

APPROVED BY AISD
BOARD OF TRUSTEES AND FABPAC,
January 2020



AUSTIN
Independent School District

FACILITIES MASTER PLAN

Appendix H

**Visioning for Athletics and Wellness, Fine Arts and
Creative Learning, and Career and Technical Education
and Career-Connected Learning**

Approved: January 2020

Reinventing the urban school experience

Final Approval issued January 27, 2020

A high-wing aircraft, possibly a Cessna, is displayed in a hangar. The aircraft is white with blue stripes and has its engine cowling removed, revealing the engine. A person in a white shirt is standing near the aircraft. The hangar has a blue wall and a white upper level with windows.

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Sterling Aviation Early College High School - Stantec

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A photograph of two young women in a laboratory or classroom setting. They are both wearing white lab coats over their casual clothing. The woman on the left has long blonde hair and is wearing a white t-shirt with a graphic and blue jeans. She is smiling and looking at the dog. The woman on the right has dark curly hair and is wearing a dark jacket over a blue shirt and blue jeans. She is holding a stethoscope to the dog's chest. The dog is a small, dark-colored dog lying on a stainless steel examination table. In the background, there is a tiled wall, a window with blinds, a red trash bin, a white centrifuge, and a colorful molecular model. A human spine model is visible in a display case on the left.

The FMP Update is a long-range, comprehensive District-wide plan for modernizing all schools within 25 years.

Miller CTE Vet Science students.

Introduction

The Purpose of the 2019 Facilities Master Plan Update

The Austin Independent School District (AISD) is committed to its vision statement, as approved by the Board of Trustees in June 2015:

“Austin ISD will reinvent the urban school experience.”

This statement is meant to guide the District as it moves forward with providing all students the finest educational opportunities available. This vision began with the 2017 Facilities Master Plan Update (2017 FMP Update) and continues with this study, the 2019 Facilities Master Plan Update (2019 FMP Update). The 2017 FMP Update provided a road map for the modernization of schools, which began to be implemented with the 2017 bond program. The 2019 FMP takes the same approach, offering a comprehensive long-term visionary solution, rather than a reactionary approach. This plan fulfills a recommendation from the 2017 FMP Update to develop campus and co-curriculum master planning for Athletics, Fine Arts, and Career and Technical Education. The 2019 FMP Update focuses upon the specific visions and objectives of these specialized educational programs which have been expanded to: Athletics and Wellness, Fine Arts and Creative Learning, and Career and Technical Education and Career-Connected Learning.

The collective efforts of the Facilities and Bond Planning Advisory Committee (FABPAC), dedicated District staff, administrators, educators, consultants, and the public’s input have guided the development of the 2019 FMP Update. This process provides foundational support for the facility, programming, and operational recommendations.

Despite a rapidly growing population, the Austin ISD confronts substantial challenges. State funding systems and recapture take valued and needed resources away from the District. In addition, aging facilities strain both operational funding and the implementation of 21st century educational principals. Since highly specialized facilities, instructional equipment, and resources are required by these three academic programs, success will be incremental and long-term in order to accommodate for the given challenges. The path will inevitably face periodic changes throughout the 25 year road map. The 2019 FMP Update is intended to be the first step in this process.

Where is AISD now?

The District's schools, associated athletic facilities, and centralized facilities are aging and require major rehabilitation, despite AISD's efforts to address deferred maintenance with capital replacements and upgrades. Much of this problem results from the sheer passage of time and the corresponding accumulation of building system declines or failures as components reach the end of their life cycle. Analysis of maintenance data is important to understanding how much operational budget goes into maintaining these buildings every year. Some buildings may be found to be above the average life cycle cost and should be taken into account when deciding what to do with a facility long-term.

Facility Condition Assessments and Educational Suitability Assessments

During the 2017 Facilities Master Plan, Facility Condition Assessments (FCAs) and Educational Suitability Assessments (ESAs) were conducted at every facility in the District. These assessments are critical to not only understanding the condition of facilities but also their ability to help facilitate delivery of the educational curriculum and vision set forth by the District. FCA scores also varied widely for the central facilities. For example, the Delco Activity Center's FCA score was very unsatisfactory. The Performing Arts Center scored excellent, and the remaining facilities scored average or good.

Program and Curriculum Synergies

Historically, Athletics and Wellness, Fine Arts and Creative Learning, and Career and Technical Education and Career-Connected Learning have been viewed and regarded as completely separate programs, with their own unique curriculum and needs. But in the growing world of technology, the lines between these programs are blurring more each day. Technology has provided a tremendous amount of cross program synergies, in addition the more familiar relationships like those between sports, marching bands, and spirit teams.



Doss groundbreaking ceremony

Budget Environment

The District faces these challenges within a constrained budget environment. The limited amount of funding available for maintenance and operations – an issue in almost any school District – is further reduced in the District by Chapter 41 of the Texas Education Code, sometimes referred to as “Recapture” or the “Robin Hood Plan.” This policy requires that tax revenues from school Districts determined to be property “wealthy” are redirected to other school Districts within the state considered property “poor.” The District is considered a property-wealthy District, which means that for every \$1 of tax revenue the District collects, approximately 46 cents is returned to the State of Texas. As a result, using this source of funding for capital costs such as new buildings is not fiscally probable.

Competition

A declining district-wide enrollment is challenged by growing sources of competition for AISD schools. In addition to private schools and surrounding Districts, charter schools represent increasingly viable competitors for students. Since 2006-07, Austin has seen an increase from 17 charter schools serving 3,093 students to 53 charter schools and 21,924 students. (Source – Dept. of Campus and District Accountability, 10/20/2017; TEA, AEIS, and TAPR Reports)

AISD by the Numbers

80,100+

130

1

Students

Campuses

Community



Coco District celebration.

What is the purpose of this plan?

2019 Facilities Master Plan Update

The 2017 FMP Update requires a review every two years in light of new data, community engagement feedback, strategic plan alignment, Board priorities, and legislative and regulatory requirements. The 2019 FMP Update is the next step in that cycle. The list below identifies three initiatives the 2019 FMP Update:

1.

This FMP Update has been developed through a Department and Academic work group (DAWG) and FABPAC collaborative process, driven by the guidance and judgment of the District Department of Planning and Assets Management. The group developed its recommendations only after an extensive effort that involved comprehensive research, planning analysis, community engagement and public input.

2.

This FMP Update has been based on comprehensive assessments of three key District departments – Athletics, Fine Arts, and Career and Technical Education.

3.

The 2019 FMP Update’s intent is to provide a comprehensive modernization strategy for District facilities through both short-term and long-term recommendations for projects.

This FMP Update is not, however, a binding legal commitment by the District to any specific project or other individual recommendation it contains. Further formal action by the Board of Trustees will be required to implement each of these recommendations. For example, the modernization projects recommended herein can only be implemented following actions by the Board to authorize a bond referendum allowing for the funding of specifically enumerated projects, and the successful passage of that bond by voters.



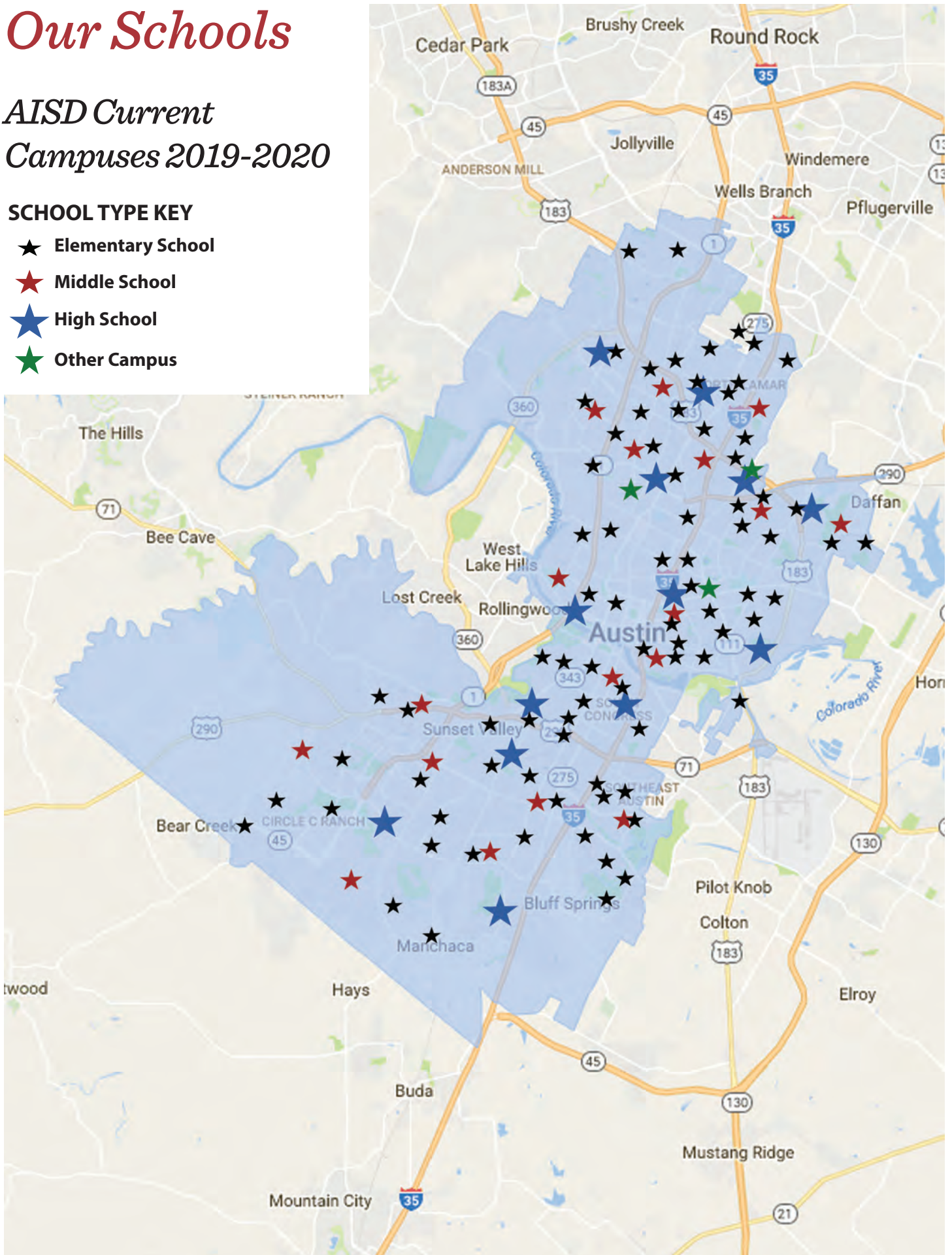
Lamar choir performance

Our Schools

AISD Current Campuses 2019-2020

SCHOOL TYPE KEY

- ★ Elementary School
- ★ Middle School
- ★ High School
- ★ Other Campus



What is AISD's Vision of the Future?

Athletics and Wellness

Athletics and Wellness will be allocated ample space for programs that currently have scheduling conflicts and constraints at the campuses. These improvements are meant to bring equity in terms of course offerings, student opportunities and improve the overall health and wellness of students, staff and spectators. In addition this plan will ensure that operations, scheduling, and transportation are provided efficiently throughout the District.

Fine Arts and Creative Learning

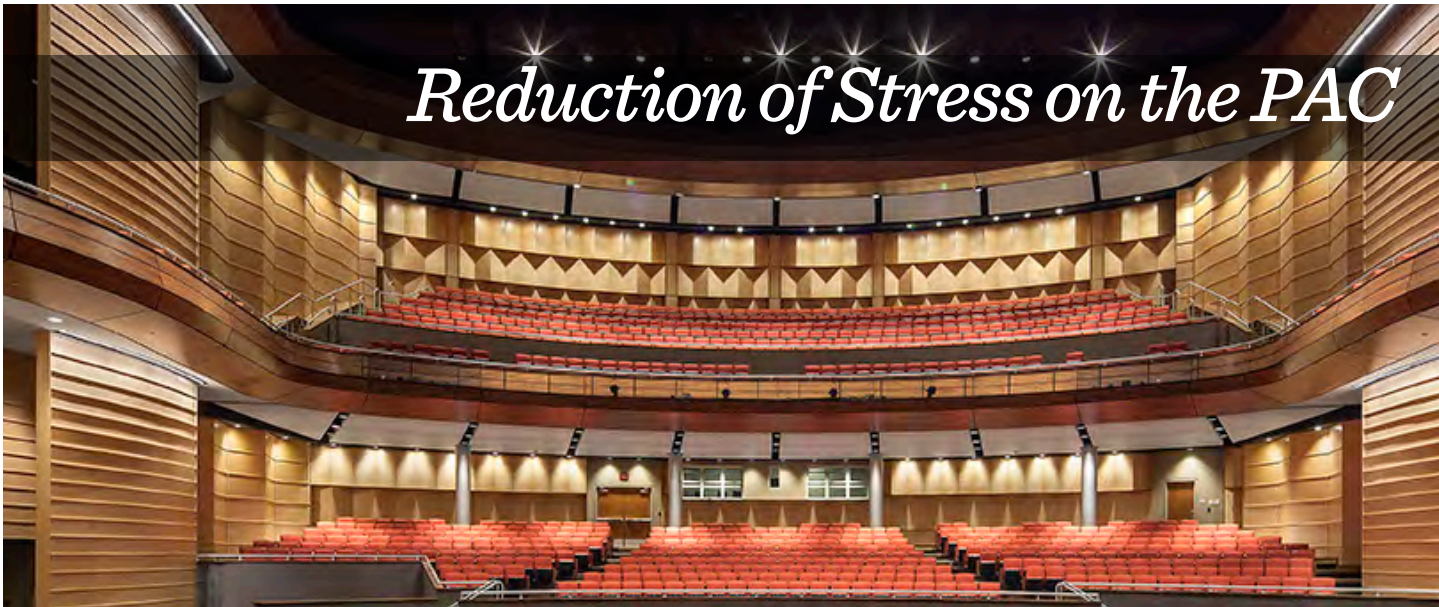
The Fine Arts department will provide equal access to all programs throughout the District, implement a plan that addresses current spatial inequities at each campus, and standardize a scalable metric for additional programmatic spaces. More opportunity will be provided for Fine Arts functions to be scheduled more frequently at the PAC with the addition of a district-wide use multi-purpose space at another location. In addition, Creative Learning should go beyond traditional arts, and give students opportunity to experience learning through any art form by being provided at all campuses.

Career and Technical Education and Career-Connected Learning

The CTE and CCL department will offer current and additional programs and student opportunities in an equitable, financially feasible, and logical manner. Career-Connected Learning is derivative of what has been known as the “educational continuum” or “life-long learning” and is directly related to the growing Career Launch program in place within the District. Alignment of CTE and Career Launch will be provided at each of the regionally identified campuses. Current and future partnerships will be evaluated and utilized to ensure that the District is providing the best possible opportunities for its students. Additionally, policies will be implemented which ensure that operational items are as efficient as possible.



Campus Facility Improvements



Reduction of Stress on the PAC



Flexible and Adaptable Learning Spaces



20161

1

Part 1

Framework and Discovery

FMP Planning

Framework, Awareness, and Active Engagement

The 2019 Facilities Master Plan (FMP) Update was funded through the 2017 bond program, and is aligned with the District’s Strategic Plan. The 2019 FMP Update is also a response to the 2017 Facilities Master Plan, which recommended the development of master plans and a vision for Athletics, Fine Arts, and Career and Technical Education (CTE). For the development of the master plans, the District assembled a work group composed of educators, FABPAC members, and departmental leaders who embraced the innovative educational models to meet the needs of learners in the future. The work group was facilitated by the Executive Director of Planning and Assets Management and the Director of Planning, and guided by the District’s consultant, Stantec. The 2019 FMP Update work group, which was led by the Department of Planning and Assets Management, included representatives from the following departments throughout the District.

Departments

Athletics
Career and Technical Education
Fine Arts
School Leadership and Academics
Business and Operations

FMP Advisory Committees

Facilities and Bond Planning Advisory Committee (FABPAC)
District Academic Work group (DAWG)
FABPAC Subcommittees, including:

- Community Engagement
- Athletics and Wellness
- Fine Arts and Creative Learning
- Career and Technical Education and Career-Connected Learning



Discovery workshop 1.

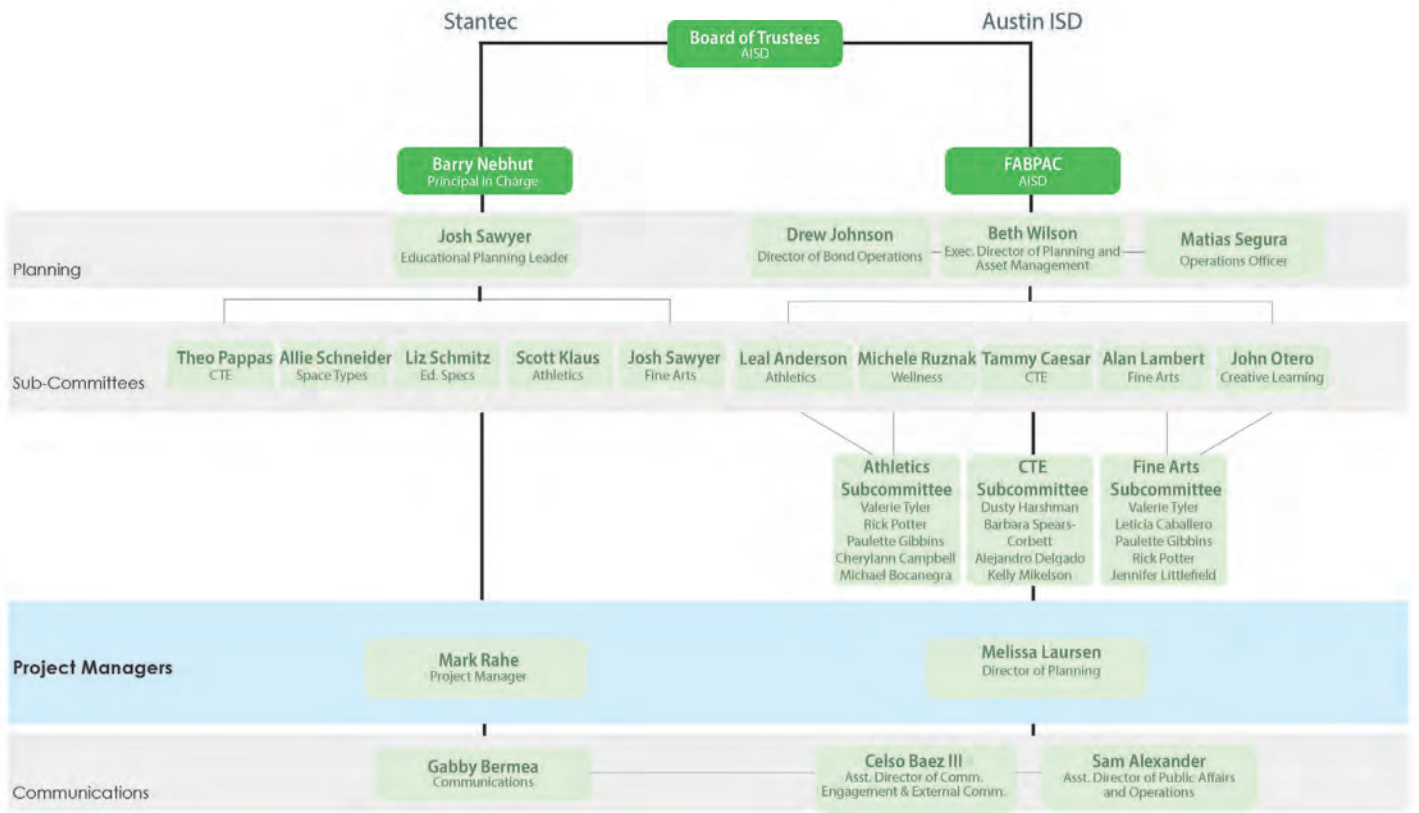


FIGURE 1.1.1 - Visioning Organizational Structure



Discovery Workshop 1

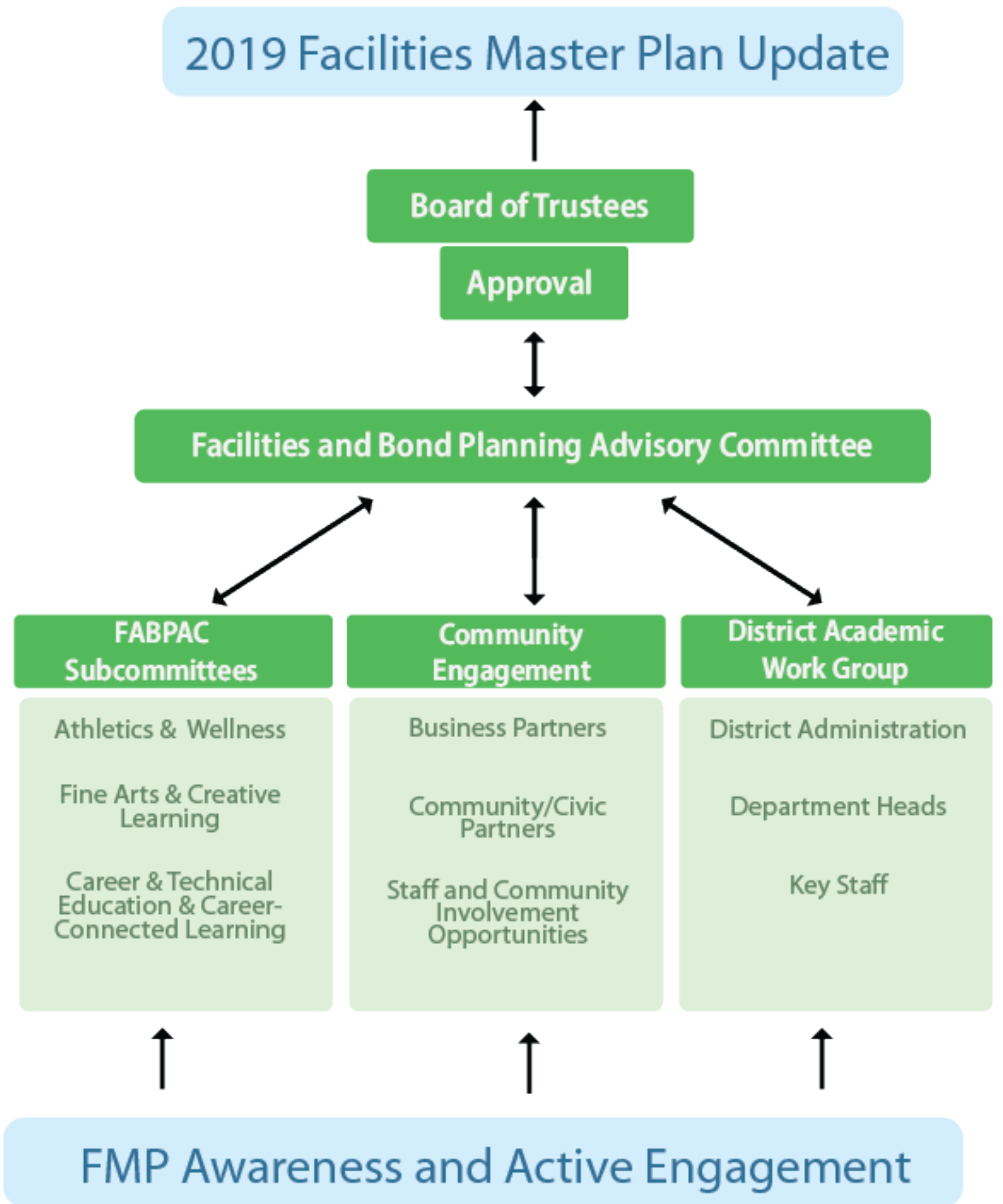


FIGURE 1.1.2 - 2019 FMP Communication Flowchart

Timeline

2019 FMP Update Coordination

Framework Pre-Coordination: During this initial phase, a road map was developed to outline the process to create the 2019 FMP Update. Tasks included formulation of advisory committees, development of the overall schedule with key milestones, and identifying strategies for community engagement and input.

Discovery: The 2019 FMP Update process began with a series of discovery workshops that were designed to allow all members of the team to discuss the current state of the programs, including work that has been completed to date, discuss previous goals, and set priorities for the process moving forward. Many topics were discussed during these sessions, but six key factors stood out and were created to guide the discussions moving forward. Participants for each of the educational programs went on tours to visit model and peer programs and view implementation strategies for similar programs in and for different communities.

Visioning: The Vision Statements were derived from the key factors, and developed independently by each subcommittee to help guide the direction and thoughts of the visioning workshops. These statements serve as a guide for the committees and a check point for the recommendations.

Educational Specifications: The Ed Specs are not a part of the FMP, however, are influenced by the findings of the FMP and will be updated in the areas of Athletics, Fine Arts, and Career and Technical Education to reflect the findings in the 2019 FMP Update. The Ed Specs are a state requirement that defines space needs for each educational program and are approved by the Board of Trustees.

Campus Master Plans: Campus master plans are not a part of the FMP, however, they are influenced by the findings of the FMP. Campus Master Plans illustrate strategies for facility growth or change to address the Ed Specs and future campus facility needs, and will be developed for all high school campuses and those middle school campuses identified in the 2017 FMP Update for major modernization projects in years 1-12.

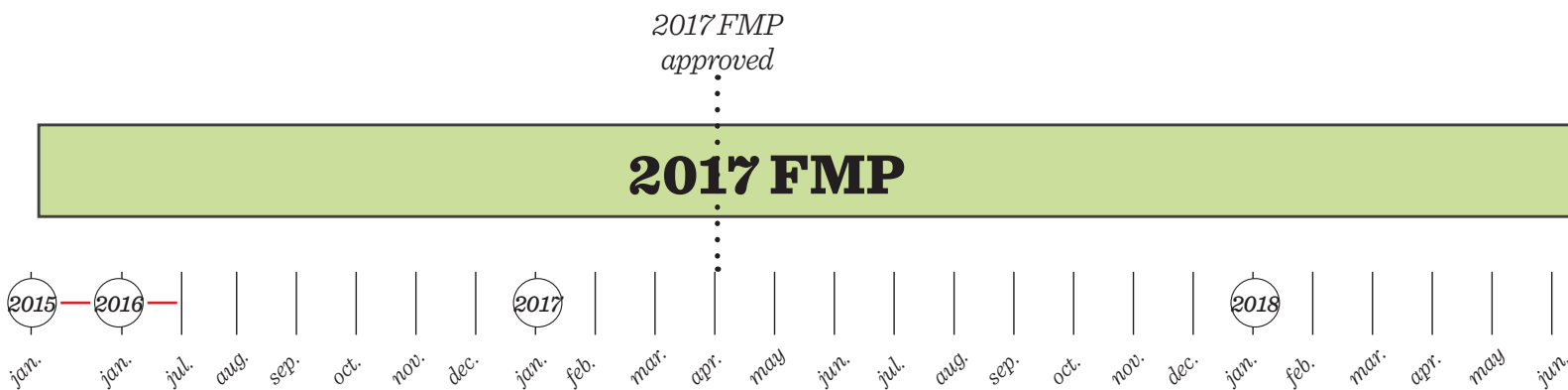




FIGURE 1.1.3 - 2019 FMP Update Approval Schedule

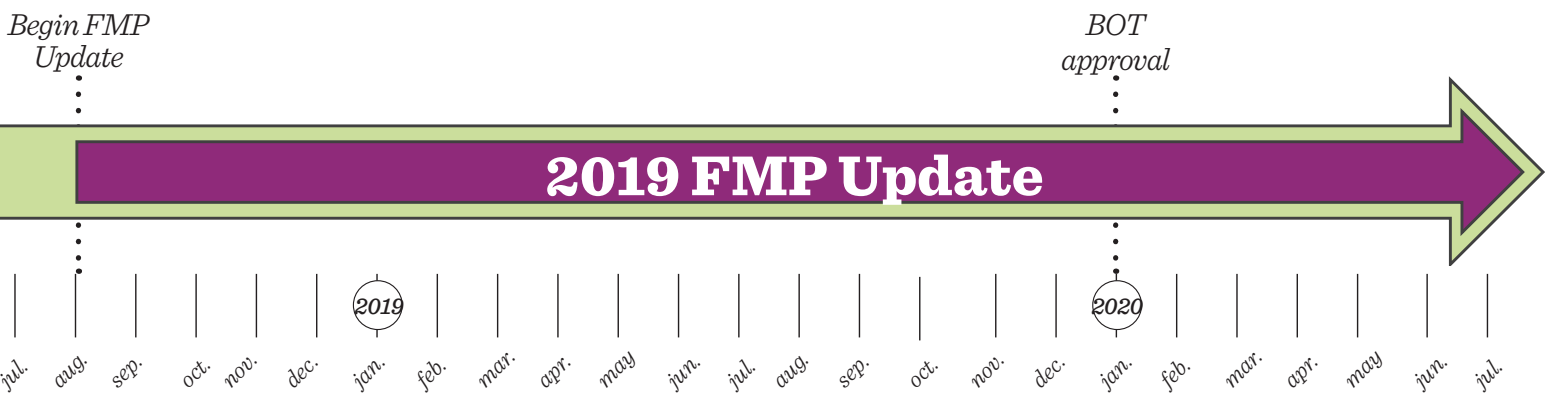


FIGURE 1.1.4 - 2017 and 2019 FMP Update Timeline

Community Engagement

Community Engagement Strategies

The Community Engagement Subcommittee was comprised of FABPAC members, the District’s Department of Communications and Community Engagement, and Department of Planning and Assets Management, and Stantec. This group met to discuss how to engage, communicate, and update the community on the Facilities Master Plan Update process.

Facilities and Bond Planning Advisory Subcommittees

FABPAC members acted as an extension of the community. Active members served on one or more subcommittees, and all members provided input as strategies were brought to them.

Community Engagement Wheel

The concepts in the community engagement wheel were used throughout the process to help engage, communicate, update, and advance findings with the public about the master planning process. You will see this icon throughout the document to represent what phase of the engagement piece is incorporated.

Feedback Breakdown

Throughout the discovery and visioning processes, a considerable amount of information was gathered. More information is provided in a feedback breakdown in Part 3: Athletics and Wellness, Part 4: Fine Arts and Creative Learning, and Part 5: Career and Technical Education and Career-Connected Learning.



District Partnership Forum, CTE Round table



Elementary Performance.

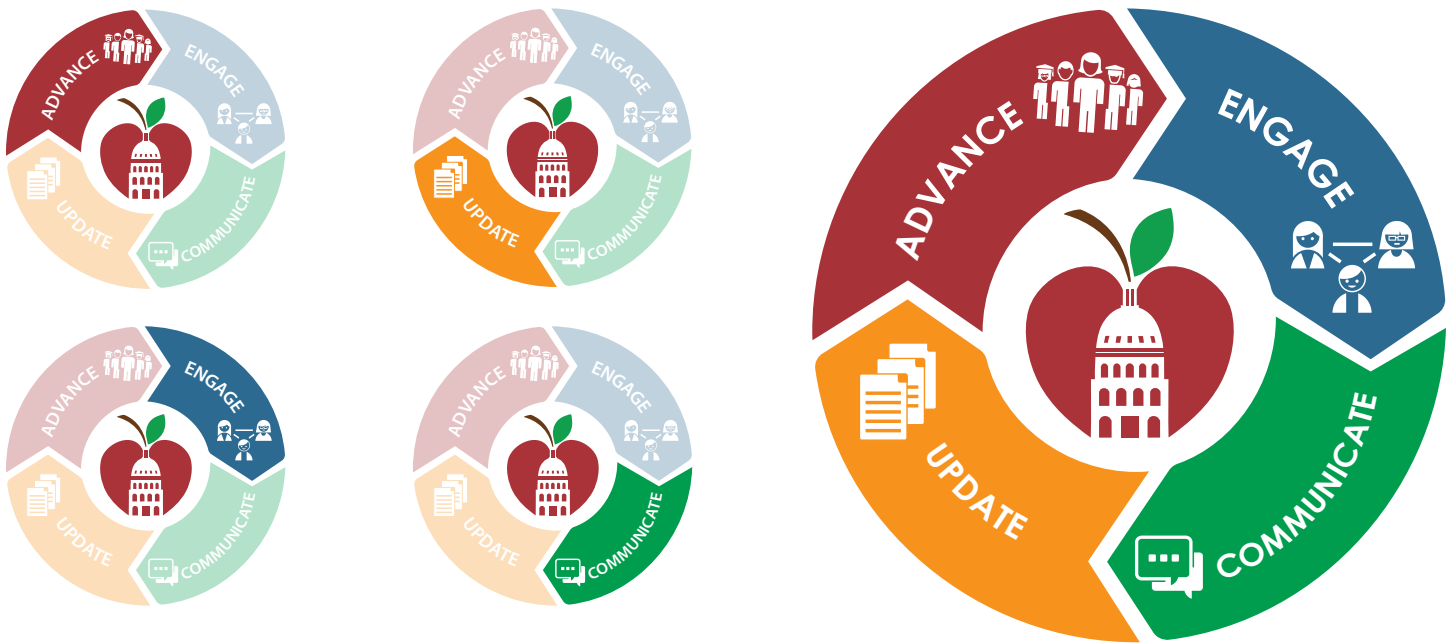


FIGURE 1.1.5 - Community Engagement Wheel

Feedback Loop

Survey Response



Survey respondents top 3 CTE definitions were: **1. Preparing for a Career: Learning how to be a professional and get a good paying job (35%) ; 2. 'Preparing for College and further education' (20%) ; 3. 'Vocational Education' (19%).**

Community Survey

Community survey results from over 4,400 District parents, teachers, staff, students, and community members were gathered to help inform the 2019 FMP Update recommendations. See below for a breakdown of survey participants and their roles. The CE Subcommittee used various methods to assist survey distribution including, but not limited to district-wide emails to parents and staff, outreach to partners, athletics and fine arts boosters, messages to principals, social media, and other outlets.

