The Commit! Partnership helps drive student achievement throughout Dallas County from cradle to career by leveraging data, community expertise and collaboration to:

- **Measure** what matters
- **Identify** effective practices
- **Align** community resources to spread what works

**ABOUT THE COMMIT! PARTNERSHIP**

The Commit! Partnership is part of the StriveTogether network, collectively serving over **5.9 million** children nationally.

With **750,000 students** served, the Commit! Partnership is the largest of 55 organizations across the country working to improve educational outcomes for students.

The Commit! Partnership is one of the few partnerships designated as a national **StriveTogether Sustaining Member**, denoting the partnership’s progress in supporting our community’s students.
A ROBUST PARTNERSHIP SERVING DALLAS COUNTY’S STUDENTS

Formed in 2012, the Commit! Partnership is a growing coalition of 160 different institutions, all with a vested stake in the educational outcomes of Dallas County’s ~750,000 students. The Partnership’s efforts are supported by a dedicated backbone staff of 17 individuals and over 120 community members serving on various councils guiding the work along the cradle-to-career continuum.

OUR 160 PARTNERS AGREE TO:

- Promote and champion data driven decision making in their work.
- Measure success using common language by sharing data and setting clear goals.
- Identify, share and promote best practices supported by data.
- Commit a senior officer to meet, if needed, to provide leadership, input, and expertise.
- Work together without financial incentive or obligation to be a partner.

<table>
<thead>
<tr>
<th>EARLY CHILDHOOD</th>
<th>4TH THROUGH 12TH GRADE</th>
<th>HIGHER EDUCATION &amp; WORKFORCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>15+ Public and Private Early Childhood Providers</td>
<td>30+ Public Districts &amp; Private Schools</td>
<td>10+ Higher Education Institutions</td>
</tr>
<tr>
<td>60+ Philanthropic Investors</td>
<td>20+ Corporations</td>
<td>70+ Nonprofit Organizations</td>
</tr>
</tbody>
</table>
THE COMMIT! APPROACH

The Partnership works together to improve regional education outcomes in three equally important areas. Regional collective impact efforts leverage data, expertise, and capacity on a broad scale for change. Place-based efforts, on the other hand, involve the implementation of local demonstration pilots to test and learn from effective practices. Systemic initiatives focus on creating solutions that can address barriers to success throughout the region.

SYSTEMIC INITIATIVES

Initiatives focused on system-wide levers that aim to remove barriers for our educators and leaders so we can strengthen our collective impact work.

- Dallas County Community College District Early Childhood Institute planning
- College Football Playoffs Extra Yard For Teachers leadership

REGIONAL COLLECTIVE IMPACT

County-wide initiatives aimed at giving educators, parents, and students essential resources to take advantage of all available educational opportunities.

- Regional Pre-K and financial aid campaigns
- Summer Melt reduction project with four districts
- Public data dashboard
- Newsletter and partner engagement
- College Access Practice Guide

PLACE-BASED COLLECTIVE IMPACT

Community-based partnerships focusing on clear results, shared outcomes, and use of data.

- DeSoto and Grand Prairie early grades math networks
- Early literacy networks with schools feeding into South Oak Cliff and Molina high schools
- Public-private coalition to improve literacy in elementary schools that feed into Jefferson, White, Hillcrest and Bryan Adams high schools
Three years ago, our community began the important work of rallying together to address the biggest threat challenging our region: declining educational outcomes coupled with increasing poverty resulting from our collective inability to adequately prepare our children for careers and life.

To some, the challenge seemed insurmountable, and the Commit! Partnership effort battled the perception of being just another well-meaning initiative created to address this fundamental issue. Why would this be any different?

But for numerous reasons, this effort HAS been different, beginning with the first 18 months spent building the necessary sense of trust for this work to be successful while thoughtfully creating the needed infrastructure. Data was compiled to understand the magnitude of the problem. Numerous community partners were asked to join and contribute valuable expertise to help determine where to focus first. Investors were solicited to provide the capital necessary to hire critical backbone staff to support the Partnership’s efforts.

The school year 2013-14 represented the first year that active work began, with an initial focus on four key areas:

- **Growing Pre-K enrollment** to address one fundamental reason why roughly half of our youngest learners enroll in Kindergarten every year not ready for school;
- **Increasing early literacy** by commencing a pilot across 14 elementary schools that educate roughly 5% of our children who are not reading on a college-ready pace by the end of 3rd grade;
- **Improving the number of students** able to successfully navigate the complicated financial aid process in order to be able to realize their dream of attending college;
- **Using robust data** to highlight further areas of focus for area school districts while collating annual giving for area foundations to analyze how aligned our philanthropic funding is with overall community needs.

Overall analysis of our Community’s Achievement Scorecard reflects the following positive gains in 2013-14 vs. the year before:

- **Across the board gains** (particularly in STEM subjects) in our four K-12 indicators of 3rd grade reading, 4th grade math, 8th grade science and Algebra I;
- **Our region now exceeds the state** in the percentage of students sitting for the SAT/ACT, reflecting gains in creating a high expectation, college-going culture;
- **Continued Improvement** in postsecondary retention and 4-year and 6-year completion rates, with a gain of over 1,600 degrees (+5%) awarded which were roughly equally split between our regional 2-year and 4-year institutions.

Conversely, areas for real concern remain:

- The number of children eligible but not enrolling in free Pre-K widened as enrollment failed to keep up with increased numbers of students eligible;
- Our collective four-year high school graduation rate fell one percentage point to 83%;
- The percentage of our students graduating college ready remained stagnant at 14% while the state of Texas actually declined to 16%;
- Our achievement gaps for our African American students continued to widen, falling further behind their Hispanic and White peers.

