



**THE**  
**Blueprint**  
*for* **EDUCATIONAL CHANGE™**

Playbook 2008-09





**The Blueprint for Educational Change  
Team Leader Playbook**

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## Elevator Pitch

### The Blueprint for Educational Change

The Blueprint for Educational Change represents Central Texas' commitment to building the strongest educational pipeline in the country.

The Blueprint for Educational Change is *unprecedented*. It is *regional* in scope, based on *objective data* and spans the *continuum* from early childhood to workforce success.

#### Goal 1

I got involved with Goal 1 Champion Team because *the earliest years lay the foundation for success in education and life*. We have a lot of ground to cover, because *40 percent of incoming kindergarteners are 18 months behind*.

#### Goal 2

I got involved with the Goal 2 Action Team because *we're leaving too many of our students behind*. This action team focuses on closing achievement gaps between different demographic groups, which can be forty percentage points or more, and improving overall student achievement. *All our students need to reach their highest potential*, yet those who are struggling most today are by far the fastest growing student groups.

#### Goal 3

I got involved with the Goal 3 Action Team because *in order to have a world-class economy, we must have the best-prepared graduates*. Right now, fewer than half of Central Texas students are considered "college ready" upon graduation. About half of our graduates attend a Texas college the year after graduation, but fewer than half of those graduate within six years. *Too many students are ill prepared for work or life*.

#### Goal 4

I got involved with Goal 4, which calls for Central Texas to work together as a community to prepare children to succeed, because *when we don't work together to make education first, students lose*. Too often we get caught up in the blame game, where parents, schools and businesses point a finger at one another for not doing enough to help children. *We must all be accountable for our students and our future*.

## **The Blueprint for Educational Change™**

The Blueprint for Educational Change is Central Texas' commitment to build the most successful educational pipeline in the country. It is unprecedented because it is a comprehensive strategic plan that is regional in scope, based on objective data, and spans the entire continuum from early childhood to workforce success. The Blueprint is a living document backed by a coalition of community, business and education leaders, to align our work, our resources, our volunteers and our assets around the success of students. Four strategic goals have been identified as being crucial to making sure that all students reach their highest potential and in turn secure our economic competitiveness and quality of life.

### **Goal 1**

#### **All Children Enter Kindergarten School Ready**

Goal 1 reaches out to the youngest and fastest growing demographic – children under age five. Currently, about 40 percent of Central Texas children enter kindergarten with an 18-month delay in skills expected for their age. The problem is especially severe for low-income children, who are least likely to be in an accredited early childhood education program. Children who enter school behind are at the greatest risk of dropping out before completing high school.

### **Goal 2**

#### **Central Texas Eliminates Achievement Gaps while Improving Overall Student Performance**

Despite all that has been done, we are leaving too many of our students behind. There are still large gaps in academic achievement between different ethnic and economic groups. The largest gaps exist in areas that have tremendous impact on our future economy. First, ethnic minorities and low-income students lag far behind in math, which is fundamental to their ability to attend college and be prepared for the good jobs of the future. Second, English Language Learners are the fastest growing group in Central Texas, yet they struggle to keep up in all subjects. The Goal 2 Action Team will focus on identifying and promoting best practices and programs that improve education for all students by reducing the achievement gap in our schools and creating a culture of learning throughout the community.

### **Goal 3**

#### **Students Graduate College-and-Career Ready and Prepared for a Lifetime of Learning**

Goal 3 represents our commitment to develop graduates who are smart, versatile, and 21st century-ready. Only two-thirds of 9th graders currently graduate high school, and less than half of those who graduate are ready for college without remedial courses. We are working with secondary and higher education to develop college- and career-readiness standards to ensure that students gain the skills they need to succeed following high school graduation. We will work on several fronts – to increase overall graduation rates, to better prepare students for college or career, and to provide more and more relevant post-secondary options for graduates.

### **Goal 4**

#### **Central Texas as a Community Prepares Children to Succeed**

When we don't work together to improve our educational system, students lose. The reality is that life outside the classroom has a great impact on whether students succeed. Some studies estimate that more than 50 percent of a student's performance is driven by outside factors. Any effort to create systemic improvement in our schools must incorporate factors and players outside the classroom. *The Blueprint* is bringing together a diverse coalition of parents, businesses and community groups, working together, to support education inside and outside the classroom and create a culture of learning that raises the performance level of all students and strengthens the education system.

## Goal 1: All Children Enter Kindergarten School Ready

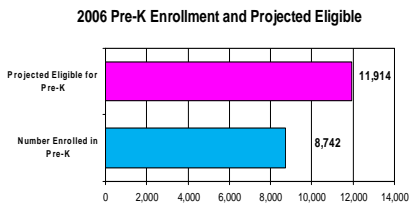
### Blueprint Objectives:

**70% of children enter Kindergarten school ready by 2015.  
95% of children enter Kindergarten school ready by 2020.**

### Low Income Kids Face Larger School Readiness Gap



### 3,000+ Eligible Central Texas Children Do Not Enroll in Public Pre-K



### Why We Care:

- There are 130,528 children under the age of 5 in Central Texas - a 20% increase from 2000.<sup>1</sup> Texas has the fastest growing child population in the country, and the Central Texas child population is growing at twice the state rate.<sup>2</sup>
- The low income student population is growing at twice the rate of overall Central Texas student population.<sup>3</sup>
- Areas with high concentration of low-income families lack accredited Early Childhood Education Centers (ECE Centers).<sup>4</sup>
- About 40% of children entering Kindergarten have up to an 18 month delay in skills expected for their age.<sup>5</sup>
- Every \$1.00 invested in quality early care and education saves taxpayers up to \$13.00 in future costs.<sup>6</sup> Prevention is less costly than intervention.

