A Model Prekindergarten Through 4th Year of College (P-16) Individual Graduation Plan Proposal

by

Angela Peña de León

Faculty Approval:
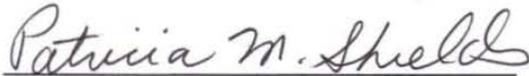
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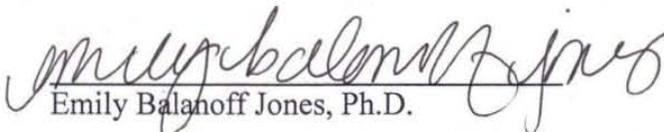
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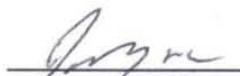
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Abstract

Purpose: The education community should have tools for assisting students in their early development for future success. The purpose of this applied research project is threefold. The first purpose of this paper was to develop a preliminary model describing the components and elements that should be included in a prekindergarten through 4th year of college (the common ending to a bachelor's degree from a four-year university) Individual Graduation Plan (P-16 IGP). Second, educational experts and stakeholders assessed the preliminary P-16 IGP model and offered suggestions to improve the proposed model. Lastly, an ideal P-16 IGP model was developed by incorporating feedback provided by the educational stakeholders.

Methodology: Focused interviews were conducted with ten Central Texas educational stakeholders and national experts to ascertain the soundness of the preliminary P-16 IGP model. These interviews were open-ended in nature, providing the interviewees with the opportunity to respond as they saw fit.

Results: The recommendations provided during the interviews were incorporated into an ideal P-16 IGP model. This model is included in Appendix A. The ten key components of the model are: 1) Plan Summary, 2) School Record and Succession, 3) Student Profile, 4) Personal Development, 5) Academic Development, 6) Career Development, 7) Postsecondary Development, 8) Monitoring and Intervention, 9) Support (Parent/Guardian), and 10) Portfolio.

About the Author

Angela Peña de León was born in Harlingen, Texas and graduated from Rio Hondo High School in 1995. In 2000, Angela graduated from the University of Texas at Austin and began her professional career by serving as a clerk for the Texas House of Representatives' Higher Education Committee, chaired by former Texas State Representative Irma L. Rangel. After completing her first legislative session, Angela served as a volunteer with AmeriCorps VISTA (Volunteers In Service To America) in Seattle, Washington where she assisted students in completing their degrees, finding jobs and engaging in opportunities for positive personal development. Upon returning to Texas, Angela once again served as clerk for the Higher Education Committee and subsequently the Appropriations Committee. Angela joined the Texas Education Agency in September 2005 and managed the Texas Dropout Recovery Pilot Program while working towards her Master of Public Administration at Texas State University. During her tenure at the TEA, Angela supported the work of the Texas P-16 Council and directed the use of P-16 Individual Graduation Plans for students participating in the Texas Dropout Recovery Pilot Program. Angela can be contacted by email at apenadeleon@gmail.com.

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Forward

In searching for a topic for my graduate applied research project my professor, Dr. Patricia

Shields, suggested that I look for problems that I, as a public administrator in my field, face on a

daily basis and attempt to tackle the subject matter related to those problems for possible

solutions. As a grant manager for a dropout recovery program at the Texas Education Agency, I

was aware of the many challenges that educational administrators face on a daily basis and

decided to take advantage of this research opportunity to help the administrators and their

students. One issue I faced was that the Texas Legislature required the development of the

components of a P-16 Individual Graduation Plan (P-16 IGP) to prepare students for college

success, which was required for all students in the dropout recovery program; however, neither

the components nor a sample plan yet existed.

The development of a P-16 IGP model seemed like a straightforward task. I would

research student planning models, create a preliminary P-16 IGP model, ask educational experts

to assess the model, and ultimately develop an ideal P-16 IGP model. As education

professionals would guess, this project was more easily conceptualized than implemented. In

hindsight, the idea of developing an "ideal" P-16 IGP model which students can use to guide

their lives from prekindergarten to a bachelors degree is something that cannot be adequately

accomplished as a project for a "three-hour graduate course at Texas State University," as Dr.

Shields reminded us – at least if I wanted to graduate on time. What is ultimately developed then

is a "*practical ideal*" P-16 IGP model and a description of the major components and elements

that educational administrators can use to begin developing and implementing P-16 IGPs within

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[1] Australian writer and feminist who is best known for her autobiographical novel, *My Brilliant Career*.

their P-16 region to help students prepare for success in college. The practical ideal model "has a distinct advantage over "best" practices because it is a kind of literature informed synthesis of Best Practices" (Shields and Heichelbech 2011, 83). My hope is that the ideas presented in this paper find a receptive audience, if only to imagine the responses one would hear from the students as they were completing their P-16 IGP.   The scenario of "Bailey Vasquez," a fourth grade public school student, is utilized at throughout to illustrate the plan implementation and is identifiable in *blue italics*.

Chapter 1: Introduction

So what were my childhood dreams? You may not agree with this list, but I was there. Being in zero gravity, playing in the National Football League, authoring an article in the World Book Encyclopedia – I guess you can tell the nerds early. Being Captain Kirk, anybody here have that childhood dream? Not at CMU, nooooo. I wanted to become one of the guys who won the big stuffed animals in the amusement park, and I wanted to be an Imagineer with Disney. These are not sorted in any particular order, although I think they do get harder, except for maybe the first one.

Randy Pausch - *Really Achieving Your Childhood Dreams*
Carnegie Mellon University (2007)

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Scenario: Bailey Vasquez, 4th grade public school student[2]

It's student orientation day at Southeast Elementary School in summer, 2010. This is the first year Southeast Elementary and the school district implemented a personal P-16 Individual Graduation Plan (P-16 IGP) for all students in grades prekindergarten through grade 12. Ms. Annette, the Spanish teacher and girls' softball coach has been assigned to meet with 18 students to help prepare their first P-16 IGP. Bailey Vasquez is one of the students assigned to her. Bailey, her mother, and father have just arrived for their first meeting with Ms. Annette.

> *Ms. Annette: Mr. and Mrs. Vasquez it's good to meet you. The purpose of our meeting today is to prepare a student graduation and success plan for Bailey. The district has just started using this strategy and has developed a tool to help with the process. (She hands a copy of a blank plan to Bailey and her parents).*
>
> *Mr. Vasquez: Bailey is only in fourth grade, this seems like a lot of information to collect for a student that is in elementary.*
>
> *Ms. Annette: It is a lot of information, and if there is anything in the form that you do not want to answer we can leave it blank. The district began this process because research has shown that planning for college success begins early – even in elementary*

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[2] The character of Bailey Vasquez in this work is fictitious. Any resemblance to real persons, living or dead, is purely coincidental.

school. This plan will help me help Bailey to achieve her goals and succeed in school. I'll be meeting with her once a month to check-in with her and to update the plan as necessary.

Mrs. Vasquez: So, this plan can be changed anytime?

Ms. Annette: Yes. You can contact me or let Bailey know what needs to be changed at anytime. (She provides the Vasquez's with her card and tells them that her contact information will also be on the plan). Let's go over some information about the plan, and then we can get started filling the form out. Once we are done I'll enter the information in our database and provide two hard-copies of the report to Bailey – one for her and one for you. Bailey – do you have any questions?

Bailey: No, not yet.

Ms. Annette: Okay, let's begin. (Ms. Annette proceeds to talk with Bailey and the Vasquezs' and fills out the plan accordingly.)

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P-16 IGP Introduction

Many high school administrators, students, and parents are familiar with four-year graduation plans that assist students in planning for the courses needed for graduation. Four-year graduation plans help students prepare for a desired college major or career field. In Texas, state policy makers have called for an education plan that begins at an earlier stage of a student's educational path and extends beyond high school graduation. These plans aim to guide student achievement from prekindergarten through the end of the fourth year of undergraduate education, or "P-16." The name refers to an inclusive range of "grades," beginning with preschool and running through the postsecondary undergraduate years (Chamberlain & Plucker 2008, 472). Similar initiatives

such as "K-20" refer to grades kindergarten through the fourth year of an advanced graduate degree (such as a medical degree).

P-16 plans, or P-16 Individualized Graduation Plans (P-16 IGPs) as they are referred to in Texas[3], assist students in taking responsibility for their education through a process of personal assessment, educational planning, and goal setting useful for achieving academic proficiency. In addition, P-16 IGPs allow educators and administrators to review the progress, interests, and goals of individual students.

P-16 IGP Background

P-16 IGPs are based on the personalization of learning for students along the educational spectrum. Personalization is important to education because it allows students to take an active role in shaping their educational futures. Clark describes personalization as:

> A learning process in which schools help students assess their own talents and aspirations, plan a pathway toward their own purposes, work cooperatively with others on challenging tasks, maintain a record of their explorations, and demonstrate their learning against clear standards in a wide variety of media, all with the close support of adult mentors and guides. (Clarke 2003, 15)

The development and use of P-16 IGPs are rooted in educational and career counseling in schools. In the United States public schools are more universally accessible to the general population than in other social institutions or organizations. The accessibility of public school, in fact, makes it an ideal place to introduce career planning (Yates 2008). Since the late 1800s career counseling has been responsive to major social changes such as the Great Depression and the World Wars, adapting as necessary (Pope 2000). The most current phase of counseling emphasizes "an increased sophistication in the uses of technology, the internalization of career

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[3] Texas Administrative Code §102.1056.

counseling, the beginnings of multicultural career counseling, and the focus of the school-to-job transition" (Pope 2000, 194).

Traditionally, the development of graduation plans and/or career plans for Texas students begins in grades 9 through 12.[4] There is, however, very limited literature on student planning for graduation, career planning, and strategies that encompass a student's life from prekindergarten through the completion of a postsecondary credential. Nevertheless, there are an abundance of educational and career exploration tools and resources targeted towards both younger and older students, including software such as *Bridges*, *Career Cruising*, and *Kuder Journeys*. The popularity of these portfolio-type tools suggests that many schools are already utilizing some form of systematized planning. Unfortunately, evidence that a coordinated effort exists between preschool, K-12, and postsecondary is lacking.

P-16 History

P-16 education initiatives were initially developed as a response to the growing number of students who were entering postsecondary education unprepared for entry-level courses. The lack of preparation was attributed to three education systems – preschool, K-12, and postsecondary – "operating independently of each other and failing to properly communicate their mutual expectations regarding the knowledge and skills students must master" (Kreuger & Rainwater 1997, 5). The disconnection occurred in part from "the expansion of junior high schools, comprehensive senior high schools, low-cost community colleges, teachers' colleges that eventually became comprehensive state colleges and research universities" (Van de Water & Rainwater 2001, 4).

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[4] This is evidenced by the TEA Texas PGP and AchieveTexas TAP plans.

Van de Water and Rainwater (2001) argue that the education system, which developed over the past century, is showing signs of an inability to cope with new demands and challenges stemming from contemporary technological advances, as evidenced by the high number of students that dropout of both secondary school and postsecondary institutions. In response to this situation, a growing number of states began taking steps to infuse preschool, K-12, and postsecondary education with greater coherence and a stronger sense of connectedness (Van de Water & Rainwater 2001). In 2001 the Education Commission of the States cited six major goals of P-16 initiatives:

> 1) expanding access to early learning for children ages 3 to 5, and improving their readiness for kindergarten; 2) smoothing student transitions from one level of learning to the next; 3) closing the achievement gap between white and minority students; 4) upgrading teacher education and professional development; 5) strengthening relationships between families and schools; and 6) creating a wider range of learning experience and opportunities for students in the final two years of high school. (Van de Water & Rainwater 2001, 2)

In summary, P-16 initiatives strive to create a seamless educational system guided by the principle that success in college begins in prekindergarten.

Implementing P-16 IGP Programs in Schools

The P-16 IGP is a tool that makes up only a fraction of what students and schools need to personalize learning and implement a seamless college transition planning program. According to Conley (2005), the full implications of a completely aligned kindergarten-16 system are not entirely clear at this point because much depends on exactly how states put the system in place. However, upon review of sample student plans and implementation procedures (further discussed in Chapter 3), P-16 IGPs should be supported through training and guidance. This training should include how to implement the plans, an advisory process that enables the plans to

be used effectively, and the technological infrastructure available to make planning convenient for students, advisors, and parents.

Implementing a P-16 IGP guidance program is a complex process that requires the input of early education providers, local education agencies, and institutions of higher education (Clarke 2003). Each institution must be aware of multiple aspects of the plan, including how the plan will be used and how student planning will be conducted. This is particularly true for early-childhood planning because these plans are maintained by parents or teachers out of necessity (Mhoon 2003).

The use of the plan is often informed by a number of teachers, students, and counselors, as well as the organizational or scheduling structure of the school (Clarke 2003). Additionally, the contents of the plans, specifically student-level (and possibly parental-level) personal data may be subject to privacy laws and may guide how the advisory aspect is carried out. Clarke's (2003) *Changing Systems to Personalize Learning* provides materials designed to help schools and communities reach consensus on the development and implementation of personal learning plans.

P-16 IGP implementation depends on the technology available to plan, develop, and execute a program across the school and community. Predictably, a study on personalized student learning plans and portfolios conducted in 2004 found that internet-based planning products raked higher than CD-ROM or paper-based planning products among students, educators, and parents (New Jersey 2009). Results from the study recommended the creation of a statewide career planning and portfolio system along with technical assistance and training guidance on effective career planning.

<u>Texas' Project Share</u>

Officials in Texas are making the move to digital student planning systems, albeit on a small-scale basis. In 2009 the TEA launched Project Share,[5] an innovative digital learning environment where teachers and students communicate, collaborate, and access 21st century digital content. In 2010 the TEA Project Share team launched a pilot program that offered students opportunities to learn in an online classroom, as well as providing a place for them to store and share achievements, cooperate with classmates, and communicate with teachers. The Project Share pilot program included an *e-portfolio*, described as a digital record of scholarly work and extracurricular accomplishments, which can be used for academic and personal records that students can share as they transition from K-12 education and into college and career. Project Share could potentially be the vehicle Texas needs to launch a statewide coordinated P-16 IGP effort. Texas may benefit from exploring how other states such as Oregon have implemented personal graduation plans for their students.

<u>Oregon Department of Education Example</u>

The Oregon Diploma Education Plan and Profile is intended to be used as a "road map" to guide students' learning throughout school and prepare them for future success. Oregon utilizes a student profile component that serves as a "compass" showing where the student is coming from and points to where the student wants to go on the map (Oregon Department of Education 2010). Student are responsible, with guidance, for developing and managing their personal plans and profiles. The school is responsible for providing a process and guidance to the students. Each school district in Oregon is expected to have a comprehensive guidance and counseling program

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[5] Documentation for this section is found on the Project Share Texas website under "About" located at http://projectsharetexas.org/about.html.

in place, which includes individual planning to assist each student in setting and achieving

academic, career, personal, and social goals through community involvement and post high

school interests and plans. The model P-16 IGP developed in this research paper is partially

based on the Oregon plan.

Research Purpose

The purpose of this applied research project is threefold. The first purpose is to develop a

preliminary model that describes the components and elements that should be included in a P-16

IGP to sufficiently prepare students for college success. Second, educational stakeholders assess

the preliminary P-16 IGP model and offer suggestions to improve the proposed model. Lastly,

an ideal P-16 IGP model is developed by incorporating the feedback provided by the educational

stakeholders.

Development of an Ideal P-16 IGP model

This paper describes the development of an ideal P-16 IGP model consisting of a cohesive

collection of records used to prepare students for college success. Chapter 1 provided

background on P-16 initiatives and P-16 IGPs. Chapter 2 describes the federal, Texas, and local

education agencies and legislation that inform the development and implementation of P-16

IGPs. Chapter 3 discusses the proposed P-16 IGP model based solely on review of scholarly

literature and existing student planning models. Chapter 4 discusses the interview questions

designed to collect data and the structured interview process, including measures taken to protect

human subjects during the project. Chapter 5 discusses the results of the structured interviews.

Finally, Chapter 6 summarizes the P-16 IGP process, presents the ideal P-16 IGP model to

prepare students for college success, and discusses the limitations of this study, as well as suggestion for future studies.

Chapter 1 Summary

P-16 IGPs aim to guide and plan student achievement from prekindergarten through the end of the fourth year of undergraduate education. This is accomplished by assisting students in taking responsibility for their education through a process of personal assessment, educational planning, and goal setting. P-16 education initiatives are based on traditional educational and career counseling in schools and have evolved as a means to address the situation of large numbers of students who were entering college unprepared for entry-level courses. P-16 IGPs should be supported through training and guidance on how to implement the plans, an advisory process that enables the plans to be used effectively, and by the technological infrastructure available to make planning convenient for students, advisors, and parents. The Oregon P-16 IGP is an example of an effective statewide educational planning tool. The purpose of this project is to develop an ideal P-16 IGP model sufficient to prepare students for college success.

Chapter 2: Setting

Chapter Purpose

The purpose of this chapter is to describe the federal, state, and local education agencies and

legislation that inform the development and implementation of P-16 IGPs in Texas. This chapter

begins by examining the federal, state and local education agencies (LEAs) responsible for

developing and administering different types of P-16 IGPs. Next, this chapter examines Texas'

state legislation relevant to P-16 IGPs in education. Finally, the chapter discusses the role that

Texas and LEAs play in the P-16 IGP implementation process.

P-16 IGP Federal, State and Local Education Agencies

P-16 IGP implementation in the U.S. education system occurs at all levels of government

(federal, state and local education agencies).

     Federal Education Agencies – At the federal level, the United States Department of

Education (USDE) promotes student achievement by establishing policies related to federal

education funding, administering those funds, and monitoring their use.[6] Additionally, the

USDE collects data and oversees research on America's schools, identifies major education

issues, focuses national attention on these issues, and enforces federal laws prohibiting

discrimination in programs that receive federal funds. The USDE provides resources and

guidance for developing Individual Education Programs (IEPs) for students with disabilities.

These IEPs are developed when a child enters school and revised throughout the student's

education. Beginning at age 14 (or younger, if appropriate) the IEP must address the courses that

students need to take in order to reach their postsecondary goals. The state education agency

must comply with the IEP requirements or risk losing certain federal funds for students with

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[6] See U.S. Department of Education website under "About ED" located at http://www2.ed.gov/about/landing.jhtml.

disabilities. Apart from IEPs, however, the USDE does not have policies in place for P-16

planning for all students.

  State Education Agencies – In Texas the K-12 public education system is governed by the

Texas Education Agency (TEA) whose primary goal is to ensure that all students in the public

education system acquire the knowledge and skills to be responsible and independent citizens

(TEA Plan 2011). The higher education system (grades 13 to 16) is governed by the Texas

Higher Education Coordinating Board (THECB), whose mission is to provide Texans with the

widest access to quality higher education.[7] Together, the TEA and the THECB administer most

education programs in Texas.

  In 1998 a P-16 collaborative began when the Commissioners of the TEA, the THECB,

and the director of the State Board for Educator Certification formed an informal network called

the Public Education/Higher Education Coordinating Group.[8] Representatives from the

legislature, the Governor's office, the university systems, state agencies, education associations,

and business coalitions were invited to the meetings. It was important for the stakeholders and

strategic partners to have a forum, however informal, to present ideas and discuss issues of

mutual concern and interest, such as the Advanced Placement/International Baccalaureate

(AP/IB) Incentive Program, college readiness projects, the role of community colleges, teacher

recruitment and retention, dual/concurrent enrollment, and minority enrollment and assessment.

  In 2003 the Texas Legislature formalized the system by passing Senate Bill 286, which

created the P-16 Council and established the statutory agency membership that included the

TEA, THECB, the Texas Workforce Council (TWC), and the Texas Department of Assistive and

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[7] See THECB website at http://www.thecb.state.tx.us on October 23, 2010.
[8] See TEA's P-16 Council was found on the TEA website at
http://www.tea.state.tx.us/index2.aspx?id=4767&menu_id=814 on October 23, 2010.

Rehabilitative Services (DARS)[9]. In 2005 the Legislature modified and strengthened the P-16 statute by passing House Bill 2808, which allowed the Council to appoint three additional members to represent education professionals, agencies, business, and/or other members of the community.

The TWC is the state government agency charged with overseeing and providing workforce development services to employers and job seekers of Texas. Regarding P-16 IGPs, the TWC works to help students plan their futures, lifestyles, locations, and financial expectations.[10] DARS works with disabled Texans and the families of children with developmental delays to improve their quality of life and to enable their full participation in society.[11] Regarding P-16 IGPs, DARS counselors provide consultative and technical assistance to public school personnel and help them plan the transition of disabled children from school to work.

The four P-16 Council statutory agencies work together to infuse three largely disconnected levels of public education – pre-school, K-12, and postsecondary – with a greater coherence and a stronger sense of connectedness than would be possible alone.[12]

Local Education Agencies – In Texas a Local Education Agency (LEA) is defined as a public school district, open enrollment charter school, or regional education service center.[13] Substantial local control is given to LEAs to provide administrative control or direction of public schools. The responsibilities of an LEA may include operating the public school system, distributing grant money to school projects, and contracting for educational services (TEA 2011a). In Texas over 1,400 LEAs are charged with implementing required federal and state P-

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[9] See Texas Education Code (TEC) §§61.076 and 61.077.
[10] See TWC website at http://www.twc.state.tx.us on November 11, 2010.
[11] See DARS website at http://www.dars.state.tx.us on November 11, 2010.
[12] See THECB P-16 Texas website at http://www.p16texas.org on November 11, 2010.
[13] See TEA Glossary of Terms located at http://www.tea.state.tx.us/index2.aspx?id=3439 on November 11, 2010.

16 IGPs (TEA 2011a). The implementation of P-16 IGPs largely depends on federal, state, and local education agency requirements and the specific populations served by each entity, as discussed in the next section.

Texas' Legislation Relevant to P-16 IGPs

In 2003 the 78th Texas Legislature passed Senate Bill (SB) 1108, requiring a school principal to designate a guidance counselor, teacher, or other appropriate individual to develop and implement a personal graduation plan (PGP) for students in junior high schools, middle schools, or high schools. These plans apply to students that do not perform satisfactorily on an assessment instrument, described in Subchapter B, Chapter 39 (the Texas Assessment of Knowledge and Skills, or "TAKS" test), as well as students who are not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level nine, as determined by the district.[14] In addition, SB 1108 "encouraged" each school district to establish a personal graduation plan that identifies a course of study for each student-entering grade nine, which promotes college and workforce readiness, career placement and advancement, and facilitates the student's transition from secondary to postsecondary education. SB1108 also stated that the student's IEP might be used to meet this requirement if it was applicable.

Neither the TEA nor the State Board of Education (SBOE), however, had any rule-making authority in this area; therefore, it was the responsibility of each school district to interpret and implement provisions of the PGP in a manner consistent with the statute that best served the school district's unique characteristics (TEA 2003). The TEA in partnership with Education Service Center XIII and the Texas Association of Secondary School Principals

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[14] Texas Education Code (TEC) §28.1212.

developed a Personal Graduation Plan Resource Guide and Model to assist districts in the development and implementation of the PGP requirements (TEA 2003).

In a similar but separate piece of legislation, the 78th Texas Legislature also required individualized graduation plans (IGPs) for students in schools that received funds under the High School Completion and Success Grant Program, authorized under Rider 67 of the General Appropriations Act.[15] The IGP must ensure that students at risk of not graduating from high school are afforded instruction from highly qualified teachers, have access to online diagnostic and assessment instruments, and are provided accelerated instruction in areas of academic weakness (TEA 2003). This Individualized Graduation Plan could also serve as an extension of the required PGP, if applicable.

In 2006 the 79th (3) Texas Legislature passed House Bill 1(HB1), an omnibus college readiness bill, which required the State P-16 Council[16] to recommend to the commissioner of education and the THECB a college readiness and success strategic action plan to increase student success and decrease the number of students enrolling in developmental course work in institutions of higher education. HB1 required that the strategic action plan include "a description of the components of a P-16 individualized graduation plan sufficient to prepare students for college success," and a report on the progress of the plan, which is to be submitted on December 1st in even numbered years to the legislative leadership. This marked the first time the term "P-16 Individualized Graduation Plan" or "P-16 IGP" appeared in Texas' education legislation.

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[15] See HB 1, 78th Texas Legislature (2003).

[16] In 2007, the Council co-chairs used their statutory authority to appoint three additional members to represent education professionals, agencies, business or other members of the community. Members appointed to the council serve two-year terms expiring February 1 of each odd-numbered year. The Council currently has seven members.

<u>Implementation of P-16 IGP Legislation</u>

In December 2006 a baseline report was issued that provided the goals and objectives of the plan recommended by the P-16 Council and adopted by the commissioner of education and the THECB. Although progress has been made on many of the strategic action plan's objectives, as documented in each report, the 2008 report notes that some objectives and activities had to be prioritized and initiated before intensive activity occurred in other objectives. As of the December 2010 report, the P-16 Council had not completed the description of the components of a P-16 individualized graduation plan.

Meanwhile, in 2007 the High School Completion and Success Initiative Council (HSCSIC), created by House Bill 2237 during the 80th Texas Legislature, recommended the creation of a dropout recovery program for which a variety of service providers would be eligible, including school districts, open-enrollment charter schools, regional education service centers, institutions of higher education, or non-profit organizations (TEA 2008b, 15). The Texas Dropout Recovery Pilot Program (TDRPP) was established and implemented by the TEA in accordance with the Texas Education Code.[17] The pilot program was designed to provide eligible entities with financial grants to identify and recruit students who had dropped out of Texas public schools and provide them services designed to help them earn high school diplomas or demonstrate college readiness.

Commissioner of Education rules[18] adopted in August of 2008 required the development of a P-16 Individualized Graduation Plan for all students participating in the Texas TDRPP. For

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[17] See Chapter 39, Subchapter L (the creation of the HSCSIC)

[18] The rules adopted by the State Board of Education (SBOE) and the Commissioner of Education are part of a larger body of state agency rules known as the Texas Administrative Code (TAC). These rules are collected and published by the Office of the Secretary of State. SBOE and commissioner's rules are codified under Title 19, Part II, of the TAC. Title 19 is Education, and Part II is the Texas Education Agency. The SBOE and the Commissioner of Education may adopt new rules or amendments to existing rules.

the purpose of the pilot program, the commissioner's rules defined a P-16 IGP as "a document with a prekindergarten through postsecondary focus, detailing a student's plans regarding courses to be taken during high school in order to succeed in entry-level courses offered at IHEs."[19] The required elements were similar to those included in the PGP legislation in 2003 and include (A) the most recent assessment scores and strategies to improve these scores if they fall below the student's appropriate grade level, (B) the educational goals of the student, (C) any diagnostic information, appropriate monitoring and intervention and other evaluation strategies, (D) a description of participation of the student's parent(s) or guardian(s), including consideration of their educational expectations for the student; and (E) a description of innovative methods used to promote the student's advancement and preparation to enter and successfully complete entry-level college courses.

