



What is The Blueprint for Educational Change™?

The Blueprint for Educational Change is Central Texas' commitment to building the most successful educational pipeline in the country.

The community's promise is that all Central Texas children will start school ready to learn, have an equal opportunity to reach their academic potential and be fully prepared after high school graduation for college, career and lifelong success.

Why is The Blueprint for Educational Change needed?

The quality of our educational system improves every year, yet the competitive pressures of the global economy are intensifying, raising the bar ever higher. Central Texas must make sure that all of our students reach their highest potential to ensure our economic competitiveness and quality of life as a region.



The Blueprint:

1. is **data-driven** for positive change
 - ◆ Compiling never-before-available, objective longitudinal information and sharing it transparently enables communities and institutions to work together toward common goals.
2. is a **regional** strategy, which is the most effective platform for scalable change
 - ◆ A regional footprint is large enough to gain economies of scale and leverage strengths, but small enough to be entrepreneurial and engender understanding and will of the public.
 - ◆ A regional model can be intentionally replicated across the state and beyond, with versatility to allow for regional differences.
3. expects **alignment of resources and efforts from early childhood through workforce success**
 - ◆ The traditional vertical separation of various “levels” of education creates huge barriers for students – even those who are succeeding.
 - ◆ Localized structures tend to promote inefficient “not invented here” approaches to solving problems. Together, we can overcome institutional and policy barriers, and align our resources and practices to optimize educational outcomes.
4. capitalizes on regional precedents for effective **public-private partnership**
 - ◆ We can build on the national reputation our region has in public-private partnerships for other critical infrastructure issues that span artificial geographical boundaries.
 - ◆ Business and Industry has had great influence on public school



Because Graduates Are Made. Not Born.

GOAL #1

Why We Care:

- There are 130,528 children under the age of 5 in Central Texas - a 20% increase from 2000.¹ Texas has the fastest growing child population in the country, and the Central Texas child population is growing at twice the state rate.
- The low income student population is growing at twice the rate of overall Central Texas student population.²
- Areas with high concentration of low-income families lack accredited Early Childhood Education Centers (ECE Centers).³
- About 40% of Central Texas children enter Kindergarten with up to an 18-month delay in skills expected for their age.
- Every \$1.00 invested in quality early care and education saves taxpayers up to \$13.00 in future costs.⁴ Prevention is less costly than intervention.

Goal 1: All Children Enter Kindergarten School Ready

Blueprint Objectives:

70% of children enter Kindergarten school ready by 2015.

95% of children enter Kindergarten school ready by 2020.

Blueprint Indicators:

Central Texas Early Childhood Education Centers accredited through Rising Star or NAEYC in 2008⁵

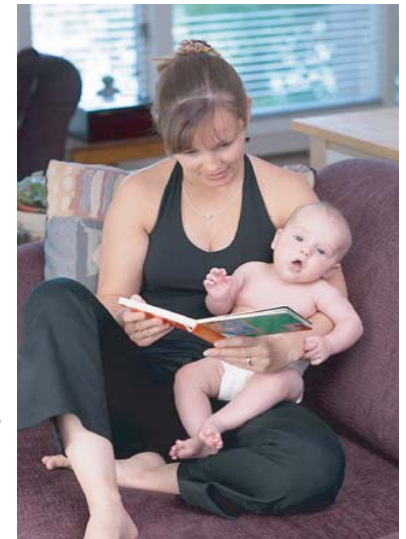
32% in Travis County
15% in surrounding counties
Central Texas Early Childhood Education Enrollment
7% of 3 and 4 year olds enrolled in HeadStart in 2008 ⁶
2,595 of eligible 4 year olds are NOT enrolled in public Pre-kindergarten in 2007-08 ⁷
83% 1st graders on grade level at the end of 1st grade (2007-08) ⁸

Indicators pending the implementation of the Central Texas School Readiness Standards in 2009-10:

% Early Children Education Centers adopting and using the Central Texas School Readiness Standards
% children entering Kindergarten school ready
% of same district public Pre-K children entering Kindergarten school ready

Action Strategies:

