

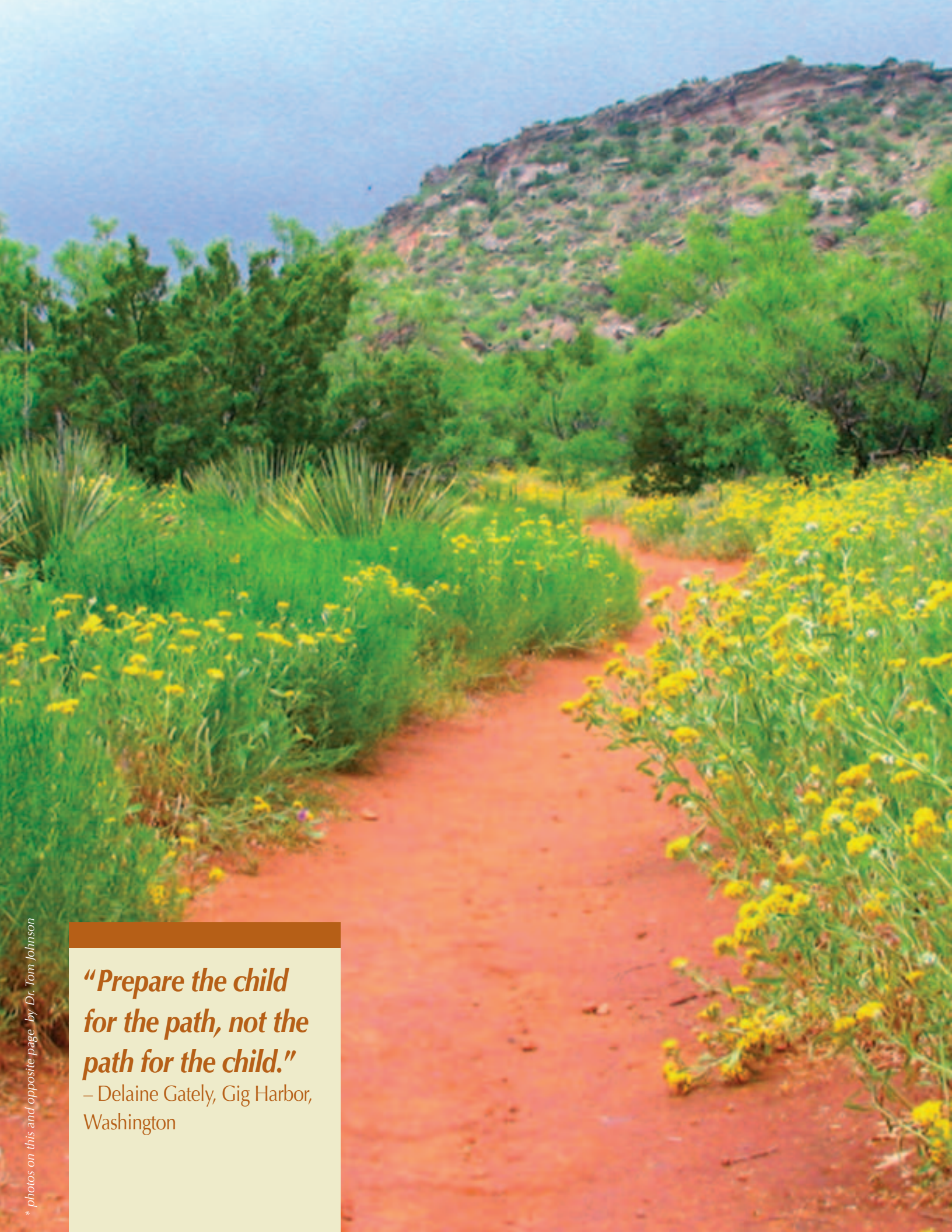
**Economic
Implications of**

**Educational
Attainment**

in Amarillo & the Texas Panhandle
an initiative of Panhandle Twenty/20

Panhandle
Twenty/20
Focusing on...the Future

2007



* photos on this and opposite page by Dr. Tom Johnson

***“Prepare the child
for the path, not the
path for the child.”***

– Delaine Gately, Gig Harbor,
Washington

The Panhandle Imperative

A Community Study

A Panhandle Twenty/20 project to engage our citizenry in solving the community's problems

<i>Panhandle Twenty/20 Board of Directors</i>	<i>Study Management Team</i>	<i>Amarillo Area Foundation Support Staff</i>
<p>James Hallmark, <i>President</i> Dan Adams, <i>Vice-President</i> Jim Allison Betty Bara Vicky Covey Richard "Buzz" David Lilia Escajeda Paul Harpole Brad Johnson Steven Jones Angela Lust Trent Morris Julie Ontiveros Gary Pitner Linda Pitner Wes Reeves Matt Richardson Stanley Schaeffer Rod Schroder Gene Shelburne Angela Taylor Lorie Vincent Prenis Williams Anette Carlisle, <i>Past President</i> Charlotte Rhodes, <i>Board Facilitator</i></p>	<p>Roy Bara, <i>Co-Chair</i> Alice O'Brien, <i>Co-Chair</i> Dan Adams Jim Allison Richard "Buzz" David James Hallmark Nicole Havrilla Les Hoyt Brad Johnson Bud Joyner Zack Lujan Gary Pitner Charlotte Rhodes Rod Schroder Angela Taylor Roy Urrutia Roger Williams Anette Carlisle, <i>Study Coordinator</i> Russell Lowery-Hart, <i>Committee Facilitator</i></p>	<p>Jim Allison Roxann Ball Connie Bradford Suzanne Brantley Karen Delashaw Stevie Jones Mary Jane Nelson Charlotte Rhodes</p>
		

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"Seeing so many individuals committed to this issue was inspiring. Clearly, the citizens of our community understand the importance of education for our continued success and viability.

I am confident the recommendations will move us forward considerably in facilitating opportunities for every member of our community."

– Dr. James Hallmark, President, Panhandle Twenty/20

A SPECIAL THANK YOU goes out to our Community Study Co-Chairs, Roy Baca and Alice O'Brien, and Committee Volunteers for their time and dedication in working to solve our shared problem of low educational attainment. Heartfelt thanks also go out to our volunteer Study Committee Facilitator, Dr. Russell Lowery-Hart of West Texas A&M University. Without his guidance, our discussions would have been less fruitful, and our results diminished.

Anette Carlisle served as Study Coordinator throughout the process.

STUDY COMMITTEE CO-CHAIRS

"I have been in business in Amarillo for almost 25 years, and that is why the future of our city and the Panhandle is important to me. Without action and a plan to address our low levels of educational attainment, our city and our region are in danger of economic decline. So it is imperative that we educate our young people to have a skilled future workforce and help our community's ability to thrive in the 21st century. I urge you to join Panhandle Twenty/20 in this plan for a successful future for Amarillo and the Texas Panhandle." – Roy Michael Bara

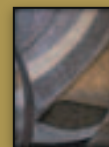


"Education is the foundation on which the American Dream is built. We may all have equal opportunity but we certainly don't have equal access. For our city as well as all those in the Panhandle to



continue to thrive and progress, all of our citizens must have access. Without an educated and work-ready population, we will not be one of the progressive communities that lead in the future. I love Amarillo and the Panhandle and because I do I want to be part of this process for improvement. I know that most of you share similar feelings. So I hope you too will join Panhandle Twenty/20 in working to see that the proposals become realities and we all can share in a prosperous future." –Alice O'Brien

STUDY SPONSORS



* photo by Dr. Tom Johnson

The ability of Amarillo and the Panhandle to thrive in the 21st century global knowledge-based economy hinges on the quality and educational attainment level of its workforce, which is currently lower than the state and national average.

PROBLEM STATEMENT

THE ECONOMY OF THE TEXAS PANHANDLE is in danger of a decline based on the low rate of educational attainment of its current and future workforce. Projected trends predict that residents will begin to experience lower per capita incomes as well as even lower rates of educational attainment, becoming less competitive and less attractive to both current and prospective employers.

