

# Diversity, Equity, and Inclusion: Building the Pipeline of the Future

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As part of the Community Improvement Project with LEAD Young Professionals, the Diversity, Equity, and Inclusion small group will expound on the glaring need for diversity in the workforce and how a simple call-to-action is not enough. The focus must shift to leveling the playing field in earlier education. Through this paper, we will showcase the impact that different schools and organizations in the Dallas area have identifying marginalized people and

Dallas County Living Wage Calculation <sup>1</sup>				
1 Adult				
	0 Children	1 Child	2 Children	3 Children
Living Wage	\$15.21	\$30.62	\$37.32	\$47.38
Poverty Wage	\$6.13	\$8.29	\$10.44	\$12.60
Minimum Wage	\$7.25	\$7.25	\$7.25	\$7.25

empowering them with the tools they need to succeed. Through the personal stories of Jasmine and Tariq, we experience the transformative effect these institutions have on the lives of the people they reach. While the stories are separate, they are each chronologically ordered to take

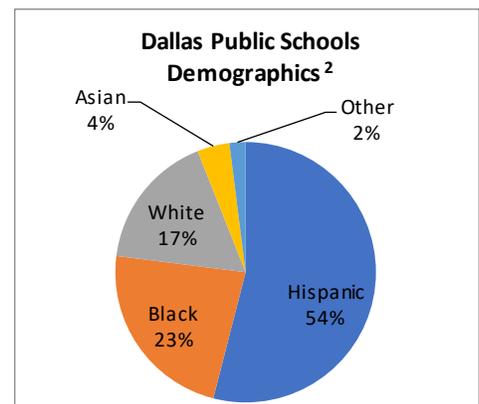
Today, only 4% of black and Hispanic high school students graduate ready to succeed in post-secondary education<sup>2</sup>

our audience on a journey through Dallas Independent School District (Dallas ISD), into trade schools and college, with full-time, living wage <sup>1</sup> employment as the end goal. Through the stories of these individuals, we develop a deeper understanding of the various Dallas institutions combatting institutional racism

and gender bias head on, resulting in a diverse and sustainable talent pool.

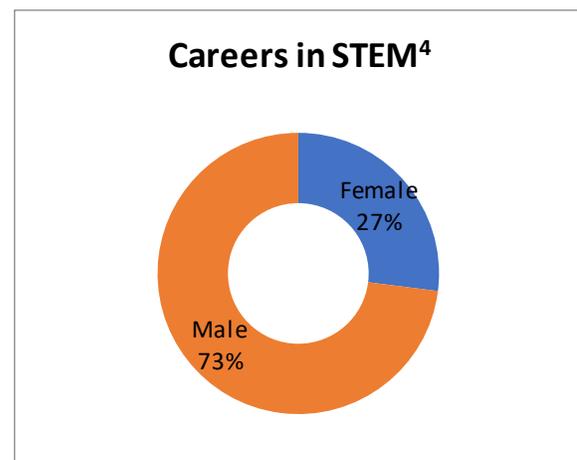
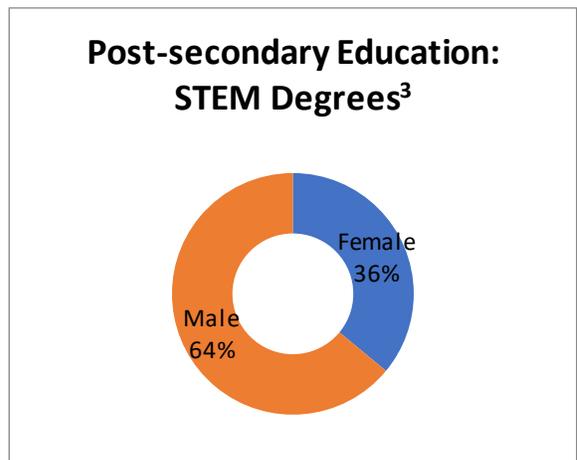
Jasmine: The Rose That Grew From Concrete

Jasmine grew up in south Dallas, on the corner of Malcolm X and Warren Avenue. Many of the statistics about her upbringing would be sad but unsurprising; however, her ability to transcend these circumstances is a gripping tale of the American Dream realized. Her story starts at Martin Luther King Jr. Learning Center, continues at Billy Early Dade Middle School and ends at James Madison High School.



