

# Positioning Texas to be a Model for American Public Education

Texas Impact Network 2022 Annual Report



# Letter From Executive Director Bridget Worley

Change is a constant in education. Sometimes that change is good. This year, the number of students served by the Texas Impact Network grew to over 2.5 million, nearly half of the state's total enrollment and over half of the state's student population currently experiencing economic disadvantage (see pg. 9 for a full account of "Our Impact"). The Texas Impact Network family also grew: in February, I welcomed my daughter Virginia "Ginny" Fox to the world.

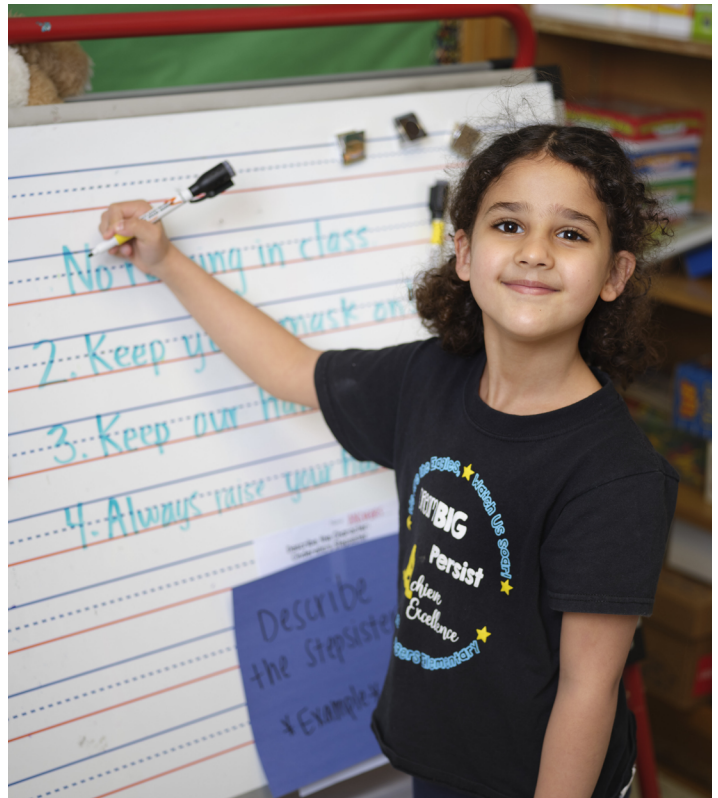
But change can also be challenging. This year was marked by yet another string of public health crises that only added to the already overburdened mental load of students, parents, and educators alike.

While so much changes around us, it's more important than ever to hold fast to what we know to be true: Teachers are the most important in-school factor for student success. Increased access to high-quality instruction will benefit students, especially those in need. Every high school student deserves quality support to develop and successfully act on a postsecondary plan – whether for college, career, or the military.

These were among the guiding principles behind the passage of Texas House Bill 3, or HB 3 (86 R), in 2019 and they now make up the core tenets of the Texas Impact Network. The impact of COVID-19 on student outcomes has made the importance of these fundamentals even clearer.

That's why I'm so thrilled to see that, in spite of the obstacles, educators and stakeholders across the state continue to invest the time and resources necessary to implement the student-centered reforms of HB 3 with fidelity (see each of our "Program Highlights" for more information).

I'm also proud to officially announce the launch of our newest initiative: the CFO Strategy Network. Chief Financial Officers (CFOs) are often overlooked as potential changemakers. Yet their work intersects with a number of key topic areas crucial for student success, including operational decision making, educator compensation, and student supports.







A group of 40 CFOs, split into two cohorts based on district size, raised their hands to engage in a first-of-its-kind collaboration for the state. These school system executives meet regularly to determine how best they can deploy district finances to better serve students. I cannot wait to see the innovation that emerges from this work (see pg. 24 for more information).

Our organization is made up of over a dozen partners who curate personalized experiences for districts embarking on multi-year processes for the implementation of complex programs (see pgs. 6-9 for an overview). The support provided can vary from a regularly-convened learning community facilitated by a regional education partner to intensive technical assistance reviewing student outcomes data or facilitating stakeholder feedback on a Teacher Incentive Allotment proposal.

In all cases, it's my hope the school leaders and district officials we gather and support walk away feeling informed, empowered, and valued, and that you will see that in the examples we have provided in this report.

