

ANNUAL REPORT 2017 - 2018



ADVANCING EDUCATION. CREATING CAREERS.
TRANSFORMING BROWNSVILLE.

An initiative of United Way of Southern Cameron County



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OUR GOAL

Success in life begins with a quality education. And yet too many children and youth lack the support they need to strengthen their literacy, stay on track in school, graduate high school and find a career. We're fighting to shift the odds so tomorrow's leaders can build a better foundation today. With an approach to education that spans from cradle to career, we're ensuring every child gets a strong start in life, teenagers have the tools to learn and grow, and young adults thrive in the job market.

ALL IN LEADERSHIP TEAM

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Brownsville Chamber
of Commerce
President & CEO

Lizzy Putegnat
Schneider Electric

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Brownsville ISD
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Administrator*

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*Student Assessment
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Coordinator*

Teri Alarcon
Brownsville ISD
*Area Assistant
Superintendent*

Dr. Juan Chavez, Jr.
Brownsville ISD
CTE Administrator

Reba Cardenas-McNair
Cardenas Development
President

Ethel Cantu
Community Member-UTB
Retired

Nelda Najera
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Corporation of
Brownsville/YouthBuild
Executive Director

Jill Williams
Education Consultant

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Cameron County
President & CEO

David Merrill
Wells Fargo Advisors
Branch Manager

Pat Hobbs
Workforce Solutions
Cameron
Executive Director

ALL IN HISTORY AND PROCESS

At the beginning of this century, community leaders in Brownsville decided to solve a serious problem. New studies on early childhood development showed that the years between birth and five are a critical time for brain development, and that too few of our children were entering school prepared to succeed. That was the beginning of United Way of Southern Cameron County's work in education, and now the babies of the millennium are graduating high school in record numbers thanks to community-level interventions that increased school readiness.

In 2010, however, another problem became evident. Not enough young adults were getting the credentials they needed to get good jobs. Brownsville had a large pool of young workers, but they weren't ready to perform the work employers required. In response, community leaders formed a cross-sector partnership aimed at doubling the number of young adults in Brownsville with postsecondary credentials with labor market value by the year 2025. Education leaders, nonprofits, business organizations, economic developers, and elected officials came together as a collective impact partnership led by United Way of Southern Cameron County, and All In was launched with a \$1.5 million grant from the Bill & Melinda Gates Foundation and \$240,000 from local stakeholders.

All In's goal of doubling the number of young people who earn postsecondary credentials with labor market value isn't about just any degree or certificate. We work to help young people understand and navigate the educational opportunities that lead to well-paying jobs. And even though the funding from the Gates Foundation ran out years ago, the partnership continues, demonstrating the power of people and organizations working together on a common goal.



DATA DEFINITIONS & SOURCES

From the start, All In's Leadership Team committed to measuring the success of our strategies by tracking publicly-available student success indicators. This year we decided to align our data reporting with RGV Focus, a collective impact partnership working to improve educational outcomes across the Rio Grande Valley. This alignment allows us to compare Brownsville data to the region and the state, providing context that has been missing in earlier reports. All In thanks RGV Focus for their support in data compilation and analysis and applauds the spirit of partnership that drives our collective work.

Definitions

Pre-K Enrollment

The percentage of estimated, eligible 3- and 4-year-olds enrolled in public pre-K programs. Total number of eligible students is estimated (assuming equal cohorts) by using twice the number of first-graders classified as eligible for public pre-K.

TEA Texas Public Information Resource (TPEIR) 2017 report

Kindergarten Readiness

The percentage of Kindergarteners who took and passed a district-administered Kindergarten Readiness assessment. Note: Assessments and thresholds vary by district.

TEA Texas Public Information Resource (TPEIR) 2017 report

STAAR 3rd Grade Reading

The percentage of third-graders who met the "approaches grade level" standard in the State of Texas Assessments of Academic Readiness (STAAR) reading assessment.

TEA STAAR Aggregate Data at the "Approaches" Standard, 2017-2018 School Year

STAAR 8th Grade Mathematics

The percentage of eighth-graders who met the "approaches grade level" standard in the State of Texas Assessments of Academic Readiness (STAAR) math assessment.