Dallas ISD’s reputation has a history marred by low test scores and mismanagement, but the district has invested in improvements over the past ten years. Dallas ISD has set the bar high with specialized programs aimed at giving parents and students varying choices and opportunities to build a path for the future, specifically skills historically unavailable to underrepresented students like Jasmine.

Jasmine, a young, ethnically diverse female, historically represents a small portion of students in STEM (Science, Technology, Engineering and Mathematics) programs and the eventual workforce, a trend Dallas ISD is working to reverse. From elementary school through high school, Jasmine was enrolled in STEM. Through the Dallas ISD STEM program, students are prepared for high-demand careers by engaging in hands-on activities in the STEM disciplines, which are vital for a thriving economy and a safe society<sup>7</sup>. She was challenged to use technology and math to solve problems, making her an analytical thinker and a formidable force in academic competitions. Something Jasmine is proud of, as she exclaims: “No one ever thought I could do math, let alone win competitions.”



During her time in STEM, she grew passionate about hands on projects, specifically math foundational to construction. She said a passionate Geometry teacher showed her the “real world application of math” and “how these formulas could help you figure out something you needed to know when building a building... after I realized what I could the math for, honestly I was hooked. There was no other subject as applicable to the problems I liked solving like math.” Before graduation, Jasmine participated in the Dallas Mayor’s Intern Fellows Program, and was introduced to a major general contractor. The internship solidified Jasmine’s desire to pursue a

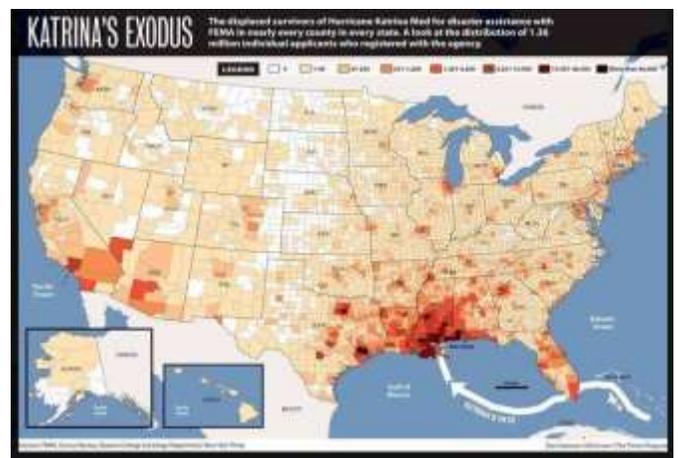
career in construction. The mission of the Dallas Mayor's Intern Fellows Program is to introduce exceptional Dallas high school students to future career opportunities, professional employment and valuable workplace skills, while also providing local Dallas companies, nonprofits and government entities a meaningful way to make an investment in the youth of Dallas and its future workforce<sup>8</sup>.

Upon graduating high school, Jasmine achieved employment at that major general contractor as an apprentice in their electrical division while also being fully enrolled as a student in Collin College's Technical Campus earning a degree in construction technology. Collin College Technical Campus is a comprehensive campus offering students multiple paths to success in high-demand, high-wage career fields including automotive, construction, health care, information technology and manufacturing<sup>9</sup>. While programming at the Technical Campus has changed over time to meet Collin County's workforce needs, Collin College developed more than a dozen new trade programs to ensure today's students are prepared for tomorrow's job market. Collin College connected the practicality of formal education with the hands-on experience that initially inspired Jasmine's passion.

Jasmine's story highlights the formative role Dallas ISD's STEM program played in her development and aspirations for the future. Dallas ISD also has an active alumni community that readily serves as volunteers, mentors, donors, and supporters of current students and numerous district projects and causes. Additionally, the Mayor's Internship Program gave her invaluable exposure to her future employer. Finally, her employment at a major general contractor and the company's desire to develop talent resulted in her introduction and enrollment at Collin College, an exceptional trade school supplying young, talented students a viable alternative to traditional college degrees. Organizations like these are actively working to combat generations of inequity and bring opportunities to the minority youth in Dallas.

## Tariq: Onward and Upward

Tariq and his sister were raised by their single mother in the Lower Ninth Ward in New Orleans, Louisiana. Growing up they didn't have many material possessions, but they had strong family bonds to rely on when times were rough. In the summer of 2005, as Tariq was heading into his junior year of high school, Katrina hit, bringing devastation to the city and taking their home as she left. The family took shelter in the New Orleans Superdome for months, until eventually relocating to live with an uncle in Dallas, Texas. This relocation to Texas was common for thousands of families displaced by Katrina.