1. Work with United Way Capital Area Success by 6, Region XIII and other key regional organizations to define and adopt school-readiness standards and assessment strategies for the region.
 - a. Assessments will include a series of rubrics for child progress built upon the Central Texas School Readiness standards.
2. Create a school-readiness campaign promoting key child development milestones and achievements in support of Success by 6 “Ready Family” efforts and other Early Childhood Education initiatives.
 - a. Examples of promotion strategies include developing a “checklist” specific to our regional standards and expanding home visits to families in need.
3. Increase enrollment of both public and private Pre-K programs through regional promotional campaigns and support of state policy efforts to scale accessibility and quality.
4. As part of “Ready Community” efforts, develop an inventory of best practices in early childhood education programs and work to increase accreditation rate through Rising Star and NAEYC certifications.
 - a. Development will include national literature review of best practices, evaluation and program partnerships.



¹ http://www.kidscount.org/cgi-bin/click.cgi?action=rawdata_results&subset=TX, retrieved May 20, 2008

² Texas Education Agency Academic Excellence Indicator System (AEBIS) Reports, 2003 and 2007

³ E3 Alliance 2008 Central Texas Education Profile

⁴ MIT Study, Calman, Leslie and Linda Tarr-Whelan, Early Childhood Education for All: A Wise Investment, Legal Momentum, New York, NY, 2005.

⁵ NAEYC is the National Association for Education of Young Children. Data from Success by 6

⁶ Data from Success by 6

⁷ 2009 TEA ad hoc data request and Texas State Data Center and the Office of the State Demographer (2007)

⁸ 2008 TEA ad hoc data request of Accelerated Reading Instruction data

Goal 2: Central Texas Eliminates Achievement Gaps while Improving Overall Student Performance

Blueprint Objective:

By 2015, 60% of 8th graders across all subpopulations meet criteria or commended standards on state assessments.

Blueprint Indicators:

Central Texas Middle School Students ¹³

17% changed schools at least once in 2005-06
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3% were removed from school at least once due to discipline in 2005-06
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Central Texas 8th graders meeting criteria ("passed") on the 2007-08 state assessments (TAKS) ¹⁴

80% Mathematics

93% Reading

73% Science

Central Texas 8th graders with "commended" performance on 2007-08 state assessments (TAKS) ¹⁵

29% Mathematics

57% Reading

28% Science

Central Texas Middle School Teachers ¹⁶

77% were qualified (were certified and teaching in-field; 2006-2007)
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60% were experienced (≥ 3 years teaching experience; 2006-2007)

23% changed schools or left the profession (3 year average, 2004-07)
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Indicators pending further research by E3 Alliance:

Middle school attendance rate

% middle school students enrolled in extra-curricular activities
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% middle school students who failed either TAKS or class who are participating in a school intervention

% middle school students who failed both 4th and 5th grade Reading TAKS and then passed any TAKS in middle school

Action Strategies:

1. Align curriculum across grades for critical transition years: Kindergarten – 1st Grade, 5th grade – 6th grade, 8th grade- 9th grade and high school - college.
2. Develop ELL program standards across the region to create common interventions and content for this highly mobile population.
3. Create incentive programs for teacher assignment and outcomes to ensure an equitable distribution of experienced and high quality teachers in high needs schools.
4. Identify and promote specific best practices in key areas to increase student achievement for all student populations and for key transition years (5th-6th grade and 8th-9th grade).
5. Expand volunteer programs to increase recruitment; easily match individuals to volunteer opportunities and track volunteer activities to student outcomes.
6. Promote and advocate the Piercing the Cultural Bubble "Para Una Buena Vida" Campaign messages in schools and communities.



Goal #2

Why We Care:

- Each cohort year of high school dropouts costs Central Texas a minimum of \$425 million in lost earnings. ¹⁰
- Central Texas data show that TAKS passing rates of different subpopulations are relatively close in 3rd grade but widen by 5th grade. By 8th grade there are large disparities, with Black, Hispanic and Low Income students passing at rates 30-40 percentage points lower than white students. ¹¹
- Achievement in 8th grade (where gaps are huge) is highly predictive of ultimate educational attainment. A Hispanic Texan is four times less likely to have a high school diploma than a White Texan. ¹²
- In an extensive community dialogue process held in 2007 with over 600 participants across the region, 96% of participants reported that education achievement gaps are "a very important issue" to the entire community.