There is one more big change that I want to share with you in this report. This August, Ben Mackey became the next

Executive Director of the Texas Impact Network after first serving as Interim Director during my maternity leave. With his extensive education experience as a teacher, principal, central administrator, and school board member, I'm thrilled to have him on board, and thrilled to continue overseeing our work in my new role as Chief of State Impact of the Commit Partnership.

This school year has been difficult – at times, unspeakably tragic – but as I look at my own future Texas public school student, and consider her 5.3 million fellow schoolchildren, I know all of our collective hard work is worth it.

**In gratitude,  
Bridget Worley**

# Thank You To Our Partners

As we usher the Texas Impact Network into its third year, it's important to recognize the many individuals and institutions that allowed us to reach this point.

Our work is made possible by the student-centered school finance reforms of HB 3, developed by the **Texas Commission on Public School Finance**, passed in 2019 by **Gov. Abbott, Lt. Gov. Patrick**, and the **86th Texas Legislature**, and implemented by the **Texas Education Agency**.

Our impact is enabled by each of our investment partners:



Our Network would not be possible without the hard working staff and boards of our two founding organizations, the **Commit Partnership** and **Educate Texas**, a public-private partnership at the **Communities Foundation of Texas** (learn more about each on pg. 27).

We could not hope to achieve the impact that's been made without our regional education backbone partners: **Tarrant To And Through**, **E3 Alliance**, **UP Partnership**, **Good Reason Houston**, **RGV Focus**, **Education Partnership of the Permian Basin**, **Prosper Waco**, and **CREED**.

We are deeply indebted to all of the teachers, administrators, and district staff across the state with whom we have had the honor of working.





Systems change takes time, but it is our hope that by collaborating across sectors and breaking down silos, we can accelerate towards the ultimate goal – improved student outcomes across Texas.

That's why we came together to found the Texas Impact Network, and why we hope you'll join us: When we widen our network, we broaden our impact.

**In gratitude,**

**John Fitzpatrick**



EDUCATE TEXAS  
or COMMUNITIES FOUNDATION of TEXAS

**Todd Williams**



# Who We Are

**The Opportunity:** HB 3 transformed public school finance in Texas. Passed by the Texas Legislature in 2019, it not only added \$3.25 billion annually to fund public schools, but also created three equitable, innovative funding opportunities that target our state’s highest-need students with up to \$4 billion in additional annual investments. These three data-proven policies are:

### Teacher Incentive Allotment (TIA)

Funding for school systems that identify and reward their most effective educators to help keep them in the classroom and further incentivize them to teach at rural campuses and/or campuses with high rates of economic instability.

### Additional Days School Year (ADSY)

Funding to provide up to 30 additional days of elementary instruction to prevent summer slide for students who tend to lose some of the achievement gains they made during the previous school year, as well as enhance teacher pay.

### College, Career, and Military Readiness (CCMR) Outcomes Bonus Funding

Equitable funding granted to school systems for each student that both:

- graduates from high school demonstrating postsecondary readiness and...
- completes a successful postsecondary transition to college, career, or the military.

# The Strategy

The Texas Impact Network (TIN) supports pioneering school systems to develop, implement, and evaluate the evidence-based strategies funded through the passage of HB 3. We work with regional and statewide partners to create proof points and blueprints for success and facilitate a network of peers sharing their best practices and strategies for assisting school systems in realizing the potential of HB 3’s core innovations.





## Desired Outcomes

### Broad, diverse, and effective implementation

A diverse spectrum of school system partners representing a variety of regions and sizes across Texas demonstrate the equitable potential of HB 3 and its innovative funding opportunities through meaningful implementation that leads to improved student outcomes.

