



Forward

Texas Association of Partners in Education would like to express our gratitude to each district and organization who participated in the first edition of "Soaring to New Heights in Education: Powerful Partnerships Across Texas". Through each of these programs, you have extended a helping hand to numerous Texas youth, and have exemplified the innovative partnerships, that are sure to be emulated across the state.

On behalf of the TAPE Board of Directors, members, students and recipients of this publication, TAPE would also like to thank Applied Materials for supporting this publication through a grant. I know it is not recognition you seek, but this is a deed we will not allow to go unrecognized- education and academic excellence is and will continue to be a team effort.

This grant provides an invaluable opportunity for TAPE to share best practices, so again we thank everyone for participating in the 2009 "Powerful Partnerships Across Texas"

Sincerely,

Allison Murray
TAPE President

Introduction

It is always exciting to learn about innovative partnerships being developed by Texas Association of Partners in Education (TAPE) members. With the ever changing needs of today's youth and shifting economy TAPE recognizes that community engagement and innovation are key for the success of all students. Partnerships are, and will continue to be, critical to ensure students receive the resources necessary for success.

Through thirty years of promoting partnerships TAPE has facilitated the sharing of partnership stories through our statewide and regional events. After hearing these incredible stories for so many years and hearing from our members how much they have learned from these stories, we have begun to compile them into one resource. TAPE is pleased to present the first edition of Powerful Partnership Practices; case studies of effective partnerships from across the state. As we are just beginning to capture our members stories please note that the case studies in this publication are only a starting point. Strategies for community/business engagement through education partnerships are endless and only limited by the creativity, networking and vision of those involved in the program.

Each case study or "promising practice" in this publication was carefully reviewed to ensure that careful planning and implementation was carried out in the execution of the partnership and that all partnerships herein are taking measures, as much as possible, to document outcomes and effects. While the need for new research on partnerships is plainly evident, best practices identified in previous studies were considered as each partnership was reviewed. The following steps were used as a measure to gauge the level of planning undertaken:

- Identified the need
- Built powerful coalitions
- Created a mission, vision and goals for the partnership/program
- Developed balanced leadership capacity
- Communicated the vision (told the story)
- Involved the community
- Built on their successes
- Grew the program naturally
- Monitor, evaluate, recognize

About Texas Association of Partners in Education

The Texas Association of Partners in Education is a statewide non profit membership association made up of partnership professionals and volunteers from businesses, community organizations, institutions of higher education and school districts.

TAPE's mission is to provide leadership and expertise for schools, families, businesses and communities to build partnerships that enhance student success. We carry out this mission by providing best practices for partnership engagement; frameworks or models of effective programs/partnerships that may be replicated; resources; professional development and networking opportunities.

What is an Education Partnership?

TAPE defines Education Partnerships as cooperative relationships between families, communities and/or businesses. Working through multiple strategies, education partnerships ensure that all youth complete their education prepared to be responsible citizens who significantly contribute to the economic, civic and social environment in which they live and work. Mentor programs, volunteer programs, student internships and teacher externships are just a few strategies by which the community may become involved in education.

There is a positive relation between exposure to partnerships, and measures of school success. The more students are exposed to partnerships, the better student's self-reported grades, attendance, academic motivation, career preparation, and supportive outcomes, such as lowered risk behaviors, increased leadership and maintaining health.

What services do we provide?

- Training —Trainings include webinars and workshops on topics such as Rejuvenating Volunteer Programs, 40 Developmental Assets, Building & Sustaining Business and Community Partnerships and a statewide annual conference.
- Visibility – Members will be listed on the TAPE Web site and may promote their events and post job openings in the e-newsletter and Web site. In addition, TAPE members may nominate partners to receive recognition through our Statewide Partnership Awards.
- Opportunities for Networking and Collaboration - Network with other local, state and national entities through Regional Education Partnership Planning Forums; receive a membership directory to connect with other professionals within your region and across the State.
- Resources—Stay up to date on issues impacting partnership professionals through e-newsletters, phone consultation, document vault and new publication "Soaring to New Heights in Education: Powerful Partnership Practices across the State".
- Opportunities for Leadership Development through writing articles, making presentations, serving on committees, serving on the TAPE Board of Directors.

For more information and membership forms to join TAPE, visit www.tape.org.

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E-Mentoring

Areas of need addressed:

Graduation Numbers

Mentoring

Education Partner:

Dallas Independent School District – secondary schools Department of School and Community Relations,
Department of College and Career Readiness/Advancement Via Individual Determination

Community Partners:

Dallas Bar Association

Overview:

In 2003, statistics revealed that approximately 50% of 9th-graders did not graduate from high school. To explore this and other education issues more in depth, a Community Symposium for Justice in Education was held in November 2003. More than 175 lawyers, businesses, and community leaders met to address educational challenges in the Dallas community, including the graduation rate.

As a result of the Community Symposium for Justice in Education, the Dallas Bar Association (DBA) implemented a partnership with Dallas Independent School District (DISD). DBA researched volunteer programs that included a mentor component and decided upon an email system as the main method of contact. In turn, they supported the development of training and orientation pieces for the E-Mentoring program. The DISD staff responsible for partnerships reviewed district needs and policies and selected the "Advancement via Individual Determination" (AVID) program as the best match for program involvement with students. As the program was rolled out and volunteers were recruited, DISD staff managed volunteer clearance.

Both partners work diligently to ensure the program is a success. Volunteer mentors are recruited, cleared, and receive orientation and training through DISD. Teachers at school sites receive orientation and are given regular updates. Students are matched, parents submit approval for the match, and events kick off the matches. Mentors and students establish email accounts and correspond throughout the year on a variety of topics. End of year events provide face-to-face opportunities, career awareness opportunities and enrichment for students

The objective of E-Mentoring is to reach as many DISD secondary students as possible, using the internet to mentor via e-mail. Professionals are recruited in a variety of fields with the hope that the community will bond together in a common goal - to encourage students to stay in school.

From only 45 students at one school in 2003, the E-Mentoring program has grown to nearly 800 students at nine schools.

Program Management:

The E-Mentoring committee meets regularly throughout the year to evaluate the program, review progress and develop plans.

Funding:

Program funding was carried primarily by the Dallas Bar Association, Dallas ISD does commit a small amount of funds to the program as well as staff to oversee and manage the program.

Marketing/Communication:

Partners communicate their success and recruit new partners through district-wide principal meetings, district publications (both internal and external), volunteer award programs, news releases, school programs, and monthly newsletters of the Dallas Bar Association.

Evaluation:

Formal and informal feedback from teachers, volunteer mentors, and committee members is collected and reviewed. Student academic and attendance data is discussed, and provides information essential to maintaining and improving the program.

Advice on Replication:

Be sure you can create a system you feel is secure for the email relationship; training and follow up are ESSENTIAL. It is key to maintain communication between all entities involved. Promotion amongst professional organizations, civic groups and chambers is effective in building numbers.

For More Information:

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CITGO Supporting Students Pursuing Fire Science

Areas of Need Addressed:

Graduation Numbers

STEM

Workforce Development

Student and Parent Knowledge of College/Career Pathways

Education Partner:

Roy Miller High School, Corpus Christi Independent School District

Community Partners:

CITGO, the City of Corpus Christi Fire Department and Del Mar College

Overview:

Corpus Christi Independent School District's (CCISD) Roy Miller High School (RMHS) needed a hook to keep their students in school and to improve math and science scores. Through a community-wide effort, the partnership to develop the Fire Science Academy was born. Through this multifaceted program, the partnership set out to increase graduation numbers, enhance student's understanding and use of Science, Technology, Engineering, and Math, offer an opportunity for students to become workforce ready, and educate parents on college and career pathways.

