



2010 REPORT*

alKIDSalliance

CRADLE TO CAREER

GREETINGS

Dear Community Members,

We are thrilled to launch the ALL KIDS ALLIANCE, and present this first report to the greater Houston Community.

Our venture: Build a civic infrastructure to support our KIDS, from cradle to career. This effort got under way in 2005, with the 50-member Greater Houston P-16+ Council (*see inside back cover*). After studying the “student success roadmap,” which includes the social-emotional and physical health of children, the P-16 accepted the urgent call to act.

The breadth of the “roadmap” was certainly daunting, but we also had the issue of scale in greater Houston. So we developed the concept of a network of regional cradle-to-career councils that would affiliate with, and be served by, a central metropolitan organization.

The Houston P-16 Council won funding to advance this work, first from the Texas Higher Education Coordinating Board, and later from the Living Cities Foundation. This support permitted us to envision a “hub-and-spokes” adaptation of the successful Cincinnati “Strive” model. It is that model we introduce in this, our first report.

You’ll learn about our history. You’ll also be introduced to the vision, mission, and goals that anchor our efforts. Then you’ll:

- explore our five foundational principles
- see how these principles are put into action by the ALL KIDS ALLIANCE and, in turn, by our network of Regional Cradle-to-Career Councils



Because data-informed decision making is at the core of ALL KIDS ALLIANCE, the major part of this report comprises the baseline indicators associated with our first goal: academic success for all children and youth in greater Houston, cradle to career. We have partitioned these indicators into three sub-goals: “Ready for School,” “Ready for High School,” and “Ready for College and Career.”

ALL KIDS ALLIANCE is not meant to duplicate or displace the work of other community organizations. Instead, we aim to mobilize and align resources in a way that adds value to everyone’s efforts.

ALL KIDS ALLIANCE is a broad and strategic idea. It employs deep processes with sustained effect. By building this infrastructure, we can better ensure that our children and youth will grow up to be healthy, responsible, and successful. In the process, we underwrite a bright future for the economy and quality of life in greater Houston.

Our sincere thanks go to the members of the original Greater Houston P-16+ Council and to Dr. Renu Khator—Chancellor of the University of Houston System—who led our efforts during the transition from Council to Alliance.



Laurie Bricker
Chair
Executive Committee



Donna Scott
Executive Director



Bob Wimpelberg
Managing Director



EXECUTIVE COMMITTEE

Renu Khator, Chair
*Alliance Start-Up
University of Houston*

Laurie Bricker, Chair
Jefferies & Co.

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CenterPoint Energy

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Lone Star College District

Terry Grier
*Houston Independent
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Community Volunteer

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*William A. Lawson Institute
for Peace and Prosperity*

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*JP Morgan Chase Bank,
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*Region IV Education
Service Center*

Laura Murillo
*Houston Hispanic
Chamber of Commerce*

John Rudley
Texas Southern University

Bob Sanborn
Children at Risk

John Sawyer
*Harris County Department
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Collaborative for Children

Mary Spangler
*Houston Community
College System*

Ann Stiles
Project GRAD Houston

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Scott Van Beck
Houston A+ Challenge

Harriet Wasserstrum
American Leadership Forum

advisory council

Jonathan Day
Andrews Kurth, LLP

Michael Holthouse
*Prepared4Life and
Lemonade Day*

Larry Kellner
Emerald Creek Group

Stephen Klineberg
Rice University

overview



VISION, MISSION, AND GOALS

vision

To support the children and youth in greater Houston—Cradle to Career—so they will:

- grow up successful and healthy
- become productive citizens
- build communities that thrive
- ensure a dynamic future for greater Houston

mission

To create a civic infrastructure by generating and empowering Regional Cradle-to-Career Councils across greater Houston that are dedicated to realizing the vision of ALL KIDS ALLIANCE.

goals

To guarantee, through the work of Regional Councils, that all children and youth in Greater Houston are:

- academically successful
- socially and emotionally healthy
- physically healthy
- able to enjoy and contribute to our communities' quality of life

ALL KIDS ALLIANCE will take up these goals over time, beginning with “academic success,” the basis for this first report.

HISTORY

2005

Rounded Up the Usual Suspects

2006

Explored the “P-16” (preschool to college) Continuum

2007

- Formalized: Greater Houston P-16+ Council Bylaws
- Regional Houston Councils Began to Organize
- Worked with Urban Serving Universities

2008

- Hired Executive Director
- Won National Grant
- Joined 5-City National Partnership

2009

Dissolved P16+ Council and Reorganized

2010

Launching ALL KIDS ALLIANCE around a successful national model (“Strive”) adapted for greater Houston



allKIDSalliance
CRADLE TO CAREER

FOUNDATIONAL PRINCIPLES

1 **convene the village:** all sectors of the community are at the table: business, non-profit, education and other professionals, faith community, philanthropy, civic

2 **affirm the student roadmap to success:** supporting children and youth from cradle to career

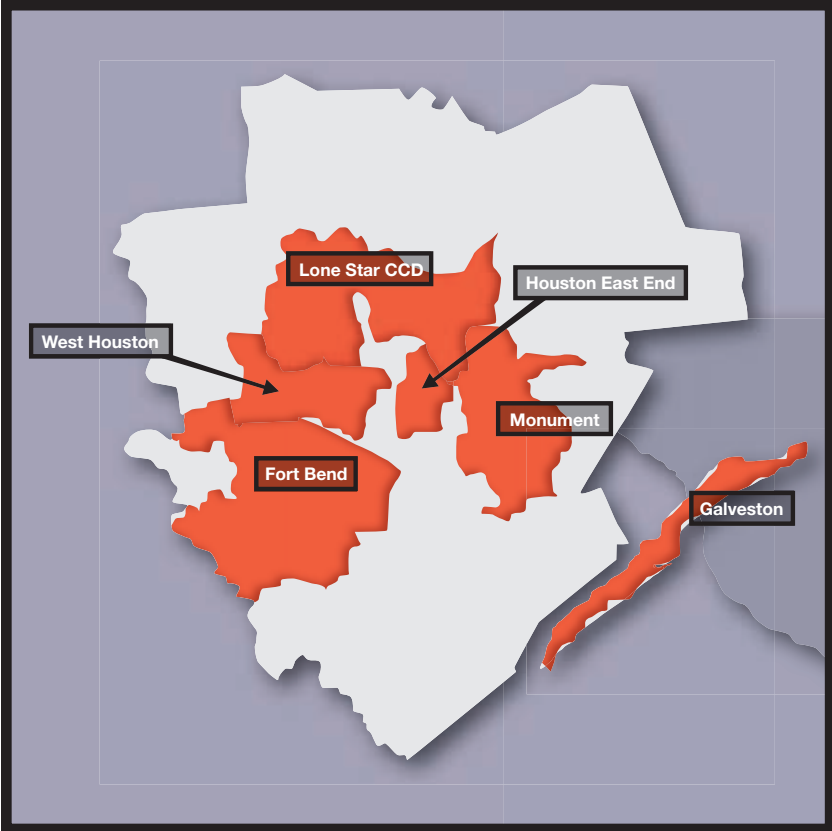
3 **inform decision making with data:** propagate “assessment literacy,” which turns numbers and narratives into action plans