As we’ve moved into the current school year, our momentum has continued. The Partnership now stands at 160 partners strong and financial support of the backbone entity has increased. Partnership data is becoming part of our common language, and our area’s strong support and focus on early childhood has only intensified. New pilots in early math and addressing college enrollment melt through innovative texting programs have begun. Last but not least, numerous partners are now intensely focused on creating new, competency-based schools of education in early childhood and K-12, working in close collaboration with area school districts to substantially improve our educator pipelines.

Our journey continues. Onward.

**Todd Williams**  
Executive Director, Commit!

**The Commit! Team Supporting the Partnership:**

- Andy Canales  
- Sagar Desai  
- Jonathan Feinstein  
- Kyle Gardner  
- Chelsea Jeffery  
- Sarah Jensen  
- Ashwina Kirpalani  
- Libby McCabe  
- Jaime Meyers  
- Ann Monroe  
- Robert Mundinger  
- Gabriela Perez  
- Andres Ramos  
- Sameen Wajid  
- Tarik Ward  
- Jeanne Whitman Bobbitt  
- Christian Yazdanpanah
EVERY CHILD IS OUR CHILD. THIS IS WHO THEY ARE.

More than 1 in 4 students are English language learners.¹

Nearly 3 in 4 students qualify for free or reduced lunch.¹
THE GROWING FACE OF POVERTY IN OUR COMMUNITY

Over the last few decades, poverty has grown significantly across Dallas County. Poverty is no longer an inner-city phenomenon and is now pervasive throughout the county. Between 1980 and 2010, poverty increased by an average of 242% in Dallas County neighborhoods.

Dallas has the 3rd highest child poverty rate of the 20 largest cities in the nation.¹

1980 Concentration of Households Below The Poverty Line ²,³

2010 Concentration of Households Below The Poverty Line ²,³

¹ Detroit, MI (59%)
² Memphis, TN (44%)
³ Philadelphia, PA (37%)
⁴ Dallas, TX (38%)
DALLAS COUNTY’S JOB GROWTH IS LAGGING SURROUNDING COUNTIES

Educational attainment is becoming an increasingly important gateway to high-wage jobs. Research suggests that, by 2020, 60% of the jobs will require some form of postsecondary education. The effect of our student performance can be observed in the decelerating rate of job growth in Dallas County compared to our neighbors.

2000-2012: Percentage Change in Number of Jobs

- **Dallas**: -13%
- **Tarrant**: +10%
- **Denton**: +63%
- **Collin**: +71%
- **Kaufman**: +4%
- **Ellis**: +21%
- **Rockwall**: +89%
Education can transform the lives of students, their families, and the community. By not increasing each student’s level of attainment by one level, our students and our region lose $6.9+ billion in lifetime earnings for every cohort of roughly 30,000 students entering the K-12 system each year.

**THE COST OF NOT MAXIMIZING EACH CHILD’S EDUCATIONAL POTENTIAL**

- **~4,000** Earn A Bachelor’s Degree
  - $1.4 Billion
- **~845** Earn Only An Associate
  - $0.5 Billion
- **~10,000** Start College But Don’t Finish
  - $1.9 Billion
- **~5,000** Don’t Enroll In College
  - $1.3 Billion
- **~6,500** Leave Before Graduating High School
  - $1.8 Billion
- **~3,000** Leave Before 8th Grade
  - $1.4 Billion

Over 26,000 students from the 1998 7th grade cohort exited before earning a BA. By not earning one additional level of educational attainment, these students forfeited $265K in lifetime earnings.

Incremental lost lifetime wages per cohort from not attaining next level of education
Measuring What Matters

Our Key Indicators have been designed to measure collective student achievement at important milestones along a student’s educational path and indicate our progress against current and future goals our educational partners establish.

Indicators are grouped by age. The work within the community to help improve these indicators is guided by our three community-based support councils: The Early Childhood Council, the 4th–12th Grade Council and the Higher Education & Workforce Council. Each Council brings together the expertise and research from local educators, other leaders and foundational supporters, who collectively are working throughout the region to focus on driving progress within each indicator.

Kindergarten Readiness
A child’s Kindergarten Readiness in reading is highly predictive of his or her 3rd and 5th grade reading achievement.

Fourth Grade Math
Math performance is one of the strongest HS graduation indicators available. Students in the lowest quartile of math achievement at ages 6, 8, and 10 are less likely to attend college than students who struggle in other subjects.

Third Grade Reading
75% of children who struggle as readers in 3rd grade remain poor readers in high school, and those struggling readers are 4 times less likely to graduate from high school.

Pre-K Enrollment
Investment of $1 in early education saves roughly 7 times that in eliminating or reducing expenses associated with remediation, unemployment and incarceration.

Early Childhood
(Birth–3rd grade)

Eighth Grade Science
At all levels of educational attainment, STEM job holders earn 11 percent higher wages compared with their same-degree counterparts in other jobs.

OUR KEY CRADLE TO CAREER INDICATORS
Thank you

A special “thank you” to our friends at partner school districts, whose continued guidance and assistance is vitally important to the work of the Commit! Partnership and the scorecard.

Brian Ward
Cedar Hill ISD

Deana Harrell
Mary Ann Libby
Coppell ISD

Dr. Cecilia Oakeley
Dr. Dorothea Weir
Dallas ISD

Dr. Becky Sheppard
DeSoto ISD

Missy Rowe
Grand Prairie ISD

Misty Ulrey
Highland Park ISD

Dr. Whitcomb Johnstone
Irving ISD

Dr. Tamela Horton
Lancaster ISD

Kimberly Alsbrooks
Donna McAda
Mesquite ISD

Dr. Karen Thierry
Momentus Institute

Elvia Noriega
Richardson ISD

Thomas Hay
Anisha Srinivasan
Uplift Education
### The 2014 Community Achievement Scorecard

14 public school districts and 36 charter school networks overseeing 700+ schools across Dallas County; 490,000 public school K-12 students enrolled in the 2013-2014 school year along with 237,000 students enrolled in higher education.

