Competitive Edge
Examining market forces on charter schools

To Catch a Shapeshifter
The changing landscape of tobacco use and marketing

125 and Counting
The College of Education celebrates 125 years

THE UNIVERSITY OF TEXAS EDUCATION

FALL 2016

TEACHING. RESEARCH. LEADERSHIP.

5
Ways to Create a Great STEM Program

PAGE 11
“You are always becoming, you are always a learner, even as a teacher.”
Thu-Ha Nguyen, BS ’15, brings the valuable lessons learned at the College of Education to her classroom in Houston.
TEACHING.
RESEARCH.
LEADERSHIP.

For the past 125 years, the College of Education at The University of Texas at Austin has served as a leader in the field of education. Our programs and people are recognized across the U.S. and around the world.

Our departments continually strive to prepare outstanding graduate and undergraduate students for careers in education and health. Our research centers, faculty scholars and graduate students pursue groundbreaking research in areas such as STEM education, reading, autism, health sciences, sport and education policy.

The College of Education is ranked third nationally among public universities, and we have been ranked among the top 10 colleges of education for nine years in a row. That is an extraordinary accomplishment—a reflection of the important work that goes on across the College.

We are a diverse community whose members are inspired to make the world better—classroom educators who are going to be remembered for a lifetime by students, professionals who promote public health, and researchers who make discoveries that improve the lives of countless individuals.

In the pages of Texas Education, I invite you to discover and celebrate the success of the College of Education. Through these stories, you will see multiple examples of how our faculty, students and alumni are changing the world.

Although much has changed since 1891, we remain devoted to our pursuit of excellence and our commitment to educating future leaders.

MANUEL J. JUSTIZ
Dean
Small Storytellers, Big Screen

Twenty-four Austin fourth-graders walked the red carpet and debuted their original short films to rave reviews at the 2016 Alexander Film Festival at Austin’s Alamo Drafthouse in April. Named for College of Education alumna and Cowan Elementary teacher Kerry Alexander, BS ’09, the festival showcased student work created with the help of student teachers from the College of Education. One young producer shared his fascination with skateboarding and Russia. Another illustrated a case of disputed identity—cupcake or muffin?—that ended in a comical showdown between rival breakfasts. A more serious work detailed a student’s immigration from Costa Rica to Austin. Alexander credited the project’s success to Katie Russell, PhD ’14, a clinical assistant professor in the Department of Curriculum and Instruction, and her student teachers in a spring semester language and literacy class. The inspiration to bridge digital storytelling with a traditional literacy class was a vision of fellow language and literacy Clinical Assistant Professor Audra Roach, MA ’09, PhD ’15. She and Russell piloted the program in their language arts methods course and expanded the program this year to Cowan Elementary.

Dean’s Scholars Fellowship Recipients Announced

The new cohort of the College’s Dean’s Scholars Fellowship program for incoming doctoral candidates was welcomed to campus in August. Jessica Fy and Zachary Taylor, educational administration; Chea Parton and Tatiane Russo-Tait, curriculum and instruction; and Melissa Rodgers, educational psychology. The prestigious fellowship package includes financial support across four years of doctoral study; a stipend and professional development opportunities; Scholars are guaranteed research and teaching assistantships that offer critical exposure to top researchers and cutting-edge projects. » Learn more at education.utexas.edu

College of Education to Lead Governor Greg Abbott’s Literacy Initiative

In the spring, the College of Education was awarded a contract by the Texas Education Agency to design and launch the state’s literacy and reading-to-learn academies. The academies offered professional development for Texas K-1 elementary school teachers this summer and will continue next June with grades 2-5. The academies share research-based best practices to enhance Texas students’ reading skills. The College’s Meadows Center for Preventing Educational Risk developed the evidence-based course content for the academies, and those materials are implemented in collaboration with the College’s Institute for Public School Initiatives in Training of Trainer sessions for the 20 Education Service Centers and largest school districts.

College of Education Ranks in Top 10

The University of Texas at Austin continues to be a national leader in the field of education. U.S. News & World Report ranks the College of Education third among public universities and 10th overall in its 2016 rankings of graduate schools of education. The College is ranked second in the nation for research expenditures among publics. Departments earned top-ten spots as well: Educational Administration: second among public and third overall; Special Education: third among publics and fourth overall; Educational Psychology: fifth among publics and sixth overall; and Curriculum and Instruction: fourth among publics and seventh overall.

MEADOWS CENTER AWARDED $1.5 MILLION FOR PROJECT CONNECT-IT

Project CONNECT-IT is a three-year plan to design a technology-based inference-making intervention for middle school students who have difficulties with reading comprehension. The project team will work with students and their teachers to design instruction that helps integrate ideas in text and use their real-world knowledge to comprehend what they are reading. The research is funded by the Institute of Education Sciences in the National Center for Special Education Research. Marcia Barnes, associate dean for research and graduate studies, will serve as principal investigator of the project. The Meadows Center’s Nathan Clemens, associate professor in Special Education, Sharon Vaughn, executive director, and Greg Roberts, associate director, are co-principal investigators.

WeTEACH_CS MIXES WITH GOOGLE FIBER

Carol Fletcher, deputy director of the Center for STEM Education, addresses the crowd at the WeTeach_CS program’s professional networking event in February. More than 120 computer science educators gathered at the Google Fiber space in downtown Austin. The mixer brought together computer science teachers and specialists for an evening of training and support.
1897–1945
Birth of a College: Laying the Foundation

• Develop coursework and curriculum
• Hire and grow faculty and launch departments
• Establish bachelor’s, master’s and doctoral degree programs
• Secure facilities

1946–Present
The College of Education as we know it today

• Embrace state and national leaders
• Establish leadership structure
• Attract funded research
• Launch Advisory Council and formal fundraising efforts
• Establish campus and community partnerships

1997 UTeach program is established in collaboration with UT’s College of Natural Sciences.

1990 Manuel J. Justiz is appointed dean. He is the first Hispanic dean at UT.

1991 Education Building is renamed for George I. Sánchez.

1977 UT’s College of Fine Arts.

2015 Justiz celebrates his 25th year leading the college.

2016 College takes the lead on Governor Greg Abbott’s Summer Literacy Academies

1987 Waneen Spirituso is appointed interim dean. Texas Senate Bill 944 is passed, stipulating that anyone applying for a teaching certificate in Texas must possess a bachelor’s degree in an academic or interdisciplinary major other than education.