4 **employ a standard of continuous quality improvement:** quit tinkering with the system and reinventing projects, wave after wave; instead, evaluate change interventions as we go, and thread them forward, year by year

5 **remain steadfastly accountable:** our communities deserve regular and timely reports on our progress and our challenge

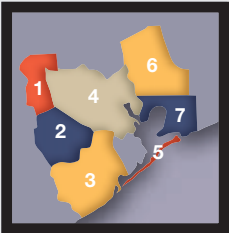
GREATER HOUSTON

The Early Emerging or Potential Regional Councils



6

- 1 Waller
- 2 Fort Bend
- 3 Brazoria
- 4 Harris
- 5 Galveston
- 6 Liberty
- 7 Chambers



HOW THE ALLIANCE AND REGIONAL COUNCILS TAKE ACTION ALIGNED WITH THE FOUNDATIONAL PRINCIPLES

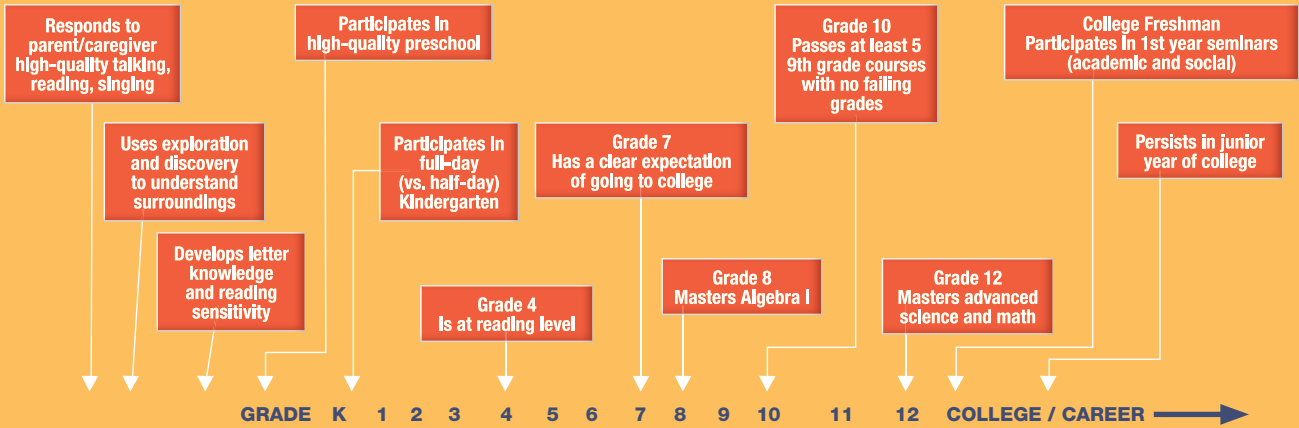
THE ALL KIDS ALLIANCE AND REGIONAL COUNCILS IN ACTION

principles	ALL KIDS ALLIANCE	regional councils
convening the VILLAGE	An influential Executive Committee, augmented with an Advisory Committee, advocates for all children and youth through the Alliance. It includes REPRESENTATIVES OF ALL SECTORS in greater Houston. The Executive Committee sets policy and oversees the operations of the Alliance.	Across greater Houston, groups of regional leaders form Councils that affiliate with ALL KIDS ALLIANCE and align with its vision, mission, and goals. Each Regional Council includes REPRESENTATIVES OF ALL SECTORS of the community.
affirming the STUDENT SUCCESS ROADMAP	The Executive Committee SETS GOALS at frequent junctures across the continuum of the Student Success Roadmap.	The Regional Board uses its regional data set and knowledge of regional assets to identify a manageable number of PRIORITY STRATEGIES along the Student Success Roadmap. It convenes a COMMUNITY ACTION NETWORK for each priority strategy with membership from organizations already working on or interested in that priority strategy.
informing decisions with DATA	The Executive Committee, in consultation with the Alliance Data Team, adopts INDICATORS for each goal that establish the profile of conditions for children and youth.	Each Community Action Network uses the STUDENT DATA and INVENTORY OF ASSETS provided by its Regional Council; it gathers ADDITIONAL INFORMATION as the first step in its continuous quality improvement process.
practicing CONTINUOUS QUALITY IMPROVEMENT	The Alliance staff includes a Lead Facilitator who, with volunteers, trains Regional Council members in the use of a CONTINUOUS QUALITY IMPROVEMENT MODEL (such as LEAN-SIX SIGMA) adapted for social sector work.	Each Community Action Network employs a continuous quality improvement model. It DEFINES the problem underlying its strategic priority, uses its data and TAKES other MEASUREMENTS as necessary, ANALYZES the data, commits to an evidence-based IMPROVEMENT action, and SELECTS one or more INDICATORS that will signal whether the intervention is effective. Periodically, it reviews its results and recommends CONTINUATION OR MODIFICATION of improvement action.
staying ACCOUNTABLE	The Alliance holds regular INFORMATION FORUMS across greater Houston and issues an ANNUAL REPORT on the indicators associated with its goals. It also chronicles the work of the Regional Councils.	Each Regional Council holds regular INFORMATION FORUMS in their communities and issue ANNUAL REPORTS on their progress.

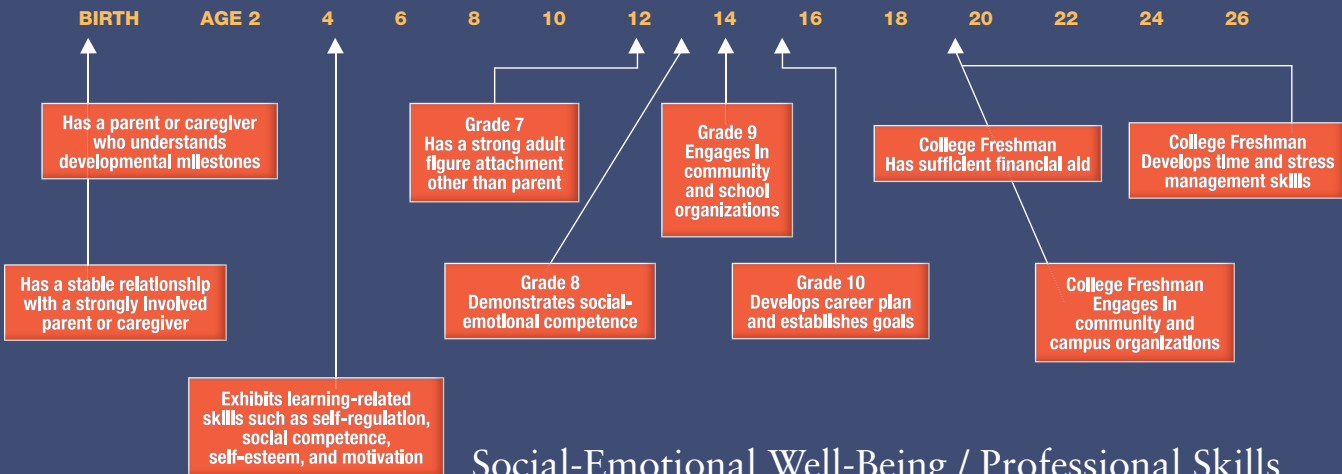
RESEARCH-BASED STUDENT ROADMAP

BENCHMARKS & TRANSITION YEARS*

Cognitive Development /Academic Success



Key transition years



Social-Emotional Well-Being / Professional Skills



- + Regional Councils
- + Community Action Networks
- + community engagement
- + student success roadmap
- + data
- + continuous quality improvement
- + accountability to community