Roy Miller High School students are primarily at-risk and low socio-economic students who are in need of guidance, purpose and meaning in school. Utilizing AchieveTexas as a framework, CCISD, Roy Miller High School, CITGO, the City of Corpus Christi Fire Department, and Del Mar College have addressed the need to make learning and the high school experience for students, meaningful and purposeful. The Academy is a 2 ½ year program open to 11th and 12th grade students. Students are bused to Del Mar College where they receive 2 hours of training everyday. They change into their "gear" before boarding the bus; this lifts their self-confidence and entices other students to ask about their participation in this program.

Upon successful completion of the 2 ½ year program, students are eligible to take the firefighter and/or the EMT-B certification exams and students receive dual credit towards an Associate's Degree from Del Mar College. The vision of this program is to increase the number of minorities and females in the firefighting profession.

Program Management:

The roles and responsibilities of all the partners in planning and establishing this partnerships was to be open minded, seek opportunities, be flexible, determine monetary need, set up transportation, and recruit.

While working collaboratively on establishing this partnership each partner was able to take on specific roles and responsibilities. CCISD campus administrator ensures that's students are enrolled in the program and have completed college entrance exams. CCISD Director for Career and Technical Education ensures that transportation is available, books are purchased and gear has been ordered and funded. CITGO donates funds to purchase equipment and pay college fees. They also provide other resources to the students and the RMHS faculty and staff, including information about working in refineries

and other opportunities in the industrial district. Del Mar College & the Corpus Christi City Fire Department provide instruction and mentoring.

Funding:

The major sources of funding and resources came from CITGO, and state and federal funds from Career and Technical Education.

Marketing/Communication:

This partnership is publicized through a brochure, announcements, participation in events, and media coverage.

Evaluation:

This program is evaluated by analyzing semester grades, attendance, and discipline.

Advice on Replication:

Dream big; ask and you shall receive; be positive; identify the need first; seek commitment; and involve the city and your neighboring college.

For More Information:

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The Game of Real Life

Areas of need addressed:

Graduation Number

STEM

Workforce Development

Student and Parent Knowledge of College/Career Pathways

Education Partners:

Yes Prep, Kipp Houston, Spring Branch and Aldine Independent School Districts, including: YES Prep SW; YES Prep SK; KIPP Houston High School; Spring Woods High School, Spring Branch Independent School District; Victory Early College High School and Carver High School, Aldine Independent School District

Community Partners:

Partners consist of Skills For Living and approximately 20 business units and volunteers who serve as career mentors, helping students understand the changes required to successfully transition from an at-risk high school student to a college graduate.

Overview:

Most high school students lack a basic understanding of consumer finances – taxes, budgeting, banking, insurance, buying cars and homes – and an understanding of how current school performance will ultimately impact their college funding and career opportunities. By having students spend time in their future, they realize the importance of making excellent choices today and they embrace the value of receiving a superior high school education.

Studies show that students are ignorant of finances, the costs of college, what careers pay and planning. Once exposed to these concepts, even in a demanding course structure, they appreciate that they have had a chance to learn this information.

The *Game of Real Life* is a 64-hour, financial, career and college planning curriculum for high school students, that incorporates an 8-hour experiential, reality simulation Game, where students pay bills and address life events while working in business units, auditing tax returns, selling cars, homes, insurance, financial service products, and attending college.

Before initiating The Game of Real Life partners meet to create a program matrix to establish specific objectives and timelines. During this meeting logistics are discussed to identify classrooms, AV equipments, space for administration and career mentor meetings. Upon finalizing program logistics the program is “marketed” to the ninth grade class with an explanation of the registration process and expectations. In addition the program is “Marketed” to volunteer instructors, team leaders, career mentors and business leaders. Finally volunteer instructors and team leaders are trained and the curriculum is delivered over a fifteen day period. The curriculum includes the following topics:

Day One – Creating Your Future – concepts of accepting responsibility for the future, co-creators, writing essay on “My Vision of Who I am at Age 26” and researching real estate sites to purchase a home at age 26, consistent with projected income.

Day Two – Do I want a Career or a Job? – What are my interests, what majors and careers should I pursue, followed by research on Bureau of Labor Statistics

Day Three – Employment, Wages & Taxes – What is minimum wage; completing the Job Offer form in Game with decisions on group insurance, 401(k) and calculation of FICA and income tax; understanding personal exemptions, standard deductions, itemized deductions Hope and Lifetime learning credits; PITI

Day Four – College Plan – The student learns about the steps required to create a plan for college; they use College Board for selection of colleges and estimating costs of college; they use Fast Web for scholarship research; they understand the economic value of AP classes and how GPA and SAT affects scholarships; students use Collegeboard.com to create a college profile and access Fast Web to write a scholarship application.

Day Five – Funding College – Expected Family Contributions; grants, scholarships, loans, work-study, internships – Students calculate a 4 year college funding and have a plan for paying for college, without parental support (except for EFC).

Day Six – How much it costs to live – Budgeting and managing money; the importance of an education for funding a standard of living, purchasing of a home – costs, types of mortgages, property tax, homeowners insurance, maintenance and repairs, buying a starter home and escrow accounts.

Day Seven – Cars and Insurance – Buying and financing cars; the total cost of operating a vehicle; using Kelley Blue Book; how to shop and purchase auto insurance – coverage, limits, premiums.

Day Eight – Banking and Credit – services of a bank, FDIC, credit cards, credit bureaus, how to manage credit and establish limits for debt.

Day Nine – Career Focus – elevator pitch, writing a resume and the six step interview process, reading Want Ads and planning a career

Day Ten – Personal Game Strategy – Creating a life plan from age 19 to age 26 and preparing to play the Game. Final review of financial, career and college planning curriculum, final exam

Day Eleven – Game Strategy – teams of five students meet to walk through the game with emphasis on preparations, working together and achieving goals of increasing net worth and income. Speakers arrive to discuss transition from high school to

Day Twelve – Students interview for jobs in the Game, receive Job Offers, complete payroll deductions, taxes and return offers for job accepted

Day Thirteen – Students are trained for the job they will hold in the Game – tax auditors, bankers, real estate brokers, car dealers, financial service professionals, non-profit executives, etc.

Day Fourteen – Game Day – 8 hours of working, paying bills, attending college, handling life events as students age from 19 to 26 in 45-minute intervals.

Day Fifteen – awards and recognition

Program Management:

Skills for Living manages all aspects of the program, including: program development and modification, supervision of staff and volunteers, collaboration with school districts and the evaluation of program.

Funding:

All partners assume some cost for the program. The school district provides materials, classroom space, and transportation. Parents and/or the school district pays a small fee for a wireless internet card. Skills for Living provides the program at a cost per student. Future funds will be obtained from school districts through co-written grants for title I and at-risk programs. Skills for Living will be responsible for writing and managing the grants in collaboration with the school districts.

Community businesses are also engaged to provide funding and volunteers so students have an opportunity to engage professionals in career discussions.

Marketing/Communication:

Our primary marketing is by referral. Skills for Life also has developed videos of the program and power point presentations for webinar or meeting presentations.

Evaluation:

Skills for Life baselines the students by testing them on day one for concepts they would learn in the Game. Answers are compared with the questionnaire administered in registration to determine if there exists a positive correlation between what students believe they know and what they actually know. Upon completion of the course an evaluation is completed by all participants. An analysis of the data is conducted and a report is generated for presentation to the Superintendent. Additional analysis is done to track Game students in comparison to non-Game students in GPA, AP classes, scholarships received and SAT scores.

