

2011

## What is the Blueprint for Educational Change™?

The Blueprint for Educational Change™ is Central Texas' strategic plan to build the strongest 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?

Education outcomes for most students on most measures are improving, yet the competitive pressures of the global economy are intensifying, raising the bar ever higher. We are losing ground.

Central Texas must have all of our students reach their highest potential to ensure our economic competitiveness and quality of life as a region.



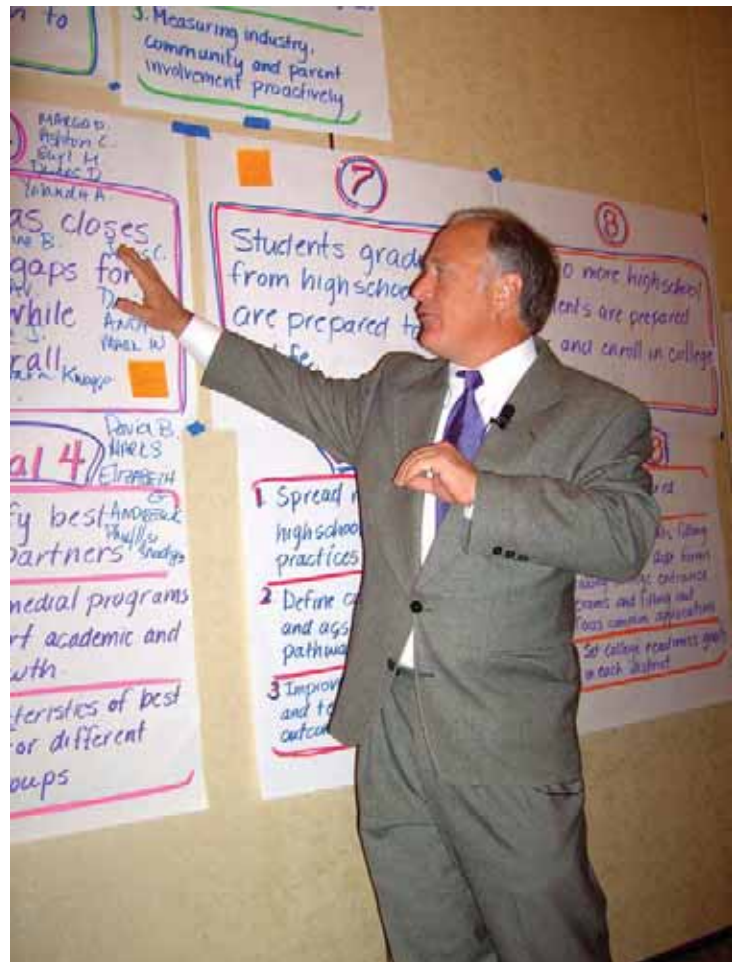


## Background

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 to 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 undertaken by the E<sup>3</sup> Alliance, as well as feedback gained from thousands of hours engaging Central Texas communities. Together, this research and the community's voice provided the input in prioritizing goals for a regional strategic plan to build the strongest 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™. Working with over 50 community organizations and educational institutions, through literally thousands of hours of review and vetting facilitated by E<sup>3</sup> Alliance, the initial plan was fleshed out.

The Blueprint for Educational Change is the regional strategic plan that defines critical leverage points for 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.



2011

# School Readiness

THE **Blueprint**  
for EDUCATIONAL CHANGE™

## Goal: All Children Enter Kindergarten School Ready

### Objectives:

70% of children enter Kindergarten school ready by 2015.

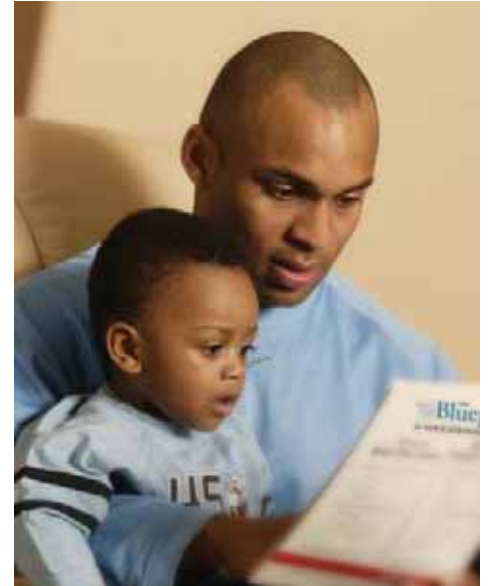
95% of children enter Kindergarten school ready by 2020.

