

**State P-16 Council Meeting
Wednesday, August 11, 2010
Minutes**

The twenty-eighth meeting of the State P-16 Council, authorized by statute, was held at the Travis State Office Building, Room 1-104, on August 11, 2010.

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

Statutory members absent: Raymund Paredes (co-chair), Commissioner, Texas Higher Education Coordinating Board (THECB) 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 ITEMS ONE AND TWO

Call to Order and Opening Remarks

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

AGENDA ITEM THREE

Adoption of Minutes

Due to the lack of a quorum, Chairman Scott dispensed with the adoption of the minutes from the May 27, 2010 meeting until the next scheduled meeting of the Council.

AGENDA ITEM FOUR

Agency and Council Member Updates

No council member updates were provided.

AGENDA ITEM FIVE

Accelerated Plan for Closing the Gaps (CTG): How the State P-16 Council Can Help THECB Reach CTG Goals by 2015

Dr. Judy Loredo, Assistant Commissioner for P-16 Initiatives, THECB, provided an update on the agency's accelerated plan for *Closing the Gaps* (CTG) by 2015. She discussed progress made in achieving CTG goals and some of the challenges the state continues to face going forward.

Dr. Loredo stated that Texas remains on target for meeting CTG participation goals. This year the state experienced the greatest increase of 100,000+ in enrollment and the greatest percentage increase in enrollment has occurred at the community college level. The state is also on track and has made progress in the number of degrees/certificates awarded at the college level. While progress has been steady, THECB has implemented an accelerated action plan to enhance efforts to retain and graduate students. To help accomplish its goals, the Board adopted an accelerated action plan intended to focus more intensely on efforts in key areas of *Closing the Gaps* that represent the greatest challenges going forward. The accelerated action plan outlines four strategic focal points:

- Enroll more Hispanics and African American males in higher education.
- Increase the number of higher education credentials for Hispanic and African American students.
- Award more credentials in STEM fields.
- Increase the number of well-prepared, certified teachers.

Dr. Loredo described the following strategies the agency has implemented to provide academic and social support systems to foster student success:

- Improve the effectiveness of developmental education.
- Align financial aid funding policies with Success goals—TEXAS Grant Priority Model.
- Implement comprehensive and effective student support systems at institutions with high Hispanic and African American enrollment.
- Emphasize and support the role of community colleges.

After providing details on the accelerated plan's focal points, Dr. Loredo concluded her remarks by stressing that meeting *Closing the Gaps* goals will have a tremendous impact on the state's economy. Mr. Scott thanked Dr. Loredo for the information she provided and remarked that the joint agencies will continue working together to ensure that students succeed in a learning environment that has been impacted by increased levels of rigor and expectations.

AGENDA ITEM SIX

Update on Implementation of the Texas Student Data System

Brian Rawson, Director, Statewide Data Initiatives, TEA, provided an update on the Texas Student Data System (TSDS). Mr. Rawson described the system as an education data management system that supports all education stakeholders, including policymakers, teachers, students and others. The primary goal is getting the right data to the right people, at the right time, to help make the right decisions for Texas students. Mr. Rawson explained that the new data system is focused on improving existing components and delivering new functionalities. Four major components of TSDS were described as follows:

- **State-sponsored Student Information System (SIS)**
 - An opt-in, voluntary, district-facing system that can sit next to a district's pre-existing system.
 - TEA is considering multiple options on the model for offering the state-sponsored SIS.
 - TSDS will integrate with other SIS's – districts will not be required to switch systems.
- **District connections database (DCD)**
 - This is anticipated to be a large data warehouse that powers student, campus and district data snapshots.
 - System is supported by the state, but the data is only available to educators.
 - Will become conduit to submit PEIMS data (expected by 2013 school year).
 - Loading of non-PEIMS data is optional
- **Public Education Information Management System (PEIMS)**
 - Migrate PEIMS off mainframe
 - XML data standard will make it easier to submit and certify data.
 - Realign statewide data collection standards and protocol for districts.
- **Texas P-16 Public Education Information Resources (TPEIR)**
 - Will expand to link prekindergarten, college readiness and workforce data.
 - Load college readiness test score collections (SAT, ACT, AP test data)

Mr. Rawson explained that implementation of the new system is a four- to five-year effort. The agency is currently in the stakeholder engagement phase of implementation. To date, there have been meetings held with policymakers, administrators, teachers and other stakeholders statewide to lay out plans and receive input. The agency expects to complete implementation of the new system by 2014.

AGENDA ITEM SEVEN

Program Highlights on District-wide Initiatives Focused on Increasing College and Career Readiness

Jan Lindsey, Stacy Avery and Keltly Garbee, from TEA's Office of Dropout Prevention/College and Career Readiness Initiatives, presented information on district-wide initiatives focused on increasing college and career readiness.

