

Report to Dallas College to Inform Decisions on Service to Grand Prairie, Texas

Prepared by
National Center for Higher Education Management Systems
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Executive Summary

The city of Grand Prairie, Texas is located on the border between Dallas County and Tarrant County. Its population is growing, and most residents live in Dallas College's service area and taxing district. However, it is not home to any Dallas College campuses nor any other institutions of higher education. Grand Prairie's leaders have recently stepped-up advocacy for Dallas College (or potentially another institution) to establish a more permanent presence within city limits as a way to boost attainment, spur economic development activity and prosperity, and serve as a symbol of the city's ambitions and growing prominence. In response, Dallas College contracted with the National Center for Higher Education Management Systems (NCHEMS) in March 2022 to investigate whether there it should expand its offerings and services in Grand Prairie and, if so, how best to do it. This report, which is based on data provided by Dallas College's Labor Market Information Center, other publicly available data, and engagement with a variety of stakeholders, details our findings and recommendations. A key question about how to best serve the needs of the city, posed by Dallas College's chancellor, is "What does 'presence' look like?" In particular, do the city's needs require the presence of a permanent physical space? This report, which is based on data provided by Dallas College's Labor Market Information Center, other publicly available data, and engagement with a variety of stakeholders, details our findings and recommendations.

Besides the community's interest, several factors help explain why an assessment of needs in Grand Prairie is warranted. Until the pandemic, Dallas College enrollment of Grand Prairie residents was also growing, and it was doing so at a faster rate than Dallas College enrollments overall. A higher-than-average percent of Grand Prairie adults, compared to other cities in the area, do not have a college degree, and Grand Prairie residents make up a smaller percentage of Dallas College students than they comprise of the overall population of Dallas County. Based on enrollment data, there are specific Grand Prairie populations that appear to be underserved, including adults aged 25, non-credit students, and Pell-eligible students. The needs of Hispanic students and potential students also warrant special focus; Grand Prairie's Hispanic population is large and growing, and Hispanics comprise 62 percent of Dallas College's credit students from Grand Prairie. There are also several Grand Prairie industries that are large or growing, including health care, manufacturing, and construction.

Although this study identifies unmet educational needs in Grand Prairie, NCHEMS finds that addressing them does not require the construction of a permanent campus or facility owned and operated by Dallas College. There are less expensive alternatives for expanding services to Grand Prairie in targeted ways, ideally in cooperation with other entities (including the city itself, employers, and other educational providers), that will extend Dallas College's "presence" in the city and meet clearly specified needs.

Even without a campus of its own, NCHEMS finds that many—but not all—of Grand Prairie's higher education needs are being met by nearby options. NCHEMS did not find widespread evidence of large populations of unserved students in Grand Prairie.

- Graduates from the Grand Prairie Independent School District (GPISD) attend college at similar or higher rates compared to other districts in the county, and Dallas College partners with GPISD on a robust dual credit program.
- Hispanic students from Grand Prairie are enrolled at Dallas College at rates above those of other racial/ethnic groups, relative to their population in the city. (Whether they are accessing four-year institutions at equivalent rates is an open question beyond the scope of this study.)
- Adult students and students from low-income backgrounds are underrepresented in Dallas College enrollments, as are Grand Prairie students enrolled in non-credit programming. These gaps are opportunities where Dallas College can better meet the city's educational needs.
- Access to particular programs is varied for students, most commonly as a result of transportation challenges but occasionally due to inadequate capacity at Dallas College. For instance, programs that are offered on the east side of the city are difficult to reach for Grand Prairie residents.

Nor does the evidence point to a large reservoir of unmet demand for college-educated workers that is specific to the Grand Prairie city limits; what demand exists spans beyond the city and can be addressed by the many nearby college options.

- Grand Prairie's economy exists within a complex metropolitan area; its needs for college-educated workers is similar to other nearby communities, and its large and growing industries—manufacturing, transportation, wholesale trade, construction, and healthcare—are not unique to the city and generally do not have wholly distinct needs for talent.
- Industries in Grand Prairie are experiencing a shift toward greater skills requirements in the occupations that are growing fastest, skills that typically require additional postsecondary education or training.
- Employers in Grand Prairie are competing with one another for college-educated talent, and with other employers nearby (in some cases, competition can be most intense within an employer with multiple sites and divisions across the metro area). Employers can benefit from closer cooperation with Dallas College to develop and offer courses and programs, identify funding to support training requirements, and customize training offerings.
- Educational programs that are most commonly needed by Grand Prairie employers include programs in healthcare, manufacturing, computing and software development, and construction. Employers also were keenly interested in developing more apprenticeship opportunities in partnership with Dallas College and other educational providers, including GPISD. In addition, employers have needs for assisting their workers with ESOL training.
- Small businesses reported needing additional support and connections with Dallas College.

It is important to point out that some of these gaps in service to Grand Prairie stem from structural sources: the history of separate institutions that recently merged to become Dallas College; the county border running through the city; and a lack of public transportation (although a new city-created service may assist in addressing this issue).

Recommendations to address these findings include:

- Dallas College should not establish a college-owned permanent facility or community campus in Grand Prairie at this time.
- Instead, Dallas College should deliver focused programmatic offerings linked to either specific workforce development needs of target populations or to student demand in collaboration with partners. These offerings should focus on:
 - Growing occupations/industries for which there is no program at Dallas College's Mountain View campus, including medical assisting, software development and quality assurance, engineering, logistics, and various programs in mechanical and construction trades, as well as additional areas of high student demand.
 - Non-credit programming in ESOL instruction, entrepreneurship support, and customized workforce training.
 - Adults aged 25 and over, Pell-eligible students, and Hispanic students.
 - Areas of generally high student demand
- Ensure that the academic programs offered at campuses far from Grand Prairie, but which are in-demand among Grand Prairie students and relevant to its workforce, are accessible to residents of the city.
- Actively collaborate with Tarrant County College to cooperatively serve students and employers in Grand Prairie. The county boundary that divides Grand Prairie into the two colleges' service districts makes this collaboration essential for seamless service.
- Collaboratively plan with other institutions of higher education that serve or are seeking to serve students in Grand Prairie.
- Expand communication and engagement efforts with Grand Prairie leaders, employers, residents, and community organizations.
- Partner with Grand Prairie employers to meet local workforce needs, both those specific to the needs of individual employers and those that are more general.
- Develop a rubric for evaluating the performance of existing Dallas College locations and conduct periodic analyses of what locations are serving which populations.
- Assign an individual (or department) the task of overseeing Dallas College's efforts in Grand Prairie.

Introduction

In March 2022, Dallas College hired NCHEMS to investigate whether there is a need to expand its offerings and services in Grand Prairie, Texas. This project is a response to community interest from Grand Prairie community members who have recently stepped up their advocacy for increased higher education services, including a campus, within the city. Concerns raised by city leaders have included the following:

- The absence of a physical campus limits efforts to attract employers and boost economic development activities. A campus would also be a symbol of the growing size and significance of the city within the Dallas-Fort Worth metroplex.
- Access to educational opportunities by Grand Prairie's large and growing Hispanic population is limited by the lack of a physical presence. The lack of a public transportation infrastructure that links Grand Prairie to other parts of the surrounding area exacerbates this challenge.
- Employers in the city face challenges attracting educated workers.
- Grand Prairie and its needs have not received adequate attention from Dallas College.

Under the resulting contract, NCHEMS conducted an assessment of the needs of Grand Prairie and the options for addressing them that are available to Dallas College, including whether to site a new campus in the city. This needs assessment included based on an extensive analysis of data, stakeholder engagement activities, and promising practices drawn from NCHEMS' national perspective. This report developed for Dallas College's leadership details our findings, identifies areas of need in Grand Prairie, and makes recommendations for how Dallas College can best serve Grand Prairie moving forward.

Methodology

The scope of work for this project included two primary components: an environmental scan and stakeholder engagement. The environmental scan consisted of gathering, analyzing and interpreting data from a variety of sources with the goal of identifying any areas in Grand Prairie may be under-served by Dallas College. The majority of these data and related visualizations were provided by Dallas College's Labor Market Information Center. LMIC's sources included:

- The U.S. Census' American Community Survey for information on Grand Prairie's population and college attainment;
- The U.S. Census' LEHD Origin-Destination Employment Statistics (LODES) for information on the movement of workers;
- JobsEQ, EMSI, and Burning Glass for information on Grand Prairie's labor market by occupation and industry. These databases rely on information from the Bureau of Economic Analysis, Bureau of Labor Statistics, National Transportation Research Center, Census Bureau, Council for Community and Economic Research, Department of Agriculture, Department of Defense, Employment and Training Administration, National Center for Education Statistics, O*Net, as well as web-based job advertisements;

- The North Texas Council of Governments for information on the location of educational institutions near Grand Prairie;
- Internal Dallas College data on enrollments and credentials broken down by multiple demographics and locations.¹

Given that this report was commissioned by Dallas College and its LMIC provided data support, the bulk of the data on which the findings are drawn are specific to Dallas College and cannot be more finely analyzed for other local institutions, though NCHEMS also obtained some information from Tarrant County College. In addition, NCHEMS gathered and analyzed data and information from public sources including the U.S. Census Bureau’s American Community Survey, the Texas Association of Counties, the Texas Higher Education Coordinating Board, and the Dallas College and City of Grand Prairie websites. The resulting analyses supplied data-based analyses of Dallas College’s enrollment and program delivery to Grand Prairie and its residents, the workforce demands in the city and across the region, and so on.

To supplementing these data analyses, NCHEMS conducted extensive stakeholder engagement activities. In addition to conversations with Dallas College representatives throughout the project, two NCHEMS staff members traveled to the Dallas/Grand Prairie area for four days in May 2022. They conducted 16 group stakeholder interviews at three different Dallas College locations and one City of Grand Prairie location. Drawing on input from NCHEMS about stakeholders to target for invitations, Dallas College selected the groups and participants and scheduled the interviews. Participants included Dallas College employees, the college’s Board of Trustees, representatives from Grand Prairie city government, businesses, community organizations, the Grand Prairie ISD, and nearby institutions of higher education. A full list of interview groups and participants is included in Appendix A. Each interview was customized to the specific group involved, but all interviews centered around the topics of the educational needs among students and employers in Grand Prairie, ways in which Dallas College could potentially help meet those needs, and distinctive characteristics of the city.

It is important to note that this project did not compare Grand Prairie’s needs to the needs of other communities in the Dallas College service area, and this report does not identify the relative importance of improving service to Grand Prairie vis-a-vis other college priorities. Dallas College leaders will need to make those determinations.

Context

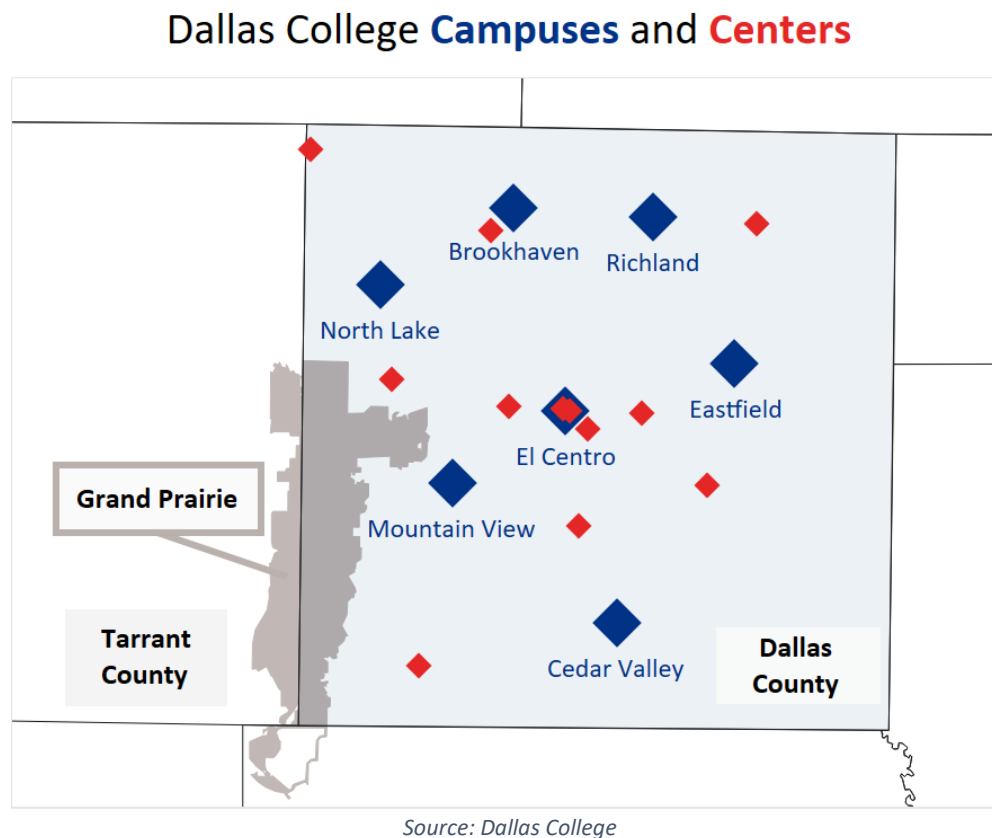
Dallas College

Dallas College’s service area and tax district are geographically consistent with Dallas County. The college recently completed a consolidation between what were previously seven separately accredited

¹ Due to differences in methodology, these data may not match those available in the Integrated Postsecondary Education Data System (IPEDS), the federal government’s primary data collection on postsecondary education.

institutions within the Dallas County Community College District. The purpose of this consolidation was primarily to bring all of the separate campuses of the district under a single accreditation, which smooths pathways for students earning credits from multiple locations within the district. The combined Dallas College now has seven campuses, plus 12 additional locations, some of which are referred to as “community campuses.” The community campuses operate as branches of main campuses and offer a smaller array of programs and student services.

Figure 1: Dallas College Locations.



Dallas College developed its community campuses out of resources generated by a 2004 bond issue. Dallas County voters approved a \$450 million bond package that led to the construction of 28 buildings, including five new community campuses, which were designed to serve areas of the county that did not already have a campus or location. This construction was completed in 2010, and was the most recent major expansion of Dallas College’s footprint within the county (Dallas College, n.d.-b).

In 2019, the college secured an additional \$1.1 billion in bond funding to expand service throughout the county. This expansion, which is still underway, includes several facilities at the existing campuses closest to Grand Prairie: the recently completed Construction Sciences building at the North Lake

campus's Coppel Center as well as three future buildings at the Mountain View campus: a Nursing Building, an Early College High School Building, and a Welcome Center (Dallas College, n.d.-a).

Dallas College does not operate any permanent locations within the city of Grand Prairie. The closest campus to Grand Prairie is DC's Mountain View campus, which is about seven miles away from the nearest part of Grand Prairie. Dallas College's Irving Center, which is operated by its North Lake campus, lies just north of Grand Prairie.

Neither of the two most recent bond-funded expansion projects has included any facilities in the city of Grand Prairie, and Dallas College leaders reported that there is nothing specific about siting a facility in Grand Prairie included in the college's strategic plan or facilities master plan. According to members of the Board of Trustees, no needs specific to Grand Prairie arose during recent planning processes to assess facility needs, a process which included widespread outreach to stakeholders throughout the county.

Of particular import for potential students in Grand Prairie is Dallas College's tuition rate, which is the seventh-lowest among Texas's 54 community colleges at \$79 per credit for Dallas County residents in 2021-2022.² Eligible recent high school graduates from Dallas County can also participate in the Dallas County Promise, a program that covers tuition for an entire Associate's degree; residents of Grand Prairie who do not live in Dallas County are not eligible for the program. Nor are adults who are not recent high school graduates eligible.

Grand Prairie

Grand Prairie is a city of 192,565 residents located in the mid-cities region between Dallas and Fort Worth. The city is 26 miles long by eight miles wide at its widest point. Most of the city's land, and 69 percent of its population, lies within the southwest portion of Dallas County. The western length of the city and the remaining 31 percent of the population lies within Tarrant County, and a small portion of the city land, along with fewer than 30 residents, are in Ellis County.³ Like other cities in the area, Grand Prairie is growing; its population increased by 13 percent, or 22,098 residents, from 2011 to 2019.⁴ The city grew faster than Dallas County as a whole, which increased by 11 percent over the same time period, but slower than the Dallas-Fort Worth-Arlington metro area, which grew by 17 percent over the same time period.⁵ There are no campuses or locations of any institutions of higher education within Grand Prairie's city limits, though multiple colleges are located nearby (Figure 2).

² Texas Higher Education Coordinating Board.

³ U.S. Census Bureau.

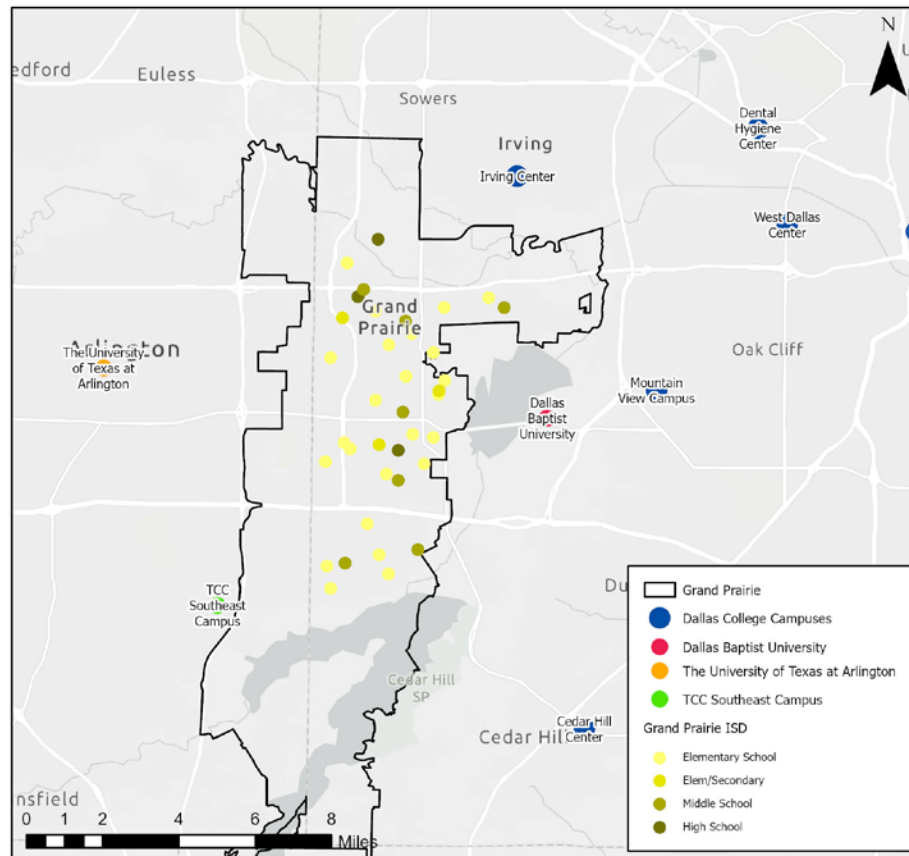
⁴ JobsEQ, American Community Survey 2015-2019 via LMIC

⁵ U.S. Census Bureau, American Community Survey 5-year population estimates.

Additionally, future development is planned for Hensley Field, which is in the city of Dallas just east of Grand Prairie. That development may include higher education facilities, but planning is still in the early stages.

Figure 2: Educational Institutions Near Grand Prairie.

Educational Institutions In and Around Grand Prairie



Source: NTCOG via LMIC

Findings

Our findings incorporate information from the environmental scan as well as stakeholder engagement.

