



AGENDA

ACADEMIC AND STUDENT AFFAIRS COMMITTEE OF THE BOARD OF TRUSTEES

**September 2, 2026
9:45 AM**

3100 Main Street, 2nd Floor Auditorium, Houston, Texas 77002

**NOTICE OF A MEETING OF THE
Academic and Student Affairs Committee
OF THE BOARD OF TRUSTEES**

HOUSTON CITY COLLEGE

September 2, 2026

Notice is hereby given that a Meeting of the Academic and Student Affairs Committee of the Board of Trustees of Houston City College will be held on Wednesday, September 2, 2026 at 9:45 AM, or after, and from day to day as required, 3100 Main Street, 2nd Floor Auditorium, Houston, Texas 77002. The items listed in this Notice may be considered in any order at the discretion of the Committee Chair and items listed for closed session discussion may be discussed in open session and vice versa as permitted by law. Actions taken at this Meeting do not constitute final Board action and are only Committee recommendations to be considered by the Board at the next Regular Board meeting.

I. Call to Order

- A. Opportunity for Public Comments

II. Topics For Discussion and or Action

- A. Dual Credit Program Update
- B. Teaching & Learning Innovation Update
- C. Update on SB 37 General Education Review
- D. Apprenticeships and Work-based Learning Program Update

III. Adjournment to closed or executive session pursuant to Texas Government Code Sections 551.071; 551.072 and 551.074, the Open Meetings Act, for the following purposes:

A. Legal Matters

Consultation with legal counsel concerning pending or contemplated litigation, a settlement offer, or matters on which the attorney's duty to the System under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings Laws.

B. Personnel Matters

Deliberate the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer, employee or board member to hear complaints or changes against an officer, employee or board member unless the officer, employee or board member who is the subject of the deliberation or hearing requests a public hearing.

C. Real Estate Matters

Deliberate the purchase, exchange, lease, or value of real property for Agenda items if deliberation in an open meeting would have a detrimental effect on the position of the System in negotiations with a third person.

IV. Additional Closed or Executive Session Authority

If, during the course of the meeting covered by this Notice, the Board should determine that a closed or executive meeting or session of the Board should be held or is required in relation to any items included in this Notice, then such closed or executive meeting or session as authorized by Section 551.001 et seq. of the Texas Government Code (the Open Meetings Act) will be held by the Board at that date, hour and place given in this Notice or as soon after the commencement of the meeting covered by the Notice as the Board may conveniently meet in such closed or executive meeting or session concerning:

Section 551.071 - For the purpose of a private consultation with the Board's attorney about pending or contemplated litigation, a settlement offer, or matters on which the attorney's duty to the System under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings Laws.

Section 551.072 - For the purpose of discussing the purchase, exchange, lease or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the governmental body in negotiations with a third person.

Section 551.073 - For the purpose of considering a negotiated contract for a prospective gift or donation to the System if deliberation in an open meeting would have a detrimental effect on the position of the System in negotiations with a third person.

Section 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer, employee or board member to hear complaints or changes against an officer, employee or board member unless the officer, employee or board member who is the subject of the deliberation or hearing requests a public hearing.

Section 551.076 - To consider the deployment, or specific occasions for implementation of security personnel or devices, or a security audit.

Section 551.082 - For the purpose of considering discipline of a student or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing, unless an open hearing is requested in writing by a parent or guardian of the student or by the employee against whom the complaint is brought.

Section 551.084 - For the purpose of excluding a witness or witnesses in an investigation from a hearing during examination of another witness in the investigation. Should any final action, final decision, or final vote be required in the opinion of the Board with regard to any matter considered in such closed or executive meeting or session, then such final action, final decision, or final vote shall be at either:

A. The open meeting covered by this Notice upon the reconvening of the public meeting, or

B. At a subsequent public meeting of the Board upon notice thereof, as the Board

shall determine.

V. Reconvene in Open Meeting

VI. Adjournment

CERTIFICATE OF POSTING OR GIVING NOTICE

On this **27th day of August 2026**, this Notice was posted at a place convenient to the public and readily accessible at all times to the general public at the following locations: (1) the HCC Administration Building of the Houston City College, 3100 Main, First Floor, Houston, Texas 77002 and (2) the Houston City College's website: www.hccs.edu.

Posted By:

Sharon R. Wright
Director, Board Services

REPORT ITEM

Meeting Date: September 2, 2026

Topics For Discussion and or Action

ITEM #	ITEM TITLE	PRESENTER
A.	Dual Credit Program Update	Dr. Margaret Ford Fisher Dr. Norma Perez Dr. Desmond Lewis

DISCUSSION

Dual Credit Pathways provide early access for high school students to higher education opportunities, helping them achieve college and career readiness, earn post-secondary degrees and/or credentials, and gain industry experience that can lead to high earning careers.

COMPELLING REASON AND BACKGROUND

- Alignment with K-12 College Career and Military Readiness (CCMR) objectives
- Expanded access to high-earning college and career pathways for high school students
- Dual Credit Program performance outcomes, including:
 - Partnerships
 - Enrollment Trends
 - Course Success Rates and Completions
 - Student Demographics
 - Opportunities

STRATEGIC ALIGNMENT

Strategic Priority: 1- Student Success, Strategic Priority: 2 - Personalized Learning , Strategic Priority: 3 - Academic Rigor , Strategic Priority: 4 - Community Investment , Strategic Priority: 5 - College of Choice

ATTACHMENTS:

Description	Upload Date	Type
Dual Credit Program Update	8/21/2026	Presentation

This item is applicable to the following:

Central, Coleman, Northeast, Northwest, Southeast, Southwest, District, Online



Dual Credit Program Update

Margaret Ford Fisher, Ed.D.
Chancellor

Norma Perez, Ph.D.
Senior Vice Chancellor, Instruction & Student Services and CAO

Desmond Lewis, Ed.D.
Associate Vice Chancellor, College Readiness

September 2, 2026

Overview

- Dual Credit Program Overview
- Dual Credit Partners
- Enrollment Trends
- Course Success Rates and Completions
- Student Demographics
- Opportunities
- Conclusions

Definition of Academic and Workforce

Academic

- Academic COEs and degree plans that lead to an AA, AS or AAT degree
- Students start with the core academic courses that are part of their identified pathway
- Students complete part of their pathway while still in high school

Workforce

- Starting or completing an AAS or certificate pathway that leads to further post-secondary education
- Level 1 certificate programs do not require TSI testing
- Has the potential to improve outcomes for traditionally underserved students

Types of Dual Credit

Early College High School (ECHS)

- Students receive a high school diploma, up to 60 college credit hours, and/or an associate degree
- By law, students do not pay for tuition and fees; the ISD or charter pays unless waived by the college
- HCC and school district collaborate to develop the ECHS proposal
- ECHS must be approved by TEA

Pathways in Technology Early College High Schools (P-TECH)

- An open-enrollment program that provides students with work-based (workforce) education
- Provides students grades 9 through 12 the opportunity to accelerate completion of high school to earn a high school diploma and work credentials, including industry-based certificates, Level 1 and Level 2 postsecondary certificates, and/or an associate degree
- P-TECH must be approved by TEA

Traditional Dual Credit

- Students identify a pathway or identify as non-degree seeking as a condition of enrollment
- Students on an academic pathway leading to a two-year or four-year degree work to complete core courses
- Students on a CTE pathway leading to a certificate or a two-year degree take courses from the chosen pathway

Dual Credit Partners By Type

ISD or MSD

- Aldine ISD
- Alief ISD
- Channelview ISD
- Fort Bend ISD
- Galena Park ISD
- Goose Creek Consolidate ISD
- Hallsville ISD
- Houston ISD
- Huntsville ISD
- Katy ISD
- Spring Branch ISD
- Stafford Municipal SD

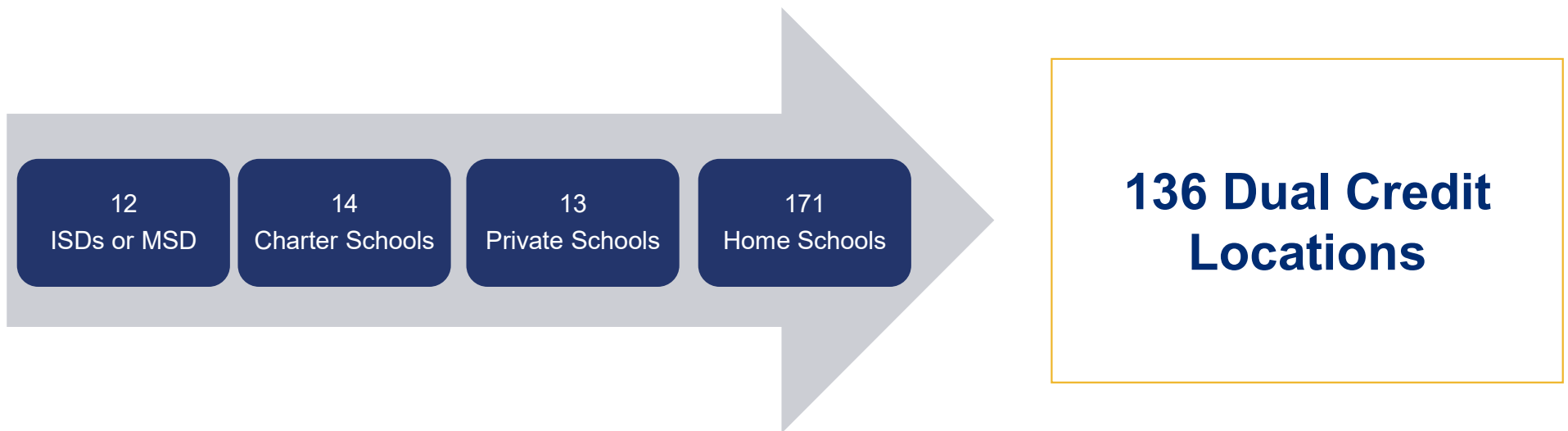
Charter School

- A+UP Charter School
- Beta Academy
- College and Career Preparatory Academy (Empowerment High School)
- Elite College Prep Academy
- George I. Sanchez Charter School
- Harmony Public Schools
- Houston Heights High School
- International Leadership of Texas
- KIPP Public Charter Schools
- Premier High School
- ProVision Academy
- Raul Yzaguirre School for Success
- SER Ninos High School
- YES Prep Public Schools