1997 The College leads the Texas Math and Science State Systemic Change Initiative on behalf of Governor Ann Richards.

1993 The College offers its first bachelor of science in education. Sutton serves as acting president of UT and B. F. Pittenger is appointed acting dean.

1926 Pittenger becomes permanent dean when Sutton retires.

1933 Launch of University High School, a laboratory school on campus. Today the building is the home of the School of Social Work.

1934 Doctor of education degree is authorized.

1936 Bachelor of science in elementary education is approved.

1940 First professorship in Latin American Education is established. The inaugural holder is George I. Sánchez, ME ’31.

1945 The School of Education becomes the College of Education. Until this time, it had been a school or department in the College of Arts and Sciences.

1946 Pittenger retires and Clarence T. Gray is named acting dean.

1947 Laurence D. Haskew is appointed dean.

1949 The Gilmer-Akin Act is passed by the Texas Legislature. The act requires that the allocation of funds for public schools be based upon population and attendance.

1962 Clyde Colbert is appointed dean.

1964 Wayne H. Holtzman is appointed dean.

1965 Department of Special Education is established from what had been a sub-area in the Department of Educational Psychology. The Science Education Center, known today as the Center for STEM Education, is established under the direction of Addison Lee. Federal funding related to President Lyndon B. Johnson’s Great Society legislation helps spur explosive growth of the College.

1970 Lorrin Kennamer is appointed dean.

1975 New state-of-the-art Education Building opens.

1987 Senate Bill 994 is passed, at the time the largest received by the College.

1991 Governor Ann Richards awarded a $20 million grant, the College is ranked number one among the top five public graduate schools of education in the nation by U.S. News & World Report.

2002 The College launches groundbreaking Laptop Initiative.

2010 The Center for Preventing Education Risk is awarded a $20 million grant, at the time the largest received by the College.

2010–16 The College is consistently ranked among the top five public graduate schools of education in research funding by U.S. News & World Report.

2012 For the sixth year in a row, the College is ranked number one among the nation’s graduate education schools in research funding by U.S. News & World Report.

1921 Annie Webb Blanton, who earned degrees from the College in 1899 and 1923, proposes and helps pass a law that raises standards for certification of public school teachers in Texas.

1926 Department of Education moves into new Education and Administration Building, which would be renamed Sutton Hall.

1930 Department of Education is changed to the School of Education.

1923 The College offers its first basic bachelor of arts in education. Sutton serves as acting president of UT and B. F. Pittenger is appointed acting dean.

1925 Department of Physical Education (known today as Kinesiology and Health Education) is added. Master of science degree in physical education and master of education degrees are added.

1920 Department of Education moves into a new building on campus. Today the building is the home of the School of Social Work.

1897 William S. Sutton named professor of pedagogy. He would become the first chair of the School of Pedagogy and would later be named the first dean. He served from 1909 to 1926.

1900 The School of Pedagogy is renamed the School of the Science and Art of Education.

1906 School of the Science and Art of Education is renamed Department of Education.

1909 The Department of Education is divided into three schools: Educational Administration, Art of Teaching (known today as Curriculum and Instruction), and Philosophy of Education (known today as Educational Psychology).

1900 The School of the Science and Art of Education.

1897–1898 The story of the College of Education begins with the establishment of the School of Pedagogy at the University of Texas.

“The object of this school is to prepare students for the profession of teaching. The School of Pedagogy in The University aims to prepare teachers for positions in our high schools, academies, city schools, and colleges. The School of Pedagogy seeks to carry the highest college culture into the teaching profession.”– University of Texas Circular Number 14. September 13, 1891.

1891–1892 The College of Education is established from the establishment of the School of Pedagogy at The University of Texas.

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1921 Annie Webb Blanton, who earned degrees from the College in 1899 and 1923, proposes and helps pass a law that raises standards for certification of public school teachers in Texas.
New nicotine delivery products change game for those working to lower tobacco use among young

BEFORE BIG TOBACCO WAS HIT with massive state-initiated lawsuits in the late 1990s, tobacco use among teens and young adults was so common that some high schools still maintained designated smoking areas for students. After the states won their lawsuits, the industry was forced to set up funding in perpetuity for programs to prevent smoking and to provide resources to help smokers quit. In 2013, 14 Tobacco Centers of Regulatory Science (TCORS) across the nation were established.

Texas TCORS on Youth and Young Adults is one such center. It is led by Cheryl L. Perry, Regional Dean of the School of Public Health at the UT Health Sciences Center Austin Regional Campus. Comprised of three University of Texas sites—UT Austin, UT School of Public Health, and UT MD Anderson Cancer Center—TCORS on Youth and Young Adults focuses its research on the impact of tobacco and tobacco marketing on the most vulnerable age groups for beginning tobacco use and becoming addicted: adolescents and young adults.

The center has found that while cigarette smoking has decreased among this age group, use of alternative tobacco products is increasing at an alarming rate.

In short, the fight against nicotine and tobacco is far from over.

The Good Old Days Go Up in Smoke

The “good old days” is how Alexandra Loukas, the Barbie M. and Gary L. Coleman Professor in Education in the College of Education, refers to the early tobacco landscape.

Loukas, who studies health behavior in the Department of Kinesiology and Health Education (KHE), is the principal investigator for the Tobacco Marketing and Alternative Tobacco Use project, one of the center’s three research projects that focuses on young people’s nicotine and tobacco usage and the marketing aimed at them.

“Tobacco products used to come in a limited number of forms, like cigarettes, cigars, snuff, and chewing tobacco,” she says. In 2009, the Family Smoking Prevention and Tobacco Control Act became law and gave the Food and Drug Administration authority to regulate the manufacture, marketing, and distribution of cigarettes, roll-your-own, and smokeless tobacco products.

But while government began more intensive regulation and focus on traditional tobacco, myriad alternative tobacco and electronic nicotine delivery systems—also called e-cigarettes—flooded the market.