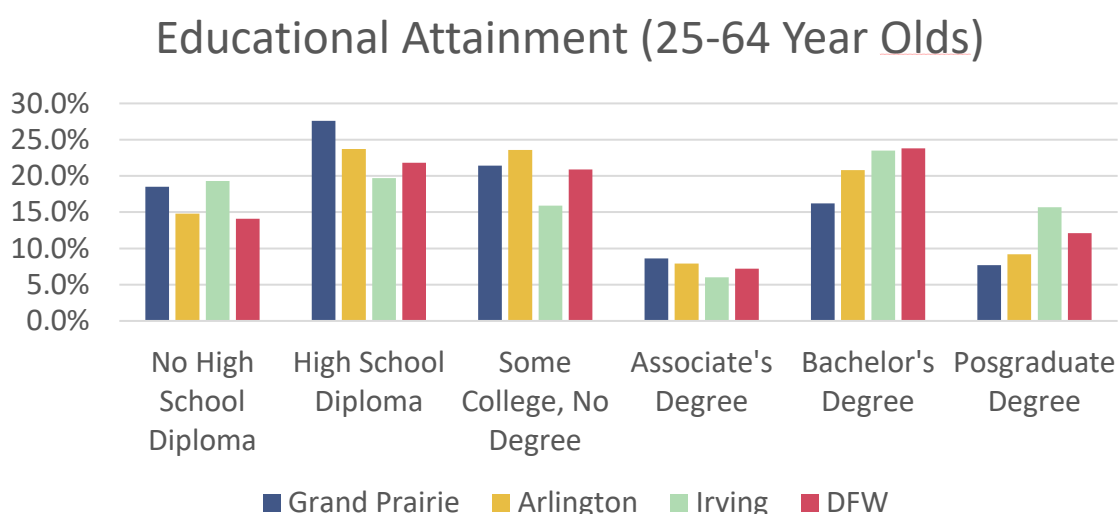
Environmental Scan

The environmental scan draws upon data about both Dallas College and Grand Prairie in educational attainment, enrollment, demographics including Pell eligibility, race/ethnicity, and age, location of study, earned credentials, and workforce trends.

Educational Attainment

Among working-aged adults, Grand Prairie residents are less likely to have a college degree compared to those of nearby communities. Thirty-three percent of its residents possess at least an Associate's degree, compared to 38 percent in Arlington, 45 percent in Irving, and 43 percent in the greater Dallas-Fort Worth area. However, Grand Prairie residents possess slightly *more* Associate Degrees per capita compared to these communities, and significantly fewer Bachelor's and postgraduate degrees (Figure 3). If a lack of colleges and universities within the city of Grand Prairie has limited educational attainment, it does not appear to have done so at the Associate's degree level.

Figure 3: Educational Attainment by Level and Place.



Source: JobsEQ, American Community Survey 2015-2019 via LMIC

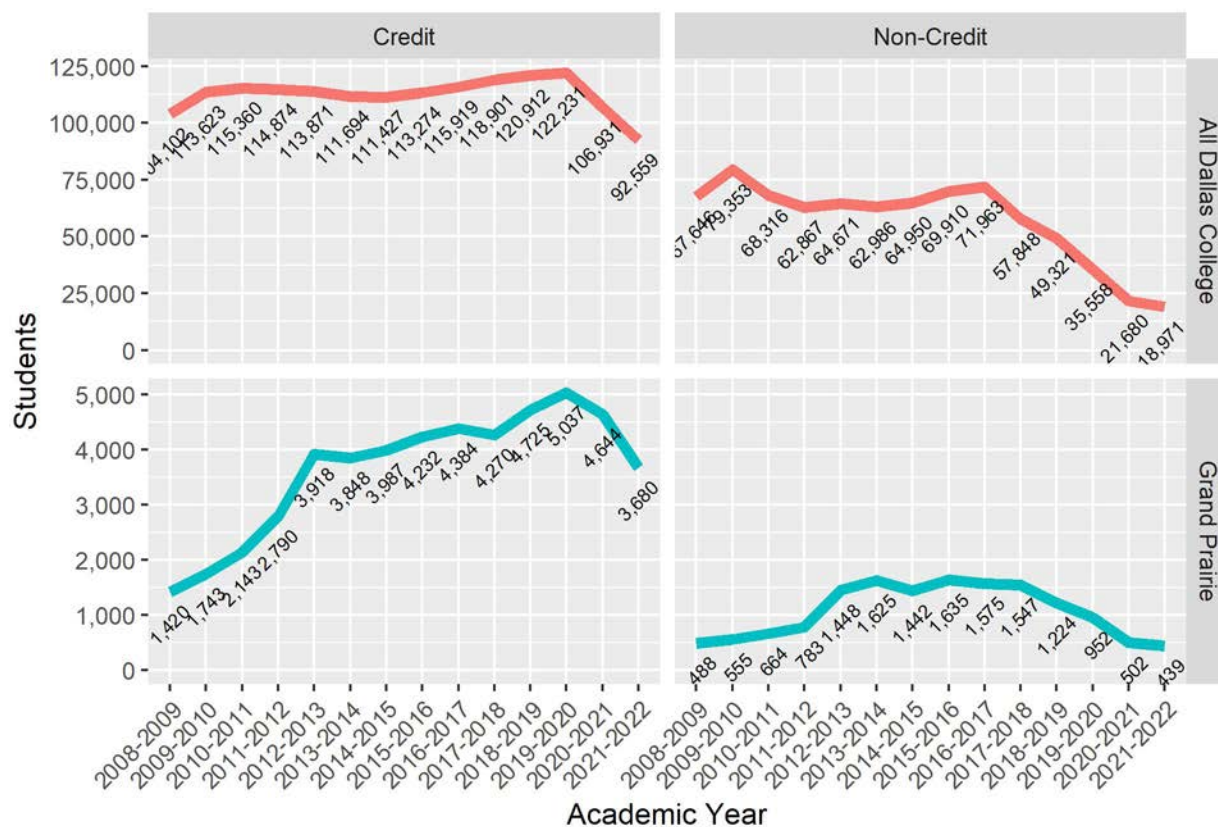
Dallas College Overall Enrollment

Total Dallas College credit enrollment increased 17 percent from 2008-2009 to a high point in 2019-2020. But enrollment has sharply declined since the pandemic struck, back to levels that erase the entire increase of the previous 12 years. Among Grand Prairie students, the increase from 2008-2009 to 2019-2020 was a more dramatic 255 percent (or 3,617 students), which has been tempered by a subsequent

decrease of 27 percent in the following two years, back to enrollment levels slightly less than those of 2012-2013 (Figure 4). Non-credit enrollment has declined sharply since 2016-2017 at Dallas College overall as well as among Grand Prairie students specifically. These overall figures obscure significant differences between dual-credit and other enrollment, which will be detailed in the next section.

In 2020-2021, Grand Prairie residents comprised 4.3% of Dallas College's credit students and 2.3% of its non-credit students. At the same time, Grand Prairie's population comprised 5.1% of county residents.⁶ This suggests that Dallas College may be underserving Grand Prairie in terms of enrollment, particularly in non-credit courses.

Figure 4: Dallas College Headcount Enrollment, Credit and Non-Credit.

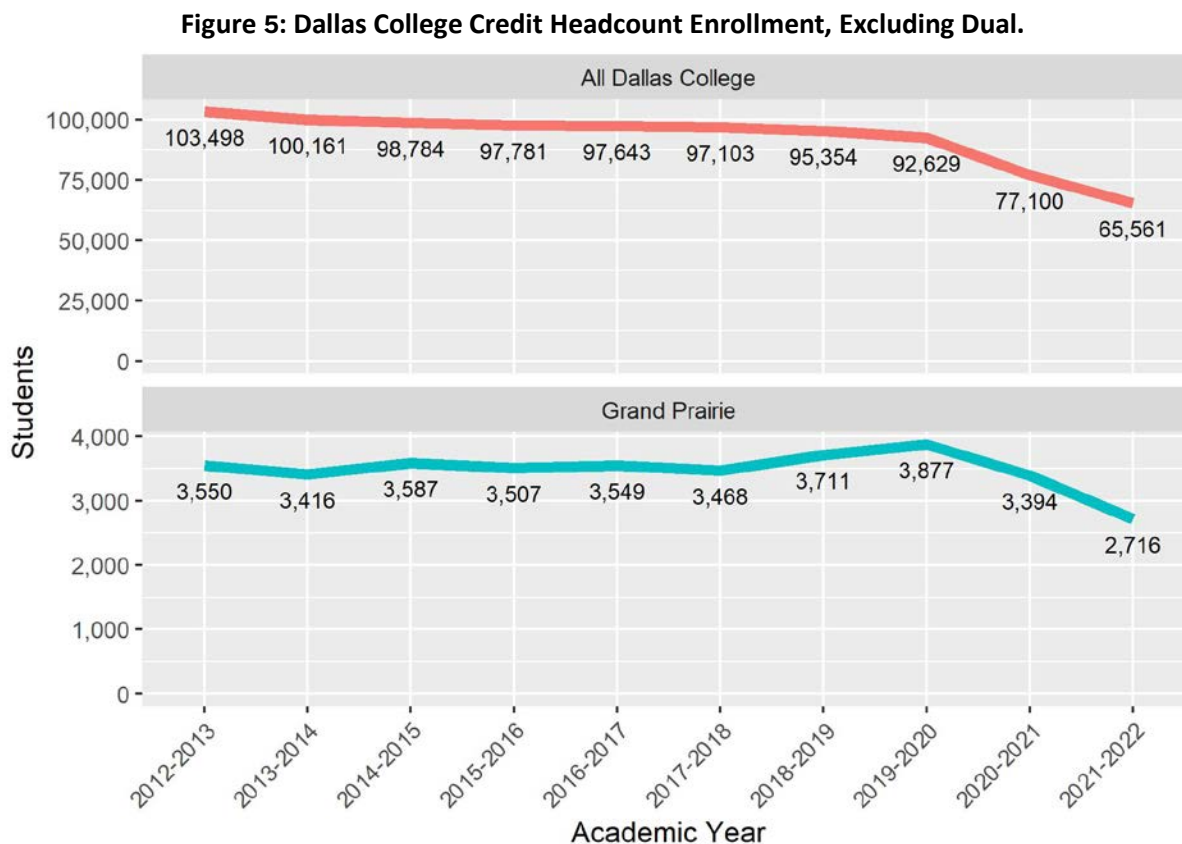


Source: LMIC

Excluding dual enrollment, credit enrollment at Dallas College gradually decreased 11 percent from 2012-2013 to 2019-2020, then decreased more dramatically in 2020-2021 and 2021-2022, declining 29 percent over those two years. Among the subset of Dallas College students who are residents of Grand

⁶ U.S. Census Bureau.

Prairie, enrollment *increased* 9 percent from 2012-2013 to 2019-2020, then fell at a similar rate to overall enrollment, declining 30 percent from 2019-2020 to 2021-2022 (Figure 5).

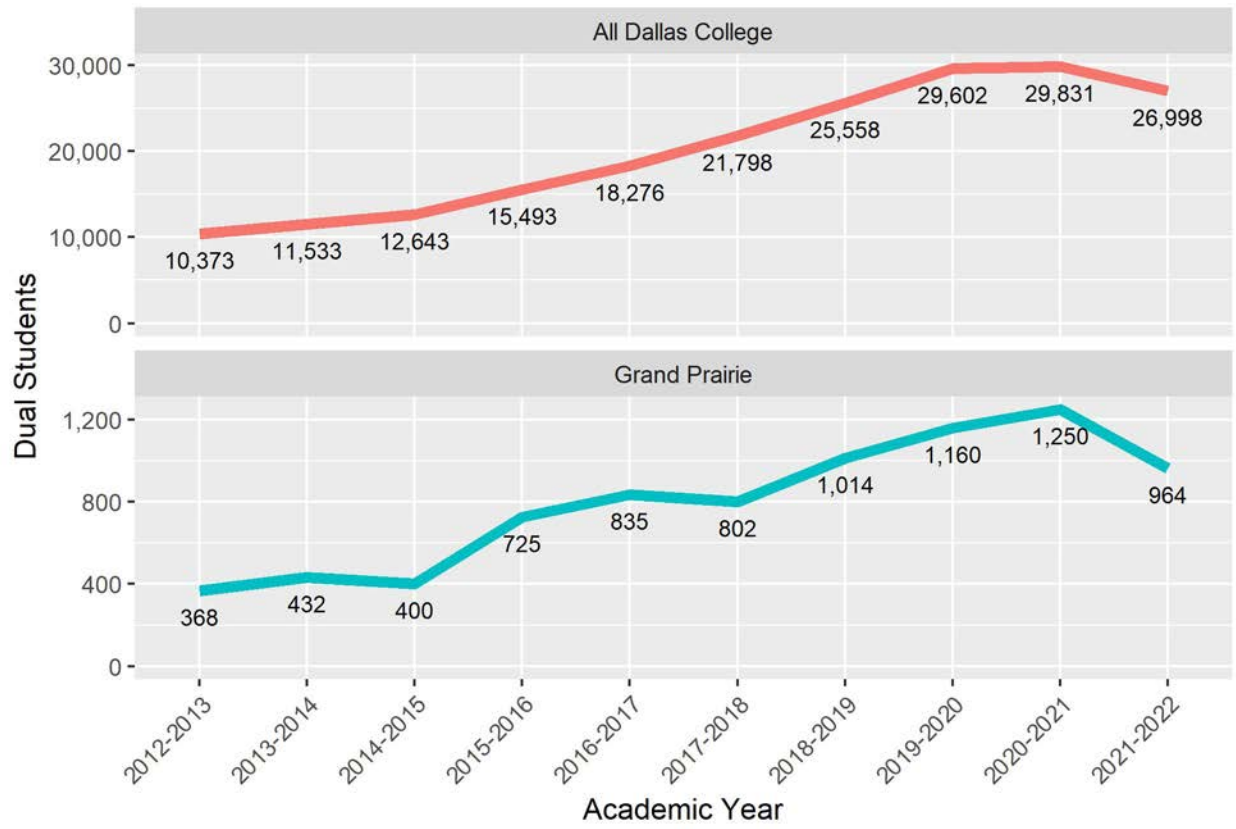


Source: LMIC

Dual Enrollment

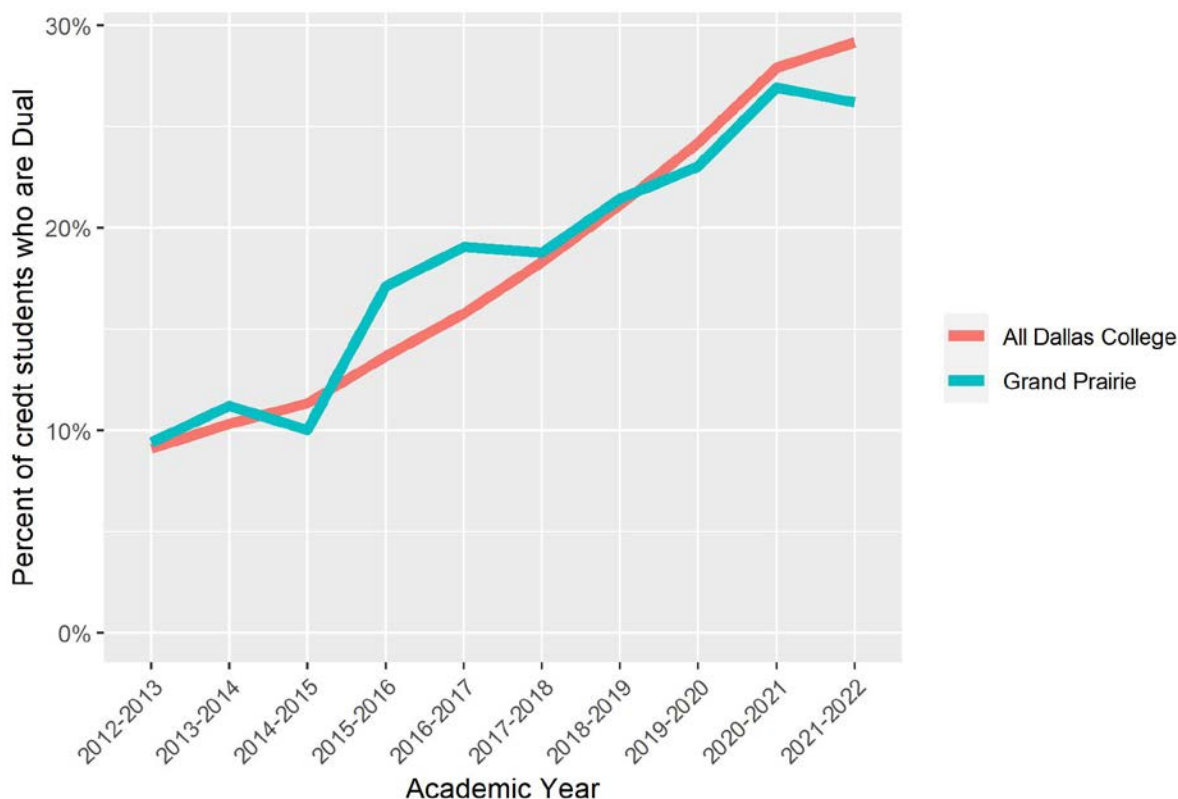
With the exception of 2021-2022, dual enrollment, which includes Early College High School and P-TECH programs, has been rapidly increasing nearly every year for the past ten years. From 2012-2013 to 2021-2022, dual enrollment increased 160 percent both at Dallas College overall and among Grand Prairie students specifically (Figure 6). Dual enrollment has also become an increasingly large portion of Dallas College's overall enrollment, from 9 percent a decade ago in 2012-13 to 29 percent in 2021-2022. A similar trend holds true among students from Grand Prairie (Figure 7).

Figure 6: Dallas College Dual Enrollment Headcount.



Source: LMIC

Figure 7: Dallas College Dual Headcount Percentage.



Source: LMIC

Students from the Grand Prairie Independent School District have been a part of this expansion in dual credit and Early College High School opportunities. According to stakeholders from both Dallas College and GPISD, the two entities maintain a close and productive partnership. This partnership takes several forms: Dual-credit students are bussed to Dallas College facilities; Dallas College instructors teach college classes on high school campuses; some Early College High Schools serving Grand Prairie residents are entirely located on Dallas College’s Mountain View Campus. GPISD is invested in continuing these partnerships.

GPISD leaders expressed pride in the rates at which their graduates apply to and enroll in college. In Fall 2020, 43 percent of 2019-2020 GPISD graduates were enrolled in college, which was the 11th highest of the 28 districts in Dallas County, including other ISDs and charter schools (Table 1). GPISD leaders did not describe the lack of a college within the city limits of Grand Prairie as a barrier to their graduates attending college; they noted that “the cities flow together.”

Table 1: College-going rates of Dallas County ISD Graduates, 2020.

