmingly, the kids are happy they did it. They'll say, 'I talked to my grandpa before, but we never really talked about the war. I knew he fought in Vietnam or Korea, but I never heard his stories,'" he said. "On the flip side of that, their grandparents are happy that the younger generation seems interested."

One of his students, Rodley Rodriguez, a junior, interviewed his great aunt about her experience with Communism in Cuba. He chose her for the interview because she lived in Cuba at the time Castro made it

Communist. "I learned what Communism does to a community," he said. "The government owns everything at that point, and they start taking over people's businesses, like their property. You basically hand everything over to the government, and you start making less money. It's pretty terrible."

Rodriguez said it was "cool" to have his great aunt talk to

him about Communism because they usually just make small talk. They had more discussions about Communism after their initial talk, and the experience drew them closer, he said.

Another student, Viann Nguyen, also a junior, interviewed her father for the assignment. "I never really talked about the Vietnam War with my dad before and his experience going through that whole situation," Nguyen said. "This project opened a way for us to talk about it."

As she interviewed her father, Nguyen was shocked to learn her father went to jail when he was her age. "He was helping people sneak out of Vietnam. The North Vietnamese caught him and put him in jail for months," she said. "Many of my family were either jailed, some of them were killed during the Vietnam War." Because of the size of the family, not all could go at the same time. Her father was in the first group to go to the United States. Some stayed in Vietnam and some moved to Australia. The family tries to meet for reunions every 10 years in Vietnam.

Nguyen said the interview made her more grateful for her father and the hardships he faced. "When he came to



America, he barely knew any English, and eventually became an honors student.” She said she wants to make him proud with her education. “When my dad went through college, he wanted to become a doctor, but he had to quit and focus on the family.” Like her father, Nguyen wants to be a doctor. “I want to make his dreams come true through me.”

Another way TCC has encouraged dialogue between people is to offer Human Libraries. The concept, which started in Copenhagen, Denmark in 2000, was created to enhance understanding of diversity. Readers check out human “books” and interview them. April Martinez, assistant director of Library Services at TCC Northeast, has coordinated Human Library events at her current campus as well as TCC Northwest. The books, made up of members of the community and some TCC faculty and staff, were as diverse as the subjects they represented. Subjects included body image, disability, domestic violence, gender identification, immigration, military/veteran issues, philosophy, religion and sexuality.

“I think it’s important because it’s bringing a different perspective, bringing a different view,” said Martinez. “Sometimes I think we get caught up in our own silos, and it’s hard to see the bigger picture.”

According to Adrienne Cain, assistant director of the Baylor University Institute for Oral History, “Oral history is important because it allows us to capture diverse viewpoints, helps us understand change, enriches historical understanding and fills gaps in historical records.”

The process is intimate. “Oral history is a first-person, unfiltered, unedited account told by the person who experienced it,” she said. “Oral history tends to humanize history and make it feel real.”

It creates understanding. “By sitting down and listening to someone’s history and experiences, in their own words, you are able to gain a better understanding of who they are, why they think a certain way and how their beliefs were formed,” she said. “You may find a way to understand them as well as develop compassion and/or empathy for them.”

It demands attention. “Listen. Oral history requires you to be an active listener. When we engage in conversations, we often only listen to respond—meaning we really aren’t listening to the other person at all, just picking up on a few key words,” Cain said. Oral history trains and teaches you to listen in order to make connections and gain understanding.”

At the end of his TED Talk in 2015, Dave Isay encouraged his audience to interview a family member, friend or even a stranger. “Maybe these conversations will remind us what’s really important,” he said. “And maybe, just maybe, it will help us recognize that simple truth that every life, every single life, matters equally and infinitely.”



Tips for gathering oral history from Adrienne Cain, assistant director, Baylor University Institute for Oral History (BUIOH):

- Find a topic that you want to explore and then develop a list of people who can share their experience with you.
- Keep in mind that oral history has to be within “living memory,” meaning that there are people around who can recall what happened.
- Oral history has to be recorded. Aim for the best possible sound quality in your recordings and best visual interest in your videos or digital images. Make sure you know how to work your equipment before the interview.
- Also, check out the location in which you plan to record in before your interview. What noise is around that can interfere with your recording?
- Have a list of topics versus questions for your interview. When someone has a list of questions, they might feel inclined to follow the list versus engaging with the person they are interviewing.
- When conducting an interview, don’t be afraid to ask for clarification if something was said that you don’t understand.
- Ask your interviewees if they have any photos or documents that they would like to share. With their permission, scan these items so they can live alongside their interview.

Transcribe the interviews to make them accessible and for help in producing scripts, storyboards and articles or books.

For those interested in learning more about oral history:

Twice a year, the Institute for Oral History offers a “Getting Started with Oral History” e-workshop, which is a six-hour interactive training that attracts newcomers to oral history from around the world. Participants are equipped to start using oral history methodology through instruction on project design, ethical and legal considerations, recording equipment, interviewing techniques and processing and preserving oral history.

For more information about the workshop or the Institute for Oral History, visit www.baylor.edu/oralhistory.

PREPARING FOR THE “SILVER TSUNAMI”

AS BABY BOOMERS AGE, HEALTH CARE PROVIDERS MUST PLAN FOR MARKET DEMANDS

by Rita L.B. Parson

Following the end of World War II, an unprecedented number of children were born between 1946 and 1964 — one baby every seven seconds. Known as the baby boomers, this demographic cohort began a lifelong pattern. As they matured, they overwhelmed and sometimes exhausted the various services and programs that had adequately served prior generations. That trend is poised to continue.

“In 2050, the number of Americans aged 65 and older is projected (by the U.S. Census Bureau) to be 88.5 million, more than double its projected population of 40.2 million in 2010,” said Tarrant County College Long Term Care Administrator (LTCA) Program Director Regina Franklin-Basye. “In 2010, the baby boom generation (was) 46 to 64 years old. By 2030, all of the baby boomers will have moved into the ranks of the older population. This will result in a shift in the age structure, from 13 percent of the population aged 65 and older in 2010 to 19 percent in 2030.”

This “Silver Tsunami” will require more long term care administrators to meet the needs of the exponentially larger aging population. “The need for administrators to oversee the provision of quality care will be increasing, which just reinforces my decision and commitment to continue working in long term care,” said Connie Hernandez, an LTCA student scheduled to graduate in May.

Though not her original career choice, it is a profession that Hernandez embraces.

“I had started my career with a desire to work with at-risk youth and had no interest in working in long term care. As fate would have it, I was led to a job working with older adults and quickly fell in love with this population,” said Hernandez. “I feel honored to have had the opportunity to help people who are in a vulnerable position and may be going through a difficult time.”

Helping people was always important to LTCA student Jennifer Heath after she graduated college. “I found that working with (troubled) kids was a little too harsh on my heart and maybe adults would be better suited for me,” Heath said. “I liked the idea of helping a person that people have given up on or have forgotten about. I want to be a boss and run a loving, fun facility where people are happy to live.”


When recommending the program, she does so realistically. “I would tell them to get ready for overload on information. This program is a little rough working a full-time job, but it is possible because I am proof.”

TCC offers a LTCA Level 1 Certification in Long Term Care Administration. The 27-hour program, including a 1,000-hour internship, provides the academic requirements for students to sit for the Texas Health and Human Service (HHSC) licensure examination and the National Association of Long Term Care Administration Boards (NAB).

Applicants must have a bachelor’s degree or higher, a minimum GPA of 2.5 in a health sciences or nursing discipline from an accredited institution and proof of English proficiency, if English was not the primary language of their high school.

As people live longer, the health needs they face are often more medically complex, requiring more holistic approaches to their health care plans, said TCC’s Franklin-Basye.

“Because of the increase in the number of residents/patients and the increase of care needs, long term care administrators must develop a keen understanding of how to manage the overall environment, as well as the needs of the individuals in their care,” she said. “It is further anticipated that residents will be admitted for longer stays. The current length of stay is approximately 2.5 years.”

A photograph of two elderly people, a woman in a red jacket and a man in a yellow and purple striped sweater, walking away from the camera on a grassy hill. The sky is bright blue with scattered white clouds. A white circular graphic is overlaid on the right side of the image, containing text.

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Franklin-Basye said some of the complex health issues facing this older population include Alzheimer's and other dementia-related disorders, arthritis (including osteoarthritis and rheumatoid arthritis), gout and lupus. Other challenges include the need

for hospice care, kidney disease, pulmonary/ventilator care, wound care and therapies such as physical, occupational and speech.

A sub-population of the aging baby boomers easily can be overlooked by the general public. They are people with intellectual and development disabilities (IDD). "They are faced with a two-sided coin," said Amanda Corrigan, president of Texas operations for Caregiver, one of the largest IDD providers in the state. Not only are they aging, but their caregivers (often their parents) also are aging, with many of them already in their 80s. These parents frequently worry about who will fill their roles when they no longer can, Corrigan said.

With increased health issues and concerns for replacement caregivers, baby boomers must also contend with how they will address rising health care costs, she said, adding that the lack of adequate government funding is contributing to the strain.

"I can tell you skilled nursing is the second most regulated industry in the United States, right behind nuclear power plants. And, it's also one of the most poorly reimbursed," Corrigan said. "They are making it extremely difficult. I can speak especially for Texas, being one of the largest, most poorly funded states in the union when it comes to Medicaid services, which is a state-funded program."

Franklin-Basye agreed.

"We are still negatively impacted by low Medicaid Reimbursement. Texas continues ranking low — 49th for Medicaid daily reimbursement rates." The average daily

spending for a long-term care resident is \$186.22, but the total Medicaid reimbursement per day is \$150, creating a shortfall of \$36.03 per day, she said. "This creates an overwhelming negative affect on a facility's bottom line. Most facilities are not profitable due to an increase in expenses needed to manage care of the residents on a daily basis."

In addition to financial challenges, health care professionals also identify communications, higher expectations, transportation and home maintenance as hurdles that may be obstacles as the population ages. "The characteristic of the U.S. being a melting pot will impact healthcare," said Corrigan, who earned her long term administrator's license from TCC after working three years in admissions and marketing for a skilled nursing facility. "We have more and more people coming over from different countries. So one huge thing is that as that population continues to age, you are going to have a growing need for multi-lingual professionals," Corrigan said.

She said baby boomers most likely will be more discerning consumers who will require more from health care facilities. "Older adults now are so much more educated than what they were 20 years ago. They have so many more resources and they have greater access to information," Corrigan said. "Because of their social economic status and having resources much greater than those demographics in the past, we are going to see a lot of changing of patterns and utilization and different demand for health care services than what we have seen in older generations.

"In my opinion, older generations, a lot of times, they were happy to just have what they had. 'I don't need a lot, I'm used to not living on much. I'm okay with this.' This generation that is coming through, that is not the case. They've had more resources their entire lives," Corrigan said. "They are going to demand more care, they are going to demand different care, and they are going to demand different resources than what we have had in the past. I think that is going to be huge. They are not going to be satisfied with bingo and people coming to sing."

For the increasing number of baby boomers who prefer to "age in place," Corrigan said, they also will be saddled with figuring out how to manage the challenge of transportation and home maintenance.

"As people get older and can't drive, they've got to be able to go from point A to point B. If they have a home and they are trying to age in place, there is going to be a demand for maintenance services to come and help them in their

home and lawns,” she said, “Someone has to pick up groceries, get meds, because that’s what we are starting to see: more people trying to age in place.”

Not only are baby boomers changing the dynamics of what services this population will need, they also will leave a void as many of them leave their jobs as health care providers.

“(There was) a complete shift from the baby boomer population as being the largest group in today’s workforce to a very meager outlook of who might replace the millions of job openings across the country,” said TCC Assistant Dean of Health Services Troy Moran.

“Not only are we soon to face a shortage of well-trained and prepared workers, the amount of systemic knowledge lost will have a huge impact on the learning curve for every industry.

“It is far reaching and will impact every aspect of health care from the housekeepers to the surgeons and from the dietary/culinary to the CEO. There is not a single profession that will not feel the impact of a mass retirement,” he said.

TCC is working to help fill the gap and will continue to work with its community partners to develop training for existing programs. The College plans to develop new programs so that community partners can fill open positions that are difficult to staff or that have a shortage of applicants, Moran said. “The vision is ‘to answer the needs of the community and to create a pathway of success for students of TCC and the employers of future TCC students.’”

To learn more about TCC’s Long Term Health Certification and other Health Care Professions: <https://www.tccd.edu/locations/trinity-river-campus/trinity-river-campus-east/health-care-professions-programs/>



“The vision is ‘to answer the needs of the community and to create a pathway of success for students of TCC and the employers of future TCC students.’”

Troy Moran
TCC Assistant Dean of
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Celebrating _____ 50 Years of Radiologic Technology



“We see radiologic technology as an important entry point to those pathways before the students move on to these wider opportunities.”

Troy Moran
TCC Assistant Dean of
Health Services

MORE THAN 1,000 STUDENTS LATER, TCC'S PROGRAM CONTINUES TO GROW

By Paul Sturiale

Some stories continually repeat themselves for 50 years. But they never get old.