¹³ E3 Alliance 2008 Central Texas Education Profile

¹⁴ Ibid.

¹⁵ Ibid.

¹⁶ Texas Education Agency Academic Excellence Indicator System (AEIS) Reports, 2006-07

¹⁰ 2008 TEA ad hoc data request

¹¹ 2008 TEA ad hoc data request

¹² Dr. Ed Fuller, University of Texas - Austin



Goal #3 Why We Care:

- Jobs with the fastest growth rate in Central Texas require post-secondary degrees.¹
- The recent Silent Epidemic² study found that most dropouts don't leave because of academic reasons, but because they feel economic and social pressures or because they don't see classes as relevant to their future.
- Only about 43% of Central Texas graduates are shown to be "college ready" or able to take college entry courses without any developmental (remedial) work.³
- About half of Central Texas high school graduates go to Texas colleges in the year following high school graduation.⁴
- Only 43% of Central Texas students who attend Texas higher education get a degree or certificate within 6 years of starting college.⁵

Goal 3: Students Graduate College-and-Career Ready and Prepared for a Lifetime of Learning

Blueprint Objectives:

Central Texas graduation rates reach 95% or higher by 2015.
20,010 more students enroll in college by 2010. By 2015, the number of Central Texas students who are college-and-career ready has doubled.

Blueprint Indicators:

Source, unless otherwise noted: 2008 TEA ad hoc data requests

Central Texas 9th graders (2007-08)

23% took second year of high school mathematics, English language arts or social studies while in their first year of high school

10% repeated 9th grade after not accumulating enough high school credit in 2006-07
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Central Texas 12th graders (2007-08)

8% took dual credit courses or AP/IB courses or advanced CTE courses (2007-08)
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43% were "College Ready" (Fall 2007) ⁶

4-year outcomes for 2003-04 9th graders (expected to graduate in 2007)

77% On time graduation rate

12% earned a diploma on the Distinguished Academic Plan (DAP)

53% earned a diploma on the Recommended High School Plan (RHSP)

12% Earned a diploma on the Minimum Plan (MP)

11% 4 year dropout rate

Central Texas high school graduates

62% enrolled in a 2 or 4 year college, <i>anywhere in the nation</i> , in the fall after graduation ⁷
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27% who enrolled in a 2 or 4 year college <i>anywhere in Texas</i> , earned a degree or certificate in 6 years or less ⁸

Indicators pending further research by E3 Alliance:

% first-time 9th graders completing Algebra I in that school year

% non-first-time 9th graders who repeat 9th grade

% students who continue for a second year of college
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% high school graduates enrolling in college (2 or 4 year) anywhere in the nation, who earn a degree or certificate in 6 years or less
--

Action Strategies:

1. Refine and adopt college-and-career readiness standards for the Central Texas Community.
2. Align and expand programs to simplify high school to college transitions and develop stronger articulation with higher education and with career pathways in high demand in Central Texas.
3. Expand higher education capacity in Central Texas.
4. Develop and promote industry collaboration to provide career relevance to core subjects and to develop skills critical to success in both college and career.
5. Identify and promote business skills and high-need occupations to students while they are in secondary and higher education.
6. Review and systematize emerging best practices in high school redesign.



¹ E3 Alliance 2008 Central Texas Education Profile

² The Silent Epidemic: Perspectives of High School Dropouts, Bridgeland, DiLullo and Morison, in association with Peter D. Hart Research Associates, 2006.

³ E3 Alliance 2008 Central Texas Education Profile

⁴ Ibid.

⁵ Ibid.

⁶ Data from Greater Austin Chamber of Commerce

⁷ Class of 2007. Districts included: Austin, Del Valle, Earnes, Leander, Manor, Pflugerville, Round Rock and San Marcos ISDs. Data from the Central Texas Student Futures Project, Ray Marshall Center for the Study of Human Resources, The University of Texas at Austin. Data sources: National Student Clearinghouse, The University of Texas at Austin, University of North Texas. Provided on December 5, 2008

⁸ High school graduates of 1999, 2000, 2001 and their outcomes by 2005, 2006, 2007. 2008 THECB ad hoc data request.