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View informational videos on the Skills For Living website, www.Skills4Living.org

Adopt-A-School Partnership: University High School and Hillcrest Health System

Area of Need Addressed:
Workforce Development

Education Partner:
University High School, Waco Independent School District (WISD)

University High School is the second-largest of Waco's three high schools, with enrollment of 1,146. The ethnic make up of the campus is: African-American: 31.2% Hispanic: 61.3%, White: 7.2%, and Other: 0.3%.

Community Partners:
Hillcrest Health System

Hillcrest Health System includes Hillcrest Baptist Medical Center, a fully-accredited, 393-bed acute care facility in Waco, including a Level II Trauma Center and Hillcrest Family Health Center, a network of family medicine clinics. Hillcrest is also a member of VHA, a nationwide network of community-owned health care organizations and physicians united to improve America's health. As a "community-owned" health care organization, Hillcrest puts all profits back into the local community by providing services such as new cardiology equipment. No individual shareholder or corporation earns any profit. A local board of trustees, comprised of community members, serves without pay and manages Hillcrest operations.

Overview:

Waco's Adopt-A-School Program began in 1985 as a partnership between The Greater Waco Chamber of Commerce and the Waco Independent School District. Today there are approximately 200 participating companies and community organizations in partnership with elementary, middle, and secondary schools. Each partnership develops its own cooperative relationship based on the unique qualities of the entities involved. The goal of every Adopt-A-School activity is to promote student success. Along with the tangible resources a partnership may bring to a school, it first and foremost serves as a simple mechanism for bringing the "outside" world directly into contact with principals, teachers, and most importantly, students themselves.

One such partnership was established between University High School (UHS) and Hillcrest Health System. This partnership was originally created to supplement the pre-nursing/healthcare program at UHS. For several years, healthcare professionals from Hillcrest participated by presenting career information to classes. While very beneficial to the students, it was clear more could be done. In 2007 the partnership was overhauled by the coordinators from the school and business in response to the school's increased focus on preparing students for future careers.

Students from UHS participate in ½ day job-shadowing with the following departments within Hillcrest Health System:

Hospital Administration
Security/Law Enforcement

Laundry Services
Gift Shop
Food Services
Hillcrest Health Foundation
Nursing
Pediatrics
Pharmacy
Physical Therapy
Wellness Education

Workforce development is a major theme in the Waco community's economic development plan. Programs like Adopt-A-School significantly contribute to the future workforce of this community through partnerships like the one between Hillcrest and UHS. Not only does Hillcrest benefit by gaining potential future employees, other businesses in Waco benefit from the students' planning and pursuit of higher education. Partnerships like this one have the chance to have a significantly far-reaching impact in a community.

Program Management:

Senior administrators within Hillcrest and University High School provided top-down support for this program. Each removed all obstacles and provided necessary resources to make the activities possible. Waco ISD Partnerships Coordinator provided assistance, structure and publicity on a district level. The partners worked collaboratively to arrange and work through logistics of each student visit.

Funding:

Costs are covered jointly by Hillcrest and University High School. UHS provides transportation for students – many times students are transported by a school administrator.

Marketing/Communication:

The partnership has been publicized through local media, the school district TV station and website, the Hillcrest magazine, UHS school newspaper, Waco Chamber of Commerce publications and Hillcrest Health Foundation publications.

Evaluation:

Pre- and post-evaluations will be collected and input will be gathered from student's teachers regarding the value of experiences as they relate to classroom content.

Advice on Replication:

Think creatively and be open-minded about the possibilities at an individual business or organization. This partnership began with a focus strictly on health careers. By thinking PAST the obvious, organizers were able to expose students to NUMEROUS career and educational possibilities.

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Youth Scoop Writing Workshops and Student Publications:

Smart Consumer, Healthy Habits, Do Your Share for Earth Care, Volunteer In Your Community, 40 Developmental Assets, Houston Livestock Show & Rodeo Activity/Coloring Book, Student Financial News

Areas of Needs Addressed:

STEM

Workforce Development

Improving Reading and Literacy Skills

Service-learning

Increasing Student and Parent Knowledge of College /Career Pathways

Parent Involvement

Art Education

Improving Social/Emotional Health

Improving Nutrition/Health

Education Partner:

50+ school districts in Texas

Community Partners:

Greensheet Education Foundation partners with schools, teachers, parents and students.

Overview:

The Greensheet Education Foundation was born in response to President George W. Bush's call for Texas businesses to give back to the communities they serve. Greensheet Education Foundation partners with schools throughout Texas and Arizona promoting reading and literacy by visiting the classroom, reinforcing what the teacher is teaching and giving the students a purpose for writing other than classroom work.

Through Youth Scoop FREE Writing Workshops, Greensheet offers creative writing workshops and students gain writing and real world knowledge. The workshops are designed to be a win-win situation for everyone involved. Greensheet is giving back to the local communities and the schools/students are enhancing their writing skills as well as seeing their work in print. Students have the opportunity to become published authors, boosting self esteem. Parents and family members can pick up a Greensheet the week that their school is published and see the student's work in print. It's a proud moment for the student, teacher, family members and the entire school. Some schools hold an assembly to honor and recognize the students who are featured on the "Youth Scoop" page in the Greensheet. The program is a motivating tool for students who may not see the importance of being able to read and write.

Program Management:

The Greensheet Foundation has staff around the state ready support school districts statewide. Team meetings take place in the fall, prior to the new school year starting. These meetings afford the Greensheet Education Foundation team ample time to review and brainstorm the new teaching strategies, new learning methods and tools being implemented in our schools. Our team strives to stay on the cutting edge of education teaching methods.

Funding:

The Greensheet Education Foundation is funded 100% by Greensheet. The student publications are funded through community business partnerships.

Marketing/Communication:

The Greensheet foundation uses a variety of marketing tools including word of mouth, mail outs, emails, booths at community events, ads in newsletters and programs across the city, pencils handed out in the classroom, banners and their website.

Evaluation:

The program is evaluated by the teachers visited by Greensheet Education Foundation staff. Each teacher receives a Teacher Perspective Form that allows them to rate the program and the presenter, as well as make suggestions that may improve the program.

Advice on Replication:

Partner with the local newspaper/community shoppers and know your target market/community. Know what grade level you want to focus on. Be prepared for ups and downs along the way. Offer “free” programs whenever possible. School districts have tight budgets—if any budget at all. Find a win-win for the business and the schools/students.

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For more information or to view supplements online visit: <http://www.youthscoop.com/supplements/>

Industry Outreach Partnership

Areas of Need addressed:

Workforce Development

Student and Parent Knowledge of College/Career Pathways

Education Partners:

40 total school districts (Region 2 Education Service Center + Refugio County Schools); over 33 Middle and High schools within the Region 2 Education Service Center

Community Partners:

The key partners in the Industry Outreach Partnership campaign are Workforce Solutions of the Coastal Bend, SERCO of Texas, Corpus Christi Chamber of Commerce, and the Port Industries of Corpus Christi – an association of 16 port-related industries including Citgo, DuPont, Valero, Flint Hills, LyondellBasell, Kiewit, and more. Also involved in the campaign are local Economic Development Corporations, Craft Training Center of the Coastal Bend, Del Mar College and the City of Corpus Christi.