District	2019-2020 Graduates	Fall 2020 Enrolled in Higher Education	Percent in College
Sunnyvale ISD	140	93	66%
Coppell ISD	959	505	53%
Cedar Hill ISD	610	292	48%
Desoto ISD	719	315	44%
Carrollton-Farmers Branch ISD	1,627	710	44%
Grand Prairie ISD	2,115	920	43%
Duncanville ISD	1,025	443	43%
Richardson ISD	2,379	1,020	43%
Lancaster ISD	475	201	42%
Garland ISD	4,200	1,706	41%
Mesquite ISD	2,758	1,098	40%
Irving ISD	2,219	848	38%
Highland Park ISD	525	180	34%
Dallas ISD	8,208	2,695	33%

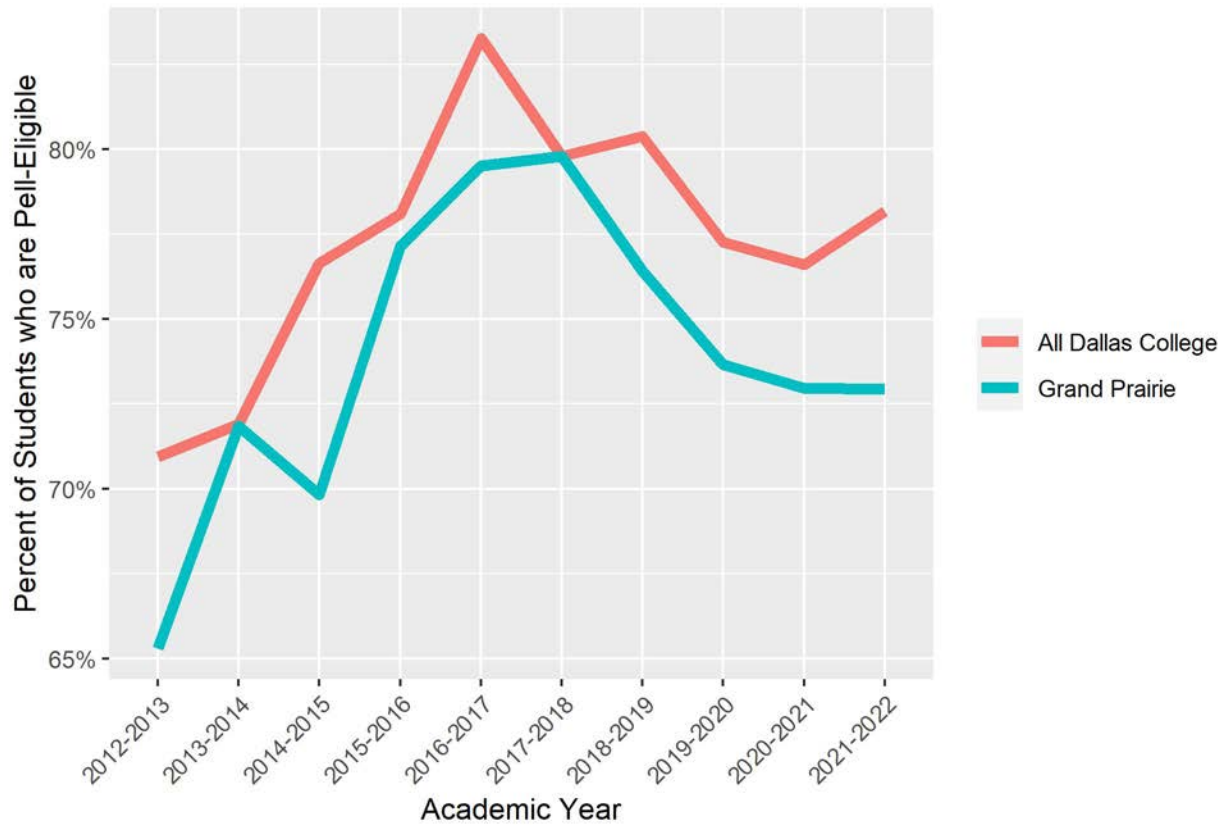
Source: Texas Higher Education Coordinating Board

Pell Eligibility and Income

Excluding dual credit students (who are ineligible for Pell Grants), between 73 percent and 80 percent of Grand Prairie students have been Pell-eligible since 2015-2016. Most years, this is several percentage points below that for all Dallas College students (Figure 8). At the same time, economic indicators do not show that Grand Prairie residents are wealthier compared to surrounding areas, on average (

Table 2). Grand Prairie differs from nearby communities on these indicators, but not in a consistent pattern. This discrepancy in rates of Pell eligibility suggests that low-income residents from Grand Prairie potentially face additional barriers to enrollment compared to students from elsewhere.

Figure 8: Dallas College Pell Eligible Headcount Percentage.



Source: LMIC. Excludes dual students.

Table 2: Grand Prairie Economic Indicators.

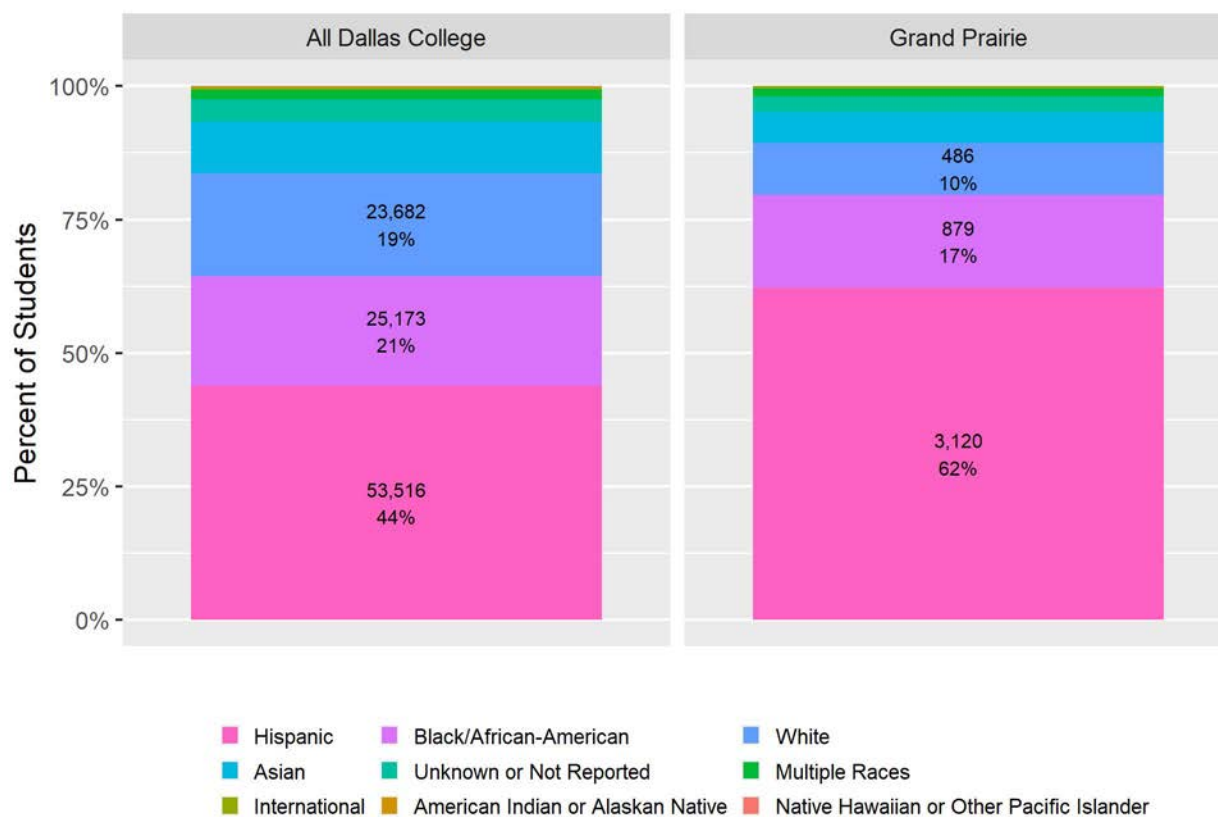
	Grand Prairie	Arlington	Irving	DFW
Median Household Income	\$67,388	\$60,571	\$64,868	\$71,418
Median Home Value	\$162,400	\$170,700	\$177,500	\$213,707
Labor Force Participation Rate	70.4%	69.0%	74.1%	68.8%
Prime-Age Labor Force Participation Rate	84.6%	83.6%	84.6%	83.4%
Poverty Level	11.3%	14.6%	12.2%	11.7%
Unemployment Rate	4.6%	4.6%	4.4%	4.4%

Source: JobsEQ, American Community Survey 2015-2019 via LMIC

Race and Ethnicity

Grand Prairie students differ notably from the overall population of Dallas College students in terms of race/ethnicity. Grand Prairie students are significantly more likely to be Hispanic compared to Dallas College students overall. In 2019-2020, 62 percent of credit students from Grand Prairie were Hispanic, compared to 44 percent overall. The proportions for Grand Prairie residents and for all Dallas College students, respectively, were 10 versus 19 percent for White students and 17 versus 21 percent for Black or African American students (Figure 9). Though more recent enrollment data is available, 2019-20 data is used here for comparison to population data, which is less accurate in more recent years due to the COVID-19 pandemic.

Figure 9: Percentage of Dallas College Credit Students by Race/Ethnicity, 2019-20.



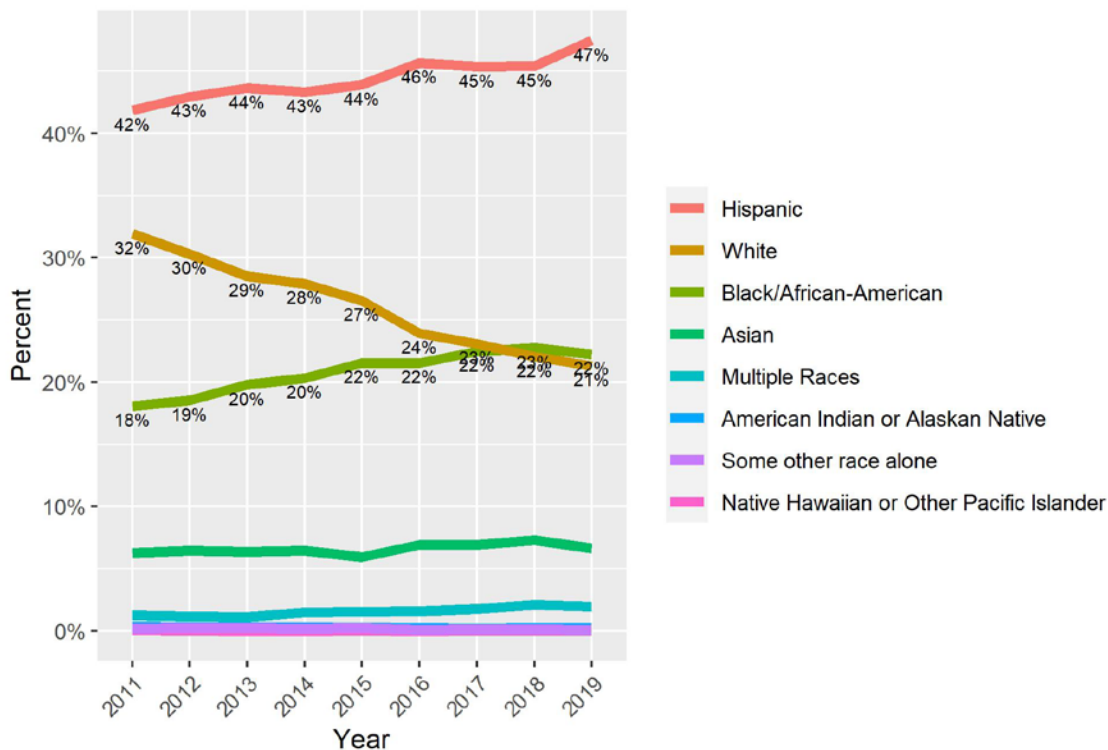
Source: LMIC

In 2019, the overall population of the city of Grand Prairie, for comparison, was 47% Hispanic, 22% non-Hispanic Black, and 21% non-Hispanic White. Over time, the Hispanic and Black/African-American populations have grown while the white population has shrunk (Figure 10). Relative to the racial/ethnic population in Grand Prairie, the Hispanic population is more highly represented among Dallas College students, while the Black/African-American and White populations are less well-represented.

Furthermore, Hispanic students are becoming more highly represented over time relative to population, while White and Black representation is fairly stable (Figure 11).

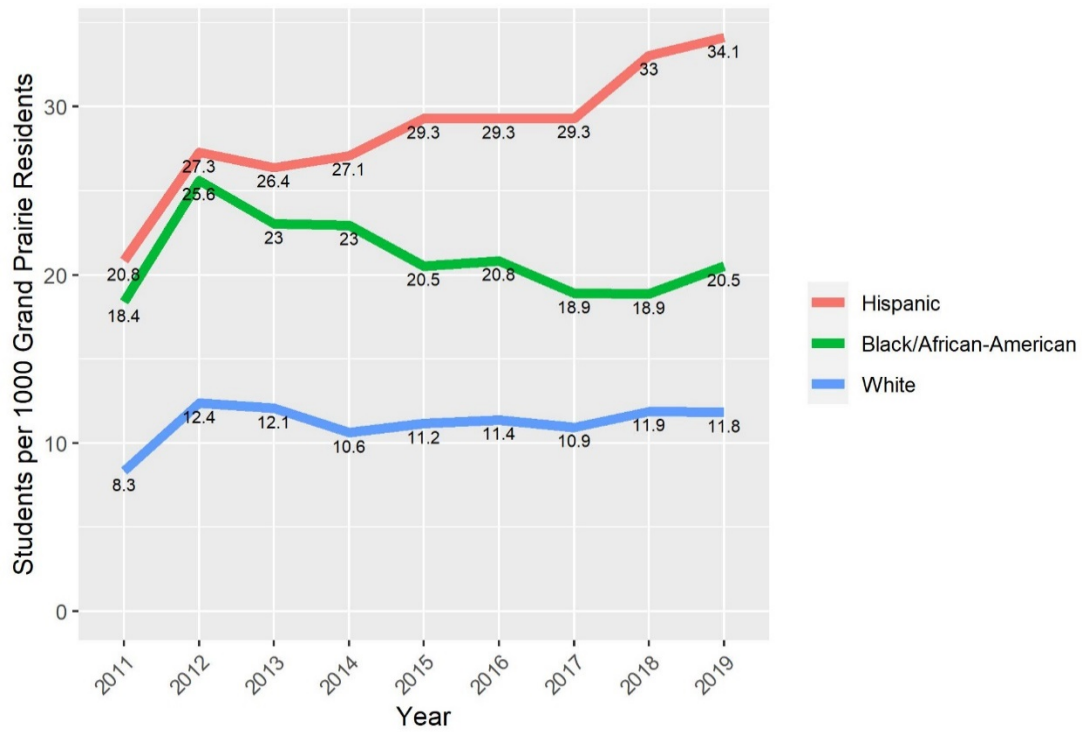
This may be partially explained by age. Grand Prairie's younger populations, who are more likely to be enrolled in college, are more heavily Hispanic and less White compared to older populations (Figure 12).

Figure 10: Grand Prairie Percent of Population by Race/Ethnicity.



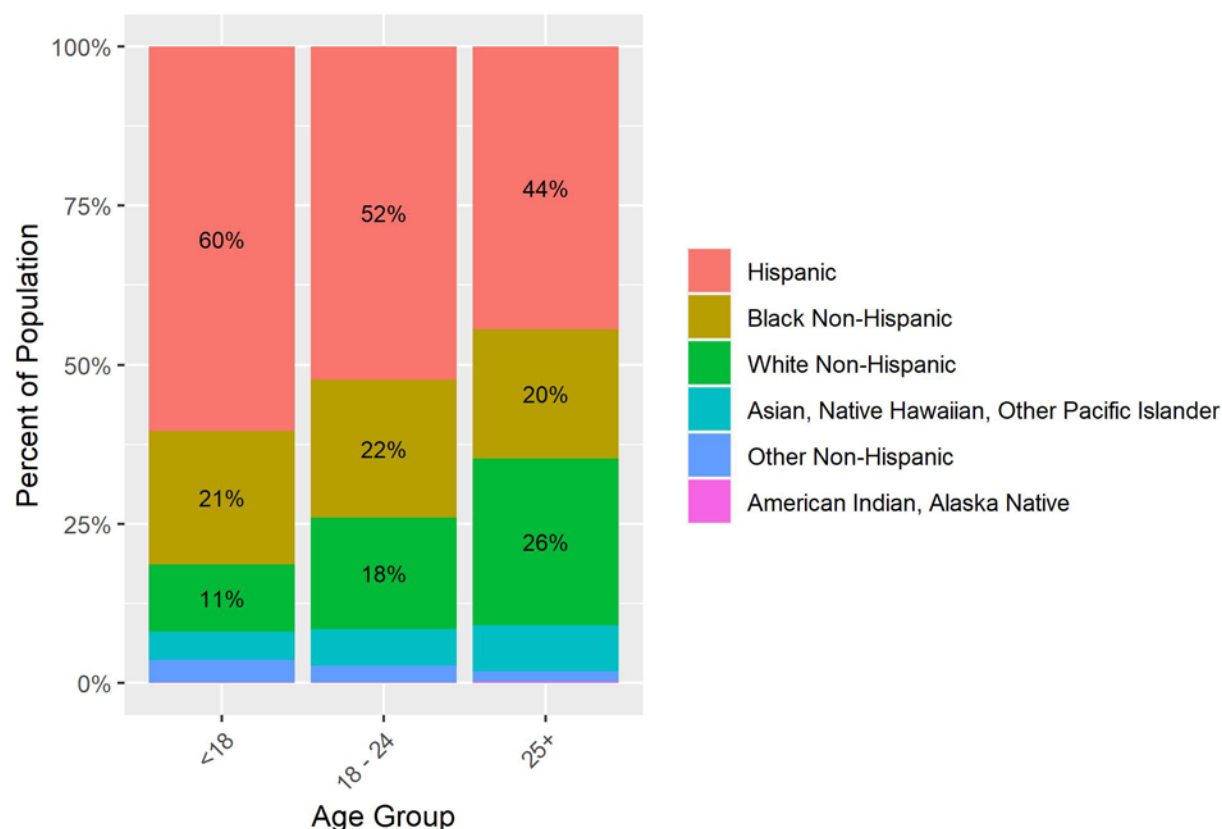
Source: ACS 5-year Estimates B03002, 2019

Figure 11: Grand Prairie Students at Dallas College per 1000 residents, by Race Ethnicity for Three Largest Groups in Grand Prairie



Sources: Dallas College, ACS 5-year Estimates B03002

Figure 12: Percent of Grand Prairie Region's Population by Age and Race/Ethnicity, 2017-2019 averages.



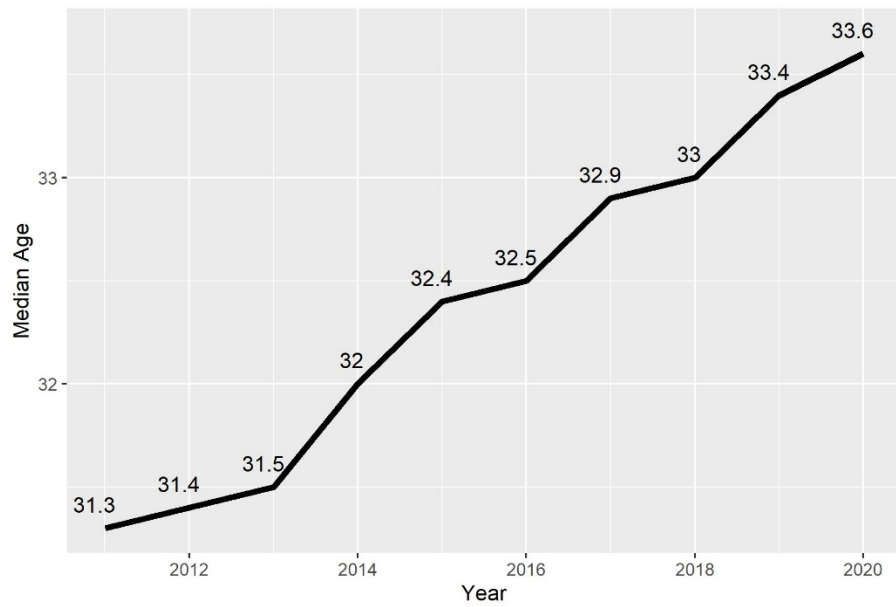
Source: ACS PUMS

Age

At the same time that the average age of the population of Grand Prairie has been getting older (Figure 13), students from Grand Prairie are more likely to be traditional-aged (18-24) and less likely to be over age 24 compared to Dallas College students overall. For the last several years, 30 percent of Dallas College credit students (including dual credit high school students) have been age 25 or older, while 25 percent of students from Grand Prairie have been age 25 or older (Figure 14). Simultaneously, around 80 percent of non-credit students are age 25 or older, both those from Grand Prairie and among all Dallas College students. However, as previously noted, non-credit enrollment at Dallas College has shrunk dramatically, declining 74 percent at Dallas College overall and 72 percent among Grand Prairie students since 2016-2017 (Figure 4).