As a program graduate, instructor and now, director of Tarrant County College's Radiologic Technology Program (Rad Tech), Brian Spence knows firsthand the stories of many of the 1,000+ students who have passed through the program on their way to their medical careers. So, he sees this year's celebration of the program's 50th anniversary as a way to spotlight its legacy as a stepping stone for students' professional and personal success, as well as TCC's emergence as a vital partner with Tarrant County's medical community.

"The entire program has become an essential part of the overall success of the School of Health Sciences and a symbol of what can happen when the College and the professional community work together to fill the need for qualified professionals," says Troy Moran, assistant dean of Health Sciences, who oversees the Rad Tech program.

Building the Program from the Ground Up (Literally)

The program began in 1970 on Tarrant County Junior College's then newly constructed Northeast campus, which housed classrooms and x-ray facilities where students could earn an associate degree or stay long enough to master the x-ray process. Then, they would seek an entry-level position at a local hospital, remembers Wanda Bercerra, a member of the initial graduating class (1972).

"When we started with a class of 25 to 30 students, we were told by the hospital techs that there was no advantage to getting a degree, because no one else in the field had one. At that time, the hospitals hired and trained their techs directly. They used in-house student coordinators who trained the x-ray technicians on the hospital's equipment while they were actually working on live patients," Bercerra said. Their on-site work consisted of duties like positioning patients, taking and chemically processing x-rays (which were on glass plates in cardboard cassettes) in a darkroom and later filing and doing administrative work to

support the overall x-ray program. The work was an ongoing job interview because hospitals were eager to hire the best students.

When she graduated, Bercerra remembers her starting hourly salary was \$3.25, which was considered high-end because the minimum hourly wage was \$1.75. She retired in 2020 after 50 years as a radiologic technician at a variety of Tarrant County medical facilities.

Growth and Progress in the 1980s and 1990s

Mark Holt has been associated with the program for 33 years, including 20 years as the program director and now as a professor emeritus. Teaching classes of 20 to 25 students, Holt saw TCC respond to the industry's needs for more qualified students by expanding the faculty to include College employees as clinical instructors in local medical facilities.

"Soon after the program started, they recognized that students couldn't just learn it staying in a classroom. They needed to spend more time in the major clinical centers. The real training occurred in the medical facilities," Holt explained.

As the demand for students grew, TCC addressed the need in an unconventional way: it placed College employees as clinical instructors in the hospitals. "This was nearly unheard of due to the increased cost involved. But it demonstrated TCC's financial commitment to providing quality education to our students and to meeting the growing needs of local medical facilities," Holt said. "We had to work hand-in-hand with the hospitals because we were there as their guest. You couldn't keep a full-time person at each hospital. So we would visit each hospital periodically and be there to help the students by assisting in teaching the proper techniques and technology."

Holt remembers the 1990s as a time when technology drove major change in the curriculum, on-site learning opportunities and the College's options for partnership. During the early part of the decade, the need for technologists rose as technology evolved from imaging on film to computed radiology (CR) on digital platforms.

According to Bercerra, by-hand tasks and the ability to calculate dosages and exposure times “required more brain power than it did after the technology changed. Now the machines do it for you. You just hit a button and the machine does the calculations and sets the equipment.”

As a result of digital technology’s growth, the number of independent practices that include radiologic services substantially increased. “We started to see independent practices that were large enough to keep the students busy. We saw orthopedic practices and outpatient clinics and centers, and we said, ‘Well, they’re busy enough to handle a student.’ And the students *would* be busy enough to be x-raying people all day. So we reached out to them. A few of them reached out to us. Some of them said ‘We’d love to have students. We’re glad that you asked.’”

The 2000s: Progress at the Speed of Technology

The 2000s brought new waves of technology that completed the evolution from film imaging to digital radiology. New technology appeared on campus and in all medical facilities that streamlined the process and widened students’ technical expertise. In response to these changes, the program revamped its facilities into three classrooms that contain specialized radiologic equipment including portable imaging machines and a rare, state-of-the-art C-Arm imager that is used in specialized surgeries.

TCC also became an accredited college by the Joint Review Committee on the Education of Radiologic Technology (JRCERT). Currently, the College has the highest accreditation JRCERT can bestow. “This is important because it reinforces the importance and value of certification and marks TCC as a recognized leader in offering top-quality training in the field,” Spence said.

One of the people who will benefit from that recognition is Ariel Hoang, a first-year student who plans to get her Associate of Applied Science degree in Radiologic Technology.

“At first, I wasn’t sure if this career was right for me. I wanted to be able to help people but I wasn’t sure how. Then my mom recommended that I consider radiology. My biggest concern was whether I would enjoy it and if I could do the work. Now I am starting to see what it is really like. I really enjoy the program and the work with the professors,” Hoang said.

Hoang’s thoughts are echoed by Kassie Bustamonte, a second-year student who graduates in May 2020. Bustamonte is getting her clinical experience at two Fort Worth medical partners, Baylor, Scott & White All Saints Medical Center and Touchstone Medical Imaging.

“I really didn’t know what to expect,” Bustamonte said. “But the faculty was really informative and gave me lots of information and advice. From the beginning, they were very encouraging about what we would be doing and how they thought I could handle it. They presented the information in a very comforting way that made me feel very good about it.”

Both students plan to pursue their careers in Tarrant County.

The Rad Tech program’s progress also included the creation of a formal Program Advisory Committee, which consists of TCC educators, Radiology Department leaders of local medical facilities and select community leaders. Committee members provide feedback on the program, overall student qualifications and projected industry needs.

One of those committee members is Michele West,



radiology manager at Hughley Hospital’s Fort Worth South campus. The TCC graduate (2004 in Radiologic Technology) relies on her partnership with the College each semester to help her team with three students, who usually arrive with enough knowledge and training to begin actively supporting her program shortly after they arrive.

“Most of the students are in it to help people, so it is fairly easy to fit them in. Shortly after they start, we get them to help with our patient flow and to do what’s needed,” West said. “She also appreciates the fact that at the end of their rotation, many students are natural fits for her program. She estimates that 75 percent of her frontline staff are TCC program graduates.

An example of student-turned-employee is David Rios, a 2016 program graduate with an Associate in Applied Science, who now serves as West’s supervisor of Interventional Radiology.

Though he already was in the radiology field, the father of two recognized that he needed to return to school to earn an associate degree in Radiologic Technology to advance his career. While working full time, Rios finished his prerequisite classes online. He then worked two part-time jobs during his first year in the program.

“It was hard. But you do what you have to do to take care of the family. I would work and then — while the kids were asleep -- I would work on my homework until 1 a.m. most nights,” Rios said, adding that he credits the program’s structure and the staff’s ongoing support for successfully completing his first year.

“I feel the way the program is set up, they set you up for success because all of the professors and all of the



clinical instructors, with all of their years of experience, can pretty much tell you what to expect and coach you through it. So that way you don’t come out of the program and get blindsided by all of these different scenarios,” Rios said. “It was life-changing. They definitely set me up for the position that I’m in now and they gave me the confidence to do it.”

Moving at (Comparative) Light Speed Since 2011

The Rad Tech program made two important moves in 2011 that accelerated its future: Spence joined the faculty and the program moved after 41 years from TCC Northeast to its larger home at TCC Trinity River Campus East. Both moves were part of a 10-year master plan by Assistant Dean Moran and Dean of Health Services Joseph Cameron to enhance the program. Since assuming the program director position

in 2016, Spence has worked closely with Moran and Cameron to expand the program’s curriculum from six to 18 programs, including the introduction of guided academic pathways to post-primary certification in specialty programs like CT, MRI, Nuclear Medicine, Sonography and vascular specialties.

TCC also instituted an online continuing education program with Midwestern State University that allows second-year Rad Tech students to concurrently pursue a Bachelor of Radiology Science degree from the university based in Wichita Falls while they complete their TCC associate degree.

“And we’re not done yet,” said Moran. “There are still many venues that are untapped. But we believe they are going to be crucial in the clinical field in the future. We look at trends in the field and at all aspects of medical operations, then ask ourselves what can we do to prepare for those trends.

“And that isn’t just on the clinical side. It also involves industrywide personnel needs. There are six times as many allied health professionals as nurses now. And we anticipate at some point seeing a silver tsunami where much of the existing workforce retires. How do we prepare for that?”

Those questions are the foundation of the program’s larger goal: preparing students to take advantage of overall opportunities in the medical community, according to Moran. He added that the future vision is to involve students in related fields to fill personnel needs that are not directly related to clinical situations, like preparing business students to manage administrative and billing functions; information technology students becoming involved in specialties like imaging informatics and management students focusing on health care leadership and administration.

“We see radiologic technology as an important entry point to those pathways before the students move on to these wider opportunities,” Moran said.

Spence recognizes there is still tremendous opportunity to grow the Rad Tech program to meet needs within Tarrant County’s medical community. He also knows that when he narrows his vision to individual students, he will see the latest in a 50-year line of stories of students working toward a degree that means a better life for them, their families and the patients they serve.

For more information about TCC’s Radiologic Technology program: visit the College’s website at <https://www.tccd.edu/academics/courses-and-programs/programs-a-z/credit/radiologic-technology/> or call 817-515-2412.

PUTTING THE TEETH INTO TITLE IX

NEW STATE LAWS SEEK TO ENFORCE NONDISCRIMINATION IN EDUCATION

by Kateeka Harris, Title IX Compliance Officer

NONDISCRIMINATION

On June 23, 1972, Title IX of the Education Amendments Act of 1972 was signed into law. Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity, including both K-12 and higher education. The objective behind Title IX is to avoid using federal funds to support sex discrimination in education and to provide individual people with real protection against those practices. The law itself is brief and consists of only 37 words. To ensure compliance with the law, the Federal government has been providing guidance for its application since the issuance of the law. Title IX has impacted higher education in a big way, and now some states are starting to adopt laws to further enforce nondiscrimination in education.

Texas is one state that is actively enforcing nondiscrimination in education. During the 86th Legislative Regular Session, three noteworthy bills were signed into Texas State law. First, SB 212 went into effect September 1, 2019. SB 212 requires higher education employees to “promptly report” certain incidents of sexual harassment, sexual assault, dating violence and stalking to the institution’s designated Title IX coordinator or deputy Title IX coordinator. Failure to report can lead to administrative penalties, termination of employment and potential criminal penalties. The criminal penalty portion of the law went into effect January 1, 2020.

Additionally, HB 1735 was signed into law effective September 1, 2019. HB 1735 reiterates what federal law requires regarding institutional obligations for addressing instances of sexual harassment, sexual assault, dating violence and stalking that involve students and employees. It also

provides for administrative enforcement from the Texas Higher Education Coordinating Board (THECB) to monitor compliance with the law. If institutions aren’t in “substantial compliance,” THECB can impose financial penalties up to \$2 million.

The last new law to mention is HB 449, which also went into effect on September 1, 2019. This law is all about placing transcript notations when a student is “ineligible to re-enroll in the institution for a reason other than academic or financial reason.” HB 449 also states that if a student withdraws from school during a pending disciplinary process that may result in the student becoming ineligible, the process is prohibited from ending until a “final determination of responsibility is reached.”

Unfunded mandates generally create more work for institutions. However, TCC is definitely up for the challenge. In preparation for compliance with these new state laws, multidisciplinary groups from across the District have been assembled. Last semester, the Title IX Office spent significant time facilitating information sessions to inform employees about the new reporting obligations. During the spring semester, the Title IX Office worked to update policies and procedures and inform students about the new changes. Ultimately, the goal is to be able to work and learn in a healthy and safe environment. Every member of the District plays a role in ensuring TCC is free from sex and gender-based harassment.

To learn more, visit <https://tccd.edu/services/student-life/rights-and-responsibilities/title-ix>



What a Catch!

TCC SENIOR ED INSTRUCTOR SHARES HIS LOVE FOR
FLY FISHING WITH HIS STUDENTS

by Bill Lace

Dale “Dutch” Baughman likes to paraphrase Henry David Thoreau for his class at TCC Northeast. No, he doesn’t teach English, but a Senior Education course in fly fishing. “Fishermen may go an entire lifetime,” he tells his students, “and never realize that it’s not about the fish.”

Thoreau was an ardent fisherman but wasn’t all that interested in catching fish. It was the totality of the experience at Walden Pond that enraptured him.

And so, while Baughman’s curriculum includes rods and reels, casting techniques and tying “flies” (the hooked lures that give the sport its name), he also teaches how best to approach the sport — deliberately, unhurriedly and with “respect and reverence” for the river and fish.

Like most youngsters in rural Texas, Baughman fished for bass and crappie. Then he saw a photograph in a magazine of a fly fisher holding a rainbow trout. “I saw that there was a whole new element to fishing,” he said, “where people would dress material onto a hook and cast it into a river to imitate aquatic insects.”

He read everything he could find on fly fishing, tied his first fly with hair cut from his dog and thread from his mother’s sewing basket. “No pun intended,” he said, “but I was hooked.”

Baughman is as dedicated to teaching fly fishing as he is to practicing it. He’s vice president of the Fly Fishers International Board of Directors and chairs the organization’s Education Committee. He wrote the FFI’s Comprehensive Introduction

to Fly Fishing, has taught throughout the country and was named by the FFI as 2019 Fly Fisher of the Year.