*adapted by permission from  and University of Cincinnati Center for Urban Education

A young man with dark hair and a friendly smile is wearing a dark blue zip-up hoodie over a white t-shirt. He is holding a black laptop with a silver handle. The background is a solid yellow color on the left and a blurred outdoor scene on the right.

GOAL:
academic**s**uccess

ALLIANCE DATA TEAM

data directors

Gary Dworkin
University of Houston

Pamela F. Tobe
University of Houston

data team

Jennifer Cobb
Spring Branch Independent School District

Amy Corron
United Way of Greater Houston

Jacqueline Hawkins
University of Houston

Caroline Holcombe
Children at Risk

Linda Pitre
Harris County Department of Education

Priscilla Ridgway
Aldine Independent School District

The logo for alKIDSalliance features the word 'al' in a dark blue, lowercase sans-serif font, followed by 'KIDS' in a large, bold, red, uppercase sans-serif font, and 'alliance' in a dark blue, lowercase sans-serif font. The letters are slightly offset to create a layered effect.

alKIDSalliance

CRADLE TO CAREER

Huge Idea. Deep Process.
Sustainable Change.

Texas had 4.7 million school children in the 2008-09 academic year. There were 1.05 million children in the 54 school districts of the Houston metropolitan area serviced by the Region IV Education Service Center, a regional affiliate of the Texas Education Agency. More than half the children in the state and greater Houston are in poverty, and in some school districts the poverty rate exceeds 80%.

According to the Texas State Data Center, there were 1.9 million children between the ages of 0 and 5 in Texas in 2000. This population is projected to increase to 2.4 million in 2010. These children represent 9.4% of the total population in Texas in 2000; that percentage is not projected to change in 2010. However, the ethnic sub-populations are projected to shift: Hispanic children are projected to rise to 51.1% in 2010, up from 43.7% in 2000; the proportion of African American children is projected to decline slightly to 11.1% from 11.5%, and White children are projected to fall to 34.0% in 2010 from 40.5% in 2000.

In the greater Houston area, the percentage of African Americans in the early childhood population is larger than their percentage statewide while the percentage of White children is smaller. The percentages of young children who are Hispanic are approximately the same between greater Houston and Texas.



READY FOR SCHOOL INDICATORS

Having children prepared for school leads to fewer grade retentions and fewer children needing remedial assistance. Children who do well in the early grades of elementary school are more likely to graduate from high school and go on to be successful in life. The longitudinal “Youth in Transition” study published in 1971 revealed dropout behavior is a long process that begins in elementary school.

Backman, J. G., Green, S. and Wirtanen, I. D. (1971). *Youth in Transition Volume III: Dropping Out—Problem or Symptom?* Ann Arbor, MI: Institute for Social Research.

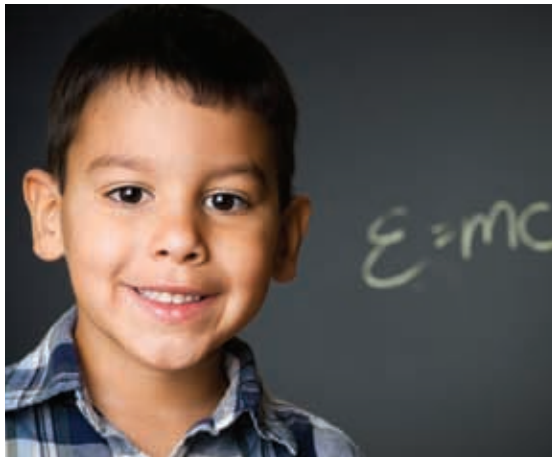


ready for school

- 2009 Pre-K enrollments grew about 6.7% in Texas and 6.9% in greater Houston over the enrollments in 2007.
- There was a 69% increase in greater Houston in the number of children enrolled in Kindergarten compared to the number of Pre-K children enrolled the year before. Texas saw an 87% increase in this number.
- From Kindergarten to Grade 1, there was a 6.4% growth in Texas enrollments and an 8% growth in greater Houston. Barring reliance on private Kindergarten, these rates of growth imply that there are unmet needs in both greater Houston and the state.

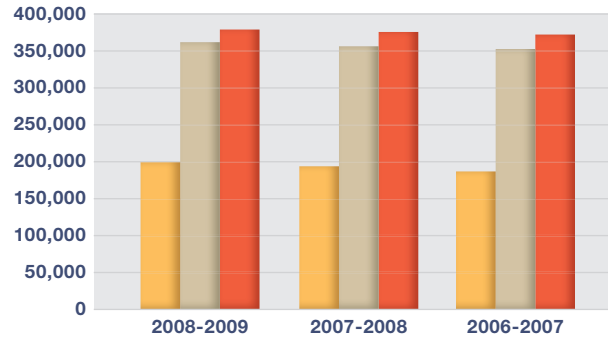


This Alliance report provides student enrollment numbers for Pre-K, Kindergarten and Grade 1. This information is useful in identifying gaps in student enrollment of Pre-K and Kindergarten. Therefore, the difference between the enrollment in Pre-K in one year and Kindergarten in the next year—or between Kindergarten in one year and Grade 1 and the next—is an indication of the potential number of students who may not be ready for school. In this and subsequent sections, data are from the state-mandated test: the Texas Assessment of Knowledge and Skills (TAKS). Data report two levels of results, Pass and Commended performance rates. The latter refers to sufficiently high scores that would predict continued success in school.