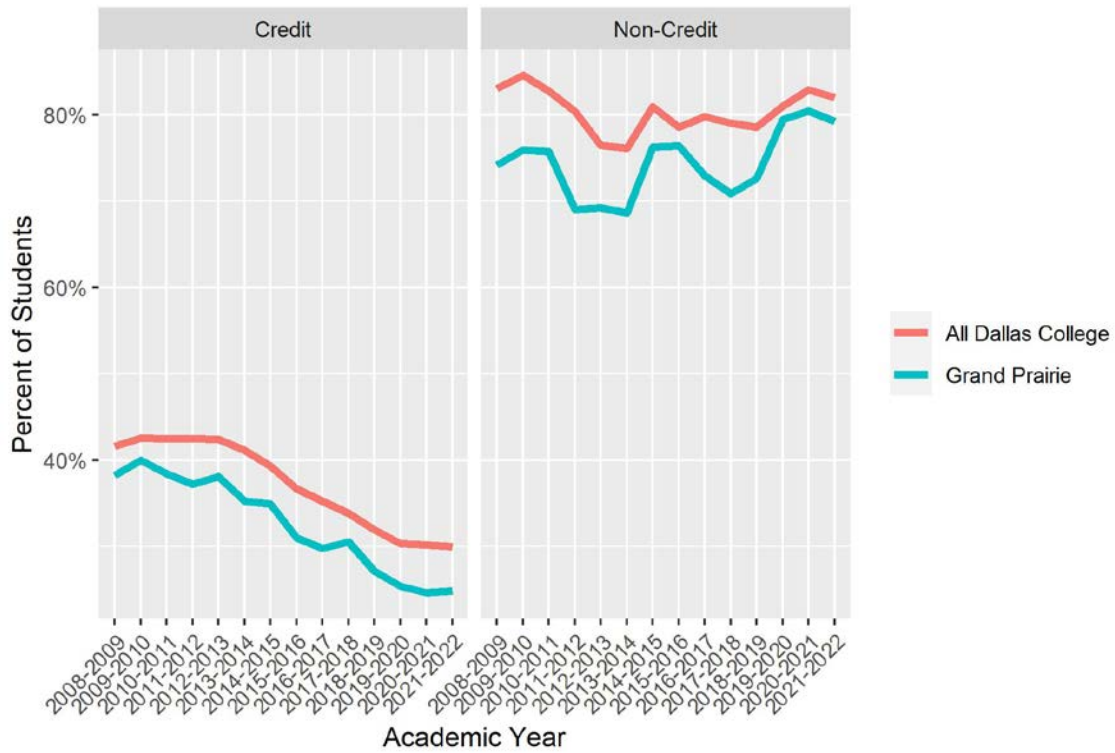
All of this suggests that there may be opportunities for Dallas College to increase its service to adults, both in Grand Prairie specifically and throughout the district. In Grand Prairie, the lack of public transportation likely presents a bigger obstacle for adult enrollment at Dallas College, since dually enrolled Grand Prairie residents can access Dallas College's campuses through bussing.

Figure 13: Grand Prairie Median Age Over Time



Source ACS 5-year Estimates B01002

Figure 14: Percent of Dallas College Students Age 25+.

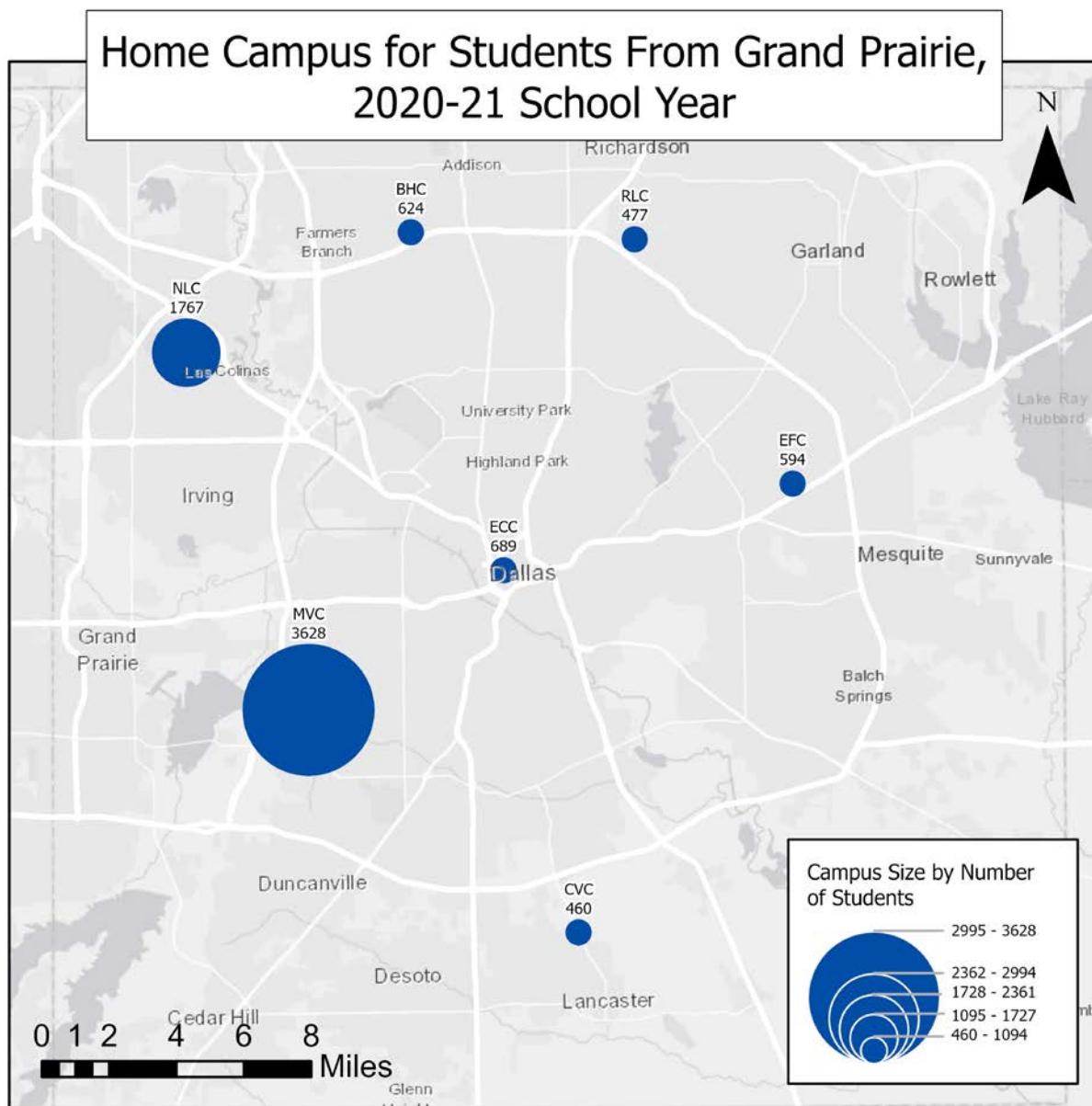


Source: LMIC. Note: Credit enrollment includes high school dual credit.

Grand Prairie Students' Location of Study

Dallas College students from Grand Prairie primarily enroll at the two campuses that are closest to home: Mountain View and North Lake. Small numbers of students from Grand Prairie attend each of the other campuses (Figure 15).

Figure 15: Grand Prairie Students' Home Campuses.



Source: LMIC

Tarrant County College

A significant portion of Grand Prairie lies in Tarrant County, within the service district of Tarrant County College (TCC). Over the last five years, just over four percent of TCC's fall credit students have been from Grand Prairie. Over 80 percent of these students had an in-county residency status, meaning they reside in the Tarrant County portion of Grand Prairie. Prior to the pandemic, over 75 percent of TCC students

from Grand Prairie attended its Southeast Campus, the closest TCC location to Grand Prairie. TCC did not provide data on which academic programs its Grand Prairie students study, but the “program highlights” of the TCC Southeast Campus identified on its website are Culinary Arts, Dietetics, Drama/Theater, Engineering, and Hospitality Management (Tarrant County College, n.d.). Enrollment at TCC overall decreased 23 percent from Fall 2017 to Fall 2021, and 25 percent among Grand Prairie students specifically (Table 3).

Table 3: Grand Prairie Credit Student Enrollment at Tarrant County College.

Term	Total TCC Students	Grand Prairie Students at any TCC Campus		Percent of Grand Prairie Students at Southeast Campus
		N	%	
2017 Fall	53,415	2,273	4.3%	77.3%
2018 Fall	51,771	2,215	4.3%	77.3%
2019 Fall	51,115	2,094	4.1%	76.6%
2020 Fall	47,602	1,948	4.1%	67.1%
2021 Fall	41,266	1,702	4.1%	66.2%

Source: TCC Office of Institutional Research

Enrollment decreases notwithstanding, Grand Prairie residents attend both Dallas College and Tarrant County College in significant numbers, which makes sense as the city straddles the two colleges’ service areas. Any Dallas College expansion of offerings and services in Grand Prairie would best serve the city’s residents if it were done in close communication and collaboration with Tarrant County College.

Credentials and the Grand Prairie Workforce

At Dallas College, the most frequently awarded credentials over the past four years were in general studies, among both Grand Prairie students and Dallas College students overall. The next most common degree among both groups was business administration and management. Most of the top programs are the same for Grand Prairie students as Dallas College students overall (Table 4; Table 5).

Table 4: All Dallas College Top Credentials, Fall 2018 through Fall 2021.

Program ⁷	Credentials
General Studies.	20,412
Business Administration and Management, General.	3,436
Automobile/Automotive Mechanics Technology/Technician.	1,631
Computer Systems Networking and Telecommunications.	1,356
Accounting.	1,304
Criminal Justice/Safety Studies.	1,273
Data Processing and Data Processing Technology/Technician.	1,183
Business/Commerce, General.	1,101
Registered Nursing/Registered Nurse.	807
Criminal Justice/Police Science.	790

*Source: LMIC***Table 5: Grand Prairie Students Top Credentials, Fall 2018 through Fall 2021**

Program ⁸	Credentials
General Studies.	912
Business Administration and Management, General.	113
Business/Commerce, General.	72
Computer Systems Networking and Telecommunications.	51
Accounting.	48
Registered Nursing/Registered Nurse.	40
Criminal Justice/Safety Studies.	38
Electrician.	32
Criminal Justice/Police Science.	31
Early Childhood Education and Teaching.	30

Source: LMIC

Among these popular credentials, only programs in nursing, electrician, and business are directly connected to the Grand Prairie area's largest industries (Table 6), most in-demand occupations (Table 7), and/or top-growing industries (Table 8). Moreover, none of the in-demand occupations, as measured by recent job postings in the Grand Prairie-Irving-Arlington area, have Associate's degrees as the typical entry level education. Yet community colleges are critical entry points on student pathways to higher degrees, and Dallas College offers Associate's degrees that can start students on paths towards

⁷ Program is the standardized Classification of Instructional Programs (CIP) title at the level of the 6-digit code, not Dallas College's program title. CIP program titles combine multiple similar programs.

⁸ Program is the standardized Classification of Instructional Programs (CIP) title at the level of the 6-digit code, not Dallas College's program title. CIP program titles combine multiple similar programs.

in-demand occupations that typically require Bachelor's degrees. These job postings reveal needs in software developers and software quality assurance occupations, as well as other computer occupations. These jobs, though computer-related, are not directly linked to the popular Dallas College program of computer systems networking and telecommunications.

There is also a particularly large gap in registered nurses, which is consistent with larger nationwide trends. Dallas College's Mountain View campus offers a nursing program and plans to construct a new nursing building in the near future with 2019 bond funding. Assuming the new facility will allow the program to grow, it will help address local workforce needs in nursing, including in Grand Prairie. Interestingly, stakeholders NCHEMS interviewed did not mention any workforce needs in nursing or healthcare more generally.

Table 6: Top Industries by Employment.

Industry	Average Annual Wages	Employment
Manufacturing	\$85,725	14,847
Transportation and Warehousing	\$57,036	10,837
Wholesale Trade	\$81,554	8,687
Construction	\$85,725	8,351

Source: JobsEQ, 2021.2 via LMIC

Table 7: Top in-demand occupations in Grand Prairie-Irving-Arlington

Occupation	Job Postings 12 mo (Irving-Arlington-Grand Prairie)	Typical Entry Level Education
Software Developers and Software Quality Assurance Analysts and Testers	11,192	Bachelor's degree
Computer Occupations, All Other	8,306	Bachelor's degree
Registered Nurses	7,172	Bachelor's degree
Customer Service Representatives	6,998	High school diploma or equivalent
Laborers and Freight, Stock, and Material Movers, Hand	5,242	None

Source: Burning Glass top occupations in Irving-Arlington-GP for previous 12 months via LMIC

Beyond the Grand Prairie area's current needs, it is worth looking at the industries and occupations that are expected to grow in the future, so that Dallas College can anticipate the educational needs of the future workforce. The list of top growing industries is similar to the list of the largest industries, with the addition of health care and social assistance, and the removal of wholesale trade (Table 8).

Table 8: Top Growing Grand Prairie Industries.

Industry	Average Annual Wages	10 Year Employment Growth
Transportation and Warehousing	\$57,036	1,645
Health Care and Social Assistance	\$61,962	1,294
Construction	\$69,406	1,100
Manufacturing	\$85,725	1,031

Source: JobsEQ, 2021.2 via LMIC

The specific occupations that are expected to grow in these industries include some of the current top in-demand occupations⁹, occupations that are linked to popular Dallas College programs, and other areas that Dallas College may want to consider for program expansion.

In transportation and warehousing, none of the largest or top growing occupations typically require higher education. In health care and social assistance, registered nursing is large and expected to keep growing. Other top-growing occupations that require some higher education include medical assistants and medical and health services managers. In the manufacturing industry, the occupation of “Software Developers and Software Quality Assurance Analysts and Testers” is expected to grow; it is also currently the top in-demand occupation in the Grand Prairie area, and is a growing occupation associated with the large industry of wholesale trade. Other manufacturing occupations expected to grow include industrial engineers, industrial machinery mechanics, and logisticians. Stakeholder interviews with manufacturing industry representatives validated these data; they mentioned challenges in hiring and training engineers as well as technicians skilled in the use of specialized equipment. In construction, several occupations in which Dallas College offers programs are expected to grow, including construction managers, trades offered through the construction technology program, and electrician. For top and growing occupations in each of the top and fastest-growing industries, please see Appendix B, slides 23-27.

Table 9: Occupations by Industry - Construction.

Top Occupations in 2020	Top Growing Occupations (2020-2030)
Construction Laborers	Electricians
Electricians	Construction Managers
First-Line Supervisors of Construction Trades and Extraction Workers	Plumbers, Pipefitters, and Steamfitters
Cement Masons and Concrete Finishers	Painters, Construction and Maintenance
Office Clerks, General	Heating, Air Conditioning, and Refrigeration Mechanics and Installers

Source: EMSI 2021.4 via LMIC. Includes Zip Codes: 75050, 75051, 75052, 75053, 75054

⁹ EMSI 2021.4, Zip Codes: 75050, 75051, 75052, 75053, 75054 via LMIC

As each of these industries and occupations grow, demand for educated workers in those areas will also grow. Based on these workforce trends, programs in nursing, medical assisting, software development and quality assurance, engineering, logistics, as well as various mechanical and construction trades could be areas of focus for Dallas College in seeking to help meet the workforce needs in Grand Prairie and surrounding areas.

Some Dallas College programs in these areas are available relatively close to Grand Prairie and others are not. In addition to the nursing program available from Mountain View (and other DC campuses), medical assisting is available at the Richland and El Centro campuses. Various computer programming degrees, certificates, and skills achievement awards are available at the Brookhaven, El Centro, North Lake, and Richland campuses. The closest construction programs are delivered at the North Lake Campus' Coppell Center. Logistics and supply chain management is available at Cedar Valley and North Lake. The college offers Mechatronics Technology, Welding, Electronics Technology and Pre-Mechanical Engineering programs at the Mountain View campus. Additional mechatronics programs are available at the Eastfield campus, and a much wider array of manufacturing and engineering programs are available at the Richland Campus.

Stakeholders were clear that programs need to be offered within a reasonable driving distance in order to be accessible; Brookhaven, El Centro, Eastfield, Cedar Valley and Richland are not close to Grand Prairie and see very little enrollment from Grand Prairie residents. The North Lake campus is closer, but still has less than half of the Grand Prairie enrollment of the Mountain View campus. Programs from those campuses that prepare graduates for occupations that are large and/or growing in the Grand Prairie area are candidates for Dallas College to offer in different locations that are closer to Grand Prairie. There is also potential value for Dallas College in offering some of these programs via alternative modalities including distance and low-residency models, and to make additional academic programs available closer to Grand Prairie in creative ways. Further engagement with students and community stakeholders would be necessary to identify those programs.

Furthermore, data about commuting in the region, backed by stakeholder descriptions, portray patterns that are multi-directional, complex, and a consistent feature of the area. While Grand Prairie draws workers from outside the city limits in large numbers, it is also home to many residents who leave the city for similar jobs elsewhere in the area. Stakeholders reported that such movement is unlikely to be affected by changes in educational supply. Consequently, the commuting data alone do not reveal any notable mismatch between the skills and education of Grand Prairie's population and its job opportunities. Thus, in planning for Grand Prairie's workforce and educational needs, it is important to note that Grand Prairie's residents and workers are highly interconnected with surrounding areas. Dallas College's strategy on locating programs should consider the entire ecosystem, rather than Grand Prairie's needs in isolation.

Summary of Findings from the Environmental Scan

The overall enrollment and attainment picture suggests that there is growing demand from Grand Prairie. Dallas College appears to be managing that demand currently, especially with respect to

traditional-age populations and through dual enrollment programs. Less clear is how well it serves the demand from adults. This is evident in that the student population from the city has generally grown faster than the college's overall enrollment, yet a higher-than-average percent of Grand Prairie adults, compared to other cities in the area, do not have a college degree. Further, there are specific Grand Prairie populations that appear to be underserved, specifically adults aged 25 and older, non-credit students, and Pell-eligible students. While not underrepresented in the student population, Hispanic students are a large and growing portion of both Dallas College's Grand Prairie students and the Grand Prairie population overall.

At the same time, caution in regard to expansion is warranted for several reasons: First, enrollment in all areas has declined significantly since the beginning of the pandemic, and future trends are uncertain, including to what extent enrollment will concentrate in online programs and courses versus in-person options in a post-pandemic era. Second, enrollment at Dallas College, excluding dual credit, has been consistently declining for the past 10 years. This is in line with national trends, which have seen community college enrollments decline during periods of economic growth. Though this decline could reverse in a recession, as community colleges enrollments have historically been counter-cyclical, it still suggests caution in terms of committing significant financial resources towards an expansion in physical facilities or other fixed-cost overhead. For a sense of those costs, the operating funding allocated to Dallas College community campuses ranged from \$959K to \$3.34M in 2019-2020, according to Dallas College's approved budget. (That is the most recent year with budgets disaggregated by community campus.) Funding varied primarily on usage and did not account for the capital costs associated with constructing the facilities. Additionally, the number of additional students who Dallas College might attract through an expansion is likely to be relatively small. If students from Grand Prairie were to comprise 5.1% of Dallas College's students, a percentage equal to the Grand Prairie percentage of Dallas County's overall population, Dallas College would be serving an additional 801 credit students and 604 non-credit students (at 2020-2021 levels).