### Why We Care:

More than half of the achievement gap between poor and non-poor children is already present in Kindergarten. By supporting school readiness in the earliest years, the community can save money on expensive interventions, while insuring more children are prepared to be college and career ready.

- Texas has the fastest growing child population in the country<sup>1</sup>, and the Central Texas child population (0-5) is growing at twice the state rate<sup>2</sup>.
- The Central Texas economically disadvantaged student population is also growing 2 times the state rate<sup>3</sup> and Central Texas will soon have a majority economically disadvantaged student population.
- Children who are not ready for Kindergarten are at high risk of staying behind. The costs include higher rates grade retention, intervention, remediation and special education<sup>4</sup>.
- Every \$1.00 invested in quality early care and education saves taxpayers up to \$13.00 in future costs.<sup>5</sup>

Prevention is less costly than intervention.



### Action Strategies:

#### Action Strategy 1:

Build the capacity of the informal systems (e.g. not licensed childcare or district programs) to enable more infants and toddlers to thrive

#### Action Strategy 2:

Expand capacity for high quality center-based care to enable more infants, toddlers, and pre-schoolers to thrive

#### Action Strategy 3:

Promote access and quality in public and private pre-K programs

#### Action Strategy 4:

Define and promote appropriate school-readiness standards to assess and support the school readiness of our children

Graduates Are Made,  
Not Born.

## Indicators:

Early Childhood Programs participating in Quality Improvement and Accreditation programs	2008	2009	2010	Progress to 70%
Licensed Child Care in Travis County <sup>6</sup>	39%	42%	52%	●
Licensed Child Care in CTX Region <sup>7</sup>	NA	NA	44%	NA
Public Pre-K Campuses in CTX Region <sup>8</sup>	NA	NA	67%	NA
Eligible 4 year olds enrolled in Public Pre-K <sup>9</sup>	2008	2009	2010	to 70%
CTX Region	NA	NA	69%	NA
Children Entering Kindergarten School Ready <sup>10</sup>	2008	2009	2010	to 70%
Overall	NA	NA	52%	NA
Social Emotional	NA	NA	62%	NA
Language and Communication	NA	NA	48%	NA
Emerging Literacy	NA	NA	64%	NA
Mathematics	NA	NA	63%	NA

# School Readiness

## Accomplishments to date:

- Experts from across the region distilled state readiness guidelines into a regional school readiness standard with instructional and assessment strategies for teachers called the Central Texas Guide to School Readiness (CT SR).
- In 2009, the CT SR was piloted by 212 pre- and 35 kindergarten teachers in the Central Texas Region. Teachers received training in instructional practices and rubrics at a regional level to support school readiness.
- In 2010, Region III began piloting a CT SR online tool to be used as part of their School Readiness Collaborative. All pre- teachers in the School Readiness Collaborative were trained and mentored in the Central Texas Guide to School Readiness Assessment and guidelines.
- An additional 10 kindergarten Teachers received training in assessing their incoming students based on the CT SR, and 59 completed the kindergarten Readiness Study, the first ever comprehensive multidimensional study of student readiness for kindergarten in the state. This study will become the baseline for tracking progress in Central Texas.
- Based on the newly defined standards, the Taskforce developed a School Readiness "Parent Guide" that describes how parents can guide young children to be ready for school. Over 200 parent support specialists, kindergarten Teachers, and pre- Teachers have attended training sessions on using parent guides to assist families in preparing their children for school.



About the Indicators: The baseline data will include some variations in academic calendar years. For further details about specific calculations please see [www.theblueprintforeducationalchange.org/build/media/2011/bfec/faq/technical\\_notes.pdf](http://www.theblueprintforeducationalchange.org/build/media/2011/bfec/faq/technical_notes.pdf).

