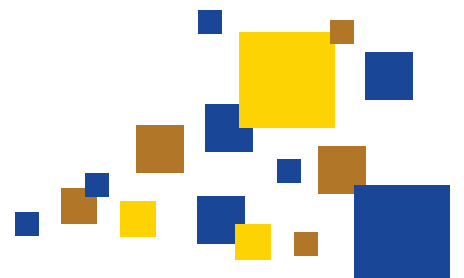


Mayor Sylvester Turner Transition Committee on Education

Wednesday, February 17th, 2016





MEMBERSHIP

CHAIR: Susie Molina — Director of Community Relations, University of Houston

CO-CHAIR: Erica Lee — Trustee, Harris Count Dept. of Education

Patricia Cabrera — Director of Adult Education, AAMA

James Colbert — Superintendent, Harris County Dept. of Education

Tony Diaz — Professor, Lone Star College

Angela Dixon Esq., MBA — Attorney

Diana Gomez — Partner, Martin, Disiere, Jefferson & Wisdom LLP

Helen Jenkins — Executive Vice President, South Texas College of Law

Marina Mendoza — Parent, HISD

Dr. Y. Jane McCullough, Ed.D. — CEO, KEW Learning Academy, TOP's Representative

Cynthia Mullins — Real Estate Agent/Community Education Activist, Boulevard Realty

Dr. Rod Paige — Retired & former US Secretary of Education, Former HISD Superintendent

Kenneth Parreno — Teacher, Patrick Henry Middle School, HISD

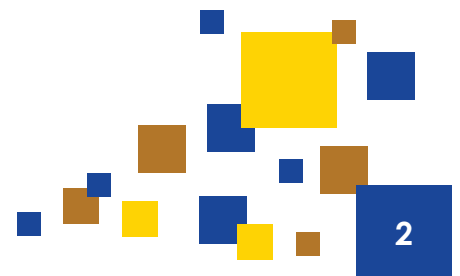
Dominique Patterson — Houston Area Regional Coordinator

Richard Shaw — Secretary-Treasurer, Harris County AFL-CIO

Anne Sung — Vice President and Chief Strategy Officer, Project GRAD

Veronica Thibideaux — President, Alief-AFTSE Local 6346

Marché Warfield — CEO, Satori Marketing LLC





EXECUTIVE SUMMARY

EDUCATION COMMITTEE EXECUTIVE SUMMARY

The Mayor Sylvester Turner 2016 Transition Committee on Education worked diligently and cohesively to put together recommendations on policies to help move the education needle in Houston. This group of diverse and dedicated individuals put forth their experience and passion to help shape what we hope to be the future of education in our great City of Houston.

Together, the committee assembled feasible recommendations based upon the initiatives provided by Mayor Turner. These initiatives specifically include: Infrastructure, Advocacy and Partnerships. The Education Committee is confident that each initiative is a strong platform on which to base policy recommendations.

The Committee was pleased by the appointment of Juliet Stipeche as the Director of Education, who will directly report to the Mayor. The elevation of the position had previously been discussed as a recommendation by our committee. The Mayor's increased focus on education will help ensure that all communities in Houston have opportunity.

The first initiative our committee tackled is based on Infrastructure as a whole, in an effort to help Houston become a 21st Century Connected City. The Infrastructure initiative includes the following recommendations:

- Safety reform
- Utilizing schools as community resource providers
- Engaging neighborhoods to identify needs and develop solutions

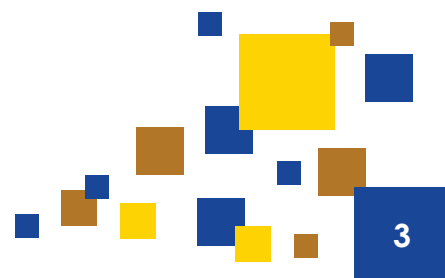
These recommendations include strategies to engage the community at large, and are likely to be actualized during the Mayor's first term.