The TDRPP P-16 IGP definition and list of required elements provide a starting point towards developing the components of an ideal P-16 IGP model for use by all of the students in Texas and for adoption by the P-16 Council. Yet, there is a need to further develop specific components of these plans in order to make them more useful for all students and educational administrators. The development of a preliminary P-16 IGP model, including elements and components that are sufficient to prepare students for college success, is discussed in the next chapter.

Chapter Summary

P-16 IGP design and implementation is primarily governed by the state education agency and administered through local education agencies. The Texas P-16 Council has authority to develop the components of a P-16 individualized graduation plan sufficient to prepare students for

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[19] Documentation for this was found in Texas Administrative Code (TAC) §102.1056.

college success. However, these components have not yet been developed and can be informed

by mandated P-16 IGP plan components, developed for all students participating in the TDRPP.

In the next chapter, a preliminary P-16 IGP model is presented. The components contained in

the model are drawn from a variety of perspectives, all with the goal of transitioning students to

successful postsecondary opportunities.

Chapter 3 – The Preliminary Model

"We cannot teach students well if we do not know them well."
Theodore R. Sizer[20]

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Scenario Continued

Background - *According to her P-16 IGP, Bailey Vasquez is in 4th grade and attends Southeast Elementary, a public school in a suburb of Houston, Texas. Bailey wants to be a fashion designer and enjoys designing and sewing dresses for her Barbie dolls. Bailey is the oldest of three and has two younger brothers. Her parents did not attend college and both work full-time at local businesses. Bailey is smart and makes A's and B's in school. She also plays soccer and likes to attend church.*

Chapter Purpose

The purpose of this chapter is to examine the scholarly literature and existing student planning models used to develop the components and elements of a preliminary P-16 IGP model. The preliminary P-16 IGP model is organized according to a conceptual framework,[21] which guides the practical and mechanical elements of empirical inquiry concerning the components of an ideal P-16 IGP model. The conceptual framework connects the data collection needs of a particular research question (What are the ideal components of a P-16 IGP?) to relevant scholarly literature.[22]

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[20] Sizer, Theodore S. 1999. "No Two Are Quite Alike*." Educational Leadership,* 57:1; 6-11.
[21] To review information on developing a conceptual framework, see Shields, Patricia M. 1998. Pragmatism as philosophy of science: A tool for public administration. *Research in Public Administration* 4: 199-230 and Shields, Patricia M. and Hassan Tajalli. 2005. Intermediate theory the missing link in successful student scholarship. Paper presented at the 2005 Annual Conference of the National Association of Schools of Public Affairs and Administration, Washington D.C., October 13-15.
[22] For additional education related Texas State University Applied Research Projects, see Amaya (2010) and Lindsey (2010).

In *Intermediate Theory: The Missing Link in Successful Student Scholarship,* Shields and

Tajalli (2005) discuss the process of conceptualization associated with categories, utilizing

Kaplan's analysis of conceptualization:

> In this process the things studied are classified and analyzed: several things are grouped together and particular things assigned to the several groups to which they belong…Things are grouped together because they resemble one another (Kaplan 1964, 50).

The categorization scheme exists to support current findings and can be "modified as

experience suggests change" because the categories are neither fixed nor perfect (Shields

& Tajalli 2005, 24). Additionally, Shields and Heichelbech (2011) emphasize that the

categories serve to develop a "practical" *ideal* model from the best components available;

thereby creating a useful, but by no means "perfect" *ideal* model.

The literature and documents relevant to P-16 planning contain a variety of information

on a student's academic and personal profile that would be appropriate for inclusion in an ideal

P-16 IGP model in Texas. A search for plans from states whose P-16 efforts began on or before

the year 2000[23] (Rochford et al. 2007) and those studied in depth in the New Jersey Personalized

Student Learning Plans Resource Guide[24] (New Jersey 2009) revealed that only two states plans

were accessible online – Kentucky and Oregon. Therefore, the student planning models

examined in depth in this ARP include the Texas Personal Graduation Plan, and the Kentucky

and Oregon plans.

The data collected on indicators of student success were primarily based on the students'

personal background, academic progress, and postsecondary plans. The planning documents

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[23] Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maryland, Minnesota, Missouri, Nebraska, Oregon, Pennsylvania and Tennessee.

[24] Delaware, Florida, Kentucky , Michigan, Missouri, New Hampshire, North Carolina, Oregon, Rhode Island, South Carolina, Utah and Washington.

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studied, however, varied in the depth of information included in the categories (or "components" as they are referred to in this study) of their plans. For example, the Oregon plan was made up of four basic components, one of which was "Personal/Educational/Career Interests and Goals & Post-High School Goals" (Oregon Department of Education 2010, 4). On the other hand, the Kentucky plan was made up of fourteen components, one of which was "Interests/Hobbies" (Kentucky Department of Education 2011, 7). The major components of the Kentucky and Oregon and Texas' plans are provided and arranged according to similar features (See Table 3.1).

Table 3.1 Kentucky, Oregon and Texas Education Plan Comparison Table

Group	Texas Plan	Kentucky Plan	Oregon Plan and Profile[25]
1	1. Personal Information	1. Personal Information	1. Personal Information
	2. Assigned Advisor		
2	3. Student and Parent Signature	2. Student, Parent, and Advisor Signatures	2. Parent Signature
3	4. Student Cumulative (Educational) History	3. Educational History	
4	5. Credit Acquisition Plan	4. My Four-Year High School Plan	3. Credit Requirements
5	6. Academic Plan	5. Action Plan for Service(s) Needed	4. Learning Plan
6	7. Assessment Data	6. Self-Assessment Records	5. State Standards & Assessments
7	8. Assessment Objectives to Target	7. Reading and Mathematics Assessments	6. English, Mathematics and Science Work Samples and/or Other Local Performance Assessments
8		8. Supporting Documentation	7. Extended Application (Documentation/ Application of Knowledge and Skills)
			8. Essential Skills (Record of Assessment and Completion)
9	9. Student Academic Goals	9. Career Goals and Level of Education Needed	9. Career Interests and Goals
	10. Parent Goals for Student Academic Achievement		10. Personal Interests and Goals
			11. Educational Interests and Goals
			12. Post High School Goals
			13. Reflection
10		10. Career Assessment	14. Career-Related Learning Standards
		11. Career Clusters	15. Career-Related Learning Experiences
			16. Career Learning Areas
			17. Personal & Career Accomplishments
11		12. Interests/Hobbies	
		13. School and Community Activities	
		14. Work Experience	
12			18. Postsecondary Planning
			19. Scholarship and Financial Aid
			20. Employment Research

[25] The Oregon Plan is made up of four major components, however when combined with the Oregon Profile portion, a total of 20 major components are required.

The challenge of creating an ideal P-16 IGP model was to look for a "family resemblance" to classify the large amount of information in the literature and in existing plans (Shields & Tajalli 2005, quoting Kaplan). Using a review of the literature, ten preliminary components of a model P-16 IGP were developed and similar data elements were classified under each heading: 1) Plan Summary, 2) Educational Progress, 3) Student Profile, 4) Personal Development, 5) Academic Development, 6) Career Development, 7) Postsecondary Development, 8) Monitoring and Intervention, 9) Support (Parent/Guardian), and 10) Portfolio (*See Appendix B for a complete mode*l). Elements in each component were influenced by the literature as well as the inclusion of the elements in the Texas, Kentucky and Oregon plans (See Appendix C). [26] The components and elements in this plan help to supplement existing research as well as fill a void in areas that are poorly developed in depth in the existing research.[27]The remainder of this chapter is used to detail each of ten components in the P-16 IGP model, concluding with a table of the conceptual framework.

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[26] Embedded in the examination of the research in each of these components are examples of components and elements that make up existing student planning models and research from around the nation. These include actual templates of personal education plans from the Kentucky Department of Education (Kentucky plan, Appendix D) and the Oregon Department of Education (Oregon plan, Appendix E) (as previously mentioned), and the TEA (Texas plan, Appendix F).

[27] Many of the studies examined are part of larger research projects not related to P-16 education planning per se, but whose findings supported the use of specific data components and elements for postsecondary success that make up the preliminary P-16 IGP model.

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1. _Plan Summary Component_
2. Education Status Component
3. Student Profile Component
4. Personal Development Component
5. Academic Development Component
6. Career Development Component
7. Postsecondary Development Component
8. Monitoring and Intervention Component
9. Parent / Guardian (Support) Component
10. Portfolio Component

Scenario Continued

Bailey's school district began implementing P-16 IGPs this year. Today is Bailey's third

monthly meeting with her advisor. Every afternoon after lunch from 1:00 – 1:30 p.m., students

are in homeroom or in the auditorium for a special educational event. This is a chance for

students to catch up on homework, to be exposed to new ideas, or to meet with their advisors, if

scheduled. At 1:00 p.m., instead of going to homeroom, Bailey goes to the meeting room in the

library to meet with her advisor **Ms. Annette**, the Spanish teacher and girls' softball coach.

Bailey takes a copy of her P-16 IGP to the meeting.

The **last time** Bailey and Ms. Annette met was **October 15, 2010**. Today's date is

November 15, 2010. Bailey has Ms. Annette's **cell phone number** and calls her at 1:05 p.m.,

wondering why she has not arrived. Just as Bailey finishes dialing, Ms. Annette walks in and

apologizes for being late. Their meeting begins with both of them reviewing their own copy of

the Plan Summary sheet and Ms. Annette notes that they are meeting **as scheduled and agreed to**

by Bailey and her parents.

Plan Summary Component

The first section of the preliminary P-16 IGP model is the _Plan Summary Component_ made up of

elements that summarize the current state of the plan and provide the student, support person

(parent or guardian), and advisor assurance of agreement with the plan's contents.   The plan

information elements should include the **student's name** and **grade level**, **plan revision date(s)**,

next meeting date(s), the student **advisor's contact information** (local education agency person

that works with student on completing the plan), and **signatures of the student, support person**

and advisor.   The plan summary and status section essentially serves as a "cover page" to the

student's P-16 IGP and is generally the least complex section of the plan.

     A. Student's name and grade level. For obvious reasons, a **student's name** must be

included in the first section of the P-16 IGP so that students and advisors know whom the plan is

about. **Grade level** is also important because it identifies what level the student is on the P-16

spectrum.

     B. Plan revision date(s) and C. Next meeting date(s). In 1996, the National Association

of Secondary School Principals (NASSP), in partnership with the Carnegie Foundation for the

Advancement of Teaching, published *Breaking Ranks: Changing an American Institution*, which

offered a series of 82 recommendations that provided a "powerful and challenging" vision of the

21st century high school (NASSP 1996). Among the recommendations was the need for schools

to review each student's "personal progress plan" continually and to indicate the extent of

progress toward graduation and postsecondary transition plans (NASSP 1996). The follow-up to

that report, *Breaking Ranks II,* profiles a school in Maine that **reviews progress** on students'

personal plans every 6-8 weeks (NASSP 2004). The **plan revision** and **next meeting** date

elements of the plan summary component demonstrate a plan to review progress and indicate to

the student that they are expected to adhere to the plan.

     D. Advisor's contact information (name, email, phone). The **advisor's contact**

information element provides students with access to an adult that knows their history and

background if the student needs personal or academic advice. Clarke (2003) argues that "connecting each student to a caring advisor who will stay connected long enough to understand student aspirations and talents is critical to the success of personalized learning" (Clarke 2003, 16).

Although there are both benefits and pitfalls that come with the development of a personal relationship between a student and a teacher, supporters of the three "R's" system – Relevance, Rigor, and Relationships – which has become a cornerstone of many school reform efforts throughout the country – promote working on relationships with students to make sure they have a significant support system on campus (Daggett 2009). According to *Breaking Ranks II*, "the presumed need to build relationships rests on the premise that many students require a supportive relationship with the school or with someone at the school who understands them personally" (NASSP 2004, 68).

Providing at minimum the advisor's contact information to a student is a step towards building that relationship. In the previous student scenario, Bailey is able to contact her advisor by phone instead of wondering where her advisor is or skipping her planning session.

E. Student, support and advisor signatures. In a career and life planning article in the *Journal of Career Development,* author Harry Drier argued that an effective comprehensive student plan must include systematic and regular means for parents, educators, and students to review and evaluate the students' plan (Drier 2000). Drier (2000) notes that "it is through the community that expects and nurtures career planning that students come to realize that it is a key to success"(76). The **signature elements** serve to ensure that all parties are actively reviewing and evaluating the plan.

1. Plan Summary Component
2. _Educational Progress Component_
3. Student Profile Component
4. Personal Development Component
5. Academic Development Component
6. Career Development Component
7. Postsecondary Development Component
8. Monitoring and Intervention Component
9. Support (Parent/Guardian) Component
10. Portfolio Component

Scenario Continued

> **_Ms. Annette_**_: How are you Bailey?_
>
> **_Bailey_**_: Fine_
>
> **_Ms. Annette_**_: Great! Let's look through the Educational Progress section of the plan (she and Bailey both study the plan). It doesn't look like anything has changed. Can you believe you'll be_ **_graduating high school in the year 2019_**_? It seems like such a long way from now, right?_
>
> **_Bailey_**_: Yeah, it does. I don't think anything has changed on this section._
>
> **_Ms. Annette_**_: Don't forget that next_ **_year you will be required to take the 5th grade_** **_TAKS exam in order to pass to the 6th grade_**_. You are doing fine in school, just keep working and you will pass it without a problem._
>
> **_Bailey_**_: Okay._

Educational Progress Component

The educational progress component of the plan is made up of elements that describe the student's educational history, current status, and where the student is planning to go to school in the future. This includes the **current educational institution and the date the student enrolled**, the **education history** of the student (such as names of former schools and advisors, if

applicable), **retention history**, **future education plan** (such as schools the student is planning on attending**), a general outline of the courses and assessments required to complete the future levels of education ahead**, the expected **high school graduation date** and the **expected college graduation date**. The Educational Progress Component can usually be completed from school records and general education requirements of each institution and is not heavily influenced by student's responses.

     A. Current education institution and date enrolled. The **current institution name** may seem unnecessary since the student, advisor, and parent are all aware of the school the student is currently enrolled in. However, all sample plans that were examined included the school name – two even included the district name. The **date enrolled** may signify that the student recently transferred from another institution, is a migrant student, is a child of military personnel, or has another mobility factor that should be addressed in the plan. For example, in 1995 the Texas Legislature created the compensatory, intensive, and accelerated educational instruction program which allowed school districts to receive additional state funds to serve students who are at risk of dropping out of school. [28] For the purposes of the program, a student at risk of dropping out was defined and includes students who are under 21 years of age and meet at least one of 13 at-risk indicators listed in the statute.[29] Four of the at-risk indicators may be revealed by the date of enrollment in an institution such as placement in an alternative education center, expulsion, parole, or a previous history of dropping out of school. Additional at-risk indicators in this statute (Texas compensatory education statute) are noted where relevant in the preliminary P-16 IGP model.

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[28] SB 1, Texas Legislature 74(R) – 1995; (TEC 29.081(d)(1)).
[29] Texas Education Code 29.081(d).

B. Education history (elementary schools/other schools attended, former advisor's names, etc. (if applicable)). Documentation of **educational institutions a student attended in the past** may be important in planning their future. A student, parent, or advisor may be able to use this information to reflect on the positive and negative aspects of a prior institution to inform the student's plan development. In a study conducted in 2003 on schooling resources, researchers found that positive effects on student performance were more related to institutional differences rather to differences in the resources available to students at the institution (Ludger 2003). Additionally, Drier argues that to be individualized and effective, educational counseling must bring together the **student's past situation**, **current situation**, and **expectations about the future** in a systematic way (Drier 2000).

C. Retention history. According to research, **retention** (not advancing from one grade level to the next) in middle grades and even elementary school, is associated with dropping out (Kennelly & Monrad 2007). A study of students in Baltimore conducted from their enrollment in first grade in fall 1982 through spring 1996 revealed that 64 percent of the students who had repeated a grade in elementary school and 63 percent of those who had been held back in middle school left school without a diploma (Alexander, et al. 1997). Additionally, course failure and subsequent retention in grade levels were found to be a better predictor of not graduating than were low test scores (Balfanz, et al. 2007). Retention is also listed as the first at-risk indicator in the Texas compensatory education statute.

D. Future education plan (feeder elementary/middle/high school/ postsecondary institution student will attend). Depending on when the Kentucky plan is filled out (the Kentucky planning guide recommends at least by the 6th grade), students will **identify the elementary, middle and high school the student plans to attend**. Driers' findings, as stated in

element *b. Education history* of this component, argue that a student's expectations about the future should be considered when counseling students about educational success (Drier 2000). Surprisingly, the Oregon sample plan was the only one extending to postsecondary and asking for the name of the college/institution the student plans to attend.

E. A general outline (or specific, if developing the high school four-year-plan) of courses and assessments required to complete each future level of education. This element is designed as a snapshot for students to illustrate what he should expect throughout his educational career. This includes course sequence planning, which is the most widely recognized and utilized form of planning for graduation and postsecondary success and assessment requirements to proceed to the next level of education e.g. Texas Assessment of Knowledge and Skills (TAKS) in Texas.

Historically, the lack of communication among education levels meant that students were unclear what they should do in preparation for the next higher level of learning (Van de Water & Rainwater 2001). A P-16 IGP may help to force the resolution of confusing messages, misaligned curricula and conflicting assessments between institutions (Van de Water & Rainwater 2001). The inclusion of a broad outline of a student's education future in the plan helps clarify what students are expected to master at each grade level and in the future. For example, Bailey's plan would notify her that she is required to pass the 5th grade TAKS exam to enter junior high school, the 8th grade TAKS exam to enter high school, and the exit-level 11th grade exam to graduate from high school, and that she may need to take the SAT to enroll in the college of her choice. Providing this long-term "road map" helps students understand that their preparation now affects their future educational outcomes.

F. Expected high school graduation date, and G. Expected college graduation date.

The expectation of graduation is an important element in the P-16 IGP. It signifies the end goal of high school and the end goal of college. Rader (2005) suggests that when students write down their goals and have a plan to achieve those goals, students feel a greater sense of ownership for their goals and that it increases their motivation and chance for success.

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1. Plan Summary Component
2. Educational Progress Component
3. *Student Profile Component*
4. Personal Development Component
5. Academic Development Component
6. Career Development Component
7. Postsecondary Development Component
8. Monitoring and Intervention Component
9. Support (Parent /Guardian) Component
10. Portfolio Component

Scenario Continued

Ms. Annette*: Let's go to the next section of the plan, the Student Profile section.*

Bailey*: Okay.*

Ms. Annette*: So, has anything changed on the student profile section of your P-16 IGP?*

Bailey*: (as she scans through the component/element list): Um, well my mom wanted me to see about getting into **Gifted and Talented** (GT) classes, but it has not been approved.*

Ms. Annette*: That's great! I'll check into it and see if there is anything we can do to move that along. Why do you want to be in the GT program, Bailey?*

Bailey*: Well, some of my friends are in it and they get to go on special field trips. Also, I make good grades and I think I would do okay.*

Ms. Annette: I think you will do great! We may need to revise your schedule to make sure you will get all the courses you need to finish the fourth grade and move onto fifth grade, okay? (Ms. Annette makes a note to follow up with Bailey at their next meeting.) When you and your parents hear from Mr. Adams the guidance counselor on the GT decision, be sure to let me know.

Bailey: Okay, I will.

Student Profile Component

The third component is the student profile component, which is made up of elements that primarily assist the plan advisor in obtaining demographic information that may be useful when assessing a student's academic and social needs. These elements include **student personal and contact information** (name, date of birth, social security number, address, phone, email, etc.), **support contact information** (name, place of employment, phone, etc.), **parents' educational level attainment, socioeconomic status, race, ethnicity or culture, religion, primary/secondary language(s) of student and parent, special education diagnosis, gifted/talented identification,** and **migrant status**. These prompts for personal information from the student and the parent notify advisors of outside influences that may affect a student's academic and personal success.

In the student scenario above, although it is not discussed, Ms. Annette knows that Bailey's parents are of low-socioeconomic status and did not complete college. This helps her to make her advising more conscious of Bailey's situation – she may be less inclined to tell Bailey that without a college degree she will not succeed in life – because Bailey's parents did not go to college and she does not want to offend her family. Or if Bailey were a migrant student, Ms. Annette would be aware that in planning for the year Bailey would be gone for three months.

A. Student personal and contact information (name, DOB, SSN, address, phone, email, etc.). According to Drier, "while the extent and specificity of information needed to meet the plan's local needs/purposes will vary, it is likely all plans will include **demographic data about the individual**" (Drier 2000, 78-79). Basic student personal and contact information should be accessible for advisors and teachers so that they can know basic information about a student, such as their age, and to encourage a successful student-advisor relationship.

B. Support (parent/guardian) contact information (name, place of employment, phone, etc.). The **support contact information** element allows the advisor to initiate contact with the support person and more fully understand the background of the primary caretaker of the student. In the Bailey Vasquez example the advisor knows that the parents both work in local businesses and can be reached with relative ease if necessary.

C. Parent's educational level attainment. According to Eccles et al. (2004), the educational level of a student's mother is a significant predictor of full-time college attendance. The inclusion of the parent's educational level "may indicate how much they value education for their own children" and should give advisors a better sense of how to communicate with a student and her family (Eccles et al. 2004, 63).

D. Socioeconomic status. Many researchers have found that socioeconomic status affects school achievement and college attendance (Shulruf, et al. 2008; Kosine 2008; Eccles, et al. 2004; Porchea, et al. 2010). Eccles, et al. (2004) found that **socioeconomic status** influences children's educational and occupational aspirations through their impact on the values parents attach to their children's school achievements and college attendance. Additionally, a study of predictors of long-term enrollment and degree outcomes for community college students found that although academic preparation is generally regarded as the strongest predictor of academic

performance and college persistence, psychosocial factors and other non-cognitive factors such as socio-demographic status affect academic outcomes (Porchea et al. 2010).

E. Race, ethnicity, or culture. Kosine (2008) found that culture plays a multifaceted role in career development that is unique to each individual and defines culture as "gender, **ethnicity**, sexual orientation, **geographic location**, **socioeconomic status**, **disability,** belief systems, values, and so forth"(35). Kosine (2008) argues that students need to comprehend the role that their culture plays on their career choices and how their career choices impact their culture – whether financial, geographic, lifestyle, status, or other. Incorporating this information into an educational plan may help the student to plan for the future while still being conscious of values or their individual story.

Similarly, a study conducted in 2008 that looked at individual and school factors affecting students' participation and success in higher education found that **socio-geographic determinants**, **socioeconomic factors**, gender, age, and **ethnicity** affect student participation, performance, and success in higher education (Shulruf et al. 2008). The inclusion of this information may help an advisor provide specific counseling to the student and to be aware that these external factors may affect a student's educational outcome. This information may also affect how diversity training in educational institutions is conducted and how it can be improved to address the needs of different populations.

F. Religion. A 2005 study conducted at Princeton University sampled nearly 4,000 college students from 28 elite American colleges and universities and found that students who participate in **religious ritual** once a week or more reported higher college GPAs than those that did not participate in religious rituals (Mooney 2005). In the study, Mooney argues that the

findings both confirm numerous studies on religion and high school achievement and suggest numerous avenues for further research on religion at the college level.

The inclusion of religion as an element in a model P-16 IGP may seem like sensitive information to collect and controversial for some; however, religion plays a part in many student's lives and should not be discounted or ignored. Sharing this information with an advisor is yet another avenue for a student to establish a meaningful connection with an adult. The request for this information could be voluntary (as noted in the opening student scenario), and if desired, confidential.

G. Primary/secondary language(s) of student and parent. According to Yates, rapid demographic changes in culture, race/ethnicity, and language in the United States have exerted a powerful influence on public schools, raising significant concerns or issues relative to the ability of the educational system to successfully educate all of its children as future citizens of a democratic society (Yates 2008, 4). Yates (2008, 8) argues that **race/ethnicity**, **home language** and **family income** are powerful variables related to high school graduation and notes that educational outcome data for students from nondominant sociocultural and linguistic backgrounds highlight the failure of public schools to successfully educate all students. This lack of success is reflected in higher rates of retention and placement in special education; lower rates of high school graduation and college entrance; and fewer degrees awarded (Yates 2008, 4). Additionally, in Texas a student of limited English proficiency is identified as at-risk for dropping out of school, according to the compensatory education statute.

H. Special education diagnosis. Special education diagnosis may range from students with speech impairments to traumatic brain injury.[30] The TEA Texas Project FIRST (Families,

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[30] Documentation for this section was found at http://www.texasprojectfirst.org/DiagnosisVSDisability.html on June 18, 2011.

Information, Resources, Support & Training) notes, "parents should recognize that a disability label should *open* doors for their children, allowing them access to services – *not* limit them… When schools assign a child a disability category, they are doing this <u>only</u> to ensure that a student is eligible to receive special education or related services" (TEA 2011b).   The inclusion of the diagnosis of and strategies for responding to student's special needs (as discussed in the next four components) should be included in a model P-16 IGP because the plan provides for more supplemental information than what is already required in a special education student's federally required Personal Graduation Plan (discussed in Chapter 2). Additionally, students identified as special education are identified as at-risk of dropping out, according to the Texas compensatory education statute.

   I. Gifted/talented identification. In Texas "gifted and talented students" means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment; or who (1) exhibits high performance capability in an intellectual, creative, or artistic area; (2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field (TEA 2009b). In Texas all school districts must identify and serve G/T students at all grade levels.[31] According to the TEA, gifted and talented students require differentiation and special instruction in the areas of content knowledge, product development, and research processes.

   In a study of gifted adolescents, both boys and girls selected math as their most interesting subject (Rudasill & Callahan 2010). The study found that coursework plans, however, followed historical and stereotypic patterns in the general population. For example, boys planned to take more math courses than girls, even though no differences in self-perceptions of ability were selected. The identification of a gifted/talented student may help

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[31] Documentation for this section was found at http://www.tea.state.tx.us/index2.aspx?id=6420 on March 10, 2011.

advisors support all students' needs, and in particular, those of female students who want to enter the male-dominated fields of science and technology.

In the student scenario Bailey's mother has observed that she has a gift in the creative arts and wants to nurture it and feels that the school may have looked over that aspect of her educational progress in favor of academic scores in the regular curriculum. She remembered that the advisor talked about this when they reviewed the P-16 IGP and has since stepped forward to request that Bailey enroll in those classes.

J. Migrant Status. In Texas a migratory child is a child who is, or whose parent or spouse is, a migratory agricultural worker who, in order to obtain temporary or seasonal employment in agricultural or fishing work, has moved from one school district to another.[32] Texas has one of the highest concentrations of the nation's migrant farmworkers and served approximately 60,000 migrant children during the 2006-2007 reporting period (TEA 2009a).