Goal 4: Central Texas as a Community Prepares Children to Succeed

Blueprint Objective:

Community-based organizations, parents, local industry and education institutions work together to create successful conditions for learning and achievement.

Outcome Indicators:

Total funding from sources outside state and federal education funds for classroom and administration (e.g., grants and funds from corporations, non-profits, private foundations, and federal offices outside the Department of Education)
Ratio of registered school volunteers to total # of campuses
volunteer hours
students participating in youth support services and activities
% growth in parent engagement
Rate of community responsiveness to district request for support and participation
Efficiency in community/district resource use

Process Indicators:

Blueprint for Educational Change speeches made and # people in attendance
public showings of the Awareness video and # people in attendance
visitors per month and per year to the Blueprint website
people that signed up to a specific call to action on the Blueprint website
articles per year on the Blueprint in print media and in television and radio broadcasts
districts, businesses, foundations and non-profit organizations participating in Blueprint action strategies and related task forces
% increase in community awareness and action around the Blueprint for Educational Change annual survey in 2009

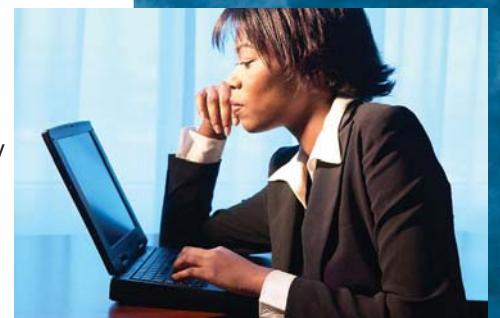
Proposed Action Strategies:

1. Launch major regional education “movement” leveraging campaign messaging around the theme **Graduates Are Made. Not Born.**
2. Provide outreach to recruit significantly higher numbers of community volunteers into schools as mentors, tutors and coaches (see Goal 2).
3. Identify and promote best practices in corporate citizenship in education including volunteerism, career awareness, industry skills alignment and financial support.
4. Assist school districts, higher education and communities in creating an integrated communication strategy and engagement plan.
5. Identify existing measures such as school climate surveys to determine the common factors already collected by districts (parent involvement, volunteer counts and hours).
6. Advance community action plans generated from the community Deliberative Dialogues process and expand the dialogues process to other parts of the Central Texas region.
7. Expand outreach to Spanish-speaking families through messaging and events that tie education to personal and community prosperity (**Para Una Buena Vida**)

Goal #4 Why We Care:

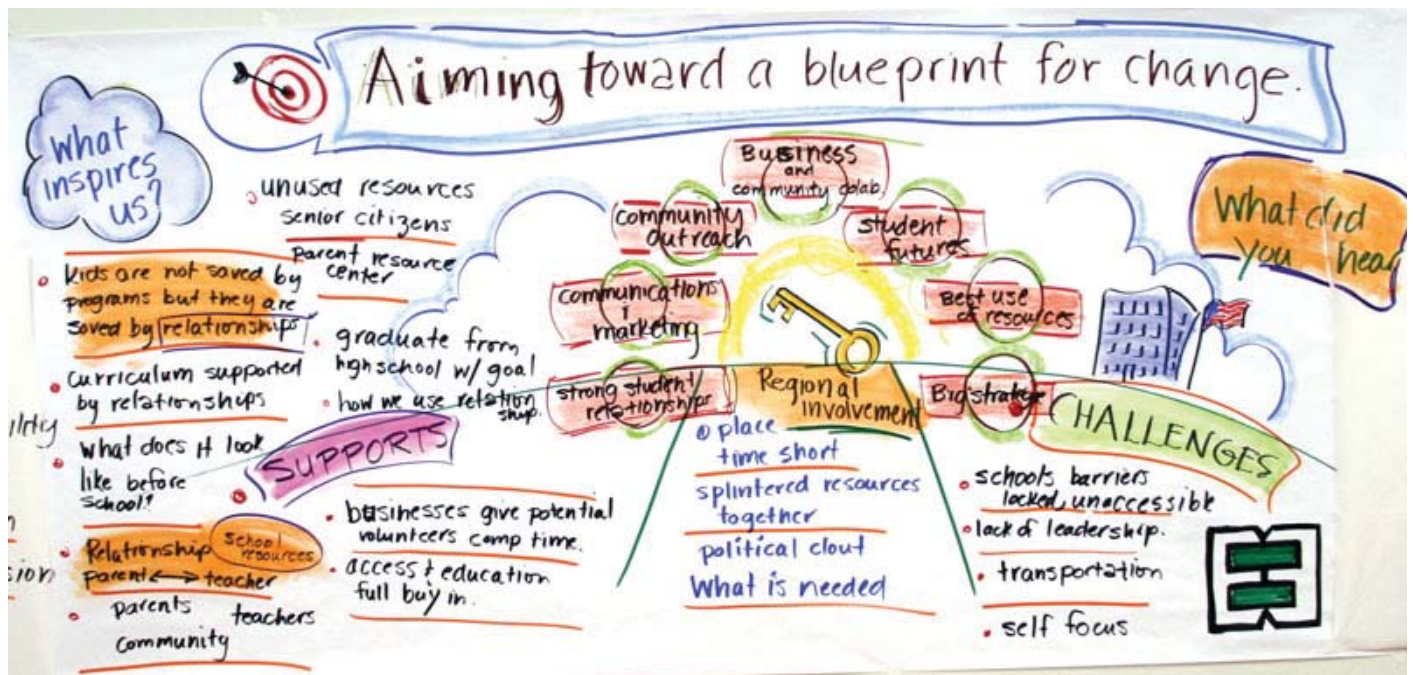
- Some studies have shown that over 50% of a student’s performance is driven by factors outside of schools.¹
- When communities work together in a supportive effort with their schools, rather than assuming that accountability is just for schools and teachers, students are much more successful.²
- A key conclusion of the 2007 Central Texas community deliberations including over 600 people:

Relationships between schools, parents and community entities are critical for success and need to be the center of any change effort, rather than on the margins. We also need more robust measures of parent and community involvement.



¹ Applying Organizational Research to Public School Reform: The Effects of Teacher Human and Social Capital on Student Performance. Frits Pli & Carrie Leana, University of Pittsburgh, September, 2007.

² Organized Communities, Strong Schools. Annenberg Institute for School Reform at Brown University, 2008.



Background

On January 23, 2008, over 150 regional leaders representing a cross-section of business, government, community and education came together at the Blueprint for Change – 2008 Leaders Summit to explore ways to set education priorities that will drive systemic change over the next decade in Central Texas. Why? In an increasingly globally competitive world where the strength of the U.S. is waning, our public education systems are not preparing us for a future of economic strength and prosperity. The assembled leaders reviewed ground-breaking research that has been undertaken by the E3 Alliance, as well as feedback gained from thousands of hours engaging Central Texas grass roots communities over the last year. Together, this research and the community's voice provided the input in prioritizing goals for a regional strategy to build the best educational pipeline in the country.

The leaders reviewed a continuum of eleven potential goals, and - using a process of voting, open dialogue and consensus - identified and prioritized four strategic goals as the basis for The Blueprint for Educational Change™. The Blueprint for Educational Change is the regional strategic plan that defines critical leverage points enabling systemic alignment of our education systems from early childhood to workforce prosperity. The Blueprint defines quantified objectives and action strategies for optimization of resources, needed policy changes, financial opportunities, and the alignment of practices and institutions. The Blueprint for Educational Change will provide a way for people at every level to connect into and engage in reaching higher education outcomes for Central Texas.

Today

In 2008, we had asked Central Texas, “Why do we need the Blueprint for Educational Change?” And the answer came resoundingly, “Because the future of our children and our community depends on strengthening regional education from early childhood through workforce success!”

In 2009, we ask, “Why NOT challenge the accepted practices to breakdown barriers and create opportunity for our children NOW. We can't wait because they can't wait.”