Overview:

The Industry Outreach Partnership (IOP) is the result of an innovative collaboration between Workforce Solutions of the Coastal Bend, SERCO of Texas and the Corpus Christi Chamber of Commerce. The IOP was created in 2005 in order to meet the job shortage needs of the petrochemical industry through an effective job matching system. Through surveying industry, student and community members, key industry obstacles that contribute to the workforce shortage were identified. Once determined, the data revealed that an effective job matching system was not what was lacking but that the needs of the industry ran much deeper. These data identifiers validated the need for the IOP to adjust focus to four main areas:

- Development of a clear career pipeline system through industry resource mapping and outreach.
- Development and implementation of an awareness campaign for youth K-16, parents, school administrators and transitional workers, in conjunction with the Port Industries of Corpus Christi.
- Facilitation between industry, community and education regarding workforce development needs within the petrochemical industry cluster.
- Continued research through resource mapping, labor forecasting and comprehensive focus group analysis, to be developed into a web based industry cluster portal: www.Talent-Bank.net

The IOP began to address each of the above listed needs. A clearly outlined and mapped career pipeline had previously not been realized in the Coastal Bend until the IOP. Youth are more likely to enter a career that has a very clear pathway and is mapped out to the simplest detail. In addition, a clear pipeline allows for an easier transition from high school into post-high school education and then ultimately into the regional workforce. This is one of the main goals of area schools who have begun to use Achieve Texas as a guideline for their students.

As a direct result of the IOP's workforce development efforts, a major marketing and awareness campaign has been launched in the Coastal Bend to improve perception and understanding of industrial employment, with focus on career pipelines. This campaign represents an unprecedented collaboration of key participants, which prior to the IOP's involvement, had never sat down at the same table to address and take action on the workforce development issues recognized by all. Before this Partnership, market dollars were spent individually to support schools and community. Now a comprehensive marketing campaign is

structured to utilize the time, talent and marketing budget of each of the 16 port related companies in the Port Industries of Corpus Christi, as well as local Chambers of Commerce, Economic Development Corporations, and school districts of the region. In order to connect the dots between community and industry, Talent-Bank, www.talent-bank.net, acts as the cornerstone of the campaign. The audience of the campaign includes students, parents, educators and the community at large. The campaign shows the face of the petrochemical and construction industries in the 21st century and lets students know that these careers are in-demand and available locally.

Facilitation between industry and community is a very important part of the partnership and is a unique role played by the IOP. The regions future workforce is shaped when education and industry work together. The IOP strives to keep an open line of communication within the Coastal Bend regarding workforce development efforts to avoid duplication and to maximize all available resources. Constant updates to each sector, idea sharing, and the ability to connect the right partners allows the IOP to facilitate strong relationships between industry, education and community. For example, when partners began to work together through the IOP, one of the immediate concerns expressed by all, revolved around the spread of schools in the region served by the IOP and the distance to training and post-high school education facilities. The lack of qualified instructors to teach high school students industry related courses and the need for expensive equipment were also common issues heard in workforce development conversations. With only 16 petrochemical companies comprising PICC (Port Industries of Corpus Christi), each was bombarded with requests for partnerships, sponsorships, mentoring opportunities and funding. For the IOP, a natural solution was to bring all of the key decision makers to the same table, review the same information and collectively agree on steps to move forward.

As a way to address these issues while maintaining the four IOP focus areas, partners developed the Regional Hub Initiative. The Regional Hub Initiative focuses on collaboration, resource sharing, open lines of communication and provides a platform of industry cluster initiatives. In the Regional Hub Initiative school districts are grouped by location and paired with specific companies within industry. Each Hub focuses on an area of need and allows for partners to work together to share resources to address that need. For instance, Calallen Independent School District (CISD)– with the help of LyondellBasell – has created a process technology program. The p-tech equipment was provided by LyondellBasell and other PICC companies. LyondellBasell provided an employee to sit down with CISD's Career and Technology Director to develop industry standard curriculum that also allows students to graduate high school and enter Del Mar College with prior P-Tech knowledge. Both Calallen ISD and Del Mar College are working on making the class a dual credit class. In addition, LyondellBasell has offered up one of their employees to actually teach an instrumentation class for the 2008-2009 school year. Calallen will provide a teacher to shadow this employee and train for instruction of the 2009-2010 class.

The final and most important component of the Industry Outreach Partnership is www.talent-bank.net. Talent-Bank is an industry cluster portal that is currently in phase two of development featuring career pathway specifics ranging from educational facilities, courses and programs, training centers offering scholarships and apprenticeships, as well as featuring current "in-demand" jobs and a link to www.WorkInTexas.com.

The results of this ground breaking partnership have been numerous and beneficial to all involved. Schools are working hand-in-hand with industry representatives creating clear career pathways and training programs that were in dire need, but had been previously unrealized. Community groups are coordinating time, talent and energy to emerge as a united front. Also, because of the overwhelming acceptance, need

and success of this pilot endeavor, the IOP is now expanding efforts in order to address workforce development issues in the healthcare industry as well. Through this collaboration, the Coastal Bend is opening territories and sharing resources in an effort to work together. Schools have created and strengthened industry specific curriculum, “workforce development” is the buzz word for city officials and political platforms, and industry representatives are joining together to form a united front that will ensure their future workforce is skilled and numerous – a spark that was created by the IOP.

Program Management:

All partners coming to the table for planning and establishing this education partnership had the same responsibilities to:

- Create a common vision, set goals and establish expectations and timelines.
- Collect student data via focus groups at regional high schools and middle schools in order to create baseline data map
- Seek out funding sources and key partners
- Collect industry data via labor market surveys at local petrochemical companies in order to create baseline data map
- Share this information with key education, industry and community partners in diversely represented forums

Funding:

Funding for the Industry Outreach Partnership is provided by Workforce Solutions of the Coastal Bend, Corpus Christi Chamber of Commerce and the Port Industries of Corpus Christi

Marketing/Communication:

The IOP has many marketing projects in order to spread the word about the successful high paying career opportunities available in the Coastal Bend and about the education and business partnerships that make these opportunities available to all. Talent-Bank serves as the informational backbone to all of these marketing projects. A “Learn More, Earn More” calendar and DVD highlight specific job opportunities, while business summits and youth conferences discuss everything from jobs in the region to education and training opportunities. Finally, the IOP travels the state providing presentations and workshops to audiences of superintendents, parents, counselors and more.

Evaluation:

The IOP tracks and reports its activities: devoted to implementing a workforce task force; www.Talent-Bank.net ; the number of employees utilizing the workforce system; the image of the workforce system.

Advice on Replication:

This partnership has been successful because of the overwhelming support of the key players: Workforce Solutions of the Coastal Bend, SERCO of Texas and the Port Industries of Corpus Christi. Also, vital to success is the ability to bring everyone to the table, treat everyone equal, and develop a common vision based on specific regional workforce needs.

For More Information:

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Flint Hills Resources Community Action Council – Early Bird Reader Program

Area of Need Addressed:
Reading and Literacy

Education Partner:
Corpus Christi Independent School District

Community Partners:
Flint Hills Resources Community Action Council

The Flint Hills Resources Community Action Council is a diverse group of business people, community leaders and activists who volunteer to help make the Coastal Bend a better place to live and work.

Overview:

The Early Bird Reader Program was developed to assist children who would otherwise begin school having had no access to books. There are a significant number of children in Corpus Christi who come to school without exposure to reading or books. Statistics show these children are at a distinct disadvantage compared to their peers who have been exposed to books and reading at an early age. Providing books and readers for these children will help with their preparation for school and increase the chances of their success, thus building a more economically and socially successful community.

After researching existing programs, the Flint Hills Resources Community Action Council (FHRCAC) task force developed a program that approaches this problem in a unique way. The Early Bird Reader Program, reaches babies and pre-school age children through their siblings already in school, particularly those in elementary school, by equipping the preschooler's older siblings with books and instruction on how to read to their younger siblings. (Similar programs rely on parents who are not always available or aware of the importance of reading to their very young children.) Research shows that elder siblings serving as readers improve their reading skills and this in turn has a positive impact on their TAKS scores.