Migrant education programs assist students in overcoming the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. In this way they aid in successful transition to postsecondary education or employment.[33] Although it is difficult to describe a "typical" migrant farmworker, the most recent findings from a survey by the U.S. Department of Labor indicates that many migrant farmworkers earn under $8,500 a year as an adult, complete only 7.7 years of schooling, and typically do not speak English. Furthermore, the report found that living conditions for migrant farmworkers are among the worst in the nation and that migrant children are often described as the most educationally disadvantaged students in American schools (TEA 2009a). The inclusion of this indicator in the P-16 IGP is an important factor for advisors to consider because she may

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[32] See http://www.tea.state.tx.us/index4.aspx?id=4700&menu_id=798; April 25, 2011.
[33] See http://www.tea.state.tx.us/index4.aspx?id=4700&menu_id=798 on April 25, 2011

be able to recognize obstacles the student will face and devise strategies to help the student overcome adversity.

The first three components of the model P-16 IGP are composed primarily of concrete data that can be collected through a variety of records. The next four components (personal, academic, career and postsecondary development) collect data from the student's perspective and are the most substantive sections of the plan.

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1. Plan Summary Component
2. Educational Progress Component
3. Student Profile Component
4. *Personal Development Component*
5. Academic Development Component
6. Career Development Component
7. Postsecondary Development Component
8. Monitoring and Intervention Component
9. Support (Parent/Guardian) Component
10. Portfolio Component

Scenario Continued

Ms. Annette: *So, it says here that you like sewing. Have you made anything new lately?*

Bailey: *Yes! I was watching an awards show and I made a dress like the one Selena Gomez was wearing for my Barbie. It was fun.*

Ms. Annette: *That sounds like a lot of fun work!*

Bailey: *Yeah, it was fun.*

Ms. Annette: *So, are there any updates to the Personal Information section of your plan?*

> *Bailey: Not really, but maybe I think I want to live in Paris someday. My aunt went*
>
> *there over the summer and she said it was fun.*
>
> *Ms. Annette: Well, that sounds exciting! Let's add that to your list of **personal goals**.*
>
> *Bailey: Okay.*

Personal Development Component

The fourth section of the plan is the personal development component, which takes into account the individual student's own point of view and their individual learning styles. These elements include **personal goals**, **plans and strategies to achieve those goals**, **support network and resources that may help accomplish those goals**, **likes and dislikes**, **interests/hobbies**, **strengths/weaknesses**, **personal history, dreams, fears**, school **and community activities, work experience** and **style and attitude inventories**. It is in this section that a student first begins to share her personal needs and connect with her advisor.

> *A. Personal goals (short and long-term).* Setting personal short- and long- term goals helps guide students toward a more constructive path in life (Rader 2005). In the Bailey story Ms. Annette is connecting with Bailey as a way to help her think about and articulate her personal goals and interests. Rader (2005, 123) notes, "when students write down their goals, they are forced to examine themselves and see their own dreams." According to Rader, this is important because "reflecting on why they hope to achieve their goals, rather than simply knowing what their goals are, is what motivates them to pursue their life ambitions" (Rader 2005, 123). Rader (2005) also notes that goal setting and breaking down those goals into manageable pieces is particularly important for special education students because it helps them break tasks into more manageable parts.

B. Plans and strategies to achieve goals and review progress toward goals. This

element provides a place to record the **plans and strategies that students will use to achieve**

their goals. According to Drier (2000), plans must include provisions for regular and systematic

review and modification, including progress assessments and recommendations for next steps.

The inclusion of strategies and progress assessments helps to ensure that not only are goals

written out but that there are plans set to achieve the goal.

C. Support network and resources to accomplish goals (assets/people students may turn

to for help with accomplishing their goals). Schultheiss et al. (2005) found that the "growth

stage" (birth-14 years) was described "as a time when the self-concept develops through

identification with key figures in the family and school"(247). It is a powerful act for students on

their journey to success to identify people they can turn to and even harder to document those

assets.   Tyler[34] (1976) wrote, "the school alone can contribute only a minor range of the

necessary learning experiences that can be perceived by young people as clearly real and adult-

like"(67). Opportunities for meaningful work experiences must be furnished by business,

industry, agriculture, health agencies, civil service, and social agencies. Additionally, the school

should "help to find these opportunities, to organize them for effective and sequential learning,

and to supervise them to assure that educational values are being attained by students"(67).

The inclusion of this element helps to ensure that students are connected to adults that

may be able to help them succeed in achieving their goals.

D. Likes/dislikes. In *Changing Systems to Personalize Learning* Clarke (2003) posed the

question, "How can we make students more aware of their talents, interests, and aspirations so

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[34] Ralph W. Tyler (1902-1994) was an American educator who worked in the field of assessment and evaluation. He
served on or advised a number of bodies that set guidelines for the expenditure of federal funds and influenced the
underlying policy of the Elementary and Secondary Education Act of 1965. Tyler chaired the committee that
eventually developed the National Assessment of Educational Progress (NAEP).

they can begin to plan effectively?"(57). Clarke (2003) noted that many strategies exist, including assessing a student's likes and dislikes. To successfully advise students, likes/dislikes as well as interests/hobbies and strengths/weaknesses discussed below, should be included in a model P-16 IGP.

   E. Interests/hobbies. Drier (2000) argues that individual interests along with abilities, aptitudes, and achievements form the basis of goal setting.   In the student scenario, Bailey feels comfortable talking about her sewing hobby and interest in fashion. Clarke (2003) also supports the use of interest inventories as a strategy to aid student planning.

   F. Strengths/weaknesses. Exploring individuals' perceived strengths and weaknesses and comparing those to formal assessments (discussed in element l) might help students discover inconsistencies in what they think they know and what they actually know. Furthermore, when an advisor knows a student's perceived or actual strengths and weaknesses, he is able to instill confidence in their academic ability by celebrating academic success stories and encouraging them to strive for new challenges (Smith and Blacknall 2010).

   G. Personal history, H. Dreams, and I. Fears. Clarke (2003, 57) advocates for a series of questions designed to create a dialogue between a student and advisor about what matters most to the student. Clarke calls these questions Making Action Plans (MAPs) and they make up the basis for elements *G* through *I* in this section. A typical format for MAP questions follow:

   1. **Who are you?** Describe yourself in as many ways as possible. What words
      describe you? What do you like? Dislike? What are your favorite activities?
      What are your strengths? Gifts? Talents?
   2. **History:** What important things have happened in your life? Highlight people,
      places, events, successes, challenges, and achievements.
   3. **Dreams**: What hopes do you have for the future? What vision of the future pleases
      you? What are your dreams concerning **school, work, life experiences**,
      friendship, and fun?
   4. **Fears:** What do you *not* want to happen in your life? What barriers or challenges
      do you face in making your dreams possible?

5. Needs: Looking at your history, personal qualities, dreams, and fears, what do you need to make your dreams come true? What will make your high school experience move you toward your hopes?

According to Clarke (2003), as students describe their self-perceptions they also raise questions – "*Should I continue exploring nature? Am I a real writer? Are my dreams possible? Which ones have the most power? Will my fears slow me down? Can I meet my own needs while pursuing my hopes?*"(58). Capturing student responses to these elements as they emerge gives the students and advisors a place to start planning for a more personalized school experience and therefore, should be included in a P-16 IGP.

J. School and community activities (clubs, organizations, sports) and K. Work experience (paid/unpaid). Tyler (1976) argued that greater emphasis must be placed on the need to recognize that the school curriculum guides only a portion of the student's total learning process. "What a young person experiences in the home, in school, in social activities, in the community, in the chores and jobs he or she carries on, in the religious institutions where he or she participates, in reading, in listening to the radio and viewing TV—all are included in the total educational system through which the individual acquires his or her knowledge, ideas, skills, habits, attitudes, interests, and basic values" (Tyler 1976, 65). Including student's experiences in their plans may help a student and advisor find possible life and career avenues and should be included in a model P-16 IGP.

L. Style and attitude inventories. Personal style and attitude inventories are used to describe people on the basis of their personality, temperament types, personal needs, assertiveness, behavior, etc. [35] These inventories often reveal an innate predisposition of a

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[35] Information for this section was found at http://www.nflrc.hawaii.edu/prodev/si99/surveyinstruments.htm on June 22, 2011 and was compiled by Jeffrey A. Hatcher, University of Hawaii.

person or their character and can benefit both students and advisors in terms of understanding oneself and the person being advised, respectively.[36]

The Personal Development Component of the P-16 IGP attempts to address the personal perspective of a student and his own development for academic success. The next section *Academic Development Component* addresses academic preparation and is arguably the most important section of the P-16 IGP.

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10. Portfolio Component

Scenario Continued

Ms. Annette: *Now let's look at how you are doing in your school work.*

Bailey: *Ugh.*

Ms. Annette: *Why are you Ugh-ing? Did something happen? You usually are doing really well.*

Bailey: *Well, I don't like to read and they are making us read so much and then write about it. The teacher says I'm not summarizing the stories good.*

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[36] Academic learning style assessments are discussed in Academic Development Component element g. of this report.

Ms. Annette: (scanning Bailey's P-16 IGP) Hmm, well sometimes kids don't like to read. I didn't like to read much when I was in school, but now I just love to read, especially on the beach when I'm on vacation.

Bailey: Yeah, I don't mind reading all the time, but it is too much to do sometimes in all the classes.

Ms. Annette: I understand. Sometimes the teachers don't know how much work the students are taking home with all of their classes combined (Ms. Annette makes a mental note to bring this up at the next faculty meeting and see if there can be some type of homework coordination among staff). Well, what is one of the books you are reading now?

Bailey: Where the Red Fern Grows.

Ms. Annette: (Continuing to look over Bailey's P-16 IGP and the guidance provided to her for implementing the plans to help students succeed) Oh, that is a good one. Bailey, give me a minute while you look over the Career Information section.

Bailey: Okay.

Ms. Annette: (a few minutes later after noticing that Bailey's personal learning assessment reveals that she is an auditory learner) How about we see if we can get Where the Red Fern Grows in an audio format? I love listening to books when I'm in my car and you might enjoy it too. I think they have a version in the library. If not, we can see about getting you one.

Bailey: Okay, that sounds good.

Ms. Annette: Great, try that and we'll check-in on how it went next month, okay? (Ms. Annette makes a note to herself to send the librarian and Bailey's language arts teacher

an email about the audio book. She also notes in the plan that an audio book will be used

*as a **strategy for academic improvement** for Bailey.)*

***Bailey**: Okay.*

Academic Development Component

The fifth component of the preliminary P-16 IGP model is the academic development section of the plan which is partially composed of tangible outcomes that must be realized in order for a student to proceed to the next grade level such as courses and required assessments. Elements include **academic goals**, **plans and strategies to achieve those goals**, **academic preparation needed for the student's career choice**, **academic likes and dislikes**, **academic interests,** and **courses and assessment scores needed to complete the grade level**. When students and advisors create and review this information regularly, students become open to possibilities and plans for future successes begin.

*A. **Academic goals (short and long-term).*** Goal setting, whether personal, academic, career or postsecondary, can be used to increase success and enhance task interest (Locke 1996, 122). In 1996 Edwin Locke, a leading researcher of goal-setting theory, described findings from his 30 years of research on the relationship between conscious performance goals and performance on work tasks. Because the P-16 IGP relies heavily on goal-setting, Locke's first three findings (possibly the most important) are summarized below:

1. The more difficult the goal, the greater the achievement.
2. The more specific or explicit the goal, the more precisely performance is regulated.
3. Goals that are both specific and difficult lead to the highest performance (Locke 1996, 118-19).

Similarly, Zimmerman et al. (1992, 663) studied the causal role between students' academic goals and academic attainment, founding that the goals students set for themselves

prior to the start of the semester were predictors of their final course grade in social studies. Zimmerman et al. (1992) also reviewed experimental studies which showed teaching low-achieving students to set proximal goals for themselves enhances their sense of cognitive efficacy, their academic achievement, and their intrinsic interest in the subject matter.

   B. Plans and strategies to achieve goals and review progress toward goals. According to Drier (2000) "there are reasons why students in some schools know what they want, where to get it, have plans for success and are surrounded by advocates and role models – it is because their school's guidance and counseling program formally plans that this condition is required for all students"(76). Many students know what they want and can easily define their academic goals – whether it is to graduate high school, or attend an Ivy League school. However, without plans and strategies to get them there students are often left on their own with only their goal in hand. The explicit requirement for strategies to achieve success forces students to see the actions that need to take place in order to reach their goals.

   C. Language development goals for students who are English language learners. Although not specifically mandated in the Texas Personal Graduation Plan statute, the Texas sample plan requires language development goals for students who are English language learners. The Texas sample plan was developed in 2003 by the TEA in partnership with Region XIII Education Service Center and the Texas Association of Secondary School Principals and possibly reflects the large number of English language learners in Texas.

   Yates' (2008, 11) study of education reform for culturally and linguistically diverse students,[37] argues that paying particular attention to the achievement of English language learners is a vital component when discussing education reforms or movements. Yates (2008,

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[37] Previously discussed in the *Student Profile Component, element g. Primary/secondary language(s) of student and parent.*

11) found that to ensure success for these students, educational decision makers must apply current knowledge and allocate resources towards the use of effective English language learning intervention programs. The inclusion of specific language-related goals helps students and those advising them in academic development.

D. *Academic preparation needed for career choice.* Schultheiss et al. (2005) investigated childhood career development and recommended specific guidance lessons that expose students to diverse occupations and focus on building the academic skills needed for those careers.[38] They also found that to strengthen the connection between school and future occupations, teachers and school counselors could provide children with experiences that more clearly link academic subject areas with various occupations (259). Students should document what type of academic preparation is needed for their future career in the *Academic Development Component* of the P-16 IGP so that they are aware of the skills needed to begin and advance in their career paths. The inclusion of this element in this component makes academic preparation relevant to a students' career choice.

E. *Likes/dislikes and F. Interests.*[39] Academic likes/dislikes and interests differ from personal likes/dislikes and interests because they pertain to the school. A students' academic likes may be math and her dislike may be reading; whereas in her personal profile she likes sewing and dislikes scary movies. The inclusion of academic interests in a P-16 IGP may help students express curiosity in a subject that they would not otherwise list as a "favorite." Clarke

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[38] Although more focused inquiry on career decisions is established in the *Career Development Component* portion of this plan, this element is included in the academic development component to ensure academic preparation is closely aligned to a student's career choice. A similar element, *Career Development Component element c. Level of education needed to achieve goals/career paths,* asks students to identify type of degree they need for a certain occupation, however, the element does not address how prepared the student is for attaining that degree.
[39] *Also see Personal Development Component, Element items d.-f. of this report.*

(2003) recommends improving student planning by making students more aware of their talents and interests.

       G. Learning and style assessments.[40] *Breaking Ranks II* recommends that teachers know and use a variety of strategies to accommodate individual learning styles and engage students (NASSP 2004). In order to use those strategies, the teacher or advisor must first know each students individual learning style. The inclusion of this element in a model P-16 IGP provides immediate information that can be used to make learning more memorable, increase engagement, and improve of test scores (NASSP 2004). According to the NASSP (2004), addressing this in the P-16 IGP should allow teachers and advisors to guide students with "data based on cognitive development and findings from brain research"(126).

       H. Graduation/grade level advancement requirements (courses, credits, assessments) and I. Grades/scores on required elements for grade level advancement.[41] Chronicling grade-level advancement requirements, including courses, grade, and scores required, is a basic step towards helping students plan for success. In *The Checklist Manifesto: How to Get Things Right*, Dr. Atul Gawande (2009) argues that simple checklists can improve the practice of medicine and other projects. Many times, the complexities of graduation requirements overwhelm even the brightest of students. By keeping track of at minimum, courses, credits, and test scores serious mistakes and corner cutting can be prevented.

       In examining the relationship between academic ability and college enrollment, Eccles et al. (2004) also found that youth's grade point averages are a significant predictor of full-time college attendance. Additionally, Beland (2007, 28) notes that for students in high school, this is the first time that grades and discipline record will have a direct impact on their post-high school

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[40] Also see *Personal Development Component,* Element item l. of this repor*t.*
[41] Also see *Educational Progress Component* element item e. A general outline of courses and assessments required to complete each future grade level.

options. In both high school and college it is critical that students know what grades they need in order to stay in school and to earn or keep financial assistance such as scholarships or grants. Including courses and grades on a model P-16 IGP should reinforce the idea that the students are working towards a larger goal while in the primary and secondary grades.

The *Academic Development Component* is based on student progress and performance while in primary, secondary, and postsecondary institutions of education. Success in the academic realm helps students reach success in their career and in pursuing advanced degrees. The next two sections of the model P-16 IGP *Career Development Component* and *Postsecondary Development Component* primarily focus on students' knowledge of career and college options.

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10. Portfolio Component

Scenario Continued

Ms. Annette: So, did you see anything you want to update in the Career Information section?

Bailey: No, everything is the same.

*Ms. Annette: Good. Well I think a fashion designer could definitely get a job in Paris. Have you thought about going to any fashion shows in Houston or visiting museums where they show famous designers works (**Plans and strategies to achieve goals and review progress toward goals**)? The Princess Diana dress exhibit just started touring around museums the U.S. You should Google it and let your parents know or ask your grandparents to take you.*

Bailey: Okay, that would be fun.

Ms. Annette: Great, yeah.

Career Information Component

The career information component of a P-16 IGP is made up of elements that highlight a student's future career interests. Elements include **career goals, plans and strategies to achieve those goals, the level of education needed to complete the career path, career likes and dislikes, career interests, career assessments/aptitude results**, **and career exploration/occupation search results**. Documenting career goals and interests, especially at early grade-levels, helps older students reflect on past experiences and may prove beneficial as they plan for the future. These career choices are not set in stone and will likely be changed over time. The TEA (2008) argues, "learning that a career is wrong for a student is as valuable as discovering one that is right"(8).

A. Career goals (short and long-term). According to Gibbons and Borders (2010) the educational and career plans students have for themselves are made well before high school graduation. "Middle school is a vital time in career and college planning, regardless of the type of post-secondary education that students intend to pursue" (234). The decisions students make during this time may open or close doors that affect future career options. Drier (2000, 73) also

views career and life planning as a process that starts early and believes it should be at the heart of any guidance program.

B. Plans and strategies to achieve goals and review progress toward goals.[42] Setting goals, as discussed in the previous component, is only one-half of the equation of reaching those goals. There must be plans and strategies developed to achieve those goals. Drier (2000) argues that there are three elements to a successful guidance program – knowing a student's past, knowing the student's options, **and laying out the steps to reaching the student's goals**.   The inclusion of this "plan within a plan" adds another layer of depth and quality to the model P-16 IGP. If this seems like a lot of work, that's because it is. Drier (2000) argues that career planning is a structured and expected series of events and activities a student goes through as part of their school experience. This type of planning "forwards the idea that to assure all youth have a plan for life transition and success take state department of education policy and support, local district expectations, time, and resources, and students who see the value in participating"(73).

C. Level of education needed to achieve goals/career paths. Career choices are often made long before high school, and career selections tend to be stable over time (Hossler, Schmit, & Vesper 1999). However, many students are not aware how far up the education ladder they must go in order to reach their desired goals. Their career success depends in part on linking educational requirements with career goals. Introducing students to different levels of education – associate programs, masters programs, doctoral programs, etc. – and tying it into their career choices, allows students to make more informed decisions about their futures. More importantly, providing this information may encourage students to enroll in more challenging courses,

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[42] Also see *Academic Development Component* element *b. Plans and strategies to achieve goals and review progress toward goals* of this report.

especially while in high school. Including this in the P-16 IGP may help ensure that unforeseen career paths do not limit career options.

D. Likes/dislikes and E. Interests.[43] In *Career Development in Middle Childhood,* Schultheiss et al. (2005) discuss a theoretical model of childhood career development that consists of concepts thought to contribute to career awareness and decision-making. The model includes factors that mirror and/or add dimensions to elements listed in this component, including:

- **Exploration:** activities, such as searching or examining, that elicit information about oneself or one's environment in an attempt to meet curiosity needs
- **Information:** an awareness of the importance or use of occupational information and how one acquires this information
- **Interests**: an awareness of one's **likes and dislikes.**

F. Career assessments/aptitudes results. Students' perception of their strengths and abilities influence their course choices and eventual career choices (Rudasill & Callahan 2010, 305). Career assessments help students to better perceive their strengths and may assist students in choosing a rewarding career. According to Drier (2000), an effective student career-planning program includes developmentally appropriate assessments for each grade level, as well as assistance interpreting revealed needs.

G. Career exploration/occupation search results. According to Drier (2000), students need to know where the jobs are, the conditions of work, employer expectations, requirements, forecasts for long-term employment, and much more. Including career exploration results in a P-16 IGP helps students acquire and collect information helpful to future career. Drier (2000) argues, "guidance needs to supply such information in the context of student interests as they dream and plan for tomorrow's further education and employment"(75).

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[43] *Also see Personal Development Component, Element items d.-i. of this report.*

The next section, *Postsecondary Development Component* refers to the educational directions students take after primary and secondary school. The focus is on getting in, staying in, and getting out of an institution of higher education.

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Scenario Continued

Ms. Annette: So, you still want to go to the **University of Texas***?*

Bailey: Yes! I love going to Austin. My aunt lives there.

Ms. Annette: The one that went to Paris?

Bailey: Yes. She went to school there and my parents took me to her graduation when I was barely like one month old.

Ms. Annette: So, she'll be able to help you in case you have any problems, right?

Bailey: Yeah. She really wants me to go there, but says I should go to college wherever I want.

Ms. Annette: That is good advice. **Maybe next year you can start researching the top schools in fashion design. But I hear that U.T. has a pretty good school for that, so you will be fine***. (Bailey nods.)*

Postsecondary Development Component

The seventh component of the P-16 IGP is made up of elements that emphasize postsecondary educational interests and includes **postsecondary goals, plans and strategies to achieve those goals, college/major search results, college entrance requirements, workforce/training options**, and **financial aid/scholarship information**. Students should review past course work, extracurricular activities, and jobs/community service and determine which they have found most interesting.

A. Postsecondary goals (short and long-term). In a study P-16 intervention programs, having **clearly defined goals** was found to be an important ingredient to success in higher education (Scott 2007). Furthermore, of the students surveyed in a 1995-96 cohort, 11.6% reported that they had no specific degree goal. "Six years later, of those who had reported no degree goal, 56 percent had not obtained a postsecondary credential and were no longer enrolled in higher education" (31). Students with a degree goal reported different and more promising results. "Moreover, beginning students without a degree or certificate goal were most likely to leave without a degree in the first year of their enrollment" (31). Including postsecondary short- and long-term goals is an important part of the transition into college and should be included in a model P-16 IGP.

B. Plan and strategies to achieve goals and review progress toward goals. According to Eccles et al. (2004, 64), **planning to attend college** is a major predictor of actually attending college. Additionally, they note that college enrollment is the result of "a long-term process of complex interactions among academic, personal, social, psychological, and financial considerations"(62).

Currently, most high schools offer college transition planning. However, there is little evidence that they accurately take into account a student's lifelong ambitions. In traditional postsecondary counseling, which occurs late in P-12 schooling, a student's most recent postsecondary ideas (which may be influenced by external factors, such as their friends, their parents, or what the advisor thinks is best for the student) may outweigh what is truly right for the individual student (Eccles et al. 2004). In addition, the specific steps of what an individual student must do to prepare for college is often lacking in traditional high schools since counselors often have large numbers of students to serve. Scott (2007) noted "counselors in Texas attest that large counselor-student ratios prelude some students from receiving the attention necessary for effective career counseling"(108). As previously noted, incorporating smaller plans within the P-16 IGP adds depth and importance to a plan that could otherwise be regarded as superficial.

C. College/major search results. Encouraging students to explore college options and providing them with information on college costs, financial aid, and how to select a college may help students realize that college is feasible (Gibbons & Borders 2010). Additionally, evaluators of effective college preparation have found that successful programs start in middle school, include counseling, involve parents and peers, and provide concrete information about college (Gibbons & Borders 2010). Similarly, a study on the relation of early adolescent college plans and subsequent college enrollment found that intervention programs designed to increase the interest of both youth and their parents should begin in elementary and middle school (Eccles et al. 2004).

D. College entrance requirements. Many, if not most, institutions of higher education have minimum qualifications for admitting incoming students.   These tests, such as the SAT

administered annually by the College Board, are high-stakes tests that hold consequences for college admissions (Paulson & Marchant 2009). Students must self-select to take the tests, and tests vary from college to college and university to university. At minimum, students should know the tests and scores required to gain admission to their college of choice.

E. Workforce/training options. Many postsecondary institutions offer workforce programs and training for technical jobs that allow students to earn certificates and begin careers in a shorter time-span than a traditional four-year bachelor program. These options are primarily available at community colleges, and many programs allow students to eventually transfer to four-year colleges. However, many students are not aware of the options available and may have an unrealistic concept of what is actually available to them. For example, researchers in North Carolina found that most ninth graders underestimated the number of community colleges and private colleges in the state and overestimated the number of public four-year universities in the state (Gibbons & Borders 2010). The P-16 IGP must incorporate approaches to postsecondary success that are purposeful and relevant to local economic opportunities, such as those found in workforce/training programs.

F. Financial aid/scholarship information. The quality of programs, cost, and financial aid opportunities are rated by students as "most important" when choosing a college (Gibbons & Borders 2010). These students reported that "finances/not enough money" and "academic deficits" would be the main barriers preventing them from continuing their education. Moreover, when asked about the cost of attending college, most students overestimated the costs by thousands of dollars (Gibbons & Borders 2010).

In the previous three sections (*Academic, Career and Postsecondary Development)* the focus was mainly on how students, with help from the advisor, can help themselves plan for

future success. The next section of the plan, *Monitoring and Intervention*, focuses more on how

the advisor and/or teacher can use the information from the P-16 IGP thus far, to help the student

achieve success.

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Scenario Continued

> **Ms. Annette**: Okay, B, let's take a look at your **plans for acceleration and**
>
> **advancement**. Your plan says that you will need to be tutored in reading and writing
>
> after school two days a week. How is that going?
>
> **Bailey**: It's okay – I practice reading and writing and I get my homework done and the
>
> teachers check it when I'm finished.
>
> **Ms. Annette**: Do you think your reading and writing is getting better?
>
> **Bailey**: I guess. My grades are getting better.
>
> **Ms. Annette**: Good. How about any **personal support services** you might need? Can
>
> you see okay, do you think you need glasses? Are you coming to school ready to learn?
>
> Are you sleeping well and eating a good breakfast?

Bailey: I'm doing okay. Sometimes some of the girls at school can be mean. They made

fun of me one time for crying in class. But I was so frustrated, the teacher didn't see

what happened and I ended up getting in trouble for something I didn't do.