- 1 Akerman, T. March 4, 2004 Texas outpacing rest of U.S. in child population growth, Houston Chronicle, accessed online: <http://www.chron.com/dispatch/story/mpl/metro/mpl/2441518.html>, accessed: Feb. 7, 2011.
- 2 Texas State Data Center and Office of the State Demographer using 2009, 1999 data for Travis, Tarrant, Bastrop, Williamson, Caldwell Counties.
- 3 Data compiled from 1999 and 2009 AIES Reports for Travis, Tarrant, Bastrop, Williamson, and Caldwell Counties.
- 4 Bruner, C., Floyd S. and Copeman A. January 2005 Seven Things Policy Makers Need to Know about School Readiness, available online: <http://www.finebynine.org/uploaded/file/7%20Things.pdf>, Accessed: Jan. 24, 2011.
- 5 Calman, L. and Tarr-Whelan, L. 2005. Early Childhood Education for All: A Wise Investment. Legal Momentum New York, N.Y. 2005. Data from Success by Design Report to the Community, Early Childhood Education centers with a full license, serving children under 5 that are accredited through Rising Star, NAEYC, NAFCC, NAC, TSR serving 5% or more children on child care subsidy.
- 6 Data compiled by E3 Using Department of Family and Protective Services Child Care Licensing data with Children in Care reports from Workforce Solutions Rural Capital Area and Workforce Solutions Capital Area. Early Childhood Education centers with a full license, serving children under 5 that are accredited through Rising Star, NAEYC, NAFCC, NAC, TSR serving 5% or more children on child care subsidy. Caldwell, Bastrop, Tarrant, Travis, and Williamson Counties.
- 7 Data compiled by E3 using TEA AEIS data, TRS Certification, Region III SRC participation, and participation in CT SR. Data is based on campuses with pre-K enrollment in the 2009-2010 school year in Caldwell, Bastrop, Tarrant, Travis, and Williamson Counties.
- 8 Data compiled by E3 using TEA data. Numerator includes students enrolled in kindergarten 2009-2010 in a school district in the E3 region, who were either a) economically disadvantaged or b) limited English proficient and who either a) attended in that district the prior year 2008-2009 or b) was not enrolled anywhere in the state the prior year. Numerator includes students in the denominator who attended in that district.
- 9 Data gathered as part of the 2009 and 2010 kindergarten Readiness Study conducted by the E3 Alliance.

2011

# Eliminate Achievement Gaps

THE **Blueprint**  
for EDUCATIONAL CHANGE™

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

### Objectives:

By 2015, each student subpopulation will have increased its performance on state assessments by 60% from its performance in 2007.

By 2015, at least 80% of all 8th graders in every subpopulation meet criteria for passing on state assessments in Reading, Mathematics, Science and Social Studies.

**Please note: The current objectives use outcomes from the Texas Assessment of Knowledge and Skills (TAKS). Since TAKS will be replaced by the State of Texas Assessment of Academic Readiness (STAAR) in 2011-12, there is a collaborative process underway to re-align the objectives for the Blueprint for Education Change by February 2012**

### Why We Care:

Achievement gaps between different ethnic and income groups exist in the early grades and get much worse as students proceed through middle school and high school. Furthermore, there are gaps in many different kinds of student outcomes—achievement, grade promotion, discipline and so on.

- From 5th grade to 6th grade, the percentage of Central Texas middle school students who receive formal disciplinary actions tripled, and ethnic minorities are greatly over-represented in this group.<sup>1</sup>
- In 2007-08, 1 out of every 7 Hispanic first-time 9th graders did not go to 10th grade at the end of their first year, compared to 1 in 8 Black first-time 9th graders and 1 in 22 White students.<sup>2</sup>
- Gaps in 8th grade student achievement between low income and non-low income students are staggering, with an 18 percentage point difference in Mathematics (76% passing rate for low income students versus 94% for non-low income students) and a 33 percentage point difference in Science (58% versus 88%).<sup>3</sup>

Moreover, gaps in 8th grade achievement directly contribute to differences in achievement for 11th grade, high school graduation, and even college enrollment.<sup>4</sup>



### Action Strategies:

#### Action Strategy 1:

Identify and share models of getting high quality instruction in high needs schools

