

**State P-16 Council Meeting
Wednesday, May 27, 2010
Minutes**

The twenty-seventh meeting of the State P-16 Council, authorized by statute, was held at the Travis State Office Building, Room 1-104, on May 27, 2010.

Statutory members present: Robert Scott (chair), Commissioner, Texas Education Agency (TEA). Non statutory members present: Phyllis Snodgrass, President, San Marcos Area Chamber of Commerce. Staff designees present: Judy Loreda (THECB) represented Raymund Paredes (co-chair); Clint Winters (TWC) represented Larry Temple; and Debra Wanser (DARS) represented Terrell Murphy.

Statutory members absent: Raymund Paredes (co-chair), Commissioner, Texas Higher Education Coordinating Board (THECB); Terrell Murphy, Commissioner, Department of Assistive and Rehabilitative (DARS); and Larry Temple, Executive Director, Texas Workforce Commission (TWC). Non-statutory members absent: Gregory Williams, President, Odessa College and Melody Johnson, Superintendent, Fort Worth ISD.

AGENDA ITEM ONE

Call to Order

Commissioner Robert Scott called the meeting to order at 2:00 p.m.

AGENDA ITEMS TWO AND THREE

Welcome and Opening Remarks/Adoption of Minutes

Commissioner Scott welcomed members and guests and then laid out the minutes from the February 17, 2010 Council meeting and asked for a motion to adopt. A motion was made and seconded. The minutes were unanimously adopted.

AGENDA ITEM FOUR

Agency and Council Member Updates

No agency or council member updates were provided.

AGENDA ITEM FIVE

The “P” Side of P-16: Update on Early Childhood Education and Care

Dr. Susan Landry, Director, Children’s Learning Institute and Texas State Center for Early Childhood Development (SCECD) and Dr. John Gasko, Director of Statewide Initiatives at the Children’s Learning Institute presented information on Advancing School Readiness Programs in Early Childhood Education. Dr. Gasko provided opening remarks and described how the “P” system fits within the K-16 pipeline. Following Dr. Gasko’s remarks, Dr. Landry provided background on childhood education in Texas and discussed the predictors of early learning success, professional development and instructional approaches, programs and interventions impacting early childhood education, and the expansion of the Texas Early Education Model (TEEM) for School Readiness Program. The following points were made during the presentation:

- Texas currently has the largest early childhood population in the nation.
- There are almost 650,000 three- and four-year-old children in Texas.
- Approximately 22% of Texas children under 5 years of age live in poverty.
- By 2040, Texas school enrollment will double.
- Quality is mixed and fragmented in early childhood settings and school readiness gaps are present.
- Focus on preschool children becoming school ready involves:
 - Developing phonological awareness, letter knowledge and early writing;
 - Understanding and using increasingly complex and varied language;
 - Developing and demonstrate an appreciation for books;
 - Developing math skills;
 - Developing social and emotional competence; and
 - Using language to communicate for a variety of purposes.
- Intensive professional development improves instruction and child outcomes.
- The most effective programs are those that are intensive, comprehensive, and well integrated.
- Effective programs can be scaled in all types of low-income early childhood settings.

Dr. Landry told the audience that the SCECD was able to successfully connect the kindergarten reading and social behavior scores with preschool practices for 7000 children. She added that the Texas School Ready certification model shows that children who graduated from these classrooms entered kindergarten with both the reading and social behavior skills needed to be successful and further showed that children in poverty were comparable to middle class children in reading and showed significantly better social behavior. Dr. Landry was asked whether there were plans to conduct a longitudinal study. She indicated that they were interested in doing so, but difficulties have arisen regarding FERPA requirements and data sharing. Commissioner Scott agreed that a longitudinal study would be beneficial and offered to assist in addressing any obstacles. Dr. Landry also stated that the Texas School Ready program currently links pre-K data to kindergarten outcomes. In addition, training through this program showed the same gains among classrooms with instructors with different kinds of certification and degrees. A question was also asked about teacher turnover rates. Dr. Landry indicated that turnover was reduced from 27-29% to 7-11%.