### Proposed 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.

### Indicators Behind our Objective:

% Rising Star and NAEYC accredited Early Childhood Education centers
% Early Childhood Education centers adopting and measuring school readiness outcomes
% 3 and 4 year-olds enrolled in Head Start (2005)
% Eligible 4 year-olds enrolled in public Pre-K (2006)
% Children entering Kindergarten school ready
% Children of same district public Pre-K entering Kindergarten school ready
% First graders on grade level in (a) Reading and (b) Math by the end of the school year

<sup>1</sup> [http://www.kidscount.org/cgi-bin/cliiks.cgi?action=rawdata\\_results&subset=TX](http://www.kidscount.org/cgi-bin/cliiks.cgi?action=rawdata_results&subset=TX) retrieved May 20, 2008

<sup>2</sup> <http://txsdc.utsa.edu/tpepp/2006projections>, retrieved May 3, 2008

<sup>3</sup> Texas Education Agency Academic Excellence Indicator System (AEIS) Reports, 2003 and 2007

<sup>4</sup> <http://www.cares.missouri.edu/> and Sustainability Indicators Project

<sup>5</sup> National Institute for Early Education Research (2004). Preschool Policy Matters. Rutgers, NJ: The Authors..

<sup>6</sup> MIT Study 2005: Calman, Leslie and Linda Tarr-Whelan. 2005 Early Childhood Education for All: A Wise Investment. Legal Momentum; New York, NY.

### What Role Do Champion Leaders Play?

1. Review, revise, prioritize and sequence and undertake or expand the proposed Action Strategies, using the Champion team, staff and other partners. Strategies undertaken at any time should *balance* work by community and education partners.
2. Review goal indicators and baselines to develop and appropriately revise targets, working together with institutions that can best influence those targets.
3. As part of a speakers' bureau, disseminate Goal 1 priorities and strategies to the wider community using consistent communication and messaging provided. Act as "thought leaders" for this goal.
4. Align and leverage public and private resources to meet this goal, bringing appropriate partners to the table from throughout the community.
5. As required, assist in raising funds for new activities defined under this Goal.

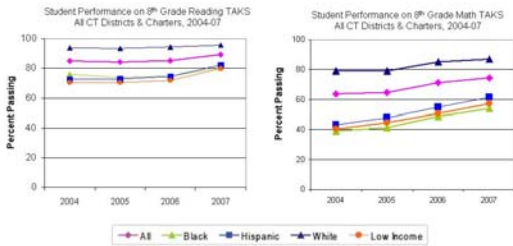
2. Create a promotional school-readiness campaign focusing on key child development milestones and achievements in support of Success by 6 "Ready Family" efforts and other Early Childhood Education initiatives.
  - a. Examples of promotion strategies include developing a "checklist" specific to our regional 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.

### Accomplishments to Date:

- Indicators and sources have been vetted, tested and are currently being baselined.
- A School Readiness Taskforce led by Success by 6, Region XIII ESC and San Marcos CISD has been established consisting of Pre-K representatives from ten partner districts, early childhood and academic experts charged with [defining a common standard](#) and developing assessment tools for *measuring readiness for school children entering kindergarten*. The Taskforce has put together a five-day series of working sessions where experts from across the region will be distilling state Pre-K Guidelines into a regional school readiness standard with instructional and assessment strategies for teachers.
- A Summit planned for March 2009 will bring all the identified competencies together and introduce them to the larger community. Based on the newly defined standards, the Taskforce will also develop a School Readiness "Checklist" that describes how parents can guide young children to be ready for school.
- As a result of the October 2007 San Marcos community dialogues and P-16 strategic planning, Success by 6 will be expanding to San Marcos.
- Through the *Para Una Buena Vida* campaign, a pilot has commenced in Austin ISD to train Spanish-speaking mothers to be Education *Promotoras* – trainers to other mothers who speak Spanish at home on what to do to effectively engage their children to be school ready.

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

### Improvement in 8<sup>th</sup> Grade Reading and Math, but Math Gaps Remain Large



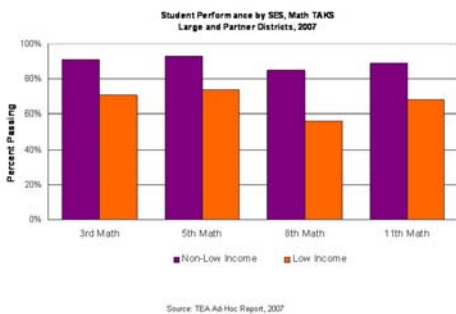
### Blueprint Objectives:

By 2015, 8<sup>th</sup> graders across all subpopulations achieve 20% higher outcomes, respectively, on state assessments in meeting both passing and commended performance.