After missing time due to displacement, Tariq began attending his new high school halfway through the school year. In the evenings, he worked with his uncle as an electrical repair technician. His uncle had learned some basic construction skills through the Regional Black Contractors Association (RBCA), a unique organization that facilitates assistance for the Re-Entry population to become candidates for employment<sup>10</sup>. Tariq's work with his uncle was an unspoken deal: the uncle provided room and board for the family, but Tariq had to work evenings and weekends to bring in more money. The year was shaping up to be "...the toughest year of my life, but also my most formative." Tariq goes on to explain, "Sure, I was struggling at school to catch up, and in the evenings, helping my uncle didn't get my homework done, but it did help in two ways: First, I was able to make enough money every month to help keep us sheltered long enough for my mom to get us a place of our own. And two, I knew I never

wanted to be in this situation again.” For Tariq, 2005 was the year of strife, adjustment and resilience, but 2006 would prove to be very different.

Going into his senior year, Tariq returned from the summer a different man. A few things had changed. He and his mom were able to move the family into an apartment of their own. The second major change came from Tariq’s introduction to a new world of opportunity. While at an OSHA training course hosted by RBCA, Tariq met an RBCA board member. Though a routine exchange as seen from the outside, the impact to Tariq was significant. His new goal: attending a historically black college or university (HBCU). Tariq would be the first in his family to attend college, a terrifying thought. The RBCA board member sensed that fear, related to it and connected Tariq to Upward Bound, an organization known for connecting talented prospective students to Dallas’ very own HBCU, Paul Quinn College.

As a senior preparing for college, Tariq was actively mentored at LNEESC Dallas’s Upward Bound Program. Upward Bound provides key support to students in their preparation for college admission. The program gives opportunities for students to succeed in their pre-college performance and university goals. Upward Bound supports high school students from low-income families and high school students from families in which neither parent has a bachelor’s degree. The goal of Dallas’s Upward Bound Program is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of post-secondary education<sup>11</sup>.

HBCU’s make up only **3%** of the US’s colleges and universities; they enroll **10%** of all African American students and produce almost **20%** of all African American graduates.<sup>6</sup>

Tariq knew there were three things he had to do before Christmas: (1) take the SATs, (2) apply for financial aid, and (3) apply to college. His biggest problem: not understanding where to start. In fact, he had only learned about the SATs over the summer from a friend. The lack of role modeling and counseling in Tariq’s life can be filled by organizations like Upward Bound. In the cycle of poverty, there is no ‘know-how’ passed on to explain how to ‘get ahead’ in life; no experience passed down to children to help apply, get in, and succeed in college; and certainly

no trust funds dedicated to future generational wealth. With consistent mentorship, Tariq was accepted into Paul Quinn College and was able to apply for and earn scholarships to cover the cost of most of his tuition. People ask Tariq how he got into Paul Quinn, and he often responds truthfully with, “How could I not get in? I am who they are trying to reach.”

Once at Paul Quinn, Tariq was educated both in the classroom and out. Paul Quinn College is aware of and addressing the unique challenges their students face to get there, and the ones they will likely face on the other side of graduation. They have received feedback over the years, from alumni and future employers, that there is a strong need to educate students beyond classroom academics. They need to teach them the skills needed to be successful in the work world, including workplace culture, accountability, and teamwork. In response, Paul Quinn developed the College Work Program. It is mandatory to all students and offers more than 30 areas of focus, including the one that caught Tariq’s eye: the Corporate Work Program.

The Paul Quinn College Work Program encourages all students to embrace the ideals of disciplined work, servant leadership, and initiative in preparation for lives of financial freedom, community engagement, and outstanding character. The Work Program is designed to provide students with meaningful work opportunities that allow them to better serve the Paul Quinn community while also developing the necessary skills, habits and experiences to be competitive in the 21st century job market and practicing economic leadership by actively contributing towards the cost of their education. Program outcomes include creating a capable workforce that provides the College and institutional partners with staffing for key areas of operation, designing positions that strengthen students’ work ethic, personal and professional competencies, and creating a commitment to the service of others while encouraging the pursuit of excellence, reflection, and self-development through rigorous performance evaluation and mentorship, among other things<sup>12</sup>.

