



San Antonio Regional Public
PK-12 Education Forum V

Presented by  **Report**

SAN ANTONIO REGIONAL PUBLIC PK-12 EDUCATION FORUM

This is a year we and all educators will never forget. My colleagues at the San Antonio Report and our many partners on the PK-12 Public Education Forum committee decided in 2019 to dedicate this year's fifth annual program to public school teachers. We decided it was time to invite teachers to the stage to hear directly from them about the challenges they face and what they need most to help them accomplish their mission.

A great deal of planning went into the event planned for March of this year, including a first-ever Teachers' reception at the Doseum and a morning program devoted to Early Matters San Antonio. Our sponsors joined in bigtime, too, and the sold out luncheon program at the Witte Museum's Mays Family Center was set to feature an outstanding teacher at every one of the 70 tables.

The arrival of the coronavirus in San Antonio in March changed everything. We postponed the forum, but our focus on teachers has proven to be even more relevant as educators work to stay connected to students and keep them learning. Now, more than ever, teachers deserve our admiration and support.

I am especially proud of the work our committee did this year to pivot and stage a series of six forums online that focused on the digital divide and distance learning; the complexities of reopening schools, colleges, and universities amid the continuing pandemic; and Early Matters San Antonio and the ballot initiative to renew funding for Pre-K 4 SA. A special shoutout to Kate Rogers of the Charles Butt Foundation for conceiving the idea of the summer series, and to the San Antonio Report's business team for staging the virtual events.

Today's forum should prove to be the best program ever. I want to personally thank Dr. Pedro Noguera, Dean of the Rossier School of Education at the University of Southern California, for agreeing to be our keynote speaker, thus continuing a tradition of the education forum presenting an outstanding national education leader. Dr. Noguera's presentation also is sponsored by the Charles Butt Foundation.

We have a great surprise in store for everyone with this year's Education Champion Award, and I am especially proud that our grants committee led by Kelly Hughes Burton will announce 20 education nonprofits as recipients of \$65,000 in grants this year! This is a new record and a testament to the generosity of our sponsors, despite the challenges so many businesses have experienced this year. Please join me in thanking them as you encounter them in the community.

We hope all of you have made it to the polls this year. Early voting extends to Oct. 30, and elections officials anticipate a record turnout on Nov. 3. It's an opportunity for each one of us to renew our investment in early childhood education in San Antonio.

Plans are in the works to make the sixth annual PK-12 Public Education Forum in 2021 an all-day event, whether we meet in person or continue to meet virtually. We will present other important education programming throughout the year.

If you have not yet become a supporting member of the nonprofit, nonpartisan San Antonio Report, why not sign up today? Membership supports our public service journalism and civic engagement events, including this forum. We are reader supported. Individuals like you to sustain our work. Yes, every dollar you donate is tax deductible.

Thank you,

A handwritten signature in black ink that reads "RM Rivard". The signature is written in a cursive, flowing style.

Robert Rivard
Editor & Publisher
San Antonio Report

FORUM AGENDA

PK-12 PUBLIC EDUCATION FORUM V

Improving Public Education Outcomes: Let's Listen to Teachers and Educators
Livestreamed on Vimeo

PROGRAM

12:00 p.m. to 2:00 p.m.

Opening Remarks

Education Grants Announcement:

Presenter, **Kelly Hughes Burton** - Vice President and Executive Director, City Year San Antonio

Education Champion Award Presentation:

Presenter, **Dr. Alejandra Barraza** – President, HighScope Educational Research Foundation

Keynote: **Dr. Pedro Noguera** – Dean, USC Rossier School of Education

Panel Discussion Begins

PANELISTS

Kellie George

Teacher, Harlandale
Middle School

Lacy Greco

Gifted and Talented Specialist,
Leon Springs Elementary

Denisse Hernandez-Gonzalez

Assistant Principal, Southwest
Legacy High School

Delia Montelongo-McLerran

Head of Schools, Young
Women's Leadership Academy

Dr. Pedro Noguera

Dean, USC Rossier School of
Education

Moderator: **Robert Rivard** – Editor & Publisher, San Antonio Report

Adjourn

PROGRAM BOOKLET EDITORS

Michael Burke and **Jodi Williams-Thomas**

LEADERSHIP LEVEL SPONSORS



*Louise and
Mike Burke*



Schulman,
Lopez, Hoffer
& Adelstein, LLP



TO THE TEACHER WHO MADE AN IMPACT ON MY LIFE AND CAREER



The best suggestion/dictate I ever received from a teacher:

Sister Mary Catherine (Incarnate Word, Marian High School, Bellaire , TX), "Michael, congratulations. I see that you will receive an academic scholarship to Texas A&M University. What do you plan for your major?"

"Thank you, Sister. I love reading and literature, so I will major in Journalism."

Sister Mary, "No you won't."

"I won't Sister?"

Sister Mary, "No Michael, you enjoy literature, but you are very good in math and science. And I want you to support your future family well. So, you will major in Chemical Engineering."

"Yes Sister!"

Epilogue: Graduation. Ten Job Interviews. Ten job offers. "Thank you so much Sister Mary! I think fondly of you often"

Michael D. Burke

Forever grateful for the wonderful teachers in our lives and the lives of our children and grandchildren for their education and guidance in our early years. We do our best to practice what we were taught.

Louise and Mike Burke



Thanks to all our teachers who encouraged us to "Bee All We Can Bee!"



2020 PK-12 PUBLIC EDUCATION FORUM PLANNING COMMITTEE

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CEO, Pre-K 4 SA

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President, HighScope Educational Research Foundation

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Department of Human Services COSA

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COEHD UTSA

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Gonzalez Chiscano Angulo Kasson

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Director of Development,
San Antonio Report

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Executive Director,
Communities in Schools

Suzanne Wade

HEB, Teach for America

Jodi Williams-Thomas

Deen Creative Design Group

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Associate Vice Chancellor of
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CAN REMEMBER.



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VOTE **YES** TO **KEEP**
PRE-K 4 SA
Our Kids. Our City. Our Future.

Smart Investment. Proven Results.

In 2012, San Antonio voters made a smart investment by approving a 1/8-cent sales tax to fund Pre-K 4 SA. Eight years later, the program has provided high-quality education to thousands of kids and has become a model of success. The reauthorization of the funding will be on the November 3 ballot. **Your YES vote will ensure this proven program continues the transformational and meaningful progress to thousands more.**

EARLY VOTING: OCT. 13 – OCT. 30

ELECTION DAY: NOV. 3

PQL AD BY KEEP PRE-K 4 SA, HENRY GONZALEZ, IL, TREASURER, P.O. BOX 461234, SAN ANTONIO, TX 78246.

DISTINGUISHED SPEAKERS



DR. PEDRO NOGUERA

Dean, USC Rossier School of Education

A sociologist, Noguera's research focuses on the ways in which schools are influenced by social and economic conditions, as well as by demographic trends in local, regional and global contexts. He is the author, co-author and editor of 13 books. His most recent books are *The Crisis of Connection: Roots, Consequences and Solutions* with Niobe Way, Carol Gilligan and Alisha Ali (New York University Press, 2018) and *Race, Equity and Education: Sixty Years From Brown* with Jill Pierce and Roey Ahram (Springer Press, 2015).

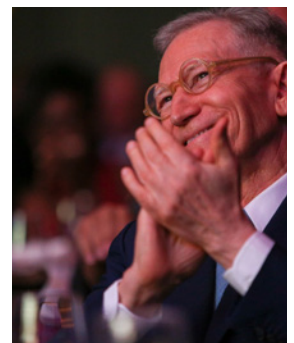
He has published over 250 research articles in academic journals, book chapters in edited volumes, research reports and editorials in major newspapers. He serves on the boards of numerous national and local organizations, including the Economic Policy Institute, the National Equity Project and The Nation. Noguera appears as a regular commentator on educational issues on several national media outlets, and his editorials on educational issues have appeared in *The New York Times*, *Washington Post*, *Wall Street Journal*, *Dallas Morning News* and *Los Angeles Times*.

Prior to being appointed Dean of the USC Rossier School of Education, Noguera served as a Distinguished Professor of Education at the Graduate School of Education and Information Studies at the University of California, Los Angeles. Before joining the faculty at UCLA he served as a tenured professor and holder of endowed chairs at New York University (2004 – 2015), Harvard University (2000 – 2003) and the University of California, Berkeley (1990 – 2000).

Noguera was recently appointed to serve as a special advisor to the Governor of New Mexico on education policy. He also advises the state departments of education in Washington, Oregon and Nevada. From 2009 - 2012 he served as a Trustee for the State University of New York as an appointee of the Governor. In 2014 he was elected to the National Academy of Education and Phi Delta Kappa honor society, and in 2020 Noguera was elected to the American Academy of Arts and Sciences. Noguera has received seven honorary doctorates from American universities, and he recently received awards from the Center for the Advanced Study in the Behavioral Sciences at Stanford University, from the National Association of Secondary School Principals, and from the McSilver Institute for Poverty Policy and Research at NYU for his research and advocacy efforts aimed at fighting poverty.

“To improve academic achievement, it is critical that Texas elevate the status of the teaching profession, strengthen the existing pool of aspiring teachers, and inspire our most talented high school graduates to consider a career in teaching.”

Charles Butt - Founder, Raise Your Hand Texas and The Holdsworth Center



Every child deserves a great education.

Find the best fit school for your child

 Find a school

Discover after-school programs for your child

 Find a program



BETA

SA School Finder is an innovative online portal that exists to help families find the best-fit schools for their children. Currently partnered with over 600 San Antonio Schools, San Antonio School Finder creates a holistic school-search experience that includes more than just ratings and data. Learn more at SanAntionischoolfinder.org



EDUCATE 210

Educate210 is a one-stop gateway to San Antonio's education ecosystem where educators can get their resumes in front of our city's urban schools, access relocation stipends, scholarship opportunities and more!



EDLAUNCH210

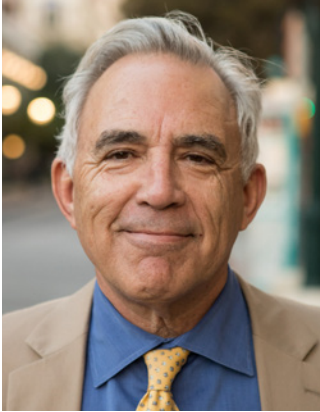
Edlaunch210 is a one to two year paid fellowship supports entrepreneurial school leaders with strong instructional backgrounds and helps to them open a new autonomous school or to replicate an existing successful school..



CITY EDUCATION PARTNERS

Education Partners exists to develop groundbreaking public schools for all children. Through innovative programs like Educate 210, SASchool Finder, and Edvent210, CEP works with educators to incubate and launch great schools, bring top teaching talent to San Antonio's urban core and help families find the best school for their children. **Learn more at www.cityeducationpartners.org**

MODERATOR



ROBERT RIVARD

Editor & Publisher, San Antonio Report

Robert “Bob” Rivard is the founder, Editor & Publisher of the San Antonio Report, a nonprofit local news and information site that informs and connects engaged citizens in San Antonio.

The San Antonio Report is in its eighth year of publication and now has 18 fulltime employees and a growing number of freelance contributors. It also serves as a publishing platform for people in the community to share their stories and commentaries.

Rivard is a longtime, award-winning journalist who served as editor of the San Antonio Express-News from 1997 to 2011, and previously worked for Newsweek magazine as its Central America correspondent covering the region’s civil wars in

the 1980s and from 1985-89 as its global chief of correspondents.

He is the author of *Trail of Feathers: Searching for Philip True*, a nonfiction book that chronicles the disappearance and murder of Express-News reporter Philip True in Mexico’s Sierra Madre, and the long fight to win the conviction of True’s killers.

Rivard is married to Monika Maeckle, a writer, naturalist, and communications consultant. They have two sons, Nicolas, a designer and inner city developer, and Alexander, a history and government teacher at Central Catholic High School.

The fast-growing San Antonio Report is member-supported. Click here to become a supporting member. Follow the San Antonio Report on Twitter, Facebook and Instagram at @SARreport. Follow Robert Rivard at @rivardinsa on Twitter and robertjrivard on Instagram.

PANELISTS

KELLIE GEORGE

Teacher, Harlandale Middle School

Kellie George is a native San Antonian and a proud Harlandale Middle School Brave. In her spare time, she enjoys traveling, good charcuterie, and spending quality time with loved ones.

Ms. George earned her bachelor’s degree in journalism from Texas A&M University in 2001 and her master’s degree in school counseling from Texas A&M-San Antonio in 2010. She holds numerous educator certifications but loves teaching middle school history and AVID, a college preparatory elective. Her leadership roles have included department chair, AVID Site Coordinator, and Chair of Harlandale ISD’s district improvement committee. In the spring of 2020 she was named Harlandale ISD’s Teacher of the Year and Trinity Prize Distinguished Educator, but maintains that the biggest honor is getting to spend every day with her students.

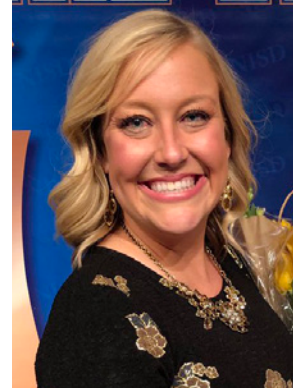


PANELISTS

LACY GRECO

Gifted and Talented Specialist, Leon Springs Elementary

Lacy Greco is a Gifted and Talented specialist at Leon Springs Elementary, in NISD, and a strong advocate for public education. When not putting her 13 years of experience to work in a classroom, Lacy can be found mentoring teachers over Twitter, securing grants for her classroom, and presenting at conferences. She was recently honored as the 2019 NISD Elementary Educator of the Year and was one of 25 semifinalists for the 2019 HEB Excellence in Education award. She currently serves as a Seesaw Ambassador, Edji Visionary, Civil Air Patrol Aerospace Education Member, and anywhere else where she can make a difference.



DENISSE HERNANDEZ-GONZALEZ

Assistant Principal, Southwest Legacy High School

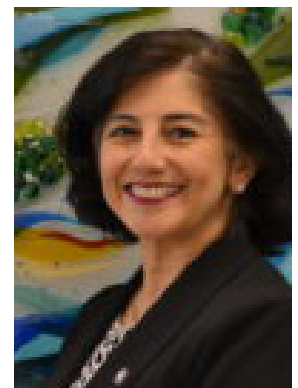
Denisse Hernandez-Gonzalez was raised in SWISD and graduated from Southwest High School in 2005. She is a proud wife and mother. She earned a Bachelor's Degree from Texas A&M-Kingsville and a Master's Degree in Educational Administration from Lamar University.

Prior to earning her current position as Assistant Principal at SW Legacy High School, she proudly served as a middle school teacher, department chair and district department head. As a teacher, she was the recipient of the 2018 HEB Excellence in Education Rising Star Award, 2017 Kens 5 Excel Award and District Teacher of the Year for 2016-2017. That which she lives and works by are the infamous words of Abraham Lincoln, "Whatever you are, be a good one."

DELIA MONTELONGO-MCLERRAN

Head of Schools, Young Women's Leadership Academy

Delia McLerran is the proud Head of Schools of the Young Women's Leadership Academy (YWLA) Network that includes a 6 – 12 grade college preparatory academy in San Antonio and YWLA Primary, an elementary school that started in 2019 – 2020 with kindergarten and first grade. After 30 years in public education, McLerran still enjoys being on a school campus and growing leaders. She volunteers to mentor administrative interns from New Leader Program, Columbia University Principal Academy, and Trinity University's Mentor Principal Program.



2020 EDUCATION CHAMPION AWARD FINALISTS

PRESENTED BY THE 2020 EDUCATION FORUM PLANNING COMMITTEE



DR. SHARI ALBRIGHT

President, Raise Your Hand Texas

Dr. Shari Becker Albright became president of the Raise Your Hand Texas Foundation after serving as chair of the Trinity University Department of Education. Shari guides programs designed to raise the quality of teachers and school leaders, boost collaboration among families, schools and communities, and apply a combination of technology and classroom teaching to improve student performance.



ELAINE MENDOZA

President & CEO, Conceptual Mindworks, Inc.