### Why We Care:

- Each cohort year of high school dropouts costs Central Texas a minimum of **\$425 million** in lost earnings.<sup>7</sup>
- Central Texas data show that TAKS passing rates of different subpopulations are relatively close in 3<sup>rd</sup> grade but widen by 5<sup>th</sup> grade. By 8<sup>th</sup> grade there are large disparities, with Black, Hispanic and Low Income students passing at rates 30-40 percentage points lower than white students.<sup>8</sup>
- Achievement in 8<sup>th</sup> 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.<sup>9</sup>
- 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.

### Achievement Gap for Low Income Students is Larger on Math TAKS



### Indicators Behind our Objective:

Middle school student attendance rates	% Middle school students who failed both 4 <sup>th</sup> and 5 <sup>th</sup> grade Reading TAKS and then passed any TAKS
Middle school student mobility rates	% middle school students who failed either TAKS or class who are participating in a school intervention
Middle school student disciplinary rates	Qualified teachers (certified and teaching in field) at middle schools
% middle school students enrolled in extra-curricular activities	Experienced teachers ( ≥ 3 years) at middle schools
% 8 <sup>th</sup> graders meeting criteria on state assessments (TAKS)	Middle school teacher mobility rates (2004-2007)
% 8 <sup>th</sup> graders achieving commended on any state assessment (TAKS)	

<sup>7</sup> Using \$260,000 in missed wages per dropout, from Rouse, C.E. (2006). “Labor market consequences of an inadequate education.” Paper prepared for the symposium on the Social Costs of Inadequate Education, Teachers College Columbia University, October 2005.

<sup>8</sup> E<sup>3</sup> Alliance 2008 Central Texas Education Profile.

<sup>9</sup> Ibid.

### What Role Do Champion Leaders Play?

1. Review, revise, prioritize and sequence and undertake or expand the proposed Action Strategies, using the Champion team, staff and other partners. Strategies undertaken at any time should *balance* work by community and education partners.
2. Review goal indicators and baselines to develop and appropriately revise targets, working together with institutions that can best influence those targets.
3. As part of a speakers' bureau, disseminate Goal 2 priorities and strategies to the wider community using consistent communication and messaging provided. Act as "thought leaders" for this goal.
4. Align and leverage public and private resources to meet this goal, bringing appropriate partners to the table from throughout the community.
5. As required, assist in raising funds for new activities defined under this Goal.

### Proposed Action Strategies:

1. Align curriculum across grades for critical transition years: Kindergarten – 1<sup>st</sup> Grade, 5<sup>th</sup> grade – 6<sup>th</sup> grade, 8<sup>th</sup> grade- 9<sup>th</sup> 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 best practice interventions to increase student achievement for specific student sub-populations and for key transition years.
5. Expand volunteer programs to increase recruitment; easily match individuals to volunteer opportunities and track volunteer activities to student outcomes.
6. Support and promote programs that foster a youth culture of learning.
7. Promote and advocate the **Piercing the Cultural Bubble** "*Para Una Buena Vida*" Campaign messages in schools.

### Accomplishments to Date:

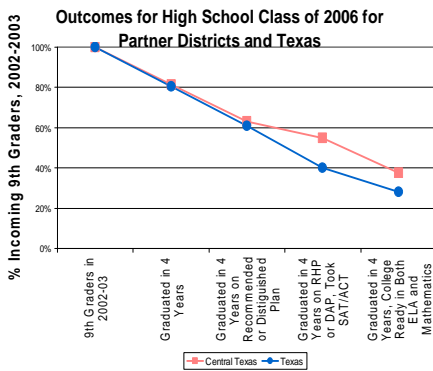
- Indicators and sources have been vetted, tested and are currently being baselined.
  - Aligned with this goal, United Way Capital Area's Education Leadership Council recently adopted a strategy to significantly increase the number of middle school mentors, tutors and coaches with the goal of attracting hundreds of new volunteers within the next year.
  - Deliberative dialogues focusing on achievement gaps were held in fall 2007 with over 600 people in six communities across the region; action plans for each community were formed.
- In an effort to promote and advocate **Piercing the Cultural Bubble**:
    - *Feria Para Aprender*: Annual education fair tying education to prosperity, targeting Spanish-speaking families: 3<sup>rd</sup> Feria scheduled February 7, 2009
    - *Para Una Buena Vida* campaign is meant to persuade families to keep their children in school. The message focuses on earning power, and targets those who struggle to link education to prosperity. Three key messages:
      - a. Graduate high school to earn \$1 million more over your lifetime.
      - b. Complete a college degree to earn another million over your lifetime.
      - c. Speak two languages and enjoy more opportunity and higher salary.

### 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.

#### The Pipeline for College Readiness Narrows from 9<sup>th</sup> Grade On



Source: TEA AEIS Reports, 2007

CR 9.08

#### Why We Care:

- Jobs with the fastest growth rate in Central Texas require post-secondary degrees.<sup>10</sup>
- The recent *Silent Epidemic*<sup>11</sup> 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.<sup>12</sup>
- About half of Central Texas high school graduates go to Texas colleges in the year following high school graduation.<sup>13</sup>
- Only 43% of Central Texas students who attend Texas higher education get a degree or certificate within 6 years of starting college.<sup>14</sup>