Grand Prairie students tend to enroll at the Dallas College and Tarrant College campuses closest to their city. The Mountain View campus enrolls nearly as many Grand Prairie students as all of the other Dallas College campuses combined. This suggests that there are barriers to Grand Prairie students accessing programs offered at other campuses.

The academic programs that graduate the most Dallas College students overall are similar to the programs that graduate the most Grand Prairie students specifically. A number of programs linked to large and growing occupations and industries growing in Grand Prairie and nearby areas are not currently graduating large numbers of Grand Prairie students or offered at locations that are accessible to Grand Prairie students. Those programs, which include medical assisting, software development and quality assurance, engineering, logistics, as well as various mechanical and construction trades, are good candidates for Dallas College to consider offering at locations or through modalities that are more accessible to Grand Prairie.

Stakeholder Engagement

NCHEMS' meetings with stakeholders revealed that there are distinct service gaps in Grand Prairie that stem from several sources. First, the seven Dallas College campuses were each separate institutions until recently. This appears to have caused confusion among community members and potential partners about who to contact at Dallas College to meet their needs. This confusion persists; multiple stakeholders from Grand Prairie who attended meetings with NCHEMS were still unaware that the institutions had consolidated. The fact that the institutions were separate may also have contributed to uncertainty within the Dallas County Community College District about which institution(s) or campuses were responsible for doing outreach within Grand Prairie related to various services Dallas College offers. Multiple Dallas College employees reported undertaking recent efforts to conduct fresh outreach to Grand Prairie, partially in response to Grand Prairie residents' requests for more connections with the college, and partially due to a new district-wide view of the need for services that has resulted from the college consolidation.

Second, there are service gaps created by the county border, and college service district border, that runs through the city of Grand Prairie. Effectively serving Grand Prairie's needs thus requires coordination between Dallas College and Tarrant College. This is particularly true of programs funded by grant dollars that are allocated by county, such as Skills Development Fund grants, which cover direct training costs while the employer provides employees release time to participate. Stakeholders reported that historically Tarrant County and Tarrant College were more active in engaging Grand Prairie employers to make use of these grants, which left Dallas County employers, and employers with a presence in both counties, underserved. Stakeholders overwhelmingly described relationships between the two colleges as collegial rather than competitive, but not coordinated; they also referenced efforts to avoid stepping on each other's toes, particularly in the area of customized workforce training for businesses. The border also creates challenges for Grand Prairie students who face different costs of attendance depending on where within the city they live. Depending on a student's county of residence, they may or may not be eligible for the Dallas County Promise program or in-district tuition.

Additionally, students may face out-of-district costs for particular programs if the nearest option is in the other county. Stakeholders described this as causing significant confusion for students. Stakeholders noted that Dallas College and Tarrant County College maintain tuition reciprocity agreements under which out-of-district students are eligible for in-district tuition if they are enrolled in an academic program not offered by their in-district college. However, representatives from both colleges stated that these agreements are not widely used or advertised to students.

Third, there is a lack of coordination between the various entities working to meet community needs in Grand Prairie. Currently, some needs, such as English-as-a-Second-Language instruction and training/support for entrepreneurs, are being served—not entirely successfully—through a patchwork of educational institutions and community organizations with different levels of resources. According to stakeholders NCHEMS spoke with, those entities do not always communicate and sometimes duplicate services.

Finally, there are gaps created by transportation challenges. Due to the city's decision not to join DART four decades ago, Grand Prairie is not served by regional public transit, the lack of which can make it difficult or impossible for students to reach even a nearby campus. In April 2022, the city of Grand Prairie launched a public rideshare service called "Via Grand Prairie" that is intended to fill this gap, including by providing transportation to existing Dallas County campuses. It is too early to tell whether the Via service will be an effective solution to the transportation barrier. Moreover, the presence of a physical campus within the Grand Prairie city limits may not adequately address these challenges due to the city's large size and elongated shape.

These service gaps have led to a number of areas of need in which the Grand Prairie community appears to be underserved, according to information gathered from stakeholders. Dallas College is in a unique position to meet these needs. Because most Grand Prairie residents live within Dallas College's service and taxing districts, Dallas College is their least expensive higher education option. That is doubly true for those who qualify for the Dallas County promise. The needs include:

1. Increased utilization and coordination of workforce grants for employee upskilling. These grants are allocated by county and utilized by both Dallas College and Tarrant County College. Employers in Grand Prairie would be better served by a more seamless experience in receiving grant-funded training for their employees, regardless of how they are impacted by the county border.
2. English language instruction and adult education, both for the community at large and in partnership with employers. Currently, multiple different entities, including at least Tarrant County College, Dallas Baptist University and the Grand Prairie Chamber of Commerce, are offering these classes in Grand Prairie. Need persists, likely more due to a lack of coordination and communication than a lack of programming.
3. Workforce training for employers, including both customized training as well as academic programs that are tightly aligned with employer's skill requirements and employee schedules. Tarrant County College is active in customized training in Grand Prairie, but Dallas College stakeholders described the city as an "untapped resource" in this area. NCHEMS met with multiple employers who had implemented complicated workarounds to some of their workforce training needs. For example, one employer regularly flew employees out of state for training; another built their own local training facility. These employers often did not know about existing Dallas College academic programs that might meet their training needs. Among the small sample of employers who met with NCHEMS, their needs were consistently more in focused technical skills training rather than full degrees.
4. A simpler way for students who live near the county border to pay in-district tuition at the closest campus that offers their chosen program.
5. Increased entrepreneurship support and business incubation opportunities. There are multiple organizations and entities currently working to serve this need, and likely it can be met through programs that already exist, whether offered by Dallas College (North Texas Small Business Development Center, Goldman Sachs 10,000 Small Businesses, etc.) or community organizations (Grand Prairie Hispanic Chamber of Commerce, Black Women's Wall Street, etc.). In some cases,

these programs lack resources such as classrooms, computer labs, and funding for instructors. In other cases, they simply do not do much outreach in Grand Prairie. Various Dallas College departments that provide services to entrepreneurs noted that they do not serve many clients in Grand Prairie.

6. A symbolic need for presence. The level of need is difficult to gauge, but multiple stakeholders mentioned a symbolic need for a physical college campus within the Grand Prairie city limits. Grand Prairie is the fifth-largest city in Dallas County by population, and the most populous city, by far, that does not contain a Dallas College campus or location (Table 10). Stakeholders said that this presence held particular importance to Hispanic residents, who make up a large and growing portion of the Grand Prairie population, because it would communicate that Dallas College values their needs.

Table 10: Largest Cities in Dallas County and Dallas College Locations.

City within Dallas County	2020 Estimated population	Dallas College Campuses	Additional Dallas College Locations
Dallas city (part)	1,258,858	<ul style="list-style-type: none"> • El Centro Campus • Mountain View Campus • Richland Campus 	<ul style="list-style-type: none"> • Bill J. Priest Center • Culinary, Pastry and Hospitality Center • Downtown Health Sciences Center • Downtown Design Center • Lancaster Workforce Development Center • South Dallas Training Center • Pleasant Grove Center • West Dallas Center
Irving city	240,916	<ul style="list-style-type: none"> • North Lake Campus 	<ul style="list-style-type: none"> • Irving Center
Garland city (part)	237,940		<ul style="list-style-type: none"> • Garland Center
Mesquite city (part)	138,775	<ul style="list-style-type: none"> • Eastfield Campus 	
Grand Prairie city (part)	133,811		
Richardson city (part)	85,958		
Rowlett city (part)	59,855		
Carrollton city (part)	56,361		
DeSoto city	52,910		
Farmers Branch city	51,373	<ul style="list-style-type: none"> • Brookhaven Campus 	
Cedar Hill city (part)	47,317		<ul style="list-style-type: none"> • Cedar Hill Center

Coppell city (part)	40,124		• Coppell Center / Construction Sciences Center
Lancaster city	39,265	• Cedar Valley Campus	

Sources: Texas Association of Counties, Dallas College

Regardless of how Dallas College chooses to move forward vis-à-vis Grand Prairie in the future, communicating about this symbolic need will be important. In NCHEMS' conversations with stakeholders, it was evident that the Grand Prairie leaders and community members view a college education differently from Dallas College staff, and therefore have different visions for Dallas College's future presence in their city. Grand Prairie community members tended to describe a more traditional model of education taking place inside a single facility, serving mostly traditional-aged students in a wide variety of academic areas, with a "Dallas College" sign on the front. By contrast, conversations with Dallas College leaders and employees focused more on partnerships with employers, offering education where it's needed in the community, including potentially through alternate modalities, rather than building new facilities, and offering targeted programs that are matched to specific workforce needs that serve students of all ages. The Grand Prairie employers we interviewed spoke in yet different terms, focusing on pragmatic training and hiring needs and the barriers they face, without calling for a permanent physical presence in the city. Clear communication from Dallas College moving forward will be needed to bridge these different goals and visions. If Dallas College decides to meet Grand Prairie's needs in a way that is different from what city residents expect, the college will need to clearly articulate its reasoning and help city residents appreciate an alternative vision.

Summary of Findings

The environmental scan and stakeholder engagement identified the following evidence of areas in which Grand Prairie's higher education needs are being met:

- There is a robust partnership with the GPISD and high levels of dual enrollment among high school students from the district.
- Though there is not a college or university location within Grand Prairie's city limits, there are many options nearby and Grand Prairie residents are enrolling. Graduates of the Grand Prairie ISD attend college at higher rates than most other Dallas County districts.
- NCHEMS did not find evidence of large populations of potential traditional-aged students in Grand Prairie who are currently unable to access college due to the lack of options inside the city limits.
- There does not appear to be an overall lack of capacity to enroll more Grand Prairie students at existing Dallas College locations; enrollment has significantly decreased since the start of the pandemic among Dallas College students overall as well as students from Grand Prairie specifically. It is worth noting that capacity *is* limited in programs that have specialized facility and equipment requirements, and at some locations during popular times of day.

Additionally, our analysis identified the following evidence of unmet needs for higher education in Grand Prairie:

- The overall educational attainment rate among working-age Grand Prairie adults is lower than the surrounding area, though an above-average share of Grand Prairie residents holds an Associate's degree. The difference is due to Grand Prairie's below-average attainment of bachelor's degrees and above, credentials that – with the limited exception of a small number of bachelor's degrees - Dallas College does not confer.
- The percent of Dallas College students who are Grand Prairie residents is somewhat lower than the percent of Dallas County residents who live in Grand Prairie. The difference is larger among non-credit students compared to credit students.
- The ratio of adult to traditional-aged students is lower among Grand Prairie students compared to Dallas College students overall. Grand Prairie adults may face more significant enrollment barriers compared to traditional-aged students, or the programs offered closest to Grand Prairie may not be tailored to meet the needs of adults. With Grand Prairie's population growing older, this is likely to become a more significant challenge in coming years.
- Grand Prairie students are less likely to be Pell-eligible compared to Dallas College students overall, suggesting that enrollment barriers for low-income students in Grand Prairie are greater than elsewhere in Dallas County.
- Trends in Grand Prairie's workforce needs combined with information about the availability of academic programs at different Dallas College locations, and with data on credentials earned by Grand Prairie residents, together reveal potential needs for increased programming in occupations within health care (which is already planned for Mountain View), manufacturing, and construction.
- Grand Prairie residents and employers face barriers to accessing training and education related to the county border.
- Non-credit services such as entrepreneurship training, ESOL, and customized training appear to be insufficient to meet the need in Grand Prairie. Where these services exist, coordination among various providers is not systematic, contributing to a lack of awareness of available services and confusion about how to access them.
- There is a need for increased and more routine communication with Grand Prairie leaders and community members about how Dallas College, perhaps in partnership with others, plans to address their concerns about the lack of a college presence in Grand Prairie and meet the educational needs of city residents and employers.

Recommendations

NCHEMS offers its recommendations based on the following criteria:

- Any expansion of offerings and services into Grand Prairie should address existing unmet needs that are clearly established based on data and evidence such as attainment rates, enrollment numbers, and workforce trends. Offerings should be tailored to address the needs of specific populations and to deliver programs that meet established workforce demands.
- Additional programs or services to be offered should be flexible, so they can pivot in the future as needs change, and scalable to meet demand.
- Dallas College should leverage existing programs, personnel, equipment, and facilities, including those of partner organizations such as employers, and prioritize collaborations with other educational providers in the area, wherever and whenever possible.
- Due to uncertain and declining enrollment, the plan should be financially conservative; additional programs or services should be at least revenue neutral.
- Recommendations should account for the structural factors that contribute to unmet needs.
- Programs offered to Grand Prairie residents should be designed as stackable credentials so that participants can use them in subsequent educational pursuits.

With these criteria in mind, NCHEMS offers the following recommendations for how Dallas College can address the need for “presence” in Grand Prairie.

1. Dallas College should not establish a college-owned permanent facility or community campus in Grand Prairie at this time. NCHEMS’ analysis of data and the feedback received from stakeholders do not lead to an expression of needs so substantial to warrant an investment of that magnitude.
2. Instead, Dallas College should deliver focused programmatic offerings linked to either specific workforce development needs of target populations or to student demand, using facility space made available by and (where possible) in collaboration with partners. Based on NCHEMS’ analysis, the most needed programming is:
 - a. Programs in the health care, manufacturing, and construction industries, specifically in growing occupations for which there are no relevant Dallas College programs offered at Mountain View. Those programs include medical assisting, software development and quality assurance, engineering, logistics, and various programs in mechanical and construction trades.
 - b. Non-credit programming, including but not limited to ESOL instruction, entrepreneurship support, and customized workforce training through employers.
 - c. Current Dallas College programs that are not specific to workforce needs in Grand Prairie, but which require additional space based on student demand. Utilizing facilities that are not owned by the college could be a cost-effective way to allow those programs to grow while also meeting Grand Prairie residents’ desires to access them. For example,

stakeholders told NCHEMS that student demand for welding programs outstrips the college's current capacity, yet a new welding facility is cost prohibitive. Offering Dallas College welding programs at an employer facility or a partner high school CTE lab (outside of K-12 school hours) could help meet the needs of both Dallas College and the Grand Prairie community.

Our analysis also identifies a need to specifically engage students who are:

- a. Adults of all race/ethnicities. Many of these can be reached through employers and community-based organizations.
 - b. Pell-eligible. Low-income students from Grand Prairie are less likely to enroll at Dallas College compared to low-income students from other parts of the service area. Special programming to retain those that do, as well as additional study to better understand what barriers they face, is appropriate.
 - c. Hispanic. This rapidly growing group already makes up the plurality of Grand Prairie's population and comprises the majority of Dallas College students from Grand Prairie.
3. Ensure that the academic programs offered at campuses far from Grand Prairie, but which are in-demand among Grand Prairie students and relevant to its workforce, are accessible to residents of the city. It is not realistic for Dallas College to move expensive programs across the city, to offer every program in every location, or to duplicate programs that Tarrant County College offers nearby. With that in mind, some possible options include:
 - a. Increased online or distance offerings
 - b. Low-residency programs that only require students to travel longer distances to a campus infrequently.
 - c. Offer the didactic instruction portion of some programs either online or in/near Grand Prairie. Only require commuting to a farther campus for hands-on training.
 - d. Organize group transportation for program cohorts of students from Grand Prairie to a Dallas College or Tarrant College facility. Align this transportation schedule with class schedules.
4. Actively collaborate with Tarrant County College to cooperatively serve students and employers in Grand Prairie. The county boundary that divides Grand Prairie into the two colleges' service districts makes this collaboration essential for seamless service. New chancellor-level leadership at both institutions offers opportunities to forge new partnerships. Recommendations for these partnerships include:
 - a. More robust implementation of existing tuition reciprocity agreements, or other funding and pricing mechanism aimed at ensuring Grand Prairie students can access all nearby programs at both colleges without paying out-of-district tuition. For students who live close to the county border, this could increase their access to higher education.
 - b. A clear agreement on how each college will offer customized training to Grand Prairie employers, with the goal of best serving employers' needs.

- c. A plan for utilizing county-allocated workforce training grants that is seamless to employers on the county border.
 - d. A commitment to joint decision-making about which credit and non-credit programs each college offers at their respective locations near the county border, with the goal of best serving the residents of both counties.
- 5. Collaboratively plan with other institutions of higher education that serve or are seeking to serve students in Grand Prairie. Grand Prairie city leaders stated that the Texas A&M System had expressed interest in expanding services to Grand Prairie, possibly including a new location. If multiple institutions of higher education are looking to serve Grand Prairie in enhanced ways, it would be wise to discuss what a collaboration might look like on the front end.
- 6. Expand communication and engagement efforts with Grand Prairie leaders, employers, residents, and community organizations. Ensure that Grand Prairie stakeholders remain an intentional target for Dallas College outreach and communication efforts, especially those designed to solicit input about educational programs most aligned with their needs. By and large, the Grand Prairie employers and organizations NCHEMS met with did not have professional contacts with Dallas College and lacked awareness of Dallas College programs and resources. Proactive outreach to these organizations on the part of Dallas College will likely be necessary to initiate these partnerships. Among the key facets of this effort are:
 - a. Raising awareness that, as a newly consolidated institution, Dallas College has responsibility to serve the needs of all of the municipalities within its service region. Identify key targets, such as the Chambers of Commerce, for this communication effort.
 - b. Intentionally including Grand Prairie employers/residents on advisory committees.
 - c. Seeking opportunities for the College or its employees to develop deeper relationships in the Grand Prairie community by participating in local leadership programs, attending Grand Prairie meetings of service organizations, serving on boards of Grand Prairie organizations, etc.
 - d. Partnering with Grand Prairie community organizations in joint efforts to meet community needs. Many community organizations are offering, for example, ESOL training and support for entrepreneurs and business incubation with few resources and little collaboration. Partnerships with Dallas College have the potential to amplify the impact of these already-existing efforts, without further duplication of services, by reducing confusion for community members and strengthening offerings of each entity through the sharing of knowledge and resources.
- 7. Partner with Grand Prairie employers to meet local workforce needs, both those specific to the needs of individual employers and those that are more general:

- a. Offer courses and programs with curriculum that is specific to the training needs of individual employers, either at employer facilities or nearby, on schedules that are designed to mesh well with employee work hours.
 - b. As Dallas College does elsewhere, collaborate with Grand Prairie employers in offering apprenticeships and high school level pre-apprenticeships.
 - c. Provide customized training through the Ascend Institute.
 - d. Seek opportunities to offer courses that are open to the entire community using employer facilities and equipment.
8. Develop a rubric for evaluating the performance of existing Dallas College locations and conduct periodic analyses of what locations are serving which populations. For example, Dallas College can monitor the student-to-resident ratio among college-going age groups in Grand Prairie, and compare it to other communities in Dallas College's service district, including both communities with and without existing Dallas College facilities, in order to get a clearer picture of where students are enrolling, for which programs, and where are there gaps in enrollment. Similarly, it would be worthwhile for programs and services that are intended to serve the entire county to periodically audit their engagement to make sure they are effectively serving Grand Prairie residents. Example programs include the Small Business Development Center, the Goldman Sachs 10,000 Small Businesses program, the Ascend Institute, and Dallas College's efforts to attract grant funding (such as skills development grants) for employers located in Grand Prairie. Note that this kind of analysis is worthwhile for other municipalities in the service area.

Dallas College's draft Economic Impact Strategy plan could provide the foundation for this rubric; it lists many different metrics for measuring return of any potential investments made in Grand Prairie. Those metrics go beyond just enrollment or financial measures to include whether an investment is meeting goals in categories such as "Placemaking," "Economic Resilience" and "Good Health & Wellbeing." The draft plan contains over 300 goals/metrics. In order to effectively use the plan as an evaluation tool, Dallas College will need to prioritize goals and reduce the number of associated metrics in order to make the plan actionable.