TEA STAAR Aggregate Data at the "Approaches" Standard, 2017-2018 School Year

4-year High School Graduation Rate

The longitudinal rate of a ninth-grade cohort followed through their expected high school graduation. The rates reported are for the high school graduating class of 2016 (i.e. the cohort entering high school in 2012).

TEA Accountability Report (as reported by the U.S. Department of Education), 2017 Report

FAFSA Completion

Seniors from the high school graduating class of 2018 who completed a Free Application for Student Aid (FAFSA) as of June 29, 2018.

U.S. Department of Education, FAFSA rates as of June 29, 2018

College-Ready Graduates

The percentage of high school graduates who met or exceeded college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT test, or the ACT test. Note: This is the current TEA definition as of 2015. Prior to 2015, TEA measured college readiness as the percentage of high school graduates who met or exceeded the college-ready criteria on the TAKS exit-level test, the SAT test, or the ACT test.

TEA Texas Academic Performance Report (TAPR), 2017 (HS graduating class of 2016)

Advanced Placement (AP)/Dual Credit

High school students (grades 9-12) who complete and receive credit for at least one advanced or dual credit course in the previous school year. Advanced courses included both Advanced Placement (AP) courses and International Baccalaureate (IB) courses.

TEA Texas Academic Performance Report (TAPR), 2017 Report (Rates from the 2015-2016 School Year)

Higher Education Immediate Enrollment Rate

The percentage of high school graduates from the class of 2017 who enrolled and began instruction at an institution of higher education (IHE) in Texas in the fall following high school graduation.

Texas Higher Education Coordinating Board (THECB), "HS Grads Enrolled in Higher Ed" 2017 report

Public Higher Education Graduation Rate

The percentage of high school graduates from the combined 2008-2010 HS graduating classes who completed a postsecondary degree within six years of graduating high school.

Texas Higher Education Coordinating Board (THECB), "HS Grads Higher Ed Outcomes" report, 2008-2010 HS Graduating Classes

It should be noted that State of Texas 2- and 4-year graduation rates lag the district rates. The state graduation rates reported are the aggregation of all districts in Texas with published numbers, (1,071 districts).

CRADLE TO CAREER PATHWAY



ESTABLISHING

BUILDING

2018 Cradle to Career Pathway

	Pre-K Enrollment	Kindergarten Readiness	STAAR 3 rd Grade Reading	STAAR 8 th Grade Mathematics	4-Year High School Graduation Rate
Brownsville ISD	49%	49%	79%	78%	92%
RGV Average	47%	48%	77%	79%	91%
Texas Average	43%	58%	76%	78%	91%
Meets or Exceeds Texas Average	★		★	★	★

2012 Baseline Data

Brownsville ISD	38%	N/A	72%	67%	89%
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EQUIPPING



EXCELLING

FAFSA Completion	College-Ready Graduates	AP/Dual Credit Completion	Higher Education Immediate Enrollment Rate	Public Higher Education Graduation Rate 2-Year	Public Higher Education Graduation Rate 4-Year
80%	32%	42%	59%	6%	18%
74%	32%	43%	60%	9%	19%
62%	39%	36%	52%	7%	21%
★		★	★		
N/A	N/A	N/A	59%	N/A	N/A

SCHOOL READINESS

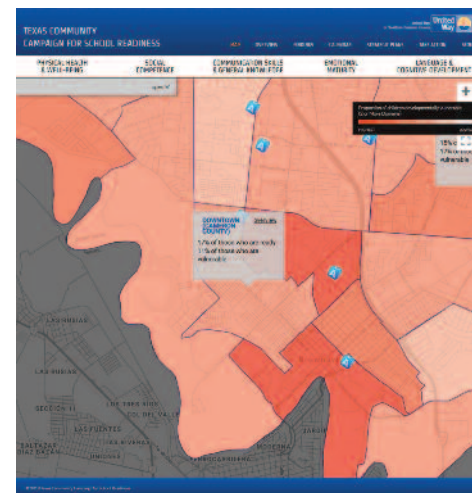
Early Development Inventory (EDI)

School readiness is a great predictor of a child's future success. It's important for child-serving institutions such as school districts, Head Starts, cities, and even workforce boards to have access to school readiness information to guide their strategies and investments. Therefore, United Way of Southern Cameron County will once again lead the Early Development Inventory assessment in southern Cameron County, updating the study that was performed five years ago.