Our second initiative revolves around Advocacy, and the Mayor's ability to use his influence and strong legislative background to enhance education policies that will improve our community. As the recommendations for this initiative are mostly policy-driven, it is our intent that Mayor Turner utilize his years of experience in the Texas Legislature to benefit the public school systems, students, and teachers across Houston. These specific recommendations include:

- Elevating the push for state-level education policy improvements during the 2017 session
- Strengthening workforce education for students in grades 6-8 by providing them with career-path opportunities and access
- Promote the development of a strong workforce through coordination of post-secondary opportunities in Career Technology Education and Apprenticeships

The Education Committee's third initiative focuses on promoting education through Partnerships. This committee believes that partnership opportunities are readily available to a city as large as Houston, and that we must capitalize on those resources. These recommendations include:

- Creating two educational roundtable groups, one consisting of K-12 Superintendents, and the second with a focus on Higher Education and Workforce initiatives. These two groups would meet regularly with the Mayor in an effort to fortify this multi-tiered community.
- Establishing a Houston Business Education Alliance (HBEA) with the idea to utilize business resources in our community to enhance education in an organized manner.





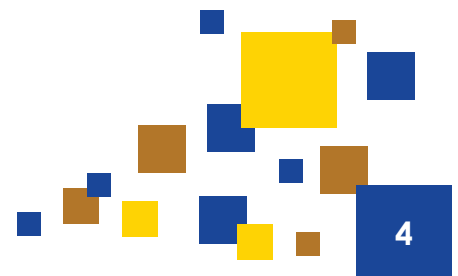
EXECUTIVE SUMMARY

Altogether, the Committee on Education developed recommendations that can be integrated to elevate the state of education in Houston. The committee also wanted to ensure all levels of education in our city, from kindergarten through higher education and workforce initiatives, were represented. Each recommendation includes multiple strategies that can be used or combined in order to achieve the suggested recommendation in a realistic timeframe. The Education Committee members were proud to serve the Mayor in this time of transition, and we thank you for the opportunity to engage in a policy issue that will impact your first Mayoral administration.

Sincerely,

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INFRASTRUCTURE

INITIATIVE #1—INFRASTRUCTURE: HOUSTON: 21ST CENTURY CONNECTED CITY

Subcommittee Members: Education Infrastructure

Patricia Cabrera (Director of Adult Education, AAMA), Marina Mendoza (Parent, HISD), Dr. Rod Paige (Retired & Former US Secretary of Education, Former HISD Superintendent), Dominique Patterson (Houston Area Regional Coordinator), Anne Sung (Vice President and Chief Strategy Officer, Project GRAD), Veronica Thibideaux (President, Alief-AFTSE Local 6346)

FIRST RECOMMENDATION: Safety Reform

Purpose: To succeed academically, students must be able to safely attend school and extracurricular activities. Whether students walk, bike, or ride personal or mass transit, they must have clear, safe and accessible routes to and from school and community centers. We therefore recommend that Mayor Turner prioritize the installation and maintenance of traffic and street signs, adequate lighting, and improved sidewalks, and the establishment of effective safety patrols along student routes before, during, and after school hours—as well as weekends and holidays.

Strategies:

- The City of Houston (CoH) should identify priority areas for infrastructure improvement based on factors including student population, use patterns, and the state of infrastructure repair, which can be determined through recent needs assessments or surveys conducted through schools or community centers.
 - Accessing existing city and school reports, such as the CoH Needs Assessment, will expedite the data-gathering and prioritization process. The Ike 2013 report¹ identifies areas that may still have unmet infrastructure needs. School district bond reports are another useful resource.
- In prioritizing student safety needs, Mayor Turner should use his platform as a regional convener to encourage collaboration among city, county, school, and community entities in high-need neighborhoods with the goal of creating hazard-free learning environments.

- Expand the use of CoH's existing public communications capabilities – including online and texting capabilities – to disseminate student-relevant safety information.

Obstacles: Jurisdictional conflict, specifically among police agencies with responsibility for student safety.

Communication efforts: In addition to improving the state of physical infrastructure, we recommend that CoH improve the quality and ease of use of its internet and social media resources to facilitate the transmission of safety-critical information to parents and students, and to otherwise support student safety.

Existing examples: The Finnegan Community Center in the Fifth Ward is an active collaboration between the city, county, and HISD that has demonstrated a successful partnership of public and private agencies.

Success looks like:

- Strong relationships between the city, county, school, and community staff providers.
- Decline in accident and/or incident reports, crime statistic improvements for identified areas, and attendance numbers at safety information sessions.

SECOND RECOMMENDATION: Schools as Community Resource Providers

Purpose: A strong local school can provide the foundation for a thriving community. The Community School model² – in which a local school operates as a neighborhood resource for social services, health services, and other community needs – provides one such template for successful engagement between neighborhoods and schools. To strengthen the links between schools and communities, and to improve residents' access to basic services, we recommend that Mayor Turner work with area school districts to expand the use of schools as community resource hubs, including expanding the use of the Community School model in identified neighborhoods.