Much of the modern interest in fly fishing began with the 1992 film, *A River Runs Through It*, based on the book by Norman Maclean. Viewers were entranced at the sight of an angler, standing in a picturesque stream gracefully whipping a rod back and forth before casting the fly so that it lit lightly on the surface — irresistible to a hungry trout or salmon.

The *Chicago Tribune* wrote that the film “fueled a boom in an esoteric sport.” Baughman’s opinion was that all of the sudden, devotees just wanted to look like Brad Pitt.

But it was natural, having spent most of his professional career in higher education as a coach and athletic director at five universities, that he would eventually teach fly fishing at a college. “Somebody I’d had in a class somewhere called TCC and said, ‘Here’s a class you ought to have,’” he said. “I contacted them, sent them a syllabus and an information about my background, and they called back and said, ‘Absolutely. We’d love to schedule this.’”

Debra Sykes-West, coordinator of community education at TCC Northeast, remembers that another instructor knew Dutch and his passion for fly fishing and said it would be a great thing for the seniors program. “So, his passion and her advocacy brought it to us as a prize course,” she said.

The course was an instant hit when it debuted in fall 2017. “It has been from the beginning a high-demand course and a high-participation course,” Sykes-West said. “Sometimes you have only a handful of people, maybe by word of mouth, who sign up for it. But from the very start we had people from all over the county.”

Like Baughman, many of them have developed an unquenchable thirst for knowledge about fly fishing and have enrolled for all six sessions. “I used to call them slow learners,” Baughman said. “Now, I call them alumni.”

One such student is Hal Scherrieb, a retired aerospace engineer from Arlington. Much like Baughman, he had seen a friend’s pictures of fly fishing in Montana. “I wanted to get in that picture,” he said. “But not only did I not have fly fishing experience, I had no fishing experience at all.”

Scherrieb keeps coming back, first of all, “because the instructor is super interesting, super informative. He makes each class a little different.” Then, too, there’s the camaraderie. He and some classmates meet

up for dinner about an hour before the class starts and stay to talk after it’s finished.

Classroom instruction features slide presentations on types of gear and how to use them, types of flies and how to tie them, information on types of fish, tips on catching them and how to “read the anatomy” of a river so as to know the most likely fish hangouts.

The class goes outdoors to practice casting, but not, as one might think, at the pond on the southeast corner of the campus — too much vegetation around the bank. Instead, the casting is done on a tennis court on loan from the Kinesiology Department, which also provides gym space in bad weather.

Other TCC students, watching the rhythmic, graceful casting, have asked if an undergraduate class could be arranged. The faculty seemed willing, but Baughman had doubts. “I so enjoy the appreciation and the passion that the seniors develop for this,” he said, “and I’m not sure that would be the case with the younger folks.”

The class starts at 7 p.m. and is supposed to end at 8:30, but Scherrieb and his buddies usually hang around for perhaps another hour. That’s when Baughman is at his passionate best, recounting his travels and adventures, letting some the magic rub off on his students.

“Once Dutch gets going, time just melts,” Scherrieb said, like when he tells the story of his first steelhead trout.

At age 10, Baughman implored his father to take him fishing for steelheads, a variety of salmon that live in the sea — but come upriver to spawn. “Not so fast,” his dad said. First, he had to study everything he could about the fish, its habits and habitats. At last, they headed for the Pacific Northwest.

“The rod I had was my grandfather’s, and it was so big I had to use two hands,” he said. “I was absolutely blessed that first time, and it was such an overwhelming experience.”

Baughman was able to get a strike on his fly from one of the notoriously wary steelheads, and then began to battle to get it to get it to shore. “So, I caught this fish, and I’m ‘playing’ him, and it took me 40 minutes. One of the techniques is that you back into shallower water, getting the fish closer, until you can reach out and pull the fish to you. Then you can kneel down, put a hand around the tail and take the hook out and cradle with your hand under their mouth.”

Finally, after the months of studying and dreaming, he held a steelhead in his hands. “I just marveled,” he

“Fishermen may go an entire lifetime and never realize that it’s not about the fish.”



Henry David Thoreau



said. “His color was ... I can’t describe it. It was extraordinary. And I looked at this fish, rolled it back and forth, said a prayer for it and released it. And then I had to go sit down. I couldn’t even hold my rod.”

Now, decades later, it’s the same. He catches a steelhead, cradles it, says a prayer and, after watching the fish swim away, has to sit down and treasure the moment.

It is stories like this that have infused Scherrieb and his classmates to get ever deeper into the world of fly fishing, to dream about going to the Northwest and having that kind of epiphany. And that cadre of converts will continue to grow. Fly Fishing I and II will be offered next fall.

“I’m very serious about teaching fly fishing because I know what it’s done for me,” Baughman said. “And any chance I have to share that with someone else, I’ve gotta do it so they can have that same experience in their lifetime.”

For more information about Senior Ed classes available at TCC Northeast, contact the Community Education and Engagement office at **817-515-6500**.

IMPROVING EDUCATIONAL OUTCOMES IN NORTH TEXAS

COMMUNITY PARTNERSHIPS ENHANCE TCC'S EDUCATIONAL OFFERINGS

by Reginald Lewis

69 million people.

That's the estimated number of senior citizens, ages 65 and older, expected to live here in the U.S. by the year 2030. The coming Silver Tsunami means there will be major demands on all facets of the health care industry, including nurses. As baby boomers shift into retirement, many more nurses will be required to tend to their health needs. What is alarming is that Texas is expected to be short 16,000 registered nurses by 2030 and this could have a significant impact on public health outcomes.

To address the pending nursing shortage, Tarrant County College (TCC) and Medical City Healthcare (MCH) are offering the Texas 2-Step Pathway program, which enables MCH employees to earn an Associate of Applied Science in Nursing through TCC Trinity River Campus East. This first cohort of eight students started taking classes in January. Medical City Healthcare instructors will teach the clinical courses at their facilities, and TCC instructors will teach a series of theory courses at the downtown Fort Worth campus.

This good news is that MCH will pay the employee's tuition, fees, books and uniforms in exchange for a two-year commitment to work full time as a Registered Nurse. This will allow MCH to add more skilled RNs to its own workforce throughout the region.

"The collaboration with Medical City Healthcare is important to Tarrant County College's Nursing Program because it strengthens our clinical relationships, demonstrates our desire to meet workforce needs and increases our graduates' employment opportunities in the Medical City Healthcare system," said Tetsuya Umebayashi, dean of Nursing at TCC Trinity River Campus East.

For some MCH employees, this is a once-in-a-lifetime opportunity to fulfill their professional dreams.

"I am grateful for the opportunity granted to me to be able to attend the Nursing program in TCC," said Adilene Silva. "It's a dream to know that in the near future I will be able to gain the knowledge and skills to be able to help and care for another human being. I am living proof that everything can be done if you just believe. I believe that success IS within reach at TCC."

"Getting accepted into the Nursing program at TCC has been one of the biggest accomplishments of my life," said Rachel Kankey. "The skills that I am learning in this program are skills that I will carry with me throughout my entire nursing career. I am so thankful for the affordable educational opportunities that TCC provides."

This unique partnership is just one example of TCC's regional impact. Realizing there is a strong correlation





“The collaboration with Medical City Healthcare is important to Tarrant County College’s Nursing Program because it strengthens our clinical relationships, demonstrates our desire to meet workforce needs and increases our graduates’ employment opportunities in the Medical City Healthcare system.”

Tetsuya Umebayashi

Dean of Nursing,

TCC Trinity River Campus East





between child care and local economic growth, there is a local movement to improve early education programs and expand to vulnerable populations.

That's because 90 percent of the brain's development occurs by the age of five. How children develop and experience the world from birth to age five sets the stage for their long-term success, which benefits us all.

"Investing early in our children has the highest returns for our community and our future workforce," said Michelle Buckley, director of the Early Learning Alliance (ELA), a group of 50 agencies, nonprofit organizations, educational entities and individuals with a vested interest in early learning from birth through age eight. "Many Tarrant County parents need access to affordable, high-quality child care, not only for their child's long-term success but also for their future economic success. Building a connected system of supports for children and families is key for a thriving workforce."

Being exposed to quality child care and early learning experiences increases a child's chances of graduating high school, achieving better health and educational outcomes and earning a higher wage in later years. Unfortunately, too many young children reach kindergarten without the requisite skills to be successful.

"According to the Texas Education Agency (TEA), only 60 percent of Tarrant County kindergartners are school ready, and only 44 percent are reading at grade level; we know our community can do better," said Lyn Lucas, senior vice president of professional growth for Camp Fire First Texas and vice chair of Early Learning Alliance. "With organizations like Tarrant County College joining ELA, we are even stronger in our effort."

TCC has been training talented educators for decades. Students interested in becoming child care providers or early childhood educators can enroll in the Child Development program, which opened in 1968 at TCC Northeast. What makes this program so popular is the fact that students get hands-on experience working in the Campus's accredited center and lab school. After earning an Associate of Applied Science (AAS) in Child Development, graduates can transfer

to one of TCC's educational partners to pursue a bachelor's degree. Additionally, there are three certificates from which to choose: After School Provider, Preschool Child Care Provider and Child Care Administration.

"When families in Tarrant County select a child care center for their child, they can feel confident the centers are staffed with teachers who know how to care for their children," said Lisa Self, coordinator of Child Development at TCC Northeast. "It is very common to run into our graduates throughout Tarrant County working in the field."



"Investing early in our children has the highest returns for our community and our future workforce."

Michelle Buckley

Director of the Early Learning Alliance (ELA)

Parents are looking for daycare workers to be friendly, patient, competent and dedicated to caring for young children. Effective teachers at the elementary and secondary levels should possess some of the same qualities.

As children continue to develop in various ways—physically, socially, in language and literacy, and cognitively—educators are expected to support their students in all of these areas. "I want to be the kind of teacher who encourages students to achieve their goals and pursue the career path they desire," said Melissa Castillo, education major at TCC Northeast.

Alumni can be found working at for-profit centers like KinderCare or Children's Courtyard, non-profit centers like Good Shepherd Christian Academy, federally funded centers like Head Start and corporate child care facilities such as Bright Horizons. Many have opened their own child care centers, either in their home or in a dedicated building.

"Our degree and certificates train child care providers and those seeking employment in the early childhood field



on the best practices in developmentally appropriate curriculum, child guidance, teaching, environments; advocating for children; working with diverse families; encouraging healthy growth for the whole child,” said Self.

Due to the shortage of childcare workers in Tarrant County, the job outlook for trained professionals remains promising. Employment for preschool teachers, for example, is projected to grow seven percent from 2018 to 2028, according to the Bureau of Labor Statistics.

In recent years, TCC has aligned with several community and educational partners, exposing even more people to its affordable programming. For example, TCC Northeast collaborates with Camp Fire First Texas to host a class for its CDA (Child Development Associate) students, all of whom are potential students for the Child Development Program. In March, TCC began teaching live classes at the Center for Transforming Lives, a Fort Worth organization dedicated to providing anti-poverty programs for women and children in Tarrant County.

Working in the childcare industry isn’t for everyone, which is why TCC offers a second pathway. The Teacher Education Program is designed for those interested in working in private or public school settings as Early Childhood-12th grade teachers. Launched at TCC Northeast in 2004, this degree program is the brainchild of Rosa Mendez, chair and professor of the Child Development & Education Program. The Education Program expanded to TCC South in 2009 to accommodate the growing interest in this career pathway. There are four Associate of Arts in Teaching degrees from which to choose:

- Early Childhood through Grade 6
- Grades 4-8 and Early Childhood through Grade 12 Special Education
- Grades 4-8 and Early Childhood through Grade 12 Not Special Education
- Cornerstone (Honors): Grades 8-12 and Early Childhood through Grade 12 Other than Special Education

“Teaching is one of the most rewarding professions

because teachers are witnessing their students grow academically and are influencing their future to become successful,” said Castillo. “I want to shape and broaden students’ minds to think critically and creatively.” After graduating this fall with an Associate of Arts in Teaching, this aspiring bilingual educator plans to transfer to Texas Wesleyan University to further her education.

Teachers play a significant role in fostering healthy self-esteem and resilience in all learners, which can improve their academic performance.

“School districts find our graduates attractive because students are well prepared to work in an EC-12th grade setting,” said Mendez. “We set high standards and expectations for our students.”

When alumna Ethel Gallardo Ruano gets her own classroom, she wants her students to feel truly supported. “I want to be a teacher who puts her students before the content,” said Ruano, who is currently enrolled at Tarleton State University pursuing a B.S. in Interdisciplinary Studies EC-6 Core Subjects with Bilingual Supplemental. “I want to ensure that I get to know my students so I am able to meet their academic needs,” she said. “I will do anything in my power to make sure they are successful inside and outside of the classroom.” Ruano expects to graduate May 2021.

Most teachers want to help children, which is why they chose this career path. Once Melanie Kroelinger, a second-year 6th grade World Cultures teacher for Burleson ISD, started interacting with her students, she realized that what she did was so much more.

“What we actually do as educators is nothing less, than change the world,” said Kroelinger. “Not the whole world but little worlds every day. Little moments of beauty and triumph and joy through intense vulnerability. That stability and love that they find in a teacher or a subject will change that child’s perspective on who they are and what they become for the rest of their lives and the lives that they affect. Every day, every single day I feel honored and blessed to be a part of it.”

