

Ready Texas: Stakeholder Convening

Proceedings Report April 2016



INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION
MARIA "CUCA" ROBLEDLO MONTECEL, PH.D.
PRESIDENT & CEO



Ready Texas: Stakeholder Convening is a project of the Intercultural Development Research Association (IDRA), hosted in collaboration with the UTeach Program, College of Natural Sciences, the University of Texas at Austin. This project is made possible through a grant from Greater Texas Foundation.

Background: With the adoption of substantial changes to Texas high school curricula in 2013 (House Bill 5), a central question for Texas policymakers, education and business leaders, families, and students is whether and how HB5 implementation impacts the state of college readiness and success in Texas. Comprehensive research is needed to understand the implications of HB5 implementation for various student groups and Texas as a whole. Some research and evaluation is already underway; other questions need to be examined. The Ready Texas: Stakeholder Convening brought together policymakers, education, community, business and family leaders in Austin in February 2016 to discuss the current status of HB5 implementation and research. The purpose was to gather input on key questions about implementation of HB5 to inform the design of a comprehensive study and to connect cross-sector leaders who are studying or working on various facets of the implementation.

The Intercultural Development Research Association is an independent, non-profit organization that is dedicated to assuring educational opportunity for every child. In collaboration with school, family, and community leaders and public officials, IDRA develops innovative and effective research- and experience-based solutions and policies.

The UTeach Program at The University of Texas at Austin recruits undergraduate STEM majors and prepares them to become teachers and promotes the improvement of STEM education and the public education system. UTeach has been replicated in 44 universities across the United States.

Greater Texas Foundation supports efforts to ensure all Texas students are prepared for, have access to, persist in, and complete post-secondary education. The foundation has awarded nearly \$50 million for Texas students since inception.

IDRA Ready Texas: Stakeholder Convening Project

Dr. María “Cuca” Robledo Montecel, IDRA President & CEO, (principal investigator); Ms. Laurie Posner, IDRA Senior Education Associate (project director); Dr. Sofia Bahena, IDRA Senior Education Associate (researcher).

This project is carried out in collaboration with project partner, Dr. Michael Marder, Professor of Physics and co-founder of UTeach at University of Texas at Austin.

Table of Contents

Introduction	1
Overview the Texas Graduation Requirements under HB5.....	2
Pathways, Trends, and Preparation for the Future of Texas.....	3
Student Aspirations	4
School District and Community Responses to HB5	6
Ready Texas: Survey Findings and Scan of Research	9
Stakeholder Input: Ready Texas Roundtables	13
Appendices	18
Speakers, Presenters and Roundtable Facilitators	
Participants	
Citations	

Cover photo: (l-r) Ms. Virginia Santana, ARISE; Dr. Raymund A. Paredes, Texas Commissioner of Higher Education

Ready Texas: Stakeholder Proceedings Report
Copyright © 2016 Intercultural Development Research Association

Permission to use and reproduce this publication is granted to the Greater Texas Foundation.

All rights reserved. No part of this work may be reproduced or transmitted by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system, except as may be expressly permitted by the 1976 Copyright Act or by the publisher.

Questions and requests for permission will be most generously handled by: Intercultural Development Research Association, 5815 Callaghan Road, Suite 101, San Antonio, Texas 78228; Ph. 210-444-1710, Fax 210-444-1714; E-mail: contact@idra.org; www.idra.org

No ISBN. Distributed by the Intercultural Development Research Association. Manufactured in the United States.



"We must make sure that every student has access to high quality teaching and a quality curriculum that prepares them for post-secondary education. As researchers, we play a critical role by examining policies and practices that contribute to students' success or failure. Together, the future is in our hands."

– Dr. María "Cuca" Robledo Montecel,
IDRA President & CEO

Introduction

With the adoption of substantial changes to Texas high school curricula in 2013 (House Bill 5), a central question for Texas policymakers, education and business leaders, families, and students is whether and how HB5 implementation impacts the state of college readiness and success in Texas. Comprehensive research is needed to understand the implications for various student groups and Texas as a whole. Some research and evaluation is already underway; other questions need to be examined. The Ready Texas: Stakeholder Convening was designed to bring together policymakers, education, community, business and family leaders in Austin in February 2016 to discuss the current status of HB5 implementation and research. The purpose was to gather input on key questions about implementation of HB5 to inform the design of further research and to connect cross-sector leaders who are studying or working on various facets of the implementation. This work also will be of interest to educators, policymakers, and community, family, student and business leaders nationally who seek to assure that all students have access to high quality curricula and learning opportunities that prepare them for post-secondary access and success.

As the Texas Closing the Gaps goals period came to a close in 2015, the Texas Higher Education Coordinating Board reported significant achievement. College enrollment increased by 540,000 students.

Hispanic and African American enrollment doubled. ACT reported that Texas has outperformed the nation in mathematics, and 86 percent of tested graduates aspire to post-secondary education (ACT, 2014). These and other trends suggest that Texas was moving in the right direction.

At the same time, much work remains: Just 34 percent of young Texans, compared to 40.9 percent nationally, hold a post-secondary credential. Only one in four ACT-tested students meets all four college readiness benchmarks. And the value of higher education has continued to rise with a majority of jobs in 10 years requiring a post-secondary degree or credential.

"What happens in Texas is important. One in 10 K-12 students in the nation is a Texan. One in 14 first-time-in-college students in the nation is a Texan. We have more kids than some states have total population. So we're dealing with a scope and a scale that matters. The fates of real individual student lives are at stake. That's the conversation we want to have today. I've already seen the tremendous energy you have for this topic, and I am thankful you're here."

– Dr. Wynn Rosser, Greater Texas
Foundation President & CEO

Overview the Texas Graduation Requirements Under HB5

From 2007 to 2011, all high school students in the state of Texas were required to take four years of English, four years of mathematics, four years of science, and four years of social studies to graduate from high school. This rigorous curriculum (known as the 4x4) was designed to prepare all students to enroll in colleges in Texas and around the country.

In 2013, the 83rd Texas Legislature passed House Bill 5 establishing a new Foundation High School Program as the default graduation program for all students entering high school beginning in 2014-15. The State Board of Education then adopted rules related to the new program in January 2014. The

program requires students to take four years of English, three years of mathematics, three years of science, and three years of social studies along with other credits (see below).

In addition to the new 22-credit Foundation High School Program, HB5 set up endorsements in specific areas of study (for four additional credits) and performance acknowledgements.

The endorsement areas are science, technology, engineering and mathematics (STEM); business and industry; public services; arts and humanities; and multidisciplinary studies. There are specific course requirements in the foundation curriculum based on the endorsement selected. Course offerings in each

endorsement and the number of endorsements offered vary by campus.

Among the performance acknowledgements is the Distinguished Achievement Program, which includes completion of the foundation plan and an endorsement while also completing four science courses and four math courses, one of which must be Algebra II. Only students who earn the Distinguished Level of Achievement are eligible to compete for Top 10 Percent Plan automatic admission eligibility at a Texas public university.

For more information see the Texas Education Agency's "General Overview of Foundation High School Program - February 2014."



Source: Bilingual Flier on the New Texas Graduation Requirements (IDRA, 2014). <http://budurl.com/IDRAgradF14>

Pathways, Trends, and Preparation for the Future of Texas

Curriculum Quality Matters

The literature on high school curricula shows a clear link between access, quality and intensity of high school coursework and success in college (Robledo Montecel & Goodman, 2010). An aligned, advanced and rigorous path of study in secondary school is more likely to facilitate post-secondary enrollment and completion, without remediation.

The U.S. Department of Education has found that “academic intensity – the number and type of challenging courses a student has taken in high school – is a key indicator of bachelor’s degree completion (Adelman, 2006). Taking mathematics courses beyond Algebra II was particularly predictive of later academic access and success, according to this research, which found that “for each rung of high math [from highest to lowest from calculus, pre-calculus, trigonometry, Algebra II, and less than Algebra II] climbed, the odds of completing a bachelor’s degree increased by a factor of 2.59 to 1.”