### Regional technical assistance capacity to ensure continued support

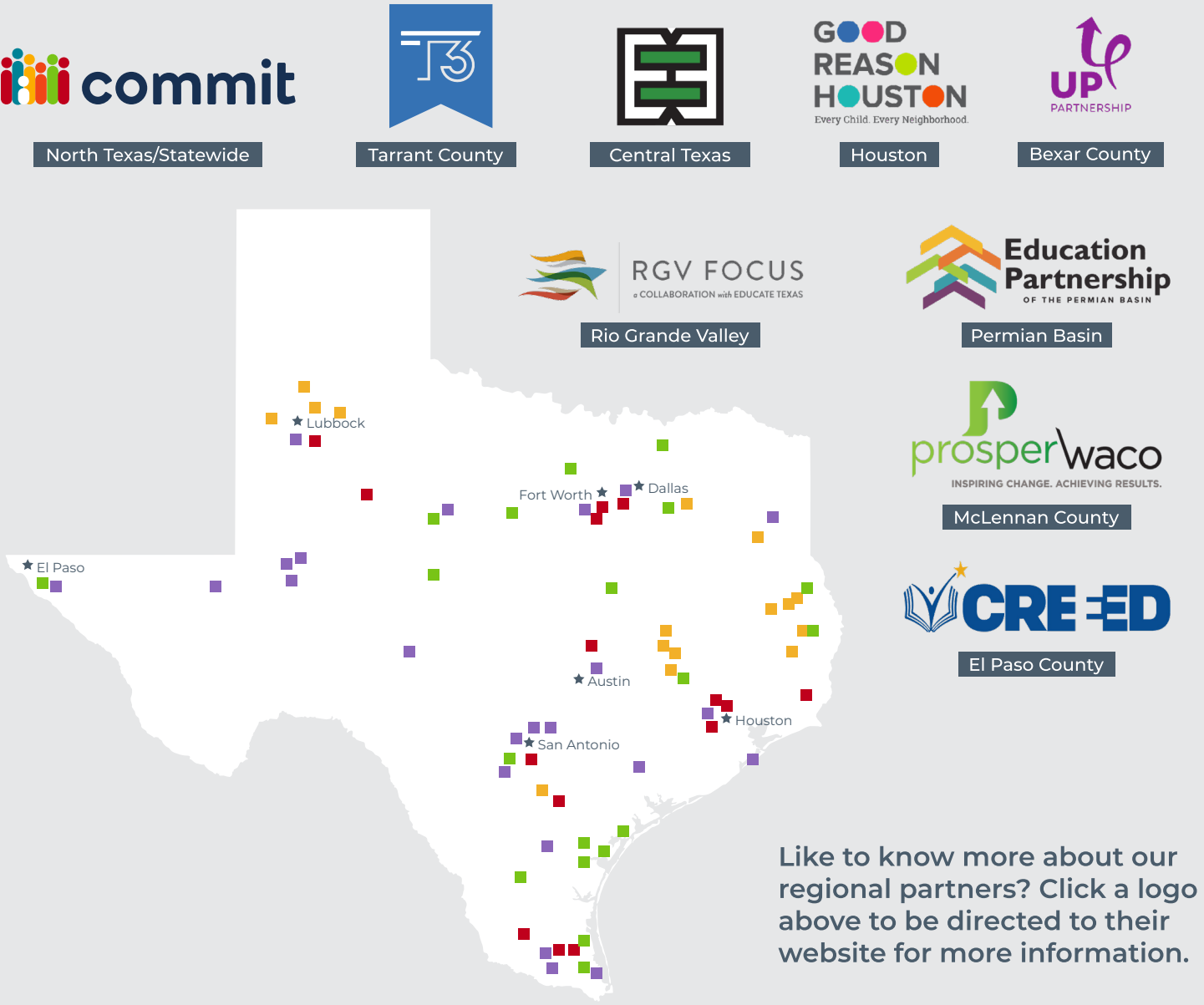
School systems are provided relevant technical assistance by partners invested in their success and aware of what the region needs because they live there.

### Preservation of HB 3 school finance reform

The opportunities of HB 3 demonstrate the ability to improve student outcomes across Texas, and policymakers sustain the commitments made in the 86th Legislative Session.

# Where We Work

To achieve broad, diverse, and effective implementation of the core impact areas of HB 3 legislation, the Texas Impact Network works with nine regional partners and four statewide programs to provide direct technical support to school systems across Texas.





# Our Impact

Through these avenues of support, the Texas Impact Network is currently reaching:

**245**

School Systems

**2.5M+**

Students (48% Of Texas Public School Enrollment)

**1.8M+**

Students Experiencing Economic Instability (58% Of Texas' Economically-Disadvantaged Public School Enrollment)

**353K**

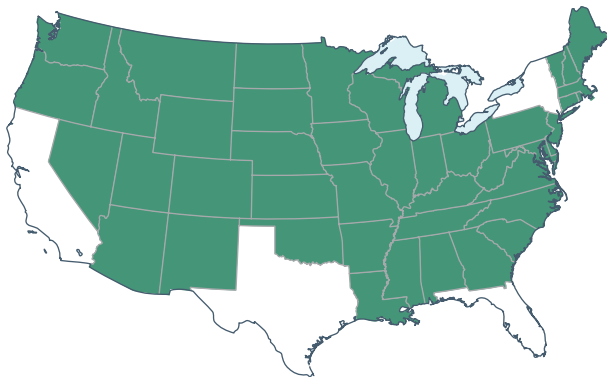
Black Students (52% Of Texas' Black Public School Enrollment)