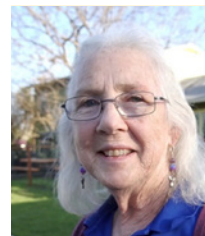
Elaine Mendoza is a technology entrepreneur and is founder, President, and CEO of Conceptual MindWorks, Inc. (CMI). She has been involved in community initiatives revolving around the expansion of educational opportunities, health care, and economic growth both locally and nationally. Ms. Mendoza was appointed to the Board of Regents by Governor Perry in 2011 and reappointed by Governor Greg Abbott in 2017. She served two terms as Vice Chairman of the Board from 2015 to 2019 and was elected Chairman of the Board on May 17, 2019.



MARISA B. PEREZ-DIAZ

State Board Member, District 3

Marisa B. Pérez-Díaz was born and raised in San Antonio. She is a product of the Texas public school system and is a passionate advocate for equitable education for all students. During her time on the Board, Pérez-Díaz has been instrumental in the redevelopment of high school graduation requirements, the update and approval of the Long-Range Plan for Texas Public Education and the rebranding of the Permanent School Fund.



PATTI RADLE

President, SAISD Board of Trustees

Patti Radle is a graduate of Marquette University with a major in Theology and obtained her teacher and bilingual certification and a second major in English from Our Lady of the Lake University. She was recently awarded an Honorary Doctorate in Theology from the Oblate School of Theology.



PEDRO MARTINEZ

Superintendent, SAISD

Pedro Martinez joined SAISD as superintendent in June 2015, bringing to the District a focus on improving academic achievement so that more students are performing at higher levels. In January 2016, he unveiled the SAISD Blueprint for Excellence: Target 2020, which outlines the strategies the District is using to achieve 10 academic goals by the end of the 2019-2020 school year.



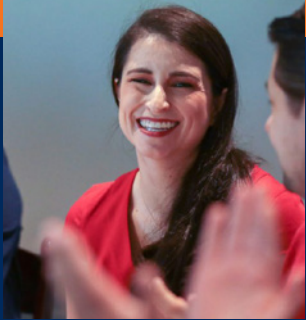
KATE ROGERS

VP Community Outreach & Engagement, Charles Butt Foundation

Kate Rogers brings more than 25 years of experience in public relations, community engagement and nonprofit leadership to her work at the Charles Butt Foundation where she leads efforts to support and improve the quality of public education offered to all Bexar County students. Kate founded SA Works and a network of career-themed high schools known as the Centers for Applied Science and Technology (CAST) with the goal of building stronger partnerships with industry and the local school community. Most recently, Kate served as the founding President of the Holdsworth Center, a leadership institute for school administrators.

EDUCATION CHAMPION AWARD PAST WINNERS

2019 AWARD RECIPIENT



LAURA SALDIVAR LUNA

Chief People Officer, Teach for America

Founding Executive Director, Teach for America
San Antonio

2018 AWARD RECIPIENT



CHARLES BUTT

Founder, H-E-B Excellence in
Education Awards

Raise Your Hand Texas

Charles Butt Foundation

Charles Butt Scholarship for
Aspiring Teachers

H-E-B Read 3 Campaign

Holdsworth Center

2017 AWARD RECIPIENT



MICHAEL BURKE

Founder, SA Regional PK-12
Public Education Forum

IDEA Public Schools Fiduciary Board

Texas A&M University SA Advisory Board

Great Hearts Americas Board

Great Hearts Texas Board

Chair, IDEA Public Schools
San Antonio Regional Board

Author of many books for Louise
and his grandchildren

An investment in knowledge pays the best dividends.

Ben Franklin



TEACHER EXCELLENCE IN THE SAN ANTONIO REGION 2020

All teachers on these pages have been invited as our guests for our March 24, 2020 Education Forum.

No great surprise: These teachers were most grateful for the invitation, but the majority declined because of their teaching obligations!



2019 Outstanding Teaching of the Humanities Award Winners

ANDRES LOPEZ
Stevens High School

GRETCHEN WICKES
Legacy of Educational Excellence
(LEE) High School

REGION 20 TEACHER OF THE YEAR 2020



The Texas State Teacher of the Year Program, sponsored by the Texas Association of School Administrators (TASA), honors excellence in classroom education and provides a forum to showcase many outstanding educators whose efforts and example inspire their students, their colleagues and the communities they serve.

Outstanding Nominees:

JENNIFER ACEVES
School of Science and
Technology

DEBRA FOWLER
Tom Daniels Elementary
Kerrville ISD

BELINDA MEDELLIN
CAST Tech HS
San Antonio ISD

MICHAEL LIARAKOS
Morales Jr High
Uvalde CISD

ANGIE D'AMBROSIO
Redland Oaks Elementary
North East ISD

IRMA GARCIA
Robb Elementary
Uvalde CISD

BRIANNE WOODWARD
Driscoll MS
North East ISD

REBECCA WILLIAMS
Byron P. Steele HS
Schertz-Cibolo-Universal City
ISD

CANDYCE HARTMANN
Rodriguez Elementary
Seguin ISD

LACY GRECO
Kay Franklin Elementary
Northside ISD

ERIKA GUERRERO
Alamo Heights HS
Alamo Heights ISD

SHARI JOHN
Carrizo Springs Jr High
Carrizo Springs CISD

CAROLYN CONNELLEY
Rose Garden Elementary
Schertz-Cibolo-Universal City ISD

MEGAN FREASIER
Harmony Elementary
East Central ISD

JACQUELINE MCKINNIS
La Vernia Jr High
La Vernia ISD

TYLER CLEMENTS
Spring Branch MS
Comal ISD

CHERYL KINDRED
Heritage Elementary
Southside ISD

RISHANNE FRECH
Hoffmann Lane Elementary
Comal ISD

KELLY DUNIGAN
Tivy HS
Kerrville ISD

WENDY ZAMZOW
Samuel V. Champion HS
Boerne ISD

DANIEL DYAL
La Vernia Primary
La Vernia ISD

AMY HAYWOOD
Sul Ross MS
Northside ISD

KIMBERLY SMITH
Pearsall Jr High
Pearsall ISD

DAWN CARDENAS
Cleto L. Rodriguez Elementary
San Antonio ISD

APRIL MEDCALF
Losoya MS
Southside ISD

LACI STAMM
A.J. Briesemeister MS
Seguin ISD



2019 H-E-B Excellence in Education Lifetime Achievement Winners

The Lifetime Achievement Category salutes teachers with more than 20 years of experience.



ANDREA GREIMEL
Carvajal Early Childhood Education
Center San Antonio ISD



JODI RAMOS
Coke Stevenson Middle School
Northside ISD

Photos: Darren Abate for H-E-B

2020 TRINITY PRIZE FOR EXCELLENCE FINALISTS

Dorothy Cardenas and **Carol Ann Calderon** were named the recipients of the Trinity Prize for Excellence in Teaching during an unconventional Zoom ceremony on May 8, 2020. The award was given to them as a recognition of their dedication and distinction as educators in the San Antonio area.

Cardenas is a dyslexia therapist at Olympia Elementary School in the Judson Independent School District (JISD), and Calderon is a third-grade teacher at Heritage Elementary School in the Southside Independent School District (SISD).

DOROTHY CARDENAS

Cardenas has known from early on that teaching is her calling. She works to make her classroom a place where students are encouraged to persevere, and parents and other teachers are included in helping the kids succeed. She keeps a bulletin board of famous people with dyslexia in her classroom to show her students that they can achieve big things too. Cardenas also serves on her district's Dyslexia Advisory Committee, which discusses the changes in the state dyslexia handbook, current Texas dyslexia laws, and special education practices. She holds a bachelor's degree in multidisciplinary studies from Texas Lutheran University and a master's degree in education from the Concordia University of Texas.

CAROL ANN CALDERON

Calderon is a born-and-raised Texas girl who discovered her love for teaching when she worked as a summer intern at a daycare when she was 19. She now works to ensure that all of her students have every chance to succeed by setting up weekly meetings for open discussion between parents, teachers, and students, and by making sure that everyone is comfortable in the classroom environment. Calderon holds a bachelor's degree from the University of Texas at San Antonio and a master's degree from Texas A&M University in Kingsville, Texas.

"I want to congratulate the two recipients, Carol Ann Calderon (Southside ISD) and Dorothy Cardenas (Judson ISD) for this year's Trinity Prize for Excellence in Teaching," said Oscar Jiménez-Castellanos, Ph.D., chair of Trinity's Department of Education. "They exemplify the very best in the teaching profession."

"I would also like to congratulate all of our Distinguished Educators that were nominated this year. As many of us are 'homeschooling' our children during this COVID 19 crisis, I believe we have gained a greater appreciation of the immense work and skill required to teach our children let alone 20-40 children at one time," said Jiménez-Castellanos.

WHAT CAN COVID-19 TEACH US ABOUT STRENGTHENING EDUCATION SYSTEMS?

A conversation with the dean of Harvard Graduate School of Education

Emiliana Vegas - April 9, 2020



In a new world of social distancing, higher education has become completely virtual. Meanwhile, K-12 schools also had to quickly adapt to an online model, often with far less experience and fewer resources for teachers and students.

Harvard University officially moved all undergraduate and graduate classes online on March 23. I recently spoke to Bridget Terry Long, dean of the Harvard Graduate School of Education (HGSE), about the experience of moving learning online, the implications for students everywhere, and what she hopes this crisis will teach us about strengthening education systems.

What practices can educators at HGSE share about how best to promote learning in an online environment?

Bridget Terry Long: Early on, Harvard acknowledged that we would have to send students home and go online. Our top priority - health and safety.

The second priority was enabling students to continue to make academic progress. This resulted in allowing people to take courses “pass” or “fail,” and to drop extra credits. We realized that people were in different time

zones, and some were home with kids, making it harder for them to participate. Part of our teaching needed to be asynchronous with video, certain requirements relaxed, and flexible so that students could make progress.

A big concern is how the current crisis may lead to even greater gaps in student learning. There are families that don't have access to internet or devices at home and school systems that can't provide that.

BTL: What we have learned is not to get bogged down with the technology, but to think about pedagogy and engagement. Those are the central tenets regardless of whether learning is face-to-face or online. But differences in access to technology and how it's used are having effects. Some schools and students have access to much more complicated kinds of technologies. This will exacerbate inequalities. It's not just “Do you have a computer?” but also “How is that computer used?” We will see gaps in people's basic skills. The effects of this shock to the system will be felt for years to come.

The gaps will also vary by subject—it takes a lot more creativity to do a chemistry course online. There's an amazing amount of content online, but the big problem is how to separate out quality. This is where leadership, money, and resources make a big difference. Do the teachers each have to individually figure this out for themselves, or do they have the supports to develop thoughtful, age-appropriate plans that can address the needs of a large variety of students?

For the first time in teacher education programs, the students will be in an online world. Does this present an opportunity for building creativity for the future.

BTL: New and aspiring teachers, as well as older teachers, have all become students. What's key is

setting up the conditions for a growth mindset, and the safety to experiment. Some people's information about what online education is or could be is outdated, and the bar is actually fairly low to get started with the basics.

When technology disrupted many sectors of the economy, there was hope that it would also accelerate learning and narrow learning gaps, but that never happened. What transformations will help us leap forward that in school systems?

BTL: There's the optimistic and the pessimistic side. The more optimistic side is that everybody stuck at home allows us to think much more about personalized learning. In many respects, teachers can actually personalize tools and support much better using resources online. In fact, what I am hearing from my own faculty is that when you're online, if you're doing something like Zoom or video chats, all the students are now in the front row. In some ways, you can't hide the way that you used to, and so teachers can be even more attentive to the needs of their students.

If you're using functions like chat and so forth, people who don't tend to speak up can ask questions. Teachers are better able to gauge who's understanding versus who's not.

Unfortunately, not everyone has been able to make the switch successfully. If you're in a small crowded apartment with multiple kids and one piece of technology, and you can't focus, and you don't have time, it's hard to imagine how to address all your needs and make way for learning. I do worry about those students falling behind.

School is hard, being a teacher is hard, and being responsible for kids is hard. This pandemic has underscored inequities that can't be ignored. And I hope the world has a greater appreciation for just how hard it is to educate a student—but also how important and crucial investments in education are for our future.

Emiliana Vegas - Co-director, Center for Universal Education, Senior Fellow, Global Economy and Development



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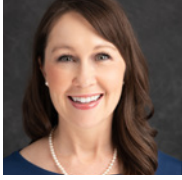
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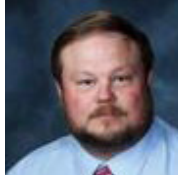
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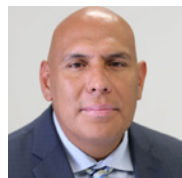
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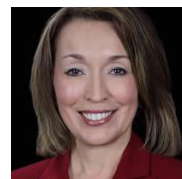
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Gerardo Soto
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Dr. Jeanette Ball
Superintendent, Judson ISD

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TO THE TEACHER WHO MADE AN IMPACT ON MY LIFE AND CAREER



To my dear, sweet Elda Burke, my junior school art teacher at Sidney Lanier Junior School, circa 1952, '53, and '54,

Last time I saw you, you were lying in a nursing home, close to meeting your maker. I know you heard me, because even though you couldn't move a muscle, tears came to your eyes as I told you how much you meant to me.

Back in the early 50's I could not have been luckier to have you as my inspiration. You had 35 unruly west side kids in each one-hour class. Yet you taught us all to paint a fine landscape, still life or portrait every semester. And you did more than that. You exposed us to Van Gogh, Rembrandt, Monet, Manet, Picasso, Renior, Cezane, Dega and many more. You made them come to life by telling us their life stories with so much joy.

I think about you often, in fact, almost every time I paint.

Lionel Sosa



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San Antonio



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TO THE TEACHER WHO MADE AN IMPACT ON MY LIFE AND CAREER



Mr. Kroeck, who taught mathematics in my junior high and then later in my high school used teaching methods that made math relevant and practical for “real life.” When anyone in geometry, algebra I or II class would ask “why do we need to know this? Will we really apply it in the real world?” He would patiently articulate an example. He was available, after school, to ensure students understood the daily lessons and could solve the dreaded word problems. I recall him often saying, “I am preparing you for college.” He cared about learning, and he cared about who you were as a person. Although retired, to this day he remains in the lives of his former students. Most of my professional career has involved numbers, logic and quantitative reasoning, building on the basic skills introduced to my younger self, by Mr. Kroeck. Thanks, Mr. Kroeck for ensuring I was never afraid of math.

Dr. Cynthia Teniente-Matson - President, Texas A&M San Antonio



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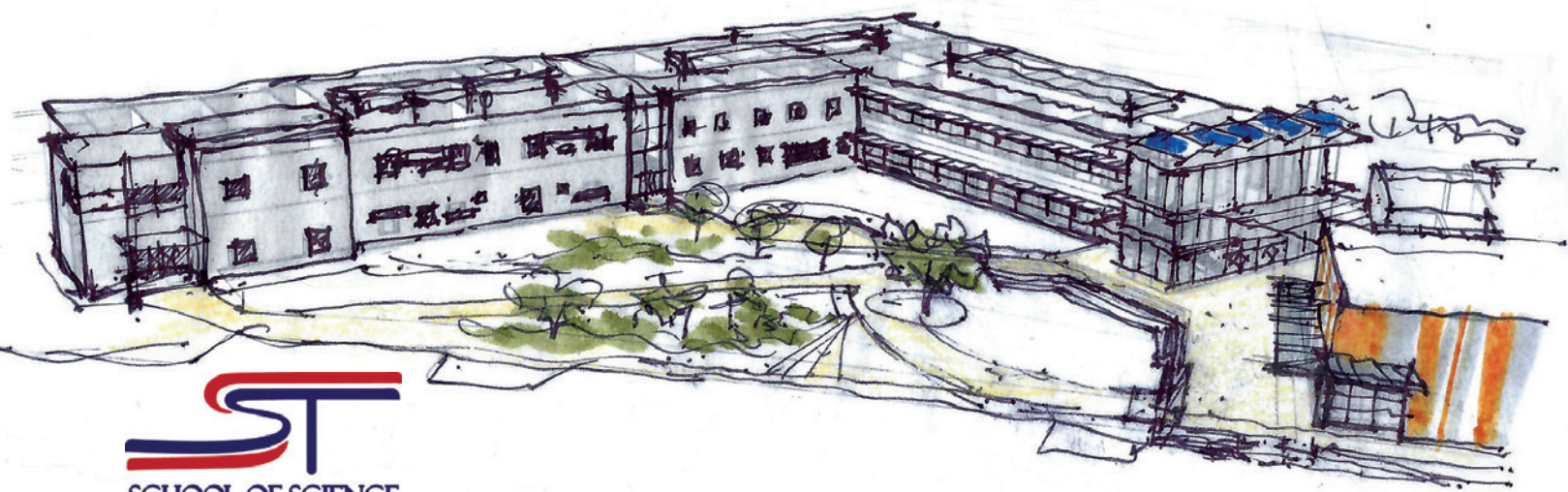
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EARLY MATTERS



In 2019, San Antonio joined Dallas, Houston, and Austin in forming an Early Matters coalition. Led by Former Speaker of the Texas House of Representatives, Joe Straus, and Spurs Sports & Entertainment Chairman and Holt Cat CEO, Peter J. Holt, Early Matters San Antonio is a steering committee comprised of representatives from the business, education, healthcare, and philanthropic communities. This unique multi-sector committee is intended to serve as the initial step in creating a permanent structure for Early Matters San Antonio.