INFRASTRUCTURE

Strategies:

- Conducting a neighborhood-based inventory of existing education-supportive community resources (including libraries and community centers).
- Connecting stakeholders to these resources.

Obstacles: 1) Increased dependence on free modes of transportation 2) Shrinking resources for school districts.

Existing examples: Two exemplary community schools here in Houston are the charter school located at the Baker Ripley Neighborhood Centers location in Southwest Houston, and the Finnegan Community center in the Fifth Ward. Additional examples of the community school model exist in the state, such as Reagan High School in Austin.

Success looks like: Students and families able to receive coordinated academic, social, emotional, and enrichment services at designated school locations so that students and families thrive.

THIRD RECOMMENDATION: Engage Neighborhoods to Identify Needs and Develop

Solutions:

Purpose: We recommend that Mayor Turner, through his office of education, engage Houston communities to identify opportunities for infrastructure and communications improvement. Transparently involving students, parents, school staff, and residents both in an initial needs assessment and in the development of solutions will leverage local familiarity with key issues and create community buy-in, trust and cooperation.

Strategies:

- Neighborhood-based community engagement, through community meetings or community surveys, to assess current needs.
 - Needs assessments gathered at the school, community center, or civic club level can validate results of more expansive surveys and create community consensus around key needs.
- Use of a skilled facilitator to guide community discussions to valuable results.

Obstacles: 1) Engaging community stakeholders 2) Time required to educate community members on the organizational process.

Existing examples: The Spark Park model, which engages several key stakeholders and requires a tangible commitment from all parties, but results in a final project that can be proudly celebrated by all members of that community.

Success looks like: Neighborhoods reference school- and community-resources as a point of pride in their neighborhood. Constituents are able to guide themselves and neighbors to resources within a community of which they are a part.





ADVOCACY

INITIATIVE #2—ADVOCACY: USING INFLUENCE & STRONG DATA TO RALLY & IMPROVE COH

Subcommittee Members: Public Advocacy & Engagement

Tony Diaz (Professor, Lone Star College), Angela Dixon, Esq., MBA (Attorney), Dr. Y. Jane McCullough, Ed. D (CEO, KEW Learning Academy, TOP's Representative), Kenneth Parreno (Teacher, Patrick Henry Middle School, HISD), Richard Shaw (Retired Secretary-Treasurer, Harris County AFL-CIO)

FIRST RECOMMENDATION: Advocate for state-level education policy improvements during the 2017 Texas Legislative Session

Purpose: Major policy issues that determine school success are determined at the state level. As the 2017 legislative session approaches, we recommend that the Mayor incorporate education policy issues into the official CoH legislative agenda. This agenda would allow the needs of the 17 districts across Houston to have one unified voice.

Mayor Turner should proactively and regularly seek advice from various education stakeholders to inform his advocacy efforts. The agenda should follow two broad priorities:

- Advocate for the resources CoH schools need to ensure students of all backgrounds have access to a quality education.
- Advocate for a curriculum that promotes college and career readiness.

Existing data: The facts below demonstrate the need for key policy improvements in Texas.

- STAAR test scores have stagnated¹
- \$2 and \$4 long-term payback for every \$1 invested in quality Early Childhood Education (ECE), reported² by Center for Public Education.
- Pre-K standards are not met³ in Texas (2 in 10 are), and only 52% of four year-olds are enrolled in Pre-K.
- State adult education spending is \$189 in Texas is per student, which is significantly less⁴ than the U.S. average of \$764/student.
- Ethnic studies courses examining the role of race, nationality, and culture are linked⁵ to increased attendance and academic performance of at-risk⁶ students.

- Number of computer science related careers are expected to increase⁷ by 37.5% by 2022.