Research by E3 Alliance on mathematics course-taking and college and career readiness in Texas found that “43 percent of 2009 ninth graders with Algebra II as their highest level math were college and career ready compared to 70 percent for pre-calculus, 88 percent for AP statistics, 92 percent and 95 percent for Calculus AB and BC, respectively.” (Wiseman, et al., 2015)

The U.S. Department of Education’s Office for Civil Rights (March 2014) has found, however, that:

- Nationwide, only 50 percent of high schools offer calculus, and

only 63 percent offer physics courses.

- 10 percent to 25 percent of high schools in the country do not offer more than one of the core courses in the typical sequence of high school math and science education (i.e., Algebra I and II, geometry, biology, chemistry).
- Fewer than half of American Indian and Native Alaskan high school students have access to the full complement of high school math and science courses (Algebra I, geometry, Algebra II, calculus, biology, chemistry, physics).
- One in four high schools serving the highest percentage of Black students and Latino students do not offer Algebra II; of these schools, one in three does not offer chemistry.

Equity Matters

The state of Texas serves a rapidly growing, increasingly diverse student population. Historically, low-income students and students of color are underserved in college-readiness and degree attainment.

Today, the majority of students served by Texas public schools have been low-income. The percentage of the state’s economically disadvantaged children increased 43.7 percent between 2001-02 and 2011-12. Today, 60.3 percent of students are economically disadvantaged. A large majority of Latino students enrolled in Texas public schools (78 percent or 2 million) are economically disadvantaged. (Texas Education Agency, 2014)

Student Aspirations

While concerns about college affordability have increased since the recession, growing numbers of young adults (“Generation Z”) consider higher education as key to their career aspirations. Eight in 10 16- to 19-year-olds (81 percent) say college is very or extremely important to having the career they want, according to Northeastern University’s fourth national Innovation Imperative survey on higher education and the economy. (2014)

In Texas, an increasing percentage of students in Texas are taking the SAT. The number of SAT takers for the Class of 2015 represented a 9.2 percent increase from 2014. When FAFSA completion is made more available to students and families – for example, through Café College in San Antonio – students complete forms in far higher numbers.

Across IDRA’s work in Texas and around the country, we meet students who hope to pursue education beyond high school and seek these opportunities for their younger brothers and sisters.

Mr. Pedro Nepomuceno is a graduate of the Pharr-San Juan Alamo ISD and currently is a student at the University of Texas Health

“We don’t need to speak about students in the abstract. Our programs –including the IDRA Coca-Cola Valued Youth Program, founded in Texas and now implemented with schools across the country – serve Texas middle and high school students every day, and we hear directly about their aspirations.”

– Ms. Laurie Posner, IDRA Senior Education Associate

Science Nursing School. He stated: “My sister attends the same high school I did, and she will graduate with enough college hours for a minor in Spanish. I think everybody can go to college. Whatever your family’s social and economic situation, college is doable.” (IDRA, November-December 2015)

Mr. Thomas Ray García, also a graduate of PSJA ISD, will complete his bachelor’s degree in May from Princeton University. He said, “I don’t think it’s unrealistic at all to encourage all students to go to college.” (IDRA, November-December 2015)

During the Ready Texas: Stakeholder Convening, IDRA featured one of its programs that demonstrates how students’ aspirations expand as their opportunities to learn and lead become more accessible. IDRA’s Coca-Cola Valued Youth Program engages students who are considered

to be at risk of dropping out and places them as tutors for younger students who are struggling. As a result, 98 percent of tutors stay in school. The program also connects K-12 schools with higher education partners.

Seventh grade tutor, Miss Agustina García, said: “I want to be looked at as a community leader. I get very excited when we take college tours because I am now looking at a teaching career.” (Dr. Javier Sáenz Middle School tutor, La Joya ISD, Texas) (IDRA, June-July 2015)

Miss Lanala Hayes said: “I was starting to think of what would happen if I didn’t get my high school diploma or if I didn’t get enough credits. What type of job or college would I get into?” Miss Hayes is in the ninth grade. (Phillis Wheatley High School tutor, Houston) (IDRA, June-July 2015)

In the decade between 2001-02 and 2011-12, the number of students identified as English language learners enrolled in Texas public schools grew by 37.2 percent. (Texas Education Agency, 2014)

The child population in Texas is projected to increase by 42 percent between 2010 and 2050, climbing from nearly 6.9 million in 2010 to 9.7 million in 2050. By 2050, we can anticipate that more than three of every five children in Texas are likely to be Latino; about one of every five is likely to be White, and one of 11 is likely to be Black. (San Antonio Hispanic Chamber of Commerce, 2014)

Latinos and African Americans are underrepresented in the state's higher education institutions and in high growth fields, including STEM, that require post-secondary preparation and degree attainment.

Post-Secondary Outcomes: Opportunity Matters

According to the Pew Research Center: "On virtually every measure of economic well-being and career attainment – from personal earnings to job satisfaction to the share employed full time – young college graduates are outperforming their peers with less education. And when today's young adults are compared with previous generations, the disparity in economic outcomes between college graduates and those with a high school diploma or less formal schooling has never been greater in the modern era." (2014)

"The Center on Education and the Workforce reports the economy shed far more jobs (four out of five jobs in recent years) requiring a diploma or less – and most economists agree these jobs will not return. Even jobs in advanced manufacturing, once considered low-level, are now more technologically complex in ways that require post-secondary education or training." (Carnevale, 2010)



(L-R) Ms. SUSAN BROWN, UNIVERSITY OF TEXAS RIO GRANDE VALLEY; DR. JESSE McNEIL, JR., McNEIL FOUNDATION; DR. SARAH POWELL, UNIVERSITY OF TEXAS AT AUSTIN

Jobs benefit not only individuals and families but the economy as a whole. Examining state prosperity over a 65-year period, Federal Reserve economists found that a state's high school and college attainment rates are key factors in explaining its per capita income growth relative to other states. (Berger & Fisher, 2013)

Given this context, stakeholders seek to know: **Do the new graduation requirements impact the state of post-secondary preparation in Texas? If so, in what ways?**

Texas 60x30 Goals

The 60x30TX plan, which serves as the long-range strategic plan for Texas higher education, aims to accomplish four goals by the year 2030:

- 60 percent of Texans ages 25 to 34 will have a certificate or degree.
- 550,000 students in that year will complete a certificate, associate, bachelor's degree, or master's degree from a Texas higher education institution.
- All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.

“Without bold action, Texas faces a future of diminished incomes, opportunities and resources.”

– Texas Higher Education Coordinating Board, 2015

- Undergraduate student loan debt will not exceed the current rate of 60 percent of first-year wages for graduates of Texas public institutions.

“Higher education improves the lives of Texans. Our colleges and universities educate our teachers, nurses, and technicians. They find cures for life-threatening diseases and develop technologies that make our lives easier. They inspire, educate, and equip our students to be their best, encouraging them to be more civic-minded, helping them interact in diverse communities, and giving them a passion for lifelong learning. They retrain our adult population, including veterans, helping them find meaningful careers. They enrich us through the arts and new ideas. The impact of higher education is immeasurable.” (Texas Higher Education Coordinating Board, 2015)

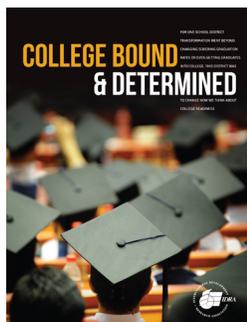
School District and Community Responses to HB5

Following passage of HB5, school districts have varied in their approach to implementation. Some districts and communities called for establishing the Distinguished Level of Achievement as the “default” plan for all students. The City of San Antonio, for example, passed a resolution encouraging all local school districts to take this approach, so that students and families would find alignment between the city’s adoption of Prek4SA and investment in post-secondary opportunity via Café College.