#### Action Strategy 2:

Create and promote a regional model for successful student transitions across school levels

#### Action Strategy 3:

Identify and promote programs and instruction that help ensure at-risk students acquire proficiency in academic English language skills

#### Action Strategy 4:

Identify vision-impaired low-income students and provide eyeglasses to low-income students who need them

**Indicators:**

Student Passing Rates <sup>5</sup>	2008	2009	2010	≥80% ?	Progress To 60% Gain
<b>Black 8<sup>th</sup> Grade Students</b>					
Mathematics	69%	71%	77%	●	●
Reading	93%	93%	92%	●	●
Science	53%	58%	66%	●	●
<b>Hispanic 8<sup>th</sup> Grade Students</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>≥80%</b>	<b>60% Gain?</b>
Mathematics	77%	80%	82%	●	●
Reading	93%	93%	91%	●	●
Science	56%	62%	68%	●	●
<b>White 8<sup>th</sup> Grade Students</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>≥80%</b>	<b>60% Gain?</b>
Mathematics	93%	95%	95%	●	●
Reading	99%	99%	98%	●	●
Science	86%	89%	92%	●	●
<b>Low Income 8<sup>th</sup> Grade Students</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>≥80%</b>	<b>60% Gain?</b>
Mathematics	73%	76%	79%	●	●
Reading	92%	92%	90%	●	●
Science	52%	59%	66%	●	●
<b>Measures for High Needs Campuses<sup>6</sup></b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>Trend</b>	
% high needs campuses with high student growth in Mathematics	**	**	45%	NA	
% high needs campuses with high student growth in Reading and English Language Arts	**	**	35%	NA	
<b>Measures for Transition Years – Middle Schools<sup>6</sup></b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>Trend</b>	
% campuses with high student growth in 6 <sup>th</sup> grade Reading	**	**	60%	NA	
% campuses with high student growth in 6 <sup>th</sup> grade Mathematics	**	**	61%	NA	
Middle school attendance rate	**	**	**	**	
Ratio of disciplinary actions in 6 <sup>th</sup> grade versus disciplinary actions in 5 <sup>th</sup> grade	**	**	**	**	
<b>Measures for Transition Years – High Schools<sup>6</sup></b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>Trend</b>	
% campuses with high student growth in 9 <sup>th</sup> grade Reading	**	**	57%	NA	
% campuses with high student growth in 9 <sup>th</sup> grade Mathematics	**	**	46%	NA	
% first-time 9 <sup>th</sup> graders that are promoted on time to 10 <sup>th</sup> grade	X	90%	92%	●	

**Accomplishments to Date:**

- Developed and launched **RAISE<sup>UP</sup> Texas**: Research-validated Approach to Instruction for Secondary Excellence, the first-of-its-kind collaborative effort among Central Texas schools districts, Region III, E3 Alliance, and university research centers that will transform how middle school students learn and meet high standards for college- and career-readiness in eight demonstration middle schools across six Central Texas school districts.
- Held the 2010 Teacher Effectiveness Symposium bringing together regional leaders of districts and schools of education with national and state experts to share and prioritize strategies to get an effective teacher in every classroom in Central Texas.
- Assist districts in developing multiple measures of effective teaching as a first step towards targeting efforts to improve classroom teaching and ensuring an effective teacher in every classroom.
- Analyzed increased student learning from year to year for all Central Texas schools and districts with graphic representations that enable district and community leaders to better identify schools that are better at “growing” their students.
- In collaboration with CommuniCard, LLC and the Essilor Foundation, promote vision screening and pilot eyeglass distribution to low-income students throughout the five counties of Central Texas.

About the Indicators: The baseline data will include some variations in academic calendar years. For further details about specific calculations please see [www.theblueprintforeducationalchange.org/buildmedia/2011/bfecfaqtechnicalnotes.pdf](http://www.theblueprintforeducationalchange.org/buildmedia/2011/bfecfaqtechnicalnotes.pdf).