After completing the first two years of this Work Program, students are eligible to participate in the Corporate Work Program. The Paul Quinn College Corporate Work Program (“Corporate Work Program”) is designed to give Paul Quinn students the opportunity to explore various career options prior to graduation and to receive one-on-one professional mentoring

through internships at businesses and organizations throughout the Dallas-Fort Worth area. Corporate Work Program students work 16 – 20 hours each week for 400 hours each academic year in internships at Dallas-Fort Worth area businesses.

Tariq did his work, which was an average of 350 hours annually, with a real estate private equity firm. This was his first exposure to the corporate structure and where he “was able to development knowledge on the rules of engagement.” Tariq now reflects on that experience and the steep learning curve by stating, “I think there needs to be an expansion on exposure to the rules of the game. Having good grades is one thing, but I also had to understand how people operate and connect in the office, break room, and at lunch. It’s tough to see well-educated minorities come up short when exposed to other spaces.” Fortunately, it was this exposure, learning the ‘rules of engagement’, and his success during the work program that encouraged President Sorrell to introduce Tariq to Crow Holdings right before graduation. Tariq, like all the times in his past, rose to the occasion, and got the job.

He credits all his bridge programs, like RBCA for his uncle, Upward Bound, and Paul Quinn’s Corporate Work Program as giving him the tools he needed to make it over the bridge. Tariq’s concluding remarks drive this point home best: “I know the experience I got through the Corporate Work Program and working at the real estate private equity firm was essential to my success at Crow Holdings.” Tariq’s story highlights the life-changing impact people and organizations had on his life, and it inspires us to support their mission today.

Building a diverse, equitable, and inclusive workforce starts with leveling the playing field for underrepresented individuals throughout all levels of education. Organizations and programs like STEM in Dallas ISD, the Dallas Mayor’s Intern Fellows Program, Collin College’s Technical Campus, the Regional Black Contractor’s Association, Upward Bound, and HBCU’s like Paul Quinn College, are building a pipeline for underserved people to power through a history of poverty and exclusion. To win. To rise.

# Organization Overviews

# Dallas ISD Science, Technology, Engineering, and Mathematics (STEM) Program



The Dallas Independent School District sits in the heart of a large, diverse, and dynamic region with a metropolitan population of 6.5 million people in the 12 counties in North Central Texas. Dallas ISD comprises 384 square miles and encompasses the cities of Dallas, Cockrell Hill, Seagoville, Addison, Wilmer, and parts of Carrollton, Cedar Hill, DeSoto, Duncanville, Farmers Branch, Garland, Grand Prairie, Highland Park, Hutchins, Lancaster, and Mesquite. The district is the second-largest public school district in the state and the 14th-largest district in the nation.

Dallas ISD has seen continual gains in student achievement and strives to help ensure the success of every student. Upon graduation, district students are college and career ready, primed to be productive, contributing members of the community. Dallas ISD has a supportive and active alumni community that readily serves as volunteers, mentors, donors, and supporters of current students and numerous district projects and causes.

Through the Dallas ISD STEM program, Students are prepared for high-demand careers by engaging in hands-on activities in the STEM disciplines, which are vital for a thriving economy and a safe society.

Dallas ISD is also home to the largest STEM EXPO in Texas where students can explore, design, and create real-world STEM activities. The STEM EXPO has over 130 hands-on exhibits and serves as the culmination event for many district STEM competitions. Interested in becoming a volunteer for the 2021 Dallas ISD STEM EXPO? Please contact Crystal Alexander, STEM Manager, at [crwoods@dallasisd.org](mailto:crwoods@dallasisd.org) or 972-925-8907.

Dallas ISD schools are not yet accepting volunteers on campus due to efforts to protect students and staff from the spread of COVID-19; however, Dallas ISD is accepting volunteer applications for the 2020-2021 school year. In the meantime, to offer financial or in-kind support for a campus, please contact Partnership and Volunteer Services.