AGENDA ITEM SIX

Presentation on Lone Oak Independent School District's Partnership with the University of Texas Health Science Center for the Texas School Readiness Certification Program

Ms. Judy Steadham, Principal of Lone Oak Elementary School in Lone Oak ISD, presented information on her school and the district's partnership with The University of Texas Health Science Center for the Texas School Readiness Certification Program. She described her district as a small 2A district in Hunt County (50 miles northeast of Dallas) with 900 students, including 450 elementary students on her elementary campus. The elementary school houses Pre-K through 5th grade with about 52% of its students in the low socio-economic income level. The school strives to ensure all Pre-K through 5th grade students have access to a rigorous curriculum coupled with instructional best practices. Operating under this vision, they have encountered the following successes:

- 1985-2009: Exemplary Campus Rating - 14 years (over 18 Gold Performance Awards in all grade-levels tested)
- 2006-2008: TBEC Honor Roll School – 3 years
- 1999-2010: Title I Distinguished Campus – 11 years
- 2006: National Title I School Finalist
- 2010: National Blue Ribbon Nominee for High Performance...
- 3rd Grade NCEA growth in Reading & Math
- 4th & 5th Grade NCEA growth in Writing & Math
- 4th & 5th Grade NCEA College and Career Readiness in Math...

In efforts to keep its commitment to prepare students to enter kindergarten on or above grade level and ready to benefit from a full array of public education services, the district participated in the TEEM project. In 2007 they made a 3-year commitment to:

- Provide and participate in high-quality professional development & training in instructional practices focused on school readiness;
- Identify and use intentional best practices and activities with our children;
- Provide comprehensive literacy skills and opportunities for writing for our children; and
- Collect, document, and submit essential data necessary for the research project

Ms. Steadham noted that as a result of participation in quality early education, educators determined that literacy, math, and social skills are all key to a student's overall future school success. Lone Oak's participation in the project resulted in the following:

- Reduced retention rate to 0%;
- Reduced referral rate to Special Education to 0%;
- Reduced the number of students requiring remediation, pull-out programs, and summer school;
- Improved the quality of instruction in Pre-K; and
- Significantly fewer discipline referrals and social issues in K and 1st grade.

Ms. Steadham explained that the reason she was sharing this data was because she wanted to make the point that success does not start with TAKS grade levels -- it starts with Pre-K. Commissioner Scott commended Ms. Steadham for her efforts and specifically noted that while 52% of the school's students were at the low socio-economic level; 78% of them reached Commended levels in science. He noted that the students' success was a testament to Ms. Steadham's hard work and the work of her staff. He also indicated his interest in inviting Ms. Steadham back to share her successes with the Legislature in 2011.

AENDA ITEM SEVEN

Presentation on Online College Preparation Assistance Pilot Program

Dale Fowler of TEA, Andy Kesling of THECB, and Marie DeMego of ConnectEDU, Inc. introduced a new online pilot program developed to assist high school students to prepare for college. Mr. Kesling provided introductory remarks about the partnership between the two agencies and announced that ConnectEDU had been selected as the vendor to develop a Texas-specific online college preparation program after a competitive bidding process. Mr. Fowler summarized research findings relating to issues affecting students and families with limited access to resources and information on college and career readiness. Ms. DeMego then talked

about her company's capabilities and the components of the online college and career preparation program:

What they do:

- **Support students, parents and counselors** at each stage of the education and career planning process with innovative web-based tools and resources.
 - **Interactive Planning Tools** (*Course Planners, Financial Aid Tools & Resources, College Budget & Cost Calculators*)
 - **College & Career Search Tools** (*Student-tailored College & Career Search, College Comparison Tools, Acceptance History Scattergrams*)
 - **Communication Tools** (*Counselor, Student & Parent Messaging, Host & Track Student Events, Scholarship & Events Notification*)
 - **Centralized Student Tracking** (*Complete Application Tracking, Electronic Transcript Requests, Community Service Hours Tracking*)
- **Drive technological efficiencies** across the college and career planning & transition process.
- **Lead the industry in SIS integration** and creating data-driven tools for students parents & counselors.
- **Comply with all FERPA & PPRA guidelines** in order to effectively partner with high schools and districts

Online College and Career Preparation Components:

- **Single, Online Resource**
 - Secure Log-in for Students, Parents, & Counselors
 - Complete, data-driven portfolio for students
- **Innovative College & Career Planning Tools**
 - Course & Curriculum Planning
 - College Search & Match
 - Scholarship Search & Match
 - Budgeting & Planning Tools
 - Career Search & Match
- **Time-dependent, Discreet Steps**
 - Grade-specific steps drive students towards successful outcomes
- **Centralized Student Tracking & Management**
 - Data-driven efficiency for counselors
 - Comprehensive tracking of student progress

Ms. DeMego provided a brief demonstration of the tools and online capabilities they can offer. At the end of the presentation, Ms. DeMego was asked if historical SAT scores could be shown through the system. She said that they would have the capability to show historical scores. Ms. DeMego also mentioned that the system will have specific career components, so it will not only be used by students for college preparation, but also for those on a career path. Debra Wanser from DARS mentioned the vocational rehabilitation program that is offered through their agency for individuals with disabilities and thought the ConnectEDU project could be shown as a resource for students with disabilities.