9. Assign an individual (or department) the task of overseeing Dallas College's efforts in Grand Prairie. The Dallas College consolidation of institutions is ongoing and is not likely to be complete for some time. The college is still in the midst of large changes, such as implementing new constituent relations management software (Salesforce) and new enterprise resource planning software (Workday). According to stakeholders, employees are still figuring out which departments are responsible for which functions. Attending to Grand Prairie's needs becomes more organizationally complicated in this environment. NCHEMS recommends that Dallas College specifically identify who will be responsible for overseeing its efforts in Grand Prairie, and make a plan to evaluate its service to Grand Prairie at regular intervals. This may also prove

a useful exercise for other municipalities within Dallas County, especially those without a Dallas College location and/or those that overlap county borders.

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Appendix A

Meetings and Attendees

Group	Roles of attendees (Each attendee is only listed once, but many attended multiple meetings.)
Orientation to the project and Dallas College	<ul style="list-style-type: none"> • John Robertson, CFO • Lenora Reece, Sr. Director, Business Operations
Dallas College Leadership	<ul style="list-style-type: none"> • Justin Lonon, Chancellor • Shawnda Floyd, Provost • Pyeper Wilkins, Vice Chancellor for Workforce and Advancement • Beatriz Joseph, Vice Chancellor for Student Services • Rob Wendland, General Council / Interim Vice Chancellor for Operations • Juan Garcia, Chief of Staff
<u>Dallas College</u> Labor Market Information Center	<ul style="list-style-type: none"> • Ben McGill, Vice Chancellor for Economic Opportunity • Camille Gilchrist, Director, Workforce and Economic Development • Danielle Stellrecht, Sr. Director, Economic Opportunity • Alex Cooley, Director, Economic Opportunity
Dallas College Board of Trustees	<ul style="list-style-type: none"> • Monica Lira Bravo, District #4, Chair • Philip J. Ritter, District #2, Vice Chair • Gretchen Williams, District #1 • Dorothy Zimmermann, District #3 • Cliff Boyd, District #5 • Diana Flores, District #6 • Charletta Rogers Compton, District #7
Dallas College Leadership	<ul style="list-style-type: none"> • Beatriz Joseph, Vice Chancellor of Student Success, past President of Mountain View Campus
Dallas College Campus Presidents	<ul style="list-style-type: none"> • Kenneth Gonzalez, Mountain View Campus President • Christa Slejko, North Lake Campus President • Susana Pérez, Sr. Director, Mountain View Office of the President
Dallas College Small Business Development/ Training Opportunities	<ul style="list-style-type: none"> • Tim Samuels, Assoc. Chief of Workforce/ Sr. Director of Corporate Partnerships

	<ul style="list-style-type: none"> • Cristin Thomas, Director of Goldman Sachs 10000 Small Businesses • Mark Langford, Regional Director, North Texas Small Business Development Center • Katrina Wade-Miller, Associate Director, North Texas Small Business Development Center
Grand Prairie and Dallas College Economic Development	<u>Grand Prairie Economic Development</u> <ul style="list-style-type: none"> • Terry Jones, Business Manager, Industrial Recruitment, Retention & Expansion • Kay Brown-Patrick, Business Manager, Retail, Business Retention and Enterprise Development • Marty Wieder, Economic Development Director <u>Dallas College</u> • Mike Walker, Vice Provost, School of Business, Hospitality, and Global Trade • Steve DeShazo, Sr. Director, Workforce • Stephen Pape, Assoc. Dean of Construction Sciences • Gloria Smith, Assoc. Vice Chancellor Career and Connected Learning • Veronique Tran, Vice Provost, School of Manufacturing and Industrial Technology
Grand Prairie Advanced Manufacturing Representatives	<ul style="list-style-type: none"> • Don Cumming, Flex-N-Gate • Jamie Smith, Lockheed Martin Missiles and Fire Control • Patrick McMahan, Lockheed Martin Missiles and Fire Control • Lindsey Martin, Lockheed Martin Missiles and Fire Control • Luis Aguilar, Lear Seating • Tarrant County College Workforce Services
Grand Prairie City Government	<ul style="list-style-type: none"> • Steve Dye, City Manager • Mike Del Bosque, City Council District 3, Mayor Pro Tem • John Lopez, City Council District 4
Grand Prairie Chamber of Commerce	<ul style="list-style-type: none"> • Michelle Madden, President • Martin Caballero, Chamber Chair, President of Bon Air Service Co, Inc
Grand Prairie Independent School District	<ul style="list-style-type: none"> • Many representatives, including¹⁰:

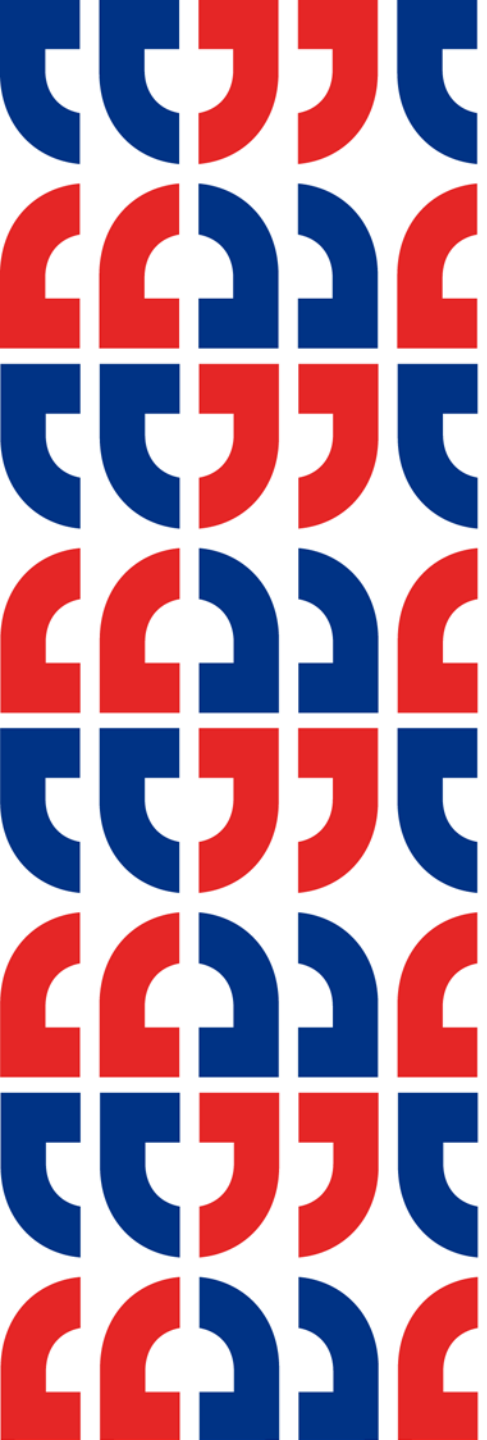
¹⁰ Dallas College notes that they invited but did not receive a response from the GPISD Board President.

	<ul style="list-style-type: none"> • Terri Wilson, Chief of Staff • Pat Lewis, Assoc. Superintendent • Traci Davis, Asst. Superintendent of Innovation and Choice • Aniska Douglas, Interim Executive Director of CTE • Wendy Mathis, Director of Secondary and Higher Education • Amber Townsend, CTE Coordinator <u>Dallas College</u> • Anna Mays, Vice Provost for Educational Partnerships • José Dela Cruz, Dallas College Dean of Educational Partnerships
Higher Education Partners	<ul style="list-style-type: none"> • Representatives from multiple institutions, including: <u>Dallas Baptist University</u> • Jason Williams, Assoc. Vice President for Enrollment • Justin Gandy, Assistant Provost <u>University of North Texas Dallas</u> • Dawn Remmers, Assistant Provost <u>University of Texas Arlington</u> • Michele Bobadilla – Sr. Assoc. VP Outreach & Community Engagement Asst. Provost Hispanic Student Success • Dr. Jorge Jaramillo – College of Business <u>Tarrant County College</u> • Bill Coppola, President Southeast Campus • Krista Robisheaux, Director of Academic Affairs, Southeast Campus • Dr. Zena Jackson, Vice President for Academic Affairs, Southeast Campus • Gaston White, Coordinator of Articulation and Transfer Services
Hospitality/ Entertainment Representatives	<u>Grand Prairie Parks and Recreation</u> <ul style="list-style-type: none"> • Duane Strawn, Director • Erin Hart, Asst. Director of Operations • Gary Yakesch, Asst. Director of Business
Grand Prairie Hispanic Chamber and Arlington Black Chamber	<ul style="list-style-type: none"> • Mary Dominguez, Grand Prairie Hispanic Chamber of Commerce • JaCoi James, Arlington Black Chamber of Commerce, Black Women’s Wall Street

	<ul style="list-style-type: none"> • Montez Jones, Arlington Black Chamber of Commerce, Tez Jones Training Solutions
Construction Representatives	<ul style="list-style-type: none"> • Larinda Smith, TEXO Foundation Manager

Appendix B

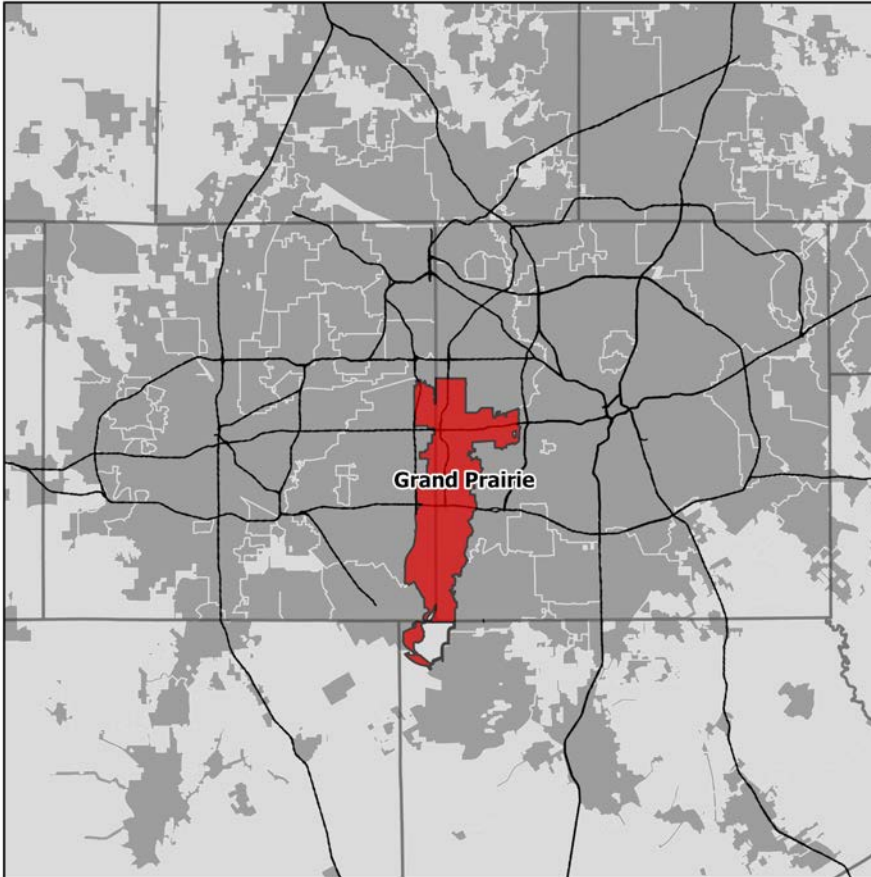
Grand Prairie Analysis Slide Deck



Grand Prairie Analysis

Prepared by the Labor Market Intelligence Center

General Information



Grand Prairie is located in the mid-cities region of DFW, with portions of the city in Dallas County, Tarrant County, and Ellis County.

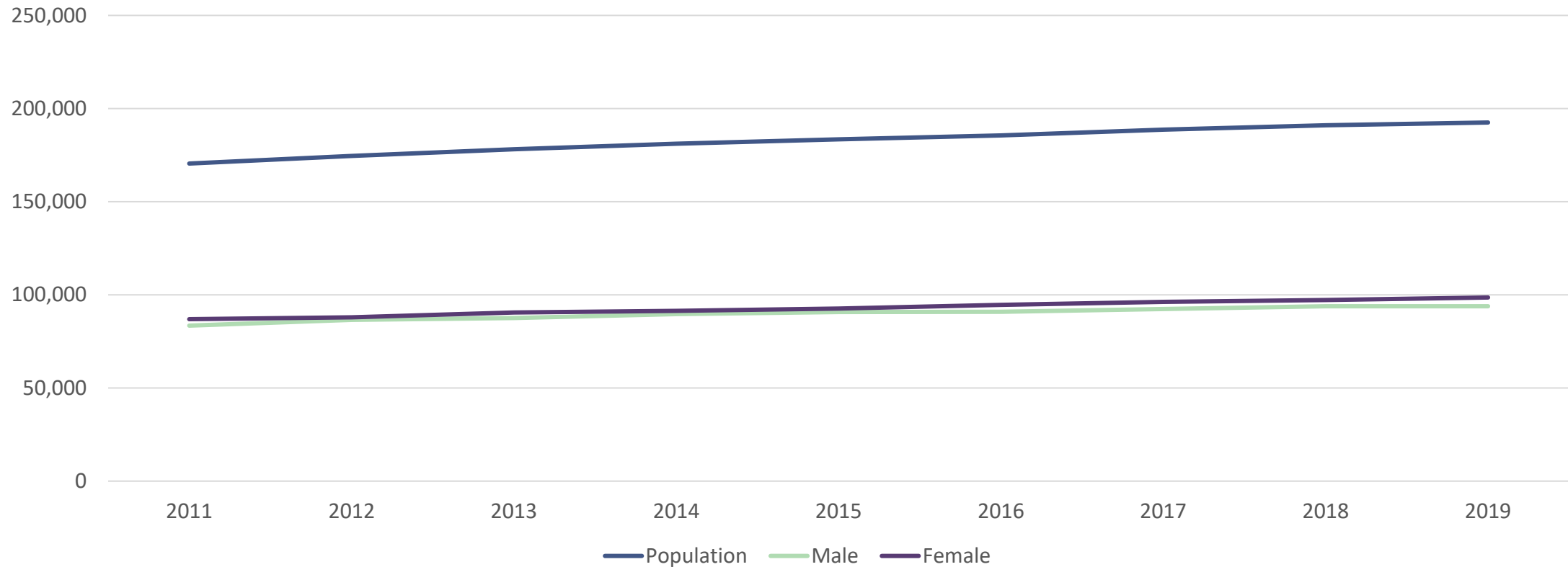
Quick Demographics

- Total Population: 192,565
- Percent Female Population: 51.2%
- Percent Male Population: 48.8%
- Median Age: 33.4
- Percent Asian Population: 6.7%
- Percent Black Population: 22.7%
- Percent Hispanic or Latinx Population: 47.5%
- Percent Native/Other/Multiracial Population: 11.8%
- Percent White Population: 58.8%

Demographics: Population and Gender



Population Change and Gender Over Time for Grand Prairie



Source: JobsEQ, American Community Survey 2015-2019





Demographics: Population and Gender

Year	Population	Male	Female
2011	170,467	83,510	86,957
2012	174,631	86,655	87,966
2013	178,195	87,655	90,540
2014	181,135	89,726	91,409
2015	183,500	90,854	92,646
2016	185,631	90,990	94,641
2017	188,664	92,394	96,270
2018	191,104	93,913	97,191
2019	192,565	93,912	98,653

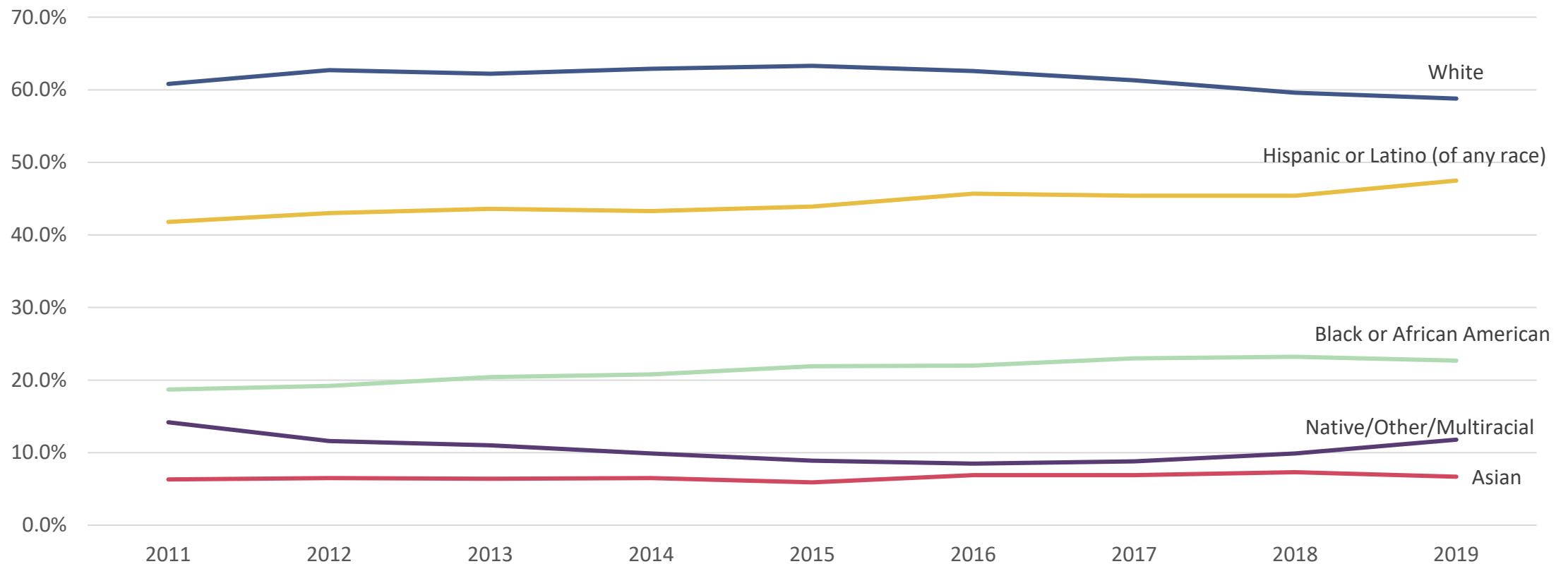
Source: JobsEQ, American Community Survey 2015-2019, Data for Grand Prairie