#### Proficiency Of Dallas County Students

<table>
<thead>
<tr>
<th>Current Year 2013-2014</th>
<th>Change Since 2012-2013</th>
<th>Change Since 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>3%</td>
<td>-1%</td>
</tr>
<tr>
<td>Kindergarten Readiness</td>
<td>55%</td>
<td>6%</td>
</tr>
<tr>
<td>3rd Grade Reading</td>
<td>36%</td>
<td>1%</td>
</tr>
<tr>
<td>4th Grade Math</td>
<td>32%</td>
<td>3%</td>
</tr>
<tr>
<td>8th Grade Science</td>
<td>35%</td>
<td>2%</td>
</tr>
<tr>
<td>Algebra I</td>
<td>32%</td>
<td>-1%</td>
</tr>
<tr>
<td>Percentage of High School Graduates College-Ready</td>
<td>14%</td>
<td>-1%</td>
</tr>
<tr>
<td>High School Graduation Rate</td>
<td>83%</td>
<td>2%</td>
</tr>
<tr>
<td>Postsecondary Enrollment</td>
<td>62%</td>
<td>-3%</td>
</tr>
<tr>
<td>Postsecondary 1st-Year Persistence</td>
<td>48%</td>
<td>1%</td>
</tr>
<tr>
<td>Postsecondary Completion</td>
<td>30%</td>
<td>-3%</td>
</tr>
</tbody>
</table>

**Learning to Read**

- Pre-K: 3% increase
- Kindergarten Readiness: 55% increase
- 3rd Grade Reading: 5% increase
- 4th Grade Math: 5% increase
- 8th Grade Science: 5% increase
- Algebra I: 7% increase

**Reading to Learn**

- College-Ready: 2% increase
- Graduation Rate: 14% increase
- Postsecondary Enrollment: 62% increase
- Postsecondary Persistence: 48% increase
- Postsecondary Completion: 30% increase

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**Notes:**

1. Percentage of Eligible 4-Year Olds Enrolled In Public Pre-K or Head Start
2. Kindergarten Readiness
3. 3rd Grade Reading
4. 4th Grade Math
5. 8th Grade Science
6. Algebra I
7. Percentage of High School Graduates College-Ready
8. High School Graduation Rate
9. Postsecondary Enrollment
10. Postsecondary 1st-Year Persistence
11. Postsecondary Completion

**Percentage of High School Graduates College-Ready:**

- County Average: 35%
- Gap with State Average: 32%

**High School Graduation Rate:**

- County Average: 83%
- Gap with State Average: 82%

**Postsecondary Enrollment:**

- County Average: 62%
- Gap with State Average: 62%

**Postsecondary Graduation:**

- County Average: 48%
- Gap with State Average: 48%

**Postsecondary Persistence:**

- County Average: 30%
- Gap with State Average: 30%
ARE WE SERVING ALL OF OUR CHILDREN EQUITABLY?

The short answer is no. As children of color make up 80% of our student population, the rate at which our educational system is failing to maximize their potential is concerning. Equally troubling is the rate at which our children who qualify for free and reduced lunch, who make up nearly three-fourths of our student population, are left behind. As a community, we must find a way to do more for the vast majority of our students. After all, the majority of our student body will soon become the majority of our community. We owe it to our future and we owe it to them.

Students who are still learning English have limited opportunities to advance after their early years.

Fewer than half as many economically disadvantaged students graduated college ready as their more affluent classmates.

Countywide, only 345 African American students graduated college ready.

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Countywide, only 345 African American students graduated college ready.
EARLY CHILDHOOD

Early Childhood Enrollment Gap
Gap widened over 2,000 students in 2014

<table>
<thead>
<tr>
<th></th>
<th>Eligible Students 18</th>
<th>Head Start Enrollment 25</th>
<th>Actual Students Enrolled in Public Pre-K</th>
<th>Resulting Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>58,004</td>
<td>4,836</td>
<td>20,896</td>
<td>32,272 (50%)</td>
</tr>
<tr>
<td>2012-13</td>
<td>59,912</td>
<td>4,749</td>
<td>22,622</td>
<td>32,541 (54%)</td>
</tr>
<tr>
<td>2013-14</td>
<td>61,829</td>
<td>4,289</td>
<td>22,808</td>
<td>34,732 (56%)</td>
</tr>
</tbody>
</table>

Early Childhood Performance by Income
Kindergarten readiness limits academic achievement

<table>
<thead>
<tr>
<th>Kindergarten Readiness</th>
<th>Economic Disadvantage Less than 50% 1</th>
<th>Economic Disadvantage 50%-70% 1</th>
<th>Economic Disadvantage More than 70% 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Reading 21</td>
<td>87%</td>
<td>82%</td>
<td>47%</td>
</tr>
<tr>
<td>4th Math 21</td>
<td>60%</td>
<td>38%</td>
<td>28%</td>
</tr>
<tr>
<td>Total Students in District</td>
<td>18,341</td>
<td>55,416</td>
<td>271,994</td>
</tr>
<tr>
<td>Percentage of Total</td>
<td>5%</td>
<td>16%</td>
<td>79%</td>
</tr>
</tbody>
</table>

Potential State Funding Available for Public Pre-K
$142.4 Million currently not being accessed