#### Indicators Behind our Objective:

% First-time 9 <sup>th</sup> graders completing Algebra I in that school year	Drop out rate (4-yr cumulative)
% First-time 9 <sup>th</sup> graders taking Geometry	% College ready graduates
% First-time 9 <sup>th</sup> graders who repeat 9 <sup>th</sup> grade	% Students graduating on minimum high school plan (MHP)
% Non-first-time 9 <sup>th</sup> graders who repeat 9 <sup>th</sup> grade	% Seniors who did not graduate on-time who graduate in 5 <sup>th</sup> year (or later) of high school
% Students who drop out in 9 <sup>th</sup> grade	% High school graduates enrolling in college in the fall after graduation (full-time or part-time)
% Students who have taken dual enrollment course(s), have taken AP/IB course(s), or have taken upper level CTE course(s)	% High school graduates enrolling in college in the fall after graduation who complete higher education ≤ 6 years of graduating high school
On-time graduation rate (4-yr cumulative)	% Students who persist after first year of college

<sup>10</sup> E<sup>3</sup> Alliance 2008 Central Texas Education Profile.

<sup>11</sup> The Silent Epidemic: Perspectives of High School Dropouts, Bridgeland, DiLulio and Morison, in association with Peter D. Hart Research Associates, 2006.

<sup>12</sup> E3 Alliance 2008 Central Texas Education Profile.

<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

### What Role Do Champion Leaders Play?

6. Review, revise, prioritize and sequence and undertake or expand the proposed Action Strategies, using the Champion team, staff and other partners. Strategies undertaken at any time should *balance* work by community and education partners.
7. Review goal indicators and baselines to develop and appropriately revise targets, working together with institutions that can best influence those targets.
8. As part of a speakers' bureau, disseminate Goal 3 priorities and strategies to the wider community using consistent communication and messaging provided. Act as "thought leaders" for this goal.
9. Align and leverage public and private resources to meet this goal, bringing appropriate partners to the table from throughout the community.
10. As required, assist in raising funds for new activities defined under this Goal.

### Proposed 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.

### Accomplishments to Date:

- Indicators and sources have been vetted, tested and are currently being baselined.
- For the first time in the history of the state, three colleges (Texas State University, Austin Community College and Texas Tech) are offering articulated college credit for students in qualifying high school engineering programs across ten Central Texas districts. This will help to provide students pathways to high paying jobs and helps fulfill our second highest-demand profession in the region.
- The focus in nursing has been to identify mechanisms in building capacity in higher education programs and offering scholarships to local nursing students.
- A College Access Task Force has been established to bring together Central Texas programs and non-profit organizations that provide college access support services. By mapping the landscape of college access services, regional programs can work toward aligning efforts and building partnerships that can increase overall access to higher education for a broader range of students.
- E3 Alliance coordinated significant regional input to the state in expanding the newly drafted state College-Readiness Standards.



## What Role Do Champion Leaders Play?

1. Review, revise, prioritize and sequence and undertake or expand the proposed Action Strategies, using the Champion team, staff and other partners. Strategies undertaken at any time should *balance* work by community and education partners.
2. Review goal indicators and baselines to develop and appropriately revise targets, working together with institutions that can best influence those targets.
3. As part of a speakers' bureau, disseminate Goal 4 priorities and strategies to the wider community using consistent communication and messaging provided. Act as "thought leaders" for this goal.
4. Align and leverage public and private resources to meet this goal, bringing appropriate partners to the table from throughout the community.
5. As required, assist in raising funds for new activities defined under this Goal.

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*).

## Accomplishments to Date:

- National research into appropriate community involvement indicators has started (working with AISD ACCESS grant).
- Through an extensive community generative process this spring with Success by 6, APIE, and many other education "players," we have generated campaign messaging around the theme: **Graduates Are Made. Not born.** The Mitchell Group Consulting team is working with us on marketing communications for this and the Blueprint.
- Using the Kettering Foundation engagement model, we have held intense, structured community dialogues with over 600 people across the region, and have received very positive feedback and action. We are continuing our 2<sup>nd</sup> year of Deliberative Dialogues, launching in communities across the region this fall.
- Strong Spanish Language outreach has been undertaken, especially in Austin:
  - *Feria Para Aprender*: Annual education fair tying education to prosperity, targeting Spanish-speaking families: 3<sup>rd</sup> Feria scheduled February 7, 2009
  - *Para Una Buena Vida* campaign is meant to persuade families to keep their children in school. The message focuses on earning power, and targets those who struggle to link education to prosperity. Three key messages:
    - a. Graduate high school to earn \$1 million more over your lifetime.
    - b. Complete a college degree to earn another million over your lifetime.
    - c. Speak two languages and enjoy more opportunity and higher salary.

## General Talking Points

- **The Blueprint for Educational Change** is *unprecedented*. It is regional in scope, based on objective data and spans the continuum from early childhood to workforce success.
- It's the community's strategic plan, created by a coalition of community, business and education leaders, to align our work, our resources, our volunteers and our assets as a region.
- No region in the state of Texas has ever had an actionable Blueprint like this to guide change in education.
- It is a work in progress – teams are hard at work on the nitty-gritty business of championing change in our education system by:
  - *articulating* the need and the common priorities
  - *aligning* and leveraging public and private resources
  - *accelerating* progress in student and community outcomes
- Our schools are *not* failing – in fact, more student groups are performing better on almost any outcome measure we can look at.
- The world is changing around us. The good jobs that used to go to those who had just a high school diploma – or not even a diploma – are rapidly going away. In fact, 90% of the fastest growing jobs across the country require not just a high school diploma, but also some post-secondary education.
- And at the same time, our population is changing. The proportion of students who traditionally have seen the least success in schools is growing rapidly. In fact, our economically disadvantaged students are growing at twice the rate of the overall student population, and English Language Learners are growing at three times the rate!
- Overall, *far too few* of our students are graduating high school, going into college or getting any post-secondary degree to meet the needs of Central Texas in a competitive economy.