Demographics: Race and Ethnicity

Race/Ethnicity Changes in Grand Prairie Over Time



Source: JobsEQ, American Community Survey 2015-2019



Demographics: Race and Ethnicity

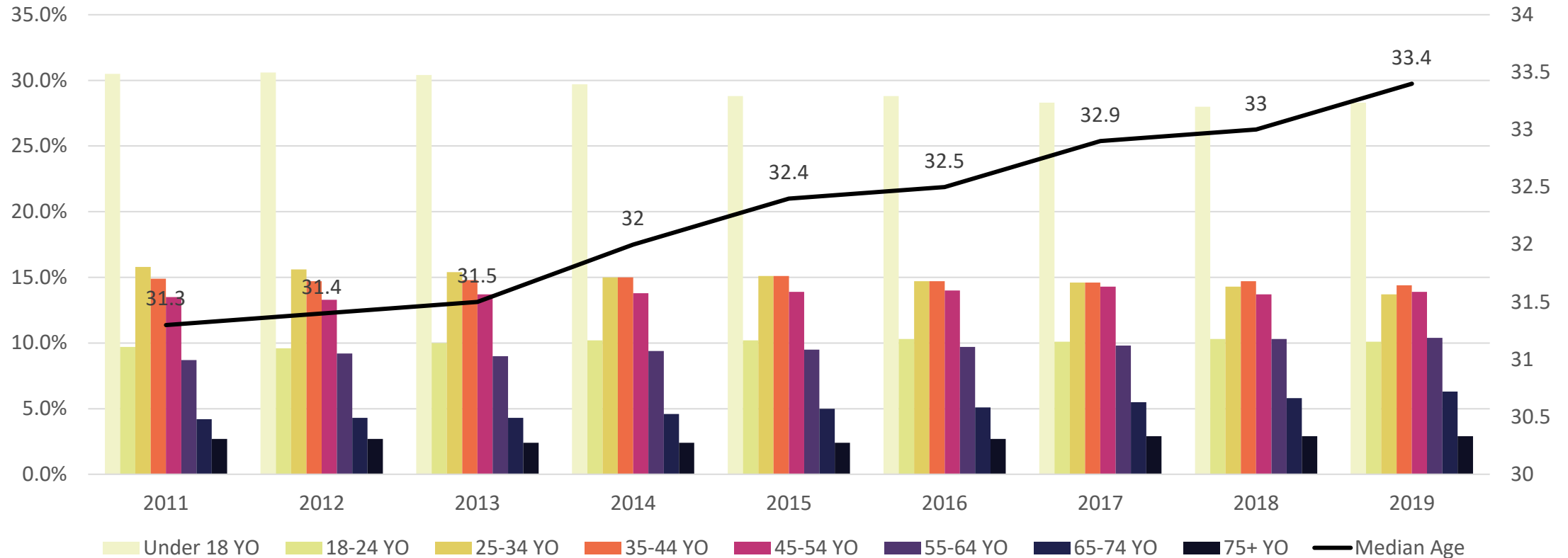
Year	White	Black or African American	Asian	Hispanic or Latino (of any race)	Native/Other/Multiracial
2011	103,634	31,842	10,806	71,329	24,185
2012	109,562	33,449	11,343	75,018	20,277
2013	110,877	36,370	11,352	77,771	19,569
2014	113,940	37,615	11,715	78,482	17,865
2015	116,115	40,123	10,898	80,569	16,364
2016	116,126	40,800	12,844	84,763	15,861
2017	115,617	43,344	13,060	85,594	16,643
2018	113,820	44,401	13,980	86,783	18,903
2019	113,323	43,635	12,819	91,437	22,788

Source: JobsEQ, American Community Survey 2015-2019, Data for Grand Prairie



Demographics: Age

Age Changes in Grand Prairie Over Time



Source: JobsEQ, American Community Survey 2015-2019



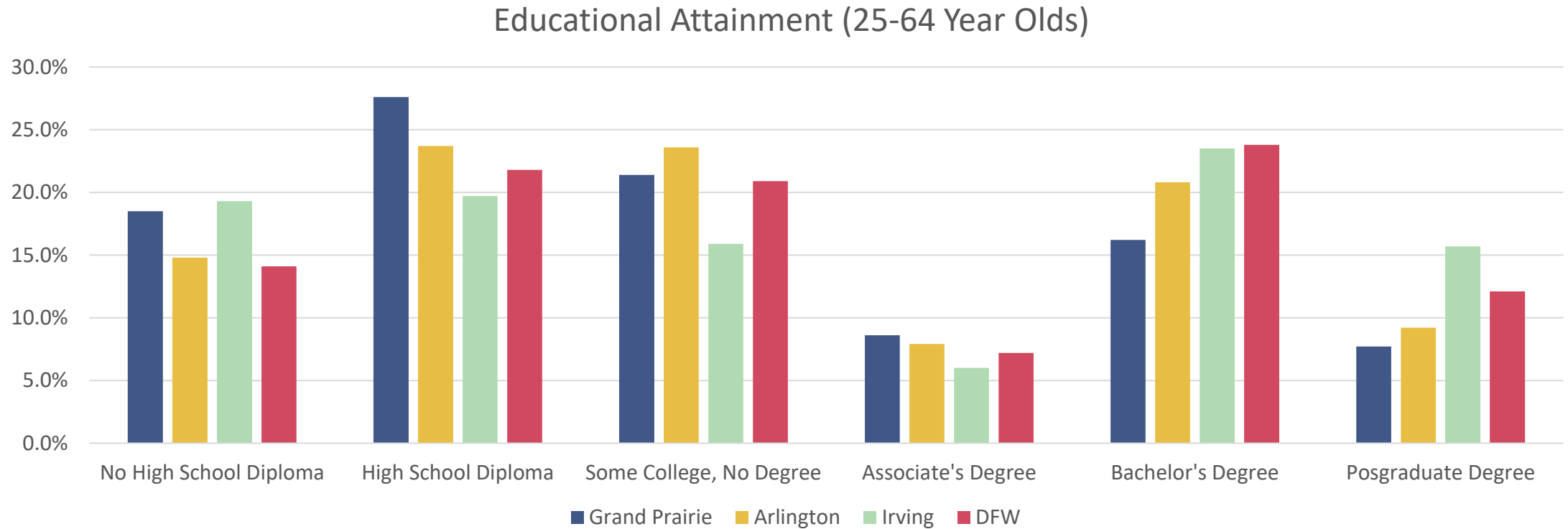
Demographics: Age

Age	2011	2012	2013	2014	2015	2016	2017	2018	2019
Under 18 Years	51,920	53,392	54,193	53,797	52,929	53,472	53,393	53,430	54,462
18 to 24 Years	16,486	16,743	17,806	18,423	18,666	19,164	18,964	19,605	19,363
25 to 34 Years	27,012	27,326	27,395	27,159	27,756	27,220	27,609	27,381	26,370
35 to 44 Years	25,387	25,740	26,415	27,107	27,755	27,199	27,491	28,156	27,785
45 to 54 Years	22,959	23,210	24,469	24,961	25,433	26,018	26,908	26,244	26,841
55 to 64 Years	14,846	16,058	16,076	16,945	17,468	18,082	18,404	19,621	19,952
65 to 74 Years	7,219	7,531	7,598	8,387	9,110	9,541	10,405	11,108	12,136
75 Years, and Over	4,638	4,631	4,243	4,356	4,383	4,935	5,490	5,559	5,656

Source: JobsEQ, American Community Survey 2015-2019, Data for Grand Prairie



Educational Attainment by Place



Source: JobsEQ, American Community Survey 2015-2019



Educational Attainment by Place

Educational Attainment	Grand Prairie	Arlington	Irving	DFW
No High School Diploma	18,656	30,839	26,046	553,977
High School Graduate	27,869	49,329	26,549	857,456
Some College, No Degree	21,587	49,184	21,417	821,340
Associate's Degree	8,647	16,395	8,047	282,596
Bachelor's Degree	16,400	43,429	31,690	936,078
Postgraduate Degree	7,789	19,198	21,113	476,233

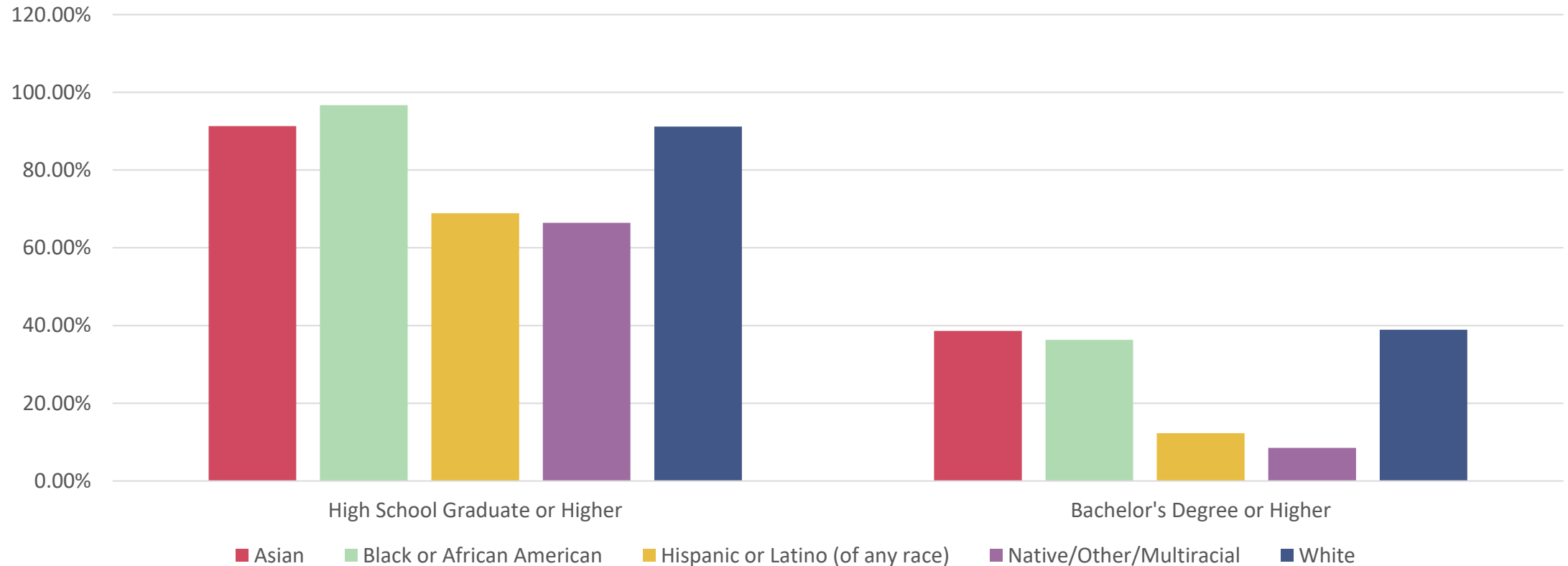
Source: JobsEQ, American Community Survey 2015-2019





Educational Attainment by Race/Ethnicity

Educational Attainment Broken Down by Race/Ethnicity for Grand Prairie



Source: American Community Survey, 2019 Estimates



Educational Attainment by Race/Ethnicity

Race/Ethnicity	High School Graduate or Higher	Bachelor's Degree or Higher
Asian	7,372	3,116
Black or African American	26,005	9,748
Hispanic or Latino (of any race)	36,992	6,586
Native/Other/Multiracial	11,437	1,465
White	28,318	12,088

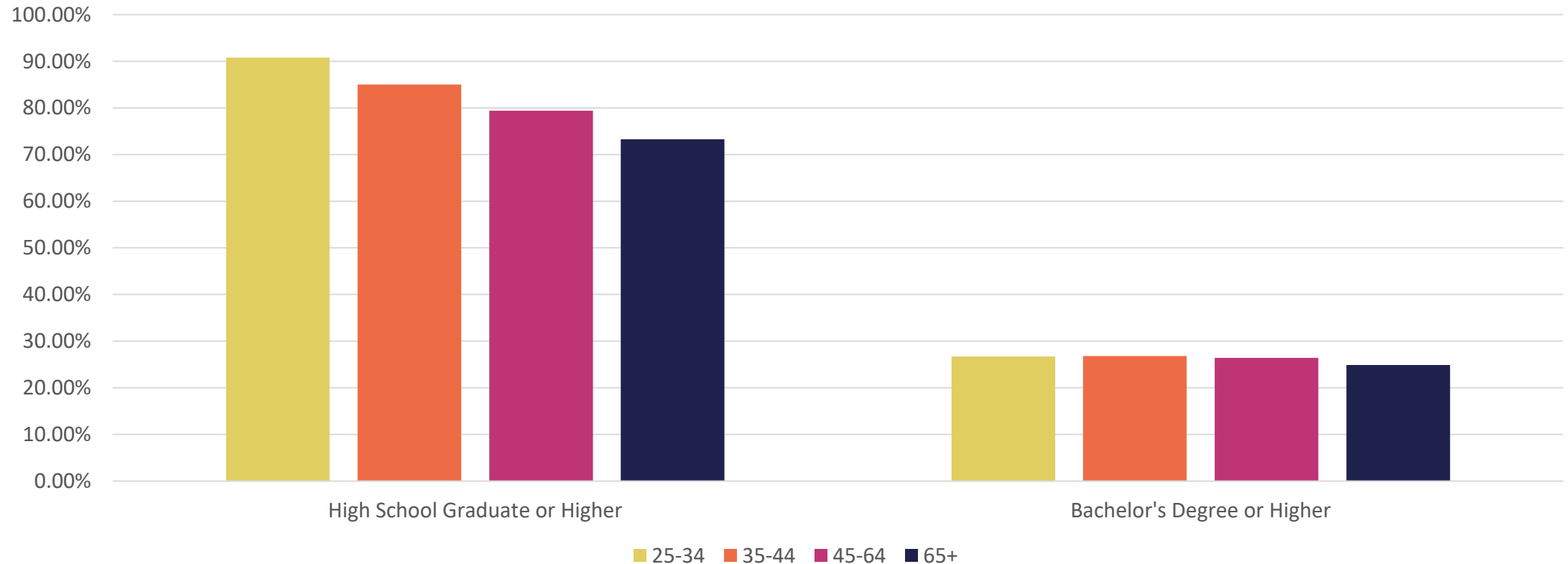
Source: American Community Survey, 2019 Estimates for Grand Prairie





Educational Attainment by Age

Educational Attainment Broken Down by Age Group for Grand Prairie



Source: American Community Survey, 2019 Estimates



Educational Attainment by Age

Age (Years)	High School Graduate or Higher	Bachelor's Degree or Higher
25-34	26,740	7,861
35-44	21,820	6,870
45-64	38,197	12,691
65+	12,194	4,137

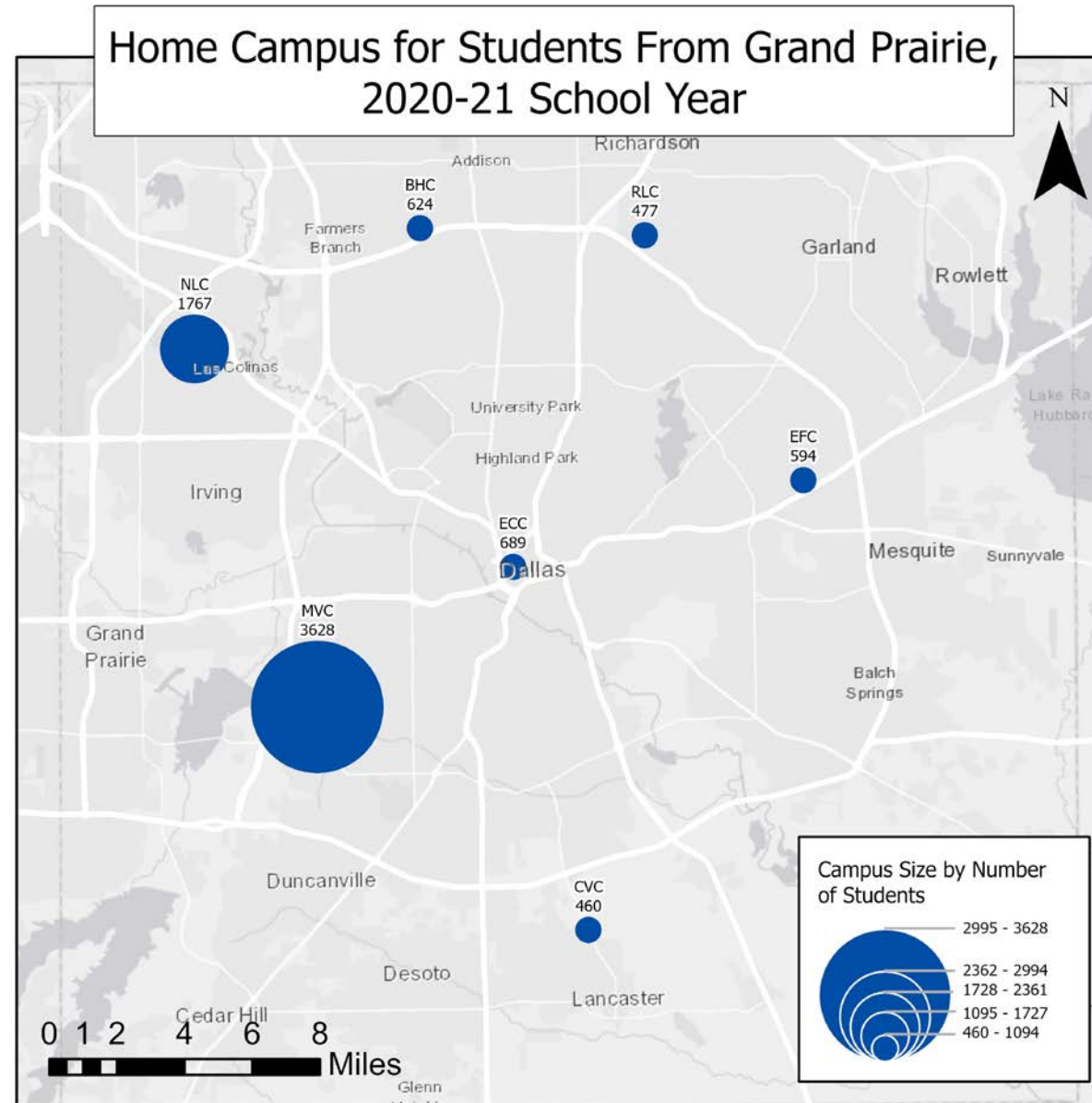
Source: American Community Survey, 2019 Estimates for Grand Prairie



Current Student Profile

- Coming Soon
 - How many students live in Grand Prairie
 - 8,727 for 2020/21 academic year
 - Average/Median Age of Students
 - Which campus do they mainly go to
 - Top Programs of Study







Economic Indicators

	Grand Prairie	Arlington	Irving	DFW
Median Household Income	\$67,388	\$60,571	\$64,868	\$71,418
Median Home Value	\$162,400	\$170,700	\$177,500	\$213,707
Labor Force Participation Rate	70.4%	69.0%	74.1%	68.8%
Prime-Age Labor Force Participation Rate	84.6%	83.6%	84.6%	83.4%
Poverty Level	11.3%	14.6%	12.2%	11.7%
Unemployment Rate	4.6%	4.6%	4.4%	4.4%

Source: JobsEQ, American Community Survey 2015-2019



Businesses/Industries

- Total Businesses: ~5,755
- Total Employees: 66,906

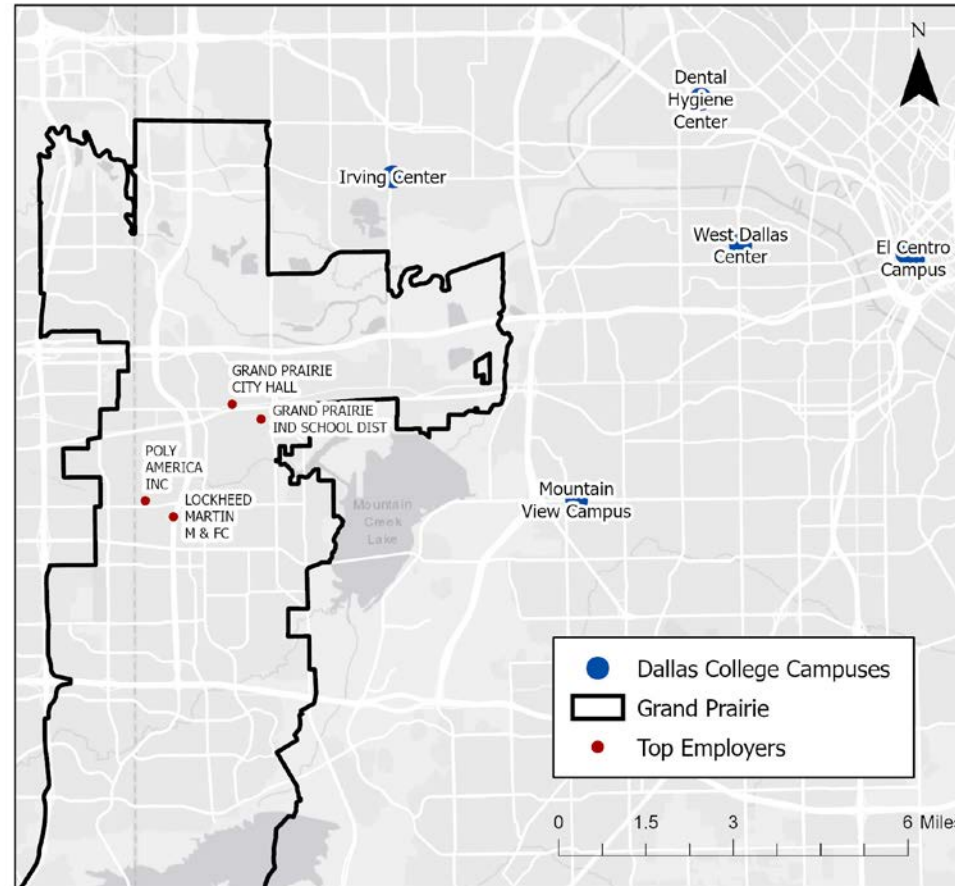
Source: ESRI Business Analyst Data



Top Employers in Grand Prairie

- Lockheed Martin
- Grand Prairie ISD
- Poly-America, Inc.
- City of Grand Prairie