The Early Matters Steering Committee has three primary objectives:

1. Review current needs and services for children 0-8 years in San Antonio, and make recommendations about how to address gaps, particularly for children 0-3;
2. Consider how the childcare subsidies provided through Workforce Solutions Alamo might be leveraged to improve access to high-quality early care and education; and
3. Make a recommendation about the long-term structure of Early Matters San Antonio, including whether it should become a stand-alone organization or be embedded within an existing organization.

The committee began their work in September 2019 and has met semi-monthly to hear from local and national early childhood experts, tour early childhood programs, and review reports and data about the early learning landscape in San Antonio. Committee members also made visits to Chicago, Tulsa, and Charlotte to learn how these cities are successfully moving the needle on early childhood outcomes. Using information gathered over the course of its work, the Early Matters committee is expected to issue recommendations for improving the lives and educational outcomes for San Antonio's youngest children later this spring. The intent is for Early Matters San Antonio to be the business and philanthropic complement to ReadyKidSA, a coalition of early learning practitioner and service providers. Together Early Matters and ReadyKidSA hope to align the community to the Children's Agenda of Bexar County.

The idea to form Early Matters San Antonio came out of the 2018 San Antonio Regional Public PK-12 Education Forum, which focused on early childhood education and featured a keynote by Dr. Steve Barnett of the National Institute for Early Education Research. Dr. Barnett's presentation coupled with a panel discussion among local early learning leaders, highlighted the critical role high-quality early learning could play in eradicating San Antonio's longstanding educational inequities. Members of the Education Forum planning committee felt that the conversation on the early education was too important to drop and needed to continue beyond the forum. Key members of the planning committee, including Shari Albright of Raise Your Hand Texas, Pre-K 4 SA CEO Sarah Baray, education philanthropist Mike Burke, Wayne Fagan of the Dee Howard Foundation, Kate Rogers of the Charles Butt Foundation, national early learning expert Libby Doggett, and Henry Gonzalez of Choose to Succeed, began hosting meetings of stakeholders in San Antonio's early learning community. Meeting participants formed working groups to identify early learning leaders in the business community, examine the training pipeline for early learning teachers, and look further into ways to fund full-day pre-kindergarten programs.

The working groups initiated discussions with Early Matters leaders in other cities to better understand how those groups are organized and what specific goals they are trying to meet. Regen Horchow Fearon, Chair of the Board for Early Matters Dallas visited San Antonio to share her perspective on how Early Matters has helped Dallas align hundreds of organizations around a strategic plan to reach 80% kindergarten readiness and 60% third grade literacy across Dallas County by 2025. With guidance from Ms. Fearon, the San Antonio early learning group developed a plan to form an Early Matters coalition in San Antonio. Speaker Straus and Chairman Holt were recruited to lead the cause. Other committee members include:

Craig Boyan

President and Chief
Operating Officer, H-E-B

Harvey Najim

President, The Harvey E. Najim
Charitable Foundation

Dr. Cynthia Teniente-Matson

President, Texas A&M
University San Antonio

John Brozovich

Director of Finance, The
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David Robinson

Legendary San Antonio Spur; Co-
Founder, Admiral Capital Group

Rad Weaver

CEO, McCombs Partners,
Vice Chairman University of
Texas Board of Regents

Margo Dellicarpini

Dean, College of Education,
University of Texas at San Antonio

David Robinson, Jr.

Associate, Blueprint Local

Tullos Wells

Managing Director, Kronkosky
Charitable Foundation

Dr. William Henrich

President, UT Health San Antonio

Kate Rogers

President, Charles Butt Foundation

David Zachry

President and CEO, Zachry
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Lindsey Howe Parham

President, LHP + Company

Sheryl Sculley

Early Education Advocate;
City Manager (retired),
City of San Antonio

Pedro Martinez

Superintendent, San Antonio
Independent School District.

Elaine Mendoza

President and CEO, Conceptual
Mindworks; Chair, Texas
A&M Board of Regents

Dr. Carl Sheperis

Dean, College of Education, Texas
A&M University San Antonio

At the desk where I sit, I have learned one great truth. The answer for all our national problems—the answer for all the problems of the world—comes to a single word. That word is education.

Lyndon B. Johnson

SAN ANTONIO REPORT – A SAMPLING OF EDUCATION ARTICLES

Photos by Scott Ball and Bonnie Arbittier



South San Antonio ISD considers in-district charter partnership with Texas A&M– San Antonio
Emily Donaldson



Mental health collaborative with roots in South San ISD now growing into Harlandale, Edgewood ISDs
Emily Donaldson



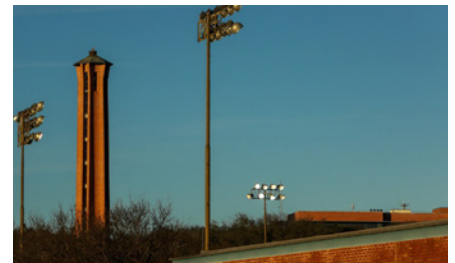
What's at stake as San Antonio ISD voters weigh largest bond measure in city's history
Emily Donaldson



UTSA study: Pandemic highlights connection between food insecurity and learning
Emily Donaldson



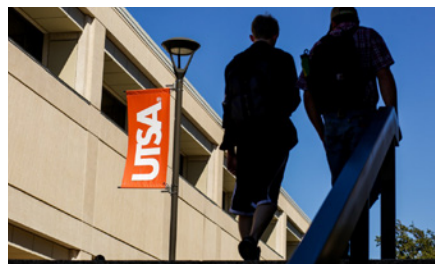
Civic leaders call for Pre-K 4 SA renewal, early education for infants
Emily Donaldson



Trinity University, SAISD announce plan to cover all financial need for students
Jackie Wang



Tearful kids, stressed-out parents: Families struggle with learning from home
Jennifer Norris



Philanthropist Harvey Najim gives \$3M to UTSA for career center: 'I have seen it work'
Shari Biediger



Our Lady of the Lake University launches new school focused on mass communication and theater
Emily Donaldson



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IDEA Teacher Pipeline



As IDEA Public Schools continues to grow in size, its demand for quality teachers increases every year. One innovative strategy they are pursuing is targeting its pool of college alumni to return as classroom teachers. Currently over seventy-five former IDEA graduates are teaching in classrooms across four regions, and the organization hopes to double that number in the next two years.

Through targeted marketing and outreach, alumni are being encouraged to consider teaching as a career pathway while connecting them with after-school tutoring jobs and summer school opportunities mentoring current IDEA students in order to provide that in-the-field experience working with younger people.

IDEA is also looking to pilot a high school course on teaching that would provide juniors and seniors with background training on teaching along with regular opportunities to work with middle school and primary students, all while being trained by a current master teacher at IDEA.

With over 500 college graduates across all IDEA schools, these former students who want to become IDEA teachers can serve as role models and proof points for current IDEA students, while transferring the deeply held values and experiences of what it takes to get to and through college.



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LOCAL CHARTER SCHOOLS

CHARTER NAME	SUPERINTENDENT	# SCHOOLS	# STUDENTS
BASIS TEXAS	Andrew Freeman	3	2,600
BEXAR COUNTY ACADEMY	Ross Williams	1	349
BROOKS ACADEMY OF SCIENCE AND ENGINEERING	Lisa Schutz	4	3,271
COMPASS ROSE ACADEMY	Paul Morrissey	1	354
ELEANOR KOLITZ HEBREW LANGUAGE ACADEMY	Kathryn Davis	1	337
GEORGE GERVIN ACADEMY	Frances Boynes	2	911
GREAT HEARTS TEXAS	Dan Scoggin	5	3,616
HARMONY SCIENCE ACADEMY	Bilgehan Yasar	3	2,093
HENRY FORD ACADEMY ALAMEDA SCHOOL	Jeremiah Montez	1	127
HERITAGE ACADEMY CHARTER SCHOOLS	David Lee	1	218
IDEA PUBLIC SCHOOLS	Rolando Posado	24	13,949
JOHN H WOOD JR PUBLIC CHARTER	Bruce Rockstroh	1	405
JUBILEE ACADEMIC CENTER	Kevin Philips	7	3,438
KIPP TEXAS - SAN ANTONIO	Allen Smith	7	3,533
LIGHTHOUSE CHARTER SCHOOL	Don Mills	2	307
NEW FRONTIERS CHARTER SCHOOL	Alfredo Segura	2	663
POR VIDA ACADEMY	Joseph Rendon	1	123
POSITIVE SOLUTIONS CHARTER SCHOOL	Ruby Torres	1	131
PREMIER HIGH SCHOOLS	Luis Gonzalez	2	253
SCHOOL OF EXCELLENCE IN EDUCATION	Sheilda Madkins	4	649
SCHOOL OF SCIENCE AND TECHNOLOGY	Mehmet Nalcaci	5	2,123
SOUTHWEST PREPARATORY SCHOOL	Sherry Head	5	770
TEXANS CAN ACADEMIES	Richard Marquez	1	359
TEXAS COLLEGE PREPARATORY ACADEMIES Founders Classical Academy of Schertz The Foundation School for Autism	Dina Acevedo	1	586
UNIVERSITY OF TEXAS UNIVERSITY CHARTER	Melissa Chavez	3	95

LOCAL SCHOOL DISTRICTS

SCHOOL DISTRICT		SUPERINTENDENT	# SCHOOLS	# STUDENTS
	Alamo Heights	 Dr. Dana Bashara	6	4,748
	Comal	 Andrew Kim	28	24,200
	East Central	 Roland Toscano	12	16,000
	Edgewood	 Dr. Eduardo Hernández	20	11,293
	Floresville	 Dr. Sherri Bays	5	4,000
	Ft. Sam Houston	 Dr. Gary Bates	2	1,600
	Harlandale	 Gerardo Soto	31	15,324
	Judson	 Dr. Jeanette Ball	30	23,138
	Lackland	 Dr. Burnie Roper	2	956
	North East	 Dr. Sean Maika	68	64,385
	Northside	 Dr. Brian T. Woods	122	106,863
	Randolph	 Dr. Brian Holt	3	1,134
	San Antonio	 Pedro Martinez	91	53,857
	Schertz-Cibolo-Universal City	 Clark C. Ealy	16	15,000
	Somerset	 Dr. Saul Hinojosa, Jr.	7	4,057
	South San Antonio	 Marc Puig	12	9,625
	Southwest	 Dr. Lloyd Verstuyft	17	13,519

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TO THE TEACHER WHO MADE AN IMPACT ON MY LIFE AND CAREER



My family moved very often, so each year I became “the new kid” in several school systems throughout New England. By the time I enrolled in my third high school in as many years, I began to run out of steam. Yet I was so fortunate to land in the classroom of Mrs. Judith Dennis, the most admired teacher in our District in Connecticut. Mrs. Dennis was so engaging and refined that simply being in her classroom felt like a special opportunity. She took a personal interest in my writing, coached me through college essays, and shepherded me on to college and, later, graduate school. She remains a dear family friend, and I visit her each time I return to the East Coast. I remember almost every detail of her lessons. When I became a science teacher, I believe my best lessons were patterned on her teaching. She showed me how to encourage learners, and to nurture their confidence.

Daniel J. Menelly - CEO, The DoSeum

IMPORTANT PK-12 PUBLIC EDUCATION INITIATIVES IN SAN ANTONIO



Ensure that every child dramatically improves their educational success in school, college and career

within Bexar County. Convene and facilitate educational enhancing efforts to inspire and prepare our families and students for success.

Elaine Mendoza – Chair
Bartell Zachry – Founding Chair
Ryan Lugalía-Hollon – Executive Director



Our mission is to surround students with a community of support, empowering them to stay in school and achieve in life.

Jessica Weaver – CEO



Establishes a positive trajectory for educational attainment by providing a child with a complete experience that ensures academic excellence in school inspiring

students to develop love for learning & to become contributing members of society.

Dr. Sarah Baray – CEO



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skills required of successful educational leaders today. Prepares instructional leaders to take on the challenges of urban school leadership.

Angela Breidenstein, Ed.D. – Interim Chair,
Department of Education



Led by 16 San Antonio-area Independent School Districts and co-

chaired by Kim Lubel, CEO of CST Brands, Lowell Tacker, Principal at LPA, Inc. and David Crouch, Vice President of Toyota Motor Manufacturing Texas, Go Public is inspiring people across the region to take a step back and celebrate the positive and sustained impact public schools make on all of us. All residents– whether they have kids in school or not – have reasons to love and support our public schools.

Lisa Losasso Jackson – Executive Director



CHOOSE to SUCCEED

Working to attract the nation's best public charter schools to San Antonio. Our mission

is to ensure that every family has access to exceptional, tuition-free public education options.

Tom Torkelson – CEO
Steve Lewis – Chair



Teach For America corps members and alumni are helping lead an educational revolution in low-income communities across the country.

Nick Garcia – San Antonio Executive Director



We are a community of youth development leaders. Our members provide out-of-school Time (OST) services to young people and their families.

Working together, our goal is to make San Antonio the top U.S. city for youth to learn, grow, and thrive.

Ryan Lugalía – Hollon – Program Director

IMPORTANT PK-12 PUBLIC EDUCATION INITIATIVES IN SAN ANTONIO



The Witte Museum is where nature, science and culture meet to inspire people to shape the future of Texas through relevant and transformative experiences. Lifelong learning is experienced through daily

demonstrations and immersive exhibitions, and through powerful partnerships. The Witte is a place that engenders a future where all people have the opportunity to create an extraordinary life.

Marise McDermott – President & CEO



San Antonio's only museum just for children where kids learn by doing, creating and tinkering—instead of just looking and listening. As an institution

committed to fostering a lifelong love of learning among children. The DoSeum offers a diverse array of programs for children ages 0-10.

Daniel Menelly – CEO



Educational Services

KLRN is the Emmy-Award winning Public Television station for South Central Texas broadcasting to a 30-county radius. The mission of KLRN is to use the power of communications to provide quality programs and services which advance education, culture and community, to enrich the lives of people throughout our community. It is its "beyond television" strategy that forms KLRN's educational outreach model – to prepare children for kindergarten and academic success and to impact the quality of care.

Arthur Emerson – CEO



Ensuring aspiring educators are, "Ready from Day One," by providing >120 hours of field residency experiences. The College of Education

and Human Development offers 10 distinct Master's degree programs including a Masters in Early Childhood Education. All of our programs blend theory with practical experiences so that our graduates are well prepared to be highly effective educational leaders.

Carl J. Sheperis, Ph.D. – Dean College of Education & Human Development



The experience will inspire the youth of today to discover scientific and technical principles relevant to their everyday lives. Students will learn about careers in science that they might never have considered.

Ultimately, they will come away with the feeling that "science is cool!" and "I can be an aeronautical engineer, neurologist or an electrical engineer!"

Bonnie Baskin – Founder, CEO



IDEA is one the highest performing charter school networks in Texas. Founded in the Rio Grande Valley 15 years ago, IDEA has successfully pursued its mission to make

college for all children a reality.