Throughout the region, school districts are racing to

hire more talented educators for their classrooms, with some offering cash bonuses to attract new teachers. Thanks to several partnerships TCC has with local school districts, students are being prepared to serve as change agents in the field.

“We have numerous Early Education students who observe in our classrooms,” said Roxanna Latifi, coordinator of human capital management for Fort Worth ISD. “It’s exciting to see these students come to us because they know us. Teachers who know the needs of their students, know their community’s needs. Each day as they build on those needs, they are building our community’s future. We all have to do it together.”

As classrooms become more culturally diverse, school districts are looking to hire culturally responsive teachers ready to make a difference in the lives of young students.

“I did not realize how every student is unique in their own way,” added Castillo. “As educators, we must remember that all students have different experiences, cultural backgrounds and learning styles. The program allowed me to construct lesson plans that will meet the needs of students, creating a classroom management plan and writing philosophy statements and so much more.”

Depending on the program selected, TCC students can either complete 16 hours of classroom observation in a pre-kindergarten-12th grade environment within a local school district, 16 hours in community service or service learning capacity at an area organization, 16 hours of observation in an early childhood setting or a combination of eight hours of community service working with children/families directly and eight hours of observation in an approved early childhood environment or EC to 6th grade classroom.

“The 16 hours of field experience have helped me gain knowledge about the classroom setting,” said Castillo. “Working with educators allowed me to develop different skills that I plan on using in my future classroom.”

After graduating from TCC’s Education Program, students can transfer to a university to earn a bachelor’s degree and their certifications. Graduates are being hired by school districts throughout the county, with the median starting salary for teachers in Dallas-Fort Worth schools topping \$52,000, according to TEACH.org. Currently, TCC alumni are working for Birdsville ISD, Hurst-Euless-Bedford ISD, Fort Worth ISD, Eagle Mountain-Saginaw ISD and Northwest ISD. After teaching for several years, students have options to obtain a master’s degree in administration, counseling, library science, curriculum and instruction or education.

“I would like to become a superintendent of a school district, but my main career goal is to become the secretary of education,” said Ruano. “I had an amazing mentor,

Shereah Taylor [at TCC South], who did not sugarcoat anything about this field. She pushed me out of my comfort zone and allowed me to step out of my shell. I am so thankful for her.”

Students learn to create lessons plans, formulate philosophies and construct portfolios. Mendez is proud of the program, its growth and how it’s impacted the region.

“I’ve had numerous students contact me over the years to thank me for the strong foundation they acquired at Tarrant County College in preparation for their teaching careers,” Mendez said. Most of the students graduating from the Child Development & Education Program are working in the Dallas-Fort Worth area.

School districts throughout the region are working harder to make teaching careers more attractive by offering higher starting salaries, incentives and expanded professional development opportunities to recruit and retain talented educators.

“Our students in the AAT (Associate of Arts in Teaching) program want to work in the communities they were raised in. They feel the need to go back to the schools and neighborhoods they grew up in and work,” said Taylor. There are connections made early on with the community and schools during preservice training, and our AAT students have a strong desire to exact change in their local communities. After leaving TCC, they stay local to complete their bachelor degree and then desire to take their learning into the schools in their communities.”

Throughout the region, school districts are racing to hire more talented educators for their classrooms, with some offering cash bonuses to attract new teachers. Thanks to several partnerships TCC has with local school districts, students are being prepared to serve as change agents in the field.

To learn more about TCC’s Nursing program: <https://www.tccd.edu/academics/courses-and-programs/programs-a-z/credit/nursing/>

To learn more about TCC’s Child Development program: <https://www.tccd.edu/academics/courses-and-programs/programs-a-z/credit/child-development/>

To learn more about TCC’s Teacher Education program: <https://www.tccd.edu/academics/courses-and-programs/programs-a-z/credit/teacher-education/>

BUILDING OPPORTUNITIES FOR THE COMMUNITY

THE TARRANT SMALL BUSINESS DEVELOPMENT CENTER SERVES TARRANT COUNTY

by Brian Melton

In the years 2010-2019, population growth in DFW led the nation, with 1,349,378 new residents, according to recent data from commercial real estate services company Cushman & Wakefield. And from 2020 through 2029, DFW is projected to add another 1,393,623 people.

All that growth means opportunity, and DFW entrepreneurs are ready. According to a recent Bank of America economic snapshot, 94 percent of the 300 small business owners said they expect year-over-year growth, and 82 percent plan to expand in 2020, up from 80 percent in fall 2018.

That's music to Rodney Johnson's ears. As the director of the Tarrant Small Business Development Center (SBDC), he and his team provide the know-how to help entrepreneurs start and grow their businesses.

"It's important for entrepreneurs to build on-target business plans with the right data and metrics such as demographics, competition, financial and pricing analysis, to name a few," he says. "We can do that, as well as leverage our relationships with banks and financial institutions to grow and support small businesses."

The SBDC service market focuses on clients who live in or have a business operating in Tarrant County; currently, the Center sees about 70 clients a month. The majority are looking for help with funding, training, collecting demographics, interpreting financials, marketing strategies or even network connections. The SBDC also provides training on how to start a business and helps with business growth strategies.

In just the past several months, the SBDC has helped expand businesses such as a health-care service (teaching and certifying caregivers for dementia patients), a trucking company hauling materials to and from Mississippi and an investor seeking the best way to establish fair-market-value for a pending business acquisition.

Consider the story of Regina Smith, owner of the 18-month-old, Arlington-based Mama Gina's catering company, which serves up soothing comfort food, homemade baked goods and healthy meal plan options with a southern comfort flair. "I realized that I needed a business plan to get started but wasn't

sure where to begin," she says. "The entire SBDC team was amazing and instrumental in helping me build a solid business plan. Plus, they gave me wonderful advice on how to walk through, in my own mind, what I needed to do to take my business to the next level. Quite simply, I couldn't have done this without them."

Tom and Jodi Parker feel much the same way. In 2015, they started All American Tire Recyclers, a company that removes, stores, sorts and reprocesses scrap tires in Mansfield. "The SBDC helped us really focus on our business plan with a new sense of direction," Jodi said. "And it's great how they stay in touch with us, just to check in and see how things are going. We're all friends!"

That sort of active follow-up is important to the health of a business. According to the Small Business Association (SBA), about 30 percent of new businesses fail during the first two years, 50 percent during the first five years and 66 percent during the first 10.

"We're committed to the success of every business we come into contact with," says Johnson. "And frankly, I couldn't be more excited about the opportunities we're providing to the community. It's fun and rewarding to help people cultivate their dreams and then watch them flourish."



Have an idea for a business or want to shift yours into higher gear? Contact the SBDC office:

817-515-2603

www.tarrantsbdc.org



PREPARING FOR THE UNEXPECTED

COLLABORATION IS KEY TO MANAGING ADVERSITY

by Brian Melton

Kirk Driver's job description can be summed up by one word — worry.

As director of Tarrant County College's Department of Safety & Emergency Management, worry goes with the territory. But he and his team of seven do their best to take the worry out of calamity by honing TCC's responses to — and prevention of — crisis situations including terror attacks, chemical spills, fires, tornadoes and beyond.

"Preparing yourself for bad things is a vitally important aspect of managing and recovering from them," Driver says.

Consider a recent, typical mid-winter Thursday afternoon at TCC Northwest. Unseasonably mild temperatures encourage relaxed strolling across the expansive campus. All is as it should be.

Until it's not.

Campus police just received word of an active shooter. Within seconds, sirens shriek throughout the Fine Arts building as LED panels flash eye-wateringly bright red and yellow warnings. At the same time, smartphones are dinging with emergency alert messages warning occupants to "Lockdown."

In under a minute, armed campus police charge into

the building, pound on classroom doors and urgently shout, "Lockdown, turn off lights, stay inside." With rapid-step precision, they deploy throughout the building's floors of hallways, classrooms, checking for an armed intruder as well as for correct actions taken by the building's occupants.

In less than five minutes, the lights and noise cease and the officers retrace their steps, repeatedly calling the welcome message, "All clear."

Practice, Practice, Practice...

Fortunately, that scary scenario was just a drill, one of many conducted across TCC's campuses and ancillary facilities every semester. Driver and his team work in partnership with TCC Police to plan the drills and then participate in immediate after-action reviews with the police, noting any areas for potential improvement. In this case, Sergeant Ceferino Cruz and his officers congratulate each other and Driver's team on another successful exercise.

"The idea behind the drills is to test the operational effectiveness of our systems and coordinate rapid responses

**“That old saying, ‘Hope for the best but plan for the worst,’ is true.
I hope we never have to use any of these measures. But if we do, we’re ready.”**



Kirk Driver
**Director of TCC Department of Safety &
Emergency Management**

from police personnel to protect our faculty, students, staff and visitors,” Driver says. “It’s vital that everyone involved understands how to respond to these types of emergency situations. That means running drills and simulations on a regular basis.”

But while terror attacks and tornadoes might grab headlines, Driver’s team also has to think about chemical spills, workplace safety issues, fire prevention and extinguisher readiness, hazardous waste disposal and proper insurance coverage for any number and variety of on- and off-campus events.

“It’s a big job,” says TCC Assistant Chief of Police Leigh Dietrich. “Our shared responsibilities encompass 4 million square feet of campus facilities and more than 50,000 students, as well as about 4,200 faculty and staff. We’re fortunate to have such a great relationship with the Safety & Emergency Management team. They’re really a wonderful, dedicated, hard-working and committed group.”

Four Diamonds

Driver and his team have built a cross-functional organization that coordinates preparedness activities across a range of services:

- Environmental Management
- Workplace Safety
- Emergency Management
- Risk Management

Driver points out that this four-part structure represents a comprehensive approach to safety services rather than separate silo mentalities. “Each division is an equal diamond,” he explains. “Together, the four make a larger diamond that’s dependent upon each of the others.”

Up Close and Personal with the Team

Steve Kleypas is the director of the Environmental Management Division and together with Josh Poteete, the environmental coordinator, they ensure compliance with federal, state and local environmental policies. “Our responsibilities include hazardous materials, stormwater pollution and runoff, asbestos and mold abatement, fuel storage tank safety, air quality and other environmental issues. And, we work with a large network of qualified third-party vendors to assure quality control.”

Workplace Safety Manager Carlos Owens and Safety

Technician Dana Crowson are the team members faculty, students and staff might see most often. “We’re out and about all the time,” Owens said. “We perform weekly checks of the 100-plus emergency eyewash stations at laboratories and monthly inspections of TCC’s 2,000 fire extinguishers and 180 automated external defibrillator (AED) units. We also supervise risk-reduction and safety training programs and investigates injury reports for possible trends that need correcting.”

Peggy Morales oversees the Emergency Management division, which educates the TCC community on various hazards. “Twice a month, we teach a mandatory four-hour class to new employees on emergency and safety actions,” she said. (The course is also open to current employees.) “Attendees learn CPR and how to operate an AED, among other safety measures.”

Suzanne Robinson runs the Risk Management division with the assistance from Safety & Risk Specialist Sharon Smalley. “We handle property and liability insurance, which includes 18 lines of coverage,” she says, “Additionally, we advise faculty, staff and student organizations about appropriate risk mitigation techniques. Risk Management is consulted for approval of certificates of insurance for vendors and specific events, approval of District authorized drivers, filing incident reports and the processing of claims.”

Two Ways to Prepare

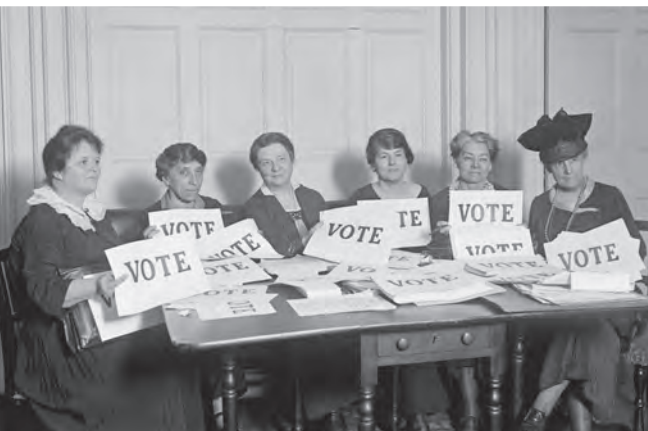
For incidents affecting the entire District, there’s “myTCC Alerts.” Faculty, students and staff are automatically enrolled in the system and receive alerts via their TCC email and a voice message. (For text alerts, log into your “myTCC” account and select “opt-in.”)

For incidents affecting a single campus, the “ALERTUS” system notifies faculty, staff and students via computer desktops, desk phones, alert beacons, digital signage and a free mobile app available on both iPhone and Android systems.

The team also coordinates with TCC Web Communications to post alerts on social media and TCC’s website to ensure complete communications coverage.

“That old saying, ‘Hope for the best but plan for the worst,’ is true,” concludes Driver. “I hope we never have to use any of these measures. But if we do, we’re ready.”

For more information, please visit the TCC Department of Safety & Emergency Department web page or call **817-515-1600**.