**1.6M**

Hispanic/Latinx Students (56% Of Texas' Hispanic/Latinx Public School Enrollment)

**2M**

Students of Color (80% Of All Students Served)



**Total number of students impacted is larger than the K-12 enrollments of 46 different U.S. states**

## About Our Regional Education Partners

Regional partners offer focused support to a portfolio of school systems in their community. These partners have established relationships with school system leaders that allow a level of involvement that can only be achieved with personal, trusted support. Selected regional partners are fully aligned to the mission of the Texas Impact Network and work to improve outcomes of students in their communities.

# Our Advocacy

## VOICES

The depth and breadth of the Texas Impact Network enables us to quickly and effectively send a strong, united message from school leaders statewide. The Texas Impact Network was able to employ this capability most recently for the May 2022 hearings of the Texas House and Senate Education Committees monitoring the progress of HB 3. Over ten Network partners were invited to testify, including Executive Director Ben Mackey.

## DATA

The HB 3 Implementation Dashboard provides real-time information on the interest and participation of districts in the Teacher Incentive Allotment and Additional Days School Year initiatives across the state of Texas. Daily updates provide an accurate snapshot for:

- Legislators to understand the status of statewide adoption and involvement of their constituent school systems
- School systems to share the status of peer implementation and prompt consideration of adoption
- Regional partners to demonstrate the status of implementation and inform recruitment and support efforts

**[Learn more about the HB 3 Implementation Dashboard](#)**

***“ Districts can come together and learn about best practices and what they’re doing with one another... We really walk side by side with districts in developing a system for any of these House Bill 3 initiatives that works well for them. ”***

*- Texas Impact Network Executive Director Ben Mackey, speaking before the Texas Senate Education Committee*

## STORIES

The close relationships our regional partners have with school systems allow the Texas Impact Network to identify passionate, student-centered practitioner voices to promote HB 3. We have placed superintendents, staff, and principals on panels, hosted them at legislative meetings, and provided other platforms (e.g. blogs, social media, presentations) to tell their stories of implementation and student benefits.





## 2022 Program Highlights



# Additional Days School Year

June 2nd, 2022 was *A Good Day To Be A Bear*.

On that date, one in which many other schools had already closed for summer vacation, the students of Vines Early Childhood in the historic Acres Home neighborhood of Houston put on a drama production of the same name. The school's mascot, after all, is a cuddly teddy bear.

The show was a testament not only to the talent of the Vines Kindergarteners, but also the hard work and dedication of each of the educators on campus. They made a commitment the year prior to fully redesign their school calendar and add 30 additional days of instruction – days that were used, among other things, for enrichment programming like drama.

“We were really trying to be strategic when we were picking these additional enrichments,” says Vines Principal Linda Reed. “We thought about oral language development, which is also a part of the [State of Texas] pre-K guidelines. And so that’s why we added the drama teacher. She was able to align what she was doing in the drama room with the curriculum. That really helped out a lot.”



Teachers like Vines English Department Chair Shannon Rutherford could immediately see the impact this additional enrichment had on her students. “Two of my students, they’re the very quiet, calm ones in my classroom,” Rutherford says. “So when I got to see them actually perform, it was so neat to see those two quiet ones actually open up. I was surprised they could even talk that loud!”

But discovering hidden talents wasn’t the only way Vines educators and students benefited from the additional time. While students were in their new enrichment periods, teachers had more time to plan and design lessons collaboratively.

“We would take part of that time for staff development, looking at data, doing lesson internalizations,” says Principal Reed.



“And then in the second half of that time, the teachers would be able to collaborate... You [also] have 90 minutes of intervention. I think that intervention time really helped out our kids. The rest of the district doesn’t necessarily have a dedicated 90 minutes of intervention.”

Completely redesigning a school calendar is no small feat. Principal Reed spent the entire preceding school year generating buy-in with her staff and school community, as well as working with the leadership of her school district, Aldine ISD.