Strategies: Specific policy proposals to support and pursue

- **Policy:** School funding reform⁸. Reforming state funding is necessary to ensure all children have equal access to educational opportunity.
- **Policy:** Changes⁹ to ECE state requirements should include making programs full-day, providing a sliding scale for financial support based on income, limiting class size from 22:1 to 10:1, and requiring teachers to have quality certification.
- **Policy:** Enhance funding for adult education and literacy.
- **Policy:** Expand dual-credit opportunities.
 - Dual-enrollment programs have shown positive results¹⁰, i.e. increased graduation rates and better college readiness. The state should increase the mandated number of hours offered (now 12).
 - Students should receive subsidies for their textbooks in dual-credit courses based on their family's income.
- **Policy:** Modify curriculum to promote hands-on¹¹ experience and contextualized learning experiences, especially when preparing students for Career and Technical Education.
- **Policy:** Adopt ethnic studies in state curriculum - there is an urgent need¹² for our students to understand their cultural heritage.
- **Policy:** Support technology preparation/computer science¹³ education.

Obstacles: 1) Legislator/Legislative buy-in 2) Limited funding due to changes to the economy 3) Competing priorities for the city taking precedent (e.g. pension reform).





Communication efforts: The Mayor can spend time leading up to the Session calibrating the specifics of these priorities to the needs of the community to ensure buy-in. Communication with various local leaders, community members, and state lawmakers should build coalitions to strongly advocate for our schools. The Mayor should utilize his bully pulpit to regularly promote state-level education policy changes.

Existing examples: Many of these policy initiatives have succeeded in other locations or as a pilot worthy of expansion.

- Since 2013, The [Texas Workforce Commission](#)¹⁴ shifted the focus of adult education to supporting students in preparing for career readiness.
- [Research](#)¹⁵ shows Oklahoma schools with quality Pre-K programs have a 74% participation rate.
- Ethnic studies coursework is now mandatory high school (HS) curriculum in the Los Angeles Unified School District (USD), San Francisco USD, Oakland USD, and Rancho USD.
- Houston ISD recently approved Mexican-American studies coursework, that all HS's may offer as an elective.

Quantifiable results:

- **Overall:** Amount of K-12 funding for Houston area districts, number of full-day Pre-K and computer science classes, student and adult enrollment, number of ethnic studies courses offered.
- **Long-term:** Amount of total education funding, improved STAAR testing/college readiness scores, hours required for dual-enrollment, textbook subsidies, graduation rates, STEM participation.

Funding suggestions: Technology companies provide computer science training grants, as well as President Obama's "Computer Science for All" proposal¹⁶ are available.

Success looks like: Higher teacher retention rates, smaller class sizes and more electives in schools, improved STAAR testing/college-preparedness scores, increased adult education awareness and participation, higher graduation rates, stronger, more diversified workforce.

SECOND RECOMMENDATION: Strengthen Houston 6-8th Workforce Education Opportunities and Access

Purpose: First generation college students and/or economically disadvantaged students are not exposed to many career options early in their educational tracks.

In 2015, the Texas State Legislature aimed to foster college and career readiness by passing House Bill 18 (HB18), mandating school districts to provide instruction for 7th or 8th graders on personal graduation plans, college readiness, and potential career choices.

Existing data:

- The [Forgotten Middle report](#)¹⁷ summarizes the need to focus on engagement and career exploration before high school to ensure students remain engaged in school.
- The [After School Alliance](#)¹⁸ reports early exposure to STEM leads to improved attitudes, knowledge, and likelihood of graduation towards STEM careers.

Strategies: A concerted effort should be made to promote career awareness in middle schools across Houston.

- **Strategy** – The Mayor and/or Director of Education should assess different school districts' and individual schools' implementation tactics of HB18 to understand best practices and identify opportunities for collaboration.

Utilize the district superintendent roundtable (Initiative 3) to expand on implementation.

- **Strategy** – The Director of Education should recruit business partners and community leaders from a variety of career paths to volunteer and discuss their career paths in schools. Use one centralized CoH database for volunteers to target low-income, high minority, first-generation populations.





ADVOCACY

Communication efforts: Mayor and/or Director of Education should work with partners to make available a centralized online database for organizations (such as Greater Houston Partnership and Gulf Coast Workforce Board) to promote/solicit volunteers among members.

Obstacles: 1) Limited school resources 2) Funding (cost for supplies, cost of labor, additional travel expenses) 3) Time (logistics, loss of class instructional time) 4) School buy-in 5) Business buy-in or awareness.

Existing examples:

- Spring Branch Middle School has regular assemblies for 8th graders to hear from community volunteers. Assemblies take place during advisory period, so there is minimal instruction time lost.
- The Spark Program¹⁹, a mentorship and apprenticeship program that models how to engage community volunteers in a meaningful and effective way to help engage students through career exposure.