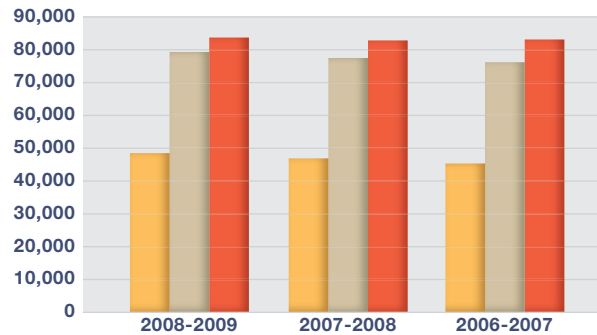


Total Enrollments: Pre-Kindergarten, Kindergarten, Grade 1 For Texas & Greater Houston

TEXAS

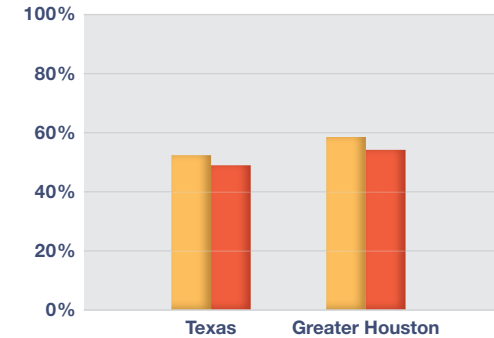


GREATER HOUSTON



- Pre-Kindergarten Enrollment
- Kindergarten Enrollment
- Grade 1 Enrollment

Pre-Kindergarten Enrollments Compared to Kindergarten & Grade 1



- Pre-K in 2006-2007 as % of K in 2007-2008
- Pre-K in 2006-2007 as % of Grade 1 in 2008-2009

When we follow a cohort of children from one year to the next—for example, from pre-Kindergarten to Kindergarten and then on to Grade 1—we can discover how soon children are gaining access to early schooling. The charts that compare such enrollments suggest that children in greater Houston are gaining access to schooling earlier than children across Texas.

We report “retention rates” for Kindergarten and Grades 1-3 because they can send a signal about general readiness for learning in the elementary and middle school grades.

There is also a story behind the retention data across the grade levels. Schools have the authority to decide on retaining children in Kindergarten and Grades 1 and 2. However, repeated

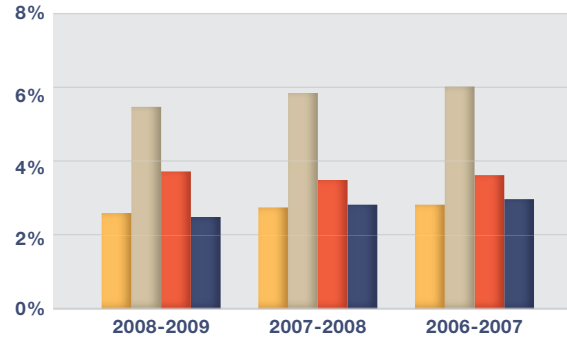


failure to pass the state reading test in Grade 3 carries mandatory retention. Thus, schools sometimes retain children in Grade 2 based on the likelihood of their failure in Grade 3. Regardless of the social and developmental consequences of retention for children and their families, retention always carries a financial cost for the school district.

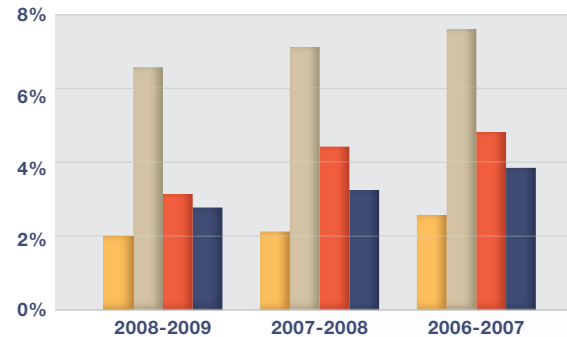


Retention Rates: Kindergarten, Grade 1, Grade 2, Grade 3 for Texas & Greater Houston

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GREATER HOUSTON



- Kindergarten Retention Rate
- Grade 1 Retention Rate
- Grade 2 Retention Rate
- Grade 3 Retention Rate



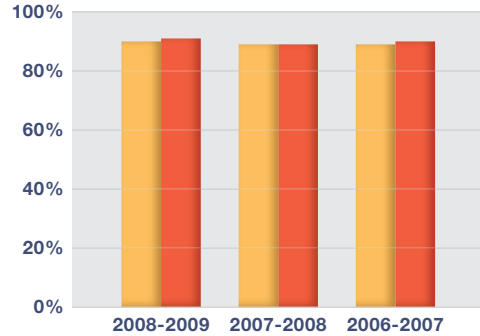
READY FOR HIGH SCHOOL INDICATORS

Most students who drop out of school do so during their high school years. The likelihood of academic failure in high school is predicted by performance in Grades 3, 5 and 8. Grade 3 provides an initial assessment of academic performance, whereas Grade 5 is an assessment of how much they have learned in elementary school, and Grade 8 provides both an assessment of middle school and readiness for high school. Failure in both Reading and Mathematics results in summer school and possible retention in grade. The Ready for High School indicators include Pass and Commended rates in third, fifth and eighth grade Reading, Mathematics and Science. Continued academic failure into eighth grade bodes ill for the future of a student entering high school, and a student who is retained in eighth grade due to low achievement has only a 16% chance of ever becoming a twelfth grader.

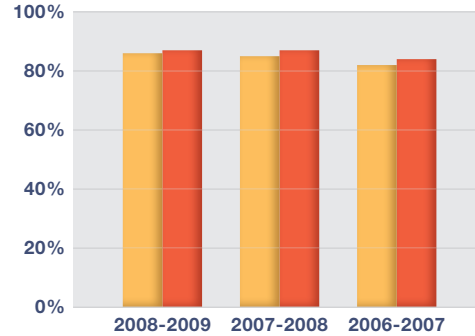
Dworkin, A. G. "Dropping out of high school: Another American dilemma." *The Latino Black Education Initiative*. Atlanta, GA: Southern Education Foundation (2008).



GRADE 3 READING PASS RATE
(IN ENGLISH)



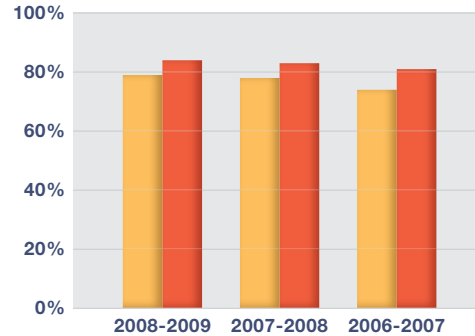
GRADE 3 MATH PASS RATE
(IN ENGLISH)



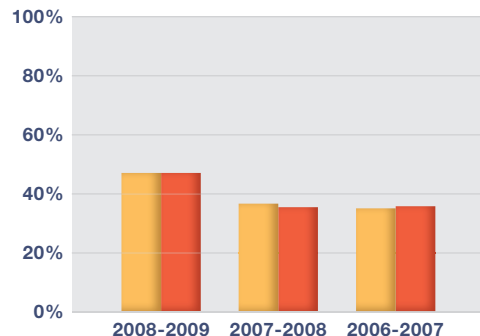
GRADE 3 READING PASS RATE
(IN SPANISH)