Private School

- Al-Hadi School of Accelerative Learning
- Cornerstone Christian Academy*
- Gateway America Prep
- Genesis Christian School
- Grace Christian Academy
- Horizon Leadership Academy
- Houston Quran Academy
- Iman Academy
- Katy Christian Academy
- Nexus Futbol Academy*
- St. Peter Catholic High School
- Torah Girls Academy
- Xavier Academy

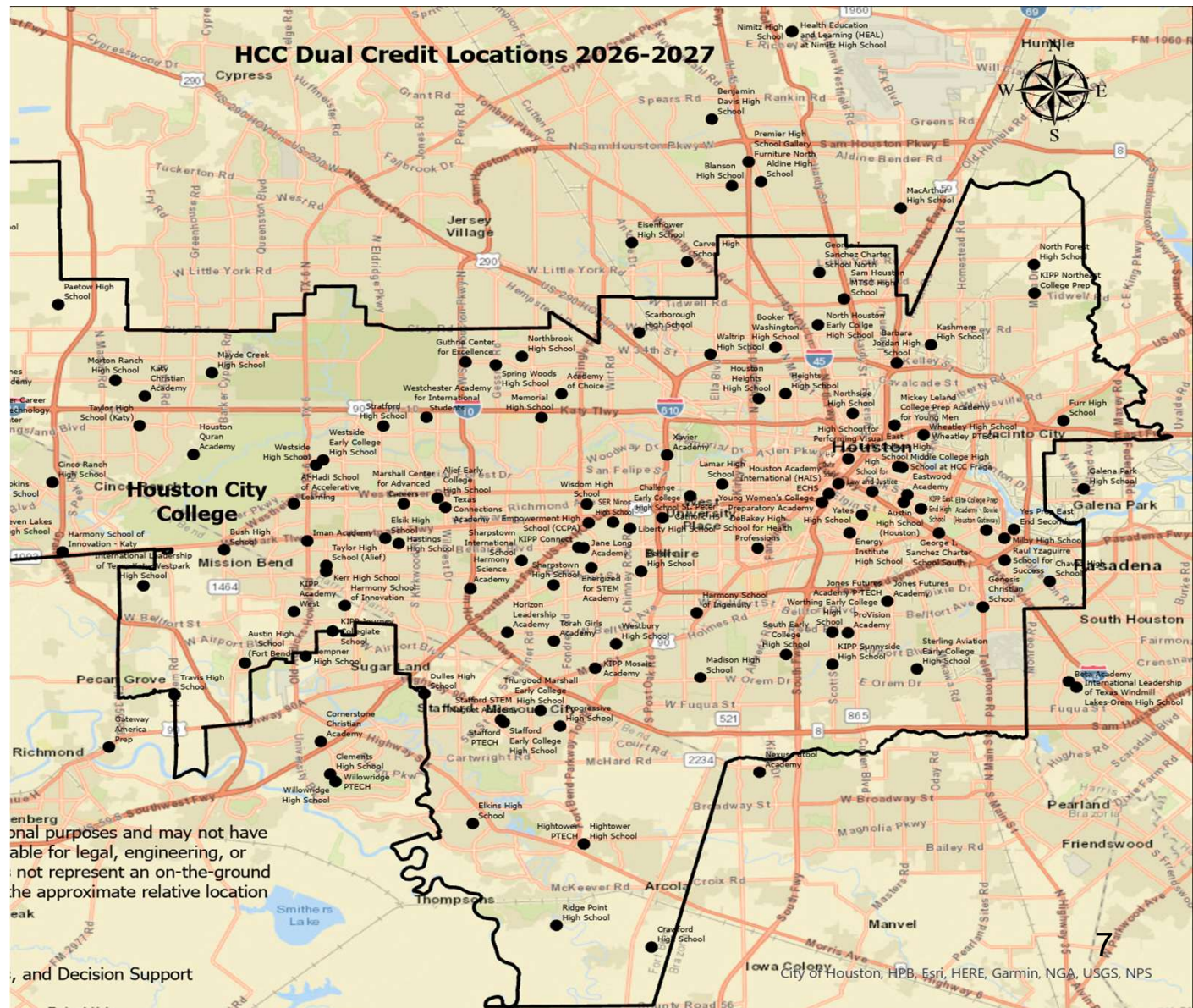
Dual Credit Partner Types and Total Dual Credit Locations Served by HCC



HCC Locations Geocoded Dual Credit by HCC Service Area, AY 2026 - 2027

Source: PS_DASH_DUAL as of August 10, 2026

HOUSTON CITY COLLEGE

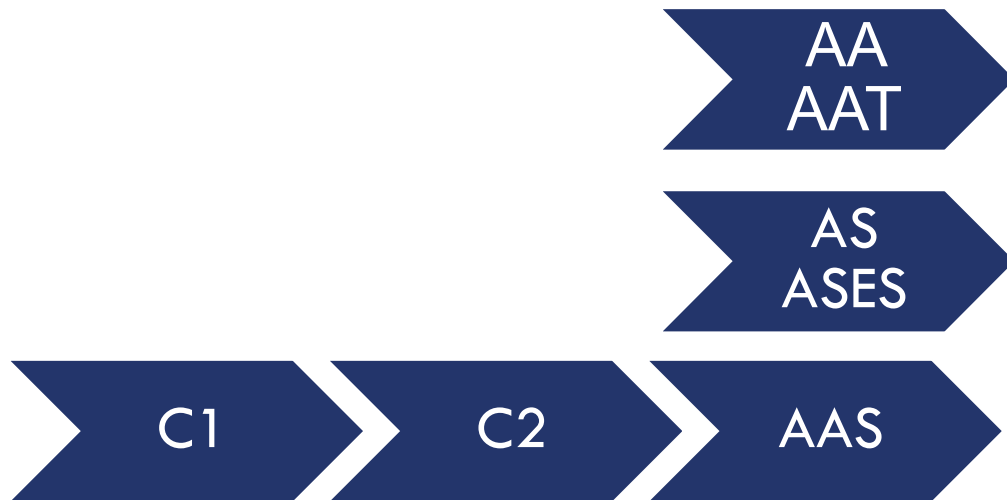


on purposes and may not have
able for legal, engineering, or
not represent an on-the-ground
the approximate relative location

, and Decision Support

City of Houston, HPB, Esri, HERE, Garmin, NGA, USGS, NPS

Dual Credit Pathway Types and Program Award Options Offered by HCC



47
Program Award
Options

AY 2026-2027 TEA College and Career Readiness School Models (ECHS)

Partner	CCRS Model	Campus Name
Alief ISD	ECHS	Alief Early College
Fort Bend ISD	ECHS	ECHS At Marshall HS
Houston ISD	ECHS	Challenge ECHS
		East ECHS
		North Houston ECHS
		South ECHS
		Houston Academy For International Studies (HAIS)
		Sterling ECHS
		Worthing ECHS
		*Houston Math Science & Technology Center ECHS
		Sharpstown International School ECHS
		Westside ECHS
Stafford Municipal SD	ECHS	Stafford Early College and Career High School
Yellowstone	ECHS	*Yellowstone School ECHS

AY 2026-2027 TEA College and Career Readiness School Models (PTECH)

Partner	CCRS Model	Campus Name
Fort Bend ISD	P-TECH	P-TECH At Hightower High School
		P-TECH At Willowridge
Houston ISD	P-TECH	*Kashmere P-TECH Academy
		*Madison P-TECH Academy
		*Scarborough P-TECH Academy
		*Yates P-TECH
		High School For Law and Justice ECHS
		Jane Long Academy
		Jones P-TECH
		Wheatley High School
Premier	P-TECH	*P-TECH At Houston Greenspoint
		Premier High School Houston Gallery North
Raul Yzaguirre School for Success	P-TECH	Early College T-Stem Academy
Stafford Municipal SD	P-TECH	Stafford Early College and Career High School
Southwest Schools	P-TECH	College and Career Preparatory Academy

* New designation

Source: TEA as of July 28, 2026

AY 2026-2027

SB 1882 – Level 5 Autonomy Schools

School	Fall 2024	Fall 2025	*Fall 2026
Challenge Early College High School	427	429	479
Houston Academy for International Studies (HAIS)	406	472	434