## Goal 1 Talking Points

### The Goal 1 Action Team will serve as a focal point to:

- 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.
- Create a promotional school readiness campaign focusing on key child development milestones and achievements in support of Success by 6 “Ready Family” efforts and other Early Childhood Education initiatives.
- 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.

- Students who have the greatest risk of not getting a high school diploma and post-secondary education are those who are already behind when they enter school. That is why Goal 1 is to make sure children are ready for school when they enter kindergarten.
- Today it is difficult to measure the true need or effective strategies because there is no standard for measuring Kindergarten readiness. We can’t wait for the state. The Blueprint has brought together districts, experts and community groups to define and adopt school-readiness standards for Central Texas.
- The Blueprint goal is to have 70% of Central Texas children enter Kindergarten school ready by 2015 and 95% of children enter Kindergarten school ready by 2020. *This would be a huge leap forward because we believe about 40% of Central Texas children currently enter kindergarten with an 18-month delay in skills expected for their age.*
- There are 130,528 children under the age of five in Central Texas - a 20% increase from 2000. 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; English Language Learners at three times that rate.
- Areas with a high concentration of low-income families lack accredited Early Childhood Education Centers where children learn school readiness skills.
- The social emotional development of children directly impacts their ability to learn. As a result, TEA and our local task force are prioritizing this area as it connects to the larger conversation of community and family commitment to children.
- Working together collaboratively can truly make a difference. A coalition of partners led by Success by 6 has been able to increase the number of accredited early childhood education centers in Travis County from 14% to 32% in just two years!
- Every \$1 invested in quality early care and education saves taxpayers \$13 to \$17 in future costs. *Prevention is far less costly than intervention.*
  - 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.

**The Goal 2 Action Team will serve as a focal point to:**

- Align curriculum across grades for critical transition years: Kindergarten – 1<sup>st</sup> Grade, 5<sup>th</sup> grade – 6<sup>th</sup> grade, 8<sup>th</sup> grade - 9<sup>th</sup> grade and high school - college.
- Develop ELL program standards across the region to create common interventions and content for this highly mobile population.
- Create incentive programs for teacher assignment and outcomes to ensure an equitable distribution of experienced and high quality teachers in high needs schools.
- Identify and promote best practice interventions to increase student achievement for specific student sub-populations and for key transition years.
- Expand volunteer programs to increase recruitment, easily match individuals to volunteer opportunities and track volunteer activities to student outcomes.
- Support and promote programs that foster a youth culture of learning.
- Promote and advocate the Piercing the Cultural Bubble “*Para Una Buena Vida*” Campaign messages in schools.

## Goal 2 Talking Points

- Our schools are improving, but there are still *significant achievement gaps* between different ethnic and economic groups.
- Many gaps are closing, but the pattern is not consistent across all schools and districts.
- The gaps often grow rather than shrink in higher grades, but then close because those students who were struggling drop out!
- Math is a special concern. Overall, students perform less well in math and science than in language arts. For some ethnic and economic groups, the math achievement gap is large and growing.
- Without a solid foundation in math, students are less likely to go to college. Yet about 90 percent of the fastest growing jobs require some college, and two-thirds of new job types created in the next decade will require at least a bachelor’s degree.
- Another special concern is English Language Learners, or ELLs, who are the fastest growing demographic in Central Texas. The number of ELL students is growing three times as fast as the student population in general. ELL performance is improving, but they still rank below their peers in all subjects and categories. ELLs can represent a huge opportunity for our region: if we “get it right” and produce large numbers of well-educated bilingual workers, our region could have an incredible competitive advantage.
- Some districts are new to working with ELLs, while others have extensive experience. There is no consensus among districts about the best approach, so students who change schools or districts in Central Texas may also bounce from one educational approach to another.

**The Goal 3 Action team will serve as a focal point to:**

- Refine and adopt college-and-career readiness standards.
- 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.
- Expand higher education capacity in Central Texas.
- Develop and promote industry collaboration to provide career relevance to core subjects and to develop skills critical to success in both college and career.
- Identify and promote business skills and high-need occupations to students while they are in secondary and higher education.
- Review and systematize emerging best practices in high school redesign.

**Goal 3 Talking Points**

- Our goal is for Central Texas graduation rates to reach 95% or higher by 2015 and to double the number of students who are college-and-career ready. In the short term, we will work to see that an additional 20,010 students enroll in college by 2010.
- Today only about 2/3 of our 9th graders graduate high school.
- Of those who graduate, only about 43% are considered to be “college ready” or able to take college credit courses without any remedial work.
- About half of Central Texas high school graduates go to Texas colleges in the year following high school graduation, but fewer than half of them earn a degree or certificate within six years of starting college.
- The fastest-growing jobs in Central Texas require post-secondary education.
- Currently, less than 8% of degrees going to our ‘natural workforce’ map to industries we are targeting for the regional economy.