1 Smith, E. 2009. Longitudinal Analysis of a Central Texas Cohort of Students: Demographics, Program Participation and Test Performance, 2002-03 to 2007-08. Austin, TX: E3 Alliance.  
 2 E3 Alliance analysis of data from the Education Research Center at the Texas Schools Project, University of Texas at Dallas.  
 3 E3 Alliance analysis of publicly available data from the Texas Education Agency.  
 4 Fuller, E. 2010. Does the 8th Grade Really Make or Break? Presentation made on March 24, 2010, Austin, Texas: E3 Alliance Food for Thought. See also, Atanda, R. 1999. Gatekeeper Courses Expand Educational Options? Washington, DC: National Center for Educational Statistics. See also: E3 Alliance. 2010. Central Texas Education Profile. Austin, TX: E3 Alliance. pp. 4-74.  
 5 E3 Alliance analysis of data provided by Dr. Ed Fuller, University of Texas.  
 6 E3 Alliance analysis of data from the Education Research Center at the Texas Schools Project, University of Texas at Dallas. Data will be available in April 2011.



**Graduates Are Made, Not Born.**

2011



## High School & Career/College Success

THE **Blueprint**  
for EDUCATIONAL CHANGE™

**Goal: Students Graduate College and Career Ready and Prepared for a Competitive Earning**

### Objectives:

By 2015, Central Texas graduation rates reach 95% or higher

By 2015, the number of Central Texas students who are college and career ready has doubled

### Why We Care:

The turn of the 21st Century is more than a decade behind us, and economist predictions of an increasingly complex, global, high tech world seem mild when set against the realities of mismatched needs and skills experienced by American industry and workers in the last few years. These experiences underscore the importance of creating an educated and versatile workforce to maintain regional economic strength and global competitiveness. Here in Central Texas:

- Conservative estimates show that each cohort of drop outs costs the region over \$430 million dollars over the course of their lives.
- By 2018, 2 out of 3 American jobs will require at least some postsecondary education.<sup>1</sup>
- By current college-ready standards, fewer than half of Central Texas High School Graduates are prepared for postsecondary education.
- Within 6 years following high school graduation, fewer than 25% of Central Texas high school graduates earn a certificate, Associate's or Bachelor's degree.<sup>2</sup>



### Action Strategies:

#### Action Strategy 1:

Review, share and support evidence-based practices in high school reform

#### Action Strategy 2:

Align & expand programs to simplify transitions to higher education and work and that increase course articulations

#### Action Strategy 3:

Collaborate with industry to build on cross-disciplinary skills defined in the Texas College and Career Readiness Standards and strengthen programs in career awareness, professional skills and work-based learning

#### Action Strategy 4:

Promote best practices that help students succeed after high school

Indicators:

	Baseline	2011	≥95% Grad	Double CCR
First-Time 9 <sup>th</sup> Graders Repeating 9 <sup>th</sup> Grade	10%	8%	●	●
12 <sup>th</sup> Graders Who Took Dual Credit, AP/IB or Tech Prep Courses	43%	**	NA	NA
Drop Out Rate (4-year Cumulative)	8%	9%	●	●
On-Time Graduation Rate (4-year Cumulative)	82%	81%	●	●
Minimum High School Plan	12%	10%	●	●
Recommended High School Plan	53%	57%	●	●
Distinguished Achievement Plan	12%	14%	●	●
5-Year Completion Rate (4-Year + 5-Year Cumulative)	NEW	**	NA	NA
College-Ready Graduates	43%	51%	●	●
Workforce-Ready Graduates	NEW	-	NA	NA
High School Graduates Enrolling in College <sup>3</sup>	62%	61%	●	●
College Freshmen Persisting to Sophomore Year <sup>3</sup>	NEW	81%	NA	NA
High School Graduates earning a Degree or Certificate from 2 or 4-year Colleges in Texas <sup>3</sup>	22%	**	NA	NA

Accomplishments to Date:

- Working with a regional collaborative of districts, community organizations and colleges, more than doubled the regional pipeline of middle and high school engineering students to 3500 students.
- Reduced the state's first academic credit articulations in engineering programs that helped Texas State University Ingram School of Engineering increase its applicant pool by three fold.
- Partnered with Austin Human Resources Management Association to conduct a survey of Central Texas industry to determine the most highly valued entry-level worker skills.
- Facilitated the Austin College Access Network (ACAN) : a collaborative of community based organizations and higher education institutions dedicated to improving first generation student college participation and success. ACAN accomplishments include: Countdown to College Summer Bridge program, regional forum on Student Persistence in Higher Education hosted through TRU, creation and dissemination of College Guide to Advising Immigrant Students.
- Currently working through ACAN to develop regional strategies to improve college student persistence in Central Texas higher education institutions.