Loukas says that tobacco companies were “unprepared when lots of mom-and-pop shops started selling e-cigarettes,” devices that often look like cigarettes but use a battery to heat a nicotine vapor. E-cigarettes are available in more than 7,000 flavors and are often marketed as alternatives to cigarettes, a way to slow or stop smoking, or for use in places like bars or restaurants, where smoking is banned.

And they aren’t less dangerous to health. Not only is regular nicotine use—even through an e-cigarette—associated with respiratory problems, cardiovascular disease, and various cancers, new evidence suggests nicotine interferes with adolescent and young adult brain development.

E-cigarettes have divided the public health community. “Many public health professionals believe that e-cigarettes may reverse declining trends in tobacco use by re-normalizing cigarettes and introducing kids to a supposed safe alternative. Others, however, believe e-cigarettes may help smokers quit their habit,” Loukas says. They’re also concerned that over-regulation of e-cigarettes might put small companies out of business and cause the large tobacco companies, which have more resources and experience to fight regulation, to gain ground.

With no regulation of the industry and limited knowledge of the chemicals in the ubiquitous flavors, no one really knows how safe, or dangerous, e-cigarettes are.

And according to research, from November 2012 to June 2013, e-cigarette companies spent $39 million marketing these products, which have a particular appeal to young people.

“E-cigarettes have divided the public health community,” Loukas says.
The rise in college students’ use of alternative nicotine products is disturbing. “Youth are drawn to e-cigarettes,” says Loukas, “because they view them as a safer alternative.”

And according to the research, e-cigarettes may serve as an introduction to the array of nicotine products, with 11 percent of students using multiple tobacco products, like hookah, which is also growing in popularity among college students.

What’s Being Done

The $20 million grant that funded the Texas TCORS is helping UT researchers track changes in college students’ tobacco use and examine the role of tobacco marketing.

The center is in its third year collecting data from students at 42 two- and four-year colleges in Texas. Funding by the Texas Department of State Health Services for Loukas and her colleagues contributes to the development and implementation of college-based programs to prevent tobacco use. These prevention programs are being implemented in an additional 21 two- and four-year colleges in Texas.

Pasch leads work that examines the various ways tobacco is marketed to students. She and her students assess outlets that sell tobacco products around each campus. They document and describe what tobacco products that stores sell, which bars students attend, and how much tobacco students might encounter in their environment.

According to Pasch, the FDA is building an arsenal of data to pass regulations to regulate marketing. “In order to get policy change we have to add evidence to the stockpile,” she says.

Her team is helping gather that evidence, and in May, the Obama Administration announced it will begin regulating e-cigarettes, hookahs, and premium cigars like regular cigarettes—barring those under 18 from purchasing the products, adding warning labels and preventing them from being given away as samples.

In addition to evidence-gathering to facilitate policy change, Pasch, who also studies the effects of food marketing on K-12 students, explains that “we need to consider the environment. We focus on individual choices and behavior, but people don’t realize how much of their world is influenced by marketing in their environment. Our research is looking for links between the students’ environment and what they use.”

Lara Latimer, lecturer and project coordinator in KHE, provides college student groups with resources, such as ways to assess and strengthen tobacco policies on their campus, a web-based curriculum, and coordinated anti-tobacco marketing campaign materials and messages to help them combat the problem.

The peer-to-peer communication about the risks of the various kinds of tobacco use and the dangers of hookah and e-cigarette use in particular is key to helping students make better choices. In the end, says Loukas, the message that young people need to understand is simple: “No matter the product, a smoker is a smoker is a smoker, and all of those products have a negative impact on health.”

From November 2012 to June 2013, e-cigarette companies spent $39 million marketing their products.

High school students’ use of e-cigarettes grew 12% between 2011 and 2014.
How Can Teachers Improve STEM Education?

Victor Sampson has identified five ways we can change how classroom teachers interact with students.

1. **Create an environment where everyone is teaching and learning.** This is more than semantics. It is one of the fundamental problems with how we think about schools. Teaching and learning co-occur. If we remove the dichotomy of teaching and learning, we can recognize that students can also teach each other.

Students can teach the teacher. In my own teaching experience, for example, I would often ask a student to help when I had a problem with technology. The student taught me the solution. An effective learning environment supports all of these relationships.

2. **Encourage students to investigate questions in their own way.** Students should have more voice and choice in STEM subjects. I advocate an approach where a teacher poses a scientific question to students in middle or high school, such as, “How is the strength of an electromagnet affected by the number of turns of wire?” Students have to design an investigation to answer the question, collect and analyze data, and support an answer with evidence. It’s OK for students to fail at first. When an experiment doesn’t go the way you thought it would, it’s a wonderful opportunity for students to learn. It’s the same with math. Students watch a teacher do math problems and then work on their own problems. Lost is the responsibility of students to engage with deeper principles. In other words, students are not held responsible for negotiating meaning in these situations.

3. **Let students follow their unique interests.** Students should explore topics that are meaningful to them. Measurement topics are those that students themselves are curious about: Are genetically modified foods safe to eat? How do I contribute to the petroglyphs in the desert? Why does that matter?

These require scientific and mathematical knowledge to answer. Furthermore, they are open-ended, in that an answer to one part of the question inevitably leads to another question.

4. **Encourage collaborative learning across disciplines.** STEM fields are no longer isolated from one another. Breakthroughs are often the result of collaboration. As but one example, the paper reporting on the first discovery of gravitational waves has more than 100 authors. STEM is a social endeavor, and we should recognize students as they carry out their investigations. Ideally, students should see themselves as part of a community of learners and scientists, engineers or mathematicians.


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**Our good work with schools and teachers opens doors for us to create and pilot innovative curricula and then conduct research on students’ learning using that curricula.”**

**VICTOR SAMPSO**
Exams the influence of market forces on the nation’s charter school environment

By Bridget Glaser

Public school systems. The city’s students attend tuition-free charter schools.

Some of the hopes for increased student achievement have come to pass in this grand experiment—various test scores have risen and completion rates are edging up.

And most of these schools are doing what their champions said they would in response to competition: they’re improving academic and operational quality.