Simultaneously, Aldine district leaders like Chief Transformation Officer Adrian Bustillos redesigned the calendar of another school, Ermel Elementary, into which Vines Early Childhood feeds. They walked through this yearlong process with the help of the Texas Impact Network and **Education Resource Strategies (ERS)** as a part of the **ADSY Planning & Execution Program (ADSY PEP)**, a competitive grant program managed in partnership with the **Texas Education Agency** offering supports for school systems interested in implementing an extended school year.



Dr. Bustillos acknowledges that even with the support of ADSY PEP, implementation was a big undertaking, but “the benefits outweigh the [challenges] for long term student success. If this is right for your students and community, move forward with the ADSY planning and implementation.”

Ms. Rutherford, despite being admittedly “hesitant” at first, agrees that the changes she’s seen in her students have made the extra days more than worth it.

“I had, for example, one student who, [the] first day of school came to me crying. Never been in school before. Couldn’t write his name. He is now one of my top kids in the classroom. He grew so much. And to me, if we were in a regular school year, he probably still would’ve achieved, but I really feel like having those days where we could review and go over material really helped him to succeed, and the other students succeed as well.”

# By The Numbers

## 59

School Systems  
Implemented ADSY In The  
20-21 School Year

## ~20K

Students Attended  
Additional School Days In  
The 20-21 School Year

## 90

School Systems Supported  
By TIN In Implementing  
ADSY In The 21-22 School  
Year

## 853K+ 16%

Students Attending Districts  
Supported By TIN In  
Implementing ADSY

Percentage Of Texas Public  
School Students Attending  
Districts Supported By TIN  
Implementing ADSY

## The Impact of COVID

Implementing a redesigned school calendar would be an ambitious undertaking even in a “normal” year. Given the realities of the profession in the midst of COVID, taking on an additional workload is a significant commitment for school staff and even students themselves.

However, districts are continuing to apply for and receive ADSY funding, in large part because the pandemic has also reinforced the need for increased instructional time – especially for those who may have already been struggling. By using their additional instructional time, in part to provide targeted intervention, districts can ensure a more rapid and equitable recovery from the effects of the pandemic for their students.

“*ADSY PEP allows district leaders to listen and learn from one another. The convenings provided insight on key activities that the district would need to develop to implement the ADSY program. Districts do not need to recreate documents, rather modify and adapt to meet their district needs. A blueprint [has been] created for future ADSY planning and execution.*”

- Aldine ISD Chief Transformation Officer Adrian Bustillos



**Click the button below to learn more about the success of ADSY in Aldine ISD**

**Watch Video**



# College, Career, & Military Readiness

College Advisor Cecilia Flores has only been on the campus of Rio Hondo High School for a few months, but to hear her tell it: “Now that I’m there, there’s a stronger college going culture... You can already feel it.”

It may seem like a bold claim, but the numbers support it: Rio Hondo ended the 2020-2021 school year with a 55% financial aid completion rate, and historically, about 46% of their students go on to enroll in college. By April 2022, Rio Hondo seniors reached 100% financial aid completion, and each student has submitted at least one college application.

Flores was able to join the team at Rio Hondo ISD as a result of the district’s participation in the Rural CCMR Accelerator, which partners with the **rootEd Alliance** to bring advising staff to rural Texas high school campuses.

Rural school systems have the passion and dedication, but not always the resources, to improve college, career, and military readiness outcomes and successful postsecondary transitions for their high school students. For this reason, the Texas Impact Network launched the **Rural CCMR Accelerator**, extending expert coaching and student support services to select rural Texas school systems.

“When we look at where we were at as a school district years ago, we really weren’t doing a whole lot [related to CCMR],” says Rio Hondo Interim Superintendent Raul Treviño. “We were offering dual credit, but there was really no ‘and’ in mind with where that dual credit was going.”

As a member of the initial cohort of the Rural CCMR Accelerator, Treviño and his CCMR team met for 18 months with colleagues in similar school systems, as well as coaches from **MAYA Consulting** and data analysts from **Contigo Ed**, to develop strategies to prepare students for the next step after high school. Now, Rio Hondo High School is a Pathways in Technology Early College High School, or P-TECH.





Students are offered opportunities to graduate with an associate degree or certification in high-wage, high-growth industries like wind energy.

“I have been able to grow myself as an administrator because I’ve been able to have these deep conversations about where we can go next,” says Treviño. “It’s not just about what we’ve done, but what is the next step in this process of providing every single possible opportunity for our students to be successful in this global economy.”