Austin ISD’s Board of Trustees established the Distinguished Level of Achievement as the district’s default graduation plan beginning with the Class of 2018 at the recommendation of its HB 5 Policy Planning Committee for Graduation Plans and based on surveys of parents, middle and high school principals, and campus advisory councils.

The Pharr-San Juan-Alamo school district in south Texas also has worked closely with K-12 educators, institution of higher education (IHE) partners, families and communities to set Distinguished Level of Achievement as the default. IDRA’s report, *College Bound and Determined* describes the district’s unique approach that is designed to prepare all students for post-secondary success (Bojorquez, 2014).

But many districts elected not to pursue this path.



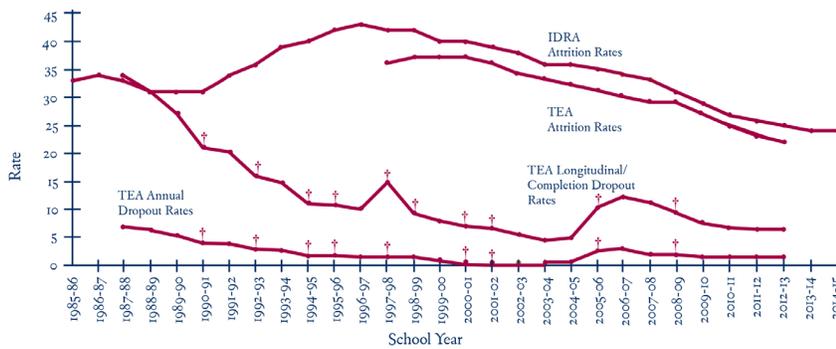
DR. WYNN ROSSER, GREATER TEXAS FOUNDATION

Also, regarding the selection of endorsements, district reporting on early implementation experience suggests that existing school capacity was a major factor in determining which endorsements school districts offer (Mellor, et al., 2015).

There was no additional funding allocation for the implementation of HB5, so the changes overlay pre-existing resource inequities. As a result, some districts are less well situated to take on graduation plan changes and a variety of endorsements than others. Thus what schools were doing prior to HB5, rather than other factors, like industry trends or student interests, largely influenced their decision about what they should do next.

Despite expectations of some proponents of HB5 when it was proposed, the data show that graduation rates were rising under the 4x4 curriculum. Also, Texas high school students’ scores improved on the math TSI between 2005 and 2013.

Attrition and Dropout Rates in Texas Over Time



† Change in TEA dropout definition or data processing procedures

Sources: Intercultural Development Research Association, 2015; Texas Education Agency, *Secondary School Completion and Dropouts in Texas Public Schools, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15.*

Source: Roy Johnson. Texas Public School Attrition Study, 2014-15 (IDRA, October 2015). <http://budurl.com/IDRAtrn15p>

As Dr. Michael Marder reported during the convening (referring to the plots on Page 8): “I assembled all the jobs in Texas according to the mean annual salary on the horizontal axis. Then I grouped them according to educational attainment. The patterns are really clear. The low educational attainment levels, overwhelmingly only have jobs available that pay quite low salaries. As you go on, there is a transition, which is almost defined by having gotten through college level math quite independent of whether you think people really need it. It is a marker of something... As

look at the different job categories, you see that the very high salaried jobs available are tightly tied to high levels of educational attainment with mathematics.”

Dr. Raymund A. Paredes, Texas Commissioner of Higher Education, said: “Our key goals are embedded in the 60x30TX strategic plan. Our major goal is that we want 60 percent of our youngest cohort of adults – the 25- to 34-year-old group – to hold some sort form of post-secondary credential by 2030. Although Texas is improving at increasing college completions for

“By a number of indicators, student outcomes and college readiness had been moving in the right direction during the period when Texas had adopted increasingly rigorous curricula.”

–Laurie Posner, IDRA Senior Education Associate and Director, Ready Texas Project



Ms. LAURIE POSNER, IDRA

IDRA’s Ready Texas: Stakeholder Convening Presentations Online

Texas Graduation Plan Changes, by Ms. Laurie Posner, IDRA Senior Education Associate and Director, Ready Texas project
<http://budurl.com/IDRArtscLPss>

Stakeholder Survey Findings and Scan, by Dr. Sofia Bahena, IDRA Senior Education Associate and Researcher, Ready Texas Project
<http://budurl.com/IDRArtscSBss>

STEM Pathways, Trends, and Preparation for the Future of Texas, by Dr. Michael Marder, Professor, Department of Physics and co-Director, UTeach Program, University of Texas at Austin
<http://bit.ly/MarderRT2016>

Findings from the Family/Community Survey on HB5 Implementation in South Texas, by Mr. Michael Seifert, Network Weaver for the Rio Grande Valley Equal Voice Network
<http://budurl.com/IDRArtscMSss>

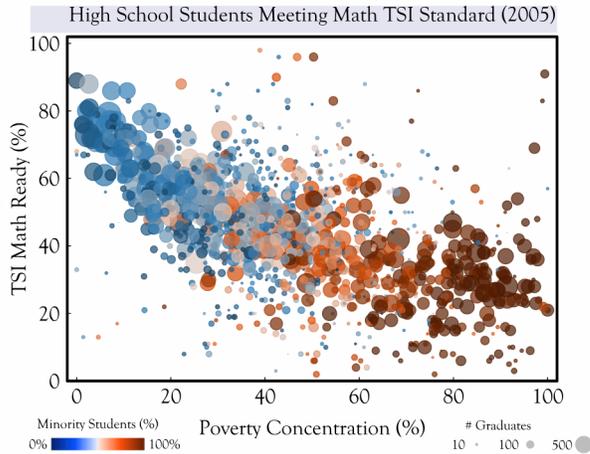


(L-R) MR. GARRETT GROVES, CENTER FOR PUBLIC POLICY PRIORITIES; DR. LETICIA M. PEÑA, PHARR-SAN JUAN-ALAMO ISD

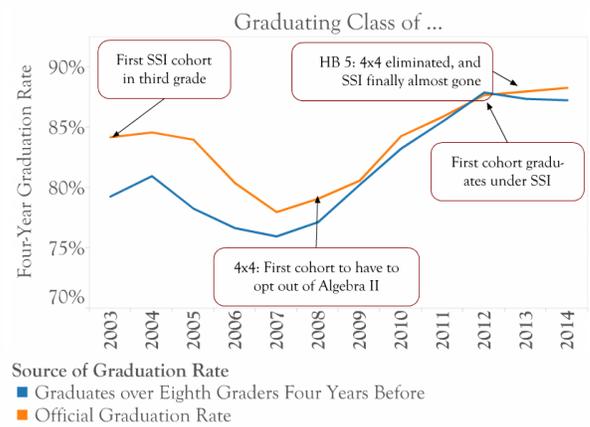
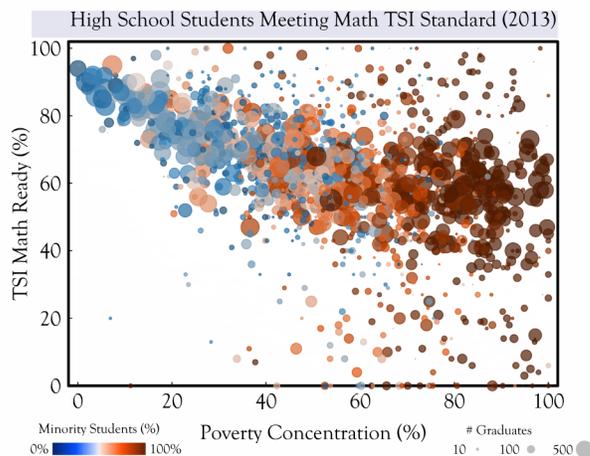
“Until 2011 – by many, many measures, graduation rates, college and career readiness both overall and disaggregated into various subgroups – Texas was moving ahead.”