What’s surprised researchers, officials and parents, though, is to which extent market forces and competition affect school administrators find and admit students, how students with learning difficulties have sometimes been excluded, and how the changes have influenced the teacher labor market.

“New Orleans is the city where charter school success is being examined and defined,” says Huriya Jabbar, an assistant professor in the Educational Policy and Planning program in the Department of Educational Administration in the College of Education.

Jabbar has been studying the charter school system in New Orleans for almost four years and is a nationally recognized expert on school choice and competition among schools.

Her background is in economics and early in her academic career she developed an interest in how public schools compare to the private sector.

“I’m interested in how markets interact with government. Markets don’t create equity. So my ongoing questions are, ‘What’s the role of the private sector in providing social services, and What is the role of government oversight of private organizations in public education, like charters?’”

“The theory is that competition puts healthy pressure on charter school leaders to improve their academic services, programs, extracurricular activities, or some combination of those, to attract and retain families,” she says.

According to Jabbar, most studies of New Orleans’ charter schools have missed an important point. “They assume that school leaders are aware of competitive pressures and can respond in productive ways.”

“When I began my research in 2012, I wanted to know what actually happens in a competitive marketplace of schools. Are leaders aware of their competition? Which schools do they view as rivals and why?”

Jabbar also asked, “Do school leaders respond to competitive pressure by improving their schools academically?”

The results of her research showed that in the short term, the answer is no. “Competition places pressure on schools, but the strategies schools use to compete are not necessarily those that policy makers expected,” she says.

If schools can’t directly enroll students who might have been out of school for a few months or who had moved from school to school due to issues like behavior.

Jabbar says there were also signs of “cream-skimming”—leaders targeting affluent or higher-achieving students for supposedly open-enrollment schools.

Using objective criteria, the system then assigns a child to a school. Parents list schools in order of preference and submit online. Using objective criteria, the system then assigns a child to a school.

“Some schools hosted invitation-only open houses where they discussed parents whose students had poor academic records and could lower test scores. Some chose not to fill seats that left empty mid-year by students who didn’t return or who were pushed out.

They didn’t want to fill those seats with low-performing students out of the school for a few months or who had moved from school to school due to issues like behavior.

Jabbar’s research has the attention of charter school leaders in San Antonio and Detroit where, unlike New Orleans, there is more competition from a traditional public school system. In the spring, she was chosen as a 2016 National Academy of Education/Speicher Postdoctoral Fellow.

“I’ll be exploring ways in which teachers find and choose jobs in cities with high numbers of charter schools,” she says. “I want to learn how school choice and charters influence the teacher labor market because voluntary moves impact the distribution of teacher quality across schools.

In the long term, my goal is for my research to result in more equitable school choice systems.”

Parents now have access to a universal application to centralize enrollment. Parents list schools in order of preference and submit online. Using objective criteria, the system then assigns a child to a school.

“When schools can’t directly enroll students, they can’t screen out particular types of students as easily. It helps provide equal access,” Jabbar says.

And New Orleans continues to redefine its role as a regulatory body when it comes to K-12 education. The city is moving from a free market experiment in public education to one where government addresses market failures and concerns of equity.

**FUTURE RESEARCH QUESTIONS**

Jabbar’s research has the attention of local and national organizations. She partners with Education Research Alliance for New Orleans at Tulane University to disseminate research. Her findings have also received extensive local and national press coverage.

She’s extending her research to charter school programs in San Antonio and Detroit where, unlike New Orleans, there is more competition from a traditional public school system. In the spring, she was chosen as a 2016 National Academy of Education/Speicher Postdoctoral Fellow.

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In the long term, my goal is for my research to result in more equitable school choice systems.”
Changemakers  TEXAS EDUCATION

Stephanie Cawthon and Carrie Lou Garberoglio are deaf. They have lived the experience—as students and professionals—of working with accommodations and breaking down barriers. Their passion for changing the paradigm of the educational experience in the U.S. for deaf individuals has influenced their work as researchers. Cawthon is the director of a new center in the College of Education that has received a $20 million, five-year grant from the Office of Special Education Programs of the U.S. Department of Education (DOE). It is one of the largest grants awarded by the DOE to support technical assistance and professional development in education. The center’s goal is to help change the climate, culture and expectations for deaf and hard of hearing individuals.

“We want people who are deaf or hard of hearing to have access to more robust services—services that serve the whole person, and that have been proven effective. We want to increase accessibility, concentrating on the grass roots, and understand why things are happening at a deeper level,” says Cawthon, an associate professor in the Department of Educational Psychology and an Elizabeth Glenadine Gibb Teaching Fellow in Education.

The center, which will open in January, will be housed in the College’s Meadows Center for Preventing Educational Risk, enabling the team to draw on the Meadows Center’s infrastructure and nationally recognized expertise in translating research into practice.

“Dr. Cawthon will lead a strong collaborative national team of researchers and practitioners. The project is well-positioned to draw upon extensive experience, data-driven research, and scholarship in the field,” says College of Education Dean Manuel J. Justiz.

The center will support colleges and universities that work with organizations and public agencies across the nation to more effectively address postsecondary, vocational, technical, continuing, and adult educational needs of deaf and hard of hearing individuals.

“Ultimately, we seek to change the culture surrounding postsecondary outcomes for deaf individuals and create conditions for success in a way that recognizes and honors their experiences, perspectives, and abilities,” says Garberoglio, project manager at the Meadows Center and a co-principal investigator on the team.

Currently, best practices for supporting educational outcomes after high school for deaf and hard of hearing individuals have not been studied rigorously or shared broadly, which means that uneven outcomes are common. The new center aims to change that.

For more information about the center, please visit the Deaf and Hard of Hearing Institute page on the Meadows Center website at meadowscenter.org/institutes/deaf-and-hard-of-hearing-institute.
COLLECTING WISDOM
LOUIS HARRISON AND ANTHONY BROWN

Louis Harrison, professor, and Anthony Brown, associate professor, have created and launched a first-ever repository for research into the education of black males. The Black Male Education Research Collection provides a comprehensive compilation of peer-reviewed scholarly articles that focuses on higher education and includes everything from mentoring and psychological health to sports and athletics. The research provides information for other academics, mentors, educators, and policy-makers that addresses root causes and overlooked factors regarding roadblocks to black male academic success. » bmerc.org.

