

# P-16 Strategic Plan

## Goal 1: Engage Stakeholders representing P-16 initiatives in the Texas Panhandle

DATE	ACTIVITY	RESPONSIBLE PARTY
Commencing 8/2009	Conduct stakeholder forums to communicate P-16 vision, mission, and objectives.	Region 16 ESC Executive Director
Ongoing	Perform ongoing assessment of P-16 Regional Councils to document lessons learned	Executive Committee
Commencing 8/2009	Host annual meeting for P-16 Regional Council to discuss pilot project progress	Executive Committee
Commencing 1/2009	Facilitate partnership development between various communities and education institutions.	Region 16 ESC and Panhandle Twenty/20

**Goal 2: Advance the systemic, comprehensive and seamless core curriculum alignment of education and training experiences for students in the regional institutions**

DATE	ACTIVITY	RESPONSIBLE PARTY
Commencing 1/2009	<p>Form teams of core curriculum teachers and professors for each academic discipline that include representatives from Pre K-12 and higher education.</p> <ul style="list-style-type: none"> <li>• Sponsor meetings of the teams of core curriculum teachers and professors to align curricula expectations to enhance success of students in first year college courses.</li> <li>• Sponsor meetings for faculty committees from higher and public education to discuss and recommend college readiness standards and expectations.</li> </ul>	Executive Committee
Commencing 1/2009	<p>Teams of core curriculum teachers and professors will be formed in those areas where students are assigned to developmental classes. They will:</p> <ol style="list-style-type: none"> <li>1. Analyze the problem           <ul style="list-style-type: none"> <li>• Collect and analyze the most recent data focused on the number of students who are assigned to developmental classes in the area colleges and university.</li> <li>• Examine the decision-making process used to assign students to developmental classes including the use of any college placement testing standards, local college criteria developed and the exemption granted to students who have TAKS scores of 2200 in the core curriculum.</li> <li>• Determine what impact, if any, a break in instruction has on students who are assigned to developmental classes. The break may be caused by delayed entry to college after graduation or taking a terminal core curriculum class in high school prior to the senior year.</li> <li>• Study the college readiness standards and the TEKS for those areas where developmental classes are used and identify the gaps between the two sets of standards.</li> <li>• Explore the controls/variance of the instruction in college class sections in the same subject.</li> <li>• Explore the controls/variance of the instruction in high school class sections in</li> </ul> </li> </ol>	Russell Lowery-Hart & Lou Ann Seabourn

the same subject.

2. Determine various recommendations to reduce the need for developmental classes for public schools and higher education institutions.
3. Determine how the success of these recommendations will be monitored.
4. April 2009 a report will be given to the Executive Committee and then presented in August 2009 to the P-16 Council for adoption.

**Goal 3: Promote a culture of expectation among all stakeholders for advancement of all students to post-secondary education or training**

DATE	ACTIVITY	RESPONSIBLE PARTY
Commencing 1/09	Identify key messages about the education pipeline to inform the public about the nature of education “today”.	Communication Committee
Commencing 12/1/08	Establish and convene a P-16 Communication Committee to develop recommendations for establishing a formal P-16 communication plan. <ul style="list-style-type: none"> <li>• Identify and convene key stakeholders to review and provide input for the draft communication plan.</li> <li>• Implement a strategic communication plan that raises awareness and builds support for the P-16 vision at both the community and state levels</li> <li>• Include key messages in all P-16 collateral materials and disseminate through partnering organizations.</li> </ul>	Communication Committee: <ol style="list-style-type: none"> <li>1. Laurie Cizon</li> <li>2. Holly Shelton</li> <li>3. Ann Underwood</li> <li>4. Ellen Green</li> <li>5. Keila Sandridge</li> </ol>
Commencing 1/2009	Create recommendations to be implemented at the campus level for students, staff, and parents	Anette Carlisle

**Goal 4: Serve as a catalyst for policy development around P-16 student success**

<b>DATE</b>	<b>ACTIVITY</b>	<b>RESPONSIBLE PARTY</b>
Commencing 12/1/2008	Create “college access” task force. <ul style="list-style-type: none"> <li>• Collaborate with West Texas A&amp;M University Provost in developing common admissions pathways for Community College/University articulation.</li> <li>• Conduct research to identify effective practices that may be implemented to improve the educational pipeline.</li> <li>• Provide report at the May 2009 Executive Committee meeting.</li> </ul>	Russell Lowery-Hart & Lou Ann Seabourn
Ongoing	Executive Committee will assist with policy development and support the initiatives of the P-16 Council.	Executive Committee
Ongoing	Identify internal and external resources at both the regional and state levels to support P-16 initiatives.	Executive Committee
Ongoing	Develop and submit grant applications based upon strategic plan priorities	Executive Committee