– Dr. Michael Marder, Professor, Department of Physics Co-Director, UTeach Program

Change in Career Readiness in Texas



Change in Career Readiness in Texas



Source: Dr. Michael Marder, STEM Pathways, Trends, and Preparation for the Future of Texas (2016) <http://bit.ly/MarderRT2016>

“Secondary education has a special value, not just for individuals but for families who did not have access to post-secondary education. It also has special value, of course, to the greater community and the greater state of Texas and even beyond that to our national and global economies that will be impacted by the readiness of Texas students for post-secondary education.”

– David Hinojosa, IDRA National Director of Policy



MR. DAVID HINOJOSA, IDRA

“College level math is correlated with higher salaries whether or not you think they’ll use it.”

– Dr. Michael Marder, Professor, Department of Physics Co-Director, UTeach Program

students from groups that traditionally have not earned certificates or degrees in large numbers, the state has not improved quickly or broadly enough to keep up with changes in demographics. We’re at about 38 percent right now, so reaching 60 percent will be quite a stretch. The aim of the 60x30TX higher education strategic plan is to help all students achieve their educational goals and help Texas remain globally competitive for years to come, because higher education improves the lives of Texans.”

Ready Texas: Stakeholder Survey Findings and Scan of Research

Existing Research

Research that is currently underway falls under one of three categories: studies that examined baseline trends leading up to the current policy change, studies examining how the new high school graduation requirements are being implemented in the early stages, and studies seeking to examine secondary and post-secondary student outcomes in the future.

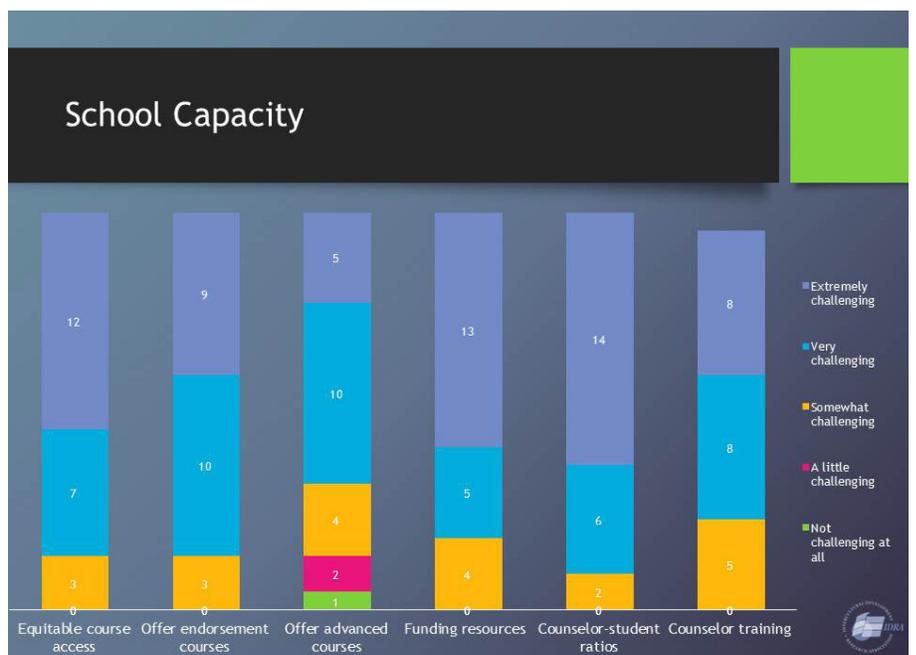
Baseline Trends (past)

The Texas Education Agency commissioned **American Institutes for Research (AIR)** (Mellor, et al., 2015) to conduct an evaluation of HB5 implementation. As part of its preliminary findings, AIR provided data on baseline student outcome measures under the previous graduation plans: minimum, recommended, and distinguished.



DR. SOFIA BAHENA, IDRA

They found that student outcomes under each of the aforementioned graduation plans showed an improvement over time in college readiness, high school graduation rates, college completion, and earnings.



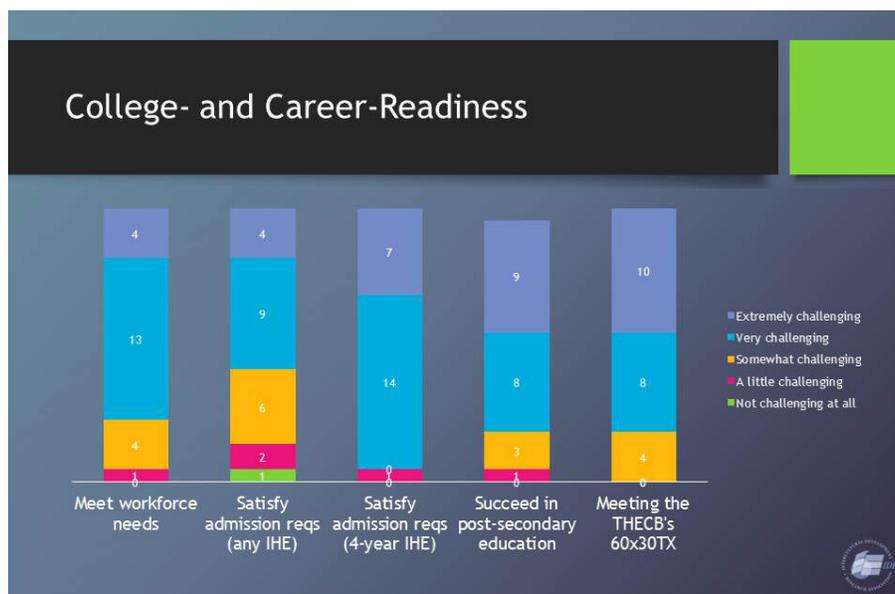
Dr. Sofia Bahena. Stakeholder Survey Findings and Scan (IDRA, 2016). <http://budurl.com/IDRArtscSBs>

E3 Alliance (Wiseman, et al., 2015), funded by the Greater Texas Foundation, has conducted a statewide study examining the relationship between highest math mastered and student post-secondary outcomes. They found that, under the previous graduation plans (also known as “4x4”), more students were taking higher level math courses overall than earlier cohorts not affected by the 4x4, that mastery of higher level math courses was associated with later positive student outcomes (including college enrollment and college persistence), there was a smaller income gap in persistence rates at the highest levels of math mastery, and more low-income students were mastering higher levels of math.

Implementation (present)

In addition to providing baseline data, **AIR** (Mellor, et al., 2015) conducted a survey of all public school districts in Texas (81 percent of which responded) to assess how districts were implementing the changes required under HB5. They found that half (53 percent) of districts offered all five endorsement paths, while 6 percent only offered one – with multidisciplinary studies being the most likely to be offered. This is understandable given that the law requires at least this endorsement be offered. The vast majority of school district leaders reported that current staff capacity (97 percent) and course offering (97 percent) were taken into consideration when deciding which endorsement(s) to offer. In addition, schools reported most frequently communicating with parents by meeting directly with them (94 percent) and through guidance counselors (92 percent).

Texas Education Grantmakers Advocacy Consortium (TEGAC), George H.W. Bush School at Texas A&M is conducting a qualitative study examining how districts are implementing HB5 that would provide richer data to further understand AIR’s findings, including the district decision-making process to offer endorsements and whether to opt-in



Dr. Sofia Bahena. Stakeholder Survey Findings and Scan (IDRA, 2016). <http://budurl.com/IDRArtscSBss>

for the distinguished plan as default Findings are pending.

RGV Equal Voice Network (2015) surveyed more than 1,600 parents and parent guardians in South Texas with children in 24 school districts across 30 cities. They found that the vast majority of parents are unfamiliar with the new high school graduation requirements (85 percent) and what the graduation plan implications are for their child’s college readiness (80 percent).

Ray Marshall Center (2014), also funded by TEGAC, examined how the changes required by HB5 implementation have increased the responsibilities of middle school and high school counselors in the state. It found that HB5 increased the amount of work as well as type of support required of counselors. Counselors now need to meet with all incoming ninth graders and their parents and then every year in high school subsequently. In addition, beyond focusing on the college application process alone, counselors now need to provide information about high school-to-career transitions – highlighting the need for counselor capacity building.