<https://www.dallasisd.org/choosedallasisd>

<https://www.dallasisd.org/stem>

**Dallas ISD Partnership and Volunteer Services**  
9400 N. Central Expressway  
Suite 900 Box 21  
Dallas, Texas 75231  
Telephone: 972-925-5440  
[volunteer@dallasisd.org](mailto:volunteer@dallasisd.org)  
[partners@dallasisd.org](mailto:partners@dallasisd.org)

## Dallas Mayor's Intern Fellows Program



The mission of the Dallas Mayor's Intern Fellows Program (MIFP) is to introduce exceptional Dallas high school students to future career opportunities, professional employment and valuable workplace skills, while also providing local Dallas companies, nonprofits and government entities a meaningful way to make an investment in the youth of Dallas and its future workforce.

The MIFP is an eight-week, paid summer internship program that introduces Dallas public high school students to careers and employment opportunities in industries and companies where they have expressed interest. Modeled after the prestigious White House Fellows, MIFP prepares motivated students to become the leaders of tomorrow.

In 2012, the MIFP continued with the leadership of Mayor Mike Rawlings, who expanded the program to include all Dallas public and charter schools. Under his leadership, the Mayor's Intern Fellows Program has grown over 650%, increasing the number of internships from 59 in 2001 to 395 in 2018, making this one of the largest interns programs in the country. In 2019, the torch was passed to Mayor Eric Johnson whose steadfast priorities for economic development and education undeniably align with the Mayor's Intern Fellows Program. Mayor Johnson's goal is to provide more opportunities for scholars to gain valuable hands-on experiences that can ultimately prepare the future workforce for the City of Dallas. The Program is currently on hold during the COVID-19 pandemic.

The Dallas Foundation is the fiscal sponsor of the MIFP, a component fund of The Dallas Foundation, a 501(c)(3), publically supported charity. Upon resumption of the Program, financial sponsorship can be accomplished through The Dallas Foundation's donation service.

<https://www.mayorsinterns.org/>

### **The Dallas Foundation**

Reagan Place at Old Parkland  
3963 Maple Avenue, Suite 390  
Dallas, TX 75219  
Phone: 214-741-989

## Collin College Technical Campus



Collin College Technical Campus is a comprehensive campus offering students multiple paths to success in high-demand, high-wage career fields including automotive, construction, health care, information technology and manufacturing.

While programming at the Technical Campus may change over time to meet Collin County's workforce needs, Collin College developed more than a dozen new trade programs to ensure today's students are prepared for tomorrow's job market. That means looking at growing industries and determining which programs will best serve the county's residents in the future.

Support opportunities include contributions to the Collin College Foundation. Collin College Foundation is the 501(c)(3) nonprofit fundraising arm of Collin College. Gifts from faculty, staff, friends, alumni, corporations, foundations and many others, help provide access to high quality education through scholarship assistance, vital student programs and support for innovation across our seven campuses.



### Collin College Technical Campus

2550 Bending Branch Way

Allen, TX 75013

972-553-1290

<https://www.collin.edu/campuses/technical/>



### Collin College Foundation

3452 Spur 399, Suite 429

McKinney, Texas 75069

972-599-3145

<https://www.collin.edu/foundation/index.html>

## Regional Black Contractors Association (RBCA)



Today, the RBCA is the primary organization working on implementable solutions that enable the meaningful and sustainable inclusion of African American construction industry professional services and trades firms. The strategy includes direct engagement with owners and developers as well as general contractors and construction management firms.

The RBCA maintains a very effective working relationship with state, municipal, and corporate leaders and their supplier diversity executives, elected and appointed officials for the support of African-American business development. Locally, statewide and in Washington, DC, they are constantly monitoring of pending legislation that might affect our member's businesses, their growth and even their ability to conduct business. When legislation is being considered that affects their mission, the RBCA quickly mobilizes to work with key policy makers to support and ensure that every opportunity is available for the RBCA and its members.

Support opportunities include contribution to [The GoGiver Fundraising Campaign](#). This program provides support to sustain the association and continue to provide solutions for the most under-served members of our community.