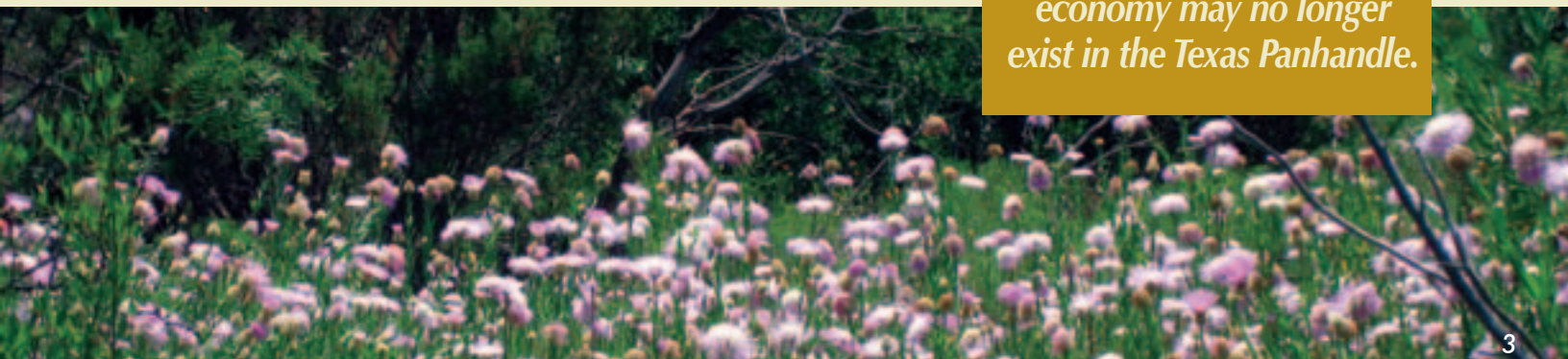
Amarillo and the Texas Panhandle have low rates of educational attainment when compared to national, state, and benchmark communities.¹ Factors involved include our economy that heavily relies on a poorly educated workforce, low education levels in our aging population, and the out-migration of many of our youth who achieve higher levels of educational attainment. Historically low post-secondary matriculation for our high school graduates contributes to these low numbers. In the Panhandle, one in four adults over the age of 25 has no high school diploma; in Amarillo, one in five has no high school diploma. These numbers, combined with projections from State Demographer Steve Murdock², create significant cause for concern for our region's future economic success. In a recent Forbes study, Amarillo ranked 149 out of 200 for our level of educational attainment; our rank was 175 for colleges³.

These numbers indicate a trend toward an increasingly under-prepared and low-paid workforce, leading to declining prosperity in our region and a decreasing ability to attract and retain businesses and industries that pay livable wages and create higher-wage jobs. The Panhandle is losing ground in the quality of its workforce—current and future needs are not being met.

Economic levels and educational attainment levels are inextricably linked in a direct correlation, creating a vicious downward-spiraling self-perpetuating cycle; as one factor begins to decline, the other invariably declines as well. The goal of this Study and its subsequent Implementation Phase is to change the direction of this cycle.

If current trends remain, the future workforce needed for a vibrant economy may no longer exist in the Texas Panhandle.

* photo by Anette Carlisle



STATE AND LOCAL EDUCATIONAL ATTAINMENT STATISTICS

- **Amarillo and the Panhandle at large rank below the state and national averages in the number of adults with a bachelor's degree or above.**¹
- **One in four Panhandle adults lacks a high school diploma; one in five in Amarillo lacks a high school diploma.**¹
- Less than 18% of our adults have a bachelor's degree or higher.¹
- Over 50% of our adults have no more than a high school diploma.¹
- **Amarillo ranked 149th of 200 cities for educational attainment in Forbes study.**³
- **58.8% of our school children are on the Free and Reduced Lunch Program.**⁴
- Amarillo ranked 175th of 200 cities on colleges in Forbes study.³
- **Texas ranks last in states with the number of adults over age 25 with a high school diploma.**⁵
- Texas is 3rd for percentage of adults over 25 with less than a 9th grade education.⁵
- Texas is 7th for percentage of adults over 25 without a high school diploma.⁵
- Texas is 49th for verbal SAT scores.⁵
- Texas is 46th for math SAT scores.⁵
- Texas is 37th for percentage of adults over 25 with college degree or more.⁵
- Texas is 29th for percentage of adults over 25 with BS or BA attainment.⁵
- **Texas is 44th for percentage of children living in poverty.**⁶
- **Texas ranks 48th in Chances for Success for Youth by the Education Research Center**⁷

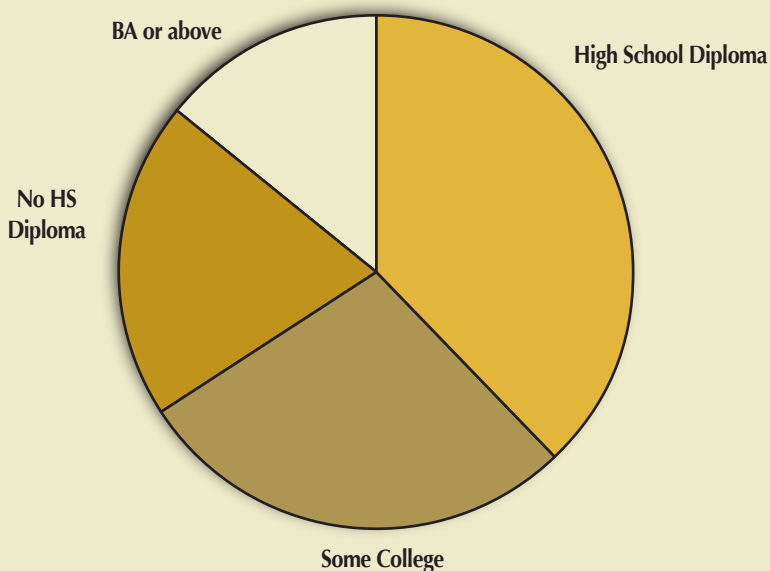
EDUCATIONAL ATTAINMENT

Education Level Attained	Nation	State	Panhandle Region	Amarillo MSA	Potter	Randall	Amarillo
< 9th Grade	7.5	11.5	10.0	6.8	10.8	2.5	7.5
9th to 12th No Diploma	12.1	12.8	14.2	13.2	18.1	8.0	13.2
High School Graduate	28.6	24.9	28.2	26.4	29.3	23.3	25.6
1 Year College	21.0	22.4	24.6	16.4	23.2	29.9	16.6
2 Years College	6.3	5.2	5.3	3.8	5.1	7.4	4.0
Bachelor's Degree	15.5	15.6	12.2	14.0	8.7	19.6	13.7
Graduate Degree	8.9	7.6	5.5	7.0	4.8	9.3	6.8

% Educational Attainment Levels in Amarillo and the Panhandle, as compared to state and national data, 2000 U. S. Census Data¹

“The current projected decline in the state’s education attainment will inevitably result in a long-term decline in per capita income. This in turn will lead to diminished quality of life for all Texans and reduced tax revenues needed to provide services to those citizens. To reverse this trend, Texas must set forth a bold vision for excellence in higher education and an action plan that results in a more educated population.”⁸

LEVELS OF EDUCATIONAL ATTAINMENT IN THE TEXAS PANHANDLE¹



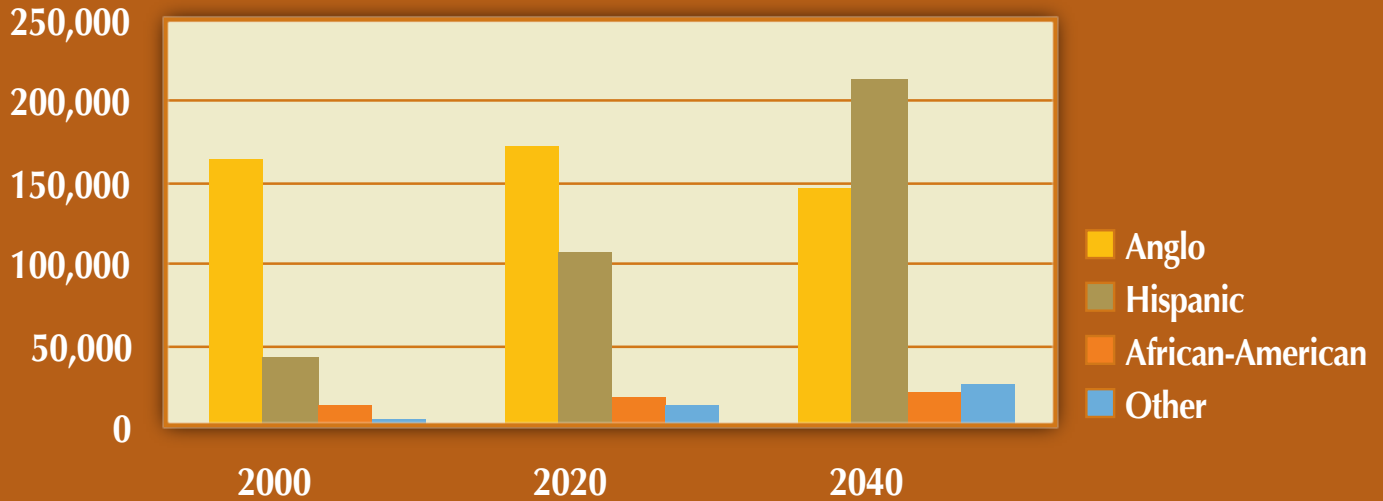
DEMOGRAPHIC INFORMATION FROM MURDOCK²

According to Steven Murdock, Ph.D, Texas State Demographer, current trends indicate that the Texas labor force of the future will:

- Be less educated
- Be less skilled
- Earn less
- Demand additional training

Murdock’s projections also indicate that the educational attainment levels of the Texas workforce will decrease over time, as will the wages earned.