<table>
<thead>
<tr>
<th>Texas Education Agency (TEA) Funding Opportunities</th>
<th>Funding Currently Not Being Accessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEA Half-Day District Pre-K Funding Not Currently Being Accesssed By Eligible 4-Year Olds In County</td>
<td>$29.6 Million 27</td>
</tr>
<tr>
<td>TEA Half-Day District Pre-K Funding Not Currently Being Accesssed By Eligible 3-Year Olds In County Once Needs Of All 4-Year Olds Met</td>
<td>$112.8 Million 28</td>
</tr>
<tr>
<td>Total Funding Already Available</td>
<td>$142.4 Million</td>
</tr>
</tbody>
</table>

Early Childhood enrollment gap continues to lag
Thousands of children continue to miss out on the opportunity to enter school ready to learn. Our community capacity has not kept up with population growth; 34,732 eligible 3- and 4-year olds did not enroll in public Pre-K or Head Start in 2013-14. Even with more than 1,350 3- and 4-year olds accessing early education in nationally accredited child care centers, the need is still significant. 26

2,192 more eligible students did not enroll in public Pre-K or Head Start in 2014 vs. 2013

Early Childhood Education sets the stage for all kids
Kindergarten readiness is a crucial benchmark in a child’s educational journey, with school readiness appearing to limit subsequent academic achievement. To ensure that all our children are prepared to succeed throughout their schooling, a focus on school readiness is paramount.

Regardless of income, no district is able to surpass its Kindergarten readiness achievement level

Our students continue to miss out on available state funding
As many advocate for full-day funding, Dallas County already has the opportunity to unlock $142 million in incremental state public Pre-K funding based on existing legislation. By working together to improve access, awareness, and quality, we can help transform early education for our children.

$142.4 million left on the table
The Partnership is working in close collaboration with almost 100 organizations to increase the number of children entering Kindergarten school ready by ensuring that children are registering for quality early education and their parents and families are equipped with the tools to support their development. Specifically the Partnership is:

- **Equipping and empowering** families, parents, and guardians of children ages 0 to 5 to support their children’s development and access essential resources

- **Coordinating a common campaign** with 5+ districts to jointly leverage the platform of the media, faith-based community, nonprofit organizations, volunteers and others to encourage more families to register their children early for Pre-K

- **Convening 8+ school districts** regularly to share best practices and align on joint efforts

- **Pursuing state legislation** for full-day Pre-K funding for currently eligible students that is tied to research-based quality practices and proven outcomes and that makes it easier for districts to partner with nationally accredited private providers in order to increase access and improve quality

56% of eligible students are not enrolled in Pre-K or Head Start.¹, 19, 25
Early Math and Reading Achievement

Many students are left behind

<table>
<thead>
<tr>
<th></th>
<th>3rd Grade Reading</th>
<th>4th Grade Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retained</td>
<td>669</td>
<td>383</td>
</tr>
<tr>
<td>Did Not Meet Minimum Standards</td>
<td>10,442</td>
<td>12,156</td>
</tr>
<tr>
<td>Met Minimum Standards</td>
<td>12,114</td>
<td>11,010</td>
</tr>
<tr>
<td>On College-Ready Pace</td>
<td>13,153</td>
<td>11,052</td>
</tr>
</tbody>
</table>

Disaggregated Student Performance

Economically Disadvantaged students are disproportionately behind in reading and math

<table>
<thead>
<tr>
<th></th>
<th>3rd Grade Reading</th>
<th>4th Grade Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not On College-Ready Pace</td>
<td>19,746</td>
<td>4,377</td>
</tr>
<tr>
<td>On College-Ready Pace</td>
<td>7,989</td>
<td>4,253</td>
</tr>
</tbody>
</table>

Distribution of Students

Underserved students are highly concentrated

<table>
<thead>
<tr>
<th>Proportion of Schools</th>
<th>Proportion of Failing 3rd Grade Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>33%</td>
<td>50%</td>
</tr>
<tr>
<td>67%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Tens of thousands of students are left behind early

A look beyond percentages reveals that over 46,000 third and fourth graders are not reading or learning math on a college-ready pace. Furthermore, approximately half of those 46,000 students are not meeting the minimum passing standard in either area.

Fewer than 700 of the 11,000+ students who did not meet the minimum passing standards in reading were retained.

Economically Disadvantaged students perform disproportionately lower

Of the 73% of our 3rd and 4th grade students who are economically disadvantaged, only 29% are achieving at a college-ready pace. Nearly 20,000 of the 27,000 economically disadvantaged third graders are not reading on a pace that suggests future academic success.

Most 3rd graders who fall behind are concentrated at a relatively small number of schools

Half of our students behind in reading are in one-third of elementary schools. By concentrating our community’s efforts on a relatively small group of schools, we have the ability to affect a significant number of students.
In Fall 2014, the Partnership began working with 15 elementary schools in DeSoto and Grand Prairie ISD to improve early math outcomes for 8,900 elementary school students. Over the past months, we are working with principals and district leadership to determine high priority areas for collaboration. Through data-driven principal learning communities, we are:

- **Building a dashboard tool** to analyze district assessments and identify instructional needs at the school, classroom and student-level

- **Visiting schools** with similar demographics reflecting outlier performance across the region to learn from and implement effective practices within the network

- **Providing experiential learning opportunities** for students through partnerships with local non-profits like the Perot Museum

The Early Literacy partnership with Dallas ISD’s South Oak Cliff and Molina feeder pattern elementary schools educating 8,000 students continues to evolve on multiple fronts:

- **Disaggregating literacy data** by classroom to support instructional leaders, teachers and administrators in identifying literacy best practices

- **Supporting professional development** through specialized Reading Academies that reach 40 K-3 reading teachers in partnership with Dallas ISD and Teach For America