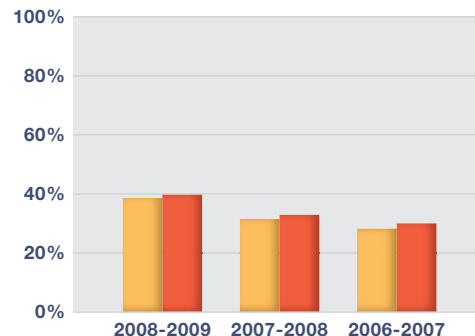
GRADE 3 MATH PASS RATE
(IN SPANISH)



GRADE 3 READING
COMMENDED RATE



GRADE 3 MATH
COMMENDED RATE



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ready for high school

(Texas Assessment of Knowledge & Skills scores, TAKS)

- TAKS Passage and Commended rates for both English and Spanish versions of the tests have been rising over the analyzed time period.
- TAKS Reading and Math passage rates on English versions of the tests continue to exceed those on the Spanish versions.
- Grade 3 Reading and Math TAKS gaps for the state are larger (6-8%) than in Greater Houston (3-4%).
- Reading passage rate gaps in Grade 5 are larger than seen in Grade 3 and have been increasing over the past three years.
- English Math passage rates in Grade 5 exceed Spanish passage rates by more than 35% and are greater than the gaps seen in Grade 3.

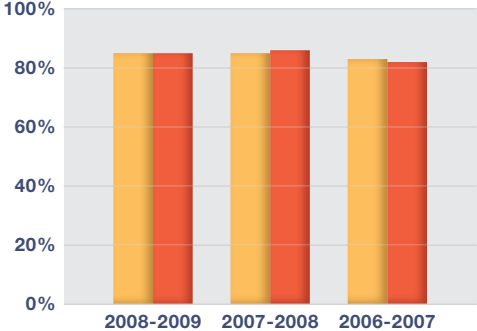
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ready for high school

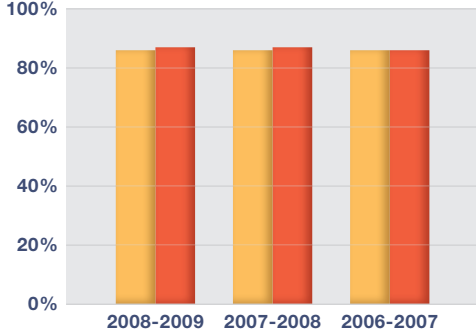
(Texas Assessment of Knowledge & Skills scores, TAKS)

- Grade 5 Math Commended rates are higher in greater Houston than in the state.
- Grade 5 Science passage rates in English exceed the Spanish rate by over 40% in 2009. This is worse than in prior years.
- Grade 8 Reading Pass and Commended rates are higher than Grade 3 or 5.
- Commended rates in Grade 8 Reading are almost twice the Commended rates in Math. However, the gap has been diminishing.
- Grade 8 Science Commended rates are the lowest of the three subjects and in the grade levels presented.

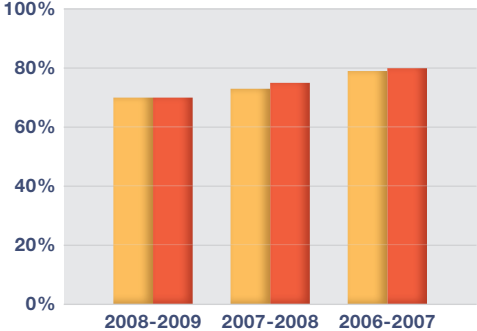
GRADE 5 READING PASS RATE (IN ENGLISH)



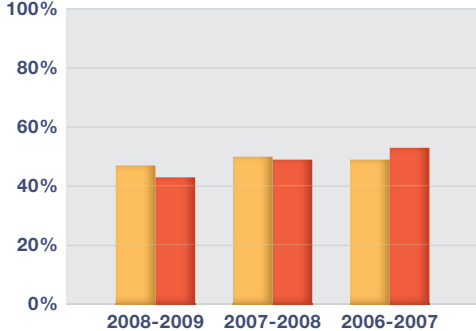
GRADE 5 MATH PASS RATE (IN ENGLISH)



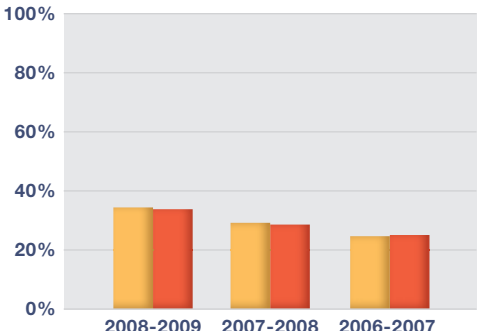
GRADE 5 READING PASS RATE (IN SPANISH)



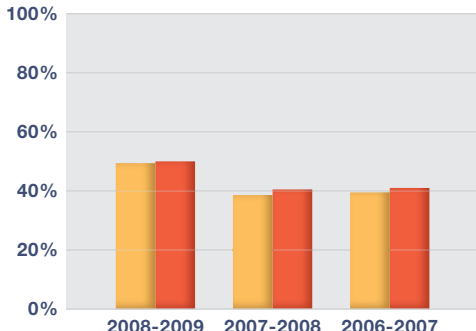
GRADE 5 MATH PASS RATE (IN SPANISH)



GRADE 5 READING COMMENDED RATE

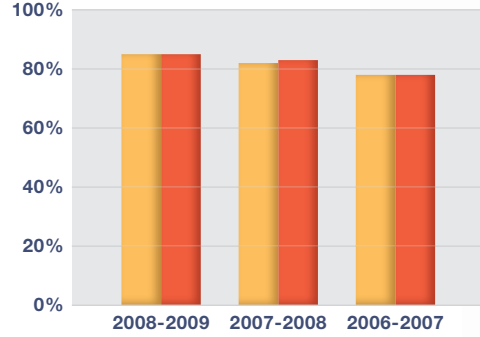


GRADE 5 MATH COMMENDED RATE

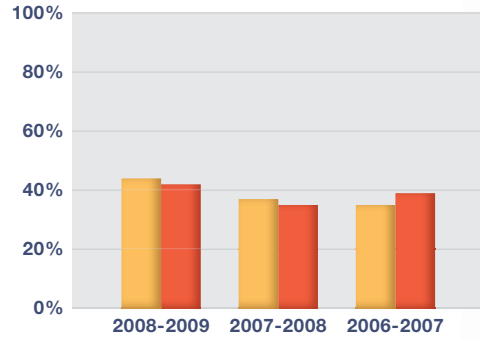


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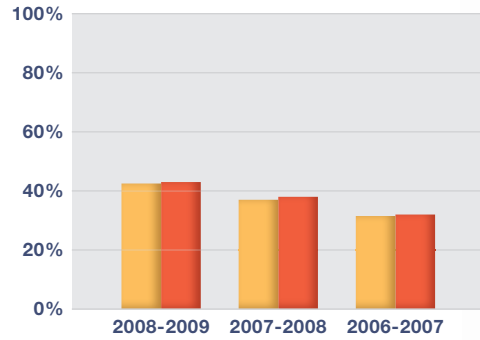
GRADE 5 SCIENCE PASS RATE
(IN ENGLISH)