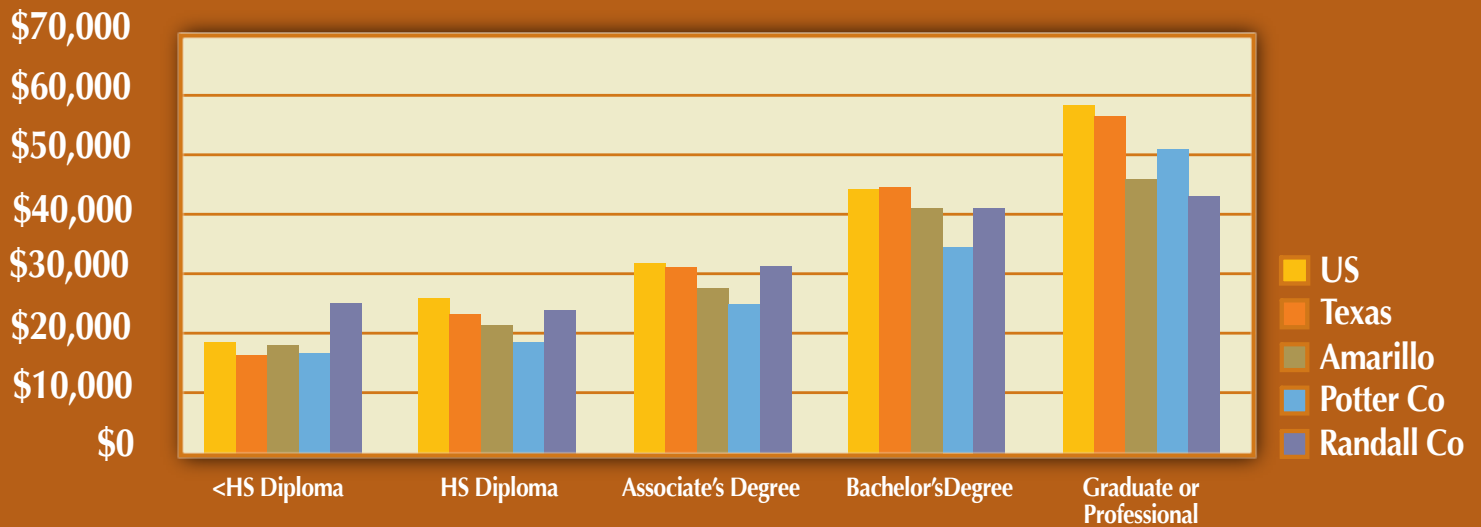
POPULATION 2000-2020-2040 BY RACE/ETHNICITY FOR AMARILLO METROPOLITAN STATISTICAL AREA (MSA)²



Of particular concern for our region as well as for Texas is the enormous disparity in the educational attainment levels between Anglos and our fastest-growing population, Hispanics. Hispanics also currently have the lowest levels of educational attainment.

IF Hispanics/Latinos, African-Americans, and Native Americans achieved the same levels of education as Whites by 2020, Texas' personal income would increase by \$46.5 Billion (in 2000 \$).⁹

AVERAGE EARNINGS BY EDUCATIONAL ATTAINMENT LEVEL



PROJECTED CHANGE IN PER CAPITA INCOME

Personal income in Texas and U.S. from 2000 to 2020 (in 2000 \$)²

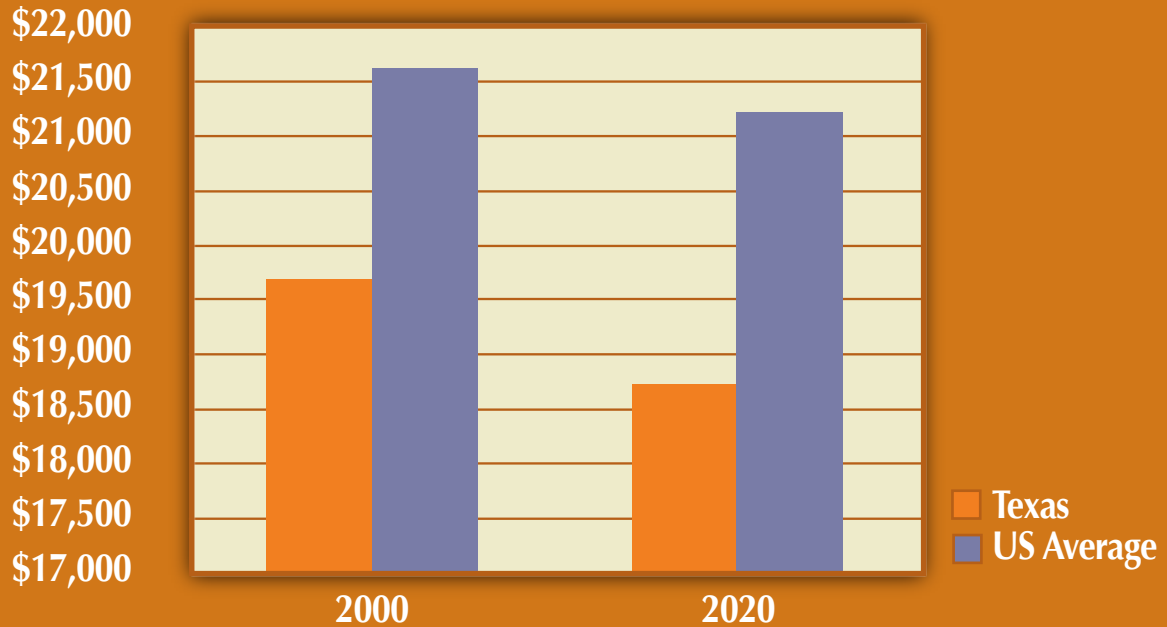


Chart shows downward trend in income over time, with Texas much lower than U.S.²

Amarillo MSA Median Income

2006: \$51,800 2007: \$49,400¹⁰

~~a one year decline of \$2,400 or almost 5%~~
with continued downward trends projected.

IN THE STUDY "A Tale of Two States"¹¹ by the Ray Perryman Group, commissioned by the Texas Higher Education Coordinating Board with funding from the Bill and Melinda Gates Foundation, the following ANNUAL GAINS (in 2006 dollars) will be seen in Texas by 2030 if "Closing the Gaps"¹² is successful:

\$489.6 billion in total spending; \$6.4 billion in the Panhandle

\$194.5 billion in gross state product; \$2.4 billion in the Panhandle

\$121.9 billion in personal income; \$1.78 billion in the Panhandle

1,023,281 permanent jobs; 14,695 of those would be in the Panhandle

THE COST

IN *READY, WILLING, AND UNABLE*¹³, the financial barriers to higher education and the implications of these are discussed. They find that parental concerns about how to pay for college represent a barrier to enrollment and degree attainment, and estimate that approximately 47,000 bachelor's degrees may be lost annually in Texas due to financial barriers. Tuition and fees represent only **30 percent** of total costs for students at Texas public four-year schools, and only 16 percent of the total costs at two-year schools. They suggest that addressing college affordability through policy change will be necessary for other college promotion efforts to be successful.