- **Partnering with organizations** to support reading proficiency, including Catch Up and Read, TutorMate, Reading Partners, Jiv Daya Foundation, Leadership ISD and Teach For America

- **Mobilizing the broader community** to align around South Oak Cliff and Molina elementary school priorities, including Pre-K, summer reading loss, and parent engagement

36% of students are reading on grade level by 3rd grade.
## COLLEGE ACCESS

### Many Students Drop Out Before Graduation
We are losing a growing number of students in high school

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006 8th Graders</th>
<th>Fall 2007 8th Graders</th>
<th>Fall 2008 8th Graders</th>
<th>Fall 2009 8th Graders</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Graduates</td>
<td>20,913</td>
<td>30,829</td>
<td>21,047</td>
<td>22,157</td>
</tr>
<tr>
<td>2013 Graduates</td>
<td>22,157</td>
<td>32,404</td>
<td>32,404</td>
<td>31,909</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Total</th>
<th>Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Graduates</td>
<td>5,193</td>
<td>5,335</td>
<td>5,281</td>
<td>5,193</td>
</tr>
<tr>
<td>2013 Graduates</td>
<td>27,438</td>
<td>26,382</td>
<td>27,438</td>
<td>31,909</td>
</tr>
</tbody>
</table>

### High School Graduation vs. College Readiness
Fewer students are graduating college-ready

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-Ready Grads</td>
<td>3,782</td>
<td>3,728</td>
</tr>
<tr>
<td>Seniors Tested But Not College-Ready</td>
<td>10,881</td>
<td>14,197</td>
</tr>
<tr>
<td>Seniors Not Tested And Not College-Ready</td>
<td>8,987</td>
<td>9,513</td>
</tr>
</tbody>
</table>

### Measuring the Gap In Financial Aid Distribution
Eligible students continue to leave millions on the table

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total 2014 Seniors</td>
<td>28,201</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged Seniors</td>
<td>17,218 (61%)</td>
<td></td>
</tr>
<tr>
<td>FAFSA Filers</td>
<td>11,496 (41%)</td>
<td></td>
</tr>
<tr>
<td>Max Pell Grant</td>
<td>5,722 (20%)</td>
<td></td>
</tr>
<tr>
<td>Money Left on the Table</td>
<td>5,730</td>
<td>5,730</td>
</tr>
</tbody>
</table>

We are losing an increasing number of students in high school
Even as graduation rates remain high, we lose more than 4,500 students each year after the 8th grade. Of those that do graduate, however, a larger proportion of those students are now graduating with Recommended or Distinguished Achievement diplomas.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006 8th Graders</th>
<th>Fall 2007 8th Graders</th>
<th>Fall 2008 8th Graders</th>
<th>Fall 2009 8th Graders</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Graduates</td>
<td>20,913</td>
<td>30,829</td>
<td>21,047</td>
<td>22,157</td>
</tr>
<tr>
<td>2013 Graduates</td>
<td>22,157</td>
<td>32,404</td>
<td>32,404</td>
<td>31,909</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Total</th>
<th>Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Graduates</td>
<td>5,193</td>
<td>5,335</td>
<td>5,281</td>
<td>5,193</td>
</tr>
<tr>
<td>2013 Graduates</td>
<td>27,438</td>
<td>26,382</td>
<td>27,438</td>
<td>31,909</td>
</tr>
</tbody>
</table>

More students are graduating, but fewer are fully prepared to succeed beyond high school
Even as an increasing number of students graduate, fewer of them are fully prepared to achieve at the next academic level. More students, however, are taking college entrance exams, signaling an increase in college going culture.

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-Ready Grads</td>
<td>3,782</td>
<td>3,728</td>
</tr>
<tr>
<td>Seniors Tested But Not College-Ready</td>
<td>10,881</td>
<td>14,197</td>
</tr>
<tr>
<td>Seniors Not Tested And Not College-Ready</td>
<td>8,987</td>
<td>9,513</td>
</tr>
</tbody>
</table>

### Even students that are ready for college face barriers to access
The perceived inability to pay for college is one of the largest barriers to students enrolling. Every year, thousands of Dallas students who are eligible for financial aid miss out by not applying.

<table>
<thead>
<tr>
<th></th>
<th>17,218</th>
<th>2014 Seniors 28,201</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors Who Are Economically Disadvantaged</td>
<td>17,218</td>
<td></td>
</tr>
<tr>
<td>Seniors Who Completed FAFSA Applications</td>
<td>11,496</td>
<td>5,730</td>
</tr>
</tbody>
</table>

Over 17,000 low-income students graduating in 2014 who would qualify for financial aid left approximately $33 million on the table that could have gone towards their college education.
The Partnership has a multi-layered approach to increase postsecondary enrollment. One of the biggest barriers to enrollment is understanding and navigating the financial aid process. To alleviate that barrier, we aim to increase financial aid application completion from 41% to 50% by 2018 through:

- **Community resources:** Hosting six county-wide FAFSA workshops in February 2014 in partnership with high schools, colleges, and non-profits and building an online presence (YouCanAffordCollege.org) with additional supports
- **Community campaigns:** Engaging nearly 70 high school student ambassadors across 20 schools to promote school-wide FAFSA completion campaigns
- **Capacity building:** Providing high-quality financial aid training to 90 counselors, college advisors, and community organizations serving over 7,000 students

Last year, 64% of seniors completed an ApplyTexas college application, but fewer than 50% enrolled in a Texas institution. To reduce this “summer melt” and help students navigate the college enrollment process, the Partnership is working with 4 school districts and 11 colleges to deliver a proven practice, providing targeted text messages and personalized support for high school seniors during the spring and summer prior to college enrollment.
Examining College Readiness
Over 40% of all students end up enrolling in math remediation