### The Goal 4 Action Team will serve as a focal point to:

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

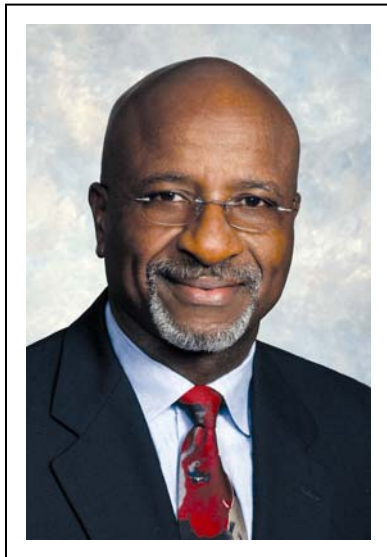
### Goal 4 Talking Points

- Some studies have shown that more than 50% of a student’s performance is driven by factors outside of schools.
- Students are much more successful when communities work together to support schools rather than leaving the whole job to teachers and administrators.
- Central Texans who participated in a series of community dialogues in 2007 spoke loud and clear when they said that relationships between schools, parents, and community group entities must be *at the center* of any change effort, not on the margins. We also need more robust measures of parent and community involvement.
- Many groups are involved in supporting Central Texas schools, but there has never been an integrated strategy to identify and share best practices so that *all* schools and districts benefit. Many of our small towns and outlying regions have none of the “infrastructure” for community support that urban areas do.

## Opportunities for Engaging Discussion

- Be available as part of a speaker's bureau for speeches, presentations and interviews as requested by the Champion Team.
- Notify the Champion Team Coordinator about opportunities to present The Blueprint case to business, civic or community groups. Ask groups you are involved in to invite Blueprint leaders to discuss The Blueprint for Educational Change and the importance of school-readiness.
- Publicize The Blueprint-sponsored events, opinion editorials and media coverage to individuals in your business, civic and community circles.
- Maintain consistent communication with team members, and encourage them to keep their wider networks informed about the team's work.
- Create opportunities to discuss the importance of school-readiness (or a topic specific to the team leader's goal) in the context of Central Texas' economic future.
- Ask for one-on-one time with influential decision makers to brief them on the importance of school-readiness (or a topic specific to the team leader's goal) and how they can contribute.
- Share success stories.
- Develop and practice a brief "elevator pitch" you can present whenever an acquaintance asks you about your involvement with The Blueprint for Educational Change.

## Goal 1 Team Captains



### **Sam Bryant**

*President, Bryant Wealth Investment Group*

Sam Bryant is president of Bryant Wealth Investment Group, a financial service firm allied with Maxwell, Locke and Ritter's Wealth Management Group. He formerly led Applied Materials Austin as Site Director, Director of Global Community Affairs North America and Director of Human Resources.

Mr. Bryant is active in organizations that support education at every level. He is a member of United Way Capital Area Board of Directors and leads United Way's Success By 6, an initiative that creates opportunities for all children to develop active learning skills by age six. He is also a member of the Board of Regents of Texas Southern University, where he employs his knowledge of asset management and financial planning on behalf of the University's endowment.

Mr. Bryant also serves in leadership roles in education programs with Austin Independent School District, Austin Area Research Organization and Mt. Sinai Christian Academy. His service also includes board memberships to The Boys and Girls Club of the Capital Area, The Austin Community Foundation and Communities in Schools Advisory Board.



### **Ellen Balthazar**

*Executive Director, Any Baby Can Child & Family Resource Center*

Ellen Balthazar joined Any Baby Can in 2005 following a 25-year career in corporate marketing and community volunteerism. Any Baby Can is a \$5.6 million per year agency whose staff of ninety serves the Austin area's youngest, sickest and poorest children. As executive director, Ms. Balthazar guides program implementation, resource development, public relations and overall goals and objectives.

Prior to Any Baby Can, Ms. Balthazar was a marketing consultant representing clients such as McDonald's, Hunt-Wesson, Taco Bell, Frito-Lay and Pizza Hut, as well as a marketing executive for PepsiCo, Frito-Lay and Procter & Gamble. In the corporate world, she was involved in new product development, facilitation of focus groups, trade promotion, positioning and name development, competitive analysis and consumer research.

She has been a member of the Eanes Independent School District Board of Trustees since 2001 and recently completed a term as chair of the Basic Needs Coalition, a collaboration of forty service providers dedicated to improving community systems for housing stability and food security.

## Goal 2 Team Captains



### **Arnold Garcia, Jr.**

*Editorial Page Editor, Austin American Statesman*

Arnold Garcia, Jr., is the Editorial Page Editor of the Austin American-Statesman. A native of San Angelo, Garcia began his newspaper career in October 1968 as a general assignments reporter for the San Angelo Standard-Times. Drafted in 1969, he served two years in the U.S. Army. He returned from active duty and resumed his career at the Standard-Times where he remained until coming to the American-Statesman as a courthouse reporter in March of 1974.

While at the Statesman, Garcia has been assigned to a variety of reporting and editing duties. He has covered state agencies, the prison system and the Austin school district as a reporter. He was appointed assistant city editor in 1977 and has also been assignments editor and metro editor (responsible for the design and content of the local section). Immediately before becoming editorial page editor in 1991, he wrote a column on local politics.