Austin Chamber of Commerce, in partnership with Austin Community College and partner school districts,



MR. MICHAEL SEIFERT, RIO GRANDE VALLEY EQUAL VOICE NETWORK

has been surveying high school juniors and seniors to aid them and the schools supporting them in the college-going process. Their aim is to provide data that can inform decisions in real time.

Outcomes (future)

Charles A. Dana Center aims to examine the relationship between alternative math pathways and student outcomes. Findings are pending.

Several other proposals are currently under way in an effort to assess the real impact of the policy changes in the long run, but since the first cohort of affected students has yet to graduate there are no findings to report yet.

“We are at the bottom of the state, the tip of Texas on the border by the sea. This is two blocks of a neighborhood. There are 13 miles of road like that in this community. There are 1,200 communities like this with about 350,000 people.”

– Mr. Michael Seifert, Network Weaver for the RGV Equal Voice Network



Family and Community Based Research

In the study referenced earlier, the Rio Grande Valley Equal Voice Network surveyed more than 1,600 parents about their knowledge about the state’s curriculum policies and new graduation requirements. IDRA analyzed the survey data and developed a report with the survey’s key findings, implications, and recommended next action steps for communities. Results were shared at an event and press conference in August 2015. (2015)

“When we surveyed families and asked them what’s most important and what will most affect your lives, they did not say immigration, although that’s there. They didn’t say jobs. That came in third. First was education right off the top, a passion for that.”

– Mr. Michael Seifert, Network Weaver for the RGV Equal Voice Network

“The survey covered 24 public schools in 30 cities. “And we found out – not surprising but distressingly – 85 percent knew little, if anything, about graduation plan changes; 80 percent knew little, if anything, about the impact on their kids’ education; and two-thirds who have a kid in middle school or high school did not know which graduation plan would prepare their child for a four-year university... Families are an extraordinary source of wisdom about what works. There is, in Spanish we call it *mistica*. But the meetings I’ve gone to with parents with people who have no other experience with community organizing, nothing else, their only thing in life is

Equal Voice-Rio Grande Valley & Education Working Group Key Findings from Community Survey about Knowledge of New Graduation Plans

More than
1,600
parents surveyed

Parents with children in 24 public schools across 30 cities in the Rio Grande Valley answered questions about the first year of Texas’ new student tracking system set up by HB5 in 2013



85%

know little, if anything, about Texas’ graduation plans & tracking procedures



80%

know little, if anything, about the impact of Texas’ tracking procedures on their children’s education



66%

of parents who have a child in middle or high school do not know which graduation plan would prepare their child for a four-year university

Those who have received information, 44 percent reported the PTA Comunitarios as their source

The EV-RGV Network families have one other thing in common...

Almost 100% signed their names and asked for information on Texas’ graduation plans & tracking procedures

WHAT CAN WE DO ABOUT IT?
The Equal Voice-RGV Network, Education Working Group, and PTA Comunitarios can...



Demand that schools inform parents about implications of their children’s graduation plan and endorsement decisions



Meet with school superintendents, school administrators, teachers, and counselors to create a Valley-wide college-ready graduation plan for all students for the next school year.

Analysis and report by Intercultural Development Research Association, 2015 • www.idra.org • facebook.com/IDRAed

getting their kid into school and you get them around a table and there is an energy and a wisdom.”
 – Mr. Michael Seifert, Network Weaver for the RGV Equal Voice Network

Stakeholder Input & Implications for Future Research

Pre-convening Survey

IDRA requested invitee input before the actual convening in an effort to gather their thoughts and concerns regarding the new high school graduation requirements and its implications, as well as ask about any studies they were aware of.

- 23 out of 120 invited responded to our survey, including some respondents that were not able to attend the convening.
- Respondents represented a diversity of leaders across key sectors: Policy (eight), higher education (six), non-profit (three), business (two), community (one), K-12 education (one).
- Respondents included researchers, policy analysts, CEOs, deans, and superintendents.
- The majority of participants were from Austin (60 percent), but there was also strong representation from South Texas.
- The vast majority of respondents reported being either very or extremely concerned about a variety of implementation challenges related to:
 - Student support,
 - School capacity,
 - College/career, and
 - Data/monitoring

IDRA asked respondents to identify their top three research priorities. College and career readiness was by far the most heavily cited topic. Other most cited topics include: school capacity; tracking; graduation rates; and post-secondary outcomes. Regardless of theme, there was a heavy emphasis on the disaggregation of outcomes, such as by race and income.



MR. EMILIANO ROMERO, OFFICE OF REPRESENTATIVE DIEGO BERNAL



(L-R) MS. LESLIE GURROLA, GREATER TEXAS FOUNDATION; DR. ROGELIO SAENZ, UNIVERSITY OF TEXAS AT SAN ANTONIO



MR. GREG PULTE, STUDENT, UNIVERSITY OF TEXAS AT AUSTIN



(L-R) MS. CAITLIN HAMROCK, E3 ALLIANCE; DR. KIMBERLY K. HUGHES, UTEACH INSTITUTE, UNIVERSITY OF TEXAS AT AUSTIN



(L-R) DR. CYNTHIA FERRELL, TEXAS SUCCESS CENTER, TEXAS ASSOCIATION OF COMMUNITY COLLEGES; MS. MARIA ELENA RIVERA, 2016 IDRA JOSÉ A. CÁRDENAS SCHOOL FINANCE FELLOW; DR. MELISSA MARTÍNEZ, TEXAS STATE UNIVERSITY

Stakeholder Input: Ready Texas Roundtables

At the convening held in February 2016, there were five facilitated roundtable discussions in which stakeholders from different sectors discussed their concerns, research questions, and reactions to the existing research. The themes that emerged from those conversations included questions about implementation, concerns about school and district capacity, concerns about student outcomes and educational equity, and a need for common definitions, such as “college ready,” “career ready” and even “college.”

Implementation

Participants expressed concerns over several aspects of implementation, including alignment between coursework and high school assessments, between high school coursework and workforce needs, and between high school coursework and college entrance requirements. In particular, attendees had concerns not just about entrance, but success in both two- and four-year institutions, as

In addition to alignment across educational levels and institutions, the majority of the roundtable discussions centered on the need to identify effective practices for engaging students and their families in the graduation plan decision-making process. Attendees expressed concern over how information was obtained (that it be accurate and persuasive) and that parents might not be engaged in a meaningful, authentic way. Some questions asked included, how are parents involved in the decision-making process? How are they involved in advocating for students? Participants further recommended that the communication between schools and students (and their families) be two-way and tailored to the different groups (e.g., in the language of their choice).

Lastly, participants indicated the need to also focus on students' perspective of their counseling experience. What information are counselors using? How are students encouraged to choose their courses?



Ms. LINDSEY WOLF, COLLEGE FORWARD

“Every parent, no matter who the parent is, whether we think they’re a great parent or not, cares about their child.”

– Ready Texas: Stakeholder Convening Participant

Related to implementation, Ready Texas stakeholders recommended that these key issues be examined:

- Alignment between five required end-of-course exams and actual college readiness as defined by Texas IHEs
- College entrance requirements in Texas and the United States and how they align with default high school curriculum
- Alignment between high school curriculum and workforce needs
- Certificate, associates and bachelor’s degree completion rates by endorsement
- Funding for Texas schools to implement all degree plans
- Adequacy of parent engagement
- Methods of explaining endorsements to parents and students
- Counselor preparedness
- Default endorsement policies

“Kids can’t take calculus and physics if [high schools] don’t offer them.”