The ACE Program, Achievement through Commitment to Education, a community partnership with Amarillo ISD, has been successful in dramatically improving the high school graduation rates of participants, their college-going rate, as well as their college completion rate. The improved access and development of a college-going culture created by this and similar programs can help increase our local levels of educational attainment, especially within our lower socio-economic populations.

Making college more readily available for all our youth, particularly lower-socio-economic students, will help improve our low levels of educational attainment, and ultimately, our local economy.

	Public 4-Year	Public 2-Year	Private 4-Year
Tuition & Fees	\$4,439	\$1,795	\$16,483
Books & Supplies	\$889	\$968	\$923
Room & Board	\$6,533	\$5,440	\$5,951
Other Expenses	\$3,185	\$2,959	\$2,397
Total	\$15,046	\$11,129	\$25,754

Average College Costs by School Type for Texas 2004-2005¹³

WORKFORCE

THE SHIFT TO A MORE KNOWLEDGE-BASED AND GLOBAL ECONOMY is happening even in the Texas Panhandle. To be globally competitive, the workforce must be better educated. Skilled labor shortages already exist in many areas, but the pipeline for the workforce of the future is not being filled with skilled individuals. As the population ages and baby-boomers retire, the trained workforce is not there to replace them or to fill the growing job openings. Richard Froeschle, Deputy Director of the Labor Market and Career Information Department of the Texas Workforce Commission, reported, *"There will be no shortage of opportunities in the knowledge sector for those with the education and intelligence to perform in it. 'Thinkers' and other creative, innovative people will be in demand. All jobs, even the most low-skilled, will require higher levels of basic education, math, communication and technology skills...for survival and growth. Those without some specialized knowledge or skill are likely to suffer declining real wages."*¹⁴

A 2005 study commissioned by the Amarillo Economic Development Corporation found nearly 20,000 qualified workers were either underemployed or had not entered the workforce due to lack of job availability. This is in addition to the >5,000 already seeking work.¹⁵

BRAIN DRAIN

MANY CHILDREN OF AFFLUENT FAMILIES go away to college, never to return. Retention of these children at local colleges would increase their likelihood of remaining in the area, enhance the knowledge-based workforce, increase spending in the community and expand the local tax-base. Additionally, it would increase the ability to attract high-wage employers to our area, which in turn would attract more skilled workers. Of the 3172 high school graduates from the Amarillo College 9-county service area in 2004-2005, 50% went to college. 28% of those students going on to college went out of the Panhandle region for their education.¹⁶

STUDY PROCESS

IN THE FALL OF 2006, the community was asked to help create solutions to the problem through a Community Study. Hundreds of individuals participated, and fifteen meetings over nine months were held across the community in an effort to increase participation from all sectors. Group discussion generated Big Ideas from each presentation. From these presentations and related readings provided to the committee, five overarching Big Ideas, or goals, were generated, along with action steps.

TOPICS & SPEAKERS FOR COMMUNITY STUDY LEARNING MEETINGS

Community Kick-Off of Study

James Hallmark, Dean of the Graduate School and Research, West Texas A&M University; Bud Joyner, Consultant; Roy Urrutia, Manager, Public Affairs, Atmos Energy; Anette Carlisle, Panhandle Twenty/20 Study Coordinator; Alice O'Brien and Roy Bara, Study Co-Chairs

Overview of Issue, Study

James Hallmark, Dean of the Graduate School and Research, West Texas A&M University; Anette Carlisle, Panhandle Twenty/20 Study Coordinator

The Challenge of Public Education in Texas

Scott McCown, Executive Director, The Center for Public Policy Priorities

Understanding Poverty and Livable Wages in Area

Anette Carlisle, Panhandle Twenty/20 Study Coordinator; Russell Lowery-Hart, Associate Vice-President of Academic Affairs, West Texas A&M University

Preparing Our Workforce to Support Economic Development

Diane Rath, Chair and Commissioner Representing the Public, Texas Workforce Commission

Population Change in Texas: Implications for Human and Socioeconomic Resources in the 21st Century

Steven Murdock, Texas State Demographer (presentation created by Murdock)

The Changing Face of the Texas Economy

Rich Froeschle, Deputy Director of the Labor Market and Career Information, Texas Workforce Commission

The Changing Face of Public Education

Rod Schroder, Superintendent, Amarillo ISD

Challenges and Opportunities in Higher Education

James Hallmark, Dean of the Graduate School and Research, West Texas A&M University; Brad Johnson, Dean of College Advancement, Amarillo College

Cradle to Career: The Lasting Effects of Early Childhood Education

Cristy Wilkinson, Early Childhood Program Coordinator, Amarillo ISD; Dianne Hill, Executive Director - Opportunity School; Debi Stich, Amarillo ISD

Drop-outs and Stop-outs

Lynn Lee, Retired School Principal, Amarillo ISD; Dan Garcia, Assistant Vice President for Academic Affairs and Dean of Enrollment Management

Impact of Immigration on Educational Attainment

Susan Nevad, Coordinator Migrant/Bilingual/ESL, Region XVI; Martin Lopez, Project Director of CAMP/Upward Bound, West Texas A&M University

Adult Education Options

Leslie Boyd, Coordinator of Adult Basic Education and Family Literacy, Region XVI

Health Status and Educational Attainment: The Chicken or the Egg?

Matt Richardson, Director of Public Health, Amarillo Bi-City-County Health District

Concerned? You Should Be!

Randall Sims, District Attorney, 47th District

** photo by Anette Carlisle*

*You must act as if the
goal were infinitely
far off.
– Eugen Herrigel*

FINDINGS

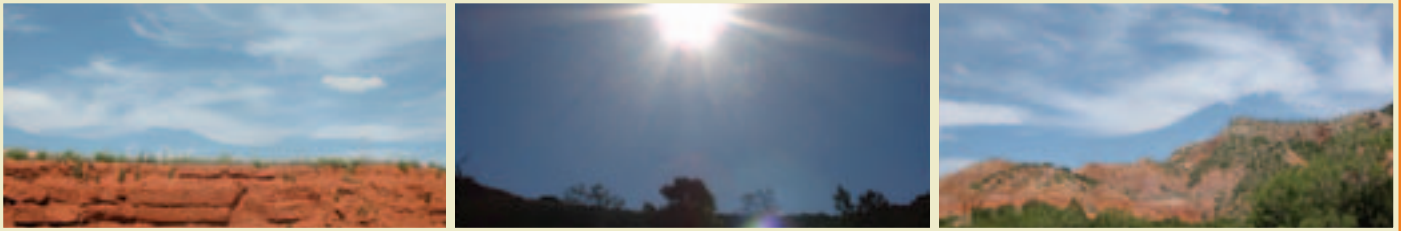
THE LEARNING MEETINGS throughout the Study Process tied known state, national, and global trends to local data and implications for our area. Specific findings from the presenters confirmed the following information:

1. OUR LEVELS OF EDUCATIONAL ATTAINMENT are low, and lower than state and national levels. Demographic projections predict that these numbers will get worse.
2. POVERTY LEVEL GUIDELINES don't cover necessary living expenses for families, and while our poverty numbers are significant, they under-represent families in need. Children of poverty have a more difficult time being successful in school, and almost 60% of our area's children are low-income. Again, demographic projections predict that household incomes will decrease over time and that poverty levels will increase.
3. FUNDING FOR EDUCATION AT ALL LEVELS is insufficient to support the necessary programs for all students, particularly with the growing special-needs populations. The need for additional resources and/or the restructuring of funding must be addressed.
4. THE WORKFORCE OF THE FUTURE will need skills not currently reinforced by the accountability systems in place in some of our educational institutions. A knowledge-based economy is supported by a workforce that is able to problem-solve, communicate, work in teams, and use creativity and innovation in their jobs.
5. FUTURE WORKFORCE NEEDS will not be met by the systems currently in existence.
6. IN ORDER TO EARN a living wage, individuals must complete some post-secondary training.
7. CHILDREN WHO HAVE A SUPPORTIVE ENVIRONMENT from birth to age 5 are significantly more successful in all schooling, and are more likely to successfully complete higher education. Children in quality early childhood programs cost the state less money over time, and money spent on such programs ultimately saves taxpayer dollars.
8. FOR ALL CHILDREN TO BE SUCCESSFUL, schools must be flexible and provide a variety of opportunities for the diverse population of learners.
9. EDUCATIONAL ATTAINMENT SUCCESS is tied to many social factors, including substance abuse, crime, healthy lifestyles, family structure, and economic status.
10. A NUMBER OF SUCCESSFUL ADULT EDUCATION PROGRAMS exist in our region, yet these do not begin to address the large number of adults needing further education. Such programs will have to be expanded if our area is to assist a significant number of these individuals.
11. STUDENTS ARE MOST LIKELY TO ATTAIN a degree near the level of their parents—yet with so many adults with low levels of educational attainment, these students' success must be enhanced by greater access, including an increased community expectation for higher educational achievement.
12. LOCAL ACCESS is limited for certain baccalaureate and post-baccalaureate degrees. Additional access is needed locally in order to increase the higher levels of educational attainment.