Ms. Annette: Bailey, you are such a smart, strong girl. Don't let other people get you

down. Let's talk about ways that you can learn to turn the situation around and not get

so worked up in class (Ms. Annette and Bailey discuss some techniques that might help

Bailey remain calm when faced with a difficult situation).

Monitoring and Intervention Component

The monitoring and intervention component is made up of elements that support the student's social and academic needs. Elements include **personal support services/interventions**, **innovative methods to promote grade level advancement**, **plans for intensive accelerated instruction for academic assessments**, **methods to prepare students to enter higher education prepared to succeed in entry-level courses,** and **the status of these interventions**. This is a chance for the advisors to check in with students on how teacher prescribed methods of acceleration and advancement are progressing.

A. Personal support services/interventions. The personal support services and intervention element is included to ensure students are receiving the social support services they need to succeed in school. For example, the Texas Dropout Recovery Pilot Program discussed in Chapter Two provides social supports for participants including transportation, childcare, and other basic needs that may prevent students from attending school.

Smith and Blacknall (2010) found that social supports have been shown to positively influence retention for underrepresented student groups in postsecondary education. These

interventions "help foster and fortify social networks, campus-connectedness and sense of belonging, self-confidence, and academic motivation"(2). Asking students on a regular basis if their basic social needs are being met can help reduce the chance that students will drop out of school.

       B. Innovative methods to promote grade level advancement and C. Intensive accelerated instruction for academic assessments. Innovative methods to promote grade level advancement and intensive instruction for academic assessments consist of activities or services that go beyond what a student traditionally receives in a standard classroom. Formal policies in Texas include allowing students to "test out" of subjects, earn college credit, and have flexible scheduling and online instruction. Informal examples include remediation services, writing or math "camps," counseling sessions, and even self-esteem building retreats for students identified as at-risk (*See Appendix G for a list of examples provided by a local education agency in Texas*).

       In Texas "intensive accelerated instruction" is mandated at the conclusion of the next regular school term to enable students to perform at their grade level and/or to attain a standard of annual growth specified on the statewide assessment (TEA 2003). The methods and strategies prescribed for academic advancement and acceleration should be included in a model P-16 IGP to complement traditional learning experiences and to enhance advising.

       D. Methods to prepare students to enter higher education prepared to succeed in entry-level courses. Many times, the quality of college preparation is "largely a hit-or-miss proposition" (Conley 2005, 9). Conley noted that with the exception of students at the nation's most selective universities, large numbers of students struggle to succeed in entry-level college courses (Conley 2005). In recent years, Texas has responded to this problem by linking high

school preparation with college success through the creation of college readiness standards that will eventually connect earlier grades in the K-12 spectrum.

Conley (2005) points out that throughout the nation, even students with A's in high school need stronger skills in reading, writing, problem solving, and critical thinking. Conley asks school staff and administrators to consider the following provocative question – "To what degree is the high school's program of instruction consciously designed to achieve some specified set of aims versus being the accumulation of historical precedent, tradition, and teacher and community preferences?"(14). Furthermore, answering this question may serve to design intervention programs that really prepare students to succeed in college and beyond. Thus, Conley (2005) devised a "Checklist for College Readiness" to assess how close the typical high school graduate is to college readiness and to improve programs based on respondents' collective or individual scores (301). Texas is now working on plans to back-track the college readiness standards into junior high and elementary school. According to the Texas Higher Education Coordinating Board,[44] future college readiness standards will be indicators of student readiness to progress to the next level in a unified P-16 system of public education. These indicators, and whether or not a student has met the threshold, should be available to students, parents, and advisors and should be included in a model P-16 IGP.

E. Status of interventions. Interventions must be monitored and evaluated by counselors, teachers, and others (Drier 2000). Results will facilitate strategies for increasing individual achievement, identify deficiencies, and may also serve as a basis for program enhancement (Drier 2000). A strategy outlined in *Breaking Ranks II* suggests progress be reviewed every 6-8 weeks and that past activity and assessments should be used to revisit and, if appropriate, revise

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[44] Documentation for this section was found at http://www.thecb.state.tx.us/index.cfm?objectid=B85D3720-0A6F-5485-D132ED569517E4DC on June 23, 2011.

learning plans (NASSP 2004, 84). The Texas plan already requires appropriate monitoring and

intervention in the secondary school plan. This requirement should be extended to plans for all

students in grades P-16.

The next section of the plan *Support (Parent/Guardian)* provides an opportunity for a

guardian(s) to share their goals and expectations for the student's future.

<div align="center">●   ●   ●</div>

1. Plan Summary Component
2. Educational Progress Component
3. Student Profile Component
4. Personal Development Component
5. Academic Development Component
6. Career Development Component
7. Postsecondary Development Component
8. Monitoring and Intervention Component
9. *Support (Parent / Guardian) Component*
10. Portfolio Component

Scenario Continued

Ms. Annette: Bailey, let's review your parent's expectations for you this year and for the

future and talk about anything that you feel is important to let me know.

Bailey: Okay (she and Ms. Annette review the parent's goals originally set at the

beginning of the year).

Support (Parent/Guardian) Component

The support (parent/guardian) component describes the **personal, academic, career and**

postsecondary expectations and goals that the support person has for the student. The term

"support person" in the preliminary P-16 IGP model includes a parent, guardian or an individual

acting as a parent in the absence of a parent or guardian, as defined in the Family Educational

Rights and Privacy Act (FERPA) (20 USC 1232g), which is the primary federal law governing

education records. This is important because under FERPA, schools can allow individuals "acting as a parent" to access education records, including report cards, attendance records, etc.[45]

A. Parent's personal expectations/goals for student. Cooper et al. (2005, 417) found that families are a key factor—and possibly the most important one—in students' developing and sustaining personal, educational, and career aspirations from childhood to young adulthood. They also note that although this might be expected among college-educated parents, low-income, minority, and immigrant families often help their children set and maintain these aspirations. Including expectations and goals for a student's personal well-being allows parents to express success in terms of what is important to them, aside from the academic, career and postsecondary expectations that are also addressed in the model P-16 IGP.

B. Parent's academic expectations/goals for student. The goals parents set for students play an important role in their academic success. In a study on high school students, Zimmerman et al. (1992) found that parental goal setting at the beginning of the semester served as predictors of final course grades. Parents can motivate academic attainment directly by influencing a student's personal goal setting, and their expectations should be documented in a model P-16 IGP available to each student.

C. Parent's career expectations/goals for student. In a study on career development in middle childhood, findings suggest that some children have already begun to hold ideas about the importance of earning money, providing a home for one's family, and helping others through their work. The results also indicate that important key figures in the child's life have a significant influence on the development of these work-related conceptions. Specifically, participants in this investigation described how their families helped to shape their understanding

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[45] See http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html on November 11, 2010.

of the function or meaning of work by communicating the importance of hard work and earning an income (Schultheiss et al. 2005, 257).

Additionally, a study in 2006 examined patterns of help-seeking for educational and career planning issues in a sample of 483 students in grades 11-12 from two schools in southern Ontario, finding that although counselors were the most common source of support for educational issues very few students sought assistance for career issues, choosing to turn to family members instead (Domene et al. 2006). The study also revealed that males and students with lower occupational aspirations were more likely to avoid seeking assistance from counselors for educational planning issues, while males, students with lower educational aspirations, and students with parents who attained higher levels of education were least likely to see counselors for career planning (145). Knowing that students often seek career advice from their parents, it is important to document what is important to the parents in the student's career plan.

D. Parent's postsecondary expectations/goals for student. Parents' higher education expectations play a key role in whether or not students attend college. According to Eccles et al. (2004), these expectations must be conferred to students at a younger age.   As noted in the *Postsecondary Development Component - C. College/major search results* element, intervention programs designed to increase the interest of both youth and their parents in college should begin while the children are in elementary and middle school. Guidance programs should focus on giving students and their parents' information that will help them make wise choices related to high school course enrollment, school attendance, and extracurricular activities; all of which have significant long-term effects on subsequent educational options (75). P-16 IGPs with this element are well suited to carry out such a strategy.

The final section of the plan *Portfolio Component* can be viewed as an addendum to the plans set forth in the previous sections of the model P-16 IGP. The portfolio allows students to show tangible evidence of their achievements throughout their P-16 years.

• • •

1. Plan Summary Component
2. Educational Progress Component
3. Student Profile Component
4. Personal Development Component
5. Academic Development Component
6. Career Development Component
7. Postsecondary Development Component
8. Monitoring and Intervention Component
9. Support (Parent/Guardian) Component

10. *Portfolio Component*

Scenario Continued

Ms. Annette: *Do you have any work to add to your portfolio from this past month?*

Bailey: *Yes. I did a drawing in art class that I really liked and I also have one of my writing exercises that the teacher said was really good.*

Ms. Annette: *Great. You can place those in your file and then we'll scan them at the end of the semester along with everything else. Well, it seems like we are about done for today. Do you have anything else you want to cover?*

Bailey: *No, that's it. I'm doing okay.*

Ms. Annette: *Good, I'm glad you are okay. Let's look at the calendar….it looks like our next meeting is on Wednesday, December 15th – same time, same place. Does that work?*

Bailey nods.

Ms. Annette: Okay, so I'll update your plan with what we talked about today and then send you your copy tomorrow.

Ms. Annette: So, what are you doing for the Thanksgiving holiday? (Ms. Annette and Bailey continue to talk as they walk out of the library and down the hall to their next classes.)

Portfolio Component

The portfolio component is made up of tangible elements that showcase a student's work and include **assessment records,** a **completed sample job applications, letters of recommendation, lists of references, pictures** and/or **videos** of relevant work**, records of work experience,** a **resume, samples of school work** and any **special awards** a student has received throughout their educational career. The plans and literature reviewed for this section focus mainly on the high school to college transition, as evidenced by the elements in this section; however, contents of the portfolio will likely vary depending on the student's grade level. Clarke's *Changing Systems to Personalize Learning* (2003) offers exercises that may be completed by schools to come to an agreement with portfolio content.

A. Assessment records, B. Completed sample job application, C. Letters of recommendation, D. List of references, E. Pictures, videos, F. Records of work experience, G. Resume, H. Sample of schoolwork, and I. Special awards. The purpose of portfolios is to make student passions visible (Clarke 2003, 69). Portfolios help students develop evidence that they are pursuing their own goals while also meeting the expectations of their families and advisors (73). The model P-16 IGP provides a structured environment to keep and catalogue academic

and personal evidence that can be useful in reflecting on one's past for guidance and for

achieving future goals.

P-16 IGP Conceptual Framework

The preliminary P-16 IGP model components and elements described in this chapter are aligned

with relevant scholarly research according to a conceptual framework model, as discussed in the

chapter introduction. A complete table of the preliminary P-16 IGP model is available in Table

3.2.

Table 3.2: Preliminary Model P-16 IGP: Components Tied to Literature

Preliminary P-16 IGP Model Components	Sources
1. Plan Summary Component a. Student's name and grade level b. Plan revision date(s) c. Next meeting date(s) d. Advisor's contact information (name, email, phone) e. Student, support and advisor signatures	Clarke (2003); Daggett (2009); Drier (2000); NASSP Breaking Ranks I (1996); NASSP Breaking Ranks II (2004)
2. Educational Progress Component a. Current education institution and date enrolled b. Education history (elementary schools/other schools attended, former advisor's names, etc. (if applicable)) c. Retention history d. Future education plan (feeder elementary/middle/high school/ postsecondary institution student will attend) e. A general outline (or specific, if developing the high school four-year-plan) of courses and assessments required to complete each future level of education f. Expected high school graduation date g. Expected college graduation date	Alexander (1997); Balfanz, Herzog and Mac Iver (2007); Drier (2000); Kennelly and Monrad (2007); Ludger (2003); Rader (2005); Van de Water and Rainwater (2001)
3. Student Profile Component a. Student personal and contact information (name, DOB, SSN, address, phone, email, etc.) b. Support (parent/guardian) contact information (name, place of employment, phone, etc.) c. Parent's educational level attainment d. Socioeconomic status e. Race, ethnicity, or culture f. Religion g. Primary/secondary language(s) of student and parent h. Special education diagnosis i. Gifted/talented identification j. Migrant Status	Drier (2000); Eccles, Vida and Barber (2004); Kosine, Steger and Duncan (2008); Mooney (2005); Porchea, Allen, Robbin and Phelps (2010); Rudasill and Callahan (2010); Shulruf, Hattie and Tumen (2008);Texas Education Agency (TEA) (2009a); TEA (2009b); TEA (2011b); Yates (2008)
4. Personal Development Component a. Personal goals (short and long-term) b. Plans and strategies to achieve goals and review progress toward goals c. Support network and resources to accomplish goals (assets/people students may turn to for help with accomplishing their goals) d. Likes/dislikes e. Interests/hobbies f. Strengths/weaknesses g. Personal history h. Dreams i. Fears j. School and community activities (clubs, organizations, sports) k. Work experience (paid/unpaid) l. Style and attitude inventories	Clarke (2003); Drier (2000); Schultheiss, Palma and Manzi (2005); Smith and Blacknall (2010); Rader (2005); Tyler (1976)
5. Academic Development Component a. Academic goals (short and long-term) b. Plans and strategies to achieve goals and review progress toward goals c. Language development goals for students who are English language learners d. Academic preparation needed for career choice e. Likes/dislikes f. Interests g. Learning styles assessments h. Graduation/grade level advancement requirements (courses, credits,	Beland (2007); Clarke (2003); Drier (2000); Eccles, Vida and Barber (2004); Gawande (2009); Locke (1996); NASSP Breaking Ranks II (2004); Schultheiss, Palma and Manzi (2005); Yates (2008); Zimmerman, Bandura and

assessments) i. Grades/scores on required elements for grade level advancement	Martinez-Pons (1992)
6. Career Development Component a. Career goals (short and long-term) b. Plans and strategies to achieve goals and review progress toward goals c. Level of education needed to achieve goals/career paths d. Likes/dislikes e. Interests f. Career assessments/aptitudes results g. Career exploration/occupation search results	Drier (2000); Gibbons and Borders (2010); Hossler, Schmit, and Vesper (1999); Rudasill and Callahan (2010); Schultheiss, Palma and Manzi (2005); TEA (2008)
7. Postsecondary Development Component a. Postsecondary goals (short and long-term) b. Plan and strategies to achieve goals and review progress toward goals c. College/major search results d. College entrance requirements e. Workforce/training options f. Financial aid/scholarship information	Eccles, Vida and Barber (2004); Gibbons and Borders (2010); Paulson and Marchant (2009); Scott (2007)
8. Monitoring and Intervention Component a. Personal support services/interventions b. Innovative methods to promote grade level advancement c. Intensive accelerated instruction for academic assessments d. Methods to prepare student to enter higher education prepared to succeed in entry-level courses e. Status of interventions	Conley (2005); Drier (2000); NASSP Breaking Ranks II (2004); Smith and Blacknall (2010); TEA (2003)
9. Support (Parent / Guardian) Component a. Parent's personal expectations/goals for student b. Parent's academic expectations/goals for student c. Parent's career expectations/goals for student d. Parent's postsecondary expectations/goals for student	Cooper, Chavira and Mena (2005); Domene, Shapka and Keating (2006); Eccles, Vida and Barber (2004); Schultheiss, Palma and Manzi (2005); Zimmerman, Bandura and Martinez-Pons (1992)
10. Portfolio Component a. Assessment records b. Completed sample job application c. Letters of recommendation d. List of references e. Pictures, videos f. Records of work experience g. Resume h. Sample of school work i. Special awards	Clarke (2003)

Chapter Summary

Review of the available resources that aid students in planning for education from

prekindergarten through the fourth year of college reveal the need to develop a preliminary

model to facilitate the planning process. In order to successfully engage the large number of

public school students in Texas, a coordinated process must be developed to help educators

implement the state's required P-16 planning recommendations. The elements of this

preliminary model represent the ideal aspects of a model P-16 IGP. The next chapter discusses

the methodology used to conduct this study.

Chapter 4: Methodology

Chapter Purpose

The purpose of this chapter is to describe the methodology used to develop an ideal P-16 IGP

model. Ten components, derived from scholarly literature and existing student planning models

from Texas and the U.S., are used to direct data collection from P-16 educational experts and

stakeholders through structured interviews. Each component is assessed using structured

interviews, conducted between March 7, 2011 and March 30, 2011.

Conceptual Framework

Table 4.1 summarizes the connection between the conceptual framework and the structured

interview questions posed.[46] Responses to the queries included yes and no answers as well as

open-ended responses requesting specific information for the assessment of the model P-16 IGP.

When viewed as a whole, the interview questions provide a comprehensive assessment of the

preliminary P-16 IGP model. Questions are constructed to assess the preliminary P-16 IGP

model and to gain input that will strengthen the model so that it represents an ideal P-16 IGP

model sufficient to prepare students for college success.

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[46] To review Texas State University Applied Research Projects utilizing the practical ideal type conceptual
framework see McLemore (2008), O'Neill (2008), and Campbell (2009).
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Table 4.1 Operationalization of the Conceptual Framework

Preliminary Model Component	Query
0. Preliminary Model Categories 1. Plan Summary Component 2. Educational Progress Component 3. Student Profile Component 4. Personal Development Component 5. Academic Development Component 6. Career Development Component 7. Postsecondary Development Component 8. Monitoring and Intervention Component 9. Support (Parent/Guardian) Component 10. Portfolio Component	Please review the categories in the preliminary model. Are all of the categories listed in the preliminary model relevant to a P-16 IGP?
(See "Preliminary Model Categories")	Should any categories be added or eliminated? If so, what would you eliminate or add?
(See "Preliminary Model Categories" and elements in each category component below)	Please consider the categories and elements in the preliminary model. Should any categories or elements be added or eliminated based on a student's grade level? Is so, what would you eliminate or add by grade level?
1. Plan Summary Component a. Student's name and grade level b. Plan revision date(s) c. Next meeting date(s) d. Advisor's contact information (name, email, phone) e. Student, support and advisor signatures	Please review the elements in the "Plan Summary" category. Should any be eliminated? If so, which one(s)?
(See "Plan Summary Component" and elements)	Please review the elements in the "Plan Summary" category. Should any be added? If so, what?
2. Educational Progress Component a. Current education institution and date enrolled b. Education history (elementary schools / other school attended, former advisor's names, etc. (if applicable)) c. Retention history d. Future education plan (feeder elementary/middle/high school/postsecondary institution student will attend) e. A general outline (or specific, if developing the high school four-year plan) of courses and assessments required to complete each future level of education f. Expected high school graduation date **g.** Expected college graduation date	Please review the elements in the "Educational Progress" category. Should any be eliminated? If so, which one(s)?
(See "Educational Progress Component" and elements)	Please review the elements in the "Educational Progress" category. Should any be added? If so, what?
3. Student Profile Component a. Student personal and contact information (name, DOB, SSN, address, phone, email, etc.) b. Support (parent/guardian) contact information (name, place of employment, phone, etc.) c. Parent's educational level attainment d. Socioeconomic status e. Race, ethnicity, or culture f. Religion	Please review the elements in the "Student Profile" category. Should any be eliminated? If so, which one(s)?

g. Primary/secondary language(s) of student and parent h. Special education diagnosis i. Gifted/talented identification **j.** Migrant status	
(See "Student Profile Component" and elements)	Please review the elements in the "Student Profile" category. Should any be added? If so, what?
4. Personal Development Component a. Personal goals (short and long-term) b. Plans and strategies to achieve goals and review progress toward goals c. Support network and resources to accomplish goals (assets/people students may turn to for help with accomplishing their goals) d. Likes/dislikes e. Interests/hobbies f. Strengths/weaknesses g. Personal history h. Dreams i. Fears j. School and community activities (clubs, organizations, sports) k. Work experience (paid/unpaid) l. Style and attitude inventories	Please review the elements in the "Personal Development" category. Should any be eliminated? If so, which one(s)?
	Please review the elements in the "Personal Development" category. Should any be added? If so, what?
5. Academic Development Component a. Academic goals (short and long-term) b. Plans and strategies to achieve goals and review progress toward goals c. Language development goals for students who are English language learners d. Academic preparation needed for career choice e. Likes/dislikes f. Interests g. Learning styles assessments h. Graduation/grade level advancement requirements (courses, credits, assessments) i. Grades/scores on required elements for grade level advancement	Please review the elements in the "Academic Development" category. Should any be eliminated? If so, which one(s)?
(See "Academic Development Component" and elements)	Please review the elements in the "Academic Development" category. Should any be added? If so, what?
6. Career Development Component a. Career goals (short and long-term) b. Plans and strategies to achieve goals and review progress toward goals c. Level of education needed to achieve goals/career paths d. Likes/dislikes e. Interests f. Career assessments/aptitudes results	Please review the elements in the "Career Development" category. Should any be eliminated? If so, which one(s)?

g. Career exploration/occupation search results	
(See "Career Development Component" and elements)	Please review the elements in the "Career Development" category. Should any be added? If so, what?
7. Postsecondary Development Component a. Postsecondary goals (short and long-term) b. Plan and strategies to achieve goals and review progress toward goals c. College/major search results d. College entrance requirements e. Workforce/training options **f.** Financial aid/scholarship information	Please review the elements in the "Postsecondary Development" category. Should any be eliminated? If so, which one(s)?
(See "Postsecondary Development Component" and elements)	Please review the elements in the "Postsecondary Development" category. Should any be added? If so, what?
8. Monitoring and Intervention Component a. Personal support services/interventions b. Innovative methods to promote grade level advancement c. Intensive accelerated instruction for academic assessments d. Methods to prepare student to enter higher education prepared to succeed in entry-level courses **e.** Status of interventions	Please review the elements in the "Monitoring and Intervention" category. Should any be eliminated? If so, which one(s)?
(See "Monitoring and Intervention Component" and elements)	Please review the elements in the "Monitoring and Intervention" category. Should any be added? If so, what?
9. Support (Parent/Guardian) Component a. Parent's personal expectations/goals for student b. Parent's academic expectations/goals for student c. Parent's career expectations/goals for student d. Parent's postsecondary expectations/goals for student	Please review the elements in the "Support" category. Should any be eliminated? If so, which one(s)?
(See "Support Component" and elements)	Please review the elements in the "Support" category. Should any be added? If so, what?
10. Portfolio Component a. Assessment records b. Completed sample job application c. Letters of recommendation d. List of references e. Pictures, videos f. Records of work experience g. Resume h. Sample of school work i. Special awards	Please review the elements in the "Portfolio" category. Should any be eliminated? If so, which one(s)?
(See "Portfolio Component" and elements)	Please review the elements in the "Portfolio" category. Should any be added? If so, what?

<u>Structured Interviews</u>

In-person structured interviews were used to analyze the usefulness of the preliminary P-16 IGP model.[47] Structured interviews are the ideal method to collect detailed expert and stakeholder input on the components and elements of the proposed P-16 IGP model primarily because they allowed for clarification of the P-16 IGP model, which is a new concept to many educational stakeholders. The presence of an interviewer also decreases the number of "don't knows" and "no answers" that are common in other forms of survey research (Babbie 2010). Additionally, in-person interviews allow for probing for answers and the clarification of the components and elements included in the preliminary P-16 IGP model.

However, there are drawbacks to structured interviews such as the neutrality of the respondents. Given that the proposed preliminary P-16 IGP is developed by the interviewer, the interviewer may have a tendency for responses to be in general agreement with the interviewer's own position (Babbie 2010). This reduces the anonymity and the privacy that may encourage candid responses to the preliminary P-16 IGP model. Additionally, interviewers must strictly control, through formal specifications, the explanatory and clarifying comments that occur in the interview; otherwise the responses received may be problematic when comparing results (Babbie 2010).

<u>Interview Questions</u>

The focused interview questions were presented in part in an open-ended form to encourage more insight into the topic. Each interview question addressed a particular category and element from the ideal model component. For example, the questions "Please review the elements in the

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[47] One telephone interview was also conducted due to the money and time that it would take to conduct the interview in person.

"Career Development Component… Should any be eliminated?... If so, which one(s)?" are

designed to determine if any of the following elements (career goals, plans and strategies to

achieve those goals, level of education to achieve goals/career paths, likes/dislikes, interests,

career assessments/aptitudes results and career explorations/occupation search results) should be

eliminated in an ideal P-16 IGP model.   Interview questions are listed in Table 4.2.

Table 4.2 P-16 IGP Interview Questions

P-16 IGP Interview Questions
1) Please review the categories (components) in the preliminary P-16 IGP model. Are all of the categories listed in the preliminary model relevant to a P-16 IGP?
2) Should any categories be added or eliminated? If so, what would you eliminate or add?
3) Should any categories or elements be added or eliminated based on a student's grade level? If so, what would you eliminate or add by grade level?
4) Please review the elements in each of the individual component categories. Should any elements be eliminated? If so, which one(s)?
5) Please review the elements in each of the individual component categories. Should any be added? If so, what?

Interview Sample

There are many stakeholders whose input is beneficial in developing an ideal P-16 IGP model.

The stakeholder groups were selected based on previous work with state and regional P-16

Councils and the Texas Dropout Recovery Pilot Program (TDRPP) grant.   Among the groups

selected are students or "users" of the plan, administrators of the programs that require the

implementation of P-16 IGPs (such as the TDRPP), supporters of P-16 initiatives throughout the

region (regional P-16 Councils), the P-16 IGP developers (P-16 Council member agencies) that

ultimately determine the components to be mandated in statute, and finally the experts whose

work in P-16 education planning provide research helpful to the development of an ideal P-16

IGP model.

The purpose of interviewing students, local education agency employees, state-level

employees, regional P-16 council members, and educational experts is to test the P-16 IGP

model against many informed viewpoints. By interviewing educational administrators in different levels of government and including the populations most affected by the use of P-16 IGPs, the preliminary P-16 IGP model will be more fully and deeply analyzed and the resulting ideal P-16 IGP model may be more relevant to practitioners.

Interview Selection

Two representatives of each of the stakeholder groups (users, administrators, supporters, developers and experts) were targeted for interviews, totaling ten respondents (See Figure 4.1). The users, administrators, supporters and developers were from the Central Texas region. The expert groups were from Texas and the U.S. and had demonstrated expertise in P-16 related issues.