This project has two important pieces: public book drives to collect age-appropriate books, and implementation of the program to equip (with books), train and reward the school children who read to their siblings.

Corpus Christi Independent School District's (CCISD) administrative office sends information to principals regarding the program. Campuses are asked to participate in the program or conduct a book drive. Those participating in the book drive are provided a sample campus newsletter article, flyers to distribute to their students, and artwork to create the schools book collection box. The community-wide book drive is enhanced by engaging business partners who display collection boxes at their business locations.

A local television station, KIII-TV, promotes the book drive throughout the day and has served as a primary drop off point for the book drive. Members of FHRCAC and CCISD employees volunteer to assist with the book drive all day. Citizens from throughout the city are able to drive up to the station and hand off books to volunteers without getting out of their cars. After collecting the books, KIII-TV provides storage of the books until volunteers are ready to distribute them to participating campuses.

Campuses are provided basic information for conducting the program, including instruction for program coordinators, reporting forms, certificates for the students, and survey. Finally, school librarians at participating elementary, middle and high schools teach students how to read to pre-K and younger siblings at home, while also providing them with age-appropriate books for their home library.

Program Management:

Members of the FHRCAC coordinated the book drive and obtained additional support from various organizations for hosting drop off sites and media coverage.

CCISD provided guidelines to librarians for implementing the program at their respective campuses.

Funding:

The cost of implementing this program is minimal. The project is primarily volunteer driven and funded through private donations and contributions.

Marketing/Communication:

The program is publicized through district newsletters, principal information packets, district website, campus websites, campus newsletters, television coverage, flyers in student backpacks and posters.

Evaluation:

Each school is provided a report to return which includes the names of the student enrolled in the program and the number of siblings or young children living in their home that they will read to.

Advice on Replication:

Sort books as they are received on site. Decide what to do with unusable books. Involve businesses and a media representative in the planning.

Secure key partners to assist with logistical issues such as storage and distribution of the books once they have been donated.

For More Information:

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I Read with Children

Area of Need addressed:

Reading and Literacy

Education Partner:

Everman Independent School District

Community Partners:

Parents, community volunteers, Everman Independent School District employees, and business partners participate in the "I Read with Children" program.

Overview:

The "I Read with Children" program was initiated 11 years ago to encourage students to enjoy reading, read more and provide positive role models that showed success because of education. "I Read with Children" begins in the kindergarten classes and continues through the 4th grade classes and is an active program on all Everman Independent School District (EISD) elementary campuses.

Teachers give dates and times that are best for a guest reader to come to their classroom; volunteers provide the same information and matches are formed based upon their input. Some compromises are typically made by both teachers and volunteers to ensure that all classrooms have guest readers and all volunteers have assignments.

Volunteers then go into the classrooms to encourage reading with the children. The volunteers can read to the class, read one on one with a student, listen to students read, or participate in small group reading activities. The program allows for at least 30 minutes per week of classroom involvement. Some teachers may encourage/request more time based upon their need for outside support.

Books are either provided by the teacher to the volunteer or the volunteer is allowed to bring their own books upon approval by the teacher.

As part of this program, kindergarten students receive their own personalized book provided at no cost to the children. The I Like Me books tell a story about the student including the student's name, the name of the school, the teacher and the school principal. This provides an opportunity for further interaction with the volunteers.

Program Management:

EISD Director of Human Resources is responsible for involving the principals and teachers. The district also developed the process volunteers must follow, so as to be approved to go into the classrooms.

Business Partners are responsible for recruiting volunteers to read and allowing employees time off during the work day to travel to the school to spend time in the classrooms.

Funding:

As the "I Read with Children" program is volunteer based, there is little cost. Community Business Partners underwrite the cost of the I Like Me books for kindergarten students.

Marketing/Communication:

School administrators are actively involved in the program. As such teachers and staff are encouraged to identify potential parents and community volunteers to read to students. EISD staff is encouraged to volunteer in the classrooms. At each Partners in Education Advisory Board meeting, the "I Read with Children" program is explained and participation is encouraged. In addition flyers about the program and volunteer opportunity are provided to local businesses.

Evaluation:

There are no quantitative statistics collected for this program; however, the increase in demands for readers as well as the increase in requests to volunteer, both indicate the program is well received and enjoyed. Anecdotally, teachers often comment on the excitement and anticipation of the student's on days volunteer reader's are in the classroom.

Advice on Replication:

Make sure that all administrators, teachers and staff are on board for the program. Establish strong guidelines for processing and accepting volunteers for the protection of the students. Encourage participation throughout the school (or district) and community. Encourage flexibility for date and time commitments for volunteers.

For More Information:

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Teen Health Clinics Baylor College of Medicine

Area of need addressed:

Improving Nutrition/Health

Education Partners:

Lee and Chavez High Schools, Houston Independent School District

Community Partners:

The Teen Health Clinics have flourished because its many partners are dedicated to ensuring that Houston Independent School District's young people have access to healthcare. Major partners include:

Harris County Hospital District

Harris County Judge, Ed Emmett

Harris County Commissioner, El Franco Lee – Precinct One

Harris County Commissioner, Silvia Garcia – Precinct Two

St. Luke's Episcopal Health Charities

In addition partnerships on a state, city and community wide level have been sought ought to ensure Houston's inner city youth have access to the healthcare and education they need to break the cycle of poverty.

Overview:

For more than 36 years, the Teen Health Clinic has been a positive force in the Houston Independent School District's (HISD) inner city schools. The Teen Health Clinic's health efforts in partnership with HISD have been fueled by national assessments focusing on both the health disparities among minorities and the growing Hispanic population, especially adolescents.

The U.S. Census Bureau indicates that by the year 2030, the nation's Hispanic population will have grown by 2% each year. This group is currently the largest minority in the U.S. and accounts for 36% of the population in Texas. In inner city Houston, during the last eight years, the number of Hispanics using the Baylor Teen Health Clinic programs has increased drastically; in the last five years, the number of Hispanic births at Ben Taub General Hospital has increased from 82% to 91%. Hispanic children and adolescents are the largest minority population of minors and are predicted to comprise two-thirds of the growth in size of the high-school-age population over the next decade.

The National Academy of Internal Medicine suggests that this increase in the Hispanic population, both nationally and locally, has significant educational and health care consequences because this group has been consistently over-represented in the noninsured sector. The U.S. Department of Health and Human Services found in 2005:

- 18% of all children are Hispanic, but up to 34.7% of all uninsured children are Hispanic.
- Non-insured Hispanics will be 2.5 times more likely to lack basic health care compared to the general population.
- Hispanic children were least likely to have received both preventive medical and dental care in the past year with only 48.8% receiving care.
- Hispanic children will be 1.7 times more likely to report fair or poor health compared to the general population.

In short, Hispanics and Hispanic youth in Houston have no easy access to medical care for highly preventable conditions. As a result of diseases such as tuberculosis, diabetes (which is a significant concern in the Houston public high school population) and hypertension, Hispanic children and adolescents tend to be more sick, more often and ultimately die earlier than their counterparts in the general population

The Teen Health Clinics collaborative with the HISD has been successful in reducing the city's teen pregnancy rate and offering comprehensive healthcare services and education to indigent teens. Seven clinics provide healthcare services through core clinical staff, including, one full time Licensed Vocational Nurse, social worker, med tech and clerk. In addition, part-time core clinic staff includes: Medical Director and Adolescent Medicine physician Dr. Chacko and the Sports Medicine Physician, Dr. Chorley. Medical and gynecological services as well as sports physicals and injury management services are provided along with prescriptions. Over-the-counter medicines and rehabilitation aides for sports injuries are provided at no cost to patients by both Doctors and their team. A Certified Nurse Midwife is also a part time core staff member who specifically provides contraceptive and sexually transmitted infection (STI) services as well as pregnancy diagnostic services, as appropriate per site, to facilitate referrals for prenatal care.