The students now graduating with these valuable credentials generate additional funding for the district through HB 3’s CCMR Outcomes Bonus. This year, Rio Hondo ISD is estimated to draw down \$116,000 additional dollars. This money will be used to fully fund the district’s advising position following completion of the Rural CCMR Accelerator and continuously

improve the programs being offered.

The Texas Impact Network also facilitates a professional learning community of CCMR-focused staff in our regional partner organizations focused on efforts to improve the number of students graduating and meeting the Outcomes Bonus criteria.

“It’s amazing to see how just by sharing information and having a conversation, [students are] able to see a future,” says college advisor Cecilia Flores. “I want to continue making those kinds of changes in kids’ lives.”



# By The Numbers

## Rural CCMR Accelerator

Cohort 1:

**16 School Systems**

Cohort 2:

**20 School Systems**

## CCMR Professional Learning Community:

**102 School Systems**

## Students Meeting CCMR Outcomes Bonus Criteria:



See Impact of COVID Section Below For Context On This Decline

## The Impact of COVID

Because CCMR outcomes bonuses are based on what students do in the years after graduation, the data is delayed by two full school years. This means the amounts earned at the end of the 2021 fiscal year are based on college and career readiness rates from the class of 2019, before the passage of HB 3, the creation of the Texas Impact Network, and two school-years' worth of systems change.

Outcomes funding amounts for fiscal year 2022 are expected very soon. But these will be reflective of school year 2019-2020, the immediate outset of the pandemic and a low point for college enrollment. As such, we expect amounts to remain low and potentially continue decreasing. But this reinforces the importance of providing students with research-backed supports like one-to-one college advising. By reaffirming our commitment to college, career, and military readiness, we can not only recoup these resources in the short term, but also build the resiliency of our educational and economic systems for generations to come.





*“Fundamentally, we have made a 180 degree turn around in our district with the help, guidance, and support of the Rural CCMR Accelerator Program.”*

*- Rio Hondo ISD Interim Superintendent Raul Treviño*

**Click the button below to learn more about Rio Hondo's growth in college, career and military readiness**

**Watch Video**

# Teacher Incentive Allotment



Elementary Math Interventionist Dana Wagner was born and raised in Anderson, Texas.

“I am a kindergarten through 12th grade graduate of Anderson-Shiro public school system,” says Wagner, now an educator with 28 years of experience in the same school district in which she grew up. “Anderson is my home. It’s my community. I want it to be successful. I want our students to be successful because I’m going to pass the torch to them.”

Wagner’s deep roots in her community made her a natural fit to serve as a faculty liaison when, years later, the district began developing a multi-measure evaluation system for educators. “I met weekly with our faculty and taught them about the different components. We present[ed] the information, look[ed] at different teacher evaluation systems, to pick the one we wanted. And it was truly our whole community [that] voted on this.”

While Wagner was providing crucial input from fellow educators, district leaders were also supported in their work by **Dr. Tammy Kreuz**. “Dr. Kreuz helped develop an evaluation rubric for our teachers,”

says Assistant Superintendent Carolyn Fiaschetti.

After the passage of HB 3, the multi-measure evaluation system already in place in the district made Anderson-Shiro eligible for the Teacher Incentive Allotment (TIA), state funding designed to attract and retain highly effective educators at traditionally hard-to-staff schools by providing a realistic pathway for top teachers to earn six-figure salaries.

“It was a really natural process to flow right into TIA,” says Asst. Supt. Fiaschetti, thanks in part to the continued support of Dr. Kreuz who has since partnered with the Texas Impact Network to lead the **Rural TIA Consortium**.





“It’s been wonderful to work with the Consortium,” continues Fiaschetti. “[They were] very supportive and informed us along the way of the various requirements. If there are changes at the state level, that’s how we’re informed. If there’s any adjustments needed to our plan, that group really helps us adjust as needed.”

The Texas Impact Network is proud to continue working on TIA implementation with rural districts through the Consortium, as well as districts of larger sizes through regional education partners, technical assistance experts, and the training of 17 of the state’s 20 Education Service Centers supported by **Garrett Landry of Steady State Impact Strategies**. This personalized support has helped ensure a successful rollout of TIA in districts like Anderson-Shiro – which, in turn, is helping keep experienced, impactful educators like Dana Wagner in the classroom.