COLLABORATIVE THERAPY
BRANDY WINDHAM AND CHRISTIE LAYTON PETERSON

Special education alumnus Brandy Windham, MEd ’14, left, and Christie Layton Peterson, BS ’05, MEd ’08, recognized a need and created a new business to fill it. In 2010, the two melded their backgrounds in speech pathology and behavior analysis to provide language and behavioral therapy to children with autism and developmental disabilities. Austin-based Building BLOCS’ interdisciplinary approach helps children learn the communication, behavioral, and social skills necessary to reach their full potential. » blocsaustin.com
The Meadows Center for Preventing Educational Risk was established in 2008 with a major commitment from the Meadows Foundation of Dallas. The Meadows Center, which is part of the College of Education, has assembled a unique interdisciplinary and intercollegiate group of experts from the fields of psychology, special education, sociology, and speech and language. Its goal is to provide educators with the knowledge and tools to diagnose, intervene and alter the trajectory of all students, especially those at risk for educational failure.

The Meadows Center, under the leadership of Sharon Vaughn, executive director, undertakes rigorous research to understand factors affecting the education of all students. Additionally, the center translates evidence-based findings into real-world practice and supports needed policy changes to create educational settings that foster success.

The Meadows Center translates evidence-based findings into real-world practice, and supports needed policy changes to create educational settings that foster success.

**MISSION**
The Meadows Center for Preventing Educational Risk is dedicated to providing easily understandable approaches to support the implementation of empirically validated practices to help educators, researchers, policymakers, families and other stakeholders who strive to improve academic, behavioral and social outcomes for all learners.

**REVENUE SINCE 2008**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal grants</td>
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<tr>
<td>Institutional grants</td>
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<tr>
<td>Foundation grants</td>
<td>$71 million</td>
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<tr>
<td>State and local grants</td>
<td>$59 million</td>
</tr>
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<td>Total</td>
<td>$153.2 million</td>
</tr>
</tbody>
</table>

**PARTNERSHIPS**
- Vaughn Gross Center for Reading and Language Arts
- 19 years of nationally recognized excellence
- Texas Education Agency multiple projects
- 44 external institute fellows
- 19 universities and centers
- 6 UT departments and centers

**PROJECTS**
- Center for Research on Educational Achievement and Teaching of English Language Learners (CREATE)
- Middle School Matters Institute
- Building Response to Intervention Capacity for Texas Schools
- Texas Juvenile Justice Department Project
- Write to Texas
- Project GOAL with English Learners
- Mathematics Problem Solving
- National Center for Leadership in Intensive Intervention

**By the Numbers**

- 1,200 school districts nationwide
- 2.2 million students taught
- 19 Texas Education Service Centers
- 6 Juvenile Justice Department facilities
- >180,000 teachers and evaluators trained

**SINCE 2008**

- 233 grants since 2008
- $84.9 million Federal grants
- $2.2 million Institutional grants
- $71 million Foundation grants
- $59 million State and local grants
- $153.2 million Total

**PROJECTS**
More than 45 funded projects are under way at the Meadows Center, with more to come. Learn more at meadowscenter.org/projects

Partial Project List
- Texas Literacy Initiatives
- Promoting Adolescents’ Comprehension of Text (PACT)
- Autism Spectrum Disorders Institute
- Dropout Prevention Institute
Creating spaces for discussion and discovery

Community and collaboration are vital to the learning experience. The College of Education has embarked on a strategic renovation of the George I. Sánchez Building to transform lobbies, alcoves and walkways into warm and welcoming spaces to foster discussion and discovery among students and faculty.

Since it opened in 1975, the Sánchez Building has served tens of thousands of students. Since 2013, Dean Manuel J. Justiz has committed College funds to renovate classroom spaces to ensure the building continues to meet the educational needs of today’s faculty and students.

To complete the vision, we need you.

For more information, contact Stacey Oliver, assistant dean for development, at 512-471-8178 or stacey.oliver@austin.utexas.edu.

College history and milestones. The space will foster conversation and collegiality.

Phase I of the renovation was completed in August. Future phases will be completed once funds are secured to support these key projects. Collaborative relationships fostered by renovated spaces will build our community and support the student experience.

PHASE 1

Honor Hall and Study Lounge

Banked by windows overlooking the Blanton Museum of Art, Honor Hall provides generous individual and group study space. It has the ability to flex to accommodate meetings, receptions and special events. This transformed space showcases our most prestigious endowments.

Honor Hall connects to the new study lounge on the first floor outside Al Kiva, our largest arena-style classroom. The space outside of Al Kiva was renovated over the summer and serves as a large study lounge and gathering space.

FUTURE PLANS

Main Lobby

The College’s renovated lobby will provide attractive and functional space for students, visitors, faculty and staff. It will have a welcome area and installations showcasing College history and milestones. The space will foster conversation and collegiality.

A limited number of naming opportunities are available. Plaques recognizing donors will be displayed in named areas. To see the complete list of naming opportunities throughout Sánchez, including lobby landings, lounges and study spaces visit education.utexas.edu. Gifts may be pledged over five years.

PHASE 1

Honor Hall

First Floor Study Lounge (below)

PHASE 1

Main Lobby (below)

FUTURE PHASE

Main Lobby (below)
Faculty Support
Faculty endowments are among the most influential and meaningful investments you can make in the College of Education. These endowments help recruit, sustain and retain faculty leaders, building a tradition of leadership and distinction in select disciplines. Endowed professorships and chairs are the most prestigious honors a university can bestow on distinguished faculty members, while endowed fellowships attract and recognize promising faculty members—our rising stars.

Program Support
Your investment in endowments like these provides powerful experiences for our students and our faculty—inside the classroom and beyond. These endowments ensure sustained funding for guest lectures, teaching excellence awards, research centers, departments and programs across the College of Education.

Graduate Fellowships
The College of Education’s top graduate students come from across the nation and around the world. They help attract outstanding faculty and inspire our undergraduate students. While at the College, graduate students support learning and research. I am committed to making an impact and my experience is bolstered by support from the Glickman Graduate Fellowship.