Quantifiable results: Number of school districts/schools promoting regular after-school or co-curricular programming for career exposure, and number of volunteers.

Funding suggestions: CoH could use in-kind resources to create/revise website. Some districts may be interested in implementing a more robust program through 21st Century School Fund.²⁰

Success looks like: Students exposed to careers from varying fields prior to graduation, students and middle school staff intentional about personal graduation planning and selecting endorsements, and actively engaged business and community partners.

THIRD RECOMMENDATION: Promote the development of a strong workforce through coordination of post-secondary opportunities,

Career Technology Education, and Apprenticeships

Purpose: Participation in apprenticeship programs by employees provides opportunities for career advancement. While many post-secondary institutions in the state have implemented such programs, the institutions in Houston still lack a level of coordination and alignment that would benefit students and our workforce for higher job retention.

Existing data:

- The United States is projected²¹ to experience a shortage of 3-5million tech workers with Associate's degrees or higher by 2020.
- Apprenticeships increase lifetime earnings,²² benefits, and productivity.²³
- Gulf Coast Workforce Board Report Card 2015²⁴ shows apprenticeships increase locally in FY 2011 and FY 2014.
- Studies cite the historic existence of a stigma against career and technical education as compared to purely academic instruction. This stigma has contributed in part to the so-called "skills gap" – the gap between the skills that potential workers possess and the skills that employers need. (Council of Chief State School Officers).²⁵

Strategies:

- **Strategy** – The Mayor should foster coordinated growth of apprenticeships by encouraging business community engagement. The Director of Education should work with the Gulf Coast Workforce Board and business community to encourage registered apprenticeships through the Department of Labor. Local employers can implement these apprenticeships through the Gulf Coast Workforce Board.
- **Strategy** – Facilitate the pathway to a Bachelor's of Applied Sciences through CoH post-secondary institutions. The Director of Education should work with the business community, community colleges, high schools, and local employers to encourage a seamless education involving careers and technical education.





ADVOCACY

- **Strategy** – The Director of Education should encourage local employers and Workforce Board to coordinate with institutions of higher learning (e.g. community colleges) for classroom instruction aligned with the skills needed for these apprenticeships.

Communication efforts: Coordinate meetings with stakeholders, identifying resources and information on the CoH website, utilize the Gulf Coast Workforce Board and labor unions, collaborate with businesses, community colleges, and market apprenticeships. These communications must be broad and accessible to people of all backgrounds in varying locations – employing HS counselors, advisors, and post-secondary institutions to advise students on how their curriculum will be applied to a higher degree is crucial.

Obstacles: 1) Inertia (employers may not feel short-term need to utilize apprenticeships despite long-term benefits) 2) Stigma against workforce readiness 3) Process bureaucracy 4) Businesses trusting said process 5) Disseminating communication to underserved communities 6) Language barriers 7) Lack of knowledge or awareness from students about applying degree credits forward 8) Funding 9) Limited course offerings at college levels.

Quantifiable results:

- **Overall:** Track registered U.S. Department of Labor²⁶ participation in the apprenticeship program, number of businesses signing up, licensures and certificates in high school and post-secondary institutions, number of institutions implementing dual-credit agreements for Career and Technical Education, and articulation agreements across post-secondary institutions.
- **Long-term:** Number of Bachelor of Applied Sciences degrees issued, number of high school and community colleges working to establish seamless school to career transitions.

Funding suggestions: Workforce development grants, Carl Perkins funding²⁷ through the Department of Education, local education agencies and post-secondary institutions can apply for sub-grants.

Existing examples:

- South Carolina yielded marketing and tax credits of \$1,000 per apprentice, and approximately 4,000 apprenticeship²⁸ opportunities were added. University of Houston Downtown²⁹, Lone Star College³⁰, and Dallas County Community College District³¹ have effective models.

Success looks like: Increased high school and post-secondary completion rates, workforce certification and degrees, stronger and more diversified workforce, increased college completion rates, and high market-demand being met with these skills (Work Force measurement).