The school nurses refer students to the Teen Clinic daily. The Teen Clinic nurse's scope of practice is much broader than the school nurse. The Teen Clinic's nurse is therefore able to: (1) provide TB testing and immunizations against Diphtheria, Tetanus, Pertussis, Polio, Hepatitis A and B, Measles, Mumps and Rubella, Varicella, Influenza and recently HPV; (2) conduct pregnancy tests; (3) provide health education; (4) dispense medications (per protocol) for common health problems such as headaches, menstrual cramps, minor injuries that require pain medication, coughs and colds; (5) triage and arrange appointments for students requiring additional onsite preventive, medical, contraceptive, nutrition and counseling services and (6) facilitate referrals to other community health agencies and collaborators including the Harris County Hospital District for medical appointments and dental and mental health services.

Two of the seven Teen Health Clinics are located on school campuses, reflecting the long-time commitment to community service by both Baylor College of Medicine and the School District. Parental consent is required for student participation in the two school based programs and for receipt of immunizations. Client's ages range from 13 to 23 and most clients are from families who have no health insurance.

Additional part time faculty from Baylor Pediatrics Department, Section of Adolescent Medicine and Sports Medicine, also participate and include: a registered dietician and a licensed social work therapist. Thus, in addition to these highly qualified interdisciplinary faculties, the clinic is a training site for pediatric residents, adolescent medicine and sports medicine fellows, and master's level trainees in nutrition and social work.

Program Management:

Harris County Hospital District – Texas' largest indigent healthcare system provides space for clinics in two of its hospitals: Ben Taub General Hospital and Lyndon B. Johnson Hospital. The hospital district has been a partner for more than 30 years.

Houston Independent School District – The district provides space for a clinic at Lee High School and at Cesar E. Chavez High School. The district plans to supply additional space at other schools so as to spread the program. HISD also sends referrals via school nurses and coaches to the Teen Clinic and provides parent-approved transportation to clinic sites. The school district also assists in providing transportation to students who live on the North side of the city and use the school linked clinics.

Local and State Leaders – Locally, the Clinic has had a 25-year collaboration with County Commissioner, Precinct One, El Franco Lee, who has donated community space for three community clinics in the areas he serves. He chairs the Northeast Adolescent Program Coalition, which consists of 35 local and state agencies working together to make access to healthcare easier for teens in underserved areas. At the state level, the Lieutenant Governor's office has shown confidence in the Clinic by setting aside funds for it in the state's budget each biennium. The County Commissioner, Precinct Two, Silvia Garcia has also supported Dr. Smith's work with uninsured adolescents in her District.

Community Organizations – More than 26 non-profit organizations work with the Clinic to provide comprehensive healthcare to teens, including the March of Dimes, St. Luke's Episcopal Hospital, the Houston Junior League, and Catholic Charities. Of special note is the St. Luke's Episcopal Charities which provides seed funding to the Lee High Clinic.

Funding:

The funding for this comprehensive program is provided by a variety of public and private collaboratives.

Marketing/Communication:

To encourage utilization of the Teen Health Clinics, a number of marketing strategies are employed, including: Community presentations to raise awareness, radio/television coverage, posters, flyers, newsletters, newspaper coverage, public official as spokesperson, community health fairs, word of mouth

Advice on Replication:

While there are specific items learned in each specific program, the overarching lessons which would affect replication are the following:

1. Working with public funding sources requires patience.
2. It is important to develop a social marketing campaign on several levels to maximize support and utilization. We will continue to manage this messaging to be sure that the clinic is cost effective on the school campus and in the community.
3. To have strategic partnerships, all parties must receive benefits for their participation.
4. Trust and cooperation enhance the truism that success has many mothers and fathers.

For More Information:

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Memorial Hermann Health Centers for Schools

Areas of Need Addressed:

Improving Social/Emotional Health
Improving Nutrition and Health

Education Partners:

Schools in Houston Independent School District, Lamar Consolidated Independent School District and Pasadena Independent School District, including: Jane Long Middle, Las Americas, Sutton Elementary, Benavidas Elementary, Mistral Early Childhood Education Center, Burbank Middle, Burbank Elementary, Janowski Elementary, Roosevelt Elementary, Herrera Elementary, South Houston Intermediate, south Houston Elementary, Matthys Elementary, Juan Seguin Elementary, Deaf Smith Elementary, Jane Long Elementary, Lamar Junior High, Wessendorf Middle, Lamar High, Hogg Middle, Reagan High, Browning Elementary, Harvard Elementary, Crockett Elementary, Field Elementary.

Community Partners:

Memorial Hermann is the primary community partner. Additionally, over the course of the program's 12 – year history, area foundations, businesses and individuals have made gift commitments close to \$2,500,000 (including a permanent endowment) to the program.

Overview:

According to the most recent report by the Commonwealth Fund, access to healthcare remains the largest concern for Texas children. Access to care is directly linked to the necessary prevention that enables children to grow into healthy and productive adults. Without access to basic healthcare, small childhood issues begin to have consequences. Children cannot concentrate on math with an ear ache or keep up with class work when they miss multiple school days due to uncontrolled asthma. The school cannot educate children who are not in the classroom and who do not feel well enough to learn. Although State CHIP and Medicaid programs have been increased through the years, a major gap still exists for children of families who make too much money to qualify for government programs, but whose employers do not offer healthcare coverage, or who offer too expensive healthcare options. For these individuals, care is often forgone and preventable diseases lead to chronic illness and co-morbidity.

Schools are an ideal place in which to reach disadvantaged children and their families. The Memorial Hermann Health Centers for Schools Program is thus located where children are located – on school campuses. By working closely with school nurses, teachers and principals, The Health Centers overcome the barriers to healthcare faced by poverty stricken and healthcare deprived families.

The Memorial Hermann's Health Centers for School program provides free essential physical, dental, nutritional and mental health care service to uninsured and underinsured students throughout their primary school years. The program consists of five health centers placed on the middle school campuses of five Houston area feeder patterns making it possible for a child to receive continuity of care from pre-kindergarten through the twelfth grade. Four of the five school-based clinics reside in areas designated by the federal government as Medically Underserved Areas (MUA) and Medically Underserved Populations (MUP). Additionally, 89% of students served by this partnership qualify for the free lunch program, a nationally accepted indicator of poverty. More than 79% percent have no private, county, Medicaid, or CHIP insurance. Each center operates 8 hours a day, 5 days a week, throughout the year. Physicals and

follow-ups are seen on an appointment basis. However, due to the acute nature of many students complaints, a large number of visits are made on a walk-in basis.

The program recognizes that the child's health and well being is the ultimate responsibility of the parents, therefore, a parent or guardian must sign a written consent form, approved by school authorities, for a student to receive health center services. Parents may indicate which service they do or do not wish their children to receive at the center. No child is treated, counseled or referred without prior parental consent, except in an emergency situation or in the case of state protected matters.

Each center is required to:

1. Adhere to annual objectives and a plan for monitoring and evaluation of such objectives
2. Participate in the Clinical Fusion data collection system
3. Submit monthly and annual progress reports
4. Operate within established annual budgets
5. Abide by written policies and procedures

Each school and school district promotes the utilization of the centers' services through the collaboration of gathering of informed consents, their referral of appropriate students, their transporting of students from feeder schools to the center sites, the joint sponsoring of preventative health education efforts, and the ongoing housekeeping needs and utility expenses of the centers.