JoAnn Gama – CEO

Rolando Posada – Executive Director, San Antonio



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Great Hearts is a nonprofit classical K-12 public charter school network committed to academic excellence and moral formation. We operate high-performing schools staffed by exemplary teachers and founded upon the classical ideals of truth, goodness, and beauty. Our students are prepared for success in higher education and to be leaders in creating a more philosophical, humane, and just society. Visit www.greatheartsamerica.org to learn more.

Jay Heiler – CEO and Board President

Dan Scoggin – Texas Superintendent



Promotes the literacy skills of San Antonio's at-risk youth using SAYL Reading Buddies Program, an early intervention program. SAYL trains volunteers to work one-on-one with elementary school children who are reading below grade level.

Deborah L. Valdez, Ed.D. – Executive Director

IMPORTANT PK-12 PUBLIC EDUCATION INITIATIVES IN SAN ANTONIO



KIPP Texas Public Schools is an open-enrollment public tuition-free charter school network of 52 schools

educating more than 27,000 Pre-K-12 students across the state, including San Antonio where there are six schools and more than 3,534 students. We believe that all children, irrespective of zip code or income level, has a right to an exemplary education, so the focus at KIPP Texas is educating students with the academic and character skills necessary to thrive in and graduate from college, positively impact their communities, and lead choice-filled lives.

Sehba Ali – Chief Executive Officer
Allen Smith – SA Regional Superintendent



College Advising Corps works to increase the number of first-generation college going, low-income, and/or underrepresented

students who apply, enter, and complete college. CAC, with its partner universities, places well-trained recent college graduates as full-time college advisers in underserved high schools. We believe that every student deserves the opportunity to enter and complete higher education.

Nicole Hurd – Founder and CEO



The mission is to promote excellence in education for all students in Bexar County by improving the governance and collaboration among the 20 ISDs wholly or partially in Bexar County, Texas. Major goals are: Improve Governance; Identify Common

Legislative Priorities; Collaborate on Areas of Commonality

Robert Blount, Jr. – President



City Year helps bridge the gap between what students need to succeed and how public schools are designed and resourced. As full-time, near-peer tutors, mentors, and role models, City Year AmeriCorps

members tutor students one-on-one, provide in-class academic and behavior support, and organize school-wide initiatives to improve school culture proven to move high-potential students back on track to graduation.

Kelly Hughes Burton – VP and Executive Director



Began in 2001 with a mission to inform high school students of STEM careers driven by industry. Students are exposed to high demand career pathways through a hands-on curriculum to make better decisions

on their educational and career plans. Academies: Advanced Technology & Manufacturing, Aerospace, Diesel Technology, Health Professionals, Information Technology & Security, The Academies Mission.

Katherine Sanchez-Rocha – Executive Director



Led by United Way of San Antonio and Bexar County, Eastside Promise Neighborhood is a collaborative efforts impacting San Antonio's east side. Inspired by the Harlem Children's Zone and funded by the U.S. Department of Education, it focuses on achieving

results on Ten Promises to the community, all focused on improving education opportunities for youth and strengthening families and the neighborhood.

Mike Etienne, Ph.D. – Director



Goal is to close the college graduation gap for San Antonio by helping its students graduate from high school, enroll in college, and

earn a college degree and/or certificate. The Partnership delivers its key services each year through three programs: Road to Success, the San Antonio Education Partnership Scholarship and cafécollege.

Lisa Cunningham – Executive Director



San Antonio Public Library's early literacy program, designed to support the development of young children's love of books, reading and learning. Services are provided free of charge at public libraries, childcare facilities, schools and community-based organizations.

Cresencia Huff – Manager



MISSION: To empower students to achieve at globally competitive levels with our transformative K-12 academic program. BASIS schools offer students something no other

American public school does: An education that prepares them according to the highest, most rigorous international standards. Our schools have been ranked consistently among the best schools in the United States—and the world. The BASIS Primary School academic program includes humanities, math, science, Mandarin, art, music, drama, and physical education. The Upper School, which serves grades 8-12, offers an accelerated science and liberal arts program. New schools are in the Medical Center and North Central San Antonio.

Dr. Peter Bezanson – CEO



The Alamo Academies is a national award winning, innovative, STEM-based instructional model operated by the Alamo Area Academies Inc., a non-profit organization, in partnership with the Alamo Colleges, San Antonio area high schools, industry and the cities of San Antonio, New Braunfels and Seguin providing America's youth with tuition-free career pathways into critical demand technical STEM occupations.

Gene Bowman – Executive Director



of San Antonio

Girls Inc. of San Antonio works to inspire all girls to be strong, smart, and bold. The organization equips girls to navigate gender, economic, and social barriers to grow up healthy, educated, and independent. Girls

build confidence and embrace positive decision-making to take charge of their health and wellbeing, and to achieve academic, personal, and career goals.

Stephanie J. Hull, Ph.D. – President & CEO



Provides comprehensive out-of-school programs that keep children safe and help them achieve in school and life. Focused on developing skills in one of more of the following areas: Technology, Education, Life Skills, Sports, Culture.

More than 3,000 children from Bexar County have participated in 50 different programs since its launch.

Dr. Patricia Karam – Executive Director



For more than 100 years, Big Brothers Big Sisters has operated under the belief that inherent in every child is the ability to succeed and thrive in life. As the nation's

largest donor and volunteer supported mentoring network, Big Brothers Big Sisters makes meaningful, monitored matches between adult volunteers ("Bigs") and children ("Littles"), ages 6 through 18, in communities across the country. We develop positive relationships that have a direct and lasting effect on the lives of young people.

Denise Barkhurst – CEO



ACADEMICA
An Education Service Provider

Academica is one of the nation's longest-serving and most successful education service organizations, providing professional services and related support to nearly

150 public charter schools. A pioneer in the charter school movement, Academica was founded in 1999 on the principle that each school of choice is a unique educational environment governed by an independent Board of Directors best qualified to forge its path to student success.

Fernando Zulueta – CEO



The Scobee Education Center aims to carry on the Space Shuttle Challenger crews

educational mission – to spark interest and joy in science, technology, engineering and math. The Scobee Education Center is dedicated to enriching the lives of children and adults alike by fostering a love of science and astronomy through hands-on and minds-on experiential education.

Richard Varner – Director

IMPORTANT PK-12 PUBLIC EDUCATION INITIATIVES IN SAN ANTONIO



A grassroots movement that promotes, supports and celebrates San Antonio's commitment to be a world-class compassionate city: one where the civic government, the religious and volunteer organizations, the businesses, the community and its educational institutions come together to recognize the importance and value of compassion in the life of a city and by doing so create an ethos of compassion and a safety net for its most vulnerable citizens.

Dr. Ann Helmke – Executive Director



A community challenge started by President Obama encouraging city leaders, including SA Mayor Ivy R. Taylor, to implement a coherent life-impact strategy. This national initiative is designed to help boys and men of color reach their full potential regardless of life's circumstances. Locally, MBKSA will coordinate with other strategies that connect youth with opportunity and help young people build healthy relationships with themselves, their families and their community.

Former Mayor Ivy Taylor & Dr. Mike Etienne –
Co-Chairs of Steering Committee



Texas Aquatic Science is a pathway for water science education providing educators a complete curricula and teaching guide aligned with TEKS and integrated with experiential place based field sites, mobile and interactive technologies, and comprehensive on-line teaching options. Developed by Meadows Center for Water and Environment, Harte Research Institute for Gulf of Mexico Studies, and Texas Parks and Wildlife. Originated through funding by the Ewing Halsell Foundation. Texasaquaticscience.org

Dr. Rudy Rosen – Project Director.



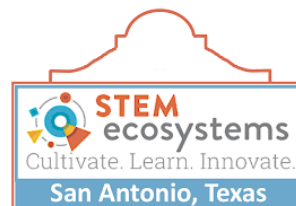
CAST Tech High School, opening in August 2017, will be a career-themed school focusing on coding, cyber security, gaming, entrepreneurship, business and more. Located near the city's downtown Tech District on the Fox Tech campus, the school will work hand-in-hand with industry partners to prepare students for careers in technology and business, where the demand is high for skilled workers.

Melissa Alcalá – Principal



Education Service Center, Region 20 is one of 20 regional education service agencies within Texas which assist school districts in improving student performance and increasing the efficiency and effectiveness of school operations. A non-regulatory agency; our relationship with school districts is collaborative and supportive. Provide an array of programs and services in the areas of administration, business support, certification and recruitment, curriculum, instruction and assessment, health and safety, professional development, specialized services and technology.

Dr. Jeff Goldhorn – Executive Director



A county wide Community of Practice with a commitment to provide STEM/STEAM experiences for all students with a focus on students traditionally underrepresented in STEM/STEAM. SABSSE establishes and articulates Early Learning to Middle School STEM/STEAM Pathways of learning experiences and will disaggregate the High School Graduation Rates to include STEM Endorsement, 21st Century skills, and other metrics for measuring the impact of SABSSE.

Dr. Paul Reyna – Executive Director



Our mission is to empower families to engage in a marketplace of schools – that is, to understand their school options and choose the right school for their child. We do this by providing families with tools

and resources for selecting a school and helping them navigate the application process to get there. We do not advocate for any one schooling option over the other.

Colleen Dippel – Founder & CEO

DEMOCRACY PREP
AT THE STEWART CAMPUS



Democracy Prep Texas, currently running a dual language elementary school in partnership with SAISD, is expanding to serve students in middle school for the 2019 – 2020 school year. Democracy Prep is a national charter organization that puts students on a path to college

graduation and a life of active citizenship.

Virginia Silva - Founding Principal

RELAY/LAB SCHOOLS

Relay Lab Schools, a new, non-profit schools management organization working in close partnership with urban public school districts around the country, manages neighborhood schools that prepare all kids to enter, succeed in, and graduate from college. Relay Lab Schools Texas currently manages two neighborhood elementary/ middle schools on the West Side of San Antonio.

Learn more about us—and discover how to join our growing team of educators and entrepreneurs—at www.relaylabschools.org.

Chris Fraser – Executive Director



DEE HOWARD FOUNDATION

Established the Pre-K thru 12 Aeronautical STEM Initiative in 2016 to introduce aviation and aerospace related STEM curriculum in schools primality focused on underserved students in the San Antonio area.

In the fall of 2019 the DHF program will be in four school districts and ten schools during the school day. It includes age appropriate classroom instruction, guest speakers, field trips, virtual tours, opportunities for students to fly with private pilots, and the 9th thru 12th grade includes an aircraft build program of a full size single engine aircraft. The goal is to expand the DHF Aeronautical STEM program by one school district per academic year.

Wayne I. Fagan – Chair

TO THE TEACHER WHO MADE AN IMPACT ON MY LIFE AND CAREER



I am forever appreciative and thankful to my high school debate teacher, Cindy Welch. As a beginning teacher, she supported me and my classmates on the Holmes High School Debate Team in discovering our voice – a critical skill I use today.

Dr. Mike Flores - Chancellor, Alamo Colleges

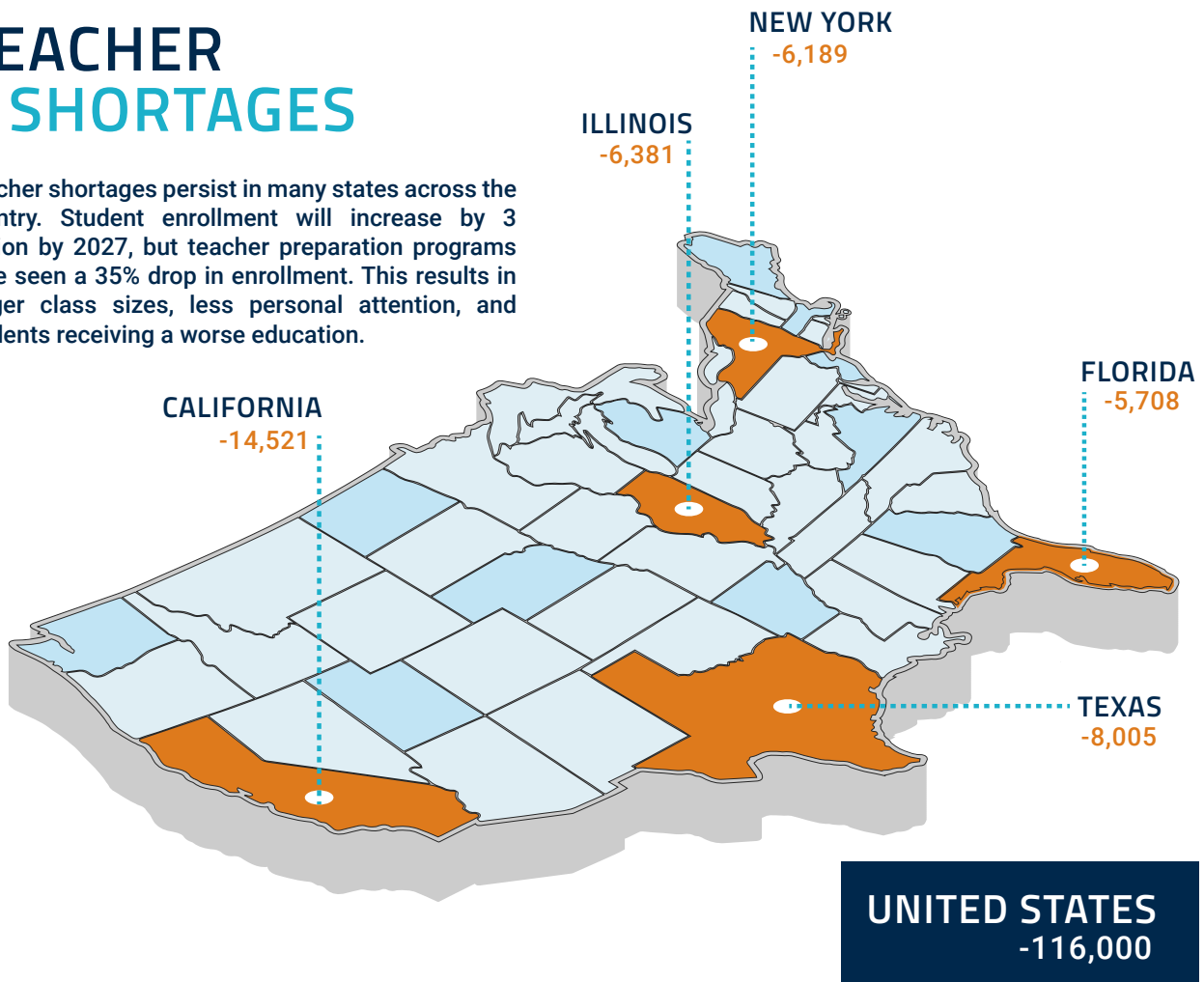
How Teacher Pay Compares to All Professions By State

The weekly wages of public elementary, middle, and high school teachers compared with all other workers with college degrees.

Wyoming -3.1%	Minnesota -18.1%	Michigan -22.7%	Tennessee -27.3%
Rhode Island -5.2%	Mississippi -18.9%	Iowa -23.0%	Washington -28.9%
Alaska -5.4%	Hawaii -19.1%	Kansas -23.2%	TEXAS -28.9%
New York -10.5%	Ohio -19.5%	Louisiana -23.5%	Georgia -29.0%
North Dakota -11.0%	Illinois -19.8%	U.S. AVERAGE -23.8%	Alabama -29.4%
New Jersey -12.3%	South Carolina -20.5%	Arkansas -24.3%	Utah -32.1%
Vermont -12.4%	Indiana -21.0%	Nebraska -24.3%	New Mexico -32.8%
Montana -13.1%	West Virginia -21.2%	New Hampshire -24.3%	Montana -33.2%
Pennsylvania -13.8%	Massachusetts -21.3%	Kentucky -24.6%	Virginia -33.6%
Maryland -14.4%	Maine -21.5%	Idaho -24.9%	Colorado -35.1%
California -14.8%	South Dakota -22.1%	Florida -25.7%	Oklahoma -35.4%
Connecticut -16.7%	Wisconsin -22.2%	Oregon -26.2%	North Carolina -35.5%
Delaware -18.0%	District of Columbia -22.3%	Nevada -26.5%	Arizona -36.4%

TEACHER SHORTAGES

Teacher shortages persist in many states across the country. Student enrollment will increase by 3 million by 2027, but teacher preparation programs have seen a 35% drop in enrollment. This results in bigger class sizes, less personal attention, and students receiving a worse education.