IMPLICATIONS

UNLESS PROJECTED TRENDS are changed for the better, the following unfortunate dynamics are likely to take place in Amarillo and the Texas Panhandle:

- **AS LOCAL EDUCATIONAL ATTAINMENT LEVELS DECLINE**, so will household incomes for area residents; as incomes decline, so will levels of educational attainment.
- **THE ABILITY TO ATTRACT OR RETAIN EMPLOYERS** paying above-average wages will become more difficult for the region.
- **WORKFORCE WILL NOT BE COMPETITIVE** on a state, national, or global basis.
- **RATE OF “BRAIN DRAIN”** (departure of college-bound or college-educated from the region) will increase as quality-of-life issues impact choices of educated local or potential residents.
- **AS WAGES DECLINE**, the tax-base will erode.
- **RELIANCE ON GOVERNMENTAL SUPPORT SYSTEMS** will increase, but likely will be underfunded.



** photos from left by Anette Carlisle, Suzanne Brantley, Anette Carlisle*

THIS IS WHAT MUST HAPPEN to avoid the coming economic and social deterioration:

- **WE MUST IMPROVE** our levels of educational attainment in all groups of current workforce and especially in the upcoming workforce of the future.
- **THE BUSINESS COMMUNITY, EDUCATIONAL INSTITUTIONS, AND OTHERS** must partner by sharing resources and reinforcing the common goal of increasing educational attainment.
- **EVERYONE MUST ACHIEVE** some level of post-secondary education to be able to earn a living wage.
- **POLICY MAKERS** need to do everything in their power to create a climate that promotes additional educational attainment for all individuals.

inspire^{me}

To those who ask, *“What can I do to make the future of our region better?”*
We have an answer.

Educational attainment and its effects on our future economy create no small challenge for our region. Panhandle Twenty/20, in collaboration with community, education, business leaders and citizens, is attempting to make a positive cultural shift for much of the community. This change will require a massive campaign of change – a campaign that inspires individuals look to their future with hope and an understanding that they can be successful, and that their children can achieve at levels above and beyond what they may have thought possible. This change will not be easy, but it is a necessary task. At the core of the campaign is a positioning statement of our identity and mission. This positioning statement is needed to stimulate our community to thought and action.

To those who ask, *“What can I do to make the future of our region better?”*
We answer:

INSPIRE ME.



** photos by Shannon Richardson for Opportunity School*

CREATE A CULTURE OF EXPECTATION

THIS THEME EMERGED throughout the study, and has been confirmed as key by a national report¹⁷ on college student success. It is imperative the entire community reinforce the expectation of postsecondary education (education beyond high school) for all – youth and adults. We must show every person there is a way they can be successful through increased education.

Strategy	Action
<p>Challenge each individual to be an informed participant in our community.</p>	<ul style="list-style-type: none"> - Take an active role in your community; learn about the issues and vote in every election - Talk to youth and adults about civic affairs and encourage participation - Create a forum for young people to discuss their concerns about the neighborhood and city in which they live - Create and monitor Community Indicators Dashboard that reflects level of success in improving educational attainment
<p>Provide opportunities for individuals to fulfill their potential for a good life.</p>	<ul style="list-style-type: none"> - Advocate for greater access to quality early childhood education experiences - Promote 21st Century skill development - Work to teach and reinforce parenting skills - Create free or low-cost access for young people to creative and culturally important venues - Promote learning opportunities for all ages
<p>Provide the opportunity for individuals to earn incomes at or above the national average in jobs of quality.</p>	<ul style="list-style-type: none"> - Create and support job-training opportunities throughout our community, including opportunities for first-time job seekers - Promote 21st Century skill development - Create profile of job skills & workforce expectations needed by employers - Promote communication between employers and employees
<p>Connect resources that revolve around and support one or more knowledge-based Centers of Excellence that radiate learning, innovation, and skills into the community.</p>	<ul style="list-style-type: none"> - Determine areas of potential expertise and expansion - Support establishment of a university center in Amarillo - Promote collaboration to encourage sharing of knowledge - Connect qualified educators with those seeking training
<p>Create a climate in which creativity and innovation are encouraged and valued.</p>	<ul style="list-style-type: none"> - Hold periodic Ideas Festival that focuses on innovation, creativity, and their role in bringing the community forward economically - Provide formal recognition for individuals in the community who demonstrate innovation or creativity - Promote programs in the community and in schools that are shown to develop creativity and innovative thinking



Photo by:
Anette Carlisle

Agents for Change

individuals

individuals, educational institutions, public sector, business community

business community, civic organizations, churches

Panhandle Twenty/20

parents, individuals, business community, schools

parents, educational institutions, business community, economic and workforce development institutions

schools, business community, public sector, churches, civic organizations

educational institutions, foundations, public sector, cultural institutions, business community

parents, individuals, cultural institutions, business community, churches, public sector, civic organizations

business community, economic & workforce development entities, educational institutions, policymakers

parents, educational institutions, business community, economic and workforce development institutions

parents, business community, economic & workforce development entities, educational institutions

business community

educational institutions, business community, foundations, public sector, economic & workforce development entities

higher educational institutions, business community, economic & workforce development entities, policymakers

all stakeholders

all stakeholders

Panhandle Twenty/20, educational institutions, business community, public sector, economic & workforce development entities

community at large

parents, individuals, civic organizations, business community, foundations, public sector, educational institutions, economic & workforce development entities, policymakers

IMPROVE ACCESS

FROM EARLY CHILDHOOD to higher education, many of the barriers to attaining higher levels of educational attainment relate to limited access, and these barriers can be physical, financial, social, or bureaucratic. Methods to overcome these barriers are part of the committee's recommendations.

Strategy	Action
<p>Rescue dropouts of all ages</p>	<ul style="list-style-type: none"> - Reach out to dropouts and encourage reentry to post-secondary training - Assert parental authority to stress importance of education to children - Empower the community through articulating a vision for further education - Develop an innovative, rigorous "second chance" program which augments GED and, in addition, provides scholarships for dropouts returning to college - Expand available GED programs, & encourage employer-sponsored GED and post-secondary training that holds a direct link to jobs
<p>Increase awareness of and access to career and financial aid options</p>	<ul style="list-style-type: none"> - Speak out about Amarillo's urgent need for higher educational attainment - Contribute to existing scholarship funds and increase availability - Address needs of stop-outs, as well as recent high school graduates - Form and energize P-16 Council to create continuity in the educational pipeline - Develop or enhance programs that train parents to access career opportunities for their children - Expand ACE program (or similar programs) to make post-secondary education available across the community - Expand dual credit program to include more technical & trade programs - Coordinate outreach efforts to assure every high school parent/student in the region is given an opportunity to learn about available aid options
<p>Increase the range of degrees and certificates available locally</p>	<ul style="list-style-type: none"> - Communicate the local opportunities to area individuals of all ages - Provide a university center which brings a broad spectrum of degrees from various universities into the community - Invest in a university center through provision of financial, political, and community support
<p>Improve cross-cultural understanding & appreciation</p>	<ul style="list-style-type: none"> - Encourage children to retain and develop bilingual skills - Explore possibility of a Hispanic studies minor - Include earlier foreign language study in school - Participate in activities across the community



Photo by:
Anette Carlisle



Agents for Change

individuals, business community

parents

community at large

business community, foundations, educational institutions, economic & workforce development entities, public sector

business community, educational institutions, economic & workforce development entities, public sector, policymakers

community at large

individuals, business community, foundations

community at large

Panhandle Twenty/20, educational institutions, business community

educational institutions, churches, business community, civic organizations, public sector

parents, individuals, business community, economic & workforce development entities, educational institutions, civic organizations, foundations, policymakers

educational institutions, economic & workforce entities, policymakers

educational institutions, civic organizations, business community

community at large

higher educational institutions, business community, economic & workforce development entities, policymakers

individuals, higher educational institutions, public sector, business community, economic & workforce development entities, policymakers

parents, individuals, churches, civic organizations, business community, educational institutions

higher education institutions

schools, policymakers

individuals

CONNECT OUR RESOURCES

RESIDENTS OF THE PANHANDLE are fortunate to have a number of excellent resources to meet a variety of needs, yet oftentimes these organizations and institutions are busy doing the specific job entrusted them by the state or local citizenry, with limited knowledge about the activities of related, though not directly connected, institutions. Bringing these entities together to focus on collaborative efforts for success improves outcomes for all. Also, providing simple one-stop-shopping so individuals can access these resources will be a major step in improving educational attainment.