Figure 4.1 P-16 IGP Stakeholder Groups in Central Texas and National Experts

P-16 IGP Stakeholder Groups
Developers
▪ Texas Education Agency (TEA), Texas P-16 Council Co-Chair
▪ Texas Higher Education Coordinating Board (THECB), Texas P-16 Council Co-Chair
Supporters
▪ P-16 Regional Councils in Central Texas
o Bastrop P-16 Partnership
o Blinn College P-16 Regional Council (Brenham)
o Centroplex P-20 Regional Council (Killeen)
o E3 Alliance [Education Equals Economics] (Austin)
o San Marcos SOAR (Seeking Opportunities Achieving Results) P-16 Council
Administrators
▪ Texas Dropout Recovery Pilot Program Participants in Central Texas
o American YouthWorks Charter School
o Round Rock Independent School District (ISD)
o Austin Can! Charter School
o Del Valle ISD
o Manor ISD
Users
▪ Texas State University Student Group
o Undergraduate students age > 18 participating in the Summer 2010 Study Abroad Program in Barcelona, Spain
Experts
▪ Center for Educational Policy Research; Eugene, Oregon
▪ Jobs for the Future; Boston, Massachusetts
▪ National Center for Educational Achievement; Austin, Texas
▪ The Education Trust; Washington, D.C.

An interview request was submitted to a minimum of two representatives from each of the organizations listed in the developer, supporter, administrator and expert stakeholder groups. Permission was obtained from the Texas Education Agency P-16 Council liaison to conduct the study as a TEA employee (*See Appendix H*). An interview request was submitted to all members of the user group.   The developer contacts were representatives from TEA and the THECB, respectively, who provide staff support to the Texas P-16 Council. The supporter contacts were listed on the Texas Regional P-16 Councils list as "Central Regions" on the THECB P-16 website (*See Appendix I*). The administrators' contact list was derived from TEA TDRPP's grantee contact list, obtained as an employee of the TEA, and includes grantees from the Central Texas area.[48] The user group was selected because of familiarity with the group that participated in the study abroad session in Spain and the high number of undergraduate students represented in the group. Finally, two individuals whose organizations' demonstrated expertise in P-16 initiatives were selected from the expert organizations listed.

Potential interviewees were notified that taking part in the study was completely voluntary and that they could skip any questions that they did not want to answer and could withdraw from the interview at any time. Additionally, due to the nature of the research study, the interview request was sent to multiple individuals and the first two respondents from each group, who agreed to the request and whose schedules could be accommodated, were interviewed. Potential interviewees were also provided a consent form that provided a brief background on P-16 IGPs and what the study was aiming to accomplish (*See Appendix J).* Additionally, potential interviewees were notified that a notice would be sent to those that respond and are not selected for an interview.

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[48] See http://www.tea.state.tx.us/index3.aspx?id=3686 on January 30, 2011.

Interview Process

Approximately 40 requests were sent on March 7, 2011. Interviews began on March 8, 2011 and

concluded on March 30, 2011. Interviews were conducted in person when possible and in

private to allow participants to speak openly. Interviews ranged anywhere from fifteen to forty-

five minutes.

Human Subjects Protection

This applied research project was submitted to the Texas State Institutional Review Board and

received an exemption (*See Appendix K*). There was no risk or discomfort to the subjects; all

interviewees were volunteers. There was no benefit given to the interviewees. All interviewee

information was kept confidential. The overall nature of this research did not pose risk of harm

to any participants.

Chapter Summary

This chapter outlined how structured interviews were utilized to obtain detailed feedback for

improvement of the model P-16 IGP. Chapter five presents the results of the structured

interviews used to develop a model P-16 IGP.

Chapter 5: Results

<u>Chapter Purpose</u>

The purpose of this study is to create an ideal P-16 IGP model by obtaining constructive

feedback from educational experts and stakeholders on the ten practical ideal type components of

a preliminary P-16 IGP model developed from the literature. This chapter summarizes the

results of the data collected from the interviews of the educational experts and stakeholders.

Structured Interviews: Preliminary P-16 IGP Model Components

Structured interviews were conducted to assess the validity of the preliminary P-16 IGP model

plan to prepare students for postsecondary success. Interviewees were first asked to assess the

major ten components of the plan and then the individual 86 elements in the components (*See*

Appendix L).   Responses include all open-ended answers provided by interviewees according to

groups (developers, supporters, administrators, users and experts).

<u>Ten Major Components of Plan</u>
1. Plan Summary Component
2. Educational Progress Component
3. Student Profile Component
4. Personal Development Component
5. Academic Development
6. Career Development Component
7. Postsecondary Development Component
8. Monitoring and Intervention Component
9. Support (Parent / Guardian) Component
10. Portfolio Component

> *Question 1: Please review the categories (components) in the preliminary model. Are*

all of the categories listed in the preliminary model relevant to a P-16 IGP?

> The interview results indicate that the preliminary P-16 IGP model components are all

relevant to help a student prepare for postsecondary success. However, experts cautioned that

although the components are relevant, the inclusion of the personal information, particularly the

Personal Development Component may be "too personal" to be included in a plan that may be made available to a general audience. Experts believed that this information should be available to the person advising the student, but it should not be part of the plan. Additionally, a developer believed that the category names *Educational Progress* and *Academic Development* are too similar and may cause confusion and recommended creating another term that better defines each component.

Question 2: Should any categories be added or eliminated? If so, what would you eliminate or add?

Half of the interviewees believed that no categories should be added or eliminated. Both experts believed that the Student Profile and Personal Development components could be eliminated if some of those elements were placed in the Academic, Career and Postsecondary Development Components of the plan. Additionally, one expert recommended combining the Career Development Component and the Postsecondary Development Component, noting that "college readiness and career readiness is the same thing." Furthermore, one expert would eliminate the Support (Parent/Guardian) Component because of the possibility that conflict would arise if the career and academic aspirations of the student and parent differed.

One expert recommended adding a Personal support services/interventions component rather than keeping it as an element in the Monitoring and Intervention Component in order to address emotional/social issues or any other barriers students face that prevent them from achieving educational success. Similarly, one administrator recommended removing the Work Experience element in the Personal Development Component and making it a stand-alone component that would include work/employment experience, internships, and job shadowing and how these relate to the students' career goals.

Additional components to be added included a recommendation from a developer to add a calendar or timeline component that integrated major dates and events into the plan and a recommendation from an expert to include a graduation portfolio component that listed elements required of a senior before he or she could graduate, such as a complete FAFSA (Free Application for Federal Student Aid) and at least one college application.

Question 3: Please consider the categories and elements in the preliminary model. Should any categories or elements be added or eliminated based on a student's grade level? If so, what would you eliminate or add by grade level?

The majority of respondents believed that no categories or elements should be added or eliminated based on a student's grade level. However, most agreed that the plan should be modified to be age appropriate for students' grade levels. For example, one student noted that asking kindergarteners where they want to go to college, or to do college searches, is somewhat "extreme." However, a developer noted that you can capture the information and start this critical dialogue at an early age. For example, the developer stated that kids may not be doing college searches, but should have career aspirations, such as a veterinarian; an advisor could then research colleges that have veterinary programs and introduce the student to college at an age appropriate level.

One administrator stated that students or administrators should decide which sections not to fill out or are not applicable at a grade level, that way the student

"When do you introduce kids to college? At 3 or 4 years old, just like sports and basketball. It should be done from the beginning – the minute the kids get into school"

-Administrator

and administrator could at least start thinking about those things - "the more the better is my opinion." However, supporters recommended that the majority of the plan should not begin before middle school (6th, 7th and 8th grade). One supporter recommended eliminating the Educational Progress Component entirely from elementary school. Similarly, experts believed that the Portfolio Component should be for "older youth." One developer and one expert also noted that the Career and Postsecondary Development Components should not begin until at least middle school.

Questions 4 and 5: Please review the elements in each of the individual component categories. Should any elements be eliminated? If so, which one(s)? Should any elements be added? If so, what?

1. Plan Summary Component
a. Student's name and grade level
b. Plan revision date(s)
c. Next meeting date(s)
d. Advisor's contact information (name, email, phone)
e. Student, support and advisor signatures

For the Plan Summary Component no one advocated eliminating an element and one expert advocated adding a student's age, which could be automatically calculated from the date of birth element in the Student Profile Component

Eliminate: None

Add: Age of Student.

2. Educational Progress Component
a. Current education institution and date enrolled
b. Education history (elementary schools / other school attended, former advisor's names, etc. (if applicable))
c. Retention history
d. Future education plan (feeder elementary/middle/high school/postsecondary institution student will attend)
e. A general outline (or specific, if developing the high school four-year plan) of courses and assessments required to complete each future level of education

f. Expected high school graduation date
g. Expected college graduation date

Eliminate: b. Education history, and d. Future education plan

Add: information on a student's mobility, progress toward career and technical

certificate, while in high school

One expert advised eliminating elements b. (Education history) and d. (Future education

plan). A developer and supporter recommended explicitly asking for information on a student's

mobility (how many schools the student has been in over the years) and the entry and withdraw

dates from these schools. Additionally, one supporter recommended adding an element to find

out whether a student was working toward a Career and Technical Education (CTE) and any

certificates/degrees while in high school (and eventually in college).

3. Student Profile Component
a. Student personal and contact information (name, DOB, SSN, address, phone, email, etc.)
b. Support (parent/guardian) contact information (name, place of employment, phone, etc.)
c. Parent's educational level attainment
d. Socioeconomic status
e. Race, ethnicity, or culture
f. Religion
g. Primary/secondary language(s) of student and parent
h. Special education diagnosis
i. Gifted/talented identification
j. Migrant status

Eliminate: An expert, administrator and student advised eliminating "Religion" or

including it in parenthesis with element e. (Race, ethnicity, or culture). However, one developer

noted that religion was important and advised keeping it in the plan. Additionally, a supporter

recommended eliminating j. (Migrant status) from the component due to its "sensitive nature."

Add: The additions to this component came from supporters, developers and

administrators, not students or experts. There was support for adding an immigrant status

element from three respondents, and the addition of gender, first generation status, homelessness

status, foster care status, pregnant/parenting status, at-risk indicator status[49] and sexual

orientation from each of the other respondents.

4. Personal Development Component
a. Personal goals (short and long-term)
b. Plans and strategies to achieve goals and review progress toward goals
c. Support network and resources to accomplish goals (assets/people students may turn to for
    help with accomplishing their goals)
d. Likes/dislikes
e. Interests/hobbies
f. Strengths/weaknesses
g. Personal history
h. Dreams
i. Fears
j. School and community activities (clubs, organizations,
   sports)
k. Work experience (paid/unpaid)
l. Style and attitude inventories

"Fears are interesting; students often have all these fears in their life, but they don't know how to express it. Having it and writing and seeing it is powerful – otherwise it isn't real. When they see it in writing they know there is something there they have to work out."
-Developer

Eliminate: Both experts recommended eliminating the

entire component and placing some of the elements in other

components, as previously noted. However, when asked about

individual elements, both experts expressed interest in

eliminating and/or merging elements d. (likes/dislikes) and e.

(interest/hobbies), noting that it is good to know but not

essential to the plan. Additionally, one expert strongly

recommended that when redistributing elements to the Academic, Career, or Postsecondary

Development, they should not "lose" element c.(Support network and resources to accomplish

goals).

Add: A developer recommended adding an element on "how students perceive

themselves" and clarifying what style and attitude inventories, such as Myers-Briggs, would be

---

[49] The at-risk indicator status refers to TEC 29.081 list of 13 indicators of students at risk of dropping out of school.

required for students.   An administrator recommended adding "major traumas" – such as a

student being beat up by six people, or if the student's parent(s) just died.

5. Academic Development Component
a. Academic goals (short and long-term)
b. Plans and strategies to achieve goals and review progress toward goals
c. Language development goals for students who are English language learners
d. Academic preparation needed for career choice
e. Likes/dislikes
f. Interests
g. Learning styles assessments
h. Graduation/grade level advancement requirements (courses, credits, assessments)
i. Grades/scores on required elements for grade level advancement

   Eliminate: None

   Add: An expert noted that element d. (Academic preparation needed for career choice)

should include guidance on the depth of the response required and who will help gather this

information.

6. Career Development Component
a. Career goals (short and long-term)
b. Plans and strategies to achieve goals and review progress toward goals
c. Level of education needed to achieve goals/career paths
d. Likes/dislikes
e. Interests
f. Career assessments/aptitudes results
g. Career exploration/occupation search results

   Eliminate: An expert recommended merging items d. (Likes/dislikes) and e. (Interests)

and noted that element c. (Level of education) needed to achieve goals/career paths was "general

knowledge" and not specific datum about a student and therefore could be eliminated.

   Add: None

7. Postsecondary Development Component
a. Postsecondary goals (short and long-term)
b. Plan and strategies to achieve goals and review progress toward goals
c. College/major search results
d. College entrance requirements
e. Workforce/training options
f. Financial aid/scholarship information

Eliminate: One expert recommended eliminating elements that were "general information" and not part of a plan to succeed in college such as elements c. (College/major search results), d. (College entrance requirements), e. (Workforce/training options), and f. (Financial aid/scholarship information).

Add: Contrary to the expert's opinion, one administrator recommended adding elements that ensure students are aware of understand how to get financial aid, how to buy books, and where the student will live while in college. Supporters also recommended adding specific college entrance testing requirements, such as scores on the TAKS, SAT, and STAARS (State of Texas Assessments of Academic Readiness) exams. A developer also recommended including a "dashboard" tool so that advisors would know when and if the student has completed the FAFSA or college application. Additionally, a student and developer recommended including additional elements related to the financial aspects of college, such as if parents had started saving, are aware of the FAFSA, and their need to share this information with the student.

Another expert advised that elements in this component could become part of the Portfolio Component, for example, by making sure English teachers are incorporating the essays that students will need to write for college entry into course work. Then, when the time comes, the student will have a large part of their college application done. Additionally, a supporter and a developer recommended adding a military element to this component. Finally, one supporter

suggested the use of a "Backup Plan for College" element in case something fell through for the student.

8. Monitoring and Intervention Component
a. Personal support services/interventions
b. Innovative methods to promote grade level advancement
c. Intensive accelerated instruction for academic assessments
d. Methods to prepare student to enter higher education prepared to succeed in entry-level courses
e. Status of interventions

Eliminate: None

Add: A majority of respondents recommended adding elements to this component and saw it as the actual means to accomplish the goals set forth in other sections of the plan. For example, students, administrators and developers reported that a plan to receive specific support services for students such as clothing, food, jobs, braces, transportation, day care, health insurance and even support for parents should be an element in this component.

Administrators also recommended including the types of modifications and accommodations required for students with a special education diagnosis and strategies or interventions that have proven to work best for each individual student.   A developer and an expert recommended monitoring students' progress on End of Course Exams (EOC) and intervening with the appropriate strategy to get the student up to level or even accelerate the student when they show they are proficient in a subject (testing-out options).

An administrator and developer also recommended on-track indicators such as attendance, behavior and course grades to be monitored as elements in this component. An administrator provided an example of a student behavioral contract currently used at the school as an example (*See Appendix M*). The administrator also advised implementing the Response to Intervention (RtI) strategy commonly used with special education students, regarding academic

interventions. How the student responds to the intervention is also important. Additionally, an administrator suggested including explicit instructions on how the student will receive English Language Learning support.

9. Support (Parent / Guardian) Component
    a. Parent's personal expectations/goals for student
    b. Parent's academic expectations/goals for student
    c. Parent's career expectations/goals for student
    d. Parent's postsecondary expectations/goals for student

> *"The portfolio is good – the artifacts help a student recollect what they have done."*
>
> *-Supporter*

> *"The social needs of the working poor and their families, such as health insurance, should be addressed in this plan."*
>
> *-Student*

Eliminate: None

Add: One supporter recommended questions or prompts as elements that parents should respond to such as "How much of a role do you think your expectations should play in the career your child chooses?... Do you think you should have some control over your child's career choices?... Have you communicated your expectations about college to your child?... In what ways do you expect to support your child in college?"

10. Portfolio Component
a. Assessment records
b. Completed sample job application
c. Letters of recommendation
d. List of references
e. Pictures, videos
f. Records of work experience
g. Resume
h. Sample of school work
i. Special awards

Eliminate: None

Add: None

<u>Chapter Summary</u>

This chapter provided the results of the interviews of educational stakeholders in Central Texas and P-16 educational experts on the development of an ideal P-16 IGP for use by Texas students to succeed in college. The plan components and elements were met with both confusion and excitement and reflected the interviewees' familiarity with the subject. Interviewees that actively used P-16 IGPs (mostly administrators) saw the benefits of the plan and tended to want to add more components and elements. Interviewees that would ultimately develop and assess the plan (developers and experts) were more hesitant or cautious of the need to include all components and elements in the preliminary plan.

However, the results of the interviews show that most interviewees agree that plan components and elements are relevant for use as a planning tool to help students prepare for success in college. The interview responses also suggest changes to improve the preliminary P-16 IGP into an ideal P-16 IGP, as expected. The final chapter provides a conclusion and offers recommendations for the improvement of the P-16 IGP.

Chapter 6: Conclusion and Recommendations

"And so those are my childhood dreams…So then the question becomes, how can I enable the childhood dreams of others. And again, boy am I glad I became a professor. What better place to enable childhood dreams?"

Randy Pausch[50]

Chapter Purpose

The purpose of this applied research project is threefold. First, it described the components and elements of a preliminary P-16 IGP model obtained from the literature and existing student planning models. Second, the preliminary P-16 IGP model components and elements were assessed by educational stakeholders and P-16 experts. The third purpose, using the critiques to modify and improve the preliminary model P-16 IGP into an ideal P-16 IGP, is developed in this chapter.

Summary and Recommendations

The P-16 IGP model consists of ten practical ideal type components developed from the literature. Interviews with educational experts and stakeholders were conducted using the components and elements of the preliminary P-16 IGP model. Recommendations adopted to improve the plan's components and elements follow; items eliminated are stricken from the preliminary plan while items that are added are bolded and underlined. The guiding principle in integrating the results of the interviews into the ideal model was in part taken from the mission of the TEA – to provide leadership, guidance and resources to help schools meet the educational

---

[50] Pausch' "Last Lecture," was modeled after an ongoing series of lectures where top academics are asked to give a hypothetical "final talk" before their death. Pausch learned that he had pancreatic cancer in September 2006, and in August 2007 he was given a terminal diagnosis: *"3 to 6 months of good health left."* During his "last lecture" Pausch gave an upbeat lecture, which recalled how he had achieved his childhood dreams throughout his lifetime. His speech became a popular YouTube video and led to other media appearances. He then co-authored a book called *The Last Lecture* on the same theme, which became a *New York Times* best-seller. Pausch died of complications from pancreatic cancer on July 25, 2008 (http://www.thelastlecture.com/aboutr.htm).

needs of all students (TEA 2011a). In doing so, the ideal model P-16 IGP results err on the side

of caution and weigh more heavily in favor of adding rather than taking away components that

may help to personalize a student's learning experience.[51] Additionally, the philosophy of Texas

State Government promotes the following core principle: "Decisions affecting individual

Texans, in most instances, are best made by those individuals, their families, and the local

government closest to their communities" (TEA 2011, 3). **It is recommended that educational**

leaders and the community decide which components and elements of the plan they find

most appropriate according to their needs.

      As noted in the Forward and in Chapter 3 the P-16 IGP developed during this process is a

practical ideal model. Therefore, it is subject to revision and should be considered a "working

document" that educational administrators can use to begin developing and implementing P-16

IGPs for their own students. The components and elements developed in the practical ideal P-16

IGP model provide benchmarks that enable a researcher to understand and improve student

planning models through a systematic procedure (Shields and Heichelbech 2011). A comparison

of the preliminary model versus the ideal model is provided in Table 6.1 and discussed in greater

detail in this chapter.   A fully edited ideal P-16 IGP model is provided in Appendix A.

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[51] For the purposes of this section, "support" indicates one or more recommendation to add an item.

Table 6.1 Comparison of the Preliminary and Ideal P-16 IGP Models

Preliminary P-16 IGP Components and Elements	Ideal P-16 IGP Components and Elements
1. Plan Summary Component	**1. Plan Summary Component**
Elements	**Elements**
a. Student's name and grade level	**a. Student's name and grade level and age**
b. Plan revision date(s)	**b. Plan revision date(s)**
c. Next meeting date(s)	**c. Next meeting date(s)**
d. Advisor's contact information (name, email, phone)	**d. Advisor's contact information (name, email, phone)**
e. Student, support and advisor signatures	**e. Student, support and advisor signatures**
2. Educational Progress Component	**2. School Record and Succession Component**
Element	**Element**
a. Current education institution and date enrolled	**a. Current education institution and date enrolled**
b. Education history (elementary schools/other schools attended, former advisor's names, etc. (if applicable))	**b. Education history (elementary schools/other schools attended and entry/exit dates, former advisor's names, etc. (if applicable))**
c. Retention history	**c. Retention history**
d. Future education plan (feeder elementary/middle/high school/ postsecondary institution student will attend)	**d. Future education plan (feeder elementary/middle/high school/ postsecondary institution student will attend)**
e. A general outline (or specific, if developing the high school four-year-plan) of courses and assessments required to complete each future level of education	**e. A general outline (or specific, if developing the high school four-year-plan) of courses and assessments required to complete each future level of education**
f. Expected high school graduation date	**f. Expected high school graduation date**
g. Expected college graduation date	**g. Expected college graduation date**
3. Student Profile Component	**3. Student Profile Component**
Elements	**Elements**
a. Student personal and contact information (name, DOB, SSN, address, phone, email, etc.)	**a. Student personal and contact information (name, gender, DOB, SSN, address, phone, email, etc.)**
b. Support (parent/guardian) contact information (name, place of employment, phone, etc.)	**b. Support (parent/guardian) contact information (name, place of employment, phone, etc.)**
c. Parent's educational level attainment	**c. Support person(s) educational level attainment**
d. Socioeconomic status	**d. Socioeconomic status**
e. Race, ethnicity, or culture	**e. Race, ethnicity, or culture and/or religion**
f. Religion	**g. Primary/secondary language(s) of student and parent**
g. Primary/secondary language(s) of student and parent	
h. Special education diagnosis	**h. Special education diagnosis**
i. Gifted/talented identification	**i. Gifted/talented identification**
j. Migrant Status	**j. Migrant Status**
	k. Immigration status
	l. First generation status
	m. Homelessness status
	n. Foster care status
	o. Pregnant/parenting status
	p. Sexual orientation
4. Personal Development Component	**4. Personal Development Component**
Element	**Element**
a. Personal goals (short and long-term)	**a. Personal goals (short and long-term)**

Left Column	Right Column
b. Plans and strategies to achieve goals and review progress toward goals	**b. Plans and strategies to achieve goals and review progress toward goals**
c. Support network and resources to accomplish goals (assets/people students may turn to for help with accomplishing their goals)	**c. Support network and resources to accomplish goals (assets/people students may turn to for help with accomplishing their goals)**
d. Likes/dislikes	**d. Student's self-perception**
e. Interests/hobbies	**e. Interests/hobbies**
f. Strengths/weaknesses	**f. Strengths/weaknesses**
g. Personal history	**g. Personal history (including any major trauma)**
h. Dreams	**h. Dreams**
i. Fears	**i. Fears**
j. School and community activities (clubs, organizations, sports)	**j. School and community activities (clubs, organizations, sports)**
k. Work experience (paid/unpaid)	**k. Work experience (paid/unpaid)**
l. Style and attitude inventories	**l. Style and attitude inventories**
5. Academic Development	**5. Academic Development**
Elements	**Elements**
a. Academic goals (short and long-term)	**a. Academic goals (short and long-term)**
b. Plans and strategies to achieve goals and review progress toward goals	**b. Plans and strategies to achieve goals and review progress toward goals**
c. Language development goals for students who are English language learners	**c. Language development goals for students who are English language learners**
d. Academic preparation needed for career choice	**d. Academic preparation needed for career choice**
e. Likes/dislikes	**e. Interests**
f. Interests	**f. Graduation/grade level advancement requirements (courses, credits, assessments)**
g. Graduation/grade level advancement requirements (courses, credits, assessments)	**g. Grades/scores on required elements for grade level advancement**
h. Grades/scores on required elements for grade level advancement	**h. Grades/scores on required elements for grade level advancement**
i. Grades/scores on required elements for grade level advancement	
6. Career Development Component	**6. Career Development Component**
Elements	**Elements**
a. Career goals (short and long-term)	**a. Career goals (short and long-term)**
b. Plans and strategies to achieve goals and review progress toward goals	**b. Plans and strategies to achieve goals and review progress toward goals**
c. Level of education needed to achieve goals/career paths	**c. Level of education needed to achieve goals/career paths**
d. Likes/dislikes	**d. Interests**
e. Interests	**e. Career assessments/aptitudes results**
f. Career assessments/aptitudes results	**f. Career exploration/occupation search results**
g. Career exploration/occupation search results	
7. Postsecondary Development Component	**7. Postsecondary Development Component**
Elements	**Elements**
a. Postsecondary goals (short and long-term)	**a. Postsecondary goals (short and long-term)**
b. Plan and strategies to achieve goals and review progress toward goals	**b. Plan and strategies to achieve goals and review progress toward goals**
c. College/major search results	**c. College/major search results**

d. College entrance requirements	**d. College entrance requirements**
e. Workforce/training options	**e. Military options**
f. Financial aid/scholarship information	**f. Workforce/training options**
	g. College transition information (housing, books, campus life)
	h. College checklist (College readiness status, FAFSA complete, college application(s) complete)
	i. FAFSA/Parents Financial Information and Support Status
	j. Financial aid/scholarship information
8. Monitoring and Intervention Component	**8. Monitoring and Intervention Component**
Elements	**Elements**
a. Personal support services/interventions	**a. Personal support services/interventions (clothing, food, transportation, day care, health care, parental support services)**
b. Innovative methods to promote grade level advancement	**b. Innovative methods to promote grade level advancement (including testing-out options)**
c. Intensive accelerated instruction for academic assessments	**c. Intensive accelerated instruction for academic assessments and monitoring of progress on the assessments**
d. Methods to prepare student to enter higher education prepared to succeed in entry-level courses	**d. Methods to prepare student to enter higher education prepared to succeed in entry-level courses**
e. Status of interventions	**e. Status of interventions**
	f. Special education modifications/accommodations and strategies for success
	g. English language learning strategies
	h. On-track indicator system (attendance, behavior, course grades/credits)
9. Support (Parent / Guardian) Component	**9. Support (Parent / Guardian) Component**
Elements	**Elements**
a. Parent's personal expectations/goals for student	**a. Parent's personal expectations/goals for student**
b. Parent's academic expectations/goals for student	**b. Parent's academic expectations/goals for student**
c. Parent's career expectations/goals for student	**c. Parent's career expectations/goals for student**
d. Parent's postsecondary expectations/goals for student	**d. Parent's postsecondary expectations/goals for student**
10. Portfolio Component	**10. Portfolio Component**
Elements	**Elements**
a. Assessment records	**a. Assessment records**
b. Completed sample job application	**b. Completed sample job application**
c. Letters of recommendation	**c. Letters of recommendation**
d. List of references	**d. List of references**
e. Pictures, videos	**e. Pictures, videos**
f. Records of work experience	**f. Records of work experience**
g. Resume	**g. Resume**
h. Sample of school work	**h. Sample of school work**
i. Special awards	**i. Special awards**

Ideal P-16 IGP Components
1. Plan Summary Component
2. ~~Educational Progress Component~~ **School Record and Succession Component**
3. Student Profile Component
4. Personal Development Component
5. Academic Development Component
6. Career Development Component
7. Postsecondary Development Component
8. Monitoring and Intervention Component
9. Support (Parent / Guardian) Component
10. Portfolio Component

The P-16 IGP Components are revised in order to distinguish the "Educational Progress" and "Academic Development" components in the ideal P-16 IGP. As such, the new name of the Educational Progress component is School Record and Succession. The recommendations to add or eliminate major components overall or by grade level are not adopted for the ideal P-16 IGP due to insufficient support[52] to eliminate any major components.