“Many of those teachers who were either considering retirement or a move to administration [have] turned that down and changed their path when they qualified for [a] designation,” says Fiaschetti. “And our kids are receiving the benefit of their experience and their gifts.”

But TIA is not solely a retention bonus for some teachers. It is a commitment to excellence across an entire campus, exemplified in the original evaluation system Anderson-Shiro educators co-created years ago – one Wagner still holds herself accountable to.

“I have just requalified for a higher level in the TIA based off of my scores from last year,” says Wagner. “I feel like we’re really honing in on and finding those gaps [in academic achievement] and filling them in... I do whatever I have to to grow [my students]. [In] the back of my mind is the extra incentive, but first and foremost, making our students successful is my priority.”



# By The Numbers

## 387

School Systems Either Fully Approved Or In The Process Of Implementing TIA

## 2M

Students Attending Systems Either Fully Approved Or In The Process Of Implementing TIA

## 6,205

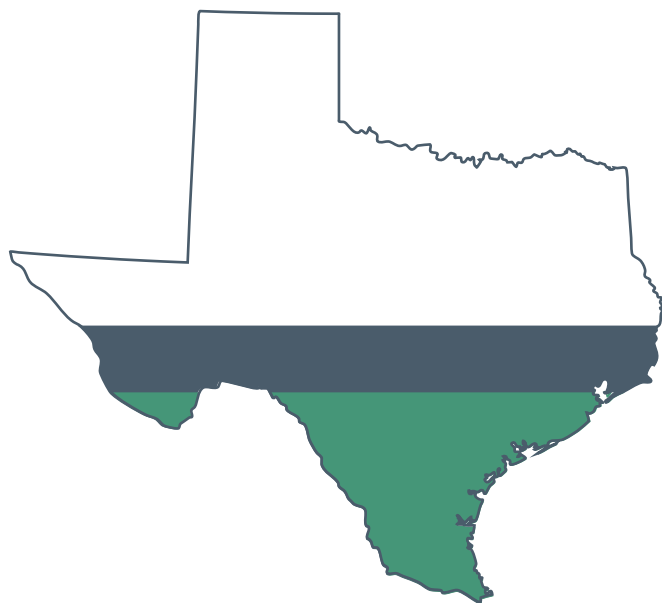
Texas Educators With TIA Designations

## 89

School Systems That Have Received TIN TIA Support

## 1.2M

Students Attending School Systems That Have Received TIN TIA Support



## 22%

Percentage Of Texas Public School Student Population Attending A System That Has Received TIN TIA Support

## 38%

Percentage of Texas Public School Student Population Served By A School System Fully Approved Or In The Process of Implementing TIA

## The Impact of COVID

With the passage of HB 3 in 2019, many districts expressed an interest in pursuing the implementation of a multi-measure evaluation system for educators because of the additional incentive. The COVID-19 pandemic unfortunately made the already difficult task of making sweeping changes in district policy nearly impossible, and many districts postponed their applications to a later cohort.

However, COVID and its impact on school systems has further amplified the need for TIA. We know that students experiencing economic instability have shown higher rates of unfinished learning relative to their more affluent peers. TIA not only recruits and retains effective teachers, but also encourages them to serve on campuses with greater concentrations of student need. That, in part, explains why we are now seeing a major increase in new school systems applying for later TIA cohorts: from 32 in Cohort C to 150 in Cohort D and 147 in Cohort E.

*“I can’t say enough great things about [Dr.] Tammy Kreuz [of the Rural TIA Consortium]. [They] work very hard to ensure that we’re successful at Anderson-Shiro. [Their] knowledge and experience of how those programs changed were effective for us going into TIA and ensur[ing] that we’re successful.”*

*- Anderson-Shiro CISD Superintendent Scott Beene*

**Click the button below to learn more about the success of TIA in Anderson-Shiro ISD**

**Watch Video**

# CFO Strategy Network



The work of school district CFOs (Chief Financial Officers) in Texas is key to the success of the students they serve. This is especially true now given the significantly higher student need as a result of the COVID-19 pandemic. Thankfully, HB 3 opened up major new funding streams to the role of the CFO. Texas CFOs must play a pivotal role in catalyzing new ways of thinking, acting, and investing that re-envision overall resource use rather than making incremental changes that are unlikely to meet the needs of the moment.