* Partial Data

AY 2023-2026 Unduplicated Dual Credit Enrollment by ISD

Dual Credit Partner	2023	2024	2025	2026*
Aldine ISD	173	182	181	152
Alief ISD	1,347	1,293	1,515	1,759
Charter School	584	699	887	974
Fort Bend ISD	2,410	2,744	3,196	3,979
Galena Park ISD	0	0	0	52
Goose Creek ISD	20	29	39	43
Hallesville ISD	0	0	0	3
Houston ISD	5,211	5,590	5,986	7,279
Huntsville ISD	0	0	0	6
Katy ISD	2,015	2,228	2,584	3,912
KIPP Texas Public Schools	0	0	0	7
No School District Association (Homeschool)	111	149	156	187
Private School	83	136	164	165
Spring Branch ISD	483	455	593	827
Stafford Municipal SD	478	526	517	544
HCC - Total Unduplicated	12,915	14,031	15,818	19,889

Dual Credit Count By Dual Credit Type Across Terms and Academic Years 2023 - 2026

	2024		2025		2026	
Dual Credit Type	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
Early College High School	2,703	3,070	2,750	2,827	3,026	3,217
Pathways in Technology Early College High School	375	390	365	389	588	693
Regular Dual Credit	8,594	8,432	9,463	9,616	12,544	12,382
HCC - Total Unduplicated	11,672	11,892	12,578	12,832	16,158	16,292

2023-2026 Dual Credit Enrollment by Gender & Ethnicity

Gender	2023	2024	2025	2026*
Female	7,502	7,947	9,074	11,284
Male	5,413	6,083	6,742	8,600
Unknown	0	1	2	5
HCC - Total Unduplicated	12,915	14,031	15,818	19,889

Ethnicity	2023	2024	2025	2026*
African American	2,288	2,326	2,611	3,476
Asian	1,876	2,049	2,471	3,048
Hispanic	5,723	6,344	7,324	9,622
Other	1,491	1,707	1,745	1,622
White	1,537	1,605	1,667	2,121
HCC - Total Unduplicated	12,915	14,031	15,818	19,889

* Partial Data

Source: Office of Institutional Research as of August 9, 2026

2023-2026 Dual Credit Enrollment by Degree/Certificate

Degree	2023	2024	2025	2026*
Associate of Arts	6,675	6,741	6,288	3,841
Associate of Applied Science	234	929	1,191	624
Associate of Arts in Teaching	5	28	59	33
Associate of Science	4,260	4,148	3,510	1,834
Certificate Level 1	1,522	1,798	2,096	2,109
Certificate Level 2	48	97	97	91
**Undeclared	171	290	2,577	11,357

• Partial Data

** Note: Dual Credit students admitted through TAC Rule 4.52(b)(4))

Source: Office of Institutional Research as of August 9, 2026

Dual Credit Fall to Spring Persistence by ISD AY 25-26

High School- Unduplicated	Fall 2025 Unduplicated Enrollment	Spring 2026 Returning Unduplicated Enrollment	Fall 2025 to Spring 2026 Persistence
Aldine ISD	138	138	100.0%
Alief ISD	1,271	1,148	90.3%
Charter School	747	707	94.6%
Fort Bend ISD	2,557	2,442	95.5%
Galena Park ISD	52	43	82.7%
Goose Creek ISD	43	43	100.0%
Hallsville ISD	4	4	100.0%
Houston ISD	6,185	5,829	94.2%
Hunstville ISD	5	5	100.0%
Katy ISD	3,706	3,470	93.6%
KIPP Texas Public Schools	3	3	100.0%
No School District Association	138	129	93.5%
Private School	130	113	86.9%
Spring Branch ISD	780	758	97.2%
Stafford Municipal ISD	399	392	98.2%
HCC - Total Unduplicated	16,158	15,212	94.1%

2023-2026 Dual Credit Course Success Rate by ISD (% of Students Earning A,B or C)

Dual Credit Partner	2023		2024		2025		*2026	
	N	%	N	%	N	%	N	%
Aldine ISD	459	90.0%	475	88.8%	417	94.3%	393	95.6%
Alief ISD	5,011	87.2%	4,832	87.3%	5,287	88.3%	4,687	87.1%
Charter School	1,020	78.6%	1,381	82.4%	2,075	86.9%	2,367	85.1%
Fort Bend ISD	5,925	89.2%	6,987	91.3%	8,066	91.4%	6,916	89.1%
Galena Park ISD	0	.0%	0	.0%	0	.0%	80	85.1%
Goose Creek ISD	17	85.0%	70	98.6%	104	100.0%	107	98.2%
Hallsville ISD	0	.0%	0	.0%	0	.0%	9	75.0%
Houston ISD	16,158	82.4%	18,341	84.5%	20,408	86.6%	21,388	84.5%
Huntsville ISD	0	.0%	0	.0%	0	.0%	16	88.9%
Katy ISD	4,909	90.7%	5,446	91.2%	6,484	90.4%	9,929	87.8%
KIPP Texas Public Schools	0	.0%	0	.0%	0	.0%	14	100.0%
No School District Association	449	89.3%	582	86.7%	635	85.0%	650	81.7%
Private School	183	85.1%	391	86.9%	462	86.5%	298	82.1%
Spring Branch ISD	1,344	97.1%	1,269	96.3%	1,888	93.7%	2,493	94.1%
Stafford Municipal ISD	1,642	85.8%	1,845	84.6%	1,776	84.9%	1,888	92.1%
TOTAL – COURSE SUCCESS RATE	37,117	85.8%	41,619	87.1%	47,602	88.3%	51,235	86.8%

2018-2023 Dual Credit Course Success Rate by Ethnicity

(% of Students earning A,B or C)

	2023		2024		2025		2026*	
Ethnicity	N	%	N	%	N	%	N	%
African American	7,179	82.5%	7,218	84.2%	7,923	84.6%	8,590	82.8%
Asian	4,988	94.6%	5,782	95.2%	6,302	94.7%	6,098	94.2%
Hispanic	17,324	83.5%	19,655	85.1%	23,649	87.2%	27,066	85.9%
Other	3,419	84.8%	4,654	86.5%	5,144	88.6%	4,078	86.0%
White	4,207	93.5%	4,310	92.8%	4,584	92.6%	5,403	90.8%
Course Success Rate	37,117	85.8%	41,619	87.1%	47,602	88.3%	51,235	86.8%

* Partial Data

Source: Office of Institutional Research as of August 9, 2026

2023-2026 Dual Credit Course Success Rate by Gender (% of Students Earning A,B or C)

	2023		2024		2025		2026*	
Gender	N	%	N	%	N	%	N	%
Female	22,399	86.8%	24,649	88.2%	28,322	89.5%	30,125	88.1%
Male	14,718	84.4%	16,969	85.7%	19,278	86.7%	21,110	85.0%
Unknown/Other			1	100.0%	2	100.0%	0	.0%
Course Success Rate	37,117	85.8%	41,619	87.1%	47,602	88.3%	51,235	86.8%

* Partial Data

Source: Office of Institutional Research as of August 9, 2026

Unduplicated Dual Credit Count with 15+ Credits Earned by Dual Credit Partner Academic Years 2023 - 2026

Dual Credit Partner	2023	2024	2025	2026*
Aldine ISD	2	4	0	9
Alief ISD	402	399	411	328
Charter SCHOOL	38	49	102	127
Fort Bend ISD	251	289	269	277
Houston ISD	1,292	1,412	1,512	1,660
Katy ISD	41	54	121	294
No School District Association	40	57	59	58
Private School	8	28	36	11
Spring Branch ISD	0	6	48	114
Stafford Municipal SD	115	137	141	145
HCC - Total Unduplicated	2,189	2,435	2,699	3,023

* Partial Data

Source: Office of Institutional Research as of August 9, 2026

2023-2026 Dual Credit Award Completions

ISD	2022	2023	2024	2025	2026*
Aldine ISD			12	38	37
Alief ISD	85	101	100	133	143
Charter					1
Charter School	23	1	6	24	85
Fort Bend ISD		81	106	91	113
Goose Creek ISD				13	12
Houston ISD	428	440	542	719	745
Katy ISD			1		8
No School District Association	9	6	6	12	10
Private		5		1	1
Spring Branch ISD	35	32	50	31	72
Stafford Municipal SD	39	61	76	79	102
Total	619	727	899	1,141	1,329

2026 Top 5 Transfer Institutions for Dual Credit Students

Four-Year Institution	Count of Transfers
University of Houston	633
Texas A&M University	299
University of Texas At Austin	197
University of Houston-Downtown	178
Texas State University	172

Opportunities

- Expand College Preparatory (ELAR/Math) pipelines to increase TSI readiness
- Expand Learner Support Model
- Grow Dual Credit access in emerging partners and underserved populations
- Expand online and flexible course offerings to increase capacity
- Develop College Connection Course
- Increase workforce pathway participation and credential attainment
- Leverage ECHS and P-TECH growth to accelerate degree and certificate completion
- Continue to increase strategic alignment with partners through coordinated meeting regiment

Conclusion

- HCC serves 39 dual credit partners across 136 locations.
- Unduplicated enrollment grew from 12,915 (2023) to 19,765 (2026 partial), a 53% increase.
- Course success rates remain strong and stable
- Fall-to-spring persistence reached 94.1% in AY 2025-2026.
- Students earning 15+ credits increased by 38% from AY 2023-2026.
- Growth is driven by expansion and strategic initiatives with dual credit partners, ECHS, and P-TECH models.

Thank You

REPORT ITEM

Meeting Date: September 2, 2026

Topics For Discussion and or Action

ITEM #	ITEM TITLE	PRESENTER
B.	Teaching & Learning Innovation Update	Dr. Margaret Ford Fisher Dr. Miguel Ramos Dr. Timothy Snyder

DISCUSSION

Teaching & Learning Innovation is an interconnected, institution-wide support system for faculty, comprising the Faculty Academy, the Center for Teaching & Learning Excellence, and the Centers for Teaching & Learning Innovation. These entities provide coordinated pathways for professional development, instructional design, technology-enabled experimentation, and localized faculty engagement. Artificial Intelligence is becoming a core capability that spans every aspect of our faculty support ecosystem, equipping faculty to apply AI responsibly to strengthen teaching, learning, and student success.