– Ready Texas: Stakeholder Convening Participant



DR. MICHAEL MARDER, UTEACH-NATURAL SCIENCES, UNIVERSITY OF TEXAS AT AUSTIN

“What are the large-scale impacts of the endorsements on student success in college? What are the impacts on the workforce? How are the new endorsements going to affect students’ prospects for national scholarships and admission to out-of-state schools? How are student participation in the different endorsements dependent on every type of disaggregation one can perform and also on the type of school that they attend? And how has success and moving toward college and career readiness changed in general as HB5 provisions have come into effect?”

– Dr. Michael Marder, highlighting priorities for research from the roundtables

“We talked about default policies: Who are those students who are opting out of the default education plan to a higher or lower plan? How can we advocate from a civil rights perspective? How can students be informed of their choices? There has been a lot of talk about alignment between high school curriculum and graduation requirements and college entrance requirements. This group went further and asked what the requirements for workforce certification are, what is being tested, on SAT, on TSI, and how does the high school graduation default program compare with eligibility for the Texas Top 10 Percent Plan.”

– Ms. Celina Moreno, highlighting priorities for research from the roundtables

“When we talked about practices, we wanted to build upon the great work of the Equal Voice Network and see more in terms of school district engagement and information for families on how to choose an endorsement and graduation plan, and we want to see what is being received by families and students.”

– Ms. Celina Moreno, highlighting priorities for research from the roundtables



(L-R) DR. LETICIA M. PEÑA, PHARR-SAN JUAN-ALAMO ISD; MR. AURELIO MONTEMAYOR, IDRA

Student Outcomes

Attendees expressed a need to examine the new policy's impact on college access and success, as well as workforce preparedness. Specifically, they asked how the new graduation plans would relate to students' prospects for national scholarships and admissions to out-of-state schools, what the impact would be on the creation of jobs and the workforce generally, and how satisfied students are with the experience.

Related to student outcomes, Ready Texas stakeholders recommended that these key issues be examined:

- Endorsements selected
- Levels of success within endorsements
- What happens to students who don't know which endorsement to choose
- Graduates who enroll in post-secondary education by demographics and endorsement

“Every parent cares about their child. So we two-way communication that clarifies and tailors and differentiates to different groups.”

– Dr. Jesse McNeil, highlighting priorities for research from the roundtables



MR. DANIEL COLLINS, OFFICE OF SENATOR JOSE R. RODRIGUEZ



(L-R) MR. DAVID HINOJOSA, IDRA; DR. MICHAEL MARDER, UTEACH-NATURAL SCIENCES, UNIVERSITY OF TEXAS AT AUSTIN

“More data [are needed] on graduation rates, surveys on endorsements by region and by demographic, a little bit more complex data sets; and then also a look at funding and demographics; and rural versus urban settings and any kind of realignments there.”

– Dr. Belinda Román, highlighting priorities for research from the roundtables

School Capacity

In regards to school capacity, attendees identified school-level characteristics and counselor and teacher preparation as important factors to consider when assessing HB5 implementation. At the school level, they specified school funding and course offerings: the school's ability to provide sufficient rigorous course options to meet demand (particularly in terms of STEM) and to broaden student participation in rigorous offerings. While some highlighted a focus on STEM, others noted concern about an over-emphasis on STEM that could be detrimental to robust offerings in the other endorsements.

Related to school capacity, Ready Texas stakeholders recommended

that these key issues be examined:

- Endorsements districts are offering
- Funding for counseling
- Adequacy of counseling
- Eighth grade advising
- Support for struggling learners and students with disabilities
- College level opportunities from high school that are transferrable to college

“We need to be smarter about how we deploy qualitative research and analysis related to school behavior and policy environments that influence practice and principal decisions.”

– Ms. Hannah Gourgey, highlighting priorities for research from the roundtables

As for counselors, participants noted a concern over adequate counselor training and appropriate counselor-student ratios to support students through the decision-making processes. Related to the previous concern about schools' capacity to provide adequate course offerings, attendees noted a need for sufficient teachers prepared to teach the rigorous content areas (e.g., in math



(L-R) DR. JENNY KNOWLES MORRIS, TEXAS A&M UNIVERSITY; MS. CELINA MORENO, MALDEF; DR. MELISSA MARTÍNEZ, TEXAS STATE UNIVERSITY; MS. LESLIE GURROLA, GREATER TEXAS FOUNDATION; DR. AMY WISEMAN, E3 ALLIANCE

literacy) and to support teachers in developing their own sense of efficacy to implement the new high school graduation requirements.

Equity

Related to equity, Ready Texas stakeholders recommended that these key issues be examined:

- Differences in implementation between districts
- Differences in implementation within districts
- Variance in availability of endorsements between districts
- Variance in availability of endorsements within districts
- Variance in rigorous course offerings within endorsements



MS. HANNAH GOURGEY, INDEPENDENT CONSULTANT

“For certain subgroups of students, like English language learners and economically disadvantaged students, we know that costs of educating them haven’t been studied by the state since the 1980s.”

– Ms. Celina Moreno, highlighting priorities for research from the roundtables

Research and Monitoring

Aside from the specific research questions, attendees also had insights into the type of research that should be conducted to identify effective practices. For example, they encouraged the use of mixed methods to examine school behaviors, policy environments that influence practice (such as, principal decisions), disaggregation by a variety of variables (income, race/ethnicity, endorsement type, school type, region type), action-oriented research, and comparative research (to examine what’s going on in Texas compared to other states).

Related to research and monitoring, Ready Texas stakeholders recommended these key issues be examined:

- Disaggregation by demographics
- Disaggregation by endorsement type
- Qualitative examination of student voices and parent voices

“The question around aligning expectations of performance across secondary and post-secondary pathways is critical as we look at specific majors.”

–Ms. Hannah Gourgey, highlighting priorities for research from the roundtables

Shared understandings and definitions also are needed to discuss implementation with more precision and accuracy. As examples, stakeholder discussions identified questions such as:

- What does college and career readiness mean (stakeholders discussed the need for shared understandings and common terms)?
- What does college and career readiness mean when there are other job options that don’t require college?
- What is the goal of post-secondary completion (needs to be broader than a good job)?
- What is a high quality endorsement?

“Are all districts offering all endorsements or are different types of districts offering different types of endorsements? How do high schools understand what rigorous curriculum is? Are we getting effectively a whole new regime of tracking occurring either within schools or between schools of different types?”

– Dr. Michael Marder, highlighting priorities for research from the roundtables

Conclusion

The adoption of HB5 in 2013 reflected one of the most significant changes in the trajectory of Texas high school graduation requirements in more than a decade. The Ready Texas: Stakeholder Convening (including the Ready Texas Stakeholder Survey and Roundtable Discussions) described in this proceedings document afforded an opportunity to bring together cross-sector of stakeholders – policymakers, family, community, K-12, higher education, student leaders and researchers – to discuss questions and concerns and to learn about research already underway.

Stakeholders raised key questions: about whether and how the implementation of HB5 might impact the overall state of post-secondary preparation in Texas; whether school districts have the capacity and resources to provide a full range of rigorous course options – and to offer these options equitably both within and across school districts; whether families and students have the information they need to navigate new requirements and opportunities and whether counselors have the

“We need to assure that all endorsement pathways are offered with a level of rigor that will still keep all kids on track for post-secondary education.”

– Ready Texas: Stakeholder Convening Participant

resources to support them; whether STEM course offerings and course taking are preparing students of all backgrounds for success; whether curriculum tracking is an issue or not; what we can learn from challenges and best practices; and whether Texas graduates will have the preparation they need for the college and career dreams to which they aspire.

The substantive input from participants is invaluable in helping to inform research on the most important aspects of HB5 and ensuring that we build on existing studies and evaluation. The timing for such research could not be more critical. Texas serves one of the largest and fastest-growing student populations in the nation. Texas graduates will enter and compete in a workforce that is

increasingly national and global for job opportunities that increasingly demand post-secondary education. At the same time, the value of a post-secondary education is rising – even accounting for the costs of tuition – in relation to every economic measure.