The Texas CFO Strategy Network brings together school district finance leaders from across Texas who are committed to transforming outcomes for students and maximizing the impact of their districts' resources: people, time, and money. The CFO Strategy Network aims to support CFOs by equipping them with the knowledge and skills to enable them to act as strategic leaders within their districts and to provide a venue for CFOs to meaningfully collaborate and learn together.

The CFO Strategy Network is facilitated by **Education Resource Strategies (ERS)**. For over a decade, ERS has been leading networks of strategic CFOs focused on rethinking the use of resources and transforming schools and systems.



The Texas Impact Network co-sponsors the CFO Strategy Network with the Texas Education Agency. As part of this network, the CFO Strategy Network offers its members the unique opportunity to access peer advisors, expert engagement around common data, facilitated exploration of barriers and challenges, and cross-district collaboration.

### **Member benefits include but are not limited to:**

- 1. Regular Convenings:** The CFO Strategy Network convenes regularly through virtual and in-person meetings to engage collaboratively in cutting-edge topics in CFO leadership. Each meeting agenda is designed to present issues relevant to members using a combination of data, external research or experience, and member district context such that the discussions are action-oriented. Topics are designed to help CFOs use COVID Emergency Relief (ESSER) funds to sustainably transform learning, address urgent, increased student needs, and help advance priority initiatives of HB 3.
- 2. Network of strategic-minded CFO peers:** Members of the CFO Strategy Network gain access to a community of CFOs from similar-sized districts who are dedicated to the role of the strategic CFO and willing to share experiences, insights, and challenges. We offer opportunities to share problems of practice with the group to gather advice and to influence the state dialogue on systems transformation.
- 3. Access to data and tools:** CFO Strategy Network members also gain access to, and receive training/facilitation with, the full suite of data and tools that ERS has developed for its clients over the past 15 years of working with more than 40 school districts and ten states. Members also benefit from sharing tools and materials across participating districts.

The CFO Strategy Network is accessible to any school system in the state of Texas, with a focus on Texas Impact Network members and TEA's Systems of Great Schools districts. There are currently more than 40 districts serving approximately one million Texas students in the CFO Strategy Network; these districts are split into two cohorts based on district size. We aim to increase the CFO Strategy Network to 60 districts in 2023.

# By The Numbers

# 40

School Systems In The CFO Strategy Network

# ~1M

Students Served By CFO Strategy Network Members

# 770K

Students Experiencing Economic Disadvantage Served By CFO Strategy Network (24% Of Texas' Economically Disadvantaged Population)

# \$13B+

Combined Adopted Budgets Of School Systems In The CFO Strategy Network (FY21-22)



# Our Founders



The Commit Partnership is a collective impact organization comprised of 200+ partners (educational institutions, foundations, non-profits, businesses, etc.) across Dallas County and Texas supported by a dedicated ‘backbone’ staff of 60+ professionals. Together they support the Partnership’s ‘true north’ goal of ensuring that by 2040, at least half of all 25-34 year old residents, irrespective of race, will be provided the opportunity to earn a living wage.

To meet this goal, the Partnership works to equitably increase educational success aligned with high demand jobs, maximizing the cumulative impact derived from providing a quality early education and an effective educator to every student while ensuring that they also graduate the K-12 system postsecondary ready and successfully transitioned to college enrollment/ completion or career attainment.

By working with partners to analyze data, activate insights and grow capacity (including the Partnership’s support of two statewide learning communities of districts collectively educating 25% of the state’s K-12 enrollment), the Partnership believes Dallas County and Texas can deliver on their promise of economic mobility for all.



**EDUCATE TEXAS**  
at COMMUNITIES FOUNDATION of TEXAS

Educate Texas, an initiative of Communities Foundation of Texas, is a robust public-private partnership that aligns key stakeholders within the public and higher education system. As a trusted change agent, its mission is to increase academic achievement and educational equity by leading programs, policy, and partnerships. It envisions that all Texas students, especially African American, Latino, and economically disadvantaged students, earn a college degree or credential that leads to a living wage and thriving communities.

Led by our commitment to equity, Educate Texas works to achieve its mission and vision through four strategic pillars of programming, with state-level policy and advocacy efforts supporting each: K-12 College & Career Readiness, Higher Education & Workforce Development, Effective Teaching & Leadership Development, and Collective Impact. As an education strategy, practice, and policy partner, it is the only organization in Texas that holistically leads education initiatives from idea to impact.





Thank You



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EDUCATE TEXAS  
at COMMUNITIES FOUNDATION of TEXAS