COMPELLING REASON AND BACKGROUND

- HCC Faculty Development Paradigm
- An Interconnected System of Support
 - Faculty Academy
 - Center for Teaching & Learning Excellence
 - Centers for Teaching & Learning Innovation
- Artificial Intelligence & Instruction

STRATEGIC ALIGNMENT

Strategic Priority: 1- Student Success, Strategic Priority: 2 - Personalized Learning , Strategic Priority: 3 - Academic Rigor , Strategic Priority: 5 - College of Choice

ATTACHMENTS:

Description	Upload Date	Type
Teaching & Learning Innovation Presentation	8/26/2026	Presentation

This item is applicable to the following:

Central, Coleman, Northeast, Northwest, Southeast, Southwest, District, Online



Teaching & Learning Innovation

Margaret Ford Fisher, Ed.D.

Chancellor

Miguel Ramos, Ph.D.

Vice Chancellor, Instructional Services

Timothy Snyder, Ed.D.

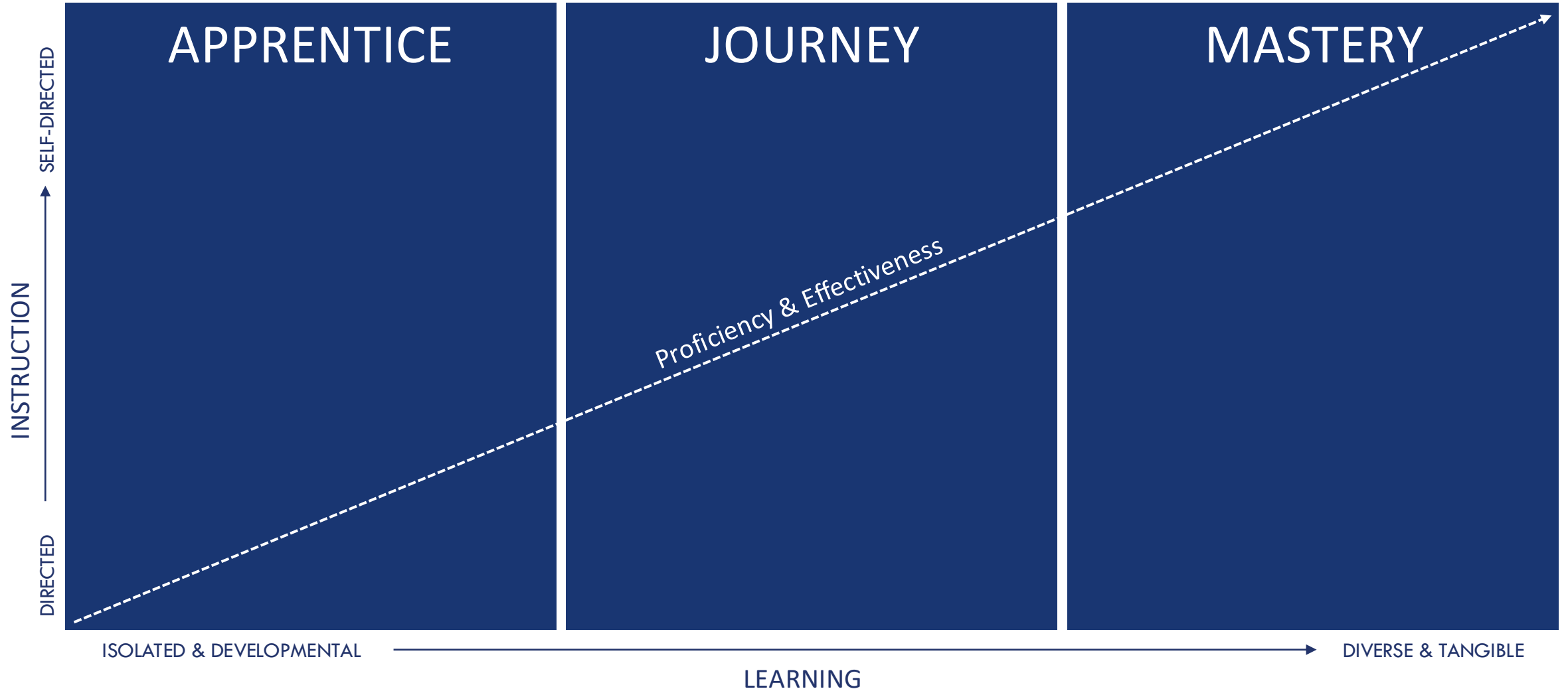
Associate Vice Chancellor, Teaching & Learning Innovation

September 2, 2026

Overview

- Our Faculty Development Paradigm
- An Interconnected System of Support
 - Faculty Academy
 - Center for Teaching & Learning Excellence
 - Centers for Teaching & Learning Innovation
- Artificial Intelligence & Instruction

Cognitive Apprenticeship Model



Building Communities Of Practice

“Communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavor: a tribe learning to survive, a band of artists seeking new forms of expression, a group of engineers working on similar problems...”

~ Wenger & Wenger-Trayner

An Interconnected System of Support



The Faculty Academy

The Faculty Academy

First Year Experience



The Faculty Academy's First Year Experience program supports new faculty as they transition into the HCC teaching community and build a strong foundation for student-centered instruction. Through structured learning and coaching sessions, participants become familiar with resources, effective teaching practices, and their new faculty role.

Mentorship Program



The Faculty Academy's Mentorship Program pairs new faculty with experienced Academy faculty for individualized guidance and support. Through one-on-one mentoring sessions throughout their first year at HCC, new faculty build confidence, strengthen their teaching practice, and develop meaningful connections within the HCC faculty community.

Workshop Series



Faculty Academy Workshops offer practical, faculty-led professional learning focused on effective teaching, student engagement, and emerging instructional practices. These sessions provide opportunities for faculty to gain actionable strategies, share expertise with colleagues, and apply new ideas directly to their courses.

Colleague Connection



Faculty Academy Colleague Connection Groups bring faculty together around shared interests, teaching challenges, and emerging topics to exchange ideas and learn from one another. These faculty-led communities foster connection, collaboration, and the sharing of practical strategies that strengthen teaching and student learning.

Faculty Academy Participation 2025/26

1,758
Participants

191
Offerings

“These sessions made me feel so welcome and supported.”

~ Faculty First Year Experience Participant

34%

Increase in Faculty Academy participation
from AY2024/25 to AY2025/26

713%

Increase in Faculty Academy participation
from AY2021/22 to AY2025/26

94%

Of the participants in the Faculty Academy
workshops would recommend their session to a
colleague

100%

Of the participants in the Colleague
Connection Groups would recommend their
session to a colleague

“This was one of the most useful and practical sessions I have attended.
Thank you for offering such helpful professional development delivered in
engaging and meaningful ways.”

~ Faculty Academy Workshop Participant

“Very informative, engaging, and conversational, making the content much
easier to process.”

~ Colleague Connection Group Participant

The Center for Teaching & Learning Excellence

The Center for Teaching & Learning Excellence

Instructional Design



Instructional design seminars and workshops equip faculty with practical, evidence-informed strategies for designing engaging, effective learning experiences. Sessions cover course planning, alignment, active learning, assessment, and the purposeful use of instructional technologies.

Faculty Consultations



Faculty consultations provide individualized support for instructors seeking to enhance a course, assignment, assessment, or teaching approach. CTLE staff collaborate with faculty to set goals, address challenges, and develop practical, student-centered solutions.

Curriculum Support



The CTLE helps instructional leaders and faculty teams review, design, and refine curriculum aligned with program outcomes, student needs, and institutional priorities. CTLE partners with departments to create coherent, high-quality learning experiences across courses and programs.

Institutional Initiatives



The Center for Teaching & Learning Excellence partners across the institution to support high-impact special projects and success initiatives. The Center serves as a central hub that connects innovation, compliance, and instructional excellence across HCC's colleges and campuses.

CTLE Participation 2025/26

1,493
Participants

115
Offerings

87

Workshops and self-paced tutorials covering a range of topics related to course design and instruction

28

Online certification program cohorts introducing faculty to online course design and instruction

72

Instructional design engagements, many of which were related to multi-course sequences within programs

14

Special projects including Title IX, QEP, Inclusive Access, AI Stoplight, AI Pedagogy, We Care, and more

“CTLE has a helpful style of teaching that opened my eyes to the awesome usages of AI.”

~ CTLE Workshop Participant

“Excited to try out some of the new tools presented in the workshop.”

~ CTLE Workshop Participant

“Thought-provoking, engaging discussion, always interesting!”

~ Online Certification Seminar Participant

The Centers for Teaching & Learning Innovation

The Centers for Teaching & Learning Innovation

Instructional Technology



Instructional Technology seminars and workshops offer faculty hands-on learning experiences focused on emerging tools, digital teaching strategies, and innovative learning environments. Participants gain practical guidance for selecting, applying, and evaluating instructional technologies to support meaningful student learning.

Faculty Consultations



CTLI faculty consultations offer individualized support to instructors seeking to explore, plan, or implement instructional technologies and media in their courses. Instructional technologists partner with faculty to align tools and learning activities with course outcomes, instructional needs, and effective teaching practices.