And Texas has set crucial goals for securing a more college-ready future, particularly by closing gaps and eliminating shortfalls in the preparation of students for higher education, without remediation. Access to and success in higher education, in a range of fields, will help drive new innovation, discovery, and creative contributions to the economy, our communities and our quality of life. The implications of HB5 for educational opportunity in Texas begin with the entering freshman class of 2014, but reverberate far into the future.

IDRA is grateful to the stakeholders who provided their invaluable input; to the presenters and facilitators; to The UTeach Program at University of Texas at Austin; and to Greater Texas Foundation for their partnership and the grant that made this work possible.

Speakers, Presenters and Roundtable Facilitators



Dr. Sofia Bahena, Senior Education Associate at IDRA, and researcher for the Ready Texas: Stakeholder Convening project, holds an Ed.M. in human development and psychology and an Ed.D. in cultures, communities, and education from the Harvard Graduate School of Education.



Mr. Hector Bojorquez directs IDRA's Semillitas project and co-led its federally-funded i3 project, expanding community engagement innovations throughout the Texas Rio Grande Valley. He has worked in education for two decades in roles ranging from education specialist for a regional education service center to writing curriculum and training to teaching in a bilingual elementary school classroom.



Mr. David G. Hinojosa, J.D., is IDRA's National Director of Policy and director of the IDRA South Central Collaborative for Equity. Mr. Hinojosa received his bachelor's degree with honors certificate from New Mexico State University and earned his J.D. from the University of Texas at Austin School of Law in 2000.



Dr. Jesse Jai McNeil, Jr., is a career educational leader having worked in PreK-12 schools as a teacher, principal and central administrator over a 40+ year career in California, Massachusetts and Texas. His travels internationally and across North America have informed his work preparing Texas principals and other educational leaders as President/Founder of the McNeil Educational Foundation for Ecumenical Leadership.



Laurie Posner, MPA, is a Senior Education Associate at IDRA and directs the Ready Texas: Stakeholder Convening project. Ms. Posner has an MPA from the School of Public Affairs at Baruch College, City University of New York, where she received the Philip J. Rutledge Award and is an alumna of Leadership Texas and National Urban Fellows.



Dr. Belinda Román is Associate Professor of Economics, Teaching Introductory Macro- and Micro-economics at Palo Alto College and Associate Professor of International Economics for St. Mary's University. Her research on the future of Hispanics in higher education and on the role two-year colleges in training future economists has been



published in *The Education of the Hispanic Population* (2012) and in *Hispanic Economic Outlook of ASHE* (2013), respectively.

Dr. Michael Marder is Professor of Physics at UT Austin. He helped found and run UTeach, the UT Austin program to prepare secondary science and mathematics teachers, starting in 1997. UTeach has been replicated in 44 universities across the United States. Dr. Marder is a physicist who specializes in the mechanics of solids, particularly the fracture of brittle materials, with current application to hydrofracturing.



Ms. Celina Moreno, J.D., is a Staff Attorney for the Mexican American Legal Defense and Educational Fund (MALDEF), the nation's premier Latino civil rights law firm, and focuses on education, immigrants' rights and political access issues. Ms. Moreno received a law degree from the University of Houston and a master's of public policy from the Harvard Kennedy School.



Dr. Wynn Rosser is President & CEO of Greater Texas Foundation (GTF) in Bryan, Texas. He completed his undergraduate degree in Agricultural Development, M.S. in Agricultural Education, and Ph.D. in Higher Education Administration at Texas A&M University. Rosser also earned an Associate of Arts degree from Kilgore College. He is chair of the Grantmakers for Education Board of Directors and served on the Board of Directors of the Texas Lyceum. He is also a lecturer in the Bush School of Government and Public Service at Texas A&M University.



Mr. Michael Seifert is the Network Weaver for the Rio Grande Valley Equal Voice Network, managing the efforts of 11 community-based organizations dedicated to six working groups (education, housing, health care, jobs, immigration and civic engagement). He is a resident of Brownsville and has been working with colonia communities since 1989.

Participants

Ms. Priscilla Aquino Garza
Associate Program Officer, Policy and
Advocacy
Educate Texas
Austin, Texas

Dr. Sofia Bahena
Senior Education Associate
Intercultural Development Research
Association
San Antonio, Texas

Mr. Hector Bojorquez
Director, Semillitas Project
Intercultural Development Research
Association
San Antonio, Texas

Dr. Kathleen Brock
Clinical Assistant Professor
Lyndon B. Johnson School of Public
Affairs, University of Texas at Austin
Austin, Texas

Ms. Susan Brown
Assistant Vice President for Strategic
Analysis and Institutional Reporting
University of Texas Rio Grande Valley
Edinburg, Texas

Mr. Daniel Collins
Deputy Legislative Director
Office of Senator Jose R. Rodríguez
Austin, Texas

Mr. Andrew Feller
Director, Education and Talent
Programs
Austin Chamber of Commerce
Austin, Texas

Dr. Cynthia Ferrell
Executive Director, Texas Success
Center
Texas Association of Community
Colleges
Austin, Texas

Dr. Lisa Garbrecht
Manager of Project Evaluation
Services, Center for STEM Education
Texas Regional Collaboratives
for Excellence in Science and
Mathematics Teaching
Austin, Texas

Ms. Christie Goodman, APR
Communications Manger
Intercultural Development Research
Association
San Antonio, Texas

Ms. Hannah Gourgey
Independent Consultant
Austin, Texas

Mr. Garrett Groves
Program Director for Economic
Opportunity
Center for Public Policy Priorities
Austin, Texas

Ms. Leslie Gurrola
Strategy Manager
Greater Texas Foundation
Bryan, Texas

Caitlin Hamrock
Graduate Research Analyst
E3 Alliance
Austin, Texas

Ms. Lisa Hernandez
Student
University of Texas at Austin
Austin, Texas

Mr. David Hinojosa
National Director of Policy
Intercultural Development Research
Association
San Antonio, Texas

Dr. Kimberly K. Hughes
Director, UTeach Institute
University of Texas at Austin
Austin, Texas

Dr. Jenny Knowles Morrison
Visiting Assistant Professor, The Bush
School
Texas A&M University
College Station, Texas

Ms. Chandra Kring Villanueva
Policy Analyst
Center for Public Policy Priorities
Austin, Texas

Dr. Carolyn Landel
Managing Director, Charles A. Dana
Center
University of Texas at Austin
Austin, Texas

Dr. Michael Marder
Physics Professor and
Director, UTeach-Natural Sciences
University of Texas at Austin
Austin, Texas

Dr. Jill A. Marshall
Associate Co-Director, UTeach Institute
University of Texas at Austin
Austin, Texas

Dr. Melissa Martínez
Assistant Professor
Texas State University
San Marcos, Texas

Dr. Jesse McNeil, Jr.
President & CEO
McNeil Foundation
Dallas, Texas

Dr. Lynn Mellor
Project Director, REL Southwest
American Institutes for Research (AIR)
Austin, Texas

Ms. Mary Miller
Director, UTeach Outreach
University of Texas at Austin
Austin, Texas

Appendix

Mr. Aurelio Montemayor
Senior Education Associate
Intercultural Development Research
Association
San Antonio, Texas

Ms. Celina Moreno
Legislative Staff Attorney
Mexican American Legal Defense and
Educational Fund
San Antonio, Texas

Dr. Raymund A. Paredes
Commissioner of Higher Education
Texas Higher Education Coordinating
Board
Austin, Texas

Dr. Leticia M. Peña
Assistant Superintendent for
Curriculum and Instruction
Pharr-San Juan-Alamo ISD
Pharr, Texas

Ms. Laurie Posner
Senior Education Associate and
Director, Ready Texas Project
Intercultural Development Research
Association
San Antonio, Texas

Dr. Sarah Powell
Assistant Professor
University of Texas at Austin
Austin, Texas

Mr. Greg Pulte
Student
University of Texas at Austin
Austin, Texas

Dr. Raul (Rudy) Reyna
Executive Director, San Antonio PREP
University of Texas at San Antonio
San Antonio, Texas