Ms. Lindsey introduced the segment by providing a brief history of how the Texas High School Project (THSP) was created to address secondary school reform. Unique components of THSP were described as follows:

- An alliance of private and public funders willing to work together to reform secondary schools (\$346 million);
- The program's mission is to ensure that all secondary students were college ready;
- The program targeted the most challenging students on the most challenging campuses, including English Language Learners, low-income students at low-performing schools.

Ms. Lindsey provided an overview of a new initiative focused on college readiness at Pharr-San Juan Alamo (PSJA) Independent School District. She explained that earlier this year, a two-year, \$2 million grant was awarded to PSJA to aid in preparing all of its students district-wide for college. The goals of the program include: introducing college ready instructional strategies; expansion of college credit courses for all PSJA students; college opportunities for students who had dropped out of the district; and the establishment of counselors who will support PSJA students as they transition to college. PSJA is set to serve as a working model for all districts across the state as part of efforts to replicate successes.

Ms. Avery provided an overview of the Texas Science, Technology, Engineering and Math Initiative (T-STEM). The initiative focuses on improving math and science achievement among students and increasing the number of students who study and enter STEM careers. The initiative is supported by:

- 46 T-STEM Academies that serve students in grades 6 - 12 across the state;
- 7 T-STEM centers at higher education institutions and education service centers;
- A coordinated and extensive network to promote and disseminate best practices; and
- Advocacy/outreach.

Ms. Avery discussed some of the early successes T-STEM students are experiencing in advanced courses and dual enrollment and shared the following overall results:

- TAKS scores in 9th Grade Math at T-STEM Academies are 10% to 15% higher than district.
- Teachers report positive results for student growth in achievement.
- T-STEM 10th graders scored 49 points higher on TAKS math.
- T-STEM Academies have higher attendance rates than their peer schools.;
- T-STEM Academies serve a more diverse student population than the state average.

Ms. Garbee provided an overview of the Early College High School Initiative. She stated that there are currently 41 ECHS campuses across the state, but the number will increase to 50 with the new school year. General ECHS characteristics include:

- Strong partnerships between ECHS and colleges;
- Small school model – 400 students or fewer;
- ECHS is either located on a college campus or in close proximity;
- Focus is placed on academic acceleration, not remediation, where students are provided opportunity to earn up to 60 college credit hours;
- Promotes rigor, but provides academic and social support.

Ms. Garbee explained how the ECHS model differs from a dual credit program and then shared the following results of the program:

- ECHS 9th graders are 20% more likely to pass Math TAKS than students across the state.
- In 2008-2009, over 1,100 ECHS students earned an average of 16 credit hours each.
- These 1,100 students saved approximately \$4,000 each or \$4.5 million in college tuition.
- In May 2010, 900 students graduated from 11 Early Colleges – this is the first cohort of ECHS students in Texas.
- Together, these 900 students earned over \$5.6 million in college scholarships.
308 of the graduating students earned an Associate’s degree and their high school diploma

Both Ms. Avery and Ms. Garbee showcased videos that provided insight on how T-STEM and ECHS programs were working in various parts of the state.

AGENDA ITEM EIGHT

Update on Modeling a Regional Platform of Educational Change

Dr. Hannah Gourgey provided an overview of E³ Alliance’s strategic review and planning project that was partially funded by the Texas Education Agency and the Gates Foundation. E³ Alliance, a regional P-16 Council for Central Texas, received funding to launch a strategic plan that would provide an objective review of the accomplishments, gaps, lessons learned, possible future scenarios and system-wide educational changes that could be shared with other regional P-16 councils. E³ Alliance used its regional strategic plan to engage stakeholder input on what is called their *Blueprint for Change*. Findings from stakeholder input indicated the model is unique and that it contains the right vision, goals and metrics for its region. Overall lessons learned from the strategic planning process included:

- A platform of objective, actionable data is replicable to any region.
- Have a broadly agreed-upon, measurable strategic plan.
- No P-16 Council will ever have all of the resources needed to execute the change that must happen. Strong partnering is key to gaining broad traction.
- Build trust in collaboration.
- Understand your marketing positioning – who are you working with and what is your relationship to them?
- Don’t let your work get politicized.
- Be persistent.

AGENDA ITEM NINE

Council Approval of Process for Completing and Submitting Legislative Report on P-16 College Readiness and Success Strategic Plan

Lynette Heckmann from THECB’s Office of P-16 Initiatives and Patricia Hicks from TEA’s Department of State Initiatives reported on the commissioner of education’s and Texas Higher Education Coordinating Board’s statutory requirement to report progress made on implementation of the P-16 College and Success Strategic Plan on or before December 1st of each even-numbered year. The plan was created after passage of House Bill 1 (79th Legislature, 3rd Called Session) under the advisement of the State P-16 Council. The plan’s eight objectives include the following:

OBJECTIVE 1

Define standards and expectations for college readiness for the state that address what students must know and be able to do to succeed in entry-level college/university courses and in the skilled workforce.

OBJECTIVE 2

Align exit-level assessments of public education with entry-level expectations of higher education and the skilled workforce.