The EDI is a 103-item questionnaire completed by kindergarten teachers in the second half of the school year that measures children's ability to meet age-appropriate developmental expectations in five general domains:

- Physical Health and Well-Being
- Social Competence
- Emotional Maturity
- Language and Cognitive Development
- Communication Skills and General Knowledge

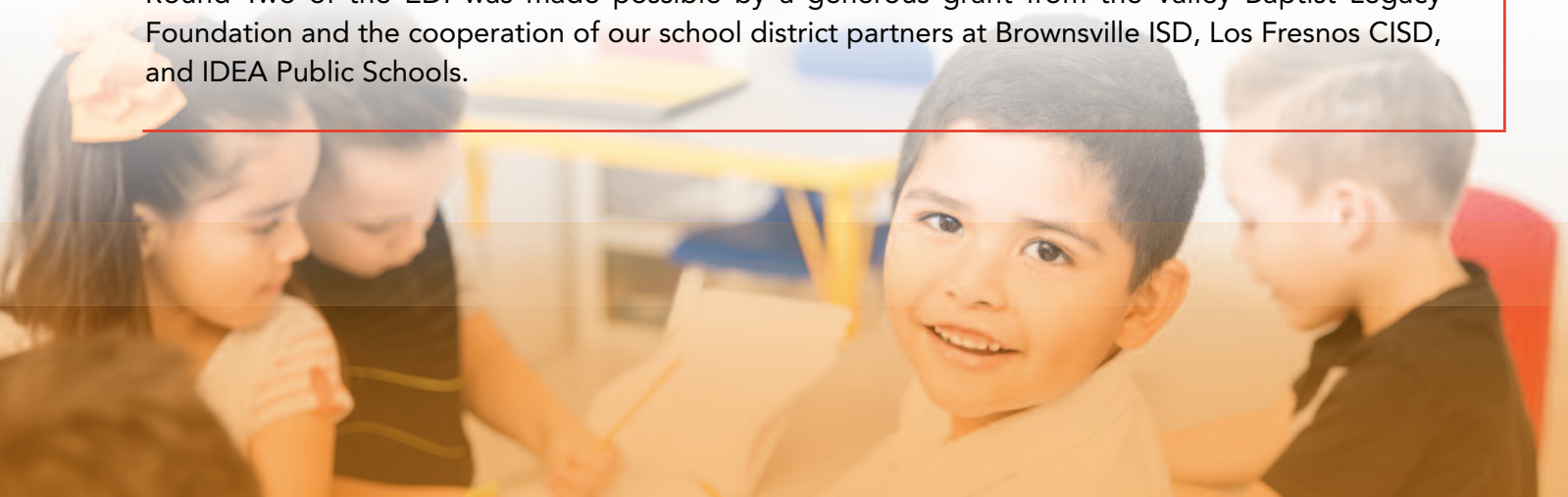
After teachers complete the EDI on each individual child in their class, the results are grouped together to create a geo-map of how children are doing across schools, neighborhoods, and cities. The EDI data can be helpful for a variety of different users.



EDI Geo-Map

- **Educators and school representatives** can use EDI results to help identify the strengths and needs of the children within their communities. These data allow for creating targeted programs that affect the areas identified as the greatest need. Local groups can also use the data to better advocate for changes to policies and funding.
- **Government** can use EDI data to plan early childhood investment, inform policy and program development decisions, or evaluate programs. The use of EDI maps can help focus investments and identify the areas with the highest needs.
- **Researchers** can use EDI data to address important questions and create new research programs to help better understand the genetic, biological, and social determinants of children's health, well-being and development. This research can help inform policy and program development.

Round Two of the EDI was made possible by a generous grant from the Valley Baptist Legacy Foundation and the cooperation of our school district partners at Brownsville ISD, Los Fresnos CISD, and IDEA Public Schools.





vello

Reading on grade level by 3rd grade is a strong indicator of future success. Until 3rd grade students are learning to read, but from 4th grade on students are reading to learn.