2627 Martin Luther King Jr Blvd.

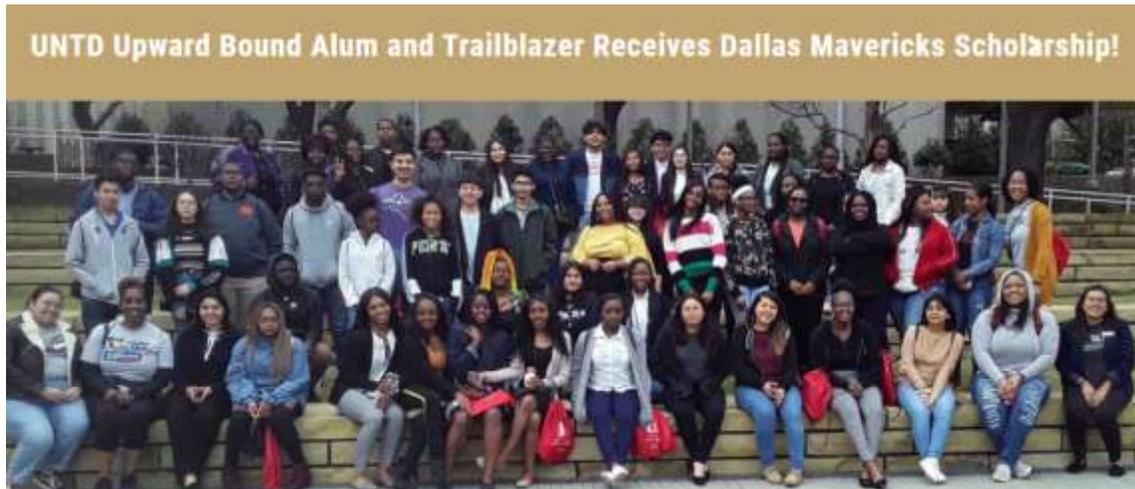
Dallas, TX 75215

T: (214) 565-8946

E: [info@blackcontractors.org](mailto:info@blackcontractors.org)

<https://blackcontractors.org/community-involvement/>

## Upward Bound Program at University of North Texas



The UNT Dallas Upward Bound program provides fundamental support to participants in their preparation for college entrance. It also provides opportunities for participants to succeed in their pre-collegiate performance towards their pursuit of higher education. Upward Bound serves high school students from low-income families or families where neither parent holds a bachelor's degree. Their goal is to increase the rate in which participants complete their secondary education, enroll in college and graduate.

The Upward Bound program at UNT Dallas aims to facilitate academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. Furthermore, the participants can receive counseling, mentoring, cultural enrichment, and work-study services designed to improve their financial and economic literacy. In addition, they also have programs specifically designed for students who have limited English proficiency, have disabilities, identify with groups traditionally underrepresented in postsecondary education, and who might be homeless youth. Each year, the program is funded to serve 120 students from the surrounding areas.

Upward Bound students are expected to demonstrate increased success with their academic performance, high school completion and college readiness. These are measured each year by the Texas Education Agency (STAAR exams), PEIMS Data and college entrance completion rates for all Upward Bound participants.

### TRIO Programs

Phone: 972.338.1892

Email: [UpwardBound@untdallas.edu](mailto:UpwardBound@untdallas.edu)

<https://aa.untdallas.edu/upward-bound>

## Paul Quinn Work College Program



The vision of the Paul Quinn College Work Program (“the Work Program”) is to transform ability into action and potential into achievement by encouraging all students to embrace the ideals of disciplined work, servant leadership, and initiative in preparation for lives of financial freedom, community engagement, and outstanding character.

The Work Program is designed to provide students with meaningful work opportunities that allow them to better serve the Paul Quinn community while also developing the necessary skills, habits, and experiences to be competitive in the 21st-century job market and practicing economic leadership by actively contributing towards the cost of their education.

All residential, full-time students are required to participate in the Work Program regardless of their financial need. Similar to the on-campus component, the Corporate Work Program is an educational program as well as being a financial assistance program for students. Because of this important goal, corporate partners are asked to ensure that interns who work for them are given meaningful, substantial work that challenges them on a daily basis.

Paul Quinn College is seeking people who are willing to make investments in students and in the “Nation Building” campaign. The resources that provided will not only benefit the College, but they will also ensure that the College is better able to service the needs of the community. To invest in Paul Quinn College, visit <http://www.pqc.edu/invest/>, or call the admissions office.



Paul Quinn College

3837 Simpson Stuart Rd, Dallas, TX 75241

(214) 376-1000

[admissions@pqc.edu](mailto:admissions@pqc.edu)

Work Program Office Information:

Administration Building Room 206

Phone: (214) 379-5517

Office Hours: Monday – Friday 8:30A to 5:30P

<http://www.pqc.edu/nation-building/work-program/#pane-0-2>

# Appendix

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