Strategy	Action
<p>Identify & promote resources in community neighborhoods</p>	<ul style="list-style-type: none"> - Conduct an environmental scan of available resources - Develop inventory survey of appropriate community data - Conduct interviews to identify community resources, data sources - Expand on data from Cal Farley, AISD, and AAF after school program - Conduct survey of assets for 79107 cluster; expand as appropriate
<p>Connect resources in neighborhoods and the broader community.</p>	<ul style="list-style-type: none"> - Develop a listing of appropriate community resource data - Develop personal relationship with informal leaders on points of connection - Facilitate collaborations to incorporate and use appropriate data - Provide focus on connections of caring families, caring schools, caring community - Create recognizable “Panhandle Partnership” identification for local businesses and organizations which support efforts of implementation; recognize support
<p>Establish P-16 Council for seamless transition through the education continuum</p>	<ul style="list-style-type: none"> - Support development of P-16 Council with appropriate partners - Develop Business Council to interface with P-16 Council to identify incentives to keep children engaged in school programs - Develop or support existing mentoring programs
<p>Develop a communications plan in support of the five big ideas (marketing, education, branding, and target audiences).</p>	<ul style="list-style-type: none"> - Establish budget and plan for resource development - Create marketing plan for ongoing campaign - Identify target audiences and connect strategies - Create brand and placement strategies - Create centralized resource for entire community (phone contact and website) - Encourage “No Wrong Door” approach—provide information and training as needed to educate entities which deal with target audiences - Develop plan for continued awareness training with target audiences



Photo by:
Anette Carlisle

Agents for Change

to be determined

to be determined

to be determined

all stakeholders

Amarillo Area Foundation

to be determined

all stakeholders

Panhandle Twenty/20, all interested entities

all stakeholders

Panhandle Twenty/20

Panhandle Twenty/20, educational institutions

Panhandle Twenty/20, educational institutions, business community

parents, individuals, business community, churches, educational institutions, public sector

Panhandle Twenty/20

Panhandle Twenty/20

Panhandle Twenty/20

Panhandle Twenty/20

Panhandle Twenty/20, community at large

Panhandle Twenty/20

Panhandle Twenty/20

CREATE A CAREER VISION

WITHOUT VISION OR SPECIFIC PLANS for future educational or economic success, individuals have little hope of obtaining anything beyond minimal achievement levels. Planting the seed of future success, along with guidance in reaching such a goal, allows individuals to be successful in their path to fulfillment. This vision is important for people of all ages, and can be successfully reinforced throughout the community.

Strategy	Action
<p>Create career paths that suit each individual and which they believe are attainable.</p>	<ul style="list-style-type: none"> - Develop opportunities for career and life planning in school and in the community - Improve individual educational attainment level, attend a 4 year university, a 2 year college, continuing education classes, work as an apprentice, join the military, or participate in on-the-job training - Prepare all students with knowledge of career options and experience with those that interest them, and help students choose those for which they are best suited and that meet their goals - Educate parents about advanced education options for their children
<p>Connect people's interests, academic skills and career attainment.</p>	<ul style="list-style-type: none"> - Develop job shadowing and internships for students through "Panhandle Partnerships" - Encourage support of a variety of school & career choices - Respect and honor technical and skilled trades
<p>Provide direction for children to accomplish educational and career success.</p>	<ul style="list-style-type: none"> - Take an active role in children's education through involvement in and/or work for the schools - Demonstrate the value of education and its contributions to career development
<p>Continue developing educational and technical skills throughout life.</p>	<ul style="list-style-type: none"> - Become life-long learners to achieve the greatest personal and professional potential - Prepare students for the skills employers and economic development interests need to keep the local economy strong - Support and actively participate in the skill development of employees

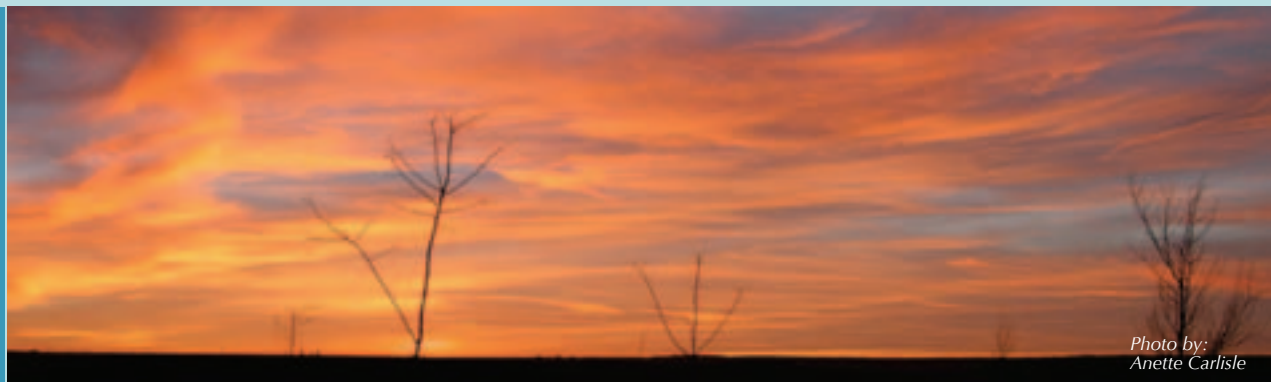


Photo by:
Anette Carlisle

Agents for Change

educational institutions

individuals

parents, educational institutions, public sector, business community

educational institutions, civic organizations, business community, public sector, economic & workforce development entities

educational institutions, business community, public sector, economic & workforce development entities

community at large

community at large

parents, guardians

community at large

individuals

parents, individuals, educational institutions, public sector, civic organizations, business community, economic & workforce development entities, policymakers

business community, public sector

ENCOURAGE EDUCATIONAL RIGOR, RELEVANCE & INNOVATION

TO BE SUCCESSFUL IN LIFE, students today must be challenged with engaging schoolwork that reinforces problem-solving, creativity and innovative thinking. The factory model of schools will no longer adequately prepare our workforce of the future. Educators must focus on successful practices, and our focus in schools must shift to the skills needed for success in higher education and the workplace.

Strategy	Action
Promote 21st century skill development	<ul style="list-style-type: none"> - Educate the community about 21st century skills - Encourage educational institutions to expand curriculum to include additional emphasis on 21st century skill development - Promote programs in the community and in schools that are shown to develop 21st century skills - Advocate for state support promoting development of 21st century skills
Redefine the general model of the schools to promote individualized mastery	<ul style="list-style-type: none"> - Foster caring relationships - Recognize potential of individuals - Support transformation of authoritarian teaching approaches to active learning environments - Facilitate change to advance through education system by competencies - Increase incentives for real-world expertise - Advocate for accountability systems which test for 21st century competencies - Support adapting teaching techniques to various learning styles - Develop assessment for broader variety of skills and outcomes (not just standardized testing)
Promote innovation in learning to encourage students to meet "high expectations"	<ul style="list-style-type: none"> - Be a role model for high expectations and innovative thinking - Support high expectations for individuals in our community - Promote programs in the community and in schools that are shown to enhance creativity and innovation - Create additional opportunities for and recognition of various levels of success throughout schools and community
Promote engaged learning—make learning relevant to life and meaningful; treat everyone as an individual and important in his/her own right	<ul style="list-style-type: none"> - Actively demonstrate engaged teaching and learning - Develop real world hands-on experiences for students - Enhance teacher training programs
Create more appropriate measurements for the overall education attainment – need for problem-solvers, critical thinkers, innovators, communicate (written and orally), and work in teams	<ul style="list-style-type: none"> - Value critical thinking and creativity; communicate with others - Research and support implementation of Best Practices - Create and implement appropriate assessments for 21st century skills
Provide attainable (meaningful) education and experiences for adults	<ul style="list-style-type: none"> - Become involved with school activities and offer assistance to others - Provide educational opportunities at various levels - Provide training in skills areas