Scholarships
Many of our scholarship recipients could not afford to attend without this level of support. These promising undergraduate students may hold two or three jobs to finance their education. Scholarships allow them to focus on their academic work and participate more fully in life at UT through extracurricular activities such as internships and study abroad programs. Scholarships are also a way to recognize meritorious achievement in the classroom and the community.

Betty Bird, BS ’63
Growing up in West Columbia, Texas, Betty Bird developed a love for history. When she enrolled at The University of Texas at Austin, she knew she wanted to be an educator. She combined her passions for a more than 30-year career teaching U.S. History in high school.

After graduating from the College of Education in 1963, Bird started her career in Victoria, Texas. After five years, she returned to Austin and taught U.S. History at McCallum High School, where she had done her student teaching. From there, Bird went to Austin’s Crockett High School, where she taught for 27 years. “It was exciting to see my students learn, to know that many of them developed a love for history, too,” she says.

Bird’s love for education and her experience in the College of Education has inspired her to make a gift to the College through her estate to establish the Betty S. Bird Scholarship. (This scholarship provides funding for a more than 30-year career teaching U.S. History in high school.)

Professor in Education
Margie Gurley Seay Centennial Teacher Research

Photos by Christina S. Murrey

Make Your Will Known
Consider making a gift that lasts beyond your lifetime through your will or estate plan. It’s a simple way to make a meaningful donation to support students and faculty in the College of Education.

Sample Will Language
As with any decision involving your assets, we urge you to seek the advice of your professional counsel when considering a gift to The University of Texas at Austin.

PROVIDING FOR THE NEXT GENERATION
Donors support teachers, researchers and leaders.

Richard Mattingly
For 15 years, Richard Mattingly worked with students in the College of Education as assistant dean for student affairs. He guided them in course choices and helped them navigate decisions about their careers. When he retired in 2012, he didn’t want his support for students to end, so he established the Richard A. Mattingly Endowed Scholarship.

“I loved working with students and I wanted a way to help those who really needed it. I thought, ‘How else can I give back?’ A scholarship seemed like a great solution,” he says.

Benjamin Schweitzer is a sport management major in the Department of Kinesiology and Health Education. “I really appreciate Mr. Mattingly’s generous support. Like many other students, I struggle to completely afford the cost of such a great educational opportunity. This scholarship is helping me continue with a little more peace of mind. His support is really meaningful to students like me and I truly am grateful for it.”

Chastity Chov is another beneficiary of Mattingly’s vision and is a senior studying public relations. “I really appreciate Mr. Mattingly’s generous support. Like many other students, I struggle to completely afford the cost of such a great educational opportunity. This scholarship is helping me continue with a little more peace of mind. His support is really meaningful to students like me and I truly am grateful for it.”

To give to the College of Education through your will, this is the language we suggest:

“I hereby direct $________ (or percent of my residual estate) in cash, securities or other property to the Board of Regents of The University of Texas System for the benefit of The University of Texas at Austin. This donation shall be for the further benefit of ________, and shall be used to support ________.

As with any decision involving your assets, we urge you to seek the advice of your professional counsel when considering a gift to The University of Texas at Austin.
Beretvas recognized for outstanding teaching

The Graduate School at The University of Texas at Austin presented its Outstanding Graduate Teaching Award in May to Tasha Beretvas, professor in the Department of Educational Psychology. Each year, the award recognizes the distinguished teaching of a graduate faculty member.

Castelli and Bowers receive KHE Teaching Excellence Awards

The Department of Kinesiology and Health Education (KHE) presented its top award for teaching excellence to Darla Castelli, professor, right, and Matthew Bowers, clinical assistant professor, left, at the annual Alderson Lecture in March. Castelli was honored for her work in graduate teaching and Bowers for undergraduate teaching. They are pictured with John Bartholomew, department chair.

Liu and Green recognized for best papers at AERA 2016 Conference

Min Liu, professor in the Department of Curriculum and Instruction, was recognized for best paper at the 2016 American Educational Research Association (AERA) meeting in Washington, D.C. in April for “A Multiple-Case Study Examining Behavior Patterns By Students With Different Characteristics In A Serious Game.” The paper was co-authored by graduate student researchers, Jiaqi Lin, Jina Kang, and De Liu. It also received the Best Paper Award from AERA SIG-Applied Research in Immersive Environments for Learning.

Schudde awarded fellowship

Educational Administration Assistant Professor Lauren Schudde was recently awarded a fellowship from the Greater Texas Foundation. The three-year program builds research and teaching capacity of tenure-track faculty at Texas colleges working in areas related to student success. The award will help Schudde study the implications of assisting transfer policies for public colleges and universities in Texas.

Powell receives Samuel A. Kirk Award

Sarah Powell, assistant professor of special education, has received the Samuel A. Kirk Award for best practice article of 2015 in the journal, Learning Disabilities Research & Practice.

Jabbar selected for fellowship

Huriah Jabbar has been selected as a 2016 National Academy of Education/ Spencer Postdoctoral Fellow. Jabbar, assistant professor in the Department of Educational Administration, studies the social and political dimensions of market-based reforms and the shift from publicly to privately operated education. Her research has examined school choice policy, privatization, the politics of research use, and student decision-making in higher education. She was a 2013-2014 recipient of the National Academy of Education/ Spencer Dissertation Fellowship, which supported her study of school choice and competition in New Mexico. Read more about her research on charter schools on page 14.

Resta receives recognition

In April at the International Conference of the World Federation of Associations of Teacher Education, the award was given in recognition of his global leadership for technology and teacher education. He is a professor in the Department of Curriculum and Instruction.

Cawthon and Stanforth named Provost’s Teaching Fellows

Stephanie Cawthon, left, associate professor in the Department of Educational Psychology, and Diane Stanforth, senior lecturer in KHE, are being recognized as two of the University’s best educators. The Provost’s Teaching Fellows program is designed to strengthen faculty participation and governance in the learning sciences, enhance faculty collaboration across disciplinary and institutional boundaries, and support specific faculty-led projects to improve teaching and learning. Each fellow will advance the educational mission of the university through individual initiatives that promote the best practices in teaching, learning, and education.

Tackett named to Texas Exes’ Texas 10

Katie Tackett, clinical assistant professor, was voted by alumni as one of the Texas 10—University of Texas professors who in hindsight had the biggest impact on students’ lives. In a profile in Alcalde, Tackett says, “There is an archetype in our society that we have to be like Snow White with the patience of a saint. Most of us are not saints. It’s more that we are stubborn. Strategy A didn’t work, so well try strategy B and on and on. It’s a willingness to say, ‘OK, I’m going to figure out what works for this kid.’”

Urrieta selected for NM scholar-in-residence program

The School for Advanced Research in Santa Fe, New Mexico, selected Luis Urrieta, Jr., as a 2016-17 Anne Ray Resident Scholar. He is completing his book, Resurgent Indigeneity, about a movement in rural Mexico that was initiated in 2005 by mothers who demanded better educational opportunities for their children. Urrieta is an associate professor in the Department of Curriculum and Instruction.

Diversity in Ed Magazine features Cinthia Salinas

Cinthia Salinas, chair of the Department of Curriculum and Instruction, was featured this spring in the 10th anniversary issue of Diversity in Ed magazine. The article highlighted Salinas’ research interests and expertise in historical thinking and citizenship education in bilingual, ESL and immigrant schooling contexts, migrant education and high stakes testing in social studies.
Voices Series, presented by KHE.
The discussion was part of the Longhorn
students launching their own careers.

Coleman followed for their current
roles, and their recommendations for
Kinesiology and Health Education (KHE),
Tolga Ozyurtcu
moderated by
of the College. The discussion was
the Advisory Council, are key supporters
Corporation, parent company of Globe
Council. Coleman is co-CEO of Torchmark
and is a member of the College’s Advisory
business partnerships and development
Texas Rangers executive vice president for
staff on how a partnership between the
College of Education students, faculty and
in April for a discussion with
Gary

Lessons from Baseball and Business
Joe Januszewski, M.E. ’99, joined Gary
Coleman in April for a discussion with
College of Education students, faculty and
staff on how a partnership between the Texas Rangers and Globe Life is a home run for both organizations. Januszewski is Texas Rangers executive vice president for business partnerships and development and is a member of the College’s Advisory Council. Coleman is co-CEO of Torchmark Corporation, parent company of Globe Life. He and his wife, Barbie, a past chair of the Advisory Council, are key supporters of the College. The discussion was moderated by Tolga Ozyurtcu, clinical assistant professor in the Department of Kinesiology and Health Education (KHE), and hit on a variety of topics, from the way the two organizations developed their relationship and engaged in negotiations for naming rights to the ballpark, to the career paths that Januszewski and Coleman followed for their current roles, and their recommendations for students launching their own careers. The discussion was part of the Longhorn Voices Series, presented by KHE.

Advisory Council Selects Incoming Chair
Judy Perkins, B’S ’66, is the incoming chair of the College of Education’s Advisory Council. Judy and her husband, Dick, live in Houston and are active and generous supporters of education, engineering and liberal arts at UT. They are pictured with their granddaughter, Claire, in April at the pavilion at the Alumni Center at the fifth annual Perkins Food Truck Lunch they host for students, past and present, who have received scholarships supported by the Perkins. Guests also include professors, UT friends, and family. The couple supports a variety of programs in the College. The Department of Special Education benefits from the couple’s endowment for teaching and research related to support, transition, and post-school employment for young adults and adults with intellectual and developmental disabilities.

Alumnus Honored with Presidential Early Career Award
Christopher Lemons, BA ’99 MA ’06, a collaborator with the Meadows Center for Preventing Educational Risk, was among more than 100 recipients of the Presidential Early Career Award for Scientists and Engineers. The award recognizes “innovative research at the frontiers of science and technology and commitment to community service as demonstrated through scientific leadership, public education, or community outreach.” Lemons is an assistant professor at Vanderbilt University and is a principal investigator at the National Center for Leadership in Intensive Interventions.

STEM Ed Graduate Named 2016 Teacher of the Year
Cynthia Whitney, M.A. ’13, was named 2016 Middle School Teacher of the Year at Burson Middle School in Austin Independent
School District. Whitney is chair of the Science Department at the school, where she launched a science fair, taking it from 22 participants in 2014 to more than 300 in 2016. The most recent included all special education and life skills students in the 6th grade. This year, Burson launched a STEM program, which includes robotics and game design. Whitney’s teaching two robotics courses in which students utilize LEGO EV3 robots. She’s also involved with UTESI’s Scientist in Residence program, in which graduate students teach lessons to her students at various points throughout the year.

KHE Hall of Honor
Ellie Noack, BS ‘53 ME ’76, and Deborah Rohan Young, Ph.D. ’94, were inducted into the Department of Kinesiology and Health Education’s Hall of Honor this spring. Read more about Noack’s career in the Alumni Spotlight section on page 32. Young was recognized for her work as a scholar and researcher of physical activity epidemiology. She is a founding member and former chair of the President’s Council on Physical Fitness and Sports Science Board, a 1995 fellow of the American College of Sports Medicine and a 2008 fellow of the American College of Kinesiology. She is a researcher with Kaiser Permanente in Pasadena, California.

Miller Recognized by NASPA
Ryan A. Miller, Ph.D. ’12, is the recipient of the 2016 Malcolm D. Hardee Dissertation of the Year Award, given by NASPA, the national organization for student affairs administrators in higher education. He was honored for his dissertation, “Intersections of Disability, Gender, and Sexuality in Higher Education: Exploring Students’ Social Identities and Campus Experiences.” Miller recently joined the faculty at the University of North Carolina at Charlotte, where he is an assistant professor of educational leadership.

A Big Kindergarten Thank You from the White House
Carter Wins Gold in Rio
Michelle Carter, BS ’07, won the gold medal for women’s shot put in the 2016 Olympic Summer Games in Rio de Janeiro. She was the first American woman to win gold in the event and set a new world record with her throw of 20.63m (67 ft. 8.15 in). Carter was taking part in her third Olympics—she competed in Beijing in 2008 and London in 2012. Fans around the world have praised the Texan, also known as the Shot Diva, for her record-setting performance and as a role model for positive body image. In 2013, Carter founded You Throw Girl Sports Confidence Camp, which focuses on confidence-building and athletic empowerment for female athletes. Other College alumni and current students competing in Rio included Morolake Akinosun, Kevin Durant, Jimmy Feigen, Chrisann Gordon, Courtney Okolo, Clark Smith, Ashley Spencer, Jhonnattan Vegas and Jamal Wilson.

Alumni News
The Icing on the Cake

“There was never a doubt from junior high school on what I wanted to do with my life,” says Ellie Noack, BS ’53, MEd ’59, about her career as a teacher and leader of K-12 physical education. “I enjoyed competition. I enjoyed the activity.”

After graduation, Noack returned to her hometown of Port Arthur for her first teaching job. She later taught in Houston before returning to Austin.

“I couldn’t wait to get back to Austin,” she says. “There was more acceptance of women in the physical education field and in administration. I feel fortunate that I entered my career right when things were on the brink of change, when they began to accept women in administration.”

The educator became the first female athletic director in a multischool district in Texas. She credits her parents as well as two UT Kinesiology and Health Education (KHE) professors with instilling that work ethic: “Dr. C.J. ‘Shorty’ Alderson and Dr. Mary Alderson were leaders I remember well. Shorty’s swimming class was so hard. He really worked you until you were exhausted, and as you walked out of his class, he was there at the door to shake your hand. Mary was a taskmaster. You learned organization from her. To me, they were the epitome of what teachers should be,” she says.

In 2001, Noack was inducted into the Texas Athletic Directors Association’s Hall of Honor, which recognizes achievements and contributions of faculty and alumni. Noack retired in 1989 and says the accolades she’s since amassed have been like the “icing on top of a wonderful cake. I couldn’t have been happier with my career. I had a great time, and I’m still a ‘Horn. I’ve held season tickets to Lady Longhorn basketball ever since season tickets existed. UT is my pride and joy.”

Photos by Christina S. Murrey

AISD Leader Emphasizes Relationships

Paul Cruz, BS ’87, PhD ’95, taught for several years after earning his undergraduate degree, but he always had a goal of earning his doctorate before he turned 30. He returned to UT and at 29, earned his PhD from the College of Education. “I decided to pursue the PhD in educational leadership, specifically focused on urban school superintendent,” he says.

Cruz, who is superintendent of Austin Independent School District (AISD), says that developing positive strategic relationships and a network of support for students and their families is essential to addressing the challenges faced by urban school districts.

No One Ever Asked

Gilma Sánchez, MEd ’99, principal of Barrington Elementary on Austin’s north side, tells her students that “challenges are there to build you and make you stronger.” Some of the school’s students are homeless or from immigrant families.

Sánchez identifies with their circumstances. When she was nine, she and her family lived in northeastern Mexico. Her mother was a teacher in Valla Hermosa and her father often worked in Houston area refineries. But when Sánchez was 10, her father died. Her mother, hoping to give her daughter a better chance for stability and education, sent Gilma to Baytown, southeast of Houston, to live with her father’s relatives.

“It was very difficult,” says Sánchez. She eventually moved back home with her mother and family, “but by 12th grade we were essentially homeless.” Her mother couldn’t afford rent on the Texas side of the border, so they lived in Valla Hermoso and went to school in Brownsville. They woke up at 5 a.m. to begin their journey to school. “We had to walk, sometimes in pouring rain, and clean ourselves up in the bus station before school.”

No one at the school acknowledged her circumstances. No one ever asked. She wanted other children to have a different experience. She taught elementary school in Weslaco, Texas, but found that classroom teaching wasn’t enough.

Sánchez became a counselor, which allowed her to help students with their emotional issues and let her see the administrative side of education, which prepared her for the principalship program. “As a leader, I look at the data consistently. I have conversations with teachers. I visit classrooms. I counsel. I focus on the emotional state of students and help the teachers do the same. It’s a holistic approach. I can tell that the campus has improved based on parental feedback. The parents feel safe and welcome here and that positively affects student behavior.”

Teaching in the Big Easy

“Wow, Ms. Meyerson, did you hear that? I was reading! You got me reading!” That was a moment that solidified the idea of teaching for Anna Meyerson, BS ‘73. It was the fall of her senior year at UT and she was helping a third grader hone her reading skills. “The student was on an early kindergarten reading level,” Meyerson remembers, “and was still learning her sounds and letters. Eventually, around November, she started accurately decoding. One of the last days I was there we were reading a simple book. After she read a page or two she looked up at me with a smile on her face. While I know it wasn’t all because of me, there isn’t a feeling comparable to that.”

Meyerson is in her fourth year teaching in Louisiana. She started her career in Jefferson Parish and in 2015, she moved to New Orleans, where more than 90 percent of students attend charter schools. For the second year in a row, she is teaching kindergarten at KIPP East Community Primary. She loves her job. “The people I’m around, the staff, are really amazing and they push me to be a better educator. And on top of that, it’s a genuinely happy place for kids and adults,” Meyerson says.

“Dr. C.J. ‘Shorty’ Alderson and Dr. Mary Alderson were leaders I remember well. Shorty’s swimming class was so hard. He really worked you until you were exhausted, and as you walked out of his class, he was there at the door to shake your hand. Mary was a taskmaster. You learned organization from her. To me, they were the epitome of what teachers should be,” says Ellie Noack, BS ’53, MEd ’59, about her career as a teacher and leader of K-12 physical education. “I enjoyed the activity.”

“He really worked you until you were exhausted, and as you walked out of his class, he was there at the door to shake your hand. Mary was a taskmaster. You learned organization from her. To me, they were the epitome of what teachers should be,” says Ellie Noack, BS ’53, MEd ’59, about her career as a teacher and leader of K-12 physical education. “I enjoyed the activity.”

“The district is property wealthy; and we have a recapture system, which translates into sending local dollars to the state. That adds complexity to how we meet the needs of our students,” says Cruz.

“There’s so much human potential in our students. We all want them to learn more, experience more. We have high expectations of them and want to facilitate their learning without placing any cap on it,” he says.
Through with your Texas Education magazine? Pass it along to a friend or colleague or recycle.