Some students at Del Castillo Elementary School have struggled with reading on grade level, but thanks to an innovative partnership among United Way of Southern Cameron County, Wells Fargo Bank, and Brownsville Public Utilities Board, second graders at Del Castillo Elementary are getting the help they need with their reading through United Way's Vello program.



Wells Fargo Bank Employee Mariela Casian, Vello Volunteer

Vello consists of 1:1 tutoring, Learning A-Z's blended learning platform with over 50,000 digital literacy resources, and the Vello Portal for training and scheduling. Vello supports the entire classroom with an expansive e-library, teacher instructional materials, and 1:1 support from tutors. Our volunteers build transformational relationships and work as a team to ensure all students reach reading proficiency. Vello volunteers use a screen sharing system to connect with the classroom, and they read with their Vello student without ever leaving the workplace. 89% of students said that reading with a Vello volunteer made them feel a lot more excited about learning. 100% of teachers agreed or strongly agreed that Vello improved the reading skills of tutored students.



BPUB Employee Santa Gonzalez, Vello Volunteer

ALL IN INTERNSHIPS

Vanessa Cisneros

Vanessa Cisneros studies Social Work at Texas Southmost College and was a paid intern at the Housing Authority of the City of Brownsville (HACB) through the All In Internship Program. According to Vanessa, "As an All In Intern I gained valuable hands-on work experience. Working with the HACB community events team not only led me to build relationships with those in the workplace, but also helped me build relationships within the community."

HACB CEO Carla Mancha remarked, "The All In Program is an invaluable opportunity for the young adults of Brownsville. The Housing Authority of the City of Brownsville is proud to be part of this endeavor and we are happy with the help, skills, and knowledge All In Interns have been able to bring to the agency. All In Interns have served in different areas of the agency from Human Resources to Social Services.

Our latest All In Intern, Vanessa, was assigned to the Community Services Team this past summer and her job performance within the team was exceptional. During her internship she got involved in different activities and events within the Community Services Department. She enjoyed her stay and decided to become a permanent member of the HACB family as a Tutor for the Citrus Gardens Annex Family Learning Center. We applaud United Way of Southern Cameron County, Greater Brownsville Incentives Corporation, Texas Southmost College, and the University of the Texas Rio Grande Valley for providing this opportunity to the students and the community partners."

Vanessa with TSC President Jesús Roberto Rodríguez, Ph.D.

The All In Internship program grew out of focus groups with Brownsville employers, who were concerned that graduates applying for jobs with their companies lacked real-world work experience. Employers proposed an internship program for students in their final semesters of college to help students learn not only the job-specific skills needed for successful employment but the attitudes and behaviors they would need to excel in the workplace. Thanks to funding from the Greater Brownsville Incentives Corporation, the All In Internship Program has placed 131 UTRGV and TSC students in paid internships, with the employer paying 50% of the intern wages and GBIC paying the remaining 50%.



Roberto Santillana

Roberto Santillana grew up in a family of migrant workers, learning the value of hard work from an early age. Roberto worked hard to graduate from Pace Early College High School and gain admittance to UT-RGV. He knew that an internship would boost his chances of employment with an accounting firm after graduation, but an unpaid internship wasn't a possibility because of his family's financial situation. When Roberto learned about the All In Internship Program and an opening for a paid internship at Burton McCumber & Longoria, LLP he applied immediately and was offered the position.

According to BML's Audit Manager, Lizandro Garcia, "Employment is a relationship and an internship can be like the courtship to ensure everyone wants the same thing and it's a good fit." Roberto added, "I tried to act like a professional as an intern and would stay with the team for as many hours as they worked. I behaved as if I were already a full time member of the team to demonstrate my value, and I felt committed to the firm because I was being paid."

BML hired Roberto full time when his internship ended, because Mr. Garcia was so impressed by the quality of Roberto's work and work ethic that he sought out additional work for the firm to justify adding an additional staff member. Mr. Garcia added, "I'm a big advocate for the All In Internship Program and I always recommend All In interns to my clients."



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