PARTNERSHIPS

INITIATIVE #3—PARTNERSHIPS: PROMOTING EDUCATION THROUGH PARTNERSHIPS

Subcommittee Members: Partnerships

James Colbert (Superintendent, Harris County Dept. of Education), Diana Gomez (Partner, Martin, Disiere, Jefferson & Wisdom LLP), Helen Jenkins (Executive Vice President, South Texas College of Law), Cynthia Mullins (Real Estate Agent/Community Education Activist, Boulevard Realty), Marché Warfield (CEO, Satori Marketing LLC)

FIRST RECOMMENDATION: Establishment of two (2) Mayor's Education Roundtable Groups

Purpose: The Mayor's Education Roundtables will serve to create opportunities for open discussion and collaboration between the CoH and all levels of educational institutions, for the purposes of improving education outcomes in Houston.

- **Group 1: K-12 Superintendent Roundtable Group:** In an effort to promote cooperation and informal/casual conversation, we suggest this committee meet quarterly over lunch to analyze and strategize execution points for Superintendents and K-12 grade-school education within all 17 school districts.
- **Group 2: Higher Education and Workforce Roundtable Group:** In an effort to promote cooperation and informal/casual conversation, we suggest this committee meet quarterly over lunch to analyze and strategize execution points for top-tier administrators of Higher Education and Adult/Workforce education institutions.

Strategies: (identical strategies apply to both the K-12 Superintendent and the Higher Education/Workforce Groups recommended above)

- **Initial meeting** – Discuss purpose of Mayor's Education Roundtable and availability of CoH resources, district/institution needs and resources, as well as create actionable items to be monitored and revisited.
 - Ex.: discussion on whether traditional or electronic libraries are preferable, and funding issues regarding the same.
- **Subsequent meetings** – Dependent upon issues discussed at previous meetings.

Obstacles: 1) Scheduling 2) Identifying common issues 3) Continuity with turnover among both internal and external stakeholders.

Communication efforts: Personal correspondence from the Mayor, requested RSVPs, and follow-up via phone calls from the Mayor's and/or Director of Education's office to encourage attendance.

Quantifiable results: RSVPs, attendance, and engagement.

Success looks like: Attendance by participants, practical suggestions to be implemented, resulting outcomes and continuation of program.

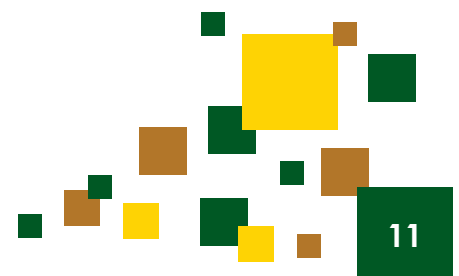
Second Recommendation: Establishment of Houston Business/Education Alliance (HBEA) by facilitating business engagement with schools via traditional and non-traditional resources/avenues.

Purpose: The HBEA seeks to provide a platform for businesses of all sizes (corporations, small- and medium-sized, private and non-profit) and working professionals to increase their involvement, through contributions for the advancement of education and school life.

Communication efforts: Potential donors can be made aware of these opportunities through online resources and digitally-accessible information, and may contribute once or recurrently through the CoH website.

Strategy – CoH should encourage large corporations and businesses to make financial contributions, including strictly monetary donations, or projects such as adopting schools/library, renovation of cafeteria, etc.

- **Obstacles:** 1) Availability for Needs Assessment by the Mayor 2) Cooperation between Mayor, Superintendents, and top-tier administrators 3) Creating and establishing an educational foundation for legal donations, as well as tax benefits (501(c)(3)).
- **Existing examples:** [Education Foundation of Harris County](#)¹.





PARTNERSHIPS

- **Quantifiable results:** Dollars donated.
- **Funding suggestions:** Businesses willing to support education through sizeable donations.
- **Success looks like:**
 - Year One: Mayor and Director of Education articulate the message and solicit participation from internal and external stakeholders.
 - Subsequent Years: Adjust focus based upon donations, program growth, and established goals developed in first year.

Strategy – CoH should encourage small- to mid-size private/non-profit businesses to donate/offer their time through workshops, volunteer activities, student internships, etc., in order to educate students on real life expectations.

- **Obstacles:** 1) Engage businesses and involvement with new program 2) Accessing the resources online 3) Messaging for different audiences (varying student ages, business-minded focus, etc.).
- **Existing examples:** Cristo Rey School²; Junior Achievement³.
- **Quantifiable results:** Private business interest and involvement, student participation and completion of program.
- **Success looks like:**
 - **Year One:** Mayor and Director of Education articulate the message and solicit participation from internal and external stakeholders.
 - **Subsequent Years:** Adjust focus based upon donations, program growth, and established goals developed in first year.