Teacher Compensation: Fact vs. Fiction

Teacher Turnover: *Why It Matters and What We Can Do About It*. Learning Policy Institute, September 2017.

Despite the fact that school districts nationwide are confronting significant teacher shortages, some administrators and legislators still disregard the role professional compensation plays in recruitment and retention, and minimize the complexities of teaching. In fact, according to the Learning Policy Institute, almost 20% of teachers leave the profession because of low pay.

Fiction: Teachers earn as much as comparable professionals for the amount of work they do.

FACT: NEA's Rankings and Estimates (2016-17), the national average teacher salary is \$59,660.

Nationally, teachers earn 19% less than similarly skilled and educated professionals (comparing weekly income). This "teaching penalty" in Texas is 30%.

Fiction: Teachers are well paid because they have summers off.

FACT: Students have summers off. Teachers spend summers working second jobs, teaching summer school and taking classes for certification renewal or to advance their careers. Teachers are only paid for the days they are contracted to work.

Fiction: Teachers only work 6-7 hours per day.

FACT: Teachers work longer than the contracted workday

Teachers must do significant amounts of work such as grading papers and revising lesson plans on their own time, after school, and on weekends. As classes become larger and school districts change curriculums, this becomes more arduous. Teachers are often not compensated for a number of extra duties.

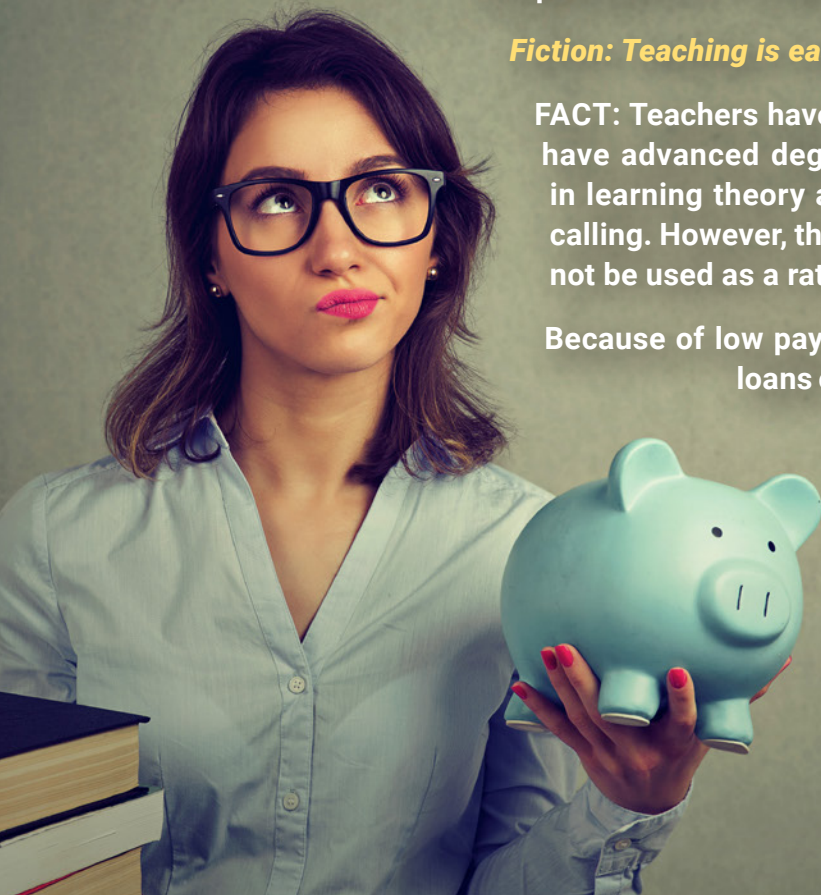
Fiction: Teaching is easy so anyone can do it.

FACT: Teachers have college degrees plus teaching credentials. Many have advanced degrees and have completed extensive coursework in learning theory and educational practice. For most, teaching is a calling. However, the intrinsic rewards of an educational career should not be used as a rationale for low salaries.

Because of low pay, new teachers often cannot pay off their student loans or buy homes in the communities where they teach.

Teachers and other certified educators often work two or three jobs to make ends meet. The stress and exhaustion can become unbearable – forcing people out of their vocation. In addition, harsh evaluation policies, worsening working conditions, and lack of professional support are pushing more teachers out of the profession.

If school districts want their students to have the most professional teachers, they must pay a professional salary.



What is the Single Most Important Thing America Can Do to Fix the Teacher Shortage?



Bureaucratic solutions to problems of practice will always fail because effective teaching is not routine, students are not passive, and questions of practice are not simple, predictable, or standardized. Consequently, instructional decisions cannot be formulated on high and then packaged and handed down to teachers.

Students learn as much for a teacher as from a teacher.

If we value high-quality schools, we must attend to how we can recruit and retain talented, dedicated people who want to stay and do the vital work of educating our children to become informed and productive citizens. If that is indeed a shared goal, it's time to turn from denying the problem to working on the solutions.

Linda Darling-Hammond - Professor of Education Emeritus, Stanford Graduate School Education

I don't see any shortcuts to good teaching. If we want our students to be discerning, caring, and have empathy toward others, we as teachers must also embody these qualities.

As Hector Flores, wisely admonishes, 'The teaching profession is the most important profession of all because it is the key to all the other professions.'

Teacher retention remains a ubiquitous crisis—and we're not resolving this when we disregard educators' work situation. Our teachers need support and here is where the community comes in. It can partner with districts and universities to develop authentic, place-based curricula, prepare teachers, and forge pathways into higher education.

Angela Valenzuela - Director, Texas Center for Education at the University of Texas at Austin

The best thing we can do for teachers is to give them some room to experiment and innovate. There isn't an industry where the workforce is more passionate than teachers.

They care about their kids. They want the best for them. They show up on the weekends to learn how to be better teachers. They spend their own money to benefit their students. They deserve our respect. They are also the experts when it comes to education and we should give them the opportunity to utilize that expertise.

We need to give teachers the autonomy they need to bring education to the next level! We need to give them the opportunity to learn—to build the knowledge, skills, and abilities to help our kids thrive!

Jamie Casap - Chief Education Evangelist, Google

Better than a thousand days of diligent study is one day with a great teacher.

Japanese Proverb

Eliminate teacher licensing mandates. Research shows that teacher certification does not improve teacher quality, and many teachers themselves view their licensing requirements as what they are: a cash cow for ineffective education departments of local universities.

Individual school districts and principals should be free to hire teachers based on qualifications that have proven their worth, and teachers to pursue such qualifications using the same criteria rather than all being forced into the same bureaucrat-managed, low-quality system.

Joy Pullmann - Managing Editor, The Federalist

The most promising thing we can do to help many more teachers be much more impactful is to rethink how the job is done, so that teachers spend less time on low-value things they do poorly (making copies, passing paper, watching students use tablets) and more on high-value instruction (mentoring, coaching, small group facilitation).

Frederick Hess - Director of Education Policy Studies, American Enterprise Institute

Although not all of our social problems can be solved with money, this one can. We will attract more candidates to the teaching profession when we pay them salaries that commensurate with the value of the incredibly important work they are doing.

Unless you teach or live with a teacher, it's difficult to understand the intense intellectual and emotional work that goes into teaching, and that is not well-reflected in their current levels of compensation. If we want more teachers, we need to make teaching a well-paid and highly respected position in our society.

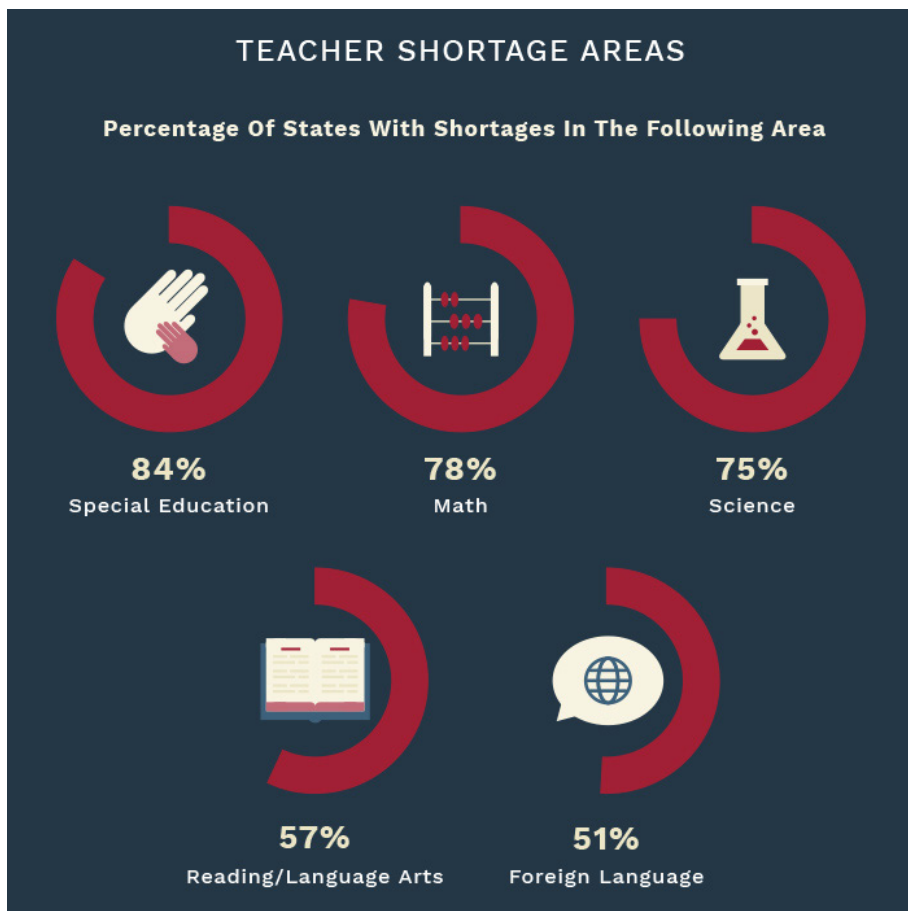
James Lang author of "Small Teaching: Everyday Lessons from the Science of Learning"

The most important thing we could do to address the teacher shortage is to create the conditions under which more teachers stay in the profession.

Polling suggests teachers care more about working conditions – such as having supportive principals and a safe and stimulating environment – than salary. High poverty segregated schools are much less likely to provide those conditions and teachers leave those schools at substantially higher rates. In high poverty schools, teacher turnover is 69% higher than in low poverty schools.

For that reason, reducing economic school segregation – as 100 districts and charters do – may be the single most important step to reducing turnover and addressing the teacher shortage.

Richard D. Kahlenberg - Senior Fellow, The Century



Improved school culture, behavior support, a raise, and greater appreciation from leadership are top factors in teacher attrition

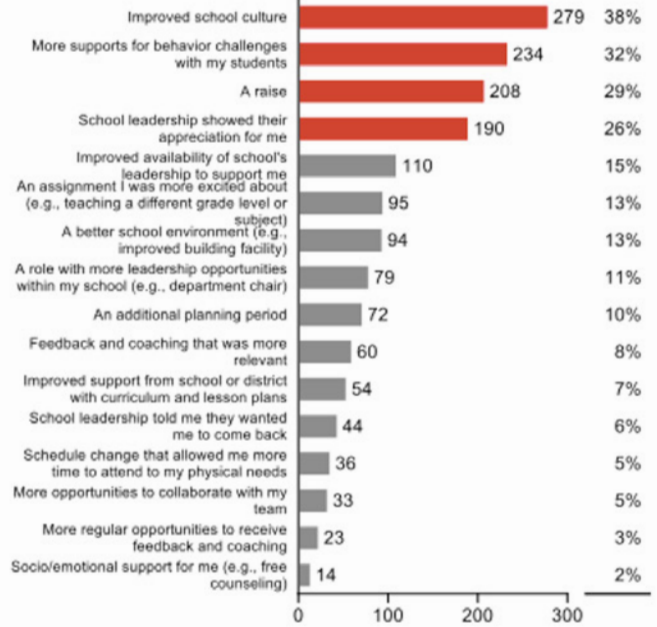
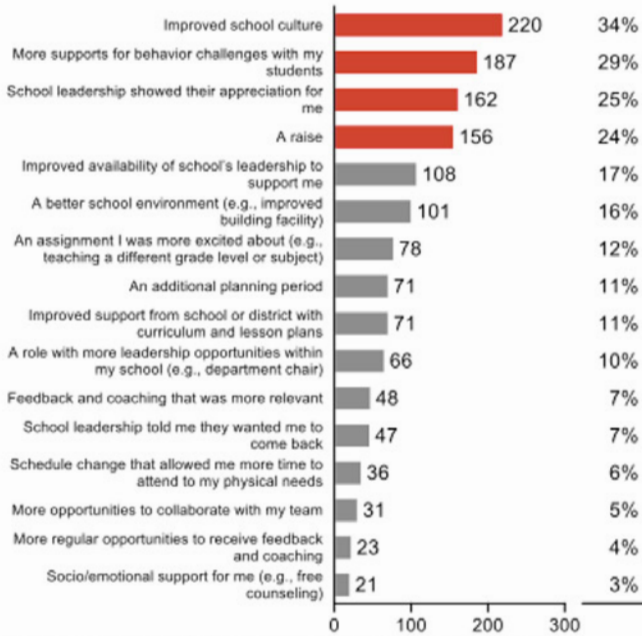
TEACHER RETENTION

/ PRELIMINARY

2017 top reasons

2018 top reasons

What would make you consider staying at your current school? Please choose up to 3 reasons.



Note: Question was check three that apply, so sum is not the same as actual N
Source: Commit Third Annual DFW Teachers Survey (June 2018), N = 4679

This information is confidential and was prepared by Bain & Company solely for the use of our client; it is not to be relied on by any 3rd party without Bain's prior written consent.

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The Intangibles of Teaching

Good Teachers have enormous, positive impact on our economy by providing productive citizens and minimizing costly drug addicts and inmates.



Why Become a Teacher?

1. No two days are the same.
2. The children teach you as much as you teach them.
3. Teaching makes a difference, with visible results.
4. Opportunity to influence the minds of future leaders, game-changers, innovators, and movers.
5. Teachers can work all over the world.
6. The best job in the world. allows you to be continuously creative and be better professionally.

7. Independence. A teacher is the pillar of every classroom. You decide on the best for your students and design your lesson plans.

8. Influence the next generation.

9. Ensures that your vocabulary, fashion and music tastes remain current and relevant.

10. The "thank-yous" mean a lot.



At Relay, our sole mission is to teach teachers and school leaders to develop in all students the academic skills and strength of character needed to succeed in college and life. We believe that all students deserve an excellent education and so we

focus on preparing and supporting outstanding teachers and school leaders to achieve that goal.

THE RELAY APPROACH: LEARN. PRACTICE. PERFORM.

Just as doctors and athletes must train for years to become expert professionals, we know that it takes meticulous practice, focused feedback, and frequent repetition to become a skilled teacher or school leader. The Relay approach combines proven strategies with hundreds of opportunities to apply learnings, receive expert coaching, and demonstrate proficiency in leading students to academic and character growth.

OUR STORY

Relay is an accredited national nonprofit institution of higher education with a groundbreaking approach to teacher preparation. Since we first opened our doors, we have launched 19 new campuses, designed and delivered programs for undergraduates, teaching Residents, and school leaders alike while expanding our impact with online learning tools and platforms. Our San Antonio campus opened in the summer of 2017.