GRADE 5 SCIENCE PASS RATE
(IN SPANISH)



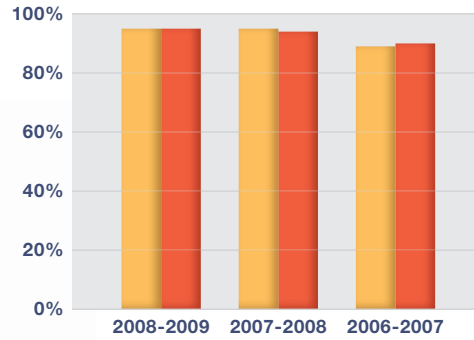
GRADE 5 SCIENCE
COMMENDED RATE



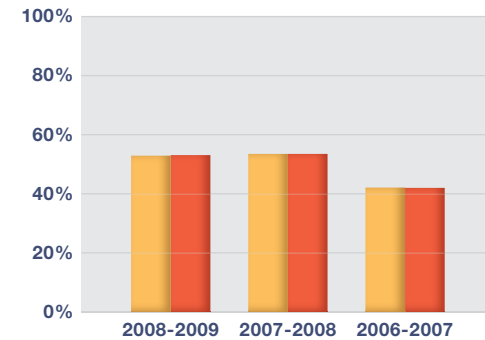




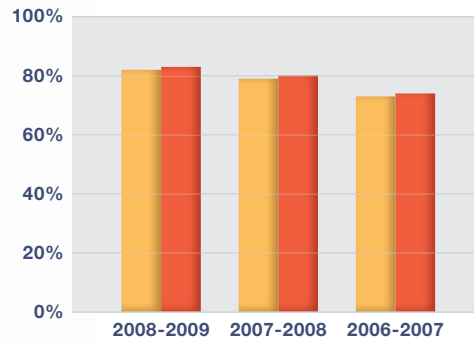
GRADE 8 READING
PASS RATE



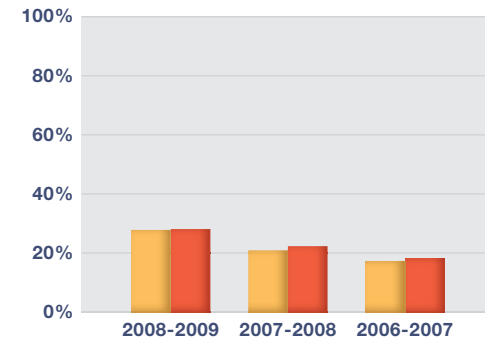
GRADE 8 READING
COMMENDED RATE



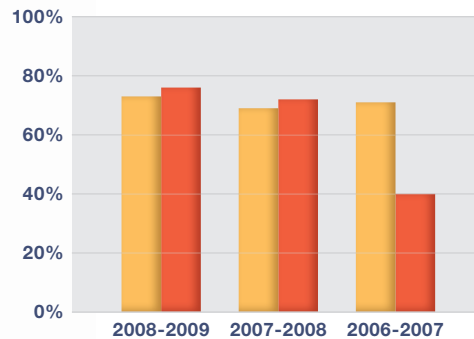
GRADE 8 MATH
PASS RATE



GRADE 8 MATH
COMMENDED RATE



GRADE 8 SCIENCE
PASS RATE



GRADE 8 SCIENCE
COMMENDED RATE



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READY FOR COLLEGE AND CAREER INDICATORS

Many of the Ready for College and Career indicators use test score performance in key retention years. These indicators are grouped to help provide a picture of college or career preparedness of students at a school level. Dropout behavior is most common in high school, Grades 9 through 11.

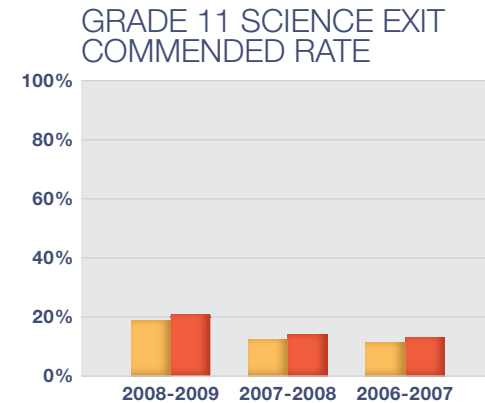
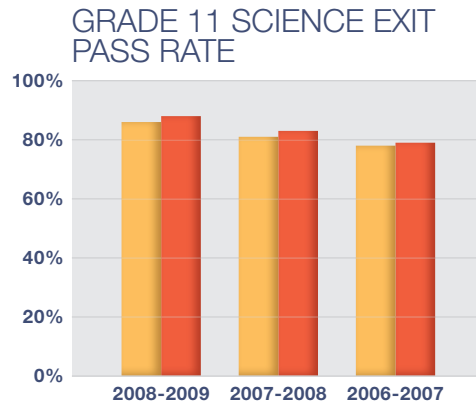
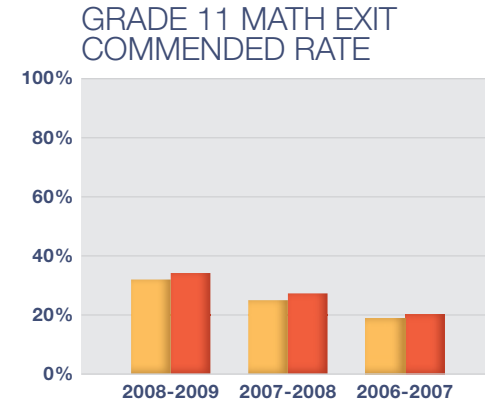
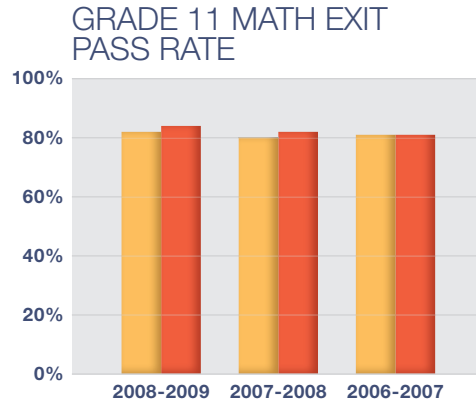
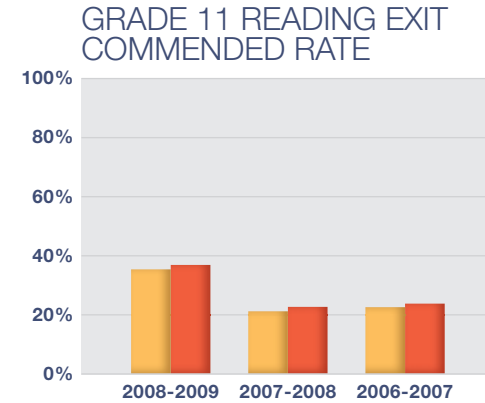
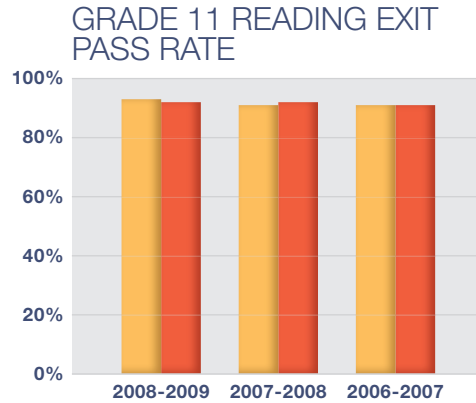