The success of the program is the result of the centers' staff and the schools' nurses, counselors, and administrators working creatively, energetically, and in unison to take the extra steps to provide children with the extra continuum of care the health centers provide.

Program Management:

The greatest role by all partners has been the commitment to collaboration- in resource as well as emotional and intellectual support. Specific Actions follow:

1. A pool of school staff and school district officials, community official, parents, and other residents were surveyed by Memorial Hermann regarding perceived need of and support of a school-based clinic. What a "successful" school-based health center would look like to the school and to the community was determined.
2. Short term and long term goals and what services would attain those goals were discussed.
3. Communication was made clear to the school that a school-based health center that is working optimally is actually more (not less!) work for the school nurse and other school staff with whom the center staff will work closely, given the continuum of care to be provided.
4. Resource collaboration from the school- if only in maintenance, utilities, and housekeeping- was discussed. Even minimal financial collaboration communicates school-health care organization partnership and support.
5. Initial school sites were selected with expansion plan for additional high priority schools.
6. Data collection needs were determined.
7. A staff was hired that was excited to be in the school-based health care setting, receptive to the community's culture, and passionate about serving the needs of the community's children and their families.

Funding:

Memorial Hermann's investment in community health, including continuing to meet the needs of the uninsured and underinsured, remain central to its purpose and mission. Through its Community Benefits Program, Memorial Hermann Healthcare System allocates a percentage of net income to support high impact projects involving a variety of medical and health education services. The Health Centers for Schools initiative is one of the programs that has received funding since its inception in 1995.

Seed monies for each of the five clinics and the Mobile Dental Program were initially provided by Memorial Hermann and through the generosity of local foundations and individuals. Space for the clinic and transportation from feeder schools was, and continues, to be provided by the school districts. Additional support from the partnering school districts includes housekeeping needs, utility expenses, and maintenance concerns.

Marketing/Communication:

The community's awareness of this program is essential to its success. Most of the students and parents accessing services initially hear about the program from the partnering school nurses. Once parents access the centers, their word of mouth brings new parents to the clinics. For middle and high schools, word of mouth among their peers is the most powerful referral source.

Additionally, Health Centers for schools staff are active participants in professional organizations locally, statewide, and nationally. Staff advocate for the program through their involvement with: American Dietetic Association, National Association of Social Workers, Outstanding Young Women of America Association, American Academy of Nurse Practitioners, Texas Association of School-based Health Centers, Texas Oral Health Coalition, Houston Regional Health forum, and the National Association of School-Based Health Centers.

Evaluation:

Health Centers for Schools targets measurable outcomes in the areas of: access, morbidity, asthma and cholesterol management, absenteeism, oral health, school performance, emotional health and reproductive health knowledge. Memorial Hermann utilizes patient encounter forms and dental charts to record data related to patient visits. Clinical social workers make use of surveys to obtain pre and post service behaviors, when providing counseling. Moreover, a tracking log template is used to record data related to pregnancies and birth control usage. All data collected is then entered into Clinical Fusion, Memorial Hermann's data collection software. Outcome data validates the positive impact the program is having in student's health, school performance and familial relationships.

For More Information:

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40 Assets Lunch Bunch

Area of Need addressed:

Improving Social/Emotional Health

Education Partner:

Hays Consolidated Independent School District

Community Partners:

Hays students, teachers, custodians, administrators, bus drivers, food-service employees and School Board members are involved in the 40 Assets Lunch Bunch. In addition community members, primarily through PTA chapters, also participate.

Overview:

In 2007 Hays Consolidated Independent School District (HCISD) attended the Texas Association of Partners in Education's Statewide Education Partnerships Conference and heard Dr. Peter Benson of the Search Institute, describe and speak about the *40 Developmental Assets™*, a framework based on the theory that building positive personal attributes can help young people grow up healthy, caring, and responsible, and can protect them from high-risk behavior. The 40 Developmental Assets directly addressed the HCISD mission statement of preparing students to become responsible, productive and informed citizens. The group attending the conference was so inspired that they returned to the district ready to implement activities and programs based the Asset model.

The 40 Assets Lunch Bunch comprises representatives - teachers, principals, assistant principals, counselors - of most of the seventeen campuses in HCISD, plus community members who gather once a month to plan and execute strategies and initiatives to spread the message of the 40 Developmental Assets. The initiatives include weekly internal and external communication about activities and projects students are doing regarding the 40 Assets; an electronic "pull-down" menu of ideas/activities for the 40 Assets that campuses can include in their Campus Improvement Plans as they support the District Improvement Plan; District, campus and community training on the 40 Assets; and district-wide initiatives that support 40 Developmental Asset building.

The HCISD 40 Assets Lunch Bunch, planned activities & initiatives such as:

- A District wide "We believe you can achieve" campaign during TAKS week, through which every student received a personally signed note from a teacher, administrator, custodian, member of the community and/or School Board member encouraging them to do their best on the TAKS test.
- Conducted a district-wide food campaign for the local food bank
- Conducted district, campus, PTA and community training regarding the 40 Developmental Assets;
- Supported the Hays Community Youth Council, a group of high schools student that meets once a month to plan and participate in community service and social projects.
- "Spring into Assets," an all-day celebration of assets at an elementary school, which includes skits by teachers, instructional time dedicated to the intentional building of assets in students, library and PE time dedicated to building the assets;
- Communication about 40 Assets projects, activities and "acts" by and for employees of Hays CISD, through the bi-weekly internal electronic newsletter
- Intentional assets building at the high school level through weekly small group conversations

- Hundreds of projects and activities by individual students, classrooms, campuses and the district that involve intentional assets building; all are documented weekly in the district's external electronic newsletter.

The 40 Assets Lunch Bunch's primary goal is to show that there is no magic training, no big, high-security key to unlock the secrets to the 40 Developmental Assets. The Lunch Bunch strives to show that anyone can build assets and that there is no wrong way. In fact, the training is called the "untraining" intentionally. The objective of the training is to "build awareness of the intentional asset building in the students and staff and to break down barriers to understanding the culture of the 40 Developmental Assets."

Program Management:

HCISD Chief Information Officer, is responsible for facilitating the activities and initiative of the 40 Assets Lunch Bunch. HCISD district administrators keep communication alive about the Lunch Bunch with the campus principals and the School Board, and maintains regular communication with community about district and campus 40 Assets activities.

The Lunch Bunch collectively meets monthly to celebrate campus and district initiatives of intentionally building assets and plan for future activities. Their chief responsibility is to move the work of communication to their own campuses.

Funding:

The 40 Assets Lunch bunch requires minimal funding. The monthly luncheon and 40 Developmental Assets materials purchased through the Search Institute to be distributed during trainings and PTA meetings is underwritten through the school district's general fund and Community Relations budget.

Marketing/Communication:

The efforts for the 40 Assets Lunch Bunch are communicated weekly in the district's external electronic newsletter; throughout the printed district newsletter (in English and Spanish); and through partnerships with the City of Kyle, City of Buda, Buda Chamber of Commerce, Kyle Chamber of Commerce and campus PTA chapters.

Evaluation:

Informal evaluation of 40 Assets Lunch Bunch initiatives and activities take place monthly. As the 40 Developmental Assets are not a curriculum, but a philosophy statistical information is not gathered.

Advice on Replication:

Celebrate your successes. Communicate on regular basis with anyone who can hear you- students, their parent, bus drivers, custodians, and teachers. Don't give up.

For More Information:

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Salyers Elementary Parent Teacher Organization

Area of need addressed:

Parent Involvement

Education Partner:

Salyers Elementary, Spring Independent School District

Community Partners:

The Salyers Elementary Parent Teacher Organization is a volunteer committee comprised of parents, teachers, and administrators, committed to serving the needs of our children.