<table>
<thead>
<tr>
<th></th>
<th>Math 31</th>
<th>Reading 31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Enrolled In Developmental Education</td>
<td>6,454</td>
<td>10,239</td>
</tr>
<tr>
<td>Enrolled in Developmental Education and Did Not Complete</td>
<td>4,674</td>
<td>1,394</td>
</tr>
<tr>
<td>Enrolled In Developmental Education And Passed</td>
<td>629</td>
<td>124</td>
</tr>
</tbody>
</table>

Retention And Completion In Area Colleges
incremental improvement in retention, but decrease in completion rates for 2-year institutions

<table>
<thead>
<tr>
<th></th>
<th>4-Year Colleges</th>
<th>2-Year Colleges</th>
<th>2-Year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First-Time Full-Time</td>
<td>Six-Year Completion</td>
<td>First Year Retention</td>
</tr>
<tr>
<td>2011</td>
<td>75%</td>
<td>50%</td>
<td>59%</td>
</tr>
<tr>
<td>2012</td>
<td>76%</td>
<td>51%</td>
<td>56%</td>
</tr>
<tr>
<td>2013</td>
<td>77%</td>
<td>52%</td>
<td>61%</td>
</tr>
</tbody>
</table>

*Reason for decline due to significant decrease in number of transfers

Measuring Total Degrees Awarded by Area Institutions of Higher Ed
The number of degrees awarded continues to climb

<table>
<thead>
<tr>
<th></th>
<th>2-Year Degrees Conferred 32</th>
<th>4-Year Degrees Conferred 32</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>7,090</td>
<td>22,078</td>
</tr>
<tr>
<td>2012</td>
<td>7,364</td>
<td>23,320</td>
</tr>
<tr>
<td>2013</td>
<td>8,132</td>
<td>24,193</td>
</tr>
</tbody>
</table>

Too many students are unprepared prior to entering college
Over 40% of all students entering college enroll in developmental math courses. 88% of them do not complete that course. Fewer students enroll in developmental reading courses but a higher percentage of them, 92%, do not complete the course. As the majority of students enrolling in developmental courses do not complete, it is important that our students are prepared prior to enrolling in college.

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in Developmental Education and Passed</td>
<td>4,674</td>
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<td>Not Enrolled In Developmental Education</td>
<td>629</td>
<td>124</td>
</tr>
</tbody>
</table>

Many students do not maintain momentum following their first year
While first year retention is increasing, on-time college completion rates are more mixed.

Retention and Completion Within 4-Year Area Colleges

Retention and Completion Within 2-Year Area Colleges

More of our students are earning degrees
A bright spot in our community is that our students have been earning more degrees over time from both 2-year and 4-year institutions.

<table>
<thead>
<tr>
<th></th>
<th>2-Year Degrees Conferred</th>
<th>4-Year Degrees Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>7,090</td>
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<td>2013</td>
<td>8,132</td>
<td>24,193</td>
</tr>
</tbody>
</table>
While Texas has witnessed sustained growth in student enrollment in recent years, the number of teaching certificates issued statewide has declined over the same time period. These opposing trend lines indicate a growing mismatch in teacher supply and demand. Our statewide schools of education today are producing only half of the K-12 beginning teachers hired by the 8,000+ public schools in Texas, leaving a considerable gap in teacher supply that continues to grow each year. The resulting shortfall in teacher production is largely filled by alternative certification programs that frequently do not include the necessary clinical experiences, observations or mentoring needed to ensure that each teacher is prepared to effectively serve his or her students.

**New Teacher Certification**

Teacher supply is **declining at 4% annually**...

...despite student population **growing at 1% annually**.

---

**Number of Pre-K Through 12th Grade Students in Texas**

---

**Higher Ed Baccalaureate Certificates**
**Higher Ed Post Baccalaureate Certificates**
**Alternative Certification Certificates**
THE HOPE CHART

Data analysis shows example after example of high-poverty schools succeeding—despite poverty’s many challenges—and even outperforming wealthier peer schools. There is a huge opportunity in identifying practices that are helping students and teachers overcome poverty’s challenges and then using those same practices elsewhere.

The “Hope Chart” below is the best example of how students, regardless of their economic status can, and will, achieve at the highest level with the right focus and support from our community. It is also the key to how we can use data to uncover the practices that will make the most difference for our most vulnerable students.

Several schools with higher poverty outperform those with much lower poverty.
COMMIT’S PHILANTHROPIC INVESTORS
The Critical Financial Supporters of the Commit! Partnership