Photo by:
Dr. Tom Johnson

Agents for Change

individuals, business community, educational institutions, economic & workforce entities

parents, individuals, business community, public sector, economic & workforce entities

parents, individuals, educational institutions, public sector, civic organizations, cultural institutions, business community, economic & workforce entities
all stakeholders

all stakeholders

educational institutions

educational institutions

educational institutions

community collaboratives, policymakers

all stakeholders

higher education institutions, schools

educational institutions, P-16 Council, policy-makers

all stakeholders

at school, work, and recreation—all stakeholders

community at large

community & civic organizations, cultural & educational institutions, Panhandle Twenty/20, foundations, business community

educators

educators, educational institutions, business community, public sector, economic & workforce development entities

educational institutions, policymakers

all stakeholders

P-16 Council

P-16 Council, policymakers

all stakeholders

educational institutions, business community, public sector, economic & workforce development entities, cultural institutions

educational institutions, business community, public sector, economic & workforce development entities

EXAMPLES OF CURRENT MODELS AND DEVELOPING PROGRAMS TO BUILD ON

Create a Culture of Expectation

AMARILLO COLLEGE GEAR UP: A community collaboration between AC, West Texas A&M, 3 school districts and a long list of community/business partners to intensely focus on raising the college-going rate of students from at-risk middle schools. The program combines roughly \$1 million in federal funds annually with an identical amount of local resources to bring a variety of interventions to this area. The program will take 6 years to complete.

WEST TEXAS A&M UNIVERSITY OUTREACH: Combined outreach programs targeting at-risk youth, K-12, to improve their chances of attending college and being successful: College Talent Search, First Generation Project, College for Texans, Upward Bound, College Assistance Migrant Program, USA Program, & Pre-University Program.

Improve Access

ACHIEVEMENT THROUGH COMMITMENT EDUCATION (ACE): Program to encourage high school graduation by using college tuition as an incentive. ACE is a collaboration between Amarillo Independent School District, West Texas A&M University, Amarillo Area Foundation, and Amarillo College, and has been successful in improving high school graduation rates, college attendance and graduation rates for these students through college scholarships

PANHANDLE WORKSOURCE: *Panhandle Career Handbook* online information for students and parents, including a description, wage and demand data, local training sites, industries where jobs are found, and references for further research. Labor market information can help individuals choose career paths, aligning interests with the skills used in various occupations.

Connect Our Resources

P-16 COUNCIL: Panhandle Twenty/20 will serve as convener of the area P-16 Council, to be comprised of key education, business and community leaders. The purpose of this council is to create a continuum of educational excellence from early childhood (Preschool) through K-12 up to a four-year college degree. By improving coordination of institutional efforts, curriculum alignment, and transitions between levels, student success will be increased.

AMARILLO INDEPENDENT SCHOOL DISTRICT PILOT AFTER-SCHOOL PROGRAM: Amarillo Independent School District is conducting a pilot program in six elementary schools in coordination with the Amarillo Area Foundation and the Cal Farley Institute for Children and Families. The program will focus on curriculum and cultural environment programs with outcome evaluations.

79107 - YOUTH EXCELLING AND SUCCEEDING: This program joins state and local resources to provide youth development and leadership programs in the 79107 zip code. The Amarillo Area Foundation coordinates programs at Travis Middle School, Mann Middle School, and Palo Duro High School.

Create a Career Vision

WEST TEXAS A&M UNIVERSITY FIRST YEAR EXPERIENCE CAREER INTEGRATION: Career development is integrated as a priority throughout first year programming. Through our New Student Orientation, every student takes a career assessment. In the First Year Success courses, students research careers and develop career portfolios. Students develop career portfolios that incorporate their course and community work throughout their college education. Advised by faculty, first year students discuss career options and seek career information and planning.

AMARILLO ISD CAREER CONNECTIONS 7TH GRADE CLASS AND BRIDGES PROGRAM: To better prepare students for a lifetime of success, AISD is embracing Achieve Texas, and has created a mandatory Career Connections 7th grade class. This class will serve as a major building block in the district's career guidance program. The Bridges Program used in this course and throughout high school offers students and parents access to career exploration and planning in connection with the school to assist the students in choosing the career path that is right for them.

PANHANDLE WORKSOURCE CAREER PLANNING: Employment planning for eligible student/adult customers of targeted programs, resulting in a "map" of the steps to be taken to reach specific employment (or for some youth, training) goals. Plans are individualized and include only those action steps appropriate for each individual, and target specific groups such as dislocated workers, low-income adults and youth, offenders/parolees, and individuals receiving TANF (welfare payments) or Food Stamps.

Encourage Educational Rigor, Relevance & Innovation

AMARILLO INDEPENDENT SCHOOL DISTRICT --PROFESSIONAL LEARNING COMMUNITIES: Following best practice, AISD is redefining the teacher's work in the classroom. The focus is on the skills and knowledge each student must acquire, whether each student has acquired them and how we will respond if some students do not learn them. In addition, students will be challenged to excel beyond the minimum standards.

WEST TEXAS A&M UNIVERSITY STUDENT SUCCESS INITIATIVE: All advising services are centrally organized for first and second year students as a part of the student success initiative. This advising process serves as a point of first contact and triage for students. From there, advisors connect them to faculty in their career interest, services for tutoring, counseling, or any needs impeding their success.

WHY THIS IS IMPORTANT TO YOU/ ACTION VS. INACTION

COMMUNITY BENEFITS OF ACTION

- More qualified, competitive workforce; Job growth
- Greater ability to attract and retain industry/business paying higher wages
- Higher average incomes; Higher per capita income; Higher standard of living
- More students continuing into 2 and 4-year postsecondary programs
- Greater job availability
- Growth of tax base
- Economic and educational equity among various groups
- Higher levels of educational attainment
- Better graduation rates
- Lower rates of poverty
- More diversified economy
- Healthier population
- Less demand for government aid programs
- Higher graduation and completion rates in K-12 and Higher Education
- Increased spending
- Decreased Brain Drain
- Improved quality of life for all residents

CONSEQUENCES OF INACTION

- Less competitive workforce
- Inability to attract/retain industry with higher-paying jobs
 - Lower earnings per job
 - Lower rates of educational attainment
 - Decrease in tax base
 - Lower household incomes/Lower per capita income
 - Greater dependency on social/government support
- Less healthy population/more demand on aid programs
 - Lower quality of life
- Few new and expanding companies adding to the job market and tax base
- More educated youth and young adults moving away to other communities
 - Fewer high-income jobs
 - Increased crime rates
- Increased demand on public services with less ability to support
- Acceleration in decline of per capita income as Hispanic population becomes larger % of population, yet continues to achieve at a rate lower than the average
 - Economic disparity among racial/ethnic groups
- Community less attractive to businesses, individuals

“Texas and the nation are quickly approaching a demographic cliff that must be taken into consideration when preparing for the workforce of the future. We must prepare for the mass exodus that is occurring, and will continue to occur, over the next few years as baby boomers reach retirement age. It is projected that some high-skill, high-wage industries will lose as much as half of their professional talent over the next 5 to 10 years.

The question is: ‘Is the pipeline ready with people having the skills required to replace those retirees?’ In some areas, the answer is definitely ‘No.’

Today, ...20% of jobs require a college education or greater [and] 60% of jobs require postsecondary training or education. That leaves only 20% of the jobs being created for unskilled workers.”¹⁸

~~Diane Rath, Chair and Commissioner Representing the Public, Texas Workforce Commission

WHERE DO WE GO FROM HERE?

IMPLEMENTATION OVERVIEW

THE BOARD OF PANHANDLE TWENTY/20 strongly believes that to achieve the level of success needed from this Study, the Recommendations in this Report become Action Steps in our community, helping to create the wide-spread climate for proactive behavior necessary for success.