1. Plan Summary Component Ideal P-16 IGP Elements
a. Student's name, grade level **and age**
b. Plan revision date(s)
c. Next meeting date(s)
d. Advisor's contact information (name, email, phone)
e. Student, support and advisor signatures

The Plan Summary Component is revised to include a student's age at the time the plan is updated or revised. The preliminary model P-16 IGP already included *date of birth* as an element in the *Educational Progress Component,* which can be used to determine age – this recommendation brings age to the forefront of the plan. National research conducted by Jobs For the Future indicates that the population of youth who are off track to graduation, or who have dropped out, varies by both **age** and distance to graduation. Also tailoring school designs to specific segments of the dropout population (e.g., youth "old and close" to graduation, "young and far" or "old and far" from graduation) results in improved graduation rates (Allen & Wolfe

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[52] For the purposes of this section, "insufficient support" indicates one recommendation to eliminate an item.

2010). The addition of **age** to the Plan Summary Component allows advisors to immediately

determine if students are on-track to graduation (according to age) and to tailor the plan to each

individual's specific needs.

2. School Record and Succession Component Ideal P-16 IGP Elements
a. Current education institution and date enrolled
b. Education history (elementary schools / other school attended **and entry/exit dates**, former
    advisor's names, etc. (if applicable))
c. Retention history
d. Future education plan (feeder elementary/middle/high school/postsecondary institution student
    will attend)
e. A general outline (or specific, if developing the high school four-year plan) of courses and
    assessments required to complete each future level of education
f. Expected high school graduation date
g. Expected college graduation date

The School Record and Succession Component is revised to include entry and exit dates

of the schools that student previously attended. This recommendation is in line with education

history and is added to the description of element b (Education history). The recommendation to

add a CTE certificate designation is not adopted since element e. "A general outline of courses

and assessments required to complete each future level of education" could capture that and

other similar information related to a students' personal plan. Additionally, the recommendation

to eliminate b. (Education history) and d. (Future education plan) are not adopted due to

insufficient support for the removal of those elements.

3. Student Profile Component Ideal P-16 IGP Elements
a. Student personal and contact information (name, **gender**, DOB, SSN, address, phone, email,
    etc.)
b. Support (parent/guardian) contact information (name, place of employment, phone, etc.)
c. ~~Parent's~~ **Support person(s)** educational level attainment
d. Socioeconomic status
e. Race, ethnicity, or culture **and/or religion**
f. ~~Religion~~
g. Primary/secondary language(s) of student and parent
h. Special education diagnosis
i. Gifted/talented identification
j. Migrant status

k. **Immigration status**
l. **First generation status**
m. **Homelessness status**
n. **Foster care status**
o. **Pregnant/parenting status,**
p. **Sexual orientation**

The Student Profile Component is revised to include element f. (Religion) as an added item to element e. (Race, ethnicity, or culture). More than one stakeholder expressed concern on the inclusion of this element; however, another fully supported the including this term. A compromise was made by including it in element e. (Race, ethnicity, or culture). As noted in Chapter 3, Kosine (2008) defined culture as "gender, ethnicity, sexual orientation, geographic location, socioeconomic status, disability, belief systems, values, and so forth"(35). The inclusion of "religion" with "race, ethnicity, or culture" is an appropriate place to add the element. Additionally, there is support for adding elements such as gender and sexual orientation and immigration, first generation, homelessness, foster care, and pregnant/parenting status. These elements would all qualify under Kosine's definition of what types of cultures impact a student's career choice and are therefore included in the plan. The educational level attainment of the "parent" (element c) is changed to "support person" for consistency.

Element j. (Migrant status) was recommended for elimination but not adopted due to insufficient support for its removal.

4. Personal Development Component Ideal P-16 IGP Elements
a. Personal goals (short and long-term)
b. Plans and strategies to achieve goals and review progress toward goals
c. Support network and resources to accomplish goals (assets/people students may turn to for help with accomplishing their goals)
d. ~~**Likes/dislikes**~~
e. **Student's self perception**
f. Interests/hobbies
g. Strengths/weaknesses
h. Personal history **(including any major trauma)**
i. Dreams

j. Fears

k. School and community activities (clubs, organizations, sports)

l. Work experience (paid/unpaid)

m. Style and attitude inventories

The Personal Development Component is revised by adding an element on how students perceive themselves as recommended by a P-16 developer and by including a prompt for "any major trauma" on element h. (Personal History).

Element d. (Likes and dislikes) was eliminated based on feedback from P-16 experts who agreed that personal "likes and dislikes" were similar to personal "interests/hobbies" and while the information was good to know – it was repetitive and not essential to this component of the plan.

5. Academic Development Component Ideal P-16 IGP Elements

a. Academic goals (short and long-term)

b. Plans and strategies to achieve goals and review progress toward goals

c. Language development goals for students who are English language learners

d. Academic preparation needed for career choice

e. ~~**Likes/dislikes**~~

f. Interests

g. Learning styles assessments

h. Graduation/grade level advancement requirements (courses, credits, assessments)

i. Grades/scores on required elements for grade level advancement

As in the previous component, element e. (Likes and dislikes) was eliminated from this component because of repetition in element f. (interests).

6. Career Development Component Ideal P-16 IGP Elements

a. Career goals (short and long-term)

b. Plans and strategies to achieve goals and review progress toward goals

c. Level of education needed to achieve goals/career paths

d. ~~**Likes/dislikes**~~

e. Interests

f. Career assessments/aptitudes results

g. Career exploration/occupation search results

The Career Development Component is revised by eliminating element d.(Likes/dislikes) because of its similarity to element e.(Interests) for this component (as noted in the last two components).

7. Postsecondary Development Component Ideal P-16 IGP Elements
 a. Postsecondary goals (short and long-term)
 b. Plan and strategies to achieve goals and review progress toward goals
 c. College/major search results
 d. **Military Options**
 e. Workforce/training options
 f. College entrance requirements, **including scores on standardized tests for entry such as the TAKS, STAARS, SAT, ACT, THEA, ACCUPLACER, COMPASS, etc.**
 g. **College transition information (housing, books, campus life)**
 h. **College checklist (College readiness status, FAFSA complete, college application(s) complete)**
 i. FAFSA/Parents Financial Information and Support Status
 j. Financial aid/scholarship information

The Postsecondary Development Component is revised by adding a military option and by adding the scores on standardized tests required for college entrance to element d. College entrance requirements. Additionally, elements that address the information needed for students to assist in their transition to college were added based on the recommendations of an administrator and a developer.

The recommendation to eliminate items thought to be "general information" such as elements c. (College/major) search results, d. (College entrance requirements), e. (Workforce/training options), and f. (Financial aid/scholarship information) from this component was not adopted due to lack of support for the removal of those elements and because of support for adding more of this type of information to the component.

8. Monitoring and Intervention Component Ideal P-16 IGP Elements
 a. Personal support services/interventions **(clothing, food, transportation, day care, health care, parental support services)**
 b. Innovative methods to promote grade level advancement **(including testing-out options)**
 c. Intensive accelerated instruction for academic assessments **and monitoring of progress on the assessments**

d. Methods to prepare student to enter higher education prepared to succeed in entry-level courses
e. Status of interventions
f. **Special education modifications/accommodations and strategies for success**
g. **English language learning strategies**
h. **On-track indicator system (attendance, behavior, course grades/credits)**

The Monitoring and Intervention Component is revised by adding language that clarifies the elements in response to recommendations by the interviewees to define "support services." Elements that monitor specific indicators and/or populations, such as special education students and English language learners are also added. Addressing and monitoring the interventions provided to these populations should ensure that their needs are met.

Balfanz et al. (2007) used longitudinal analyses to demonstrate how four predictive indicators reflecting poor attendance, misbehavior, and course failures in sixth grade can be used to identify 60% of the students who will not graduate from high school. Balfanz et al. (2007) recommend combining effective whole-school reforms with attendance, behavioral, and extra-help interventions to increase graduation rates. Element b. (On track indicator system) is added to reflect the need for monitoring these elements. There were no recommendations for elimination of any of the elements in this component.

9. Support (Parent/Guardian) Component Ideal P-16 IGP Elements
 a. Parent's personal expectations/goals for student
 b. Parent's academic expectations/goals for student
 c. Parent's career expectations/goals for student
 d. Parent's postsecondary expectations/goals for student

The Support Component is not revised due to insufficient enough support for a recommendation to add elements that prompt parents' responses with regard to their child's expectations or goals. Additionally, there are no recommendations to eliminate any elements.

10. Portfolio Component Ideal P-16 IGP Elements
 a. Assessment records
 b. Completed sample job application
 c. Letters of recommendation
 d. List of references
 e. Pictures, videos
 f. Records of work experience
 g. Resume
 h. Sample of school work
 i. Special awards

There are no revisions adopted for this component.

Limitations of Research

While a study of this type can have applicability towards developing the ideal components of a

P-16 IGP model, it is important to remember the purpose and scope of this project. The research

conducted was limited to P-16 education planning and feedback was limited to ten Central Texas

educational stakeholders and P-16 initiative experts. The data examined in the literature, items

from the ideal model, and applicability of the components and elements reflect that focus.

Additionally, the word *ideal* is an important consideration in this study. The project began by

attempting to develop an ideal P-16 IGP model, *and while the model may present ideal*

components, it must also be "practical" with regard to P-16 planning for students. Adjustments

in legislation and composition of the education system will be necessary to fully implement an

ideal P-16 IGP model.

Weaknesses of Research

The development of the ideal P-16 IGP model in this project could be improved in a number of

ways to increase the validity and reliability of the findings. First, the exclusion of a glossary that

defines or explains the components and elements in the preliminary P-16 IGP was an oversight

caused by the author's familiarity with the subject matter. Clarification on the components and

elements was provided in part by referring to the *P-16 IGP Research Study Consent Form* and explaining the details of the study. However, this meant that there were clarifying comments that were not controlled through formal specifications that a glossary would have provided. Secondly, using more than one method of data collection with regard to the ideal components and elements of the plan would allow for triangulation of results to confirm findings. Finally, having an unknown or unbiased interviewer conduct the interviews would be preferred to having someone that has supported the use of P-16 IGPs in the past so as to encourage candid responses to the interview questions.

Implementation Considerations

In order to put into practice a P-16 IGP model for all students, multiple levels of institutions of education must work together to make transition stages seamless, which is the impetus of the P-16 movement. As discussed in Chapter 1 a P-16 IGP model must be at minimum, supported through training and guidance on how to implement the plans, an advisory process that enables the plans to be used effectively. This process must be supported by the technological infrastructure available to make planning convenient for students, advisors and parents.

Apart from those considerations, which are by no means easy, a larger scope of work must be taken on by leaders at the state and local level. This may involve approaching P-16 IGPs from a project management point of view that begins by initiating the conversation and getting stakeholders on board with the proposal. According to the Project Management Institute, the project management framework or life cycle continues with planning, executing, monitoring or controlling and closing the project.[53] Consideration for funding this type of initiative must

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[53] See Project Management Institute A Guide to the Project Management Body of Knowledge. Free 1996 ed. PDF edition available at http://www.tks.buffalo.edu/pm /pmbok1996.pdf.

also be a priority. Possibly the largest cost-constraint would be hiring more advisors or

counselors to ensure that all students receive one-on-one assistance with the plan, in addition to

costs for allowing educators more time to integrate the information they receive from the plans

into their daily work.

Possible Further Research

Developing an ideal P-16 model implies that there will always be the possibility of improvement

and expansion.[54] In the case of this project, a focus group or online survey of educational experts

would be helpful to test the validity of the ideal P-16 IGP model's components and elements.

Research on the implementation of the ideal P-16 IGP is also warranted considering the necessity

of input from a wide variety of educational stakeholders that would be impacted by a mandated

model. Finally, research on the cost of program implementation and a cost-benefit analysis

would be needed to determine the feasibility of moving forward on the project at a local and/or

statewide scale.

Chapter Summary

This chapter summarized the recommendations discussed in the results chapter, including the

addition and reordering of new components and elements to the ideal model. The ideal model P-

16 IGP results err on the side of caution and weigh more heavily in favor of adding rather than

taking away components that may help to personalize a student's learning experience. It is

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[54] For more examples of Practical Ideal Type projects and Ideal Model study, please see the following Applied
Research Projects: "A Model Records Management System for Texas Public Utilities: An Information Science Tool
for Public Managers" (McLemore 2007); "Affordable Housing: An Assessment of Housing under the Community
Development Block Grant and HOME Investment Partnership Programs" (Sparks 2007), "A
Model Assessment Tool for the Incident Command System: A Case Study of the San Antonio Fire
Department" (O'Neill 2008); "Residential Land Use Policy and Conservation Development in the Blanco
River Basin (Ellis 2006); and "A Model Assessment Tool for Classroom Technology Infrastructure in Higher
Education" (Vaden 2007).

recommended that educational leaders and the community decide which components and elements of the plan they find most appropriate according to their needs.   Additionally, the chapter presented the revised model and discussed the weaknesses and limitations of the study, as well as implementation considerations and suggestions for future research.

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Author's Note: Upon the conclusion of this research, an article regarding student learning plans was emailed to me from one of the experts interviewed for this paper. I encourage interested readers to review *Student Learning Plans: Supporting Every Student's Transition to College and Career Policy Brief* (June 2011) from the Rennie Center for Education Research & Policy, which can be found at http://renniecenter.issuelab.org/research/listing/student_learning _plans_supporting_every_students_transition_to_college_and_career.

Appendix A
Ideal P-16 IGP Model

<u>Ideal P-16 IGP Components</u>
1. Plan Summary Component
2. School Record and Succession Component
3. Student Profile Component
4. Personal Development Component
5. Academic Development Component
6. Career Development Component
7. Postsecondary Development Component
8. Monitoring and Intervention Component
9. Support (Parent / Guardian) Component
10. Portfolio Component

1. Plan Summary Component Ideal P-16 IGP Elements
    a. Student's name, grade level and age
    b. Plan revision date(s)
    c. Next meeting date(s)
    d. Advisor's contact information (name, email, phone)
    e. Student, support and advisor signatures

2. School Record and Succession Component Ideal P-16 IGP Elements
    a. Current education institution and date enrolled
    b. Education history (elementary schools / other school attended and entry/exit dates, former advisor's names, etc. (if applicable))
    c. Retention history
    d. Future education plan (feeder elementary/middle/high school/postsecondary institution student will attend)
    e. A general outline (or specific, if developing the high school four-year plan) of courses and assessments required to complete each future level of education
    f. Expected high school graduation date
    g. Expected college graduation date

3. Student Profile Component Ideal P-16 IGP Elements
    a. Student personal and contact information (name, gender, DOB, SSN, address, phone, email, etc.)
    b. Support (parent/guardian) contact information (name, place of employment, phone, etc.)
    c. Support person(s) educational level attainment
    d. Socioeconomic status
    e. Race, ethnicity, or culture and/or religion
    f. Primary/secondary language(s) of student and parent
    g. Special education diagnosis
    h. Gifted/talented identification
    i. Migrant status
    j. Immigration status

k. First generation status
l. Homelessness status
m. Foster care status
n. Pregnant/parenting status,
o. Sexual orientation

4. Personal Development Component Ideal P-16 IGP Elements
   a. Personal goals (short and long-term)
   b. Plans and strategies to achieve goals and review progress toward goals
   c. Support network and resources to accomplish goals (assets/people students may turn to for help with accomplishing their goals)
   d. Student's self perception
   e. Interests/hobbies
   f. Strengths/weaknesses
   g. Personal history (including any major trauma)
   h. Dreams
   i. Fears
   j. School and community activities (clubs, organizations, sports)
   k. Work experience (paid/unpaid)
   l. Style and attitude inventories

5. Academic Development Component Ideal P-16 IGP Elements
   a. Academic goals (short and long-term)
   b. Plans and strategies to achieve goals and review progress toward goals
   c. Language development goals for students who are English language learners
   d. Academic preparation needed for career choice
   e. Likes/dislikes
   f. Interests
   g. Learning styles assessments
   h. Graduation/grade level advancement requirements (courses, credits, assessments)
   i. Grades/scores on required elements for grade level advancement

6. Career Development Component Ideal P-16 IGP Elements
   a. Career goals (short and long-term)
   b. Plans and strategies to achieve goals and review progress toward goals
   c. Level of education needed to achieve goals/career paths
   d. Interests
   e. Career assessments/aptitudes results
   f. Career exploration/occupation search results

7. Postsecondary Development Component Ideal P-16 IGP Elements
   a. Postsecondary goals (short and long-term)
   b. Plan and strategies to achieve goals and review progress toward goals
   c. College/major search results
   d. Military Options

e. Workforce/training options
f. College entrance requirements, including scores on standardized tests for entry such as the TAKS, STAARS, SAT, ACT, THEA, ACCUPLACER, COMPASS, etc.
g. College transition information (housing, books, campus life)
h. College checklist (College readiness status, FAFSA complete, college application(s) complete)
i. FAFSA/Parents Financial Information and Support Status
j. Financial aid/scholarship information

8. Monitoring and Intervention Component Ideal P-16 IGP Elements
    a. Personal support services/interventions (clothing, food, transportation, day care, health care, parental support services)
    b. Innovative methods to promote grade level advancement (including testing-out options)
    c. Intensive accelerated instruction for academic assessments and monitoring of progress on the assessments
    d. Methods to prepare student to enter higher education prepared to succeed in entry-level courses
    e. Status of interventions
    f. Special education modifications/accommodations and strategies for success
    g. English language learning strategies
    h. On-track indicator system (attendance, behavior, course grades/credits)

9. Support (Parent/Guardian) Component Ideal P-16 IGP Elements
    a. Parent's personal expectations/goals for student
    b. Parent's academic expectations/goals for student
    c. Parent's career expectations/goals for student
    d. Parent's postsecondary expectations/goals for student

10. Portfolio Component Ideal P-16 IGP Elements
    a. Assessment records
    b. Completed sample job application
    c. Letters of recommendation
    d. List of references
    e. Pictures, videos
    f. Records of work experience
    g. Resume
    h. Sample of school work
    i. Special awards

Appendix B
Preliminary P-16 IGP Model

Preliminary P-16 IGP Components
1. Plan Summary Component
2. Educational Progress Component
3. Student Profile Component
4. Personal Development Component
5. Academic Development Component
6. Career Development Component
7. Postsecondary Development Component
8. Monitoring and Intervention Component
9. Support (Parent/Guardian) Component
10. Portfolio Component

1. Plan Summary Component
    a. Student's name and grade level
    b. Plan revision date(s)
    c. Next meeting date(s)
    d. Advisor's contact information (name, email, phone)
    e. Student, support and advisor signatures

2. Educational Progress Component
    a. Current education institution and date enrolled
    b. Education history (elementary schools / other school attended, former advisor's names, etc. (if applicable))
    c. Retention history
    d. Future education plan (feeder elementary/middle/high school/postsecondary institution student will attend)
    e. A general outline (or specific, if developing the high school four-year plan) of courses and assessments required to complete each future level of education
    f. Expected high school graduation date
    g. Expected college graduation date

3. Student Profile Component
    a. Student personal and contact information (name, DOB, SSN, address, phone, email, etc.)
    b. Support (parent/guardian) contact information (name, place of employment, phone, etc.)
    c. Parent's educational level attainment
    d. Socioeconomic status
    e. Race, ethnicity, or culture
    f. Religion
    g. Primary/secondary language(s) of student and parent
    h. Special education diagnosis
    i. Gifted/talented identification
    j. Migrant status

4. Personal Development Component
    a. Personal goals (short and long-term)
    b. Plans and strategies to achieve goals and review progress toward goals
    c. Support network and resources to accomplish goals (assets/people students may turn to for help with accomplishing their goals)
    d. Likes/dislikes
    e. Interests/hobbies
    f. Strengths/weaknesses
    g. Personal history
    h. Dreams
    i. Fears
    j. School and community activities (clubs, organizations, sports)
    k. Work experience (paid/unpaid)
    l. Style and attitude inventories

5. Academic Development Component
    a. Academic goals (short and long-term)
    b. Plans and strategies to achieve goals and review progress toward goals
    c. Language development goals for students who are English language learners
    d. Academic preparation needed for career choice
    e. Likes/dislikes
    f. Interests
    g. Learning styles assessments
    h. Graduation/grade level advancement requirements (courses, credits, assessments)
    i. Grades/scores on required elements for grade level advancement

6. Career Development Component
    a. Career goals (short and long-term)
    b. Plans and strategies to achieve goals and review progress toward goals
    c. Level of education needed to achieve goals/career paths
    d. Likes/dislikes
    e. Interests
    f. Career assessments/aptitudes results
    g. Career exploration/occupation search results

7. Postsecondary Development Component
    a. Postsecondary goals (short and long-term)
    b. Plan and strategies to achieve goals and review progress toward goals
    c. College/major search results
    d. College entrance requirements
    e. Workforce/training options
    f. Financial aid/scholarship information

8. Monitoring and Intervention Component
    a. Personal support services/interventions

b. Innovative methods to promote grade level advancement
c. Intensive accelerated instruction for academic assessments
d. Methods to prepare student to enter higher education prepared to succeed in entry-level courses
e. Status of interventions

9. Parent / Guardian Component
   a. Parent's personal expectations/goals for student
   b. Parent's academic expectations/goals for student
   c. Parent's career expectations/goals for student
   d. Parent's postsecondary expectations/goals for student

10. Portfolio Component
    a. Assessment records
    b. Completed sample job application
    c. Letters of recommendation
    d. List of references
    e. Pictures, videos
    f. Records of work experience
    g. Resume
    h. Sample of school work
    i. Special awards

Appendix C
Components and Elements of Kentucky, Oregon and Texas Plans*

(*Components and elements listed in this appendix err on the more inclusive side of whether or not they were included in each plan, respectively.)

Preliminary P-16 IGP Model Components & Elements	Kentucky Plan	Oregon Plan	Texas Plan
1. Plan Summary Component	**Yes**	**Yes**	**Yes**
a. Student's name and grade level	Yes	Yes	Yes
b. Plan revision date(s)	Yes	Yes	No
c. Next meeting date(s)	Yes	Yes	No
d. Advisor's contact information (name, email, phone)	Yes	No	Yes
e. Student, support and advisor signatures	Yes	Yes	Yes
2. Educational Progress Component	**Yes**	**Yes**	**Yes**
a. Current education institution and date enrolled	No	No	Yes
b. Education history (elementary schools/other schools attended, former advisor's names, etc. (if applicable))	Yes	No	No
c. Retention history	No	No	Yes
d. Future education plan (feeder elementary/middle/high school/ postsecondary institution student will attend)	No	Yes	No
e. A general outline (or specific, if developing the high school four-year-plan) of courses and assessments required to complete each future level of education	Yes	Yes	Yes
f. Expected high school graduation date	No	No	Yes
g. Expected college graduation date	No	No	No
3. Student Profile Component	**Yes**	**Yes**	**Yes**
a. Student personal and contact information (name, DOB, SSN, address, phone, email, etc.)	Yes	Yes	Yes
b. Support (parent/guardian) contact information (name, place of employment, phone, etc.)	Yes	No	No
c. Parent's educational level attainment	No	No	No
d. Socioeconomic status	No	No	No
e. Race, ethnicity, or culture	No	No	No
f. Religion	No	No	No
g. Primary/secondary language(s) of student and parent	No	No	Yes
h. Special education diagnosis	No	No	Yes
i. Gifted/talented identification	No	No	No
j. Migrant Status	No	No	Yes
4. Personal Development Component	**Yes**	**Yes**	**No**
a. Personal goals (short and long-term)	No	Yes	No
b. Plans and strategies to achieve goals and review progress toward goals	No	No	No
c. Support network and resources to accomplish goals (assets/people students may turn to for help with accomplishing their goals)	No	Yes	No
d. Likes/dislikes	Yes	Yes	No

e. Interests/hobbies	Yes	Yes	No
f. Strengths/weaknesses	Yes	Yes	No
g. Personal history	No	No	No
h. Dreams	No	No	No
i. Fears	No	No	No
j. School and community activities (clubs, organizations, sports)	Yes	Yes	No
k. Work experience (paid/unpaid)	Yes	Yes	No
l. Style and attitude inventories	No	Yes	No
5. Academic Development	**Yes**	**Yes**	**Yes**
a. Academic goals (short and long-term)	No	Yes	Yes
b. Plans and strategies to achieve goals and review progress toward goals	No	No	No
c. Language development goals for students who are English language learners	No	No	Yes
d. Academic preparation needed for career choice	Yes	Yes	No
e. Likes/dislikes	Yes	Yes	No
f. Interests	Yes	Yes	No
g. Learning styles assessment	No	No	No
h. Graduation/grade level advancement requirements (courses, credits, assessments)	Yes	Yes	Yes
i. Grades/scores on required elements for grade level advancement	No	No	No
6. Career Development Component	**Yes**	**Yes**	**No**
a. Career goals (short and long-term)	Yes	Yes	No
b. Plans and strategies to achieve goals and review progress toward goals	No	No	No
c. Level of education needed to achieve goals/career paths	No	Yes	No
d. Likes/dislikes	Yes	Yes	No
e. Interests	Yes	Yes	No
f. Career assessments/aptitudes results	Yes	No	No
g. Career exploration/occupation search results	Yes	Yes	No
7. Postsecondary Development Component	**No**	**Yes**	**No**
a. Postsecondary goals (short and long-term)	No	Yes	No
b. Plan and strategies to achieve goals and review progress toward goals	No	No	No
c. College/major search results	No	Yes	No
d. College entrance requirements	No	Yes	No
e. Workforce/training options	Yes	Yes	No
f. Financial aid/scholarship information	No	Yes	No
8. Monitoring and Intervention Component	**Yes**	**Yes**	**Yes**
a. Personal support services/interventions	No	Yes	No
b. Innovative methods to promote grade level advancement	Yes	Yes	Yes
c. Intensive accelerated instruction for academic assessments	Yes	Yes	Yes
d. Methods to prepare student to enter higher education prepared to succeed in entry-level courses	Yes	Yes	No
e. Status of interventions	No	No	Yes
9. Support (Parent / Guardian)	**No**	**No**	**Yes**

Component			
a. Parent's personal expectations/goals for student	No	No	No
b. Parent's academic expectations/goals for student	No	No	Yes
c. Parent's career expectations/goals for student	No	No	No
d. Parent's postsecondary expectations/goals for student	No	No	No
10. Portfolio Component	**Yes**	**Yes**	**No**
a. Assessment records	Yes	Yes	No
b. Completed sample job application	Yes	Yes	No
c. Letters of recommendation	Yes	Yes	No
d. List of references	Yes	Yes	No
e. Pictures, videos	Yes	Yes	No
f. Records of work experience	Yes	Yes	No
g. Resume	Yes	Yes	No
h. Sample of school work	Yes	Yes	No
i. Special awards	Yes	Yes	No

Appendix D
Kentucky Individual Graduation Plan Sample Template

Personal Information

Name _____

Address _____

_____

Birth Date _____ Phone: (___) _____ Social Security # _____ / _____ / _____

Parent/Guardian Name_____

A. Educational History

Name of School	City and State
Elementary School(s)	
Middle School(s)	
High School(s)	

9th Grade_____ - _____ School Year   11th Grade_____ - _____ School Year

Advisor_____   Advisor_____

10th Grade_____ - _____ School Year   12th Grade_____ - _____ School Year

Advisor_____   Advisor_____

This is an academic and career planning folder for Kentucky students. It is designed as a tool to help you in identifying educational and career goals.