Production Studios



Production Studios, including Lightboard and podcasting studios, provide access to professional spaces and support for producing polished instructional media. Faculty can develop lessons, demonstrations, podcasts, and other engaging digital content that strengthens course presence and extends learning beyond the classroom.

Innovation Centers



Our eleven districtwide Teaching & Learning Innovation Centers provide hands-on access to fabrication, prototyping, and immersive technologies, enabling faculty and students to turn ideas into tangible learning experiences. These spaces connect faculty, students, and industry through hands-on, technology-enabled learning.

CTLI Participation 2025/26

6,523
Participants

383
Offerings

"The Centers for Teaching & Learning Innovation serve as a sandbox for both teaching and learning, they provide our faculty and students the space to explore new approaches, build confidence, think critically, and imagine what's possible as they prepare for what's next."

~ Dr. Frances Villagran-Glover, President, Southeast College

4,377

Faculty, students, and community members participated in events at our Teaching & Learning Innovation Centers

2,146

Faculty participated in instructional technology presentations, seminars, and workshops across our eleven locations

1,313

One-on-one consultations with faculty, covering a range of topics related to instructional technologies and media

972

Faculty, students, and community members utilized our CTLI podcasting and media production studios

"What a great opportunity [the Biotechnology Summer Camp is] for future STEM students to engage with and learn from."

~ Dr. Mohamad Tlass, Vice President, Coleman College

"They [the VAST Academy Summer Camp Students] turned into architects, engineers, interior designers, landscape designers, and entrepreneurs over the course of four weeks...They really enjoyed learning coding each week! Several students didn't even want to leave once class was over. Now that is a true sign of enjoying the learning environment."

~ Professor Rhonda Sewell, Minecraft Education Initiative (VAST Academy Summer Camp)

CTLI Special Initiatives

HyFlex Classroom 2.0



The HyFlex Classroom 2.0 pilot at Coleman College uses YoloBox Extreme video-switching technology, multiple camera angles, and dynamic presentation tools to deliver a more engaging, flexible learning experience. The pilot enables faculty to seamlessly integrate live instruction, visual demonstrations, and remote participation, creating a more immersive classroom environment.

360 Video Simulations



The CTLI's collaboration with Northeast College's Fire Academy to produce 360-degree videos of Academy drills gives cadets immersive, first-person exposure to vehicle, structure, and other common fire scenarios. By safely experiencing drills before participating, new cadets can build situational awareness, confidence, and readiness in a low-stakes learning environment.

AI 4 Kids Summer Camp



The AI 4 Kids Summer Camp brought community members ages 13-18 to HCC Northeast and Southeast Colleges on June 10-12 for full-day, hands-on exploration of artificial intelligence. The experience introduced young learners to AI concepts and emerging technologies while fostering curiosity, confidence, and awareness of future learning and career opportunities.

VAST Minecraft Education



The CTLI team partnered with Professor Rhonda Sewell to host a VAST Academy Minecraft Education and Virtual Reality Summer Camp, providing students with hands-on opportunities to design, build, and learn using immersive technologies. Over two weeks, students created impressive Minecraft Education projects that showcased their creativity, confidence, and potential.

AI & Instruction

"I think we're at the cusp of using AI for probably the biggest positive transformation that education has ever seen...

The way we're going to do that is by giving every student on the planet an artificially intelligent but amazing personal tutor, and every teacher an amazing, artificially intelligent teaching assistant."

~ Sal Khan, TED 2023

An Inflection Point in Teaching & Learning

“AI brings educational technology to an inflection point. We can either increase disparities or shrink them, depending on what we do now.”

~ Dr. Russell Shilling, U.S. Department of Education, *Artificial Intelligence and the Future of Teaching and Learning* (2023)

+2 σ

One-on-one tutoring lifts the average student from the 50th to the 98th percentile

~ Bloom, “The 2 Sigma Problem” (1984)

Why AI Changes Everything

For four decades, personalized tutoring at the institutional level was too costly to implement. AI is the first technology positioned to make that kind of individualized instruction and support achievable for every student — not eventually, but now.

AI Integration Continuum in Higher Education

AI Awareness



Faculty develop a foundational understanding of AI, including its capabilities, limitations, ethical considerations, and its potential impact on teaching and learning. This stage is supported by a broad range of learning opportunities, including Academy workshops, Colleague Connection groups, and CTLE and CTLI offerings. It builds confidence and encourages informed exploration.

AI Literacy



Faculty develop practical knowledge of how AI tools work and how to evaluate their outputs, including reliability, bias, privacy implications, and appropriate use. The CTLE AI Certification and targeted Faculty Academy workshops provide structured opportunities to thoughtfully integrate AI into instructional planning, content development, and student learning activities.

AI Curricular Integration



Faculty incorporate AI into course design, assignments, assessments, and learning experiences to support stated outcomes. CTLE instructional designers collaborate with faculty to support the effective use of AI in course design and delivery. The focus is on the responsible use of AI across the curriculum while preserving academic rigor and human judgment.

AI Industry Alignment



With support from Teaching & Learning Innovation instructional designers and technologists, faculty align their curriculum with the AI tools, workflows, and competencies most relevant to their discipline. This approach helps students gain practical, industry-informed experience using AI to address authentic problems, make decisions, and produce meaningful work.

Faculty Participation in AI Offerings 2023/26

1,011
Participants

39
Offerings

OpenAI released ChatGPT as a free research preview on November 30, 2022. Within five days of its launch, ChatGPT reached 1 million users. By January 2023, it had 100 million active users. Today, approximately 1.5 billion people use AI systems.

735

Faculty participants in Faculty Academy AI-specific workshops and colleague connection groups

The Faculty Academy launched its first Colleague Connection group focused on AI on January 27, 2023. This initial offering was followed by eighteen more Colleague Connection groups, workshops, and seminars in the months and years that followed.

276

Faculty participants in the CTLE AI Certification program, a self-paced, multi-course sequence launched in fall 2025

The Center for Teaching & Learning Excellence launched its first AI-related offerings on September 1, 2023, and quickly built a robust collection of faculty resources, including introductory and “how-to” videos as well as course design workshops. The CTLE AI Certification program was first offered in September 2025.

30

Graduates of the CTLE AI Certification, including 20 full-time faculty, 9 adjunct faculty, and 1 staff member

246

Participants in the AI program currently, including 133 full-time faculty, 73 adjunct faculty, and 40 staff members

Teaching & Learning Innovation AI Initiatives

AI Empowerment Studio



The AI Empowerment Studio is a hands-on innovation space where faculty, students, and staff explore, design, and apply artificial intelligence to enhance teaching, learning, and institutional workflows. It combines high-performance Apple-based technology, practical experimentation, training, and collaborative support to build confident, responsible AI capabilities across the college.

AI Fellowship



The AI Fellowship is a one-year professional learning program that equips faculty to explore, evaluate, and responsibly integrate artificial intelligence into teaching, learning, and disciplinary practice. Fellows develop practical, AI-enhanced strategies in the AI Empowerment Studio, share effective approaches with colleagues through the Faculty Academy, and help shape an institution-wide culture of informed innovation.

Wolfram Fellowship



The Wolfram Research Fellowship pairs faculty with Wolfram experts to integrate Wolfram's AI-powered tools into their curriculum. Faculty learn to apply Wolfram technologies to the questions, methods, and learning experiences unique to their disciplines. After completing the one-year program, Wolfram Fellows lead ongoing innovation and adoption within their departments and through the Faculty Academy.

Innovation Fellowship



The Teaching & Learning Innovation Fellowship brings faculty together with instructional designers and technologists to explore AI and other emerging instructional technologies. Fellows develop, test, and refine discipline-specific practices and curriculum applications that enhance teaching, learning, and student success. After the one-year program, faculty share their findings through the Faculty Academy.

Thank You

REPORT ITEM

Meeting Date: September 2, 2026

Topics For Discussion and or Action

ITEM #	ITEM TITLE	PRESENTER
C.	Update on SB 37 General Education Review	Dr. Margaret Ford Fisher Dr. Norma Perez Dr. Miguel A. Ramos

DISCUSSION

The purpose of this presentation is to provide an update on progress related to the General Education Curriculum Review of Houston City College's Core Curriculum.

COMPELLING REASON AND BACKGROUND

SB 37 tasks the Governing Board for higher education institutions across the state of Texas to:

"conduct a comprehensive review of the general education curriculum established by the institution. The initial general education curriculum review will be conducted during the 2025-2026 academic year and must be completed by January 1, 2027."

The Board of Trustees for Houston City College adopted a general education review process consisting of HCC faculty and community representatives to carry out the review with a goal of certifying that the HCC general education (or core) curriculum meets the criteria for general education courses identified in the bill. The Board of Trustees will review the final report and recommendations in anticipation of submitting a certification of compliance to the THECB by January 1, 2027.