ready for college and career

- Grade 11 Reading Pass rates exceed Math Pass rates by about 10%.
- Commended rates have been increasing in Reading, Math and Science.
- Science Pass and Commended rates are lower than those in Reading and Math.
- The rate of Persistence to Grade 12 has not changed over the past three years.
- Similarly, the Graduation Rate has shown no improvement.
- Mean SAT/ACT participation rates appear unchanged and scores have dropped slightly.
- Nevertheless, the percentage of College-Ready graduates is increasing (see page 25).



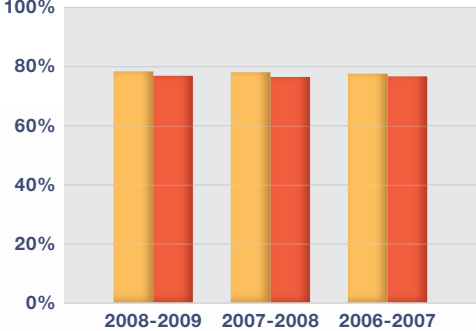
“The Condition of Education 2007” (U.S. Department of Education, National Center for Education Statistics, 2007) begins its section on high school dropouts with the well-known observation that “High school dropouts are more likely than high school completers to be unemployed and earn less when they are employed.” (2007:54). The report continues by noting that as adults (25 and over) dropouts are more likely to report that they suffer from poor health, experience divorce or never marry, serve time in prison, and have children who drop out of school and reenact their parents’ hardships than do high school completers. In short, there are myriad disadvantages in life that stem from dropping out of school.



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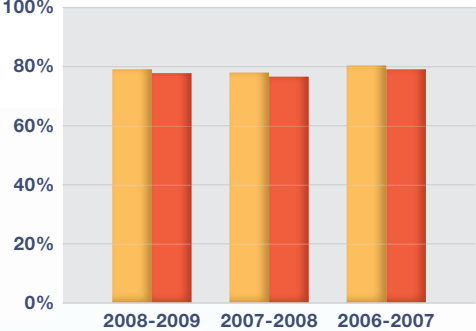
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PERSISTENCE TO 12TH GRADE



Texas Greater Houston

FOUR-YEAR COHORT GRADUATION RATE



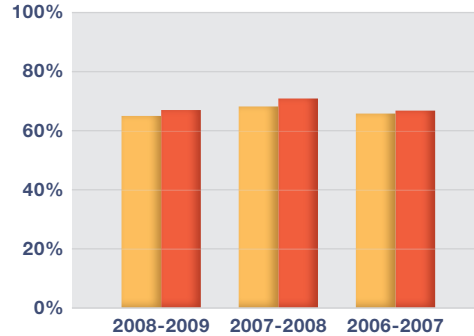
Persistence to Grade 12 refers to a cohort of students who remain in school over a five-year period to graduate. The average enrollment of a cohort measured when they were in Grades 8, 9, and 10 is compared with the number in that cohort who later graduated. The resulting measure indicates the survival rate of a student cohort entering high school.



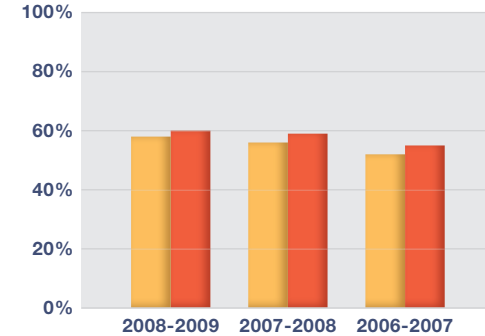
The Four Year Graduation rate is based on a cohort of students entering ninth grade and completing twelfth grade four years later. As many students take more than four years to graduate, it should not be assumed that differences between the four year graduation rate and the enrollment of ninth graders four years earlier is a measure of the dropout rate. Promotion to tenth grade is contingent upon the earning of a specified number of course credits; thus the ninth grade class includes students who are not first-time ninth graders. Such students may take longer than four years to graduate. Likewise, failure to pass the Exit TAKS exam may further delay potential graduation.

The indicators for College Ready are a composite measure based upon on TAKS Exit exams (exceeding 2200), SAT/ACT scores at or above a specified level (SAT \geq 1070 on both and above 500 per section; or ACT 23 composite with \geq 19 per section), and completion of advanced courses. Students who meet or exceed the college ready indicators are predicted to be successful in their freshman year in college.

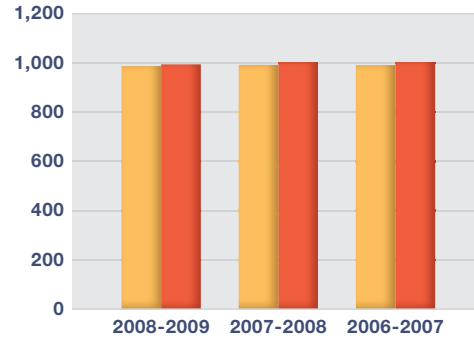
11TH GRADE COHORT TAKING SAT/ACT EXAM



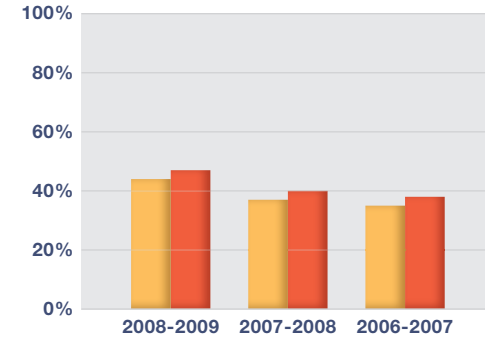
COLLEGE-READY GRADUATES MATH



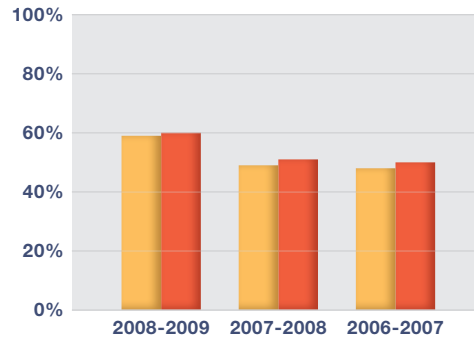
MEAN SAT SCORE



COLLEGE-READY GRADUATES ENGLISH & MATH



COLLEGE-READY GRADUATES ENGLISH-LANGUAGE ARTS



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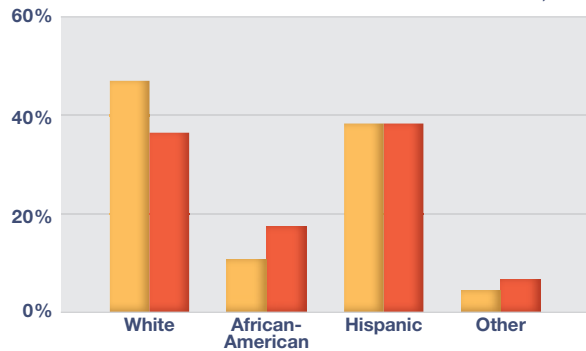


quality of life

Our children and youth are inextricably connected to the quality of life in our region.