B. Career Clusters and My Plans

The Individual Graduation Plan is designed around Kentucky's 14 Career Clusters. A Career Cluster is a group of occupations that may have common characteristics and job duties. These clusters can help you in exploring your career path.

Career Clusters and Some Sample Jobs:

Agriculture
- Food Scientist
- Environmental Engineer
- Agriculture Teacher
- Animal Scientist
- Biochemist
- Agricultural Sales

Communications
- Graphic Designer/ Commercial Artist
- Telecommunications Director
- Electronic Engineer
- Architect
- Radio & Television Broadcaster
- Digital Media Specialist

Health Science
- Pediatrician
- Physical Therapist
- Radiologic Technologist
- Occupational Therapist
- Medical Assistant
- Hospital Administrator

Public Service
- Attorney
- Fire Fighter
- Police Officer
- Forensic Technician
- Paramedic
- Paralegal

Arts & Humanities
- Actor-Actress
- Video Producer
- Journalist
- Audio Engineer
- Telecommunications Technologist
- Printing/Graphics Technologist

Construction
- Contractor
- Architect
- Electrician
- Heavy Equipment Operator
- Carpenter
- Plumber

Human Services
- Social Worker
- Psychologist
- Child Care Worker
- Substance Abuse Specialist
- Interior Designer
- Dietician

Science & Mathematics
- Chemical Engineer
- Mathematician
- Pharmacologist
- Electrical Engineer
- Biologist
- Meteorologist

Education
- Teacher
- Principal
- School Counselor
- College Professor
- Corporate Trainer
- School Librarian

Information Technology
- Software Engineer
- Network Administrator
- Web Designer/Developer
- Database Manager
- Technical Writer
- Multimedia Producer

Social Sciences
- Legislator
- Social Worker
- Policy/Budget Analyst
- Recreation/Parks Director
- State/Federal Agency Director
- Urban Regional Planner

Business & Marketing
- Human Resource Administrator
- Administrative Support Supervisor
- Financial Analyst
- Sales Associate
- Entrepreneur
- Marketing Director

Manufacturing
- Machinist
- Manufacturing Engineer
- Automated Process Technician
- Production Engineer Technician
- Welding Technician
- Quality Technician

Transportation
- Pilot
- Automotive Technician
- Logistics Manager
- Flight Attendant
- Warehouse Manager
- Truck Driver

My Career Assessment

Career Interest

Grade Level: _____   Assessment Instrument: _____

What are my 3 areas of career interest and the related career cluster for each?

Interest Areas	Career Clusters
_____	_____
_____	_____
_____	_____

Learning Styles

Grade Level: _____   Assessment Instrument: _____

What ways do I learn best?

_____ _____ _____

Career Aptitude

Grade Level: _____   Assessment Instrument: _____

What strengths are identified in this assessment?

_____ _____ _____

My Documents

Student Questions for Reading and Mathematics

These questions are to help you think about ways to improve your reading and mathematical skills. Copy ar use the sheet inside this pocket to answer the questior A separate sheet is needed for each year.

Reading

1. Why do I read, what do I read and how often do I read?
2. What do my grades and test scores show about my reading ability?
3. How will reading help me with my educational and career goals?

Mathematics

1. When and how is mathematics impo tant in my life?
2. What do my grades and test scores show about my mathematical ability?
3. How will mathematics help me with i educational and career goals?

What type of help do I need to succeed in reading and mathemati

STUDENT QUESTIONS FOR READING AND MATHEMATICS GRADE _____

READING   Response

1. Why do I read, what do I read and how often do   1.
   I read?

2. What do my grades and test scores show about   2.
   my reading ability?

3. How will reading help me in my career goals?   3.

MATHEMATICS   Response

1. When and how is mathematics important in my   1.
   life?

2. What do my grades and test scores show about   2.
   my mathematical ability?

3. How will mathematics help me in my career   3.
   goals?

What type of help do I need to succeed in reading and/or mathematics?

C. Self-Assessment Records

A record of assessments you take each year will serve as a tool to guide you on your career path. Idenfity the tests taken at each grade level and any comments you have regarding academic strengths or needs identified from the assessments.

CATS Proficiency Tests

7th Grade	8th Grade	10th Grade
Instrument:KCCT	Instrument:KCCT	Instrument:KCCT
Reading	Social Studies	Reading
Science	PL/VS	PL/VS
Writing Portfolio	Arts & Humanities	Comments:
Writing on Demand	Mathematics	
Comments:	Comments:	

CATS Proficiency Tests

11th Grade	6th Grade	9th Grade
Instrument:KCCT	Instrument:CTBS	Instrument:CTBS
Mathematics	Reading	Reading
Science	Language Arts	Language Arts
Social Studies	Mathematics	Mathematics
Arts & Humanities	Comments:	Comments:
Comments:		

Other Assessments (PLAN, ACT, SAT, etc.)

Grade Level:	Grade Level:	Grade Level:
Instrument:	Instrument:	Instrument:
Comments:	Comments:	Comments:

D. ACTION PLAN FOR SERVICE(S) NEEDED

Indicate Services Needed:

	6th	7th	8th	9th	10th	11th	12th	Post Sec.	Person Responsible
a.Extended School Services									
b.Education Beyond High School									
c.Career Counseling and Guidance									
d.Additional Vocational Assessment									
e.Ongoing Job Support									

E. CAREER GOALS AND LEVEL OF EDUCATION NEEDED

	Career Goals		Post- High School Education			
	Career Cluster	Career Goal/Major	Four Year College/University	Community/ Technical College	Military	Workforce
Grade 6			☐	☐	☐	☐
Grade 7			☐	☐	☐	☐
Grade 8			☐	☐	☐	☐
Grade 9			☐	☐	☐	☐
Grade 10			☐	☐	☐	☐
Grade 11			☐	☐	☐	☐
Grade 12			☐	☐	☐	☐

F. MY FOUR - YEAR HIGH SCHOOL PLAN

Kentucky *Minimum* High School Graduation Requirements
(School or District may have additional requirements)

4 credits of English   3 credits of Science   1 credit of Health/Physical Education   2 credits of Foreign Language required for
3 credits of Social Studies   3 credits of Mathematics   1 credit of History & Appreciation of   admission to Kentucky universities and
Visual & Performing Arts   colleges for students pursuing a four-year
7 electives   degree.

and
Individual Graduation Plan

Career Goal/Major _____

Grade 9		Grade 10		Grade 11		Grade 12	
Course Title	Credits	Course Title	Credits	Course Title	Credits	Course Title	Credits
Total Credits		**Total Credits**		**Total Credits**		**Total Credits**	

Signatures

Student:	Student:	Student:	Student:
Parent:	Parent:	Parent:	Parent:
Advisor:	Advisor:	Advisor:	Advisor:
Annual Review Date	Annual Review Date	Annual Review Date	Annual Review Date

G. INTERESTS/HOBBIES *

_____
_____
_____

H. SCHOOL AND COMMUNITY ACTIVITIES *

CLUBS/ORGANIZATIONS	ACTIVITIES/ RECOGNITIONS/HONORS	6th	7th	8th	9th	10th	11th	12th

I. WORK EXPERIENCE: Paid/Unpaid (if applicable) *

Describe Work Experience	Reference
8th	
9th	
10th	
11th	
12th	

SUPPORTING DOCUMENTATION FOR IGP

Information for the IGP may include letters of application, resumé, references, records of work experience, and sample school work (i.e., pictures, videos, portfolio entries, etc.).

MY DOCUMENTS **

This file is a part of your Individual Graduation Plan and provides support materials for developing the plan.

Recommended

- Assessment Records
  - Results of Career Interest Assessments
  - Other Career Assessments
  - Core Content
  - Kentucky Occupational Skill Standards, if applicable
- Letters of Application
- Letters of Recommendation
- Pictures, Videos, Portfolio Entries
- Completed Sample Job Application
- Records of Work Experience
- Academic and Career Related Classroom Work
- Record of Kentucky Occupational Skill Standards Assessment, if applicable
- Sample Completed Job and/or College Application
- Special Awards
- List of References
- Resumé
  - * Attach additional pages as needed
  - * * Test scores are accessible in my official school records.

The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services.

Appendix E
Oregon Diploma Education Plan and Profile Sample Template

Oregon Diploma
Education Plan and Profile

THE OREGON DIPLOMA

Graduation Requirement: Each student shall develop an education plan and build an education profile (OAR 581-022-1130).

Education Plan: A formalized plan and a process that involves student planning, monitoring, and managing their own learning and career development during grades 7-12. Students create a plan for pursuing their personal and career interests and post-high school goals connected to activities that will help them achieve their goals and successfully transition to next steps.

Education Profile: Documentation of student progress and achievement toward graduation requirements, goals, and other personal accomplishments identified in the student's education plan.

Education Plan and Profile
The education plan and profile assists students in pursuing their personal, educational, and career interests and post-high school goals. The education plan serves as a "road map" to guide students' learning throughout school and prepare them for next steps after high school. The education profile serves as a "compass" that documents students' progress and achievement toward their goals and helps them to stay on course.

The student is responsible, with guidance, to develop and manage his or her personal plan and profile. The school is responsible for providing a process and guidance to students. The process should begin no later than 7th grade and continue through 12th grade, with regular reviews and updates. The process should be designed with flexibility to allow students to change their plans as their personal and career interests and goals evolve along the way.

Each school district in Oregon is expected to have a comprehensive guidance and counseling program (CGC) in place that includes individual planning to assist each student in setting and achieving academic, career, and personal/social goals and in pursuing community involvement and post high school interests and plans. These activities support the development of the education plan that personalizes each student's learning and the documentation of progress and achievement in the education profile. Comprehensive guidance and counseling is an integral part of the school support system that advances high quality learning opportunities. Information and resources for comprehensive guidance and counseling are found on the ODE website http://www.ode.state.or.us/search/results/?id=132. See the Oregon Diploma Student & Counselor Toolkit for additional resources http://www.ode.state.or.us/search/page/?id=2243

Oregon Diploma Education Plan and Profile, Oregon Department of Education, September 2009

Components of the Education Plan and Profile

Components of the education plan and profile are described in Table 1. The required elements provide a framework for the development of local education plans and profiles. Schools may include additional components. The column on the right gives examples of some common features of the education plan and profile process.

Table 1. Education Plan and Education Profile Required Elements and Common Features

EDUCATION PLAN Required Elements	Common Features
Describe personal, academic, and career interests.	• Students identify strengths, likes and dislikes, aptitude, talents, learning styles, and skills through self-awareness activities. • Students identify academic preparation and career related skills needed. • Students identify tentative career interests, potential career paths and postsecondary education options. • Students identify career learning areas to gain a deeper understanding of their career interests and expectations
Describe personal, educational, and career goals (short-term and long-term).	• Students set goals, plans and strategies to achieve goals, and review progress toward goals. • Students acquire and develop decision making skills. • Students establish and explore tentative career and educational goals. • Students identify a support network and resources to help them accomplish their goals. • Students review and update goals periodically and revise as needed.
Identify "next steps" requirements following high school completion and steps for successful transition: 2-year, 4-year college or university, career school, apprenticeship, workforce, military	• Students understand the educational opportunities and alternatives available to them. • Students identify and plan for postsecondary entrance requirements, skill requirements, scholarships, financial aid information, advanced placement options, tech prep opportunities, workforce options and training requirements, etc.
Plan courses and learning experiences that support the student's interests and goals, including: opportunities for meeting academic standards, essential skills, technical knowledge and skills, extended application, and participation in career-related learning experiences.	• Students connect their interests and goals with learning experiences that will help them develop knowledge and skill and achieve their goals. • Learning opportunities may include interdisciplinary, thematic, community connections, use of technology, distance learning, student leadership, co-curricular activities, etc. • Students utilize career learning areas to identify technical and academic knowledge and skills and applications in career context.

EDUCATION PROFILE Required Elements	Common Features
Documentation of personal progress and achievement toward: • Academic standards • Essential skills/Career-related learning standards • Extended application • Career-related learning experiences • Credit requirements	• Students review their academic progress and achievement throughout the school year. • Students identify what they have accomplished and where they need to improve. • Information displayed is a subset from the student's permanent record. • Students or school may select areas of the profile to display and communicate to different audiences, e.g. parents, colleges, employers.
Record of personal awards, accomplishments, experiences, and skills.	• Completed coursework • Technical knowledge and skills • Athletic and recreational activities • Student leadership, club, or team involvement • Artistic or creative work • Volunteer activities • Leisure pursuits, personal projects, hobbies, etc. • Certification, licensing, credentials, or other forms of recognition (awards) earned
Reflections on current status of personal, educational, and career goals.	• Students review their goals and plans throughout the school year, reflecting on what they have learned from their experiences and accomplishments. • Students' education plans should be revised to reflect their progress and evolving interests.

Education Plan and Education Profile Example

The following pages provide an example of an education plan and profile that incorporate the required elements. These elements should be a part of any locally designed or commercially available education plan and profile to accommodate the transferability of student information from one district to another.

EXAMPLE Education Plan

Student Identification

Student: District Student ID: State Student ID:
District: School: Date Last Updated:

Personal/Educational/Career Interests and Goals & Post High School Goals

- What are my personal interests, strengths, skills, and talents?
- What skills do I need to improve?
- What are my personal goals? What are my educational goals? What action will I take to reach my goals? What help do I need to reach my goals?
- What are my career interests and goals? What career options will I explore? What career paths will allow me to develop my skills and talents?
- What are my post high school goals? What academic knowledge and skills, essential skills, and technical knowledge and skills would help prepare me for my post-high school goals? What educational preparation (e.g. courses, programs, experiences) do I need now to prepare me for my post-high school goals?

Learning Plan

- What am I going to study?
- What required and elective courses will I take to help me reach my goals?
- What education or training will I need after high school?
- Can I earn college credit now through my high school program?
- What career-related learning experiences can help me reach my goals and provide opportunities to apply my learning? How does this experience relate to my interests and goals? What knowledge and skills will I apply? What standards can I meet through this experience? How does this experience connect to what I'm learning in my classes?

Reflection

This is a review of your education plan and profile to check on progress toward your goals and school requirements. Adjust your education plan and profile as needed.

- Am I headed in the right direction? Is my current program of study consistent with the education or training required for what I want to do after high school?
- Have my personal, educational, or career interests/goals changed since I last reviewed my plan?
- How am I doing academically? How is my progress toward meeting standards and essential skills? How can I improve? What help do I need?
- What have I done so far that helps me accomplish my goals?
- What do I need to do in the coming year to stay on track in meeting my goals? Who can help me with these steps?

Reviewed by Parent/Guardian _____ Date _____

EXAMPLE Education Profile

Student Identification
Student: District Student ID: State Student ID:
District: School: Date Last Updated:

ACADEMIC ACHIEVEMENTS

Credit Requirements				
Subjects	Courses & Credits			
	9th	10th	11th	12th
English/Language Arts				
Mathematics				
Science				
Social Sciences				
Health				
Physical Education (PE)				
Second language				
Arts				
Career & Technical (CTE)				
Electives				
Electives				
Electives				
Electives				
Electives				
Electives				

State Standards & Assessments				
Check if Complete	Subject Area	Standardized Tests	Local Performance Assessments	
☐	ENGLISH Reading and Literature	Score:	Work Samples Speaking ☐ Persuasive ☐ Informative ☐ Unrehearsed	Other Local Performance Assessments
	Writing	Score:	Writing ☐ Narrative or Imaginative ☐ Expository ☐ Persuasive	
☐	MATHEMATICS Knowledge and Skills Test	Score: Score:	Problem Solving ☐ Algebraic Relationships ☐ Probability & Statistics ☐ Geometric Concepts	
☐	SCIENCE Scientific Knowledge & Skills	Score:	Scientific Inquiry ☐ Form Question / Hypothesis ☐ Design ☐ Data Collection ☐ Analysis/Interpretation	

Oregon Diploma Education Plan and Profile, Oregon Department of Education, September 2005

Career-Related Learning Standards (CRLS)		Essential Skills (ES)			
				Completed	
Required 2007-2011	Completed	Required in 2012 & beyond	OAKS	Local Assessment	Other
Communications		Reading (2012)			
		Writing (2013)			
		Speaking (TBA)			
Problem Solving		Think Critically & Analytically			
Personal Management		Personal Management & Teamwork			
Teamwork		(TBA)			
		Apply Mathematics (2014)			
		Use Technology (TBA)			
		Civic & Community Engagement (TBA)			
		Global Literacy (TBA)			

Education Plan & Profile	Extended Application	Career Related Learning Experiences
Includes evidence of:	Includes evidence of:	Includes evidence of:
☐ Personal, academic, career interests	☐ Application of knowledge and skills	☐ Application of knowledge & skills
☐ Personal, educational, career goals	☐ Personal relevance connected to education plan	☐ Personal relevance connected to education plan
☐ Post-high school planning	☐ Reflection of learning	☐ Planned learning goals
☐ Planned course of study to meet standards and ES proficiency	☐ Documentation of process	☐ Reflection of learning
☐ Career Development CRLS	☐ Documentation of products	☐ Employment Foundations CRLS

Career Learning Areas		
☐ Ag, Food & Nat Resources	☐ Business & Mgmt	☐ Health Services
☐ Human Resources	☐ Industrial & Engineering	
CTE Program of Study:		
Technical Skills:		
http://www.ode.state.or.us/search/results/?id=271		

PERSONAL & CAREER INTERESTS, GOALS & ACCOMPLISHMENTS

Interests, Goals, Accomplishments				
	9th	10th	11th	12th
Personal Interest & Goals				
Career Interests & Goals				
Career Related Learning Experiences Student Leadership				
Student Clubs Athletics				
Awards/Honors				
Employment Other Training/Certificates				

Postsecondary Planning

Post-High School Goal:

☐ 4-year college or university ☐ Community college ☐ Workforce training program
☐ Private career college ☐ Military ☐

Entrance Assessment Scores / PSAT: SAT: ACT:

Name of College/Institution	Date of Campus Visit	Application Deadline	Status of Application
			☐ Submitted ☐ Wait-listed ☐ Accepted
			☐ Submitted ☐ Wait listed ☐ Accepted
			☐ Submitted ☐ Wait listed ☐ Accepted

Scholarships and Financial Aid

Financial Aid	Name of Scholarship	Amount	Deadline	Notification Date	Status
☐ Application completed ☐ Notification received					☐ Submitted ☐ Awarded
☐ Application completed ☐ Notification received					☐ Submitted ☐ Awarded
☐ Application completed ☐ Notification received					☐ Submitted ☐ Awarded

Employment Research

Name of Company	Entrance Requirements	Application Submitted	Date of Interview

Reviewed by Parent/Guardian _____ Date _____

Personal Graduation Plan

Student: _____
Student ID: _____

Current Grades
School/District _____
Expected Graduation Date: _____
Assigned Advisor: _____

☐ High School Plan   ☐ Middle School Plan

Student Cumulative History
Date Enrolled _____
Days Absent (previous enrolled) _____
Current Credits Earned (aggregate) _____
Credit Acquisition Plan (attached)

☐ Dyslexia
☐ LEP
☐ Migrant
☐ Special Education
☐ Retained ____ # times
☐ Other

Assessment Data

Subject	Previous TAKS* (Gr.)			Current TAKS* (Gr.)			Objectives to Target	Diagnostic Assessment Data (including online*)
	Met y/n	Score	Local	Met y/n	Score	Local		
ELA/Reading								
Mathematics								
Science								
Social Studies								

Academic Plan

FALL SEMESTER

Courses	Teacher	Plan for Intensive Accelerated Instruction	Monitoring Plan

SPRING SEMESTER

Courses	Teacher	Plan for Intensive Accelerated Instruction	Monitoring Plan

SUMMER SCHOOL

Courses	Teacher	Plan for Intensive Accelerated Instruction	Monitoring Plan

Educational Goals

Student Academic Goals
_____
_____
_____
_____

Student Signature _____ Date _____

Include language development goals for students who are English language learners.

Parent Goals for Student Academic Achievement
_____
_____
_____

Parent Signature _____ Date _____

LOCAL USE
Date Developed
Local Use
Local Use _____

Personal Graduation Plan
Credit Acquisition Plan

Student: _____
Student ID: _____

Graduation Plan
- Recommended High School Plan (RHSP)
- Distinguished Achievement Program
- Minimum Graduation Plan

Local Notes

Recommended High School Plan GRADUATION REQUIREMENTS		Grade 9			Grade 10			Grade 11			Grade 12		
		I	II	S	I	II	S	I	II	S	I	II	S
English Language Arts													
English I	1.0												
English II	1.0												
English III	1.0												
English IV	1.0												
Mathematics													
Algebra I	1.0												
Algebra II	1.0												
Geometry	1.0												
Science													
Biology	1.0												
Integrated Physics and Chemistry and/or	1.0												
Chemistry and/or	1.0												
Physics	1.0												
Social Studies													
World History Studies	1.0												
World Geography Studies	1.0												
U.S. History Studies Since Reconstruction	1.0												
U.S. Government	0.5												
Economics													
Economics	0.5												
Physical Education													
Foundations of Personal Fitness	0.5												
Course 1	0.5												
Course 2	0.5												
Languages Other Than English													
Level I	1.0												
Level II	1.0												
Health Education													
Health Education	0.5												
Fine Arts													
Fine Arts	1.0												
Technology Applications													
Technology Applications	1.0												
Speech													
Communication Applications	0.5												
Elective Courses													
	1.0												
	1.0												
	1.0												
	1.0												
	0.5												
TOTAL Earned													
TOTAL Having													
Reclassification Date													

Appendix G
Local Education Agency Intensive Acceleration Examples

Component 8. Monitoring and Intervention, Elements b. Innovative methods to promote grade level advancement and c. Intensive accelerated instruction for academic assessments

Provision of services for students in at-risk situations in Weslaco ISD:

- Weslaco High School, Weslaco East High School and South Palm Gardens
    1. Review sessions for SAT/ACT entrance exams for college.
    2. English, grammar/writing practice software in all computer labs.
    3. Self-esteem retreats for identified at risk students.
    4. Novanet/A+ credit recovery classes offered after school and evenings.
    5. Virtual labs in chemistry as extensions of classroom labs.
    6. On-going staff development for teachers on TAKS and initiatives to help students succeed in all academic subjects.
    7. Saturday school for identified at risk students.
    8. Intensive remediation services for state assessments.
    9. Counseling sessions.
    10. Study skills sessions
    11. Goal setting sessions
    12. Classroom instructional assistants
    13. Day-time tutors for math and language arts.
    14. Intensive, supplemental reading and math programs
    15. Lunch time credit recovery sessions
    16. Technology Curriculum Specialists

- Mary Hoge, Cuellar Central and B. Garza Middle Schools
    1. Intensive remediation services for state assessments
    2. Extended learning opportunities such as before-during and after school tutoring
    3. sessions.
    4. Saturday math camps
    5. Power Writing camps
    6. Counseling sessions
    7. Girl power sessions
    8. Intensive supplemental reading and math programs
    9. Self-esteem enhancement sessions
    10. Day-time and after school tutors for math and language arts.
    11. Classroom instructional assistants
    12. Social workers assigned case load of at risk students to work with on a weekly basis.
    13. On-going staff development for teachers on TAKS initiatives to help students succeed in all academic subjects.
    14. Technology Curriculum Specialists

- Louise Black, Sam Houston, Silva, Gonzalez, Margo, Airport, Memorial, North Bridge, A.N. Rico, Cleckler/Heald Elementaries

    1. Intensive remediation services for state assessments
    2. Extended Learning opportunities such as before-during and after school tutoring sessions.
    3. One-to-one extended learning opportunities.
    4. Saturday and week night math camps for parents and their children identified as at risk of failing.
    5. Power writing camps on Saturdays or evenings for student and parents.
    6. Counseling sessions
    7. Learn to read with parent sessions
    8. Teaching parents how to work with math manipulatives for their children.
    9. Teaching parents how to help their children with homework.
    10. Intensive supplemental reading and math programs
    11. On-going staff development for teachers on TAKS initiatives to help students succeed in all academic subjects.
    12. Day time and after school tutors for math and language arts
    13. Classroom instructional assistants.
    14. Technology Curriculum Specialists

http://www.wisd.us/departments/statecompensatory/
Accessed May 19, 2011

From: De Leon, Angela
Sent: Monday, February 14, 2011 10:39 AM
To: Lindsey, Jan; Wayman, Julie; Hicks, Patricia; Knaggs, Barbara
Subject: RE: MPA Research Project Proposal - Approval Request
Yes, thank you!
Angela de Leon
Texas Education Agency
Phone: (512) 936-8945
angela.deleon@tea.state.tx.us

From: Lindsey, Jan
Sent: Monday, February 14, 2011 10:22 AM
To: Wayman, Julie; De Leon, Angela; Hicks, Patricia; Knaggs, Barbara
Subject: RE: MPA Research Project Proposal - Approval Request

I know we already discussed this, but I wanted to confirm that as you proceed, those you contact understand that you are conducting the interviews and the study as a student and not as a representative of TEA. Thanks Jan

Jan Lindsey| Senior Director
State Initiatives | Texas Education Agency
1701 N. Congress Ave. | Austin, Texas 78701
phone: 512-936-2832| fax: 512-463-5337 | web: www.tea.state.tx.us
"All Texas students will graduate high school ready for college and career success and prepared to be contributing members of the community"

From: Wayman, Julie
Sent: Monday, February 14, 2011 9:41 AM
To: De Leon, Angela; Hicks, Patricia; Lindsey, Jan; Knaggs, Barbara
Subject: RE: MPA Research Project Proposal - Approval Request

Yes Angela, you may proceed with your project. We met with Jan and we reviewed the goals of your project. This information could be helpful to the agency in implementing the dropout recovery program.