AGENDA ITEM EIGHT

Introducing GenTX – Presentation on Texas High Education Coordinating Board Statewide College-going Culture Campaign

Andy Kesling from THECB provided introductory remarks about THECB's statewide campaign for a college-going culture. He indicated that the process began as a 2-year, \$3 million campaign with the following three objectives: 1) to make students, educators, business and community leaders aware of the college and career readiness standards; 2) develop a college-going culture in the state; and 3) provide resources for low-income students who don't know about applying for admissions and financial aid in colleges. Milkshake Media was selected as the contractor to develop the campaign after a competitive bidding process. The campaign will launch publically during the Fall in two pilot areas: San Antonio and Ft. Worth. Mr. Kesling then introduced Katherine Jones, President of Milkshake Media to provide additional comments.

Ms. Jones emphasized the importance of the campaign and stressed that it could not just involve the education community. It will be very important to bring all community stakeholders together, including students/families, business, education, and government, because it is going to be about unlocking the workforce potential in the state. She noted that the campaign's targeted audience will be low socio-economic, first-generation college-going students. Part of the campaign will be to launch a movement that brings all of the resources that are already out there under a common umbrella. Ms. Jones described the campaign as a community-based, grass-roots, bottom-up effort that they would like to see move an entire generation of Texans that might not have considered taking the college and career readiness path. After her remarks Ms. Jones showed a video of what the campaign would look like. Shannon Ratliff of Milkshake Media provided closing remarks on why the campaign was so important and encouraged the Council, partner agencies and stakeholders to embrace the GenTX brand.

After the presentation, Dr. Judy Loreda mentioned that THECB would be funding P-16 councils around the state and asking them to work closely with Milkshake Media to help move the GenTX brand forward. DARS representative Debra Wanser commented that the GenTX campaign was very inspirational and suggested they show some students with disabilities in their materials.

AGENDA ITEM NINE

Update on Developmental Education Demonstration Sites

Terry Daniel from THECB extended regrets sent by Tamara Clunis, who was originally scheduled to present, and then provided an update on the 2010-2011 Developmental Education Demonstration Project on Dr. Clunis' behalf. Ms. Daniels indicated that the higher education community realized that radical changes were needed in the developmental education system and Texas community colleges districts and public universities had an exciting opportunity to re-conceptualize services to students who enroll in higher education but are not college and career ready. THECB based this re-conceptualization on the following six assumptions:

- **Assumption #1—Student Success**
 - Services to students identified for developmental education should focus on those who are within two years of college or career readiness.

- **Assumption #2—Advising and Counseling**
 - Services should include comprehensive advising and counseling options for students that include mandatory ongoing counseling for the students who are not college and career ready.
 - Individualized plan for each student that is monitored regularly ensuring ongoing support.
 - Faculty Advising Component.
- **Assumption #3—Content and Skill Development**
 - Innovative curricular options to be designed and offered to students who are not college ready.
 - Combined reading and reading
 - Integration of online services, especially in the area of math programs, such as ALEKS
 - Linked or paired courses that provided extra assistance and support
- **Assumption #4—Faculty Experience and Effectiveness**
 - Faculty for students who are not college ready should have a proven record of success in helping students make marked progress toward college readiness.
 - Methodology in place to determine the effective teaching in DE and how this will be used to identify, select, monitor and evaluate DEDP faculty.
- **Assumption #5—Faculty and Staff Development**
 - Resources should be dedicated to faculty and staff development focused on improving teaching, learning, advising, and counseling.
 - Development efforts need to be comprehensive, sustainable, and focus on building local capacity to train faculty and staff.
- **Assumption #6—Research-based Practices**
 - Incorporate a systemic cycle of assessment and evaluation to guide interventions and project activities.

In addition to the six assumptions, THECB looked at how best to address students that will not finish within two years. The next step would be to align Adult Basic Education (ABE) with developmental education and distinguish and remediate ABE students separately from developmental education students. Institutions participating in this project are being asked to provide options that will keep students on campus and allow them to receive academic instruction for college readiness or to enter the workforce. One option might be to allow students to be served through ABE programs for certification. Institutions should be able to collaborate with either ABE providers in their area or offer programs on their campus. The goal is to make sure students feel like they are part of the campus.

At the end of her presentation, Ms. Daniels announced the following demonstration sites:

Community Colleges

San Jacinto College
Alamo Community College
Tarrant County College
Lonestar College
El Paso Community College

Public universities

Texas State University – San Marcos

Texas A&M University - Commerce

University of Texas at Austin

University of Texas - Pan American

AGENDA ITEM TEN

Adjournment

Commissioner Scott announced that the next Council meeting was scheduled for August 11, 2010. There being no further business, the meeting was adjourned at 2:45 p.m.