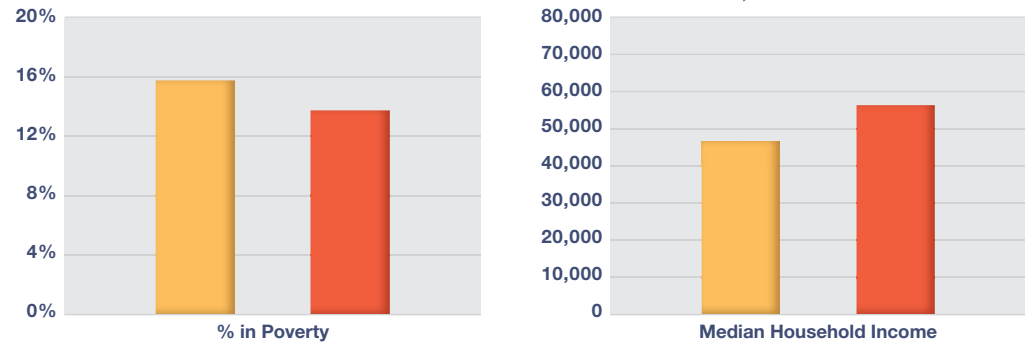
On the one hand, our kids' chances for academic success and healthy growth are influenced by the economic environment and political will of greater Houston. On the other hand, the gains that our children and youth make will profoundly affect our region's future competitiveness and its status as a desirable place to live and work.

POPULATION BY ETHNICITY IN TEXAS AND GREATER HOUSTON, 2008



Source: Houston-Galveston Area Council

INCOME AND POVERTY INDICATORS FOR TEXAS AND GREATER HOUSTON, 2008



Source: Small Area Income and Poverty Estimates, U.S. Bureau of the Census supplied by the Houston-Galveston Area Council

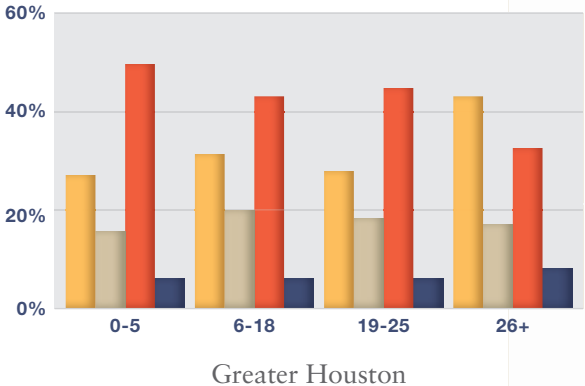
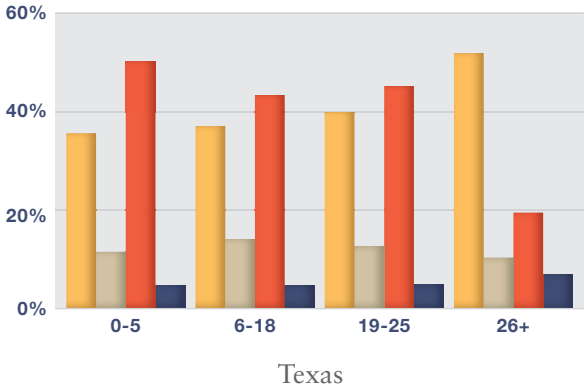
■ Texas ■ Greater Houston

our children and youth

- The number of economically disadvantaged students in Texas and greater Houston continues to grow each year and exceeded 56% of the student body in 2009.



ETHNIC COMPOSITION WITHIN AGE GROUPS IN TEXAS AND GREATER HOUSTON, 2008



- The Hispanic population dominates the younger age groups, especially “0-5”; the White population is the largest in the age group, “26+.”

Sources: County data from the Houston-Galveston Area Council; Texas data from the Texas State Data Center

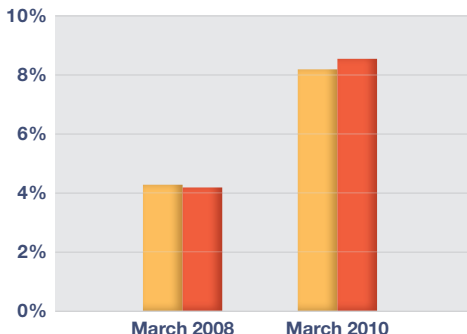
White African-American Hispanic Other

ECONOMICALLY DISADVANTAGED STUDENTS THROUGH GRADE 12



Source: Academic Excellence Indicator System, Texas Education Agency

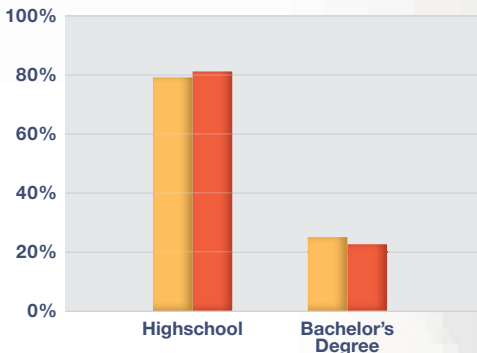
UNEMPLOYMENT RATES IN TEXAS AND GREATER HOUSTON



Source: Texas Workforce Commission

Texas Greater Houston

EDUCATIONAL ATTAINMENT IN TEXAS AND GREATER HOUSTON, 2006-2008



Source: U.S. Bureau of the Census, American Community Surveys

GREATER HOUSTON P-16+ COUNCIL

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CenterPoint Energy

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Houston Independent School District

Rafael Alvarez

Genesys Works

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Project GRAD Houston

Ruth Strudler

*University of St. Thomas**

Scott Van Beck

Houston A+ Challenge

Marina Walne

*University of Texas System**

Sarah Winkler

Alief Independent School District

Bob Wimpelberg

University of Houston

* The organization listed was the member’s affiliation at the time the original Council was discontinued, August 2008. The person’s affiliation has changed since then.

allKIDSalliance

CRADLE TO CAREER

UNIVERSITY OF HOUSTON
College of Education
Houston, Texas 77204-5023

www.allkidsalliance.org

* This is the July 2010 update of the original preliminary 2010 report.
For the most recent update, go to www.allkidsalliance.org