Strategy – CoH should encourage mentorship opportunities for Principals and/or education administrators to be made available through access to executives from large businesses.

- **Obstacles:** 1) Agreements to participate from Superintendents and top-tier administrators 2) Encouraging business involvement with new program 3) Needs assessments.
- **Existing examples:** The Menttium⁴ Program.
- **Quantifiable results:** School districts, institutions, and corporate participation.
- **Success looks like:**
 - Year One: Mayor and Director of Education articulate the message and solicit participation from internal and external stakeholders.
 - Subsequent Years: Adjust focus based upon donations, program growth, and established goals developed in first year.



ADDITIONAL ISSUES

ISSUE 1: COH WEBSITE

Purpose: All subcommittees within Mayor Sylvester Turner's Transition Committee on Education (Infrastructure, Advocacy, Partnerships) believe that the existing CoH website should be revamped to better serve our constituents. In order to reach the varying audiences identified in each subcommittee report, a centralized web presence is critical.

- **Suggestion 1:** Assemble a focus group that is representative of the diverse audiences accessing the CoH website.
- **Suggestion 2:** Move forward with the RFP to proceed with updating the website.

ISSUE 2: PARTNERSHIPS COLLABORATION

Purpose: Once the Mayor's Education Roundtable Groups (both K-12 and Higher Education/Adult Workforce) have been established, and the HBEA has yielded successful results, the Committee recommends that CoH pursue additional alignment of goals and efforts among these stakeholders.

- **Suggestion:** Combine key players from both Roundtable Groups and the HBEA to meet bi-annually and discuss further action that can be taken for CoH education improvements.

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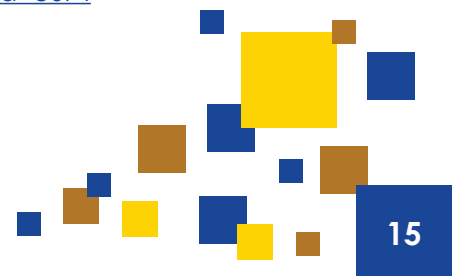
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30. Lonestar Community College: <http://www.lonestar.edu/tech-prep-transfer-agreements.htm>
31. Dallas County Community College District: <https://www.dcccd.edu/Emp/Departments/EA/TS/UTG/Pages/BAASatCollegesandUniversities.aspx>

INITIATIVE #3—PARTNERSHIPS:

1. Education Foundation of Harris County: <http://www.efhc.org>
2. Cristo Rey School: <http://cristoreyjesuit.org>
3. Junior Achievement: <https://www.juniorachievement.org/web/ja-usa/home>
4. Menttium Program: <http://www.menttium.com>

OTHER BIBLIOGRAPHIC SOURCES:

- AFT Resources on Community Schools: www.aft.org/position/community-schools
- Aldine ISD performance Report: http://www.aldineisd.org/about/accountability/annual_performance_report
- Children At-Risk Growing Up Houston 2014-16: http://childrenatrisk.org/content/?page_id=8066
- ChildrenAtRisk.org School Rankings: http://childrenatrisk.org/content/?page_id=8074
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Expansion of Computer Science Classes: <http://www.usnews.com/news/articles/2015/12/10/states-look-to-expand-computer-science-classes-in-k-12-schools>

Georgia: youth apprenticeship programs created a training program that provided high school students with work-based training, relevant coursework, mentorship, recruiting, and counseling.

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Houston ISD Priority High School Youth Risk Behavior Survey: https://www.dshs.state.tx.us/chs/yrbs/pages/yrbs_faq.shtm

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NPR: Tech Industry Diversity: <http://www.npr.org/sections/alltechconsidered/2016/02/03/465270938/intel-discloses-diversity-data-challenges-tech-industry-to-follow-suit>

Portable curriculum: HS: Harvard's AP Computer Science 50

Portable curriculum: K-8: MIT's Scratch project teaches programming concepts to children five and up.

Pre-K 4 San Antonio: <http://www.sanantonio.gov/Pre-K4SanAntonio.aspx>

Striving To Reduce Youth Violence Everywhere (STRYVE) funded by CDC is a national initiative, led by the Centers for Disease Control and Prevention (CDC), which takes a public health approach to preventing youth violence before it starts. Houston ISD is working with this initiative through a collaborative with the City of Houston and Baylor College of Medicine/Baylor Teen Clinic. <http://vetoviolence.cdc.gov/apps/stryve/>

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