Bill and Lydia Addy
Agencies of Change
AT&T Employee Giving
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Bank of America
Ken and Carolyn Barth
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Peter Beck
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CFT Giving Day
JPMorgan Chase Foundation
Citibank
Collective Impact Forum
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Communities Foundation of Texas
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Dallas Association for the Education of Young Children
The Dallas Foundation
Dallas Regional Chamber
The Dedman Family Foundation
Donorbridge Fund
Deboarah Emerson
Executives in Action
ExxonMobil (America’s Charities)
Regen Horchow Fearon
Fluor Foundation
FSG Inc.
GE Capital Corp
Mark and Jane Gibson
Haynes & Boone
William Hickey
Highland Capital Management
Hillcrest Foundation
Bradford Hirsh
The Hirsch Family Foundation
Hoblitzelle Foundation
The Hockaday School
The Hoglund Foundation
M.R. & Evelyn Hudson Foundation
IBM
Insperity
Eric Johnson
Frank Jordan
Fannie & Stephen Kahn Foundation
Kahn Charitable Foundation
Robert Kaiser
Carl & Florence King Foundation
Lumina Foundation
The Eugene McDermott Foundation
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The Meadows Foundation
The Melchizedek Fund
David M. Munson
Oncor
ORIX Foundation
Scott A & Paula R. Orr Fund
Jonathan Pettee
POM Wonderful & RollGiving
Rainwater Charitable Foundation
Robert and Anne Raymond
The Real Estate Council
Eric M. Reeves
Sid W. Richardson Foundation
RSF Partners
Charles and Lynn Schusterman Foundation
Jeffrey C Shaddix
Harold Simmons Foundation
Target
Texas Instruments Foundation
Texas Scottish Rite Hospital for Children
Mark Steven Tranchina
United Way of Metropolitan Dallas
Kim Wargo
Jack and Terri Sue Wensinger
Phillip Wiggins
Williams Family Foundation
Marisa Willis
Ellen Wood
Workforce Solutions Greater Dallas
George and Fay Young Foundation
EARLY CHILDHOOD
Child Care Alliance
ChildCareGroup
Educational First Steps
Head Start of Greater Dallas
Mi Escuelita Preschool
Zero to Five Funders Collaborative
Various Districts Offering Pre-K (see K–12 Districts)

K-12 SYSTEMS/SCHOOLS
Alcuin School
Bishop Dunne Catholic School
Cedar Hill ISD
Coppell ISD
Dallas ISD
DeSoto ISD
Duncanville ISD
Episcopal School of Dallas
Good Shepherd Episcopal School
Grand Prairie ISD
Greenhill School
Harmony Schools
Highland Park ISD
The Hockaday School
International Leadership of Texas
Irving ISD
J. Erik Jonsson School
Jesuit College Preparatory
KIPP DFW
The Lamplighter School
Lancaster ISD
Mesquite ISD
Parish Episcopal School
Richardson ISD
Shelton School
St. Mark’s School of Texas
Texas CAN Academies
Uplift Education
Village Tech Schools
The Winston School

HIGHER ED
Austin College
Dallas County Community Colleges
Parker University
Paul Quinn College
Southern Methodist University
STARS Program-UT Southwestern Medical Center
University of Dallas
University of N. Texas-Dallas
University of Texas at Arlington
University of Texas-Dallas

FOUNDATIONS
Boone Family Foundation
Communities Foundation of Texas
The Dallas Foundation
The Hogg Foundation
Carl B. and Florence E. King Foundation
Eugene McDermott Foundation
Meadows Foundation
Harold Simmons Family Foundation
Texas Instruments Foundation
United Way of Metropolitan Dallas
Vickery Meadows Youth Development Foundation
Williams Family Foundation
Woodrow Wilson High School Community Foundation
George & Fay Young Foundation
Young Women’s Preparatory Network

PARENT AND TEACHER GROUPS
AVANCE Dallas
Region 10 Education Service Center
Stand for Children
Teach for America DFW
Teaching Trust
Texas PTA

BUSINESS/WORKFORCE/CIVIC
Bain & Co.
Bank of America
Beck Group
Boston Consulting Group
Capital One
Comerica
Citibank
Dallas Regional Chamber
Ernst & Young
Fidelity Investments
GE Capital
Greater Dallas Hispanic Chamber
Istiation
JP Morgan Chase
LIT OnLine
Mayor Mike Rawlings
North Dallas Chamber
The Real Estate Council
Signazon.com
Texas Instruments
Univision
Workforce Solutions Greater Dallas

NONPROFIT AND FAITH BASED
Academic Success Program
Admission Aid
After-School All-Stars North Texas
Behind Every Door
Big Thought
Boys & Girls Club of Greater Dallas
Bryan’s House
Caring Loving All Youth (CLAY)
Catch Up and Read
Catholic Charities of Dallas, Inc.
Children at Risk
CitySquare
Communities In Schools
The Concilio
Dallas AfterSchool Network
Dallas Arboretum and Botanical Garden
Dallas Children’s Theater
Dallas Public Library
Dallas Symphony Orchestra
Dallas Urban Debate Alliance
Dogwood Canyon Audubon Center
Dove Christian Fellowship International
Educate Texas
Education is Freedom
Education Opens Doors
Education Pioneers
Empower American Children
Friends of MLK
Friends of Wednesday’s Child
Girl Scouts of Northeast Texas
Holistic Education Institute
Jubilee Park & Community Center
Junior Achievement
Junior League of Dallas
Junior Players
Just Say YES
Leadership ISD
Lemonade Day
Literacy Instruction For Texas
Mercy Street
Momentous Institute
NAPE (National Association for Partnerships in Equity)
National Math & Science Initiative
NHP Foundation
North Central Texas InterLink

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160 Partners Driving Strategy and Regional Collaboration
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Secretary, Texas PTA

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CEO, The Beck Group

Yasmin Bhatia
CEO, Uplift Education

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Dallas ISD Trustee

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Dean, Simmons School of Education at SMU

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Head of School, Greenhill School

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Executive Director, Teach for America DFW

Stacey Hodge
Dallas Director, Stand for Children

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Lee F. Jackson
Chancellor, University of North Texas System

Larry James
President & CEO, CitySquare

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Division Director of Planning, Evaluating & Research, Irving ISD

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President, Workforce Solutions Greater Dallas

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Executive Director, Dallas AfterSchool Network

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Superintendent, Lancaster ISD

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Superintendent, Dallas ISD

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Senior Partner & Managing Director, Boston Consulting Group

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Mayor, City of Dallas

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Founding & Managing Director, High STEPS, LLC

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President, The Lyda Hill Foundation