STRATEGIC ALIGNMENT

Strategic Priority: 1- Student Success, Strategic Priority: 3 - Academic Rigor

ATTACHMENTS:

Description	Upload Date	Type
Update on SB 37 General Education Review	8/12/2026	Presentation

This item is applicable to the following:

Central, Coleman, Northeast, Northwest, Southeast, Southwest, District, Online



SB 37 General Education Review Update

Margaret Ford Fisher, Ed.D.
Chancellor

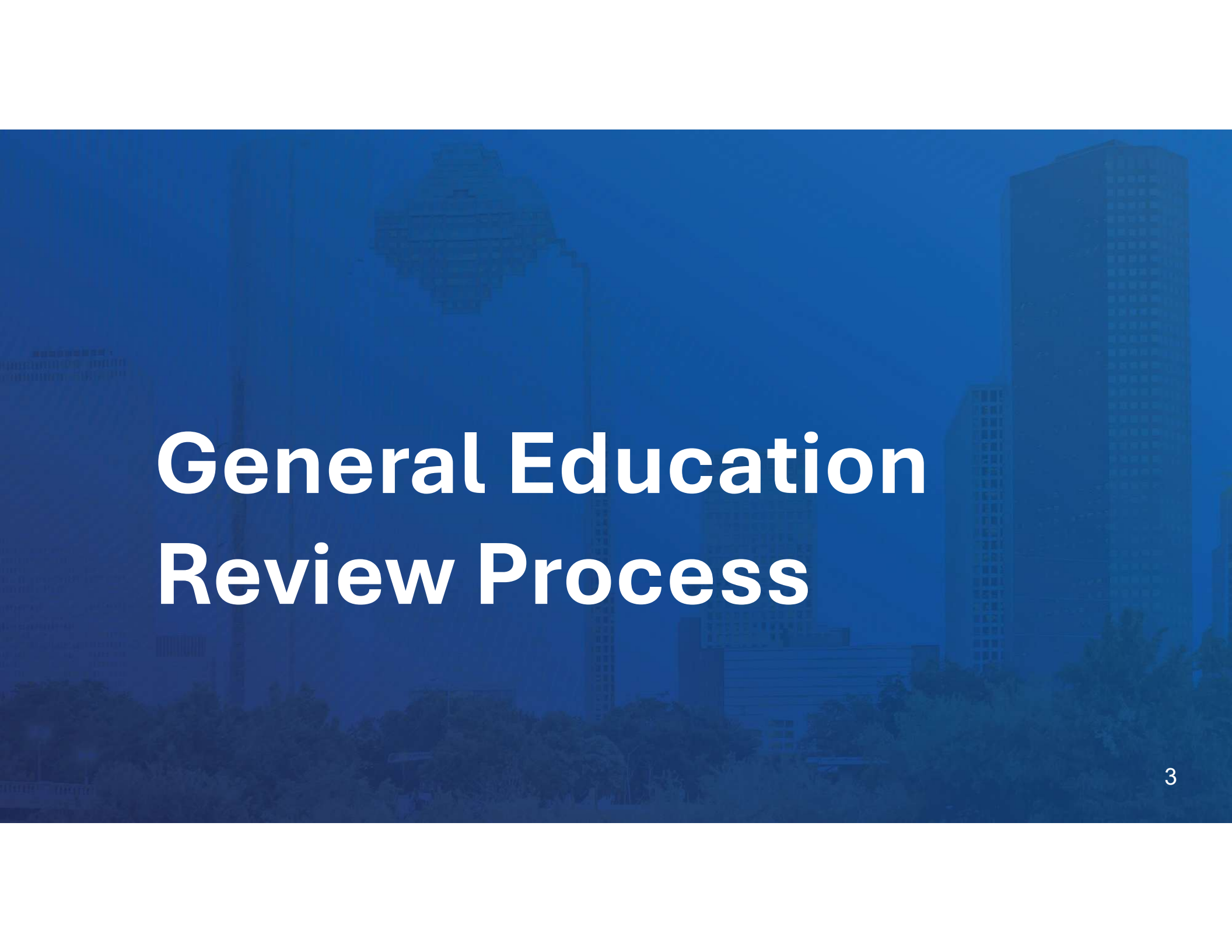
Norma Perez, Ph.D.
Vice Chancellor, Instructional Services

Miguel A. Ramos, Ph.D.
Vice Chancellor, Instructional Services

September 2, 2026

Overview

- ▶ SB 37 charges the governing board of each Texas public higher education institution with reviewing the general education curriculum established by the institution.
- ▶ The HCC Board of Trustees has appointed an Advisory Committee to assist the Board in carrying out this charge.
- ▶ The Advisory Committee has made progress toward completing the review to provide the HCC Board of Trustees with recommendations regarding the HCC general education curriculum.



General Education Review Process

General Education Curriculum Review Charge

- ▶ At least once every five years, the governing board of each institution of higher education shall conduct a comprehensive review of the general education curriculum establish.
- ▶ The governing board of an institution of higher education appointed an advisory committee to assist in carrying out its duties under this section, including by making recommendations to the governing board.

General Education Curriculum Review Criteria

In reviewing an institution's general education curriculum, the review committee shall ensure courses in the curriculum:

1. are foundational and fundamental to a sound postsecondary education;
2. are necessary to prepare students for civic and professional life;
3. equip students for participation in the workforce and in the betterment of society;
4. ensure a breadth of knowledge in compliance with applicable accreditation standards; and
5. do not impose unnecessary costs on students including for additional tuition, fees, and time a student must spend to complete an undergraduate degree program at the institution.

General Education Review Process

- ▶ Evaluation of HCC Core Curriculum Courses against SB 37 criteria using a 5-point rubric
- ▶ Courses with receiving total score of 5 from at least 80% of raters are retained
- ▶ Courses receiving a total score of 5 from less than 80% of raters are discussed with the General Education Review committee
- ▶ After discussion, faculty vote on courses for possible expulsion from the HCC Core Curriculum
- ▶ Advisory Committee comprised of 20 HCC faculty and administrators and 8 community representatives nominated by HCC Board of Trustee members

General Education Review Actions to Date

- ▶ April 30th and May 4th – General Education Curriculum Advisory Committee meetings to initiate the SB 37-mandated five-year review of the institution's core curriculum, outlining the evaluation process, criteria, and timeline for recommending which courses should remain in the core
- ▶ June 15th and June 29th – General Education Curriculum Virtual Forum – opportunity for Advisory Committee members to meet with Vice Chancellor for Instructional Services and Associate Vice Chancellor for Curriculum and Compliance to ask questions about and discuss rating process
- ▶ Ongoing individual conversations with Advisory Committee members regarding general education review

General Education Curriculum Review Schedule

Review Actions	Status
May – June 2026 – Evaluation of Core Curriculum Courses	Complete
August - September 2026 – Discussion and vote on courses identified for potential exclusion	In progress
September – October 2026 – Recommendations presented to the Board of Trustees	Pending
October – November 2026 – Consideration of Board feedback, if any	Pending
January 1, 2027 – Certification of HCC Core Curriculum with THECB	Pending

Conclusion

- ▶ The General Education Curriculum Review process is closely aligned to the SB 37 criteria for ensuring the courses in the curriculum meet the standards described in the legislation.
- ▶ The General Education Curriculum Advisory Committee has made good progress on the charge and is on track to complete the activities on schedule.

Thank You

REPORT ITEM

Meeting Date: September 2, 2026

Topics For Discussion and or Action

ITEM #	ITEM TITLE	PRESENTER
D.	Apprenticeships and Work-based Learning Program Update	Dr. Margaret Ford Fisher Dr. Miguel A. Ramos Dr. Christina Tobin

DISCUSSION

The purpose of this presentation is to provide an update on Work-based Learning Initiatives including apprenticeships.

COMPELLING REASON AND BACKGROUND

Work-Based Learning Office serves as Houston City College's central hub for developing and expanding employer partnerships, registered apprenticeships, pre-apprenticeships, and other work-based learning opportunities that connect education directly to employment. The office works with industry partners, labor organizations, school districts, community organizations, and economic development groups to create career pathways that align instruction with workforce needs, support student placement into earn-while-you-learn opportunities, and strengthen regional talent pipelines.

STRATEGIC ALIGNMENT

Strategic Priority: 1- Student Success, Strategic Priority: 2 - Personalized Learning , Strategic Priority: 3 - Academic Rigor , Strategic Priority: 5 - College of Choice

ATTACHMENTS:

Description	Upload Date	Type
Apprenticeships and Work-based Learning Program Update PPT	8/21/2026	Presentation

This item is applicable to the following:

Central, Coleman, Northeast, Northwest, Southeast, Southwest, District, Online



Apprenticeship Program Update

Margaret Ford Fisher, Ed.D.
Chancellor

Miguel A. Ramos, Ph.D.
Vice Chancellor, Instructional Services

Christina Tobin, Ed.D.
Interim Associate Vice Chancellor, Work-based Learning, Industry Partnerships, and Innovation

September 2, 2026

Goals

- ▶ Increase COE enrollment of non-traditional Apprenticeships to include Pre-Apprenticeships
- ▶ Increase productive partnerships with Local/Regional Employers, Economic Development Corporations, Workforce Boards, or Trade Associations
- ▶ Increase Revenue through Grants
- ▶ Promoting a culture of continuous education and upskilling for the current workforce
- ▶ Creation or expansion of short-term workforce education and training programs in high-demand occupations

Department at a Glance

Operating Area	FY26 Result	Overview
Trade Apprenticeship	4,616 enrollments	Largest scale; concentrated in plumbing and other union programs
Trade Pre-Apprenticeship	961 enrollments	Strong early pathway into skilled-trades careers
Non-traditional Apprenticeship	48 participants	25 active, 23 completed
Non-traditional Pre-Apprenticeship	155 participants	65 completed Y1; completion performance varies by pathway
Grant Funding Awards	18.7M	Workforce focused initiatives

Source: 2025-2026 Peoplesoft data 8.11.2026

Grant and Financial Impact – FY2026

Funding Source	Amount	Number of Students	Purpose
Chapter 133 Apprenticeship Training Program	\$1,150,188	961	FY26 union apprenticeship training
Texas Expansion Grant	\$364,000	200	Apprenticeship expansion Healthcare, Automotive
Chapter 133 Pre-Apprenticeship Pathways	\$99,000	57	Healthcare and Logistics
CenterPoint Energy	\$100,000	50	Scholarship and Support
Bank of America	\$18,000	0	Workforce systems support
Bloomberg Gulf Coast TradeUP Careers	17M	875/456	Highschool Pre- Apprenticeship/Apprenticeship
Total	\$18,731,188	2618	Excludes in-kind awards

* Does not include training or EPTL revenue

Industry partnerships build a regional talent ecosystem

6

PRIORITY INDUSTRIES

One connected portfolio—from career exposure and training to apprenticeship, employment and advancement.