Graduates Are Made, Not Born.

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

About the Indicators: The baseline data will include some variations in academic calendar years. For further details about specific calculations please see [www.theblueprintforeducationalchange.org/build-media/2011/bfec-faq-technical-notes.pdf](http://www.theblueprintforeducationalchange.org/build-media/2011/bfec-faq-technical-notes.pdf).

1 Carnevale, A., Smith, N., Strohl, J. 2010 Help Wanted: Projections of Jobs and Education Requirements through 2018. Center on Education and the Workforce: Georgetown University. p.7  
 2 E3 Analysis of 2011 Council Data for high school graduates in 2000, 2001, and 2002.  
 3 See Technical Notes at [www.theblueprintforeducationalchange.org/build-media/2011/bfec-faq-technical-notes.pdf](http://www.theblueprintforeducationalchange.org/build-media/2011/bfec-faq-technical-notes.pdf)  
 4 These data derive from the Central Texas Student Futures Project of the Ray Marshall Center for the Study of Human Resources, and tracks enrollment across the nation and includes ONLY a subset of Central Texas school districts. Data will be available in April 2011

2011



## Community Accountability

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

Objective: By 2015, there is a culture of shared accountability for student success in our region:

- Enough community members are aware of and act upon a sense of responsibility for outcomes beyond their neighborhood schools to create a “tipping point” in collective behavior
- The number of established partnerships between public, nonprofit, and for profit institutions has doubled
- Formal and informal communities are connected beyond their natural boundaries of issue or geography



## Why We Care:

- Some studies have shown that over 50% of a student’s performance is driven by factors outside of schools.
- Students are more successful when communities work together in a supportive effort with their schools, rather than assuming that accountability is just for schools and teachers.
- A key conclusion of the Central Texas community deliberations including over 1000 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

## Action Strategy:

Accelerate the education movement to create community accountability for our students’ success in Central Texas:

- Outreach to recruit significantly higher numbers of community volunteers into schools as mentors, tutors and coaches
- Advance Deliberative Dialogues action plans; expand the dialogues process to other parts of the Central Texas region
- Expand outreach to targeted populations through campaigns, messaging and special events (Ex. Para Una Buena Vida; Graduates Are Made. Not Born; Generation TX; Clear Channel Radio Campaign)
- Launch the Community Groups Engagement Task Force to interactively align goals and objectives of established organizations with the Blueprint

**Indicators:**

	2010	2011
<b>Outcome Indicators:</b>		
<i>Being Developed</i>		
<b>Process Indicators:</b>		
# Blueprint for Educational Change speeches made and # people in Attendance (cumulative)	80 3200	170 5800
# visitors per year to the Blueprint website	1794	2123
# people that signed up to a specific call to action on the Blueprint website	TBD	103
# stories per year on the Blueprint in print media and in television and radio broadcasts	9	14
# districts, businesses, foundations and non-profit organizations participating in Blueprint action strategies and related task forces	104	127
% increase in community awareness and action around the Blueprint for Educational Change annual survey	TBD	NA

**Accomplishments to Date:**

- E3 Alliance staff and community members of the Speakers Bureau have together reached out to almost 1000 Central Texans about the power of the Blueprint.
- Working with Clear Channel Radio Austin, produced a series of Public Service Announcements to address impact of education using statistics and findings. Leveraged recognized spokespersons and regional artists targeted to audiences of five radio stations.
- Clear Channel also incorporated on their website "calls to action" tied to Blueprint goals and district-specific needs.
- Kicked off the Generation T movement using a grant from the Texas Higher Education Coordinating Board in the San Marcos area. Generation T provides strong images and video, posters, and other collateral that demonstrates success for 1st time college goers.
- Held multi-night deliberative dialogues with over 1000 participants in nine communities across the region, bringing together diverse viewpoints to a plan for educational change. Another round of dialogues using mixed media to provoke vigorous discussion in the planning stage.