RELAY SAN ANTONIO

In San Antonio, we currently enroll 94 graduate students in two programs: a 2-year Residency program/ Master of Arts in Teaching program that teaches those entering the profession and a 2-year MAT program for veteran teachers and Teach for America corps members. In the coming year, we will also offer a one-year alternative certification program serving Teach for America corps members. We work in partnership with district partners, charter schools, and other education organizations across the city, including: San Antonio Independent School District, Relay Lab Schools, IDEA Public Schools, YES EEP, Southwest Prep, and Teach for America. In the coming year, we are excited to expand partnerships. If your district, charter, or organization is interested in partnering in this work together, reach out to Ashley Indorf, Senior Director of Operations, aindorf@relay.edu



ASPIRE

ASPIRE is a partnership among Commerce ISD, A&M-Commerce and the City of Commerce with a purpose to enrich the lives of K-16 students through innovative programs and experiences. According to a recent article in the Texas Observer, 62% of Commerce ISD students are considered “economically disadvantaged,” and adequate funding is not always available for needed student enrichment programs. Lack of educational opportunities and summer learning loss negatively impact students, so the ASPIRE program fills a crucial need in the Commerce community.

In the Observer article, Commerce ISD Superintendent Charlie Alderman stated, “We’re like every other rural school district out there, you know – we’re struggling with funding. That’s why we had to reach out to the university to build other relationships and maximize the resources we have.”

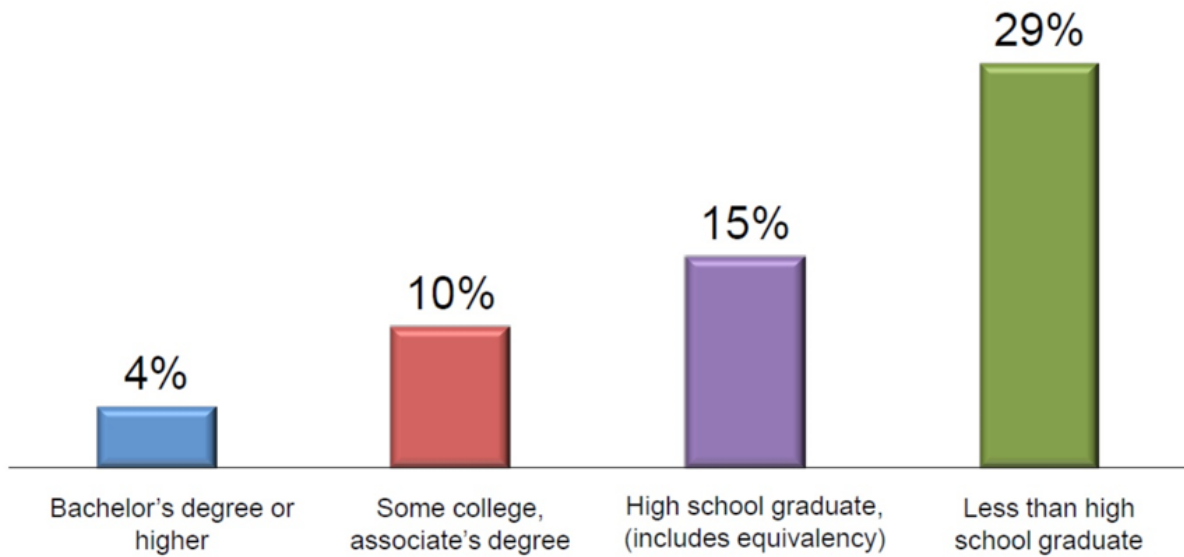
ASPIRE features several impactful programs, including the ASPIRE Summer Experience, in which students participate in enrichment programs at the university. At the ASPIRE dinner, fifth-grader Brandon Nelle said Summer Experience participants visit the university’s children’s museum, planetarium, rec center and blueberry farm. Students also enjoy tours of the KETR radio station and robotics demonstrations.

ASPIRE also directs an after-school and summer program called ACE where A&M-Commerce work-study students mentor Commerce ISD students after school and during the summer. AVID, another signature ASPIRE program, helps students develop study skills and become career and college ready.

From the Texas A&M Commerce Website

In Texas, Poverty Strongly Linked to Level of Educational Attainment

% in Poverty by Educational Attainment



@CPPP_TX

TO THE TEACHER WHO MADE AN IMPACT ON MY LIFE AND CAREER



First and foremost, thank you to the past, present and future Sam Houston High School teachers. It may not have appeared that I was thinking much about my future when I was a student there, but it is clear to me that you were huge drivers in my success. You pushed me to complete my school work and did not allow me to make excuses, for anything. I cannot name all of you, but I am honored to specifically mention Mrs. (Lewis) Johnson, Coach Dickey, Ms. Solis, Ms. Cardenas, Mrs. Miles and Mrs. Nelson. A special shout out to Mr. Ramirez, who was the first teacher to introduce me to accounting. It was his patience and passion that made me want to pursue being an Accountant. Today, I am a CPA and the CEO of CPS Energy, San Antonio's locally owned energy utility company. I owe a big part of my accomplishments to Sam Houston teachers. What you do matters!!

Paula Gold-Williams - CEO, CPS Energy



The Texas Education Agency will improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems.

LEADERSHIP

Mike Morath – Commissioner

DEPUTY COMMISSIONERS:

Academics: **Penny Schwinn** – Assessment and Accountability Division; Standards and Programs.

Educator Support: **Kelvey Oeser**

Finance: **Mike Meyer** – TEA divisions: the Permanent School Fund; School Finance; and Agency Finance.

Governance: **Jeff Cottrill** – Accreditation and School Improvement Division; Complaints, Investigations and Enforcement.

Technology: **Melody Parrish** – Information Technology Services/Statewide Education Data Systems

Special Population: **Matt Montano**

Special Programs: **Lily Laux**

Standards and Engagement: **Jeff Cottrill**

Operations: **Megan Aghazadian** – strategic planning process, performance goals and milestone to improve student outcomes statewide. Oversees the TEA divisions of Communications, Governmental Relations and Human Resources.

General Counsel: **Von Byer**

STATE BOARD OF EDUCATION LEADERS

For more information, visit: tea.texas.gov



Secretary

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Ruben Cortez Jr.
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District 12
Fairview



Aicha Davis
District 13
Dallas



Sue Melton-Malone
District 14
Robinson



Vice Chair
Marty Rowley
District 15
Amarillo

House Bill 3

86th Texas Legislature



SUPPORTS TEACHERS AND REWARDS TEACHER EXCELLENCE

- Increases the minimum salary schedule between \$5,500 - \$9,000
- Requires districts to allocate 30% of their year-over-year budget increase toward full-time employee compensation increases, and 75% of this total must go to teachers, counselors, nurses and librarians
- Increases the state share of Teacher Retirement System (TRS) payments for all educators
- Establishes a new Teacher Incentive Allotment that provides between \$3,000 - \$32,000 per year, per high-performing teacher, with higher incentive funding going to high poverty and rural campuses
- Provides funding for an enhanced Teacher Mentor Program to improve support for teachers in their first two years
- Further protects students and the integrity of the teaching profession by creating a Do-Not-Hire Registry that ensures non-certified personnel will not work at schools if they have abused a child or had an inappropriate relationship with a minor



FOCUSES ON LEARNING AND IMPROVING STUDENT OUTCOMES

Prioritizing Early Literacy, Including Pre-K

- Requires High-Quality, Full-Day Pre-K for all eligible 4-year-old children, with funding through an Early Education Allotment
- Establishes a Dual Language Allotment
- Requires school boards to adopt and monitor early childhood literacy and mathematics proficiency plans and ensure the use of a systematic phonics curriculum
- Requires elementary school teachers to attend the reading academies and be trained on the science of teaching reading



FOCUSES ON LEARNING AND IMPROVING STUDENT OUTCOMES

Improving College, Career, and Military Readiness

- Requires school boards to adopt and monitor college, career, and military readiness (CCMR) plans
- Rewards districts with bonuses for CCMR graduates
- Increases funding for college prep exams, industry certification exams, career and technical education (CTE) including computer science, and funds innovative high school models designed to help students graduate with an associate's degree

Increasing Support for Special Education

- Increases Mainstream Special Education funding
- Creates a new Dyslexia Allotment
- Encourages teacher training in Autism

Expanding Learning Opportunities

- Provides funding for an optional extended year for elementary schools, and establishes a new summer learning program focused on career and technical education
- Establishes a blended learning grant program
- Provides funding to reimburse high school equivalency exam fees



INCREASES FUNDING AND EQUITY

- Increases funding for low-income students, with more money in the highest poverty areas
- Makes a variety of formula changes so that property wealth matters far less than ever before, with district funding being determined almost entirely based on student need



REDUCES AND REFORMS PROPERTY TAXES AND RECAPTURE

- Cuts property taxes in the first year by an average of 8 cents per \$100 of assessed value, bringing the tax rate for Maintenance & Operations down from \$1.17 to \$1.055
- Provides for automatic tax rate reductions starting in the second year if property value grows by more than 2.5% per year
- Reduces recapture from \$3.6 billion to \$2.0 billion in the first year

IMPORTANT EARLY CHILDHOOD PROGRAMS IN SAN ANTONIO



Empowering individuals and families to transform their lives and strengthen their community. The programs support positive family values, respect the changing role of the family, and assist children, seniors, and families to deal effectively with problems and challenges.

Mary E. Garr – President/CEO



Provides Out-of-School-Time (OST) programming that develops the character, strengths, talents, and skills of San Antonio's high-risk urban youth through safe experiences, positive learning environments, and holistic programming that inspire each child to fulfill their potential. Founded in 1984 as a solution to a large number of youth congregating around downtown San Antonio with nowhere to go after school.

Asia Ciaravino – President & CEO



Delivers innovative family education and support services to under-served families, using a two-generation model focused on parental engagement and education. We provide quality education for 1,500 children from birth to age four, as well as family services that directly impact children's development while assisting parents in achieving their own educational and professional goals.

Susan Steves Thompson – Executive Director



ChildSafe® As the only Children's Advocacy Center in Bexar County, we

provide expert care and specialized services to children who have been traumatized by abuse, neglect, or sexual abuse.

Last year, Bexar County, which encompasses San Antonio, had the 4th highest rate of reported child abuse cases in Texas. One in four girls and one in six boys will be sexually abused before their 18th birthday; almost one-third are not old enough to attend kindergarten.

Kim Abernethy – President/CEO



Brighton Center

Here there are only ~~Dis~~abilities.

Provides family & community education and developmental services to children with disabilities or delays empowering them to achieve their individual potential making them successful in every community. We set a strong foundation for children of ALL abilities through early childhood intervention, early childhood education and special education support.

Kim Jefferies – CEO



A coalition of organizations across Bexar County that builds on successful child and family programs in San Antonio. The purpose is twofold: 1. Create a comprehensive early

childhood system that promotes the social, emotional, physical and cognitive development of children 0-8. 2. Provide parents and caregivers with tools & resources to better support their families



Voices identifies critical issues that impact child well-being in San Antonio/ Bexar County and collaborates with local and state organizations to improve programs, practices and policy. Voices partners with over 200 organizations on its various initiatives in focus areas of Early Care and Education, Child Abuse/ Neglect and Children's Health and Mental Health. Working with City and State government and leaders, as well as with the health, education and human service sectors, Voices for Children continues to keep the wellbeing and the future of children at the forefront.

Dr. Kathleen A. Fletcher – President/CEO



St. Peter-St. Joseph Children's Home is a social service agency operating under the Archdiocese of San Antonio as an independent 501(c)3 non-profit. The mission of St. PJ's is to be a safe and loving refuge for children in crisis

and to accompany them on their journey to healing and wholeness, breaking the cycle of abuse and neglect one child at a time.

Gladys Gonzalez – Executive Director



Rooted in the loving ministry of Jesus as a healer, we commit ourselves to serving all persons with special attention to those who are poor and vulnerable. Our Catholic health ministry is dedicated to spirituality centered, holistic care, which sustains and improves the health of individuals and communities. We are advocates for a compassionate and just society through our actions and words.

At St. Paul Enrichment Center, our first priority is providing



St. Paul Child Enrichment Center

a nurturing environment where children's physical needs are met and they feel emotionally secure. With that foundation, we can offer. Since 1982, our mission has been to provide high quality, nationally recognized care that fosters the physical, social, language and cognitive development. We value healthy relationships with each child's family and celebrate the

diversity of our families and staff.



Boysville provides a safe family environment for children in

need so they may become responsible adults. Our campus is designed to help children in crisis who cannot remain in their own home for a variety of reasons. Our children come from homes that are in crisis. By providing food, shelter, clothing and medical services, we are able to provide the basic necessities needed to make the child feel safe and comfortable. We encourage a good education leading to college, trade or military options. Options that previously seemed like a dream.

Paula Tucker – CEO



Provides a safe, stimulating and nurturing environment where young children can develop age appropriate cognitive, physical, social and emotional skills while simultaneously assimilating the language and culture of Latin America.

Dr. Hugo F. Carvajal – Executive Director
Susan Carvajal - Founder
Krisana Puccio - Founder



A catalyst for change, supporting individuals and families by providing excellent community services to overcome the impact of poverty. These services include a child development program, afterschool and summer youth enrichment programs, a college readiness program, and family services.

Simon Salas – CEO

IMPORTANT EARLY CHILDHOOD PROGRAMS IN SAN ANTONIO



Discovery School is a private, nonprofit, nationally accredited multi-denominational preschool governed by a volunteer Parent Board of Directors. To supplement tuition and fees, it maximizes parent participation and fundraising. Offers the highest quality preschool education, employs early childhood specialists, and strives to keep its tuition affordable to a wide community base, as well as offering a scholarship program to assist families in need.

Mary Stanchak – Director



Seton Home works to break the cycle of abuse and poverty by providing a caring home, education, and support services necessary to transform the lives of pregnant and parenting teen mothers and their children.

Gladys Gonzalez – Executive Director



The mission of the Blessed Sacrament Academy Child Development Center is to build the community through Christian programs that develop family success one child at a time. Parents' Academy exists to empower parents with positive parenting skills that reduce family stress and build family success. Por Vida Academy Charter High School supports success through education by providing our students an innovative educational experience, preparing students for life beyond high school.

Sister Odilia Korenek – Executive Director



We are a multi-purpose service agency offering affordable day care, parenting classes, youth and family services including after school and summer youth programs, assistance to individuals and families in crisis of food, clothing, and utilities assistance, senior nutrition, senior activities and volunteer income tax assistance programs.

Dr. Linda D. Cherry – Chief Executive Officer



The mission of Healy-Murphy Center is to provide compassionate service to youth-in-crisis by focusing on individualized education in a non-traditional setting, early childhood development and essential support services.

Douglas J. Watson – Executive Director

We are surrounded by insurmountable opportunities.

Bill Mollison



The Children's Shelter is a private, nationally accredited nonprofit corporation. Since 1901, we have provided a safe haven for child survivors of abuse, neglect, and abandonment in San Antonio and Bexar County. Today, The Children's Shelter is a trauma-informed care certified organization that provides a continuity of care through an array of a family of services.

Annette Rodriguez - President and CEO
India Chumney – Executive Director



The Department of Human Services (DHS) offers a range of programs and services to provide high quality early childhood education, child care assistance, and after school programming for children and families in the San Antonio and Bexar County community. These services, in conjunction with other community

programming, assist in ensuring a consistency in the level of access, quality of services, and continuum of care in the overall community.