Ms. Marialena Rivera
2016 IDRA José A. Cárdenas School
Finance Fellow
Austin, Texas

Dr. Belinda Román
Associate Professor of Economics,
Teaching Introductory Macro- and
Micro-Economics, Palo Alto College
Associate Professor of International
Economics, St. Mary's University
San Antonio, Texas

Mr. Emiliano Romero
Policy Director
Office of Representative Diego Bernal
Austin, Texas

Dr. Wynn Rosser
President
Greater Texas Foundation
Bryan, Texas

Dr. Rogelio Sáenz
Dean, College of Public Policy
University of Texas at San Antonio
San Antonio, Texas

Ms. Virginia Santana
ARISE
McAllen, Texas

Mr. Drew Scheberle
Senior Vice President, Federal/State
Advocacy and Education/Talent
Development
Austin Chamber of Commerce
Austin, Texas

Mr. Michael Seifert
Network Weaver
Equal Voice-Rio Grande Valley Network
Brownsville, Texas

Dr. Angela Valenzuela
Director
University of Texas Center for
Education Policy
Austin, Texas

Dr. Amy Wiseman
Director of Research Studies
E3 Alliance
Austin, Texas

Ms. Lindsey Wolf
Community Engagement Coordinator
College Forward
Austin, Texas

Citations

- Adelman, C. (2006). *The Toolbox Revisited: Paths to Degree Completion from High School Through College* (Washington, D.C.: U.S. Department of Education). <https://www2.ed.gov/rschstat/research/pubs/toolboxrevisit/toolbox.pdf>
- Bahena, S. (February 2016). *Stakeholder Survey Findings and Scan*, presentation for Ready Texas: Stakeholder Convening. <http://budurl.com/IDRArtscSBss>
- Berger, N., & P. Fisher. (2013). "A Well-Educated Workforce Is Key to State Prosperity," Economic Analyses and Research Network (EARN) Report (Washington, D.C.: EARN). <http://www.epi.org/publication/states-education-productivity-growth-foundations/>
- Bojorquez, H. (2014). *College Bound and Determined* (San Antonio, Texas: Intercultural Development Research Association). <http://budurl.com/IDRAcbdw>
- Carnevale, A.P., & N. Smith, J. Strohl. (2010). *Help Wanted: Projections of Jobs and Education Requirements through 2018* (Washington, D.C.: Georgetown University Center on Education and the Workforce). <https://georgetown.app.box.com/s/ursjbxaym2np1v8mgrv7>
- Center for Public Education. (2012). *Is High School Tough Enough: Full Report* (Alexandria, Va.: National School Boards Association). <http://www.centerforpubliceducation.org/Main-Menu/Instruction/Is-high-school-tough-enough-At-a-glance/Is-high-school-tough-enough-Full-report.html#sthash.8h4GHGE3.dpuf>
- Cumpton, G., & M. Giani. (December 2014). *Texas School Counselor Study: Exploring the Supply, Demand, and Evolving Roles of School Counselors* (Austin, Texas: Ray Marshall Center, University of Texas at Austin). http://raymarshallcenter.org/files/2015/01/Texas-School-Counselor-Study_Exploring-the-Supply-Demand-and-Evolving-Roles-of-School-Counselors.pdf
- IDRA. (November-December 2015). "College Students Describe What a School's College-Going Culture Really Means," *IDRA Newsletter* (San Antonio, Texas: Intercultural Development Research Association). <http://budurl.com/IDRAnIND15c>
- IDRA. (June-July 2015). "Coca-Cola Valued Youth Program Tutors Share Stories of the Program's Impact on Their Lives," *IDRA Newsletter* (San Antonio, Texas: Intercultural Development Research Association). <http://budurl.com/IDRAnIJ15d>
- Marder, M. (February 2016). *STEM Pathways, Trends, and Preparation for the Future of Texas*, presentation for Ready Texas: Stakeholder Convening. <http://bit.ly/MarderRT2016>
- Mellor, L., & G. Stoker, K. Reese. (October 2015). *House Bill 5 Evaluation – Executive Summary* (Austin, Texas: Texas Education Agency, submitted by American Institutes for Research, revised December 2015). <http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769823288>
- Northeastern University. (November 18, 2014). *Innovation Imperative: Meet Generation Z* (Washington, D.C.: Newseum). <http://www.northeastern.edu/innovationsurvey/generation-z/index.html>
- Pew Research Center. (February 11, 2014). *The Rising Cost of Not Going to College* (Washington, D.C.: The Rising Cost of Not Going to College). <http://www.pewsocialtrends.org/2014/02/11/the-rising-cost-of-not-going-to-college/>
- Posner, L. (February 2016). *Texas Graduation Plan Changes*, presentation for Ready Texas: Stakeholder Convening. <http://budurl.com/IDRArtscLPss>
- Posner, L. (2015). "#AllMeansAll – Finding and Addressing the Roots of Educational Inequity," *IDRA Newsletter* (San Antonio, Texas: Intercultural Development Research Association). <http://budurl.com/IDRAnIFeb16b>
- Rio Grande Valley Equal Voice Network – Education Working Group. (June 1, 2015) *Community Survey about House Bill 5 Curriculum Tracking Plans: Key Findings* (San Antonio, Texas: Intercultural Development Research Association). <http://budurl.com/EVRGVRptPDF>
- Robledo Montecel, M., & C.L. Goodman. (2010). *Courage to Connect: A Quality Schools Action Framework* (San Antonio, Texas: Intercultural Development Research Association). <http://www.idra.org/couragetconnect>
- San Antonio Hispanic Chamber of Commerce. (October 24, 2014). *The Impact of Education on Economic Development in Texas* (San Antonio, Texas: San Antonio Hispanic Chamber of Commerce, in collaboration with the Intercultural Development Research Association and the University of Texas at San Antonio). <http://budurl.com/SAHCCwp14>
- Seifert, M. (February 2016). *Findings from the Family/Community Survey on HB5 Implementation in South Texas*, presentation for Ready Texas: Stakeholder Convening. <http://budurl.com/IDRArtscMSss>
- Texas Education Agency. General Overview of Foundation High School Program – February 2014 (Austin, Texas: Texas Education Agency). <http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769809336&libID=25769809338>
- Texas Higher Education Coordinating Board. (July 23, 2015). *60x30TX* (Austin, Texas: Texas Higher Education Coordinating Board). <http://www.theccb.state.tx.us/reports/PDF/6862.PDF>
- U.S. Department of Education Office for Civil Rights. (March 2014). *Civil Rights Data Collection Data Snapshot: College and Career Readiness*, Issue Brief No. 3 (Washington, D.C., U.S. Department of Education). <http://www2.ed.gov/about/offices/list/ocr/docs/crdc-college-and-career-readiness-snapshot.pdf>
- Wiseman, A., & C. Bailie, H. Gourney. (2015). *Pathways of Promise: Promoting HB5 Success – Student Outcomes in Career and Technical Education Pathways in Central Texas* (Austin, Texas: E3 Alliance). <http://e3alliance.org/wp-content/uploads/2015/02/Pathways-of-Promise-CTE-Pathways-Report-0215.pdf>

Get education news from IDRA
budurl.com/Subscribe



Facebook
facebook.com/IDRAed



Twitter
twitter.com/idraedu



Linked In
budurl.com/IDRALinkedIn



Pinterest
pinterest.com/idraedu



Flickr
flickr.com/idraedu



Slideshare
slideshare.net/IDRAedu



YouTube
budurl.com/IDRAYouTube



INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION
MARÍA "CUCA" ROBLEDO MONTECEL, PH.D., PRESIDENT & CEO
5815 CALLAGHAN ROAD, SUITE 101
SAN ANTONIO, TEXAS 78228
210.444.1710 • FAX 210.444.1714
CONTACT@IDRA.ORG • WWW.IDRA.ORG