Garcia, 56, holds a bachelor's degree in history and government from Angelo State University and did graduate work in government at the University of Texas. In 2002, he served as a Pulitzer Prize juror and chaired a Pulitzer Prize jury in 2003. He is a member of the Board of Directors of the Greater Austin Crime Commission and a Trustee of the Headliners Foundation. He is a past member of the Board of Directors of the Headliners Club, and has served on the boards of the Crime Prevention Institute, Celebrate Texas and First Tee of Greater Austin.



### **Vicki Baldwin**

*Former Principal, Garza High School*

Vicki Baldwin recently retired from the Austin Independent School District after forty-one distinguished years in public education.

Known for her visionary approach to middle level education when principal of Fulmore Middle School, she was named Principal in Residence in 1995-96, to serve the U.S. Secretary of Education, Richard Riley, in the Clinton Administration. In 1997, Ms. Baldwin was asked by AISD to design and create an academic school of choice for juniors and seniors, which "removed the traditional barriers". This school is the internationally, nationally and state recognized Gonzalo Garza High School. Garza utilizes a culmination of years of best practice, and Ms. Baldwin's vision to always do what is in the best interest of students-exhibit a passion and belief that all students can be successful.

Ms. Baldwin holds a Bachelors of Science in Elementary Education and Special Education from the University of Texas at Austin and a Masters in Secondary Education from Stephen F. Austin State University. She began her career as a Special Education Teacher.

### Goal 3 Team Captains



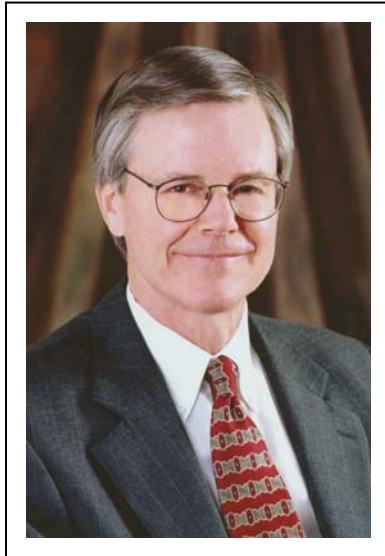
#### Eliseo Elizondo

*Global Commodity Manager, Freescale Semiconductor*

Eliseo Elizondo began his college career at St. Edward's University through the College Assistance Migrant Program (CAMP), which provides educational opportunities for children of migrant and seasonal farm workers. Mr. Elizondo earned a BS in 1987 and an MBA in 1995. He has held executive positions at several Austin technology firms and currently serves as Chemical Gas Commodity Manager for Freescale Semiconductor.

His college experience focused his attention on the need to encourage, support and provide opportunities for *all* children to succeed in school and career. He has been an active supporter of St. Edward's and the CAMP program and was honored with an Alumni Achievement Award in 2006.

Mr. Elizondo also serves on the East Williamson County Higher Education advisory council. His other community activities include the American Diabetes Association Tour de Cure bike ride, which has raised nearly \$200,000 to fight diabetes since he became event chair.



#### Ed Sharpe

*Vice Chancellor for Educational System Alignment, UT Austin  
Higher Education Chair, AARO*

Associated with The University of Texas for more than 30 years, Dr. Ed Sharpe is a faculty member in the Department of Educational Administration; Chairman of The U. T. Elementary School Management Board; and Senior Advisor to the Provost. He previously served in administrative positions including The U.T. System Executive Vice Chancellor for Academic Affairs, The U.T. Austin Vice President for Administration and Interim President of The University of Texas of the Permian Basin.

Dr. Sharpe's current community involvement includes service as Chairman of the Higher Education Committee of the Austin Area Research Organization and membership on the boards of the Texas Business and Education Coalition, E3 Alliance (Education Equals Economics) in Central Texas, Leadership Austin, Austin Public Education Foundation and Inroads Central Texas. He is also on the advisory boards of the Neighborhood Longhorns Program and KIPP Austin College Prep, as well serving as a senior advisor to the University Council for Educational Administration.

Dr. Sharpe holds a B.A. with Honors in Economics, a Masters in Business Administration and a Ph.D. in Higher Education Administration from The University of Texas at Austin.

**Goal 4 Team Captains****John Sharp**

*Principal, Ryan and Company*

John Sharp has a long history of public service to the State of Texas and a well-documented dedication to improving the educational system. He currently serves as principal at Ryan & Company, a Dallas-based tax consulting firm, and chairs the Texas Tax Reform Commission as an appointee of Governor Rick Perry.

Mr. Sharp's political career began when he was a student at Texas A&M University where he was elected class president and then student body president. He later earned a Master's Degree in Public Administration from Texas State University while working full time at the Legislative Budget Board in Austin.

Mr. Sharp has served in the Texas House of Representatives, Texas Senate and as a member of the Texas Railroad Commission. In 1990, he was elected Comptroller of Public Accounts; during his eight-year tenure he initiated innovative programs like the Texas Performance Review, the Texas School Performance Review, the Texas Tomorrow Fund and the Lone Star Card.

**Carlos Salinas**

*Operations Section Manager, State Farm*

Carlos Salinas has enjoyed a long career with State Farm Insurance Companies and currently serves as Operations Section Manager of the Homeowner Division headquartered in Round Rock. He previously worked for State Farm in Michigan and Illinois.