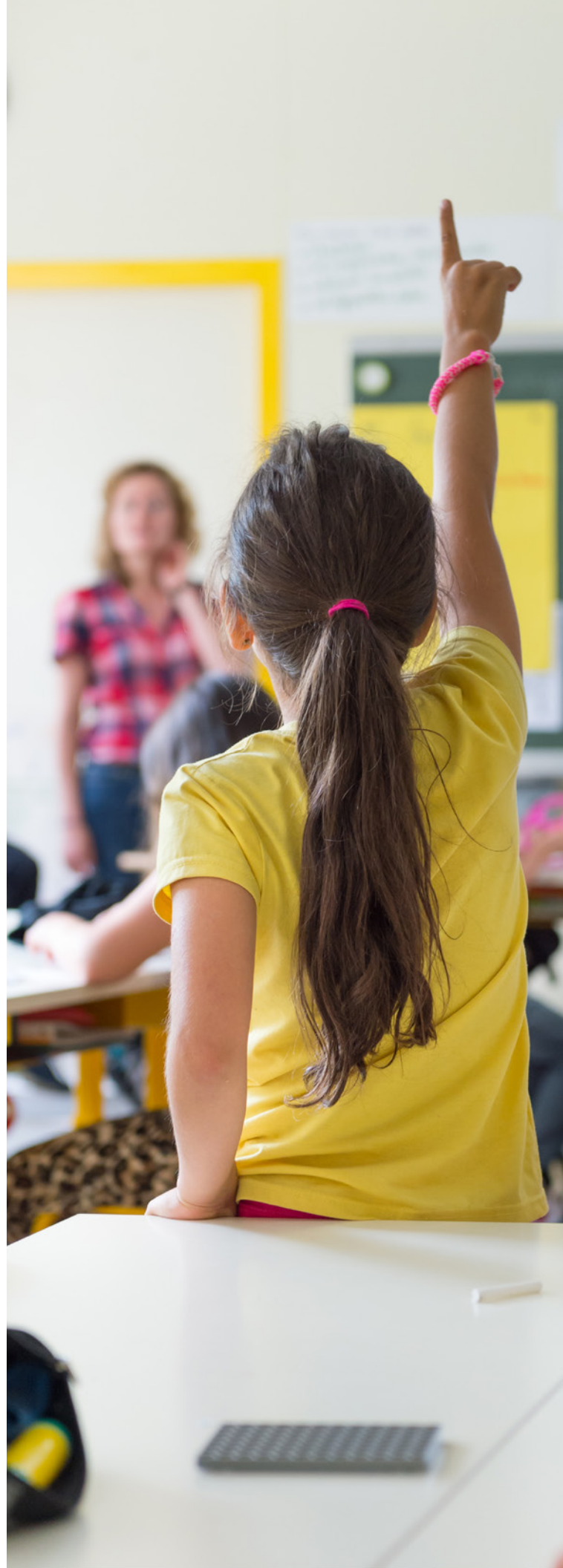


Serves families who live in the most economically distressed census tract in San Antonio. Consider these stark numbers: 92 % economically disadvantaged, 70% students academically at risk, 41% adults didn't graduate high school

Former Housing and Urban Development Secretary and San Antonio Mayor Henry Cisneros and his wife, former Councilwoman Mary Alice Cisneros founded American Sunrise in 2001 in an effort to address these needs and help families lift themselves into more prosperous lives.

The Learning Center provides: After school tutoring; a nutritious meal; Certified teachers and student teachers to equip our young people with the skills they need to succeed in school and throughout their lives.

Verlyn Maldonado – Executive Director



IMPORTANT EARLY CHILDHOOD PROGRAMS IN TEXAS



The Texas Early Learning Council serves as Texas' State Advisory Council on Early Childhood Education and Care as required by the Improving Head Start for School Readiness Act of 2007. Members of the Council are appointed by the Governor of Texas.

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TEXAS
Department
of Family and
Protective Services



The Texas Department of Family and Protective Services (DFPS) works with communities to promote safe and healthy families and protect children and vulnerable adults from abuse, neglect, and exploitation. We do this through investigations, services and referrals, and prevention programs.

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The Family Connects Texas program supports parents by linking nurses, community resources, and families.

Our mission is to connect you with resources that nurture your whole family and support your child. It's about planting seeds for the future. Together, we're growing healthy babies!



Nurse-Family Partnership empowers first-time moms to transform their lives and

create better futures for themselves and their babies.

Over more than four decades, research consistently has proven that Nurse-Family Partnership succeeds at its most important goals: keeping children healthy and safe, and improving the lives of moms and babies.

Nurse-Family Partnership works by having specially trained nurses regularly visit young, first-time moms-to-be, starting early in the pregnancy, and continuing through the child's second birthday.



The Children's Defense Fund Leave No Child Behind® mission is to ensure every child a Healthy Start, a Head

Start, a Fair Start, a Safe Start and a Moral Start in life and successful passage to adulthood with the help of caring families and communities.

Bharti Wahi - Executive Director
Emily Gardner – Co-acting National Executive Director and Communications Director



A broad-based coalition of business, civic, education, philanthropic and nonprofit organizations and volunteers, working together to raise awareness about, and advocate for, the importance of high- quality early education for a strong economy tomorrow. Early Matters leaders continuously advocate for increased financial resources allocated to this critical, high return-on-investment area. In partnership with Early Matters Houston and Early Matters Austin, we work to align efforts to advocate for the children in Texas – 1 of 3 of whom live in our three regions.

Founder – Regen Fearon
Kimberly Manns – Executive Director



Parents as Teachers

Parents as Teachers builds strong communities, thriving families and children who are healthy, safe and ready to learn by matching parents and

caregivers with trained professionals who make regular personal home visits during a child's earliest years in life, from prenatal through kindergarten.

Constance Gully - President & CEO

earlymattersgreateraustin

A Historic Coalition on Early Education

Advocates for public policy and funding that increases access to high quality early learning programs as a wise investment of public dollars with a strong return on the investment. At both a state and local level we support policies that promote both higher quality and efficiency for high quality full day early childhood education programs (including both PreK and child care).

Seeks to establish the Greater Austin area as a region positioned to incubate, pilot, and scale innovative solutions to challenges of access and affordability in the early childhood sector. Works collaboratively with representatives from the business, health, education and philanthropic sector to create an early childhood innovation hub in Greater Austin. From a business perspective, this will help ensure that public investments are well-managed, coordinated, and resources are invested for maximum impact.

EARLY MATTERS HOUSTON

A critical time for Houston

We must invest more heavily in the early stages of our children's learning and development, a time in which we see the highest financial return on investment and the greatest impact on preparing children for a bright and successful future.

Only 1 in 5 will graduate; Only 1 in 5 children in our region are graduating from high school and completing some form of post-high school credential. However, Houston's rapidly growing employers desperately need employees with post-high school education.

Houston Commitment By 2025, all Greater Houston area students will be reading at or above grade level by the end of 3rd grade.



Collaborative for Children is a nonprofit that strengthens early education throughout Greater Houston. We work

with parents, educators, and local leaders to make sure our region's children are ready to succeed in the long term. Our mission is to meaningfully improve the quality of early childhood education and care for Greater Houston's children through those who are most influential in their lives. These are their stories, and the stories of how we're making a lasting impact on education in Houston.



Early Learning Alliance (The Alliance) formerly known as the Educational Alignment for Young Children – was formed in 2013 as part of national efforts to improve early learning systems in cities.

The Alliance includes more than 50 organizations and individuals representing government, community-based early child care providers, faith-based organizations, educators, school district administrators, training organizations, nonprofit service providers, health and mental health providers, private foundations, the United Way of Tarrant County, Workforce Solutions of Tarrant County and the City of Fort Worth.



Envision a Texas in which all children grow up to be healthy, safe, successful, and

on a path to fulfill their promise. A statewide, non-profit, non-partisan, multi-issue children's policy organization. Develop policy solutions, produce research, and engage Texas community leaders to educate policymakers, the media, and the public about what works to improve the well-being of Texas children and families. Funded by a variety of foundations and individuals. Work covers child protective services, juvenile justice, mental well-being, maternal and child health, early childhood, and the ways that each of those policy areas work together to shape children's lives and the future of Texas.

The 12 Qualities Great Teachers Share Valerie Strauss

It's the question of the year: What makes a great teacher?

Here's one effort to sort out the qualities that all great teachers have. I suspect that any effort to create a definitive list is doomed to fail because great teachers are as different as the students they teach.

But here's a list to start, and please write what you think is missing. This was written by Chris Lehmann, the founding principal of the Science Leadership Academy in Philadelphia. A version of this appeared on his website, Practical Theory. He wrote this some years ago when he was teaching at Beacon School, a progressive public high school in Manhattan.



What makes a great teacher? By Chris Lehmann

Sort of an important question, right?

I've seen teachers who worked for hours on their lessons, who were scholars in the field fail miserably, and I've seen teachers who, if you give them five minutes before they walked in to glance over their material, they could run a class for an hour on any topic under the sun.

In the end, what makes a great teacher? I wish I had a magic eight-ball that allowed me to figure this one out, but it's something I've really given a lot of thought to... and I think what follows are at least some interesting ways to think about the profession.

So what makes a great teacher?

1) **PASSION FOR TEACHING.** This can manifest itself so many ways. I'm the "jump around the room" kind of teacher, and sure, that comes from a lot of passion, but some of the best teachers I've known have had a passion that students had to be quiet to catch onto.

2) **LOVE OF KIDS.** You laugh, but it's true! I've seen people

come in and talk about teaching and talk about how much they love their subject and know about their subject, but they never mention the kids. Worse, we had an interview once where the teacher clearly knew his stuff, but he basically admitted that his classroom management style was fear and intimidation. Not who I want teaching kids I care about.

3) **LOVE OF THEIR SUBJECT.** Again... pretty important. I spent four years dropping by Mike Thayer's classroom because to watch him explain physics or calculus was, for me, to understand how you could have a passion for something that was always a mystery for me. Great teachers not only love their subject, but they love to share that joy with students.

4) **UNDERSTANDING OF THE ROLE OF A SCHOOL IN A CHILD'S LIFE.** High school is more than the sum of the classes the kids take. It's a time to grow, explore, try on identities, find joys that might just last a lifetime. Sometimes the best teaching we do happens on basketball courts, in the halls after a class, at a local coffee shop or in a drama studio. The best teachers know that they are teachers for much more than the time they are in the physical classroom.

5) **A WILLINGNESS TO CHANGE.** This one gets overlooked sometimes, I think. I've written about this before, but it bears repeating. We talk about how schools should be transformative for kids, but I think they can be just as transformative for teachers. If you expect kids to be changed by their interaction with you, it's got to be a two-way street.

6) **A WORK ETHIC THAT DOESN'T QUIT.** It's a hard, draining job that will demand all that you can give sometimes. You've got to be able to have some balance in your life, but there are very few teachers who can be effective by cramming everything they need to do into the hours allocated by the average teacher's contract. (And for the record, the overwhelming majority of the teachers I've met put in hours well above and beyond the contract.)

7) **A WILLINGNESS TO REFLECT.** You've got to be able to ask why things went the way they did... both on the good and the bad days. And you have to be able to admit when the reasons it went bad were because of what you did, not what the students did. (Equally important is the understanding that often things go right because of what the kids brought to the table, not because your lesson plan should be bronzed.) Teaching requires a willingness to cast a critical eye on your practice, your pedagogy and your self. And it can be brutal.

8) **ORGANIZATION.** My personal Achilles heel, and one of the things I'm always working to improve. My Palm Pilot helped, really. But I hate paperwork and official looking documents, and it kills me. I am amazed at the people like Dale Lally who seem to get his papers handed back before the kids hand them in or seems to be able to put his hands on every unit he's ever taught within a moment's notice. Kids know what to expect, they know he's going to be organized and have a structure to his class... and he's still creative and spontaneous and interesting. I can only imagine how much better of a teacher I'd be if the structure of everything I did was just a little more organized.

9) **UNDERSTANDING THAT BEING A "GREAT TEACHER" IS A CONSTANT STRUGGLE TO ALWAYS IMPROVE.** I think I've had some moments of great teaching in my career, but I also still see all the holes in my teaching -- sadly, often times mirroring holes in my self -- and I still want to get better... because I think I've got a long way to go to be a great teacher every day. And even if I get better at everything I see as weaknesses now, I can only imagine what new challenges will face me on that day.

10) **ENOUGH EGO TO SURVIVE THE HARD DAYS.** The tough days will leave you curled up under a desk, convinced that you can't teach or the world is too hard for these kids or the work is too much or whatever the problem was that day... you have to have enough sense of self to survive those days.

11) **ENOUGH HUMILITY TO REMEMBER IT'S NOT ABOUT YOU.** It's about the kids. If your ego rules your classroom, if the class turns into "me vs. them" or if you can't understand that a sixteen year old might be able to tell you something you don't know, then don't teach. Or at least, don't teach high school.

12) A **WILLINGNESS TO WORK COLLABORATIVELY.** Sure, there are some great teachers who close the door to their classroom and do what they want, but I think you send a strange message to the kids that way sometimes. Teachers are part of a school community, and even where that community can be flawed (and lots of schools are), a great teacher should be willing to work to make the community a better place

Texas FACTS 6,623,366 children

In Texas, a child...

- is born into poverty every 5 minutes.
- is abused or neglected every 8 minutes.
- dies before his/her first birthday every 3 hours.
- or teen is killed by gunfire every 2 days.

Texas Ranks:

- 21st among states in its infant mortality rate.
- 27th among states in percent of babies born at low birthweight.
- 40th among states in per pupil expenditures.



The following are a few excerpts from the fabulous article by Beth Hawkins of The 74 providing some fascinating insight into the fabulous work of Pedro Martinez and Patti Raddle to transform SAISD. The investigative project was funded by The George W. Brackenridge Foundation. The article is a must read. Mike Burke

78207: America's Most Radical School Integration Experiment

In the nation's most economically segregated city, an innovative new approach to school integration designed to address poverty, trauma, and parental choice is working.

In the daily school commute up and down Guadalupe Street to J.T. Brackenridge Elementary, parents and students are presented with a vivid illustration of their stark reality: By virtually any statistical measure, San Antonio is the most economically segregated city in the United States. Its poorest neighborhood, the 78207, is located a scant few miles from the epicenter of the third-fastest-growing economy in the country. But as the city as a whole thrives, the residents on the West Side are all but locked out of the boom.

Into this divided landscape three years ago came a new schools chief, Pedro Martinez, with a mandate to break down the centuries-old economic isolation that has its heart in the 78207.

In response, Martinez launched one of America's most innovative and data-informed school integration experiments. He started with a novel approach that yielded eye-popping information: Using family income data, he created a map showing the depth of poverty on each city block and in every school in the San Antonio Independent School District—a color-coded street guide composed of granular details unheard of in education. And then he started integrating schools, not by race—91 percent of his students are Latino and more than 6 percent are black—but by income, factoring in a spectrum of additional elements such as parents' education levels and homelessness.

Martinez's strategy: Open new "schools of choice" with sought-after curricular models, like Montessori and dual language, and set aside a share of seats for students from neighboring, more prosperous school districts, who would then sit next to a mix of students from San Antonio ISD, where 93 percent of kids qualify for free or reduced-price lunch.

Only a few years into the experiment, the effort has reshaped the educational landscape and redefined the

aspirations of its students and educators. The district's diverse-by-design schools now have long lists of well-to-do families waiting for a seat to open up alongside students from working-class households and destitute neighborhoods. Families from the affluent communities on the city's north and northwest sides are indeed now eagerly applying to share classrooms with families from the 78207.

Student learning has accelerated—in both the new, marquee programs and existing schools.

When Texas released its 2017-18 school performance scores last month, San Antonio ISD, with its 50,000 students and 90 schools, was named one of the fastest-improving districts in the state. The system as a whole had risen from the equivalent of an F rating to a B in just the past four years. Thirty-four of its schools earned the state's "distinction" designation.

With arguably the nation's most radical school integration experiment reaping early wins, what Martinez says he needs most now is time—to get his still-disadvantaged schools from a B to an A, to change beliefs at all levels about what success looks like, and to stave off a gathering storm of opposition from those who disagree with his maverick approach. National experts on school improvement are buzzing about Martinez's work.

Martinez is himself an immigrant from Mexico and a first-generation college-graduate success story. Soft-spoken and trained in finance—not as a teacher—he was a curious hire back in 2015 for the south Texas district.

San Antonio ISD is one of 17 school districts within the city limits, but its blanket poverty is no accident. The district's boundaries were drawn decades ago to neatly follow the 1940s-era red-lined maps segregating blacks and Latinos into what is now an urban core.



San Antonio ISD Board President Patti Radle
(Credit: Heather Martino)

San Antonio ISD's school board president, Patti Radle, has lived and worked in the 78207—the district's most impoverished neighborhood—for nearly half a century. A former J.T. Brackenridge teacher and community activist, she believed Martinez, like her, would see her neighbors' pride and resilience, and

not fall victim to what she calls “the pobrecito”—“poor thing”—phenomenon.

Radle listened to Martinez describe his family being forced to move every time their landlord figured out how many people were stuffed into their tiny apartment. She became convinced he understood the weight of students' challenges, as well as the dangers of well-intended but misguided educators trying to protect them from rigorous academic material.