EDUCATION SPOTLIGHT

Grow Your Own

Teacher residency + apprenticeship pathways

Partnership portfolio by industry

Representative partners advancing employer-driven pathways across the Gulf Coast region

Skilled Trades & Infrastructure

Bechtel • Hays • NRG
Quanta/CenterPoint • UES

Electrical • pipefitting • utilities • field technicians

Manufacturing & Defense

Tesla • Nucor • Dover Precision
General Dynamics Electric Boat

Manufacturing • CAD • Machining • Shipbuilding

Automotive & Logistics

Gulf States Toyota • Don McGill Toyota
City of Houston Fleet • Watco • Vopak

Automotive service • fleet operations • Logistics

Healthcare & Bioscience

MD Anderson • Harris Health • Dwyer
Alcon • Immatics

Allied health • Health Informatics • Biotechnology

Insurance & Business

Aon • Texas Mutual
Corebridge Financial • Taches

Insurance specialist • professional pathways

Education | Grow Your Own

HISD • Alief ISD • Baker Ripley • SBISD
Edwell • FBISD

Teacher residency • paraprofessional advancement

Multiple industries. One coordinated talent strategy.



Gulf Coast Region
Apprenticeship Hub
HOUSTON CITY COLLEGE



Gulf Coast Region
Apprenticeship Hub
HOUSTON CITY COLLEGE

Apprenticeship and pre-apprenticeship at a glance

2025–2026 participation, outcomes, and district-wide reach

APPRENTICESHIP

4,616

Trade apprentices

365 graduates

48 apprentices in non-trade industries

PRE-APPRENTICESHIP

1,116

Pre-apprentices enrolled

961 trade | 155 industry

Plumbers led trade enrollment at 78%

DISTRICT-WIDE IMPACT

2,782

unduplicated headcount

4075 duplicated enrollment

Central and Southeast colleges

PROGRAM LEADERS

748

Plumbing pre-apprentices

78% of trade pre-apprentices

86

Health Informatics pre-apprentices

55% of industry pre-apprentices

DISTRICT-WIDE IMPACT

HCC connects large-scale apprenticeship training with pre-apprenticeship pathways that prepare the next workforce pipeline

HOUSTON CITY COLLEGE

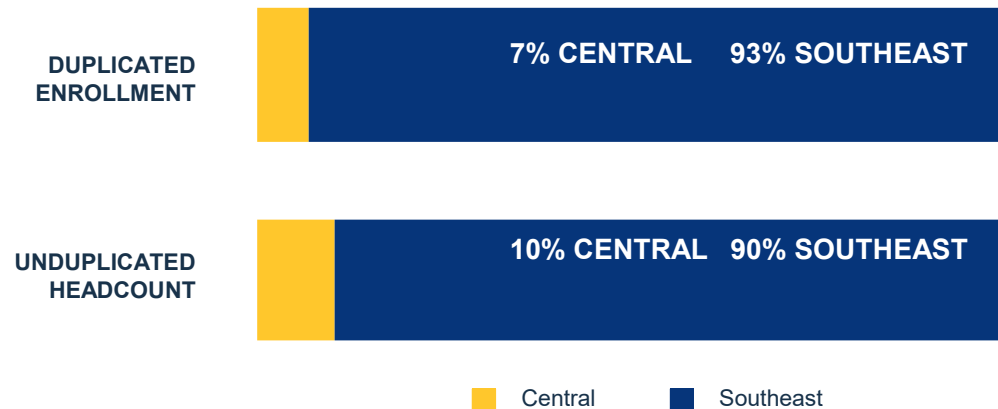
Source: 2025-2026 Peoplesoft data 8.11.2026



Southeast drives 90% of unique campus enrollment

2025–2026 campus enrollment | Central and Southeast

CAMPUS SHARE BY ENROLLMENT MEASURE



2,554

UNDUPLICATED HEADCOUNT

4075

DUPLICATED ENROLLMENT

1.51 enrollments per unique student

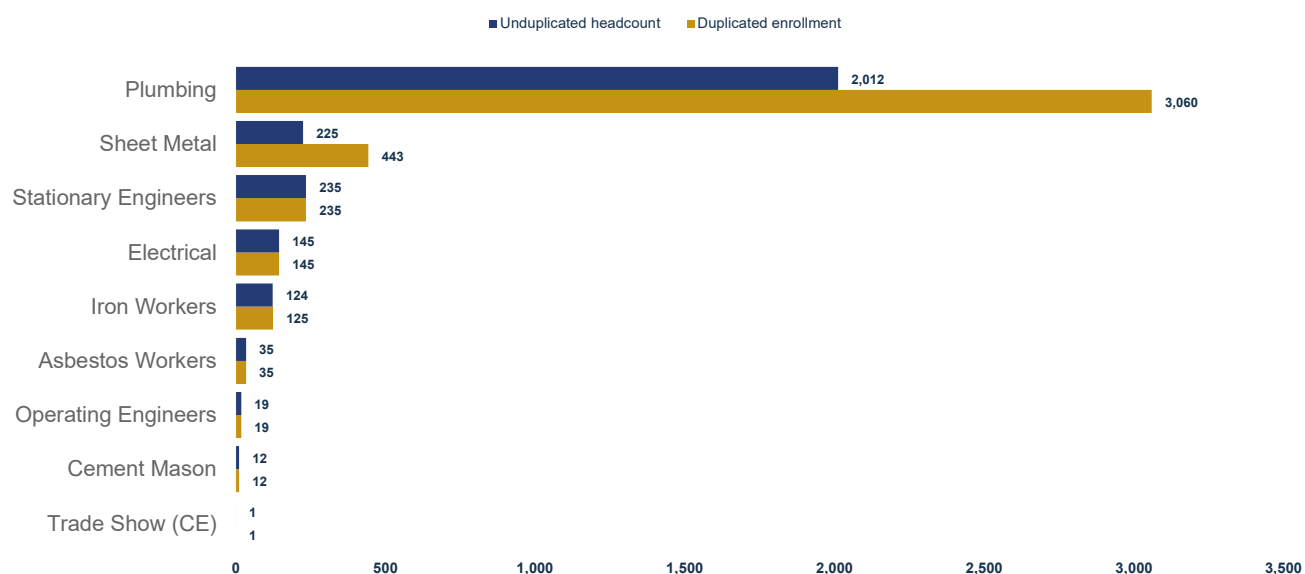
TAKEAWAY

Southeast accounts for 2,230 unique students and all 1,264 enrollments above unduplicated headcount.

Apprenticeship Trade Enrollment by Industry

2025–2026 apprenticeship enrollment by industry | Southeast and Central campuses

ENROLLMENT BY APPRENTICESHIP TRADE



2,808

UNDUPLICATED HEADCOUNT

4,075

DUPLICATED ENROLLMENT

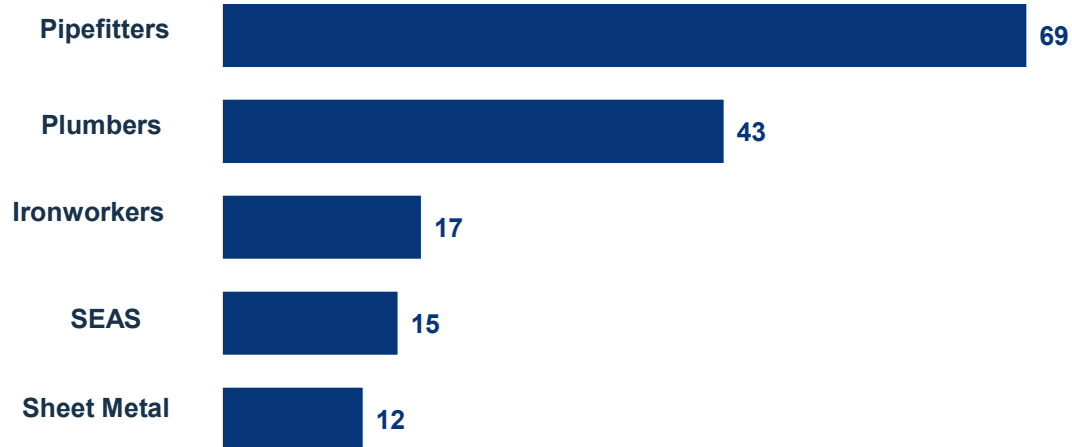
TAKEAWAY

Plumbing remains the largest trade, representing 72% of headcount and 75% of duplicated enrollment.