Overview:

Throughout the year, programs and fundraisers are created to encourage volunteer participation and provide opportunities for student support. The Parent Teacher Organization's (PTO) implementation of the *Three for Me* program encourages the promise from a parent to their child and the school to dedicate three hours of school involvement, thus modeling the importance of volunteerism. Parent Volunteers read to students in the PTO funded, "The Cub's Den". PTO volunteers also work with students to strengthen reading, math and science skills.

Furthermore, Salyers PTO is instrumental in forming new education partnerships with local businesses. Restaurant nights were began with *Papa John's*, *Chick-fil-A*, *Red Robin*, *CiCi's Pizza*, and *Chuck E. Cheese*. An annual Barnes and Noble Book Fair was initiated during which student art work was displayed, the school choir sang, and staff members dressed up like *The Cat in the Hat* and *Snow White* while reading to the children in the bookstore. Local partners, such as HEB, are involved in the school carnival. DR Horton, a home builder in the school community, was engaged in a new partnership with the school. An ongoing fundraiser was developed in partnership with goodsearch.com. By choosing Salyers PTO as the charity, goodsearch.com donated money each time the search engine was used. Through these various community partners both in-kind and cash donations are received, both directly impacting the staff and students of Salyers Elementary.

Through innovative thinking, the Salyers PTO is working hard to contribute to high quality education for every child at Salyers Elementary.

Program Management:

The PTO is a volunteer organization. Responsibilities for contacting businesses, implementing partnerships and organizing events is divided amongst members of the PTO Board.

Funding:

As the purpose of the partnership between Salyers PTO and Salyers Elementary is to elicit ongoing student and volunteer participation through programs and fundraisers, no initial monetary cost was budgeted.

Marketing/Communication:

Education partnerships and events are publicized through district/campus websites, bulletin boards, brochures, and newsletters, local announcements, and media resources throughout the community.

Evaluation:

Salyers PTO programs are evaluated by comparing previous year's data to current data on attendance, discipline referrals and academic achievement as measured by local and state assessments.

For More Information:

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After School Action Program

Area of Need addressed:

Youth Development

Education Partner:

Georgetown Independent School District

Community Partners:

Community partners of the After School Action Program, includes: The Georgetown Project & partners; City of Georgetown Parks and Recreation Department; Southwestern University; Theater Action Project of Austin; Williamson County Art Guild; Williamson County Historical Museum; Williamson County Master Gardeners; LifeSteps Council on Alcohol and Drug Abuse; The Georgetown Alternative Program; Girl Scouts; Communities In Schools; Southwestern University Peace Alliance; C5 Youth Foundation; Badgerdog Literary Publishing, Inc.; Maelstrom Soccer for Life; Tippit Middle School PTA

Overview:

The After School Action Program (ASAP) originated in 1999 in response to an identified gap in middle school, after-school activities in Georgetown, Texas. A survey discovered that 62% of 6th – 8th grade students lived in a two parent home with both parents working, and 70% had a least one parent who commuted to Austin (30 miles south) daily. Only 8% of middle school students participated in traditional after school activities such as band, athletics, cheerleading, etc., and many traditional after school activities are seasonal in nature and thus sporadic. The city of Georgetown has no public transportation system which isolates many students from participating in anything after school. Research by The Georgetown Project indicated that safe places for middle school students after school was a critical need in the community, and rising drug use among middle school students increased the urgency. With the need for after school activities that provided transportation home apparent, ASAP was implemented in the middle schools.

As partners began to plan/develop the program they concluded it was imperative that the program be offered at a low cost to ALL; transportation home would also need to be available to accommodate a suburban commuter community without public transportation. This provided the challenge of funding. The task force that created the program knew for sustained success collaboration would be necessary. They looked for meaningful partnerships with community organizations that could provide quality programming for students. Fundraising and service related partnerships were established with community businesses and local service organizations. Relationships were built with school staff through a program director, to establish good school communication on behalf of the students. Grant writing and collaboration were initiated early and have been sustained throughout the program relationship.

Keeping the above community needs in mind, ASAP was developed based on the Search Institutes 40 Developmental Assets™ which helps to support students with positive experiences, academic support, leadership development, and skills for a life time. ASAP seeks to increase youth pro-social behaviors and decrease youth problem behaviors by providing after-school alternative activities. With the support of the Principals and staff at all three middle schools the program serves approximately 300-400 students a year and is growing. Each class helps students to realize their potential experientially. Registration is offered in the Fall, Spring, and Summer with classes that change each session. The staff is comprised of Georgetown

Independent School District (GISD) employees, students, community members, and Southwestern University students. ASAP runs three days a week from 4:00pm to 6:00pm at the three GISD Middle School campuses as well as from 12:00pm-6:00pm, daily in the month of June. This program offers a wide range of student designed activities that participants can choose from including tutorial/ homework help, robotics, art, Junior Master Gardner certification, computer learning/activities, drama, cooking, adventure challenge activities (rock climbing, caving, etc.), service learning projects, sports exploration, fashion design, etc. Research based prevention and parenting information components have been created to support participants and their families at no cost. Programming was and is continually evaluated and student input is considered in all aspects of the program.

Program Management:

ASAP is managed cooperatively by all partners. The Georgetown Project is responsible for grant oversight/ management, procurement of future grants and private funding, program vision planning and direction, providing parenting and prevention information and opportunities as well as staff training on 40 Developmental Assets™. GISD runs the day to day of the program (including the recruitment of students, planning and implementation of student activities and supporting and working directly with parents), provides infrastructure support, space, utilities and salary match. Southwestern University work-study students serve in a mentor capacity with students and are responsible for student supervision.

Funding:

Student tuition primarily funds the program (a sliding scale fee based on the free and reduced lunch fee scale is used to determine fees). Grant funding and fundraising efforts from The Georgetown Project help to offer scholarships to students eligible for the Federal Free and Reduced lunch program. The Georgetown Project also helps to fund youth leadership programming through The City of Georgetown Parks and Recreation Department and Summer Camp opportunities for students who would not traditionally be able to afford them. ASAP also procures grants for transportation and specific arts related enrichment programming as well as science based enrichment programs offered through the Junior Master Gardener Program. GISD provides matching funding for space, utilities, as well as director salary.

Marketing/Communication:

Marketing techniques employed by ASAP partners is specific to targeted stakeholders.

Parents/ Students-

Group e-mail communication through the school district

Campus morning announcements

Recruitment tables at campus open houses, registration, assemblies, and events

Mailings to student's homes

Monthly Newsletters

Weekly e-mail of program update

School Personnel-

Relationships with Principals

Weekly e-mail of program update

Monthly Newsletters

Relationships with school Counselors to help promote to new students

Daily e-mail to teachers for student information, assignments, and contact

Community-
Speak at events and meetings
Serve on several community coalitions
Newspaper articles about student activities (see attached)

Businesses-
Collaboration on service learning projects
Field trips
Speaking at local business groups

Evaluation:

Program evaluation is contracted through The Georgetown Project and administered by an independent contractor through the University of Texas. Data is collected on a quarterly basis and includes participation, dosage, anecdotal, grades, program attendance, behavior, TAKS scores, home language, single parent home, family income etc. In addition, student panels are held on a semester basis to evaluate program offerings, staff and operations; an after school advisory board convenes on a yearly basis to evaluate GISD's elementary and secondary after school programs.

Advice on Replication:

Never forget you work *with* the students not for the students. Include them in the planning and implementation of the program- you will never imagine where they can take you. To ensure long term success bring key community figures to the table to make sure you are creating a program that is tailor made for your community.

For More Information:

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