Celebrating 100 Years of Women's Suffrage

CHRONICLING WOMEN'S RIGHT TO VOTE AND HOW WE GOT HERE TODAY

by Corena White, Government Instructor, TCC Trinity River



On August 18, the United States will celebrate the 100th anniversary of women's suffrage: the right to self-govern by voting. The right to vote gives citizens a voice in their government. Through voting, people decide how citizens and residents will be taxed, what curriculum children learn in school, and who gets to represent them to draft the nation's laws. The vote gives the people power. And suffrage provided women with one very important way to access this power.

The fight for American women's suffrage started before the Revolutionary War. Margaret Bent, a businesswoman who loaned money to newly arriving settlers, was the first among several colonial woman who demanded her right to vote. During the war, when the colonists met at the Continental Congress in 1776, Abigail Adams wrote to her husband, soon-to-be president John Adams, asking him to include women in the new government: "I would desire you would remember the ladies and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the husbands." Adams replied simply: "As to your extraordinary [request], I cannot but laugh." After the war, New Jersey was the only state that allowed women to vote. And even then, only women and men who owned property and were not slaves were given suffrage and with it, the right of self-governance.

Decades later, the issue of women's suffrage reached a flashpoint when a group of more than 300 prominent women and men, including Elizabeth Cady Stanton, Lucretia Mott and Frederick Douglass, met in 1848 at Seneca Falls, New York to draft the Declaration of Sentiments. Those at Seneca Falls modeled their work after the Declaration of Independence in an effort to hold the United States to its founding ideals. "We hold these truths to be self-evident," they wrote, "that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness." The document contained a list of resolutions demanding women's access to education, property, professional opportunity and the right to vote.

The narrative of women's suffrage more often than not features upper-middle class white women. Elizabeth Cady Stanton, Susan B. Anthony,



Reverend and Dr. Anna Howard Shaw and Carrie Chapman Catt are women most associated with securing the right to vote. However, the marginalized women who fought for the vote are no less important simply because historians of earlier eras disregarded them.

Frances Watkins Harper, a black poet and Underground Railroad supporter, encouraged white suffragists to include black women in the push for voting rights. At the National Women's Rights Convention in 1866, Harper gave a speech titled, "We Are All Bound Up Together," in which she forcefully spoke to the reality facing all subjugated Americans, especially women and most especially African American women who suffered the double-fisted blows of misogyny. Harper posited that granting all women the right to vote was necessary to fulfill the promises of liberty.

Before the 19th Amendment was ratified in 1920, women's suffrage was considered merely a states' issue. Only a handful of western states granted women the right to vote. Even as late as 1912, the idea persisted among more conservative women suffragists that the best approach for gaining the vote was to slowly inch toward enfranchisement state by state. These women fought doggedly against more radical suffragists who demanded a federal amendment. When the Fifteenth Amendment was added to the Constitution, enfranchising black men with the vote, women felt betrayed. Women were told to wait; their time would come.

Charlotte Woodward was 19 years old when she signed the Declaration of Sentiments at Seneca Falls in 1848. On November 2, 1920, Woodward cast her vote for the first time. She was 91 years old and passed away only one year later. She was the only person from Seneca who lived to see the 19th Amendment ratified.

Even after women gained the right to vote, they still lacked equal rights granted to men by the Constitution. In 1873, the U.S. Supreme Court ruled in the case of *Bradwell v. Illinois* that equal protection under the law granted by the 14th Amendment only applied to men. Because this ruling had yet to be overturned, in 1923, Alice Paul wrote the Equal Rights Amendment to provide a constitutional guarantee of equal protection under the law for women.

Opponents of the amendment were abundant and included the indefatigable Phyllis Schlafly, who echoed the old calls of the anti-suffragists who believed that granting women rights would lead to the erosion of families and thus,

the winnowing of society. "News flash," Schlafly once wrote, "One reason a woman gets married is to be supported by her husband while caring for her children at home. So long as her husband earns a good income, she doesn't care about 'the pay gap' between them."

Ironically, Schlafly was able to advocate publicly against the ERA because of the suffragists who came before her — women who spent time away from their families by traveling cross-country delivering messages, graduating law school and meeting with members of Congress.

Not until 1971, when the Supreme Court overturned *Bradwell v. Illinois*, would the 14th Amendment's equal protection of laws apply to women. And not until 1972 did Congress finally propose Alice Paul's Equal Rights

Amendment. Earlier this year, Virginia became the 38th state to ratify the ERA, which satisfies the constitutional requirement allowing for the codified addition of amendments. Unfortunately, in their proposal in 1972, Congress added a time limit to the ERA's ratification, meaning that in 1982 the ratification of the ERA expired and was defeated, falling short by only three states. Several states' attorneys general are suing the federal government to allow for the ERA to be added to the constitution. To this day, the 14th Amendment still fails to fully extend equal protections under the law to women, particularly regarding issues such as equal pay and gender violence. Rights entirely pursuant to the American ethos of life,

liberty and the pursuit of happiness.

Because such blatant inequality continues to persist against women, activists continue to fight in the struggle for equality forged by the women who came before them. One need not be an activist to make a difference. The more women engage in the political process, from voting to volunteering to running for office, the more power women have to take charge of their own lives. Let us not squander the efforts of our foremothers.

For additional reading:

Tetrault, Lisa. *The Myth of Seneca Falls: Memory and the Women's Suffrage Movement 1848-1898*. Chappell Hill, North Carolina, The University of North Carolina Press, 2014.

Baker, Jean H. *Sisters: The Lives of America's Suffragists*. New York, Hill and Wang, 2005.

VOTING IS SIMPLE, EXCEPT WHEN IT ISN'T

WHY DO SOME REGISTERED VOTERS SIT OUT ELECTIONS, WHILE OTHERS AREN'T ALLOWED TO VOTE?

by Corena White, Government Instructor, TCC Trinity River

The November 2016 presidential election evoked a range of emotions among Americans. The results caused rifts among friends and families and co-workers, and revealed a deep, gangrenous wound that had been festering in the American soul for decades. Conversations in the news, on social media and around the watercooler continue to bemoan the deep divides present in our nation. What gets left out of those conversations, however, is the fact that more people chose to *not* vote than those who did.

According to the U.S. Elections Project, roughly 43 percent of eligible voters stayed home on election day in 2016. During the 2016 primary, only 14 percent of eligible voters exercised their legal voices at the polls. This is the part of the wound that continues to go largely ignored and continues to fester.

America prides itself on being a democracy. So why do so many Americans fail to show up? The answers are numerous. Some simple, some complex. For one, there are those in power who, primarily motivated to keep their power, create legal loopholes in order to keep certain groups of people on the margins and out of the voting process. Federal law mandates that no one 18 years or older can be denied their right to self-governance via the vote. And yet, state laws tack on additional rules and regulations — such as felony disenfranchisement, voter registration limitations, voter roll purges and election and voting schedules — which do just that.

Election days and times often do not reflect the contemporary needs of ordinary citizens, especially those

among the working poor. Most people are simply unaware of the (often unnecessarily complicated) ins-and-outs of their particular state's election laws. Others merely fail to understand the consequences of sitting on the sidelines of our democratic Republic. More often than not, both scenarios suit those in power just fine.

Compared to other industrialized nations, voter turnout in America is pretty paltry. According to the Organization for Economic Development (OECD), in 2016, the United States ranked 26th out of 32 countries. One cause leading to our dismal voter performance, in addition to those mentioned above, might be that U.S. citizens are not automatically registered to vote, as are citizens of other developed countries. During the 2014 mid-term elections, nationwide turnout was the lowest in decades.

Texas, depending on the source, ranked dead last or next to last of all 50 states. That year, Texans had the option of voting for a new governor for the first time in 14 years. And yet the combination of voter apathy and voter suppression kept most people at home.

Secretaries of state have the power to remove citizens from their state's voter registration rolls, according to Section 8 of the 1993 National Voter Registration Act. Most Southern and some Midwestern states use the Act's vague definition of "inactive voters" to target groups of people they think most likely to vote them out of power, namely Blacks and Hispanics.

Nearly every state in the U.S. also keeps "undesirable" citizens from voting by disenfranchising prisoners and former felons, either temporarily or permanently, a

practice that began during Jim Crow and continues to disproportionately deny people of color and the socio-economically disadvantaged the right to vote. State lawmakers further target minorities by employing tactics such as gerrymandering and voter I.D. laws. These multi-layered manipulations enable those in power to choose their voters, a direct inversion of the way our democratic Republic is supposed to work: an empowered citizenry that chooses its leaders.

Most American citizens are unaware of just how many elections take place in the U.S.: there is at least one nationwide election each year. In Texas, there are two elections every year. During odd-numbered years, Texans vote — or largely do not vote — in two special elections. The first takes place in May, when Texans vote for their city council, mayor and school board members. The second happens in November when Texans actually have the opportunity to add constitutional amendments to the Texas state constitution. During the even-numbered years, Texans can vote in primaries and general elections where they elect their state representatives: members of the U.S. House of Representatives, U.S. Senators and members of the state's executive and judiciary branches. It's a lot to keep up with, and it can be confusing. And again, there are those in power who benefit from letting their constituents remain out of the loop.

Over the last several decades, a significant number

of high-profile elections have been determined by remarkably slender margins. Those who echo the line that their individual vote doesn't matter, couldn't be more wrong. Fortunately, that trend seems to be in decline, and voter turnout on the rise. The 2018 mid-term election saw the highest turnout in decades for a mid-term, especially among voters aged 18 to 29 at present, the largest voting bloc in America; baby boomers no longer represent the largest group of voters. In an article for the *Atlantic* titled, "Brace for a Voter-Turnout Tsunami," professor of political science at the University of Florida, Michael McDonald, predicts that a surge of younger voters will turn out for the 2020 elections. A true power shift is possible in this country if younger generations choose to use their voice via the vote.

For additional reading:

Collins, Gail. *America's Women: 400 Years of Dolls, Drudges, Helpmates and Heroines*. New York, Harper-Collins, 2003.

Collins, Gail. *When Everything Changed: The Amazing Journey of American Women from 1960 to Present*. New York, Little Brown and Company, 2010.





TACKLING STUDENT POVERTY

NEW RESOURCES ARE AVAILABLE TO HELP STUDENTS IN NEED

by Reginald Lewis

Emergency car repairs. A utility shut-off. Child care costs. Eviction.

These are examples of everyday expenses and unexpected circumstances that can derail a college student's progression toward a degree or certificate.

Community colleges typically enroll a higher proportion of low-income students than four-year schools, and Tarrant County College is no exception. To help students achieve their academic and professional dreams, all six TCC campuses provide a wealth of resources to help students reach the finish line.

Identifying and implementing resources that are designed to increase student success outcomes and maximizing organizational efficiencies is the responsibility of the Integrated Student Success Model (ISSM) team at TCC. ISSM is one of the eight principles by which TCC employees approach their work every day.

The team's review of the data made it clear that many

students were struggling financially and in need of some help. A 2018 Trellis survey of TCC students revealed their fragile lives and propensity to be in financial distress. More than half of respondents (61 percent) indicated they would have trouble getting \$500 in cash or credit in case of an emergency. Walking this kind of financial tightrope threatens a student's ability to stay in school and persist toward graduation. TCC leaders wanted to deepen the College's work of supporting the basic needs of its students.

As a result, TCC Chancellor Eugene Giovannini challenged the TCC Foundation to raise money that would help "eliminate barriers that stand in the way of student success." The TCC Foundation answered the challenge, raising \$150,000 to help launch its Emergency Fund in October 2019 through which cash-strapped students can apply for micro-grants of up to \$500 to manage urgent, unforeseen and non-recurring emergencies. Students on the brink of leaving school due to



“For 55 years, TCC has been committed to helping students achieve academic success that leads to graduation and subsequently, meaningful employment that uplifts not only families, but our regional economy as well.”

Peter Jordan

**President of TCC South
and champion of the ISSM Principle**

financial emergencies are guided to their campus’ CARE team to initiate the Emergency Fund process.

To be eligible for the emergency grant, students must be enrolled in a minimum of six credit hours with a 2.0 cumulative GPA. Students will be asked to complete an application and provide supporting documentation, such as bills or invoices.

During the fall 2019 semester, TCC received 100 requests for assistance, with 45 being awarded. Some of the factors that impacted the rejections were incomplete paperwork submissions, GPA, minimum number of credit hours weren’t taken, students withdrew the application or their application didn’t meet the program’s definition of “emergency.”

By providing this support service to students, TCC is hoping to see an improvement in retention and persistence numbers.

For college student-parents, finding affordable and

quality child care before it interferes with their ability to pursue an education is critical. Rising child-care costs are forcing many college student-parents to make tough decisions that could include dropping out altogether. Thanks to a four-year, nearly \$1.5 million Child Care Access Means Parents in School (CCAMPIS) grant from the U.S. Department of Education, TCC will pilot a child-care assistance program for Pell Grant-eligible student-parents beginning this summer.

TCC’s new child-care assistance program will partner with Child Care Management Services (CCMS) to defray child-care costs for low-income students. Funds from the CCAMPIS grant will subsidize costs for student’s children to attend a Texas Rising Star (TRS) Four-Star certified child care center. Participants in the program will be relieved of 20 to 75 percent of the financial burden of child-care costs, representing a critical step TCC is taking to remove



Identifying and implementing resources that are designed to increase student success outcomes and maximizing organizational efficiencies is the responsibility of the Integrated Student Success Model (ISSM) team at TCC.

economic obstacles to student persistence and graduation.