Chapter 133 Trade Program Graduates

2025–2026 apprenticeship completions by partner program

APPRENTICESHIP COMPLETIONS BY PROGRAM



156

TOTAL APPRENTICESHIP
GRADUATES

72%

from Pipefitters and Plumbers

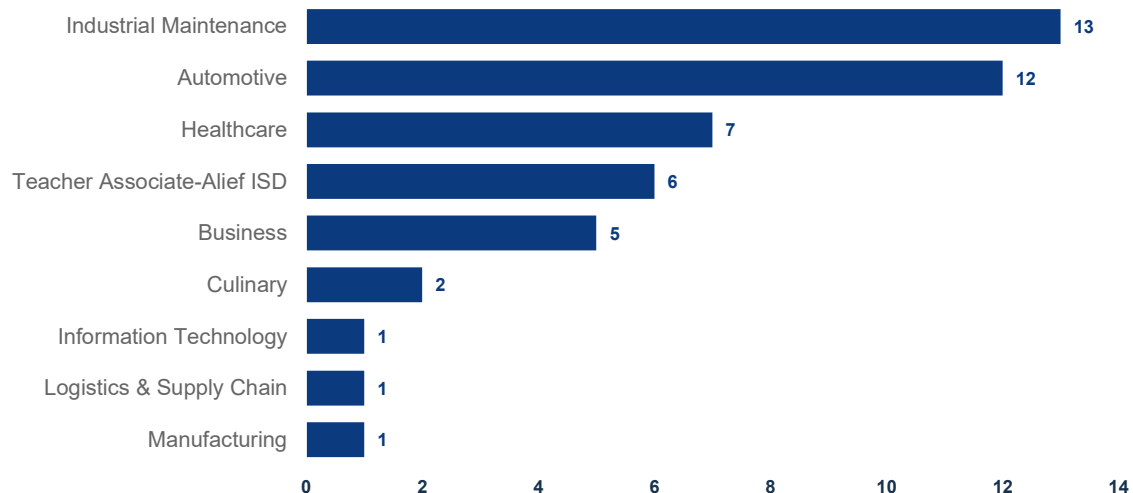
TAKEAWAY

Pipefitters led completions with 69 graduates—44% of all Chapter 133 apprenticeship graduate.

Nine industries account for non-traditional apprentices

2025–2026 apprenticeship count by industry

APPRENTICES BY INDUSTRY



48

TOTAL APPRENTICES

52%

from Industrial Maintenance
and Automotive

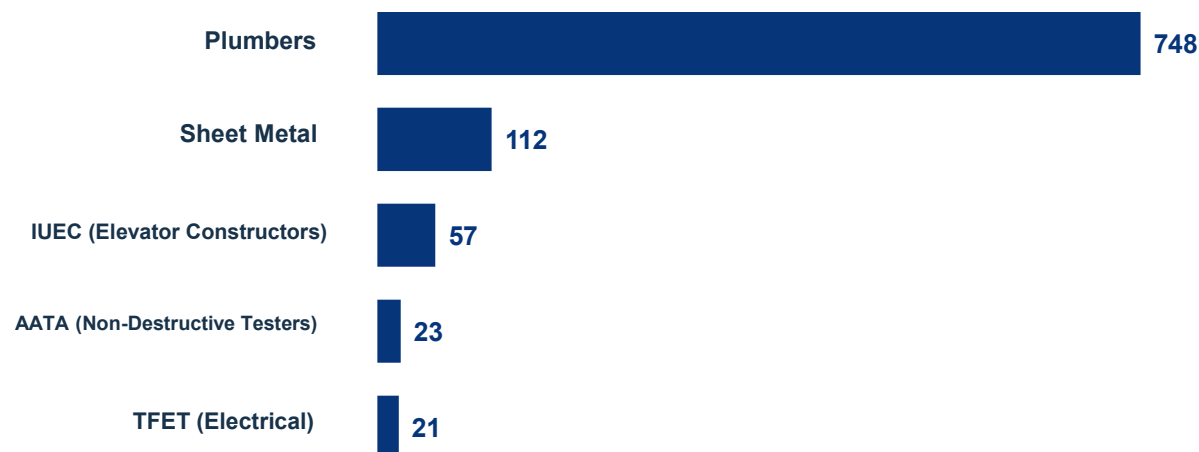
TAKEAWAY

Industrial Maintenance and Automotive lead participation with 25 apprentices—52% of the total.

Plumbers account for 78% of trade pre-apprenticeship enrollment

2025–2026 Chapter 133 trade pre-apprenticeship enrollment

ENROLLMENT BY TRADE PROGRAM



961

TOTAL TRADE
PRE-APPRENTICES

78%

enrolled in Plumbers

TAKEAWAY

Plumbers enrolled 748 students—more than three times the combined enrollment of the other four trade programs.

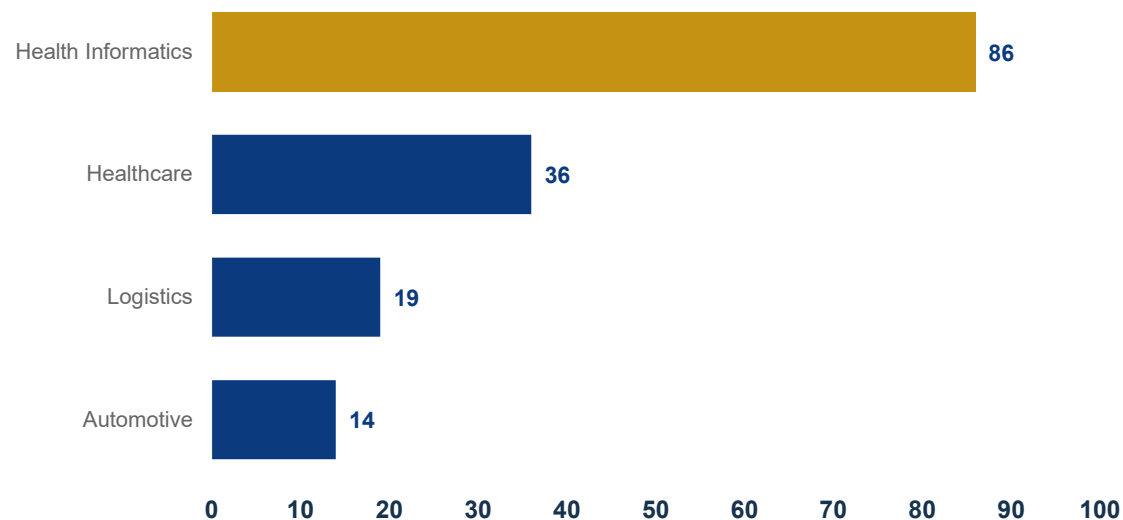
Slide 11

mi1 Is there a RADS data source or is this collected by the program?
miguel.ramos, 2026-08-18T13:03:02.106

Health Informatics leads Pre-Apprenticeship

2025–2026 Chapter 133 pre-apprenticeship program breakdown

PRE-APPRENTICES BY PROGRAM TYPE



86

HEALTH INFORMATICS
PRE-APPRENTICES

55%

of all pre-apprentices

TAKEAWAY

Health Informatics accounts for 86 of 155 participants—more than half of pre-apprenticeship enrollment.

GULF COAST **TRADEUP** CAREERS

Building a stronger Gulf Coast through skilled trades careers.

TRADEUP FOUNDATIONS

(Pre-Apprenticeship)



Explore
Careers



Build
Skills



Earn
Credentials



Mock
Interviews

TRADEUP APPRENTICESHIPS

(Registered Apprenticeship)



Employer
Match



On-the-Job
Training



Related
Instruction



Family-Sustaining
Careers



1,400+ STUDENTS
SERVED

500+ APPRENTICESHIPS
CREATED



STRONGER COMMUNITIES
ACROSS THE GULF COAST

GULF COAST TRADEUP CAREERS

Committed Employer Partners

- **Bechtel**
- **Dover Precision**
- **Hays Electrical**
- **Harris Health System**
- **MD Anderson**
- **NASA**
- **NRG Energy**
- **Operating Engineers Local 450**
- **Quanta Services**
- **Tesla**
- **UES**



WORK-BASED LEARNING &
INDUSTRY PARTNERSHIPS

THE BUILDER'S CIRCLE

EMPLOYERS BUILDING THE
GULF COAST'S FUTURE WORKFORCE

Employers join the Builder's Circle
by hiring, developing and retaining
TradeUp apprentices.

THREE LEVELS OF PARTNERSHIP, ONE SHARED MISSION.

Partner at the level that aligns with your workforce goals and capacity.



ACCELERATOR PARTNER

10-19 APPRENTICES ANNUALLY



Partial onboarding
reimbursement



Equipment and tool
subsidies



CHAMPION PARTNER

20+ APPRENTICES ANNUALLY



Expanded onboarding support



Instructor training subsidies



Employer branding



Recognition as a Bloomberg
Trades Employer of Choice



Joint regional marketing



CATALYST PARTNER

FEWER THAN 10 APPRENTICES ANNUALLY



Wraparound support
reimbursement



Transportation assistance



Uniform assistance



PERFORMANCE-BASED INCENTIVES



ONBOARD
Apprentice
Onboarding



RETAIN 90 DAYS
Apprentice reaches
90 days of employment



RETAIN 12 MONTHS
Apprentice reaches
12 months of employment

The longer apprentices succeed, the greater the opportunity
for employer incentive support.



EMPLOYER INVESTMENT

Employers invest alongside the initiative through
mentoring, training time, tools, PPE, equipment,
classroom/facility use and other in-kind contributions.



COST-SHARE EXPECTATION:

25-50%, based on partnership tier.

GULF COAST
TRADEUP
CAREERS

Building a skilled workforce.
Creating stronger communities.



**STRONGER TOGETHER.
BETTER TOGETHER.**



hccs.edu/tradeup



apprenticeship.hub@hccs.edu



713-718-5336

Thank You