Solicit volunteer support from community, develop committees to advocate for each Big Idea. Implement committee recommendations, including but not limited to:

- Create Common Resource—website and phone number.
- Convene and facilitate ongoing P-16 Council.
- Recognize commitment and success by individuals, school, nonprofits and businesses for improvement, implementation and support of committee's recommendations.
- Develop strategic partnerships to enhance and promote educational attainment levels.
- Create avenue for continued community input.
- Develop and implement ongoing marketing plan.
- Report progress, successes to the community.
- Build on current model programs that are academic, economic, and social goals.
- Develop & monitor Community Indicators that link to the Big Ideas.

CONCLUSION

THIS REPORT HAS COVERED some of the relevant data and many of the issues discussed over the course of the past year. While the challenge is immense, the consequences of inaction are unacceptable. To create the change necessary to combat these issues will take time, resources, and personal commitment by many – institutions, nonprofit organizations, church and civic groups, the business community, and individuals. We must raise our levels of educational attainment, or suffer the consequences of a declining economy. We need the community's help to create change, for it is the responsibility of everyone. The challenge for success rests with each individual, each community and its institutions, and **YOU**. Will our community rise to the challenge? The Study Committee believes this is our duty: **The Panhandle Imperative.**

THANK YOU

Jacksonville, Florida – Community Council

Bell Helicopter Textron

Don Case & Mike Milo
Amarillo ISD Audio-Video Services

Citizens of the Panhandle

Thanks for all the wonderful community support throughout the process! The following locations allowed the use of their facilities for meetings:

Amarillo Area Foundation

Amarillo College Business & Industry Center

Amarillo ISD

Black Historical Cultural Center

Region XVI

Wesley Community Center

Special thanks to the Amarillo Symphony Orchestra, Atmos Energy, & Dr. Mike Moses for their participation in and support of the Report to the Community event.

PANHANDLE TWENTY/20 FOUNDING MEMBERS

Admarc Southwest
Amarillo Area Foundation
Amarillo Chamber of Commerce
Amarillo, City of
Amarillo College
Amarillo Economic Development Corporation
Amarillo Independent School District
Amarillo National Bank
Atmos Energy
Bank of America
Bell Helicopter Textron
BWXT Pantex

Cal Farley's Boys Ranch and Affiliates
Camara de Comercio Hispaña de Amarillo
Corporate Systems
Panhandle Regional Planning Commission
SBC
Sprouse, Shrader Smith PC
Texas Tech University Health Sciences
Center at Amarillo
West Texas A&M University Foundation,
West Texas A&M University
XCEL Energy

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3. Forbes Study, http://www.forbes.com/lists/2007/1/07bestplaces_Amarillo-TX_TXAma.html
4. Texas Education Agency, Academic Excellence Indicator System, <http://www.tea.state.tx.us/perfreport/aeis/index.html>
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7. Education Research Center, www.ed.week.org
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9. *Texas State Profile*, National Center for Higher Education Management http://www.higheredinfo.org/raceethnicity/Texas_State_Profile.pdf
10. Federal Financial Institutions Examination Council, <http://www.ffiec.gov/>
11. *A Tale of Two States* by the Ray Perryman Group, commissioned by the Texas Higher Ed Coordinating Board with funding from the Bill and Melinda Gates Foundation; <http://www.theccb.state.tx.us/reports/PDF/1345.PDF>
12. Texas Higher Education Coordinating Board, *Closing the Gaps*, <http://www.theccb.state.tx.us/ClosingTheGaps/>
13. *Ready, willing, and unable: How financial barriers obstruct bachelor-degree attainment in Texas*, a report to the 80th regular session of the Texas Legislature. Prepared by TG Research and Analytical Services, December 2006
14. Dr. Richard Froeschle, Deputy Director of the Labor Market and Career Information, Texas Workforce Commission, Panhandle Twenty/20 Presentation, January 30th, 2007
15. Amarillo Economic Development Under-Employment Study, 2005, <http://amarilloedc.com/index.php?id=467>
16. Texas Higher Education Coordinating Board, <http://www.theccb.state.tx.us/>
17. *Reclaiming the American Dream*, http://www.bridgespangroup.org/kno_articles_americanream.html
18. Diane Rath, Chair and Commissioner Representing the Public, Texas Workforce Commission, Panhandle Twenty/20 Presentation, January 7th, 2007



STUDY RESOURCES

The following books, reports, and websites are some of the resources that either contributed directly to the Study's Report and Recommendations or to the discussion throughout the year:

1. Aligning Postsecondary Expectations and High School Practice: The Gap Defined, <http://www.act.org/path/policy/pdf/NCSPolicyBrief.pdf>
2. Are They Really Ready to Work?, http://21stcenturyskills.org/documents/FINAL_REPORT_PDF09-29-06.pdf
3. Center for Public Policy Priorities, www.cppp.org
4. Closing the Expectations Gap 2007, Achieve, Inc, <http://www.achieve.org/files/50-state-07-Final.pdf>
5. Closing the Gaps, Revised, Texas Higher Education Coordinating Board, <http://www.theccb.state.tx.us/reports/PDF/1176.PDF>
6. The Costs and Benefits of an Excellent Education, http://www.cbcse.org/media/download_gallery/Leeds_Report_Final_Jan2007.pdf
7. Diplomas Count 2007: Ready for What?, Education Research Center, www.edweek.org
8. Enriching Children, Enriching the Nation, Public Investment in High-Quality Prekindergarten, http://www.epi.org/content.cfm/book_enriching
9. EnterpriseSouth.biz Report, <http://www.enterprisesouth.biz/report.html>
10. Framework for 21st Century Learning, 21st Century Skills, 21stcenturyskills.org
11. Leading the Way, Governor's Business Council Report, <http://www.texasgbc.org/pdfs/Leading%20the%20Way.pdf>
12. Murdock, Stephen, et al, December 2002, A Summary of The Texas Challenge in the Twenty-First Century: Implications of Population Change for the Future of Texas, Texas A&M University Press; Texas State Data Center, www.txsd.c.utsa.edu
13. The Perfect Storm, http://www.ets.org/Media/Research/pdf/conf_achgap_cc_kirsch.pdf
14. Quality Counts 2007: From Cradles to Career, Education Research Center, www.edweek.org
15. Reclaiming the American Dream, http://www.bridgespangroup.org/kno_articles_americaandream.html
16. Rigor at Risk: Reaffirming Quality in the High School Core Curriculum, http://www.act.org/path/policy/pdf/rigor_report.pdf
17. The State of Student Aid and Higher Ed in Texas, <http://www.tgslc.org/pdf/sosa.pdf>
18. Tough Choices or Tough Times, <http://www.skillscommission.org/>

“Texas stands at a crossroads. In one direction lies a future that follows the path of the current courses of action. Enrollments in the state’s public and independent colleges and universities are not keeping pace with the booming Texas population. There is a shortfall in the number of degrees and certificates earned. And, fewer degrees and certificates earned leads to a less-educated workforce. The state’s workers are not able to support a growing state economy, which is necessary for a higher quality of life for all Texans, and individuals have fewer personal choices.”

– Closing the Gaps 2015¹², Texas Higher Education Coordinating Board



Special Thank You to Our Study Committee

STUDY COMMITTEE

Every attempt was made to have an accurate list of study participants. Please forgive any errors.

Dan	Adams	Laurie	Cizon	Bev	Harris	Hector	Madrigal	Myrna	Raffkind	Kaikea	Taylor
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Curt	Besselman	Stephen	Dunson	Dan	Johnson	Velma	Murillo	Mike	Schueler	Patsy	Wells
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Nelson	Bishop	Reeves	Easley-McPherson	Judy	Johnson	Thomas	Nicholson	Mark	Sellers	Pat	Williams
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Synthia	Christensen	Paul	Harpole	Angela	Lust			Dr. Heidi	Taylor		



Today's kindergarten students will graduate in the year 2020. It is hoped that the efforts of this study committee will lead to a community support system that creates lifelong success for each and every one of these children – as well as for our other students and adults – in order to build a stronger and more vibrant community for the future of Amarillo and the Texas Panhandle than current data predict.

This study is dedicated to all current and future residents of the Texas Panhandle, especially to the children who will graduate in the year 2020. May your future inspire our actions.



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May your future inspire our actions.

Panhandle

Twenty/20
Focusing on...the Future

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a Project of The Amarillo Area Foundation

Vision:

To cultivate a unified effort to improve our community for the future.

Mission:

To be a catalyst for positive change in our community

Role:

To connect, equip, and inform.