Mr. Salinas has lived in Round Rock since 1994 and has held leadership positions in numerous community and civic organizations, including the El Amistad Club of Round Rock, Williamson County Habitat for Humanity and Round Rock Health Clinic. His long involvement with education includes service to the Literacy Council of Williamson County and the Round Rock ISD Citizens Bond Committee.

Mr. Salinas is a native of Weslaco, Texas, and holds a bachelor's degree in Accounting from Western Michigan University.

### **What role does the E<sup>3</sup> Alliance play?**

The E<sup>3</sup> Alliance is a regional collaborative dedicated to developing an objective data map to better align educational systems and practices to drive higher outcomes for students and ensure a more efficient allocation of resources to increase our competitiveness as a region.

Founded in 2006 through a partnership of the Austin Area Research Organization, The University of Texas at Austin and Austin Community College District; the E<sup>3</sup> Alliance acts as a catalyst for change and is the P-16 Council for the Central Texas region.

The E<sup>3</sup> Alliance and its member organizations spearheaded the development of The Blueprint for Educational Change and will lead the Champion Teams across the community in the ongoing effort toward the achievement of its goals.





## **IDENTITY STANDARDS MANUAL**

December 2008

**The Blueprint for Educational Change™** is the Central Texas community's effort to build the most successful educational pipeline in the country to ensure our competitiveness and quality of life as a region.

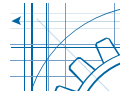
We are committed to having a consistent visual identity system that reinforces our organization's position, as correct use of the identity elements enhances the organization's image and strengthens our message.

Your cooperation is appreciated to ensure the successful implementation of the identity system. This Identity Standards Manual has been created to assist you in that endeavor. It contains design and layout rules, usage guidelines and examples as to how best to uphold the brand standards in all aspects of corporate and marketing communications.



**Using the logo**

The logo shown at left is the official logo for The Blueprint for Educational Change™. It is comprised of the blueprint mark



and the logotype:



These two elements combine to form the signature logo and should never be shown separately.

The trademark symbol™ should always be used.

The colors and the proportions of the logo should not be altered. Any deviation from the signature logo can undermine the valued corporate identity and risk its trademark application. Examples of such alterations are demonstrated here.



The blueprint mark should not appear on the right side of the logotype.



The logo should not be screened.



The logo should not be tilted or rotated.

**Using the logo** – *continued*



The colors of the mark and logotype should not be modified from the standard.



Additional art, marks, drop shadows or borders should not be attached to the logo.



The type should not be altered.



The standard background for the logo is white. The logo should not be used on a colored or patterned background.



Because the logo should never be placed on a Background color, reversing any part of the logo to white is not recommended.



The logo should not be distorted. If resizing is needed, proportions should remain intact.

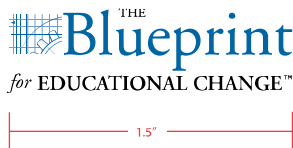
### Area of Isolation

Allow a generous blank margin (area of isolation) around the logo. Keep it away from objects, text and the trim edge of a printed piece. The preferred area of isolation is 3/8" (.375 inch).



### Minimum Size

The logo should not be reproduced smaller than 1.5" in width, the suggested minimum. The logo should always appear legible.



### Logo and Tagline Usage

The approved corporate tagline is:  
Because Graduates Are Made. Not Born.



When using the tagline in conjunction with the logo, the line must be centered with the logo, but never flush right, left or justified.

Minimum point size for the tagline is 7pt and therefore extends 3/16" on either side of the minimum size logo.



Font for the tagline is Arial Bold.  
The tagline should never be used without the logo.



When using the 2-color logo (Pantone 301, black), the tagline should be 301 blue.



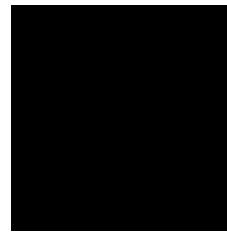


### Color Palette

The approved identity colors are:



Pantone 301



Black



CMYK = 100C  
45M  
15K



RGB = 100G  
165B



The use of the logo in one, solid color (either all blue or all black) is approved.





## Typography

The use of a consistent typeface across all communication vehicles is also part of the identity system and helps define the look and feel of The Blueprint for Educational Change™ brand.

The approved typefaces for marketing, advertising and internal use are Arial and Franklin Gothic.

Both fonts provide a range of weights that offer a variety for multiple type needs, from easy-to-read body text to bold headlines.

### Arial Regular

*Arial Italic*

### Arial Bold

***Arial Bold Italic***

### Franklin Gothic Book

### Franklin Gothic Medium

### Franklin Gothic Heavy

These typefaces are approved for headlines and body text only, not the tagline, which should always be displayed in Arial Bold.

When using the term The Blueprint for Educational Change™ in body copy, the trademark symbol™ should always be used. Print-quality, low-resolution and Web-quality versions of the approved logo are available on The Blueprint for Educational Change™ website:

[www.theblueprintforeducationalchange.org](http://www.theblueprintforeducationalchange.org)

### Contact

For more information about **The Blueprint for Educational Change™** contact:

**Amanda Teske**

Champions Coordinator

**E<sup>3</sup> Alliance**

[ateske@e3alliance.org](mailto:ateske@e3alliance.org)

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