Martinez believed the neighborhood kids could succeed on par with their wealthy peers, just as he had done, and wouldn't settle for less, she says.

“His attitude and his insight seemed outstanding,” she said.

She and her fellow board members told Martinez his job was nothing less than to create a school system that would serve as a model for big-city districts throughout the nation.

Martinez didn't hear the directive as a rhetorical one. Neither of his parents made it past second grade, and both worked long hours to feed their 10 kids. At 16, Martinez went to work, too, to help support the family. He knew what creating a generation of college graduates eager to come home to live and work would mean for the 78207.

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Pedro with his younger siblings (Courtesy: Pedro Martinez)

Fast-forward three years. Martinez has opened an eye-popping 31 schools of choice. Families—some of them affluent parents who previously didn't give the district a thought—are clamoring to get their children in. Using what he now knew about the extreme poverty of some of his families, Martinez's team created a sophisticated lottery system that carves out a percentage of those seats for the neediest students.

The education world took note. In February, the Center on Reinventing Public Education brought dozens of leaders of cities that are home to large, struggling school districts to San Antonio to tour the new schools and to hear how Martinez managed to raise the bar so fast—and on a shoestring.

The center's director, Robin Lake, credits Martinez's willingness to listen to what the community wanted and to build first on its strengths for the quick buy-in he got. “He really took the time to hear about what was missing in kids' educations,” she says, and to learn what would empower teachers.

“Going barreling forth with a top-down solution the community isn't going to feel good about is the past,” Lake adds, referring to a common criticism of some education reform efforts. “Listening to the community and creating the things they want is the work of the future.”

It appeared Martinez was well on his way to fulfilling his marching orders. But change agents have a way of attracting headwinds.

Last winter, the 48-year-old schools chief announced a plan to invite a charter school network to take over a struggling elementary school slated at that point for closure by the state. Almost overnight, the San Antonio Alliance of Teachers and Support Personnel declared war. The union filed a lawsuit. Critics vowed to oust the school board that hired Martinez. Posters appeared on telephone poles with the hashtag #byepedro.



Superintendent Pedro Martinez greets a student (Credit: San Antonio Independent School District)

IMPORTANT PK-12 PUBLIC EDUCATION INITIATIVES IN TEXAS



Strong public schools are one of the best investments that we can make in the future of our

State. Creating change in a system with over 1,000 school districts and more than 8,000 public school campuses can be slow, and at times frustrating. It will not happen overnight, and it will not happen without the quality of our public schools being a top concern of every Texan.

Dr. Shari Albright – Executive Director

Charles Butt – Founder



Through policy and advocacy, Texas Aspires is committed to building a world-class education system that provides every Texas child the opportunity to achieve

their full potential and contribute to a stronger Texas. A bipartisan, non-profit organization working in partnership with education, business, and community leaders to provide greater opportunity for Texas children by improving education in the State.

Courtney Boswell – Executive Director



Headed by the Commissioner of Education, TEA is the state agency that oversees primary and secondary public education.

The mission of TEA is to provide leadership, guidance and resources to help schools meet the educational needs of all students.

Mike Morath – Commissioner



TCSA was created to unify, support and grow the charter movement. It has embarked on a planning process designed to

assess the current environment, chart a course for the future and define a sustainable business model that enhances vital services for our members and the broader charter school community.

Starlee Coleman – Executive Director



TASB is a statewide educational association that serves and represents local Texas school districts. A volunteer-based organization, TASB shares information through publications and training to help

Texas board members serve their communities more effectively and speak with a unified voice to decision makers to chart the best future for Texas public schools.

Charles Stafford – President



NATIONAL MATH + SCIENCE INITIATIVE

NMSI was formed to address one of this nation's greatest

economic and intellectual threats – the declining number of students who are prepared to take rigorous college courses in math and science and are equipped for careers in those fields. To flourish in the 21st Century, our nation must continue to generate intellectual capital that can drive the economic engine of our future prosperity.

Matthew Randazzo – CEO



The development of leadership capacity is critical to the success

of Texas public schools. Dynamic partnerships are necessary to carry out our work. We must cultivate a broad network of allies committed to strengthening public education in our state and nation. The participatory nature of the organization is vital to the success of our mission. The ideals described in *Creating a New Vision for Public Education in Texas* are the compelling principles that guide our pursuit of these enduring aspirations.

Dr. Kevin Brown – Executive Director



Texans for Education Opportunity

TEO is a statewide organization that works with parents, educators, community leaders and

elected officials to advocate for expanding educational options in Texas. TEO seeks to advance meaningful legislation that would allow for every child in Texas the opportunity to attend the school of their parent's choice, specifically in the form of an education savings account.

Stacey Hock – Chair

Amando Covo – Executive Director

IMPORTANT PK-12 PUBLIC EDUCATION INITIATIVES IN TEXAS



CLI at McGovern Medical School at UTHealth is the preeminent resource for learning solutions that produce tested, proven, effective results through scientific research and evidence-based interventions. The CLI team includes more than 200 experts in the fields of child development, education, medicine, neurodevelopment, research analysis, and more. Services provided include clinical assessment; diagnosis and treatment of learning disorders; cutting-edge research on techniques to enhance a child's home and learning environments; and development of multi-modal teaching, learning, and coaching platforms.

Dr. Susan H. Landry – CEO



EDUCATE TEXAS

a public-private initiative of Communities Foundation of Texas

A leading catalyst for progress, Educate Texas is an innovative public-private partnership focused on a common goal: Improving the public education system so that every Texas student is prepared for success in school, in the workforce, and in life. Educate Texas has been nationally recognized for tapping into a bold and collaborative approach for creating transformational change for Texas students.

John Fitzpatrick – Executive Director



Children at Risk serves as a catalyst for change to improve the quality of life for children through strategic research, public policy analysis, education, collaboration and advocacy.

Dr. Robert Sanborn – President & CEO



TCC is a statewide, non-profit, non-partisan, multi-issue children's policy organization that develops research and policy to engage community leaders and educates policymakers, the media, and the public about what works to improve the well-being of Texas children and families. TCC's work covers child protective services, juvenile justice, mental well-being, health and fitness, and early childhood development.

Stephanie Rubin – CEO

The Charles A. Dana Center at The University of Texas at Austin

The Dana Center works with our nation's education systems to ensure that every student leaves school prepared for success in postsecondary education and the contemporary workplace. Work focuses on K-16 mathematics and science education with an emphasis on strategies for improving student engagement, motivation, persistence, and achievement. The center strives to develop innovative curricula, tools, protocols, and instructional supports and deliver powerful instructional and leadership development.

Uri Treisman – Executive Director

Carolyn Landel – Managing Director



The Holdsworth Center is a new training and leadership development center in Austin for school district leaders from across Texas that offers the opportunity for sustainable improvement. Research shows effective teachers and principals are two of the most powerful factors in affecting students' academic success. The center will be run by educators and will pull from best leadership training practices in education, the military and the private sector.

Charles Butt – Founder

Lindsay Worton – Executive Vice President

Readiness for School Starts at Birth Libby Doggett

Pre-k for four year old children now has the funding to reach all children living in low income families—thanks to our success in the 2019 legislative session. And innovative cities like San Antonio are building strong pre-k programs for three year olds, as well.

BUT WHAT ABOUT OUR BABIES? Babies enter the world filled with curiosity about people, objects, and places around them. Daily routines like feeding, diaper-changing, and bath time build the early foundation of school readiness. When babies are read and talked to they learn how to communicate through sounds, facial expressions, and gestures—the foundations for later literacy and language skills. Self-confidence grows as babies feel loved and nurtured by the adults who care for them. They begin developing self-control when they are soothed after an upset. And babies learn to think, and to solve interesting problems, by using their senses to play and explore the world around them.

Babies develop school readiness skills through everyday moments and the relationships that they develop with the adults that care for them.

But what about babies whose parents are too busy for intense interactions and may even be experiencing great stress themselves. Or what about children who spend long days in a sub optimal care settings where the TV is the main source of entertainment, communication is limited and interaction with adults is sporadic. Scientists actually say that positive and negative experiences and environmental influences in the first years of life “get under the skin” and interact with a child’s genetic predisposition. This can result in physiological adaptations or disruptions that affect lifelong outcomes in learning, behavior, and physical and mental health. These physiological disruptions can persist into adulthood and lead to lifelong impairments.



Positive early experiences provide a foundation for sturdy brain architecture and a broad range of skills and learning capacities. Negative early experiences may weaken the brain’s architecture and those impairments last a lifetime.

SO WHAT CAN WE DO ABOUT THIS? Over the past 6 months, more than 300 leaders from across the state came together to develop The Texas Plan improve the lives of over 400,000 Texas children by 2026. This plan led by Texans Care for Children, Tex Protects, and Children at Risk, is focused on improving the lives of at-risk infants, toddlers and their families. With your help we will advance policies in three areas:

1. To ensure more young children are covered by health insurance and receive services, we will increase enrollment and outreach efforts and change policies that disrupt continuous Medicaid coverage.
2. On maternal health, we will increase access to high-quality prenatal care through the expansion of group, team-based care; ensure that hospitals are equipped to address life-threatening complications so that fewer mothers die in child birth; extend postpartum Medicaid from 60 days to a full year; and increase mothers’ access to postpartum depression and substance use disorder services.
3. We will strengthen and expand our statewide 211 system through a “closed loop” system that streamlines intake and follows up on referrals to resources such as Early Childhood Intervention and maternal depression.
4. We will boost the number of infants and toddlers receiving high-quality education and care by requiring that all scholarship child-care providers join Texas Rising Star and helping more child care providers improve the quality of their programs.

What is the Role of the Teacher?

The primary role of a teacher is to deliver classroom instruction that helps students learn. To accomplish this, teachers must prepare effective lessons, grade student work and offer feedback, manage classroom materials, productively navigate the curriculum, and collaborate with other staff.

But being a teacher involves much more than executing lesson plans. Teaching is a highly sophisticated profession that regularly extends beyond academics. In addition to ensuring that students experience academic success, teachers must also function as surrogate parents, mentors and counselors, and even almost-politicians. There is almost no limit to the roles a teacher may play.

Teacher as Third Parents

Elementary school teachers contribute tremendously to student development. A child's experiences in their formative years shape them into the person they will become and teachers help in no small way to discover who that will be. Because teachers are such a big part of their students' lives, many develop almost parental relationships with them.

Due to the sheer amount of time that school is in session, teachers are tasked with being positive role models and mentors to their students every day. Students learn so much more than math, language arts, and social studies from their teachers—they learn social skills like how to be kind to others and make friends, when to ask for help or be independent, how to distinguish between right and wrong, and other life lessons that parents tend to echo. In many cases, students learn these things from teachers first.

The nuances of a teacher's role as a semi-parent largely depend on the age of their students but almost all teachers learn to care deeply for their students and always want the best for them. Whether a student is close with their teacher or not, they probably respect and revere them much like they do their own parents or guardians and teachers probably treat them as they would their own children. In some cases, teachers may be a student's only mentor.

Teachers as Intermediaries

Even though a teacher is often like a parent, that doesn't leave a child's real family out of the picture—teachers are only one part of a larger equation. Teaching demands almost daily communication with families about everything from academics to behavior. Some of the most common forms of parent-teacher interaction include:

- Parent-teacher conferences
- Progress reports

- Weekly newsletters
- Emails, texts, and calls
- IEP meetings

On top of these standard practices, teachers must often explain their choices to parents and conciliate them when there is conflict. If a parent or guardian finds out about something going on in the classroom that they don't like, a teacher must be prepared to defend their choices and their students. They must make informed decisions about how to act in their students' favor and then be able to justify these, always standing firm but hearing families out.

Teachers are the middlemen between parents and their children in education and parents are easily frustrated when they don't understand how or why something is being taught. Teachers must keep families in the loop as much as possible to prevent this but also be ready if someone is displeased with their decisions. Teaching entails always championing what is best for students and explaining how practices are beneficial as needed.

Teachers as Advocates

A teacher's role is ever-changing. While teachers were once issued curriculum materials with a clear set of instructions detailing exactly how to teach them, this was not an equitable or effective approach because it did not acknowledge student individuality or real-life application. Now, teaching is responsive—it evolves to fit the needs and demands of any political and cultural climate.

A responsive teacher counsels their students to use the knowledge they learn in school to become valuable members of society. They advocate for being informed and productive citizens by educating about social justice and current events. Teachers must always be aware, ethical, equitable, and engaged.

The modern teaching profession also (often) includes advocating for students on a political level. Many teachers:

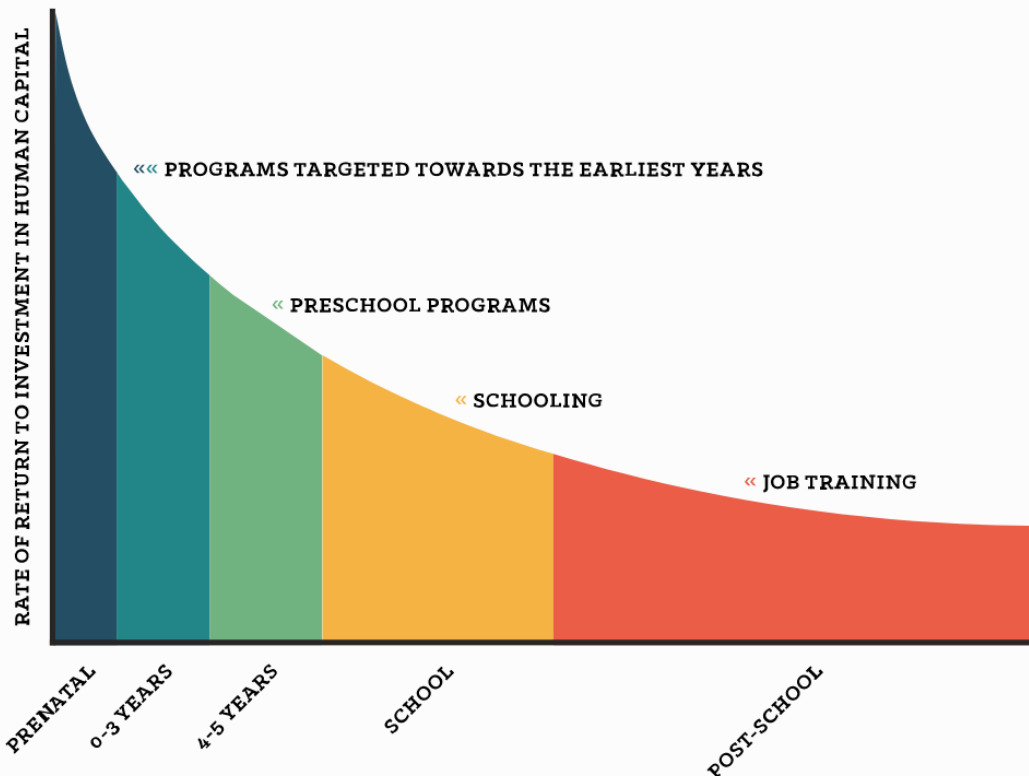
- Work with politicians, colleagues, and community members to set clear and attainable standards for students.
- Participate in the decision making to deal with problems affecting students' learning.
- Mentor new teachers to prepare them to teach the youth of their generation.

A teacher's work is far-reaching and critical—the world just wouldn't be the same without it.

The school is the last expenditure upon which America should be willing to economize.

Franklin D. Roosevelt

RETURNS TO A UNIT DOLLAR INVESTED



TO THE TEACHER WHO MADE AN IMPACT ON MY LIFE AND CAREER



To Myles Bass, my tutor for my SATs and my instructor for my first real estate license. To a young, impressionable 16-year-old, Myles was brilliant beyond any high school teacher. He was challenging and at the same time patient as I worked through my lessons. He taught me to do the math, but his real value was developing critical thinking to get to the insight behind the numbers. The many hours I spent in his study, toiling over accounting problems, memorizing real estate information and explaining my rationale after reviewing law cases, had a positive impact on my SAT score and the test for my real estate license. More importantly, it built competency and my confidence that endures today. Forty-five years later, I see Myles for what he was to so many others, brilliant and wise across disciplines, an entrepreneur, and an incredible teacher who chose a life of service to others that we can only hope to pay forward.

Wayne Peacock, CEO, USAA

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