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COO, Educate Texas

Paula Turicchi
SVP of Women and Infants Specialty Health, Parkland Health & Hospital System

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Executive Director, Commit! / Founder, Williams Family Foundation

Ellen Wood
Co-Founder, Teaching Trust


**EARLY CHILDHOOD (BIRTH-3RD GRADE)**

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Greenhill School

Peter Beck  
The Beck Group

Mary Jane Bowman  
Grand Prairie ISD

Dr. David Brown  
Texas A&M University

Neil Carvell  
SMU Preschool Teacher Education

John Castle, Jr.  
EDS

Alan Cohen  
Dallas ISD

Elna Davis  
Grand Prairie ISD

Regen Horchow Fearon  
Zero to Five Funders Collaborative

Marnie Glaser (CO-CHAIR)  
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Region 10 Education Service Center

Susan Hoff  
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Dr. Raul Rojas  
The University of Texas at Dallas

Melanie Rubin  
Dallas Child Care Alliance

Martha Stowe  
Vickery Meadow Youth Development Foundation

Paula Turicchi  
Parkland Health and Hospital System

Juany Valdespino-Gaytan  
Dallas ISD

Cynthia Yung  
The Boone Family Foundation

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Texas PTA

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Grand Prairie ISD

Rev. Gerald Britt  
CitySquare

Ashley Bryan  
Dallas ISD

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Elizabeth Fritz  
Teach for America DFW

Rich Harrison  
Uplift Education

Steve Hinkley  
Perot Museum of Nature & Science

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SMU

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DeSoto ISD

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Marcia Page  
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Aimee Rincon  
Uplift Education

Wynn Rosser  
Greater Texas Foundation

Byron Sanders  
U.S. Trust

Debbie Shawmke  
Mesquite ISD

Candy Slocum  
North Central Texas Interlink

Sandi Smith  
Junior Achievement of Dallas

Joseph Supino  
Aerotek

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The University of Texas at Dallas

Dr. Tamela Horton  
Lancaster ISD

Dr. Whitcomb Johnston (CHAIR)  
Irving ISD

Dr. Kristin Kuhn  
Educate Texas

Donna McAda  
Mesquite ISD

Elvia Noriega  
Richardson ISD

Dr. Cecilia Oakeley  
DeSoto ISD

Dr. Richard Plott  
Dallas County Community College District

Dr. Karen Thierry  
Momentous Institute

Brian Ward  
Cedar Hill ISD

**HUMAN CAPITAL**

Garrett Boone  
The Container Store

Charles Glover  
The Meadows Foundation

Tawana Grover  
DaSoto ISD

Alex Hales  
Teach for America DFW

Demetrius Liggins  
Grand Prairie ISD

Fernando Medina  
Richardson ISD

Sarah Cotton Nelson  
Communities Foundation of Texas

Rodney Nivens  
Lancaster ISD

Jeremy Smith  
The Rainwater Charitable Foundation

Lacey Tomanek  
Teach for America DFW

Ellen Wood (CHAIR)  
Teaching Trust

**SUPPORT COUNCIL MEMBERS**

Nearly 100 Community Members Helping Guide the Partnership’s Work
FOOTNOTES


5. U.S. Census NAICS County Business Patterns, 2012


8. Lost earnings were calculated comparing the current projected lifetime earnings to the earnings of one additional educational attainment level with a minimum level of a high school diploma


10. Duncan et al., 2007


18. Per the Texas Education Agency Texas Academic Performance Reports and Head Start of Greater Dallas, the actual Pre-K students and Head Start students are calculated as a percentage of estimated Pre-K need. Pre-K need is determined by using the free and reduced lunch 1st grade population at public schools.

19. The percent of students judged kindergarten ready in the county based on assessments administered at the beginning of the year in kindergarten. The assessment and the measure vary by district and currently only assess literacy. Districts reporting include Cedar Hill, Coppell, Dallas, DeSoto, Grand Prairie, Highland Park, Irving, Mesquite, Richardson, and Uplift, and represent 70% of all public PK-12 students across Dallas County.

20. Local Districts including - Cedar Hill, Coppell, Dallas, DeSoto, Grand Prairie, Highland Park, Irving, Mesquite, Richardson, Uplift, National Student Clearinghouse

21. Texas Education Agency - STAAR Aggregate Data (http://tea.texas.gov/student.assessment/staar/aggregate/)

22. Per the Texas Education Agency Texas Academic Performance Reports, a score of 24 on the ACT (composite) or at least 1110 on the SAT (reading and math) are the criterion scores for the college admissions tests. Per SAT/ACT, these scores translate into a high likelihood of receiving a B- or C+ grade or better in higher education.


25. Head Start of Greater Dallas

26. Attendance data is self-reported for the 2013-2014 school year by NAC and NAECY accredited child care centers. Data was collected by phone survey December 2013-January 2014

27. $29.6M computed as $3,650 TEA half-day Pre-K allocation times an estimated 8,110 4-year-old Pre-K enrollment gap in Dallas County

28. $112.8M computed as $3,650 TEA half-day pre-K allocation times 30,904 estimated eligible 3-year-olds in county based on economically disadvantaged first-grade population


30. Max Pell Grant is $5,730, according to DOE enrollment and financial assistance reports, Office of Federal Student Aid

31. Texas Higher Education Coordinating Board - High School

32. Per National Center for Education Statistics for the following institutions within 60 miles of Dallas CBD: Austin College, Dallas Baptist, Dallas Christian College, Northwood, Paul Quinn, SMU, Texas A&M-Commerce, TCU, Texas Wesleyan, TWU, University of Dallas, University of North Texas, UNT-Dallas, UTA, and UTD. (http://nces.ed.gov/collegenavigator/)