Please schedule a time to share your results with us after your project is complete.

Thanks, Julie

From: De Leon, Angela
Sent: Friday, February 11, 2011 1:08 PM
To: Hicks, Patricia; Lindsey, Jan; Wayman, Julie; Knaggs, Barbara
Subject: RE: MPA Research Project Proposal - Approval Request

Pat,

Thanks for your feedback – upon approval (from Julie, Jan, or Barbara – to be determined) I'll touch base with Monica. The implementation of P-16 plans for students is such a large issue; for the purposes of my study I had to narrow the topic. I'm only working on the actual components and not other factors such as access and ownership. I'm proposing that those decisions should be left to the local education agency. However, the benefits of P-16 IGP will be discussed in the body of the report.

Thanks,

Angela

Angela de Leon
Texas Education Agency
Phone: (512) 936-8945
angela.deleon@tea.state.tx.us

From: Hicks, Patricia
Sent: Friday, February 11, 2011 11:27 AM
To: De Leon, Angela; Lindsey, Jan; Wayman, Julie; Knaggs, Barbara
Subject: RE: MPA Research Project Proposal - Approval Request

Angela,

I like your proposal and think that your study will be beneficial to the agency as well as other P-16 stakeholders. I would recommend working with Monica Martinez in Curriculum since she was appointed the agency's key contact for coordinating the development of an individualized graduation plan model after passage of HB 1. Monica may have some additional resources or information that may be useful to you and I would love to check that off of the strategic plan's work status document.

While this work is being conducted to fulfill the requirements of your graduate degree, it is something that is relevant to our work at the agency. I don't see any reason why you can't interview the stakeholders you've identified as an employee of this agency; however, I would suggest that you also let them know that you are using the information gathered for the purpose of completing your graduate research.

I am very interested in learning more about the components of a P-16 IGP. Will your study also address the benefits of IGPs once created? Who will have access to them, etc.?

Patricia K. Hicks
Director, P-16 Coordination
Division of College and Career Readiness Initiatives
Texas Education Agency
(512) 463-9622
(512) 463-7755 fax

From: De Leon, Angela
Sent: Friday, February 11, 2011 10:58 AM
To: Lindsey, Jan; Wayman, Julie; Knaggs, Barbara

Cc: Hicks, Patricia
Subject: MPA Research Project Proposal - Approval Request

Hello All,

I am working on my Applied Research Project for completion of my Master of Public Administration degree at Texas State. I have decided to develop a preliminary P-16 Individual Graduation Plan model based on literature and other existing models. I have developed the major components and found the elements that I believe should be included in each component. I would like to discuss these components and elements with P-16 IGP experts and users to determine what they would add or remove from the plan in order for it to truly be a model P-16 IGP. I would like to conduct approximately 10 in-person interviews with P-16 IGP stakeholders (two representatives from each of the five categories below). As an employee at TEA, I would like to request your permission to conduct this research study. I have included additional information on the proposal below. Please let me know if you have any questions or concerns. I look forward to your response.

Thanks,

Angela de Leon

Developers
 § Texas Education Agency (TEA)
 § Texas Higher Education Coordinating Board (THECB)
 § Texas Workforce Commission (TWC)
 § Texas Department of Rehabilitative and Assistive Services (DARS).
Supporters
 § P-16 Regional Councils in Central Texas
            o Bastrop P-16 Partnership
            o Blinn College P-16 Regional Council (Brenham)
            o Centroplex P-20 Regional Council (Killeen)
            o E3 Alliance [Education Equals Economics] (Austin)
            o San Marcos SOAR (Seeking Opportunities Achieving Results) P-16 Council
Administrators
 § Texas Dropout Recovery Pilot Program Participants in Central Texas
            o American Youthworks Charter School
            o Round Rock Independent School District (ISD)
            o Austin Can! Charter School
            o Del Valle ISD
            o Manor ISD
Users
 § Texas State University student group
            o Six male Texas State University students
            o Nine female Texas State University students
Experts
§ Jobs for the Future
§ The Education Trust
§ Center for Educational Policy Research

Appendix I
Texas Regional P-16 Councils

Region	P-16 Regional Councils	Institution/Organization	Lead Contact	E-mail Address	Phone	Address	Website
Northwest	Abilene Regional P-16 Council*	Cisco College	Abbie Randolph	abbie.randolph@cisco.edu	(325) 794-4483	717 E. Industrial Blvd. Abilene, TX 79602	
Central	Bastrop P-16 Partnership	Bastrop ISD	Betty Richardson	brichardson@bastrop.isd.tenet.edu	(512) 321-2292	906 Farm Street, Bastrop, TX 78602	
Central	Blinn College P-16 Regional Council (Brenham)	Blinn College	Dr. Valschkia Dabney	val.dabney@blinn.edu	(979) 830-4163	902 College Avenue Brenham, TX 77833	http://www.blinn.edu/p16/index.htm
Central	Centroplex P-20 Regional Council (Killeen)*	Central Texas College	William Alexander, Brandie Cleaver	bill.alexander@ctcd.edu; bcleaver@ctcd.edu	(254) 526-1402; 254-526-1784	P.O. Box 1800 Killeen, TX 76540-1800	
South	Coastal Bend Partners for College and Career Readiness (Corpus Christi)	Citizens for Educational Excellence 501 c(3)	Janet Cunningham	jcunningham@edexcellence.org	(361) 813-9948	P.O. Box 261125 Corpus Christi, TX 78426	http://p16.tamucc.edu/
South	Council for Educational Excellence (Laredo)*	Texas A&M International University	Concepcion Hickey	chickey@tamiu.edu	(956) 326-2134	5201 University Blvd., Cowart Hall 206 Laredo, TX 78041	
South	Crossroads Area P-18 Council (Victoria)	Victoria College	Larry Garrett	larry.garrett@victoriacollege.edu	361.582.2519	2200 E. Red River Victoria, TX 77901	
Southeast	Deep East Texas P-16 Council (Nacogdoches)*	Stephen F. Austin State University	Dr. Mary Nelle Brunson	mbrunson@sfasu.edu	(936) 468-2707	P.O. Box 13024 Nacogdoches, TX 75962	
Central	E3 Alliance [Education Equals Economics]-(Austin)*	E3 Alliance 501 c(3)	Susan Dawson	sdawson@e3alliance.org	(512) 223-7240	5930 Middle Fiskville Rd. #607 Austin, TX 78752	www.e3alliance.org
Gulf Coast	East Harris, Liberty and Chambers Council (Baytown)	Lee College	Donnetta Suchon	dsuchon@lee.edu	281-425-6400	PO Box 818 Baytown, TX 77522-0818	
Upper East	East Texas Regional College Readiness Improvement Council (Marshall)	Panola College TSTC-Marshall	Dr. Andrew Fisher, April Graham	afisher@panola.edu; april.graham@marshall.tstc.edu	903-693-2070; 903-923-3393	P.O. Box 1260 Marshall, TX 75671	www.etcrc.org
Upper Rio Grande	El Paso Collaborative for Academic Excellence	The University of Texas at El Paso	Dr. Susana Navarro	navarro@utep.edu	(915) 747-5778	500 W. University Avenue, Education Bldg. #413 El Paso, TX 79968	
Gulf Coast	Fort Bend County P-18 Council	Wharton County Junior College	Betty McCrohan	bettym@wcjc.edu	(979) 532-8400	Administration Building, A-113 911 Boling Highway Wharton, TX 77488	

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P-16 Regional Councils (40)

Region	P-16 Regional Councils	Institution/ Organization	Lead Contact	E-mail Address	Phone	Address	Website
Gulf Coast	Galveston Regional P-16 Council	Texas A&M University at Galveston	Dr. Donna Lang	langd@tamug.edu	(409) 740-4941	P.O. Box 1675 Galveston, TX 77553	www.tamug.edu/p-16
Gulf Coast	All Kids Alliance: Cradle to Career*	University of Houston	Dr. Robert Wimpelberg Donna Scott	rwimpelberg@uh.edu; ds@dsscott.com	(713) 743-5001 (713)741-4054	College of Education 4800 Calhoun Houston, TX 77204-5023	http://www.allkidsalliance.com/
South	Lower Rio Grande P-16 Council (Harlingen)*	TSTC Harlingen	Pat Bubb	Pat.bubb@harlingen.tstc.edu	(956) 364-4600	TSTC Tech Prep Building 1902 North Loop 499 Harlingen, TX 78550-3697	http://www.techprepgov.com
Gulf Coast	Monument P-16 Council (Houston)	San Jacinto College North Campus	Dr. Allatia Harris	allatia.harris@sjcd.edu	281-459-7100	5800 Uvalde Road Houston, TX 77049	
Upper East	Northeast Texas Local P-16 Council	Northeast Texas Community College	Dr. Brad Johnson	bjohnson@ntcc.edu	(903) 434-8102	PO BOX 1307 Mt. Pleasant, TX 75456	http://www.reg8.net/default.aspx?na me=p16ntlc
Metroplex	North Texas Regional P-16 Council (Denton)*	The University of North Texas	Dr. Jean Keller	jean.keller@unt.edu	(940) 565-3427	1155 Union Circle #305250 Denton, TX 76203-5017	www.cce.unt.edu/ntp16
Gulf Coast	P-16 East Houston Council	East End Chamber of Commerce	Diane Lipton	Diane@eecoc.org	713-926-3305	550 Gulfgate Center Mall Houston, TX 77087-3022	www.eecoc.org
Gulf Coast	P-16 West Houston Council	University of Houston Downtown	Dr. Zachary R. Hodges Dr. Richard Alo Sangeeta Gad	zachary.hodges@hccs.edu alor@uhd.edu gads@uhd.edu	(713) 718-5721 (713) 221-8207 (713)221-8432	One Main St. Houston, TX 77002	
South	P16Plus Council of Greater Bexar County (San Antonio)*	P16Plus Council of Greater Bexar County 501 c(3)	Judy McCormick Philip Grossmann	mccormickj@zhi.com grossmannp@zhi.com	(210)258-2287 (210) 258-2672	310 S. St. Mary's St., Suite 2400 San Antonio, TX 78205	
High Plains	P-16 Council Texas Panhandle (Amarillo/Canyon)*	West Texas A&M University	Dr. Russell Lowery-Hart	rhart@wtamu.edu	(806) 651-2931	Box 60997 Canyon, TX 79016-0001	www.panhandle2020.org/p16.html
Northwest	Region 9 P-16 Council (Wichita Falls)*	Midwestern State University	Deborah Cornelius	deborah.cornelius@mwsu.edu	(940) 397-4313; 940-397-4998	3410 Taft Blvd Wichita Falls, TX 76308	www.region9p16.org
Gulf Coast	Sam Houston State University P-16 Council (Huntsville)	Sam Houston State University	Janet L. Williams	jlw001@shsu.edu; shsup16@shsu.edu	936-294-4322 or 2228	Box 2335 Huntsville, TX 77341-2335	

Region	P-16 Regional Councils	Institution/ Organization	Lead Contact	E-mail Address	Phone	Address	Website
West	San Angelo P-16+ Education Partnership*	Howard College	LeAnne Byrd	lbyrd@howardcollege.edu	(325) 481-8300, x221	3601 N US HWY 67 San Angelo, TX 76905	www.sanangelo16.org
Central	San Marcos SOAR (Seeking Opportunities Achieving Results) P-16 Council	Texas State University	Dr. Michelle Pope	mpope@txstate.edu	(512) 245-9336	601 University Drive San Marcos, TX 78666	http://www.soarsanmarcos.com/
High Plains	South Plains Closing the Gaps P-20 Council (Lubbock)*	Texas Tech University	Janie Ramirez	janie.ramirez@ttu.edu	(806) 742-1998, x459	College of Education PO Box 41071 Lubbock, TX 79409-1071	www.ClosingTheGaps.org
Southeast	Southeast Texas P-16 Council (Beaumont)*	Southeast Texas P-16 Council 501 c(3)	Steve Buser	steve.buser@lamar.edu	(409) 880-7639	P.O. Box 10008 Beaumont, TX 77710	http://setxP16.org
Metroplex	Southern Dallas County P-16 Council	The University of North Texas at Dallas	Dr. Jean Keller Gloria Bahamon	jean.keller@unt.edu; Gloria.bahamon@unt.edu	(940) 565-3427 (972)780-3639	1155 Union Circle #305250 Denton, TX 76203-5017	
Upper East	Texarkana P-16 Council	Texas A&M Texarkana	Maya Edwards	maya.edwards@tamut.edu	(903) 223.3039	PO Box 5518 Texarkana, TX 75505-5518	
Metroplex	The University of Texas at Arlington Metroplex P-16 Council*	The University of Texas at Arlington	Dr. Jeanne Gerlach Dr. Luis Rosado Dr. Carla Amaro-Jimenez	gerlach@uta.edu; rosado@uta.edu; amaro@uta.edu	(817) 272-2591	Box 19227 701 Planetarium Way, Hammond Hall 5th floor Arlington, TX 78019	
Upper East	Tyler Area P-16 Council	University of Texas at Tyler	Kristen Baldwin Dr. William Geiger Dr. Michael Odell	kbaldwin.tylerp16@gmail.com wgeiger@uttyler.edu modell@uttyler.edu	(903) 570-3171 (903) 566-7081 (903) 566-7149	3900 University Blvd Tyler, TX 75799	
Metroplex	University Crossroads P-16 Council (Dallas)	Dallas ISD	Dr. Liliana Valadez	lvaladez@dallasisd.org	(972) 925-5520	3700 Ross Avenue, Box 132 Dallas, TX 75204	
South	Upper Rio Grande Valley P-16 Council (Edinburg)*	The University of Texas-Pan American	Dr. Ana Maria Rodriguez Lisa Prieto Petra Lopez-Vaquera	anrodriguez@utpa.edu; lisaprieto@utpa.edu; lopezvaqp@utpa.edu	(956) 316-7919 (956) 381-2528 (956) 292-7530	1201 W. University Drive Edinburg, TX 78589	http://jp16.schoolwires.net
South	UTB/TSC Lower Rio Grande Valley P-16 Council (Brownsville)*	The University of Texas at Brownsville	Dr. Stephen Rosales	stephen.rosales@utb.edu	(956) 882-5730	College of Education 80 Fort Brown Brownsville, TX 78550	http://www.utb.edu/vpaa/coe/Pages/P16Projects.aspx

P-16 Regional Councils (40)

Region	P-16 Regional Councils	Institution/Organization	Lead Contact	E-mail Address	Phone	Address	Website
South	Uvalde-Middle Rio Grande Region P-16 Council	Sul Ross State University, Rio Grande College	Dr. Joel E. Vela	jvela@sulross.edu	(830) 279-3035	2623 Garner Field Road Uvalde, TX 78801	
Northwest	West Central Texas Rural P-16 Council (Cisco)	Cisco College	Amy Dodson	amy.codson@cjc.edu	(254) 442-5120	101 College Heights, Cisco, TX 76437	
West	West Texas P-16 Council (Odessa)*	The University of Texas of the Permian Basin	Jo Lynn Jones Dr. Roy Hurst	jones_j@utpb.edu hurst_r@utpb.edu	(432) 552-2183 (432) 552-2132	4901 E. University Odessa, TX 79762	www.texasp-16.com
Metroplex	Western Metroplex P-16 Council (Weatherford)*	Weatherford College	Kathy Bassham	kbassham@wc.edu	(817) 598-8214 (817) 598-8284	225 College Park Drive Weatherford, TX 76086	

BOLD	FY 2011 THECB funded P-16 Councils (18)
*	Recognized P-16 Councils in Texas Regional P-16 Councils Network

Appendix J
P-16 Individual Graduation Plan Research Study Consent Form

Note: This study is part of my requirements to complete the Master of Public Administration program at Texas State University and is being conducted by me as a student and not as a representative of any other entity or agency.

You are being asked to take part in a research study to develop an ideal P-16 Individual Graduation Plan (P-16 IGP) model. I am asking you to take part because you have been identified as a Central Texas developer, supporter, administrator, user or national expert on P-16 IGPs (*See P-16 IGP Potential Interviewees list below*). Due to the nature of this research study, I have submitted this interview request to more individuals than I can actually interview. As such, the first two respondents from each group that agree to the request and whose schedules can be accommodated will be interviewed. A notice will be sent to those that respond and are not selected for an interview. Please read this form carefully and ask any questions you may have before agreeing to take part in the study.

Background on P-16 IGPs: Many high school administrators, students and parents are familiar with four-year graduation plans that assist students in planning for the courses needed for graduation. Four-year graduation plans help students prepare for a desired college major or career field. In Texas, state policy makers have called for an educational plan that begins at an earlier stage of a student's educational path and extends beyond high school graduation. These plans aim to guide student achievement from prekindergarten through the end of the fourth year of undergraduate education, or "P-16." The name refers to the range of "grades" included, beginning with preschool and running through the postsecondary undergraduate years. P-16 plans, or P-16 Individual Graduation Plans (P-16 IGPs) as they are referred to in Texas, assist students in taking responsibility for their education through a process of personal assessment, educational planning, and goal setting to demonstrate academic proficiency and achievement. P-16 IGPs also allow educators and administrators to view progress and interests of individual students.

What the study is about: The purpose of this study is to solicit constructive feedback on the components and elements of a proposed preliminary P-16 IGP model in order to develop a revised and improved P-16 IGP model.

What I will ask you to do: If you agree to be in this study, I will conduct an in-person or telephone interview with you. The interview will include questions about what components or elements of the preliminary P-16 IGP model should be added or eliminated in order to create an ideal P-16 IGP model that assists students in completing a postsecondary certificate or degree. The preliminary P-16 IGP model will be provided to you by email prior to the interview. The interview will take about 30 minutes to complete.

Risks and benefits: I do not anticipate any risks to you participating in this study other than those encountered in day-to-day life. There are no benefits to you.

Compensation: None.

Your answers will be confidential. The records of this study will be kept private. In any sort of report I make public I will not include any information that will make it possible to identify you. Research records will be kept in a locked file; only the researchers will have access to the records.

Taking part is voluntary: Taking part in this study is completely voluntary. You may skip any questions that you do not want to answer. If you decide not to take part or to skip some of the questions, it will not affect your current or future relationship with Texas State University. If you decide to take part, you are free to withdraw at any time.

If you have questions: The researcher conducting this study is Angela de Leon. Please ask any questions you have now. If you have questions later, you may contact Angela at ad1347@txstate.edu, apenadeleon@gmail.com or at (512) 826-6270. If you have any questions or concerns regarding your rights as a subject in this study, you may contact the Institutional Review Board (IRB) at 607-255-5138 or access their website at http://www.irb.cornell.edu. You may also report your concerns or complaints anonymously through Ethicspoint (www.hotline.cornell.edu) or by calling toll free at 1-866-293-3077. Ethicspoint is an independent organization that serves as a liaison between the University and the person bringing the complaint so that anonymity can be ensured.
This form will be collected at the onset of the interview and you will be given a copy to keep for your records.

Statement of Consent: I have read the above information, and have received answers to any questions I asked. I consent to take part in the study.

Your Name (printed) _____

Your Signature _____ Date _____

Printed name of person obtaining consent _____ Date _____

Signature of person obtaining consent _____ Date _____

This project was approved by the IRB on March 1, 2011.

P-16 Individual Graduation Plan Potential Interviewees

Two representatives from each of the following groups will be interviewed for this study:

Developers
- Texas Education Agency (TEA), Texas P-16 Council Co-Chair
- Texas Higher Education Coordinating Board (THECB), Texas P-16 Council Co-Chair

Supporters
- P-16 Regional Councils in Central Texas
  - Bastrop P-16 Partnership
  - Blinn College P-16 Regional Council (Brenham)
  - Centroplex P-20 Regional Council (Killeen)
  - E3 Alliance [Education Equals Economics] (Austin)
  - San Marcos SOAR (Seeking Opportunities Achieving Results) P-16 Council

Administrators
- Texas Dropout Recovery Pilot Program Participants in Central Texas
  - American YouthWorks Charter School
  - Round Rock Independent School District (ISD)
  - Austin Can! Charter School
  - Del Valle ISD
  - Manor ISD

Users
- Texas State University Student Group
  - Undergraduate students over the age of 18 that participated in the Summer 2010 Study Abroad Program in Barcelona, Spain

Experts

- Center for Educational Policy Research; Eugene, Oregon
- Jobs for the Future; Boston, Massachusetts
- National Center for Educational Achievement; Austin, Texas
- The Education Trust; Washington, D.C.

Appendix K
Institutional Review Board Exemption

_____

From: AVPR IRB [ospirb@txstate.edu]
Sent: Tuesday, March 01, 2011 3:54 PM
To: De Leon, Angela P
Subject: Exemption Request EXP2011W7244 - Approval

DO NOT REPLY TO THIS MESSAGE. This email message is generated by the IRB online application program.

Based on the information in IRB Exemption Request EXP2011W7244 which you submitted on 02/15/11 19:23:45, your project is exempt from full or expedited review by the Texas State Institutional Review Board.

If you have questions, please submit an IRB Inquiry form:

http://www.txstate.edu/research/irb/irb_inquiry.html

Comments:
No comments.

===================================

Institutional Review Board
Office of Research Compliance
Texas State University-San Marcos
(ph) 512/245-2314 / (fax) 512/245-3847 / ospirb@txstate.edu / JCK 489
601 University Drive, San Marcos, TX 78666

Texas State University-San Marcos is a member of the Texas State University System

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Appendix L
P-16 IGP Interview Questions

1. Please review the categories (components) in the preliminary P-16 IGP model. Are all of the categories listed in the preliminary model relevant to a P-16 IGP?

2. Should any categories be added or eliminated? If so, what would you eliminate or add?

3. Should any categories or elements be added or eliminated based on a student's grade level? If so, what would you eliminate or add by grade level?

4. Please review the elements in each of the individual component categories. Should any elements be eliminated? If so, which one(s)?

5. Please review the elements in each of the individual component categories. Should any be added? If so, what?

P-16 IGP Categories

1. Plan Summary Component
2. Educational Progress Component
3. Student Profile Component
4. Personal Development Component
5. Academic Development Component
6. Career Development Component
7. Postsecondary Development Component
8. Monitoring and Intervention Component
9. Support (Parent/Guardian) Component
10. Portfolio Component

P-16 IGP Components and Elements

1. Plan Summary Component
    a. Student's name and grade level
    b. Plan revision date(s)
    c. Next meeting date(s)
    d. Advisor's contact information (name, email, phone)
    e. Student, support and advisor signatures

2. Educational Progress Component
    a. Current education institution and date enrolled
    b. Education history (elementary schools / other school attended, former advisor's names, etc. (if applicable))
    c. Retention history
    d. Future education plan (feeder elementary/middle/high school/postsecondary institution student will attend)
    e. A general outline (or specific, if developing the high school four-year plan) of courses and assessments required to complete each future level of education
    f. Expected high school graduation date
    g. Expected college graduation date

3. Student Profile Component
    a. Student personal and contact information (name, DOB, SSN, address, phone, email, etc.)
    b. Support (parent/guardian) contact information (name, place of employment, phone, etc.)
    c. Parent's educational level attainment
    d. Socioeconomic status
    e. Race, ethnicity, or culture
    f. Religion
    g. Primary/secondary language(s) of student and parent
    h. Special education diagnosis
    i. Gifted/talented identification
    j. Migrant status

4. Personal Development Component
    a. Personal goals (short and long-term)
    b. Plans and strategies to achieve goals and review progress toward goals
    c. Support network and resources to accomplish goals (assets/people students may turn to for help with accomplishing their goals)
    d. Likes/dislikes
    e. Interests/hobbies
    f. Strengths/weaknesses
    g. Personal history
    h. Dreams
    i. Fears
    j. School and community activities (clubs, organizations, sports)

k. Work experience (paid/unpaid)

l. Style and attitude inventories

5. Academic Development Component
    a. Academic goals (short and long-term)
    b. Plans and strategies to achieve goals and review progress toward goals
    c. Language development goals for students who are English language learners
    d. Academic preparation needed for career choice
    e. Likes/dislikes
    f. Interests
    g. Learning styles assessments
    h. Graduation/grade level advancement requirements (courses, credits, assessments)
    i. Grades/scores on required elements for grade level advancement

6. Career Development Component
    a. Career goals (short and long-term)
    b. Plans and strategies to achieve goals and review progress toward goals
    c. Level of education needed to achieve goals/career paths
    d. Likes/dislikes
    e. Interests
    f. Career assessments/aptitudes results
    g. Career exploration/occupation search results

7. Postsecondary Development Component
    a. Postsecondary goals (short and long-term)
    b. Plan and strategies to achieve goals and review progress toward goals
    c. College/major search results
    d. College entrance requirements
    e. Workforce/training options
    f. Financial aid/scholarship information

8. Monitoring and Intervention Component
    a. Personal support services/interventions
    b. Innovative methods to promote grade level advancement
    c. Intensive accelerated instruction for academic assessments
    d. Methods to prepare student to enter higher education prepared to succeed in entry-level courses
    e. Status of interventions

9. Parent / Guardian Component
    a. Parent's personal expectations/goals for student
    b. Parent's academic expectations/goals for student
    c. Parent's career expectations/goals for student
    d. Parent's postsecondary expectations/goals for student

10. Portfolio Component (Collection of Records That Provides Support Materials for Developing the Plan)
    a. Assessment records
    b. Completed sample job application
    c. Letters of recommendation
    d. List of references
    e. Pictures, videos
    f. Records of work experience
    g. Resume
    h. Sample of school work
    i. Special awards

Appendix M
Behavioral Contract Sample

DV

Student Behavioral Contract & Daily Progress Report

Student: _____

Date: _____

ID: _____

Teacher	Period	Course	Room	Academic Progress Daily Comment	Social Progress Daily Comment	Teacher Initial
	Start	Admin				
	1	Alg 1A				
	2	ELA B				
	3	Art 1A				
	Lunch					
	4	PE				
	5	W Geo B				
	6	Biology A				
	End					

Note: _____ will be monitored daily for academic and social progress. Please be detailed and brief and initial daily. _____ will remain after school from 4 – 8 pm Monday – Thursday to make up academic work missed or left incomplete due to lack of effort. Contracts must be picked up front desk daily, a check will be done for proper non-gang related dress. Contract must be signed at lunch by Administrator in cafeteria. Contract must be returned at end of day to front office. Contracts will be given to PO and be reviewed at 9:00 AM follow meeting with