Location of Top Employers in Grand Prairie



Source: City of Grand Prairie

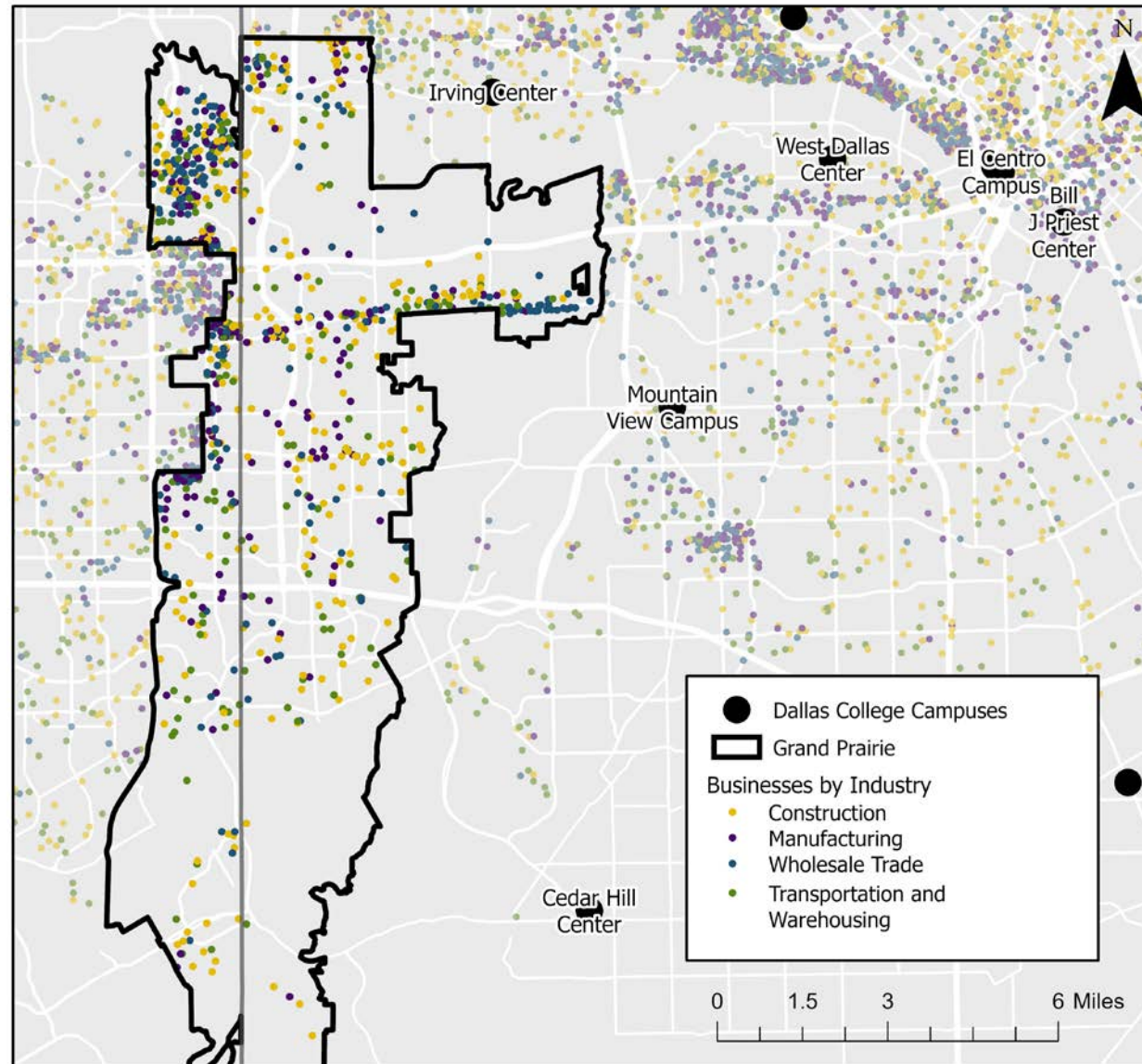
Top Industries by Employment

Industry	Average Annual Wages	Employment
Manufacturing	\$85,725	14,847
Transportation and Warehousing	\$57,036	10,837
Wholesale Trade	\$81,554	8,687
Construction	\$85,725	8,351

Source: JobsEQ, 2021.2



Clusters of Top Industries In and Around Grand Prairie





Top Growing Industries

Industry	Average Annual Wages	10 Year Employment Growth
Transportation and Warehousing	\$57,036	1,645
Health Care and Social Assistance	\$61,962	1,294
Construction	\$69,406	1,100
Manufacturing	\$85,725	1,031

Source: JobsEQ, 2021.2





Occupations by Industry - Manufacturing

Top Occupations in 2020	Top Growing Occupations (2020-2030)
Miscellaneous Assemblers and Fabricators	Software Developers and Software Quality Assurance Analysts and Testers
Software Developers and Software Quality Assurance Analysts and Testers	Industrial Engineers
Inspectors, Testers, Sorters, Samplers, and Weighers	Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers
Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	Industrial Machinery Mechanics
First-Line Supervisors of Production and Operating Workers	Logisticians

Source: EMSI 2021.4, Zip Codes: 75050, 75051, 75052, 75053, 75054



Occupations by Industry – Transportation and Warehousing

Top Occupations in 2020	Top Growing Occupations (2020-2030)
Heavy and Tractor-Trailer Truck Drivers	Heavy and Tractor-Trailer Truck Drivers
Laborers and Freight, Stock, and Material Movers, Hand	Laborers and Freight, Stock, and Material Movers, Hand
Light Truck Drivers	Light Truck Drivers
Industrial Truck and Tractor Operators	Industrial Truck and Tractor Operators
Stockers and Order Fillers	Stockers and Order Fillers

Source: EMSI 2021.4, Zip Codes: 75050, 75051, 75052, 75053, 75054



Occupations by Industry – Wholesale Trade

Top Occupations in 2020	Top Growing Occupations (2020-2030)
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
Laborers and Freight, Stock, and Material Movers, Hand	Laborers and Freight, Stock, and Material Movers, Hand
Customer Service Representatives	Software Developers and Software Quality Assurance Analysts and Testers
General and Operations Managers	Mobile Heavy Equipment Mechanics, Except Engines
Stockers and Order Fillers	Industrial Machinery Mechanics

Source: EMSI 2021.4, Zip Codes: 75050, 75051, 75052, 75053, 75054





Occupations by Industry - Construction

Top Occupations in 2020	Top Growing Occupations (2020-2030)
Construction Laborers	Electricians
Electricians	Construction Managers
First-Line Supervisors of Construction Trades and Extraction Workers	Plumbers, Pipefitters, and Steamfitters
Cement Masons and Concrete Finishers	Painters, Construction and Maintenance Heating, Air Conditioning, and Refrigeration Mechanics and Installers
Office Clerks, General	

Source: EMSI 2021.4, Zip Codes: 75050, 75051, 75052, 75053, 75054



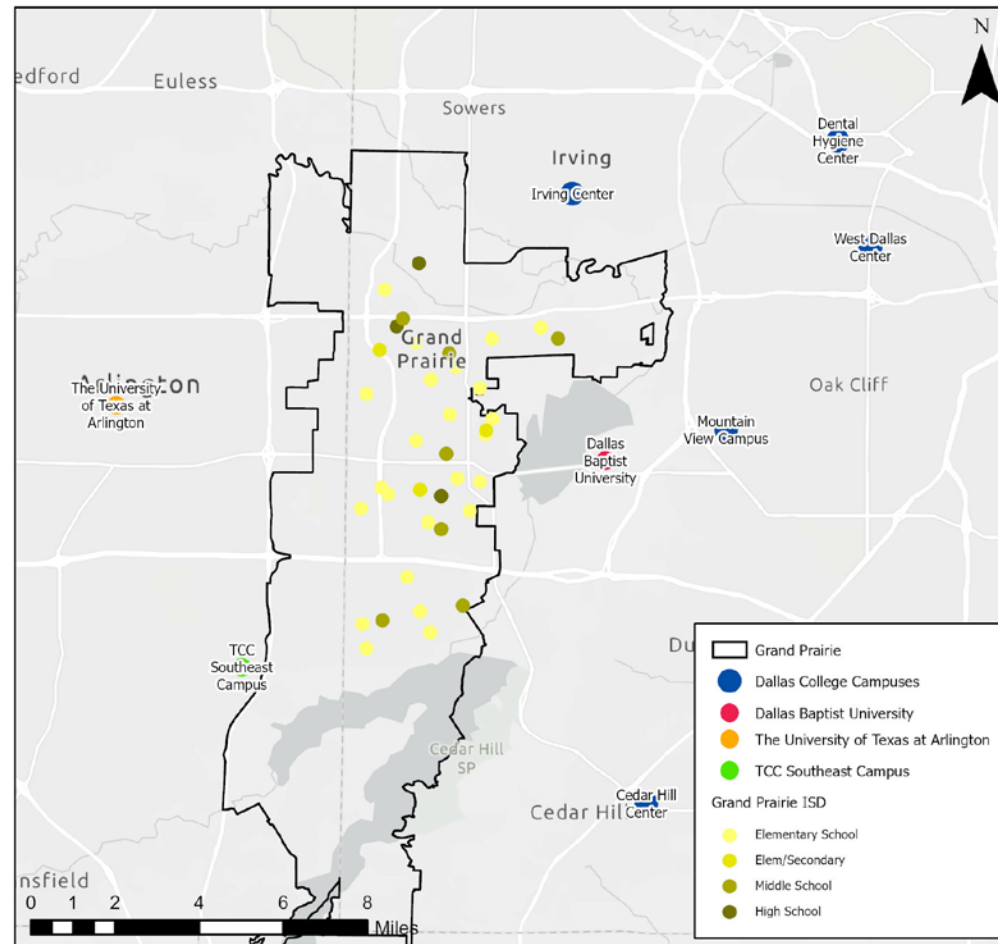
Occupations by Industry – Health Care and Social Assistance

Top Occupations in 2020	Top Growing Occupations (2020-2030)
Home Health and Personal Care Aides	Home Health and Personal Care Aides
Registered Nurses	Registered Nurses
Emergency Medical Technicians and Paramedics	Medical Assistants
Nursing Assistants	Medical and Health Services Managers
Licensed Practical and Licensed Vocational Nurses	Medical Secretaries and Administrative Assistants

Source: EMSI 2021.4, Zip Codes: 75050, 75051, 75052, 75053, 75054

Education Institutions

Educational Institutions In and Around Grand Prairie



Source: NTCOG



Employers With the Most Job Postings

- Anthem Blue Cross: 1,359
- Lockheed Martin: 1,063
- City of Grand Prairie: 371
- Penske: 218
- Bureau of Prisons: 215

Source: Burning Glass, Dec. 1, 2020-Nov. 30, 2021





Workers Coming to Grand Prairie

Industry	Average Annual Wages	Number of Workers
Manufacturing	\$85,725	15,935
Wholesale Trade	\$81,554	10,244
Construction	\$69,406	9,689
Retail Trade	\$42,883	9,396
Transportation and Warehousing	\$57,036	6,262

Source: Census LODES WAC, 2019





People Who Live in Grand Prairie

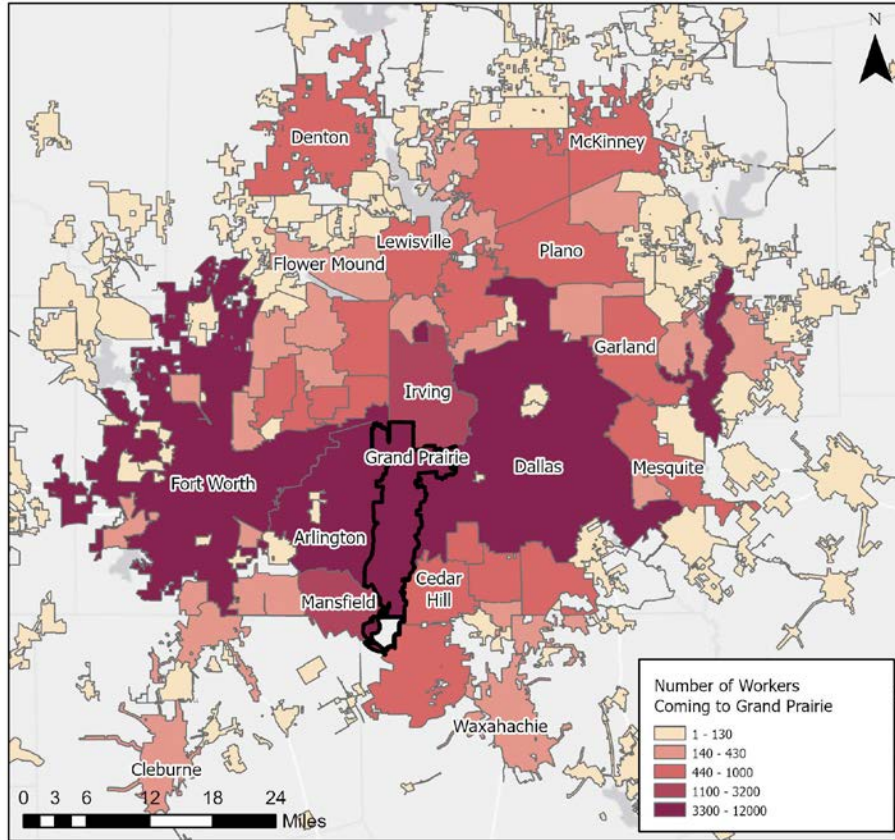
Industry	Number of Residents
Health Care and Social Assistance	10,855
Retail Trade	10,102
Manufacturing	9,009
Accommodation and Food Service	8,810
Administrative and Support and Waste Management and Remediation Services	7,775
Education	7,774

Source: Census LODES RAC, 2019



Commuting Workers and Residents

Number of People Who Commute to Grand Prairie For Work



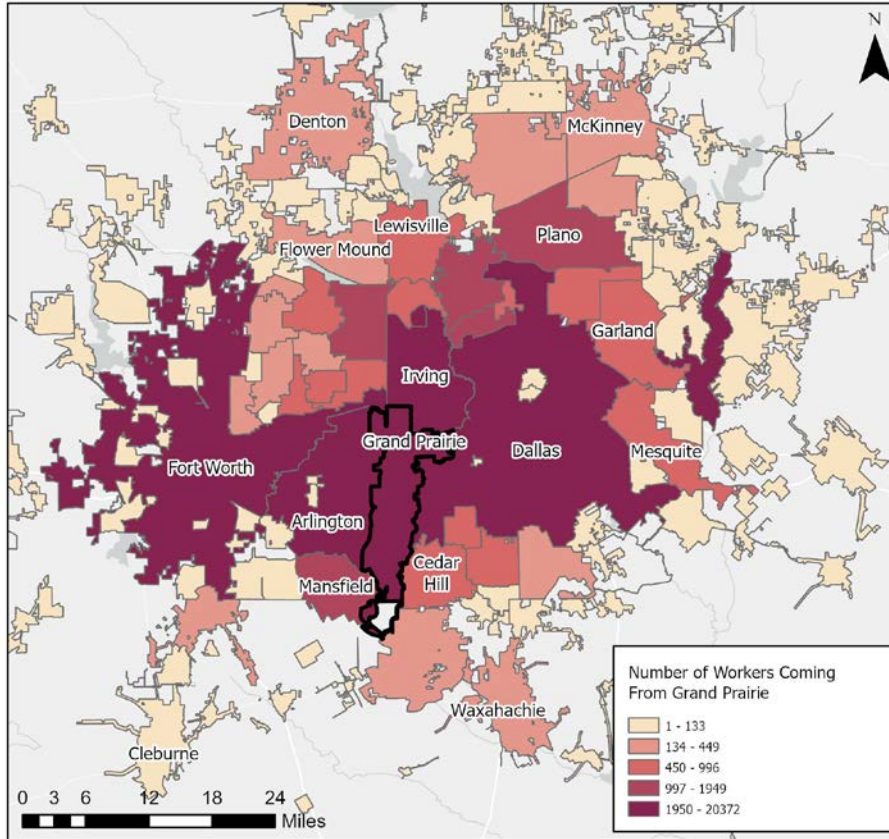
Top Cities People Commute From:

1. Arlington
2. Grand Prairie
3. Dallas
4. Fort Worth
5. Irving
6. Mansfield
7. Cedar Hill
8. Euless
9. Garland
10. Carrollton

Source: Census LODS, O-D 2019

Commuting Workers and Residents

Number of People Who Commute from Grand Prairie For Work



Top Cities Residents of Grand Prairie Commute To:

1. Dallas
2. Arlington
3. Grand Prairie
4. Fort Worth
5. Irving
6. Grapevine
7. Mansfield
8. Plano
9. Carrollton
10. Farmers Branch

Source: Census LODS, O-D 2019

Key Stakeholders

- Lockheed Martin is a global security and aerospace company with principal focuses on the research, design, development, manufacturing, integration, and sustainment of advanced technology systems, products, and services.
- Hensley Field (City of Dallas) – is a former naval base in the western portion of Dallas near Grand Prairie, Irving, and Cedar Hill. Dallas is currently putting a plan together on how to develop Hensley Field.
- Grand Prairie ISD is included in Dallas County Promise

Source: Lockheed Martin, City of Dallas



Nearby DC Campuses

- Mountain View is about 7 miles away from parts Grand Prairie. Signature programs at MVC include Nursing, Welding, Occupational Therapy, and Mechatronics.
- The Irving Community Center is just north of Grand Prairie, and offers core classes and Allied Health classes.



Recommendations

- Focus on Mountain View and maybe see if there's anyway to possibly add programs at the Irving Center
- Small business center at Hensley Field or do something similar to what we're trying to do with Pegasus Park



Data Sources

- JobsEQ
 - A tool that provides timely labor market data
 - Use data from Bureau of Economic Analysis, Bureau of Labor Statistics, National Transportation Research Center, Census Bureau, Council for Community and Economic Research, Department of Agriculture, Department of Defense, Employment and Training Administration, National Center for Education Statistics, O*Net
 - Their data is only as good as their source's data.
- American Community Survey (ACS)
 - A yearly survey given by the Census Bureau
 - Mailed out to address, not specific people. Each address has a 1-in-480 chance of receiving this survey. Follow up may be done in person or by phone.
 - Click on this [link](#) to be taken to the ACS Information Guide
- Census LEHD Origin-Destination Employment Statistics (LODES)
 - Describes the movement of workers by geography
 - Based on tabulated and modeled data and subject to non-sampling errors
 - Excluded set of workers include uniformed military, self-employed workers, informally employed workers
 - Use this [link](#) to discover more information