OBJECTIVE 3

Infuse prekindergarten, elementary, middle and high school curricula with appropriate rigor to academically prepare students, including those with special needs, for success in college/university courses and career pursuits.

OBJECTIVE 4

Establish sound accountability measures for college readiness in public education and for persistence and timely graduation in higher education.

OBJECTIVE 5

Create a college-going culture in every public prekindergarten, elementary, middle and high school in Texas.

OBJECTIVE 6

Prepare education professionals in public and higher education, from P through 16, to assist students, including those with special needs, in meeting college readiness and skilled workforce expectations and standards.

OBJECTIVE 7

Coordinate college readiness and success plan objectives with strategies for persistence and timely graduation included in the Texas Higher Education Coordinating Board's "Closing the Gaps" plan.

OBJECTIVE 8

Provide greater access to student academic preparation programs, including challenging advanced academic courses and programs, in all public high schools in Texas.

Ms. Heckmann and Ms. Hicks told Council members that staff from both agencies had continued to work together since adoption of the plan in 2007 to execute action items related to the plan's objectives. They reported that the 2010 progress report will reflect work that has occurred since the submission of the December 2008 report. The current report is being drafted by joint staff and will be ready for review and adoption by the commissioner of education, THECB and State P-16 Council to meet the December 1, 2010 deadline. Ms. Heckmann provided a timeline for the report review and adoption process and indicated that the Board would be reviewing and formally adopting the report during its October 28, 2010 quarterly meeting. Commissioner Scott stated that it would be critical to have a quorum present at the next scheduled meeting of the Council in order to adopt the final report for submission to the Legislature by the required deadline.

AGENDA ITEM TEN

Update on Tri-Agency Work on Adult Education Initiatives

Jennifer Jacob, Adult Education Policy Coordinator from TEA provided by an update on coordination of work between TEA, THECB and TWC on adult education initiatives. She told Council members that the state was the recent recipient of a Policy to Performance (P2P) grant that is funded by the Office of Vocational and Adult Education at the USDE. The grant provides intensive technical assistance in developing state policies to facilitate ABE transition to postsecondary education, training, and employment. A summary of Ms. Jacob's report follows.

The P2P application was submitted under a national competition for the selection of eight states. Texas submitted its application October 2009. The project began in March 2010 and ends in June 2012. Several factors aided the state in receiving this grant:

- Texas education system's focus on college and career readiness for all students;
- End-of-course exams required for graduation and measures of college readiness;
- A well-established P-16 Council and the 19 regional councils;
- An existing Tri-Agency Initiative;
- Statewide focus on higher education enrollment goals Through Closing the Gaps by 2015; and
- TWIC strategic priority to promote linkage of workforce, education, and economic development

The grant requires a state team that includes: eight members with representatives from each partner agency TEA, THECB, and TWC, as well as TX LEARNS (the state's adult basic education service provider); data persons from each agency; and program managers. The Texas Workforce Investment

Council (TWIC) was also recently added to the team. The state team jointly developed the following Mission: Deliver a seamless, coordinated education system for adults that wholly integrates basic skills and workforce training to support Texas business and industry for a vibrant, economically competitive, and educated workforce

The team is currently working on the following objectives:

- Change perceptions of lack of coordination between the agencies through public relations;
- Establish communications mechanisms;
- Conduct a census of current policies and priorities;
- Align content standards and college readiness standards; and
- Implement a transparent and unified client tracking system, integrated across agencies.

Some of the expectations the state expects as a result of the P2P project include:

- Creating and testing new policies to support ABE/ESL transition to postsecondary education or employment;
- Implementing practices related to the policies;
- Developing new/enhance existing relationships with state partners;
- Working with P2P coaches and project staff in planning and implementing project activities; and
- The use of a policy planning, implementation, and evaluation process that state staff can replicate for future policy development.

The P2P project allows tri-agencies to enhance communication and collaboration that had already begun.

Work includes:

- Sharing information and expertise, including assisting each other in development and review of Requests for Proposals;
- Developing Career Pathways programs - Specifically, an Integrated Basic Education and Skills Training (IBEST) model that pairs adult basic education instructor with professional-technical skills instructors in the college classroom to provide literacy education and workforce technical skills simultaneously;
- Creating a career and transition counseling component to be embedded in Adult Education services;
- Exploring the alignment of the Adult Education content standards with Texas College Readiness Standards;
- Jointly reviewing development of models for successful transition into college-level courses or upper tier developmental education;
- Developing an integrated statewide data system with the ability to share program data across agencies; and
- Increasing collaboration at the local level between workforce boards, AEFLA funded and non-AEFLA funded adult education providers, community colleges, IHEs, and employers

Ms. Jacobs concluded her remarks by stating that all accomplishments, to date, have been made within existing resources and within the current agency budgets.

AGENDA ITEM ELEVEN

Adjournment

There being no further business to come before the Council, the meeting was adjourned at 3:35 p.m.