In addition to receiving child-care assistance subsidies, recipients will be required to participate in family enrichment sessions designed to connect student-parents with resources designed to support their academic journey.

“For 55 years, TCC has been committed to helping students achieve academic success that leads to graduation and subsequently, meaningful employment that uplifts not only families, but our regional economy as well,” said Peter Jordan, president of TCC South and champion of the ISSM Principle. “Over the next four years, we believe the child-care assistance pilot program will prove beneficial in removing an important barrier to our student-parent participants’ academic attainment while also yielding important data we can use to scale the program with community partners. Ultimately, our vision is to provide on-campus child care for a significantly larger student-parent population.”

Child-care costs in the Tarrant County area range from approximately \$193 per week for preschoolers at a small facility to \$357 for higher-end, center-based care. Not only is

the TCC Child Care Assistance Program a lifeline for some TCC student-parents, but it should show prospective students that TCC is committed to helping all students reach their academic dreams.

“This assistance is not only crucial but necessary to help students with children succeed,” said Maritza Ramirez, a new mother currently taking two classes at TCC Northwest. “To eliminate the stress of knowing who can take care of your child is a great deal because we then can be more attentive to our academics.”

TCC collected and analyzed various forms of data to ensure the design and implementation of the pilot program would generate solid results. Survey data revealed that nearly half of the students surveyed could not afford child care and had to rely on family, friends and other to watch their children while they worked and attended classes.

Currently, only students pursuing an associate degree or certificate linked to an associate degree are eligible for the TCC Child Care Assistance Program. Students enrolled in day, evening, weekend or online classes are eligible for child-



To qualify for the program, students should have successfully completed at least nine credit hours, be Pell Grant-eligible, enrolled in at least nine credit hours in an academic or technical program at TCC and maintain a 2.0 cumulative GPA.

care assistance.

Interested student-parents will be required to complete an online application with documentation to prove eligibility for participation. Although the application states “first come, first served,” student-parents who are military-connected, homeless or teens will receive priority. All other applications will be reviewed in order of their submission.

To qualify for the program, students should have successfully completed at least nine credit hours, be Pell Grant-eligible, enrolled in at least nine credit hours in an academic or technical program at TCC and maintain a 2.0 cumulative GPA. To remain in good standing, recipients also must participate in a minimum of three family enrichment sessions per academic year to get connected to resources that will increase their chances of personal and academic success.

“The CCAMPIS grant project includes an enrollment specialist and a program coordinator that will provide personalized support for students as they enroll and participate in the program,” said Anthony Walker, assistant director of academic initiatives at TCC. “There

will be additional resources made available through other institutional resources to supplement the TCC Child Care Assistance Program.”

The goal is to serve 125 student-parents annually. Walker said that TCC will use data and outcomes from the initial project to help inform decision-making as the College works to expand capacity and sustainability to increase the number of supports for student-parents.

In recent years, TCC has implemented several initiatives designed to remove barriers for students, including a partnership with Trinity Metro to provide free bus and rail rides to students, on-campus food pantries and a partnership with an area food market to provide fresh produce to the surrounding community.

For more information about TCC’s Child Care Assistance Program and other resources for students in need:
tccd.edu/childcareassistance



“I like to pitch GIS to anyone I meet because it’s really an insane industry right now where if you were trained in GIS, you can go get a job anywhere.”

Ben Eppstein
Engineering analyst,
Tarrant Regional Water District

GETTING LUCRATIVE CAREERS ON THE MAP

TCC CALCULATES PATH WITH CUTTING-EDGE LOCATION TECHNOLOGY PROGRAM

by Jody Wasson

Straight from the historic pages of Lewis and Clark’s 1804 trek across western North America to find the most direct route from the Mississippi to the Pacific Ocean, today’s students are using the most prominent and cutting-edge tools to navigate and map waterways in groundbreaking ways. TCC Geographical Information Systems graduates students ahead of the curve for some of the most coveted entry-level positions in the field.

“I like to pitch GIS to anyone I meet because it’s really an insane industry right now where if you were trained in GIS, you can go get a job anywhere. Every city is going to have a GIS department. All the large companies and municipal governments will have GIS departments,” said Ben Eppstein,

recent TCC Geographic Information Systems (GIS) graduate and engineering analyst at the Tarrant Regional Water District (TRWD).

In its simplest terms, GIS is a computer system capable of holding and using data describing places on the earth’s surface. GIS is a lot more than that, as anything that can be placed on a map is a candidate for GIS, making its application quite extensive.

“It’s just particularly useful and tied up in the whole big data evolution going around. Essentially, GIS at its core is just a map with a database behind it. It allows you to do geospatial calculations and analysis,” said Eppstein. “In addition, companies have found that to be extremely useful

for asset management and revenue analysis. And at TRWD, we definitely use it to manage our assets when controlling the flow of water from our lakes in East Texas to the cities we serve here closer to Fort Worth.”

Some of the most common uses of GIS include inventory and management control of resources, crime mapping, establishing and monitoring distribution and supply chain routes, managing networks, monitoring and managing vehicles. Additionally, managing properties, locating and targeting customers, locating properties that match specific criteria and managing agricultural crop data, addressing public health concerns, mapping wildfire risk and preparedness, modeling hazmat risk, first response and mapping/monitoring/mitigating invasive species all are rising to the top as integral components to be leveraged by the advancement of GIS.

Fort Worth native Eppstein found his way to GIS the way many do: by chance. After his graduation from Fort Worth County Day School in 2008 and a stint at the Georgia Institute of Technology, Eppstein returned to Fort Worth and graduated from Texas Christian University with a bachelor’s degree in Combined Sciences, concentrating in Engineering and Chemistry. Eppstein said the curriculum at TCU contained an obscure GIS course that whetted his appetite for the field. This led him to two of TCC’s GIS certifications.

“I knew I wanted a career in a more of a service-based industry. I really enjoy the public service side of things. I looked at the TRWD, did some investigation and found out there’d be an opportunity to get an internship there while attending TCC. I started working for TRWD in their geospatial department while pursuing my certifications in GIS at TCC, which did lead to an internship and my capstone project,” said Eppstein.

He said the one GIS class he took at TCU helped get his foot in the door, but it was his TCC training that enabled him to develop the skills and certification necessary to begin his career.

“Luckily, I was able to develop the TRWD in-house hydraulic model as my capstone project, which is a GIS-based computer model we used to analyze pipeline hydraulics as we move water from our lakes in East Texas back toward the TRWD and the municipalities we service.

“It was just a unique opportunity for me because usually when you do something like that, you’d have to have some people who understood the GIS background of it and then understood the engineering of it. But fortunately, I had background in both and therefore, was able to take that on as a project and carry it to completion and see and use it in my job everyday as we monitor and control the water needs of the area in real time,” he said.

According to Taylor Hughlett, associate professor and GIS program coordinator, GIS is one of the nation’s fastest-

growing career paths. “It’s all technology-based and we are evolving with the technology all the time. So, it’s not something that is specific to one individual field, because there are wide applications, both public and private, for GIS technicians,” she said.

TCC’s GIS curriculum is guided by an advisory board — a group of individuals working in the industry — which guides TCC on the relevance of what graduating students need to know to succeed in the classroom, in industry as an intern completing a capstone project or a new hire on their first day on the job, according to Hughlett.

“Exciting aspects of the potential of GIS exist today and are moving forward. It’s an application for industry, including marking, marketing and health services, even as far as disaster management and of course, geology. With GIS not limited to one field, and with a projected growth of 7 to 10 percent over the next 20 or 30 years, we are incredibly excited for our current students and those we’re recruiting,” said Hughlett.

TCC’s GIS program falls under the category of a workforce education program, and as such, a curriculum advisory committee is part of its structure. The committee, consisting of local professionals working in the GIS industry and including many former TCC graduates, reviews the GIS program at TCC and suggests any changes to align it with current trends in mapping technology. GIS as a technology changes quickly and it is important that students are learning the things that will help them compete successfully for the best jobs.

“A consistency that’s very important to highlight is that the program started in 1999 at the TCC Southeast and in 20 years has a 100 percent employment rate for students completing the AAS in GIS,” said David Allen, TCC GIS advisory board member and GIS manager for the City of Euless.

“Had I not been able to go to TCC, get certified and gain the training and skill sets that I was able to develop, I wouldn’t be in my current position. Because even though my career path is more focused on civil engineering rather than pure GIS, having these skills makes the work I do more marketable. Having these GIS skills is becoming more and more valued across industries,” said Eppstein.

“I have to say, the GIS professors at TCC are really passionate about what they do and they’re really passionate about teaching people those skills and allowing them to benefit from that as well. That’s the reputation I’d always heard about TCC just by growing up in Fort Worth and that’s unique and awesome,” said Eppstein.

To learn more about the opportunities available through TCC’s GIS program, contact the TCC Trinity River Advising & Counseling office or tccd.edu/academics/courses-and-programs/programs-a-z/credit/gis

APPRECIATING CAMPUS CHARACTER

A TOUR OF SOME OF TCC'S UNIQUE SPACES

by Gina Brasseur

Tarrant County College campuses offer everything possible to serve its thriving student community, from classrooms and libraries to high-tech study spaces, hands-on skills labs and interactive instruction. But it's some of the more unique areas of the campuses that make TCC distinctive, comfortable and cutting-edge.

BOAT DOCKS

For more than 20 years, the boat docks at TCC Northwest have provided an outdoor space for students taking water classes. "I have also seen people eating lunch, reading, doing yoga and other activities on the dock," said Sara Matlock, manager of the Kinesiology Learning Lab. Up to seven sailboats can launch from the docks at a time. For safety reasons, only students currently enrolled in select Kinesiology classes at TCC Northwest can launch boats from the docks. However, all students and the public are encouraged to enjoy the area as a whole. Those who don't want to get their feet wet may enjoy a stroll along the banks of the lake to feed ducks, watch herons or go fishing.

Location: TCC Northwest

Area: Directly west of building WACB

Access: Open to students currently enrolled in select classes. Docks are closed during storms and high water. A free, public access boat ramp operated by Tarrant Regional Water District is located on the southeast side of the lake for larger motorized boats. This ramp is accessible from an access road directly south of the TCC Northwest south parking lot.



Where did the name “Idea Store” come from?
It originated from a late 1990s movement in London that inspired the transformation of local libraries into fully developed community spaces.

HAMMOCK FARM

Everyone needs a break now and then. TCC Northeast has made this easy with its Hammock Farm. BYOH (“bring your own hammock”) or check one out from the TCC Northeast Kinesiology department for an afternoon of rest and relaxation.

Location: TCC Northeast

Area: Southwest side of the NHPE building, near the sand volleyball court

Access: Open to the public during daylight hours. TCC hammocks can be checked out by students with a valid TCC ID.

“IDEA STORE”

The Idea Store at TCC Trinity River is a student lounge built inside a former electronics superstore. “We have a screening room and small theater on the second floor that is used for campus movie nights and Film Club meetings,” says Eddie Brassart, assistant director of Student Development. “It’s designed to have a living room feel and to be a space that is comfortable, inclusive and friendly to all.” Where did the name “Idea Store” come from? It originated from a late 1990s movement in London that inspired the transformation of local libraries into fully developed community spaces.

Location: TCC Trinity River

Area: At the corner of W. Belknap and Taylor

Access: Open to students with a valid TCC ID. Call 817-515-1206 for current hours of operation

SOLAR CHARGERS

Go off-grid for a moment to recharge, literally, with two solar-powered mobile device charging stations on TCC South. The innovative, 12.5-foot-tall kiosks have high-efficiency solar panels that provide free, clean power for charging phones, tablets or virtually any other handheld device. Power up and feel good about making responsible energy choices.

Location: TCC South

Area: In the courtyard outside of the Energy building and on the patio outside of the Student Center building

Access: Open to the public during daylight hours

ANIMAL ATTRACTION

More than just humans are welcome at TCC Southeast. Landscapes are designed to attract butterflies, hives are maintained for housing bees and fish thrive in the aquaponics garden. But it’s the president’s office that has gone to the birds. About eight years ago, Bill Coppola, president of TCC Southeast, asked that a single birdhouse be hung on a tree outside of his office. Over the years, more and more birdhouses and feeders were added and now a small community of birds feed there regularly. And with TCC Southeast’s designation as a Tree Campus USA® campus by the Arbor Day Foundation, more wildlife will likely move in.

Location: TCC Southeast

Area: Near the President’s office

Access: Open to the public for viewing during daylight hours.

DERAILED TRAIN

It’s not every day you see a derailed train on campus. At TCC Northwest, students, first responders and railroad companies can train for accidents involving railcars with toxic or flammable materials. “The cars are used to train first responders and Hazardous Material Technicians,” says Darrell Rutledge, coordinator at the Fire Service Training Center at TCC Northwest. “They are trained in hazardous material recognition and how to stop a hazardous material leak.” A nearby underground controlled fire pit simulates an explosive accident for trainees to practice a full range of skills. When the railcars were in use, most were used to transport chlorine, liquified petroleum gas (LPG) and materials that were under pressure, flammable and/or poisonous. They were donated to TCC by BNSF and Union Pacific railroad companies in 2012.

Location: TCC Northwest

Area: Within the Fire Services Training Center 23-acre complex

Access: Open to current FSTC students only or for coordinated first responder training. For more information, call 817-515-7440.

Want to go for a bike ride or do some geocaching? Easily access the Trinity Trails system from the backside of the campus. The more than 70 miles of trails are maintained by the Tarrant Regional Water District and feature hiking, fishing, cycling, boating, horse trails and more.

GIANT CHESS

Go big or go home. If giant Jenga isn't your style, how about a giant, life-size chess board at TCC Northeast? The 16' x 16' board features human-sized squares and oversized chess pieces. Built in 2000 to celebrate the 30th anniversary of TCC Northeast, the chess board was designed to be a focal point of the courtyard outside of the Student Center building. "I have always had a great interest in chess and wanted something that would engage the students and be a beautiful low profile sculpture on our campus," says associate professor of art and project sponsor Karmien Bowman. Several local individuals and companies donated funds and materials to create the board. The original oversized playing pieces — carved from high-density foam with chrome-plated bases — were designed and created by students. Interested players can check out the pieces, located in nearby storage containers.

Location: TCC Northeast

Area: In the courtyard directly north of NSTU, the Student Center building

Access: Open to the public during daylight hours. Chess pieces are located in storage boxes around the chess board. Human pieces provided by you.

EXERCISE PADS

Students on the move can stretch their legs and get in a quick workout along the west fork of the Trinity River at the three exercise stations at TCC Trinity River. Whether it's strength training, stretching or cardio, the outdoor stations are designed for quick access and maximum usage for people on the go. Want to go for a bike ride or do some geocaching? Easily access the Trinity Trails system from the backside of the campus. The more than 70 miles of trails are maintained by the Tarrant Regional Water District and feature hiking, fishing, cycling, boating, horse trails and more.

Location: TCC Trinity River

Area: North side of the campus

Access: Open to students, staff and the public during daylight hours.

BIORETENTION SYSTEM

The bioretention system at TCC South is an environmental work of art. When it rains, nearby storm water is diverted away from campus roads, sidewalks and roofs and is pooled in the specially designed, natural ecosystem. The native trees, shrubs, grasses and plants then filter out pollutants as the water slowly absorbs back into the soil. "We really wanted to be good stewards of our environment for the students and community around our campus," said David Hoelke, TCC director of Systems Infrastructure, Utilities and Energy. "This system also allows us to control storm runoff and potentially minimize flooding damage."

Location: TCC South

Area: East side of the Energy Technology building

Access: Open to the public

RESERVED PARKING

Drive clean, park close. At TCC Southeast, students and staff who drive low emission or hybrid vehicles can enjoy reserved parking spaces. The special parking spaces are designed to further TCC's commitment to sustainability.

Location: TCC Southeast

Area: Specially marked spaces throughout the SE parking lots

Access: Available to vehicles classified as Zero Emission Vehicles (ZEV) by the California Air Resources Board or have achieved a minimum green score of 40 on the American Council for an Energy Efficient Economy

Do you have a favorite place at TCC?

Post a photo on Facebook <https://www.facebook.com/TarrantCountyCollege> or Instagram <https://www.instagram.com/tarrantcountycollege/>.

You may just inspire others to explore and find new areas to enjoy.

From Student to Faculty to Trustee

TCC BOARD MEMBER HONORED FOR “STAYING IN SCHOOL”

by Bill Lace

It was the flowers that finally alerted Teresa Ayala to what was going on.

The TCC trustee knew that State Rep. Ramon Romero was preparing a resolution marking her election as board vice president and other accomplishments, but she had no idea when and where it would come.

Ayala hadn't seen Romero in the audience, and when Board President Conrad Heede called Romero to come forward for the public comment portion of last September's meeting, she thought only that perhaps he was going to speak about the upcoming bond election. But when he approached the board table holding a bouquet of purple chrysanthemums and placed it in front of Ayala, she began to make the connection.

"I was totally, totally shocked," she said afterward. "Even then I wasn't completely sure."

"I was in the back of the room hiding so that she didn't see me. I made sure I was tucked in," said Romero, "So it was really nice to see her expression."

The Texas House of Representatives resolution saluted Ayala as having been a TCC (then TCJC) student, an adjunct faculty member and a trustee. She is the third Hispanic board member in the 55-year history of the College, following Pete Zepeda and Robyn Winnett. She remembers Zepeda well, having supported his election to the TCJC board and worked with him the summer (after her high school graduation) at the Fort Worth Mexican-American Chamber of Commerce, predecessor to the Hispanic Chamber.

"Who would have known back then, knowing him and the path he took, that at some point I'd be serving in that same



"When I had time to reflect on it, it inspired me even more to focus deeply on the needs of those around me."

Teresa Ayala

capacity," she said.

Ayala was also cited for her business and civic contributions, including work with the Fort Worth Hispanic Chamber of Commerce and the Fort Worth ISD, her position on the Trinity Metro Board of Directors and her recognition with a 2016 Great Women of Texas award from the *Fort Worth Business Press*. The resolution said Ayala had "demonstrated a commitment to advancing the important mission of Tarrant County College, and she may indeed reflect with pride on her many accomplishments ..."

Nice words, but Ayala wasn't listening. "I had this myriad of emotions that came over me," she said, "and to be honest, I wasn't even hearing all the things he was saying. When I had time to reflect on it, it inspired me even more to focus deeply on the needs of those around me."

"I'm a very humble person, and I was humbled by his kindness and thoughtfulness. It meant so much because I admire and respect Ramon so much. He has an unwavering commitment to advocate for the community."

"We need people like Teresa," Romero said. "We need people to run, and it all goes back to conversations I had with her when she was still a little bit undecided, and to have her take that leap of faith and now to see her be recognized wasn't just my idea. It was myself and lots of others in the Latino community."

Romero is also a former TCJC student, but dropped out after one year. "I'm a state representative," he quipped, "but Teresa Ayala is what happens when you stay in school."



Helping Others Comes Naturally

ASPIRING TEACHERS BENEFIT FROM SCHOLARSHIP THAT HONORS FORMER EDUCATOR

by Paul Sturiale

Aaron and Brenda Cook and Betty Davis, Brenda's mother, are sharing their life-long love of reading and education with Tarrant County College students in a way that seems totally natural for a former reading teacher, a former librarian and a former member of the TCC Foundation's Board of Directors — a merit-based scholarship that celebrates Davis' long career as an educator and her overall joy of life.

All three share a strong belief in the power and importance of education, especially early in students' lives when they acquire the learning skills and love of reading that set the foundation for their academic and personal success. Which is why, when the Cooks established the Betty J. Davis Scholarship in 2015, they dedicated it to helping aspiring teachers achieve an Associate of Arts in

Teaching degree as a stepping stone to a bachelor's degree in elementary or secondary education.

Aaron Cook served on the Foundation's Board of Directors from 2014 to 2017, which provided him an in-depth appreciation for TCC. It didn't take long for him to see the beneficial impact the College can have on students' lives. He quickly became a strong believer in the overall value of community colleges and the important role they play in helping students prepare for a better future. He then translated that belief into action by establishing the scholarship.

"When I got involved in the Foundation, I found out how even a fairly modest amount of money can do so much good because the expenses associated with TCC are so inexpensive compared to most universities. It



“TCC is many young people’s step into starting their adult life. It’s a way for them to earn a bit more and better provide for their families.”

Brenda Cook

seemed like a very natural thing for us to honor Betty with,” he said, adding that the family attends the annual scholarship event, where they meet the students who “are always very grateful and express how much it really means to them. It’s a good reminder, at least once a year, that it really does make a difference.”

Joe McIntosh, executive director of the Foundation, lauds the Cooks’ and Davis’ dedication to learning as the motivation for their generosity and commitment to student success. “As a member of the TCC Foundation Board, Aaron was a servant leader; the students and their success were always his main focus. The scholarship he and Brenda established honoring Mrs. Davis — a scholarship they continue to faithfully support — is a testament to that focus on our students. And to have Mrs. Davis join Aaron and Brenda as a donor to the scholarship is just that much more gratifying.”

While Aaron forged a 33-year, successful career as a computer specialist in the Bass enterprise system, Brenda focused on raising three children in their Southwest Fort Worth home. After the children left the nest, she served for several years as a librarian in the Benbrook Public Library System. She sees the scholarships as a worthwhile way to help students who are not as fortunate as her own.

Meeting the recipients is especially meaningful to Brenda because at the scholarship event, “we hear stories, one after the other, about people who are in those situations. Many of them work a job or two and at the same time, many of them have families to care for,” she said. TCC is many young people’s step into starting their adult life. It’s a way for them to earn a bit more and better provide for their families.”

Aaron agrees because “it’s awesome the amount of people they can serve for the amount of money that they use to do that. There’s no typical student at TCC. There are many young people who start right out of high school but there are also many, many people who have a family and figure out that they can’t make that next step to provide for their family without more education,” he said. So there’s many, many students who are a bit more mature than 18 or 19 or 20 years old, and it serves that

community as well.”

The ability to serve those students also represents an ongoing tribute to Davis’ dedication to living her life to the fullest. She is a spry 92-year-old who gets a broad smile and a twinkle in her eye when she discusses her post-retirement life that includes publishing a book of memoirs and her deep passion for quilting.

The decade after her retirement in 1992 saw Davis travel extensively to countries on every continent (except Antarctica). Early on, she took an informal approach to her travels, quickly ditching her luggage for a backpack and staying at youth hostels wherever possible.

Once Davis re-settled in Fort Worth in her mid-70s, she rediscovered her creative passion, which she ultimately channeled into quilting. As a member of the Trinity Valley Quilt Guild, she acquired a professional quilting machine, where she has spent the past decade creating quilts that range from 15’ x 15’ to 1’ x 1’ tabletop covers. The quilts reflect traditional patterns, as well as many of the influences and vibrant colors that she discovered on her trips. They sometimes hold elaborate embroidered patterns that she creates freehand. During the decade, she has created more than 1,000 quilts, many of which she has given to worthwhile causes and people. Typical of her commitment to sharing and service, she views her quilts as an opportunity to give help and happiness to other people.

“My joy is in making the quilts. I don’t want to own them. It’s the creation of them that I enjoy. I give my quilts away. At first, I sold a few and then added the money to the TCC scholarship fund. Now I donate them away to children’s places, like the wards in Cook Children’s and JPS. And now I make quilts for fallen police officers, and we also make quilts for veterans to recognize their service. The most recent was for a lady who had served three years and this was her first recognition. They are meaningful quilts,” Davis said.

Mentioning the strikingly large amount of good that stems from the scholarship and Davis’ generous life draws a momentary pause from the trio. One that stems from their belief that helping others is just the natural thing to do.



Honoring Educators and Their Legacies

DONOR CELEBRATES TEACHING LEGACIES OF HER HUSBAND AND SISTER

by Paul Sturiale

Mary Ruth Ellis is a believer. She and her late husband, Norman Ellis, a professor who taught Business Management classes for 20 years (1972-1992) at TCC Northeast, were strong believers in the community college structure, in TCC's positive impact on the lives of its students and the people those students touch. Norman is still honored there today as a professor emeritus.

Mary Ruth Ellis is a gracious 84-year-old with a pleasant smile and a ready laugh who lives comfortably in a home full of memories. Her husband's office is filled with honors and mementos of his military and teaching

careers. It's the type of house and life one would expect from someone who is obviously well grounded in ways and beliefs that have withstood the test of time.

Mary Ruth also believes in translating ideals into action. So, when Norman passed away, she established the Dr. Norman D. Ellis Memorial Scholarship for Management Studies to help students earn a business degree. Additionally, to celebrate her sister's upcoming 101st birthday, she recently endowed the Georgia Duncan Scholarship for Future Teachers.

"Dr. Ellis was so successful in all of his ventures, yet it seems his heart was truly with Tarrant County College,"



“Celebrating her sister’s teaching career and her wonderful life through the establishment of a scholarship that will support TCC students in the AA Teaching program is heartwarming. Ms. Ellis chose to honor her sister while helping students achieve their education to become teachers. I’m not sure it gets any better than this.”

Liz Sisk
TCC Foundation
Senior Donor Relations Officer

said Liz Sisk, TCC Foundation senior donor relations officer. “Mrs. Ellis chose to continue his legacy at TCC by endowing a scholarship in his memory, sustaining the Ellis family’s relationship with TCC in perpetuity.”

The scholarship is a merit-based, two-semester award that supports full-time students who intend to pursue a career in business administration/management. Mary Ruth sees the scholarship as a fitting memorial to his confidence in community colleges. “He was a strong believer in the junior college concept as a way for kids who weren’t sure what they wanted to do to go on and start college. That way, they had options for later.”

Norman followed his career as a U.S. Air Force officer with a stint as a representative for the Burroughs Corporations’ Fort Worth office. While installing business systems in what was then Tarrant County Junior College’s administrative offices, he recognized the benefits that business education offered local youth and decided to dedicate his life to promoting it.

“He got so involved in the concept that he decided to go back to school to earn his master’s and doctoral degrees at The University of North Texas so he could teach,” Mary Ruth said. “He also advocated for the community college concept the whole time he was teaching. He used to say that it was such a value. One thing caught his mind when we were working with the youth at our church. And one of the little girls was trying to enroll in a business college. But it was so expensive,” she said. “I can just remember that he was so upset. He was adamant about that. He saw the community college was a more economical concept until kids could find the real direction that they wanted to go.”

Shortly after he began teaching, Norman started an on-campus student organization for students in business and management. He also founded a counseling program and even visited the students at their jobs to provide guidance on how to manage their responsibilities. Both programs lasted the entire 20 years he taught at TCC Northeast.

The Georgia Duncan Scholarship for Future Teachers seems a logical way to honor Georgia’s career as a physical education teacher as well as her 101st birthday.

The merit-based scholarship supports students at TCC Northeast who are in their first and/or second years and intend to complete the College’s Associate of Arts in Teaching degree.

Mary Ruth said that she decided to honor her sister’s birthday with the scholarship because “We’re both public school education people that see the value of public education. And I was so pleased with what I had done for Dr. Ellis that I chose to do the same for her.”

“I think it’s great. I am very honored. We need more teachers,” Georgia Duncan said, adding that a scholarship that supports aspiring teachers is the ideal way to help.

“Celebrating her sister’s teaching career and her wonderful life through the establishment of a scholarship that will support TCC students in the AA Teaching program is heartwarming. Ms. Ellis chose to honor her sister while helping students achieve their education to become teachers. I’m not sure it gets any better than this,” Sisk said.

Duncan began her teaching education as a student at North Texas Agriculture College, which was a two-year junior college in Arlington that ultimately became the University of Texas at Arlington. After a short stint as a second-grade teacher in the Hurst public school system, she taught for most her 40-year career in the Fort Worth ISD. Ellis said that her sister purposely stayed in the Fort Worth ISD because she shared Norman’s strong belief in the value of the public school system as a way to provide students with an affordable, quality education.

Duncan is a life-long resident of Hurst, where she was well-known for her outdoor activity and equestrian skills, Mary Ruth said, remembering that her sister was a prominent participant in the Fort Worth Stock Show and Rodeo in the 1940s.

“She and some other folks from Hurst used to ride their horses all the way to Fort Worth to be in the Stock Show. I can still remember her riding with that big old flag down Main Street in the parade” she said. “She also used to ride around the arena at night as part of the Grand Entry Parade. I didn’t ride. Somebody had to stay home and bake the cakes,” she laughed.

TCC SHOWCASES EXCELLENCE IN

The Exemplary Teaching Award was founded in 1986 by Chancellor Joe B. Rushing, first chancellor of what was to become Tarrant County College, as an annual award to foster a culture of recognition and excellence. He described its purpose this way:

“This award is not intended to accomplish the impossible by rewarding every example of excellence. It is designed to honor some who consistently perform at the highest level, provide a goal for all and serve as an endorsement for the

primary mission of (the College).”

The Center for Teaching and Learning (CTL) provides leadership for the process. Faculty are nominated by their peers with each campus president selecting three candidates. Nominees are selected based on how they model:

- exemplary teaching and learning practices
 - exemplary inquiry and scholarship achievement
 - exemplary service to the College and the community
- Each nominee creates an e-portfolio, with guidance from

Lindsey Davis, Instructor of English, TCC South

B.A., English and certified secondary teacher, Texas A&M University
M.A., English, Texas A&M University

Lindsey is co-director of the Cultivating Scholars Undergraduate Research Showcase. Her commitment to teaching is evident as she mentors showcase winners who present their research at the National Conference for Undergraduate Research.

What are you most proud of in your teaching career?



I think I'm most proud that in my role as co-director of the Cultivating Scholars Research Program, I have been able to mentor dozens of students as they've presented their research in front of thousands of attendees at the National Conference on Undergraduate Research. I could not have fathomed a chance to present my work at a conference as a university undergrad, yet TCC South students, some of whom have never left the state of Texas, have accomplished masterful presentations of their scholarly work on a national stage. We are among only a handful of community colleges represented amidst a sea of universities. This year, we're taking four student showcase winners to present their research projects at Montana State University, and I'm excited to see how this unique celebration of their accomplishments helps grow their self-confidence and fosters a further zest for their fields of study.

Lindsey and her husband, Chris, met as undergrads at A&M and have been married for 13 years. They have two energetic toddler sons.

Angel Fernandez, Associate Professor of Art, TCC Trinity River

B.F.A., Intermediate Sculpture, Texas Wesleyan University
M.F.A., Sculpture, University of Massachusetts

Angel infuses passion into his students and has a personal investment in each of them. He broadens their perspective of art and the world at large by modeling respect for all, enthusiasm and expertise in his field. He also encourages them to grow and achieve new levels of artistic expression.



What are you most proud of in your teaching career?

Receiving the Exemplary Teaching award is among the top proud moments for me. Earning my Master of Fine Arts degree was also a highlight for me. Additionally, I was awarded a full-year Faculty Development Leave during the 2017-2018 academic year. It was a great time delve deeply into my professional art career, which included being in a group exhibition in South Korea. I was awarded third place for works that were created during my FDL.

Angel, and his wife, Winter Rusilosk, also TCC art faculty, have been married 10 years and have six children, including a set of twin girls.

THE CLASSROOM

GET TO KNOW SOME OF TCC'S EXCELLENT EDUCATORS

by Rita L.B. Parson

the CTL, to include artifacts representing achievement in several areas, documented by appraisals, testimonies, evidences of successful teaching and student learning, evidences of involvement and support of the TCC mission and goals, community involvement, professional recognition, research and publications. The portfolios are reviewed against a scoring matrix by the faculty evaluation committee. The top-rated faculty member from each campus receives the award.

Since its inception, the award has been bestowed

upon 125 outstanding faculty. The faculty who are awarded the College's highest teaching honor each receive a monetary award and an engraved plaque.

"I greatly appreciate when faculty take pride in their work, understand how their efforts impact student learning, set high expectations of their students and also provide high support," said TCC Executive Vice Chancellor and Provost Elva LeBlanc. "Through our collective power, we can make a positive difference."

Allegra Davis Hanna, Instructor of English, TCC Connect

B.A., English, Austin College

M.A., Creative Writing, Graduate Teacher Certification, University of North Texas

Allegra teaches composition and creative writing, leads faculty teams in creating master courses and provides training for campus faculty and instructional designers in the creation of videos and podcasts.



What are you most proud of in your teaching career?

I can't take too much credit for this, but I am very proud of how our campus has grown and evolved to meet our students' changing needs.

Allegra and her husband, Brian, have been married two years.

Alison Hodges, Instructor of Culinary Arts, TCC Southeast

Associate of Applied Science, Food and Hospitality, El Centro College

Associate of Applied Science Culinary Arts, El Centro College

Associate of Applied Science Bakery/Pastry, El Centro College

Alison enjoys taking time to cultivate her students' skills based on the knowledge she has attained over the last 25 years as a practitioner. She offers students hands-on learning opportunities and gets them involved by providing desserts for various campus events.



What are you most proud of in your teaching career?

There are many things that I am proud of, but I think first and foremost I am proud of my students who have done extremely well in a dog-eat-dog industry. I have had several students open restaurants, and I even had one student who won Hell's Kitchen. I taught Michelle Tribble while teaching at another community college. I am waiting for the next superstar to walk through our kitchen door!

Alison and her husband, William, also a chef, will celebrate 40 years of marriage in June.

Since its inception, the award has been bestowed upon 125 outstanding faculty. The faculty who are awarded the College's highest teaching honor each receive a monetary award and an engraved plaque.

Randy Saleh, Assistant Professor of Business, TCC Southeast

B.B.A., University of Texas at Arlington
M.S., Business, Graduate Certificate: Project Management,
Amberton University

Randy started his career at TCC in 1996. He has had an amazing journey at the college where he opened the TCC Southeast bookstore, later serving as a tech prep recruiter/advisor, an academic advisor, then as an adjunct instructor. Randy is now assistant professor of business.

What are you most proud of in your teaching career?

I have been quite fortunate to see many of my former students graduate with their degrees, start their own businesses and progress through their careers. I would say that the culmination of the successes of my former students and receiving this award have been the proudest moments of my teaching career.

Randy and his wife, a TCC academic advisor and adjunct speech instructor, have a daughter who is a TCC 2018 AA Cornerstone graduate and receipt of the TCU Provost Transfer Scholarship.



Jaye Simpson, Associate Professor of Business, TCC Northwest

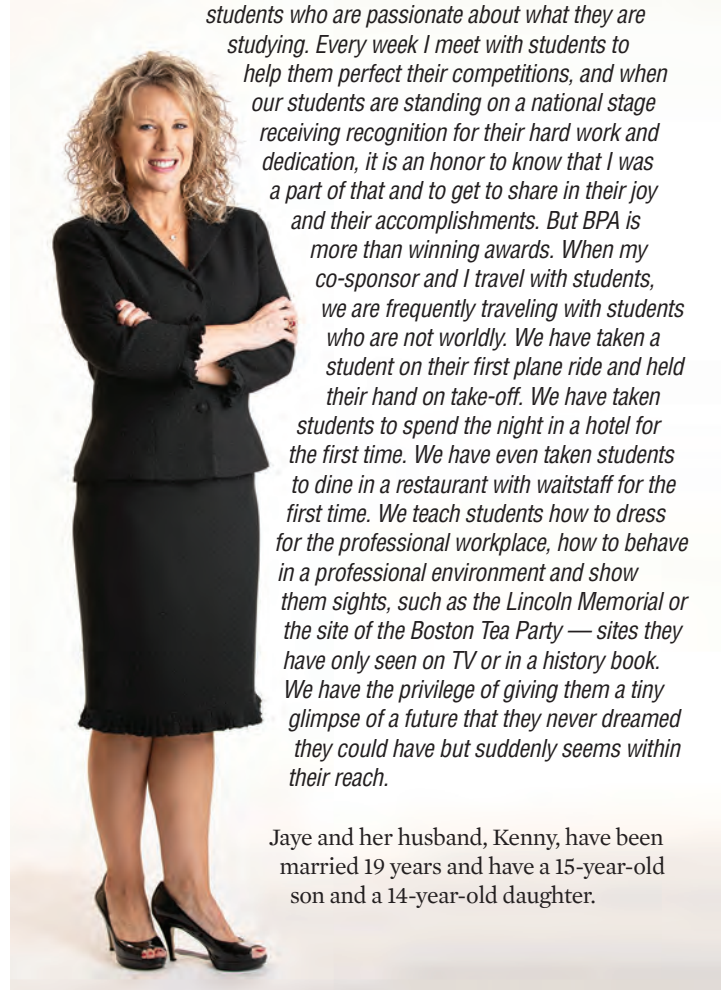
B.B.A., Sam Houston State University
M.S., Texas A&M University
M.Ed., University of North Texas

Jaye supports students in the Business Professionals of America (BPA) leadership conferences every year. She meets with them weekly from October through May to help them perfect their entries and speeches. Since 2009, TCC students have won 42 national BPA awards.

What are you most proud of in your teaching career?

Without a doubt, the highlight of my career is working with the student members of the TCC Northwest Business Professionals of America chapter. Over the past 10 years, I've helped more than 40 students advance to the BPA National Leadership Conference. At the national level, our community college students are competing against other college and university students from across the nation, and not only do they hold their own against students who may have many more years of education than they do, they frequently win. I love working with students, but I especially love working with dedicated students who are passionate about what they are studying. Every week I meet with students to help them perfect their competitions, and when our students are standing on a national stage receiving recognition for their hard work and dedication, it is an honor to know that I was a part of that and to get to share in their joy and their accomplishments. But BPA is more than winning awards. When my co-sponsor and I travel with students, we are frequently traveling with students who are not worldly. We have taken a student on their first plane ride and held their hand on take-off. We have taken students to spend the night in a hotel for the first time. We have even taken students to dine in a restaurant with waitstaff for the first time. We teach students how to dress for the professional workplace, how to behave in a professional environment and show them sights, such as the Lincoln Memorial or the site of the Boston Tea Party — sites they have only seen on TV or in a history book. We have the privilege of giving them a tiny glimpse of a future that they never dreamed they could have but suddenly seems within their reach.

Jaye and her husband, Kenny, have been married 19 years and have a 15-year-old son and a 14-year-old daughter.



TO KNOW US IS TO **NEED US.**



Since our first campus opened in 1967, TCC has conferred nearly 120,000 degrees and certificates upon people who, mostly, have established themselves in this same region.

Creating every-day heroes who enhance our community...that's what we do.

AT TCC, THERE IS SOMETHING FOR EVERYONE.

VARIETY

- More than 70 fields of study
- 82 associate degree programs
- 200 technical programs
- More than 70 Community & Industry Education programs
- College for Kids
- Early College High Schools
- Senior Education
- Adult Basic Education
- Developmental Education
- Corporate Workforce Training

EXCELLENCE

- Ranked fifth nationwide in number of associate degrees conferred
- 348 instructors with doctoral degrees
- Average pass rate of 90 percent for our 29 state licensure programs

CONVENIENCE

- Six campuses
- Five fully online degree programs
- Weekend College
- Eight-Week Courses
- Monthly Starts
- Maymester and Wintermester

VALUE

- County resident tuition: \$64 per credit hour = \$960 for a 15-hour semester

TCC | Tarrant
County
College
SUCCESS WITHIN REACH.