**Because Graduates Are Made, Not Born.**

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

# The Blueprint:

## 1. data-driven and focused on positive change

- Compiling never-before-available, objective longitudinal information and sharing it transparently enables communities and institutions to work together toward common goals.

## 2. a regional strategy - 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. aligns institutions and practices from early childhood to 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.

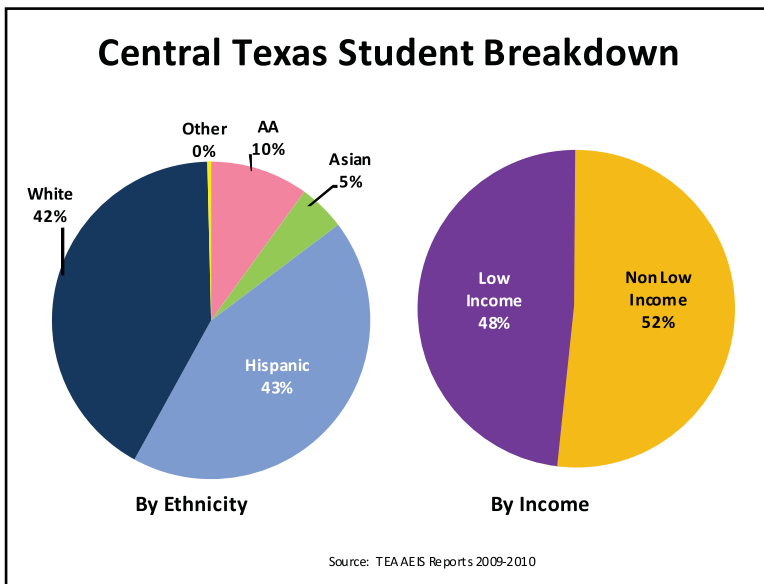
## 4. capitalizes on regional precedents for effective public-private partnership

- 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 community influence and support are required to build the public will for change in education systems.



## Central Texas Students: Who Are We?

Over the past ten years, Central Texas has changed dramatically. The secret about what a great place this is to live is out and we have experienced tremendous growth across every county throughout the region. We are proud of such growth, because it speaks to a strong and diverse business environment and a high quality of life. But with this tremendous growth, our schools have struggled to keep pace with not only the ever-growing numbers of children, but with the changes to the student population that require different support structures for students and teachers alike.



A snapshot of demographic changes to our student population over the last ten years shows us that:

1. We have 38% more students in our public schools, almost twice the student growth rate of the state.
2. Our low-income student population has grown by 71%. Now almost half of our students receive Free & Reduced Lunch support.

In addition, our English Language Learner population has grown by almost 137% across the region with some districts now serving five times the number of ELLs as ten years ago<sup>1</sup>. This chart provides the demographic breakdown of our Central Texas student population as of the 2009-2010 school year.

<sup>1</sup> These data come from analyses conducted by E3 Alliance.

## The Blueprint: We have come a long way!

In 2008, we 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!” The Blueprint for Educational Change was born.

In 2009, we asked: “Why NOT challenge accepted practices - break down barriers and create opportunity for our children NOW? We can’t wait because they can’t wait.” Our community leaders reviewed Blueprint strategies and early wins and worked together to build momentum for change.

In 2010, we reviewed unprecedented, measureable accomplishments made through the proven approach of the community’s Blueprint. We focusED on successfully engaging the broader community around our goals and strategies to drive toward economic success in Central Texas.

2011 is a time of great economic turmoil in our state. Education funding is hitting a major drought. Yet even through tough economic times, Blueprint results have been phenomenal! Especially now, when collaborative efforts can support efficiency and building success at scale, we must work together to make education drought-resilient. Working together, we can leverage The Blueprint for Educational Change to help our community survive and thrive.



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

**Graduates Are Made,  
Not Born.**

 **EDUCATION  
EQUALS  
ECONOMICS  
E<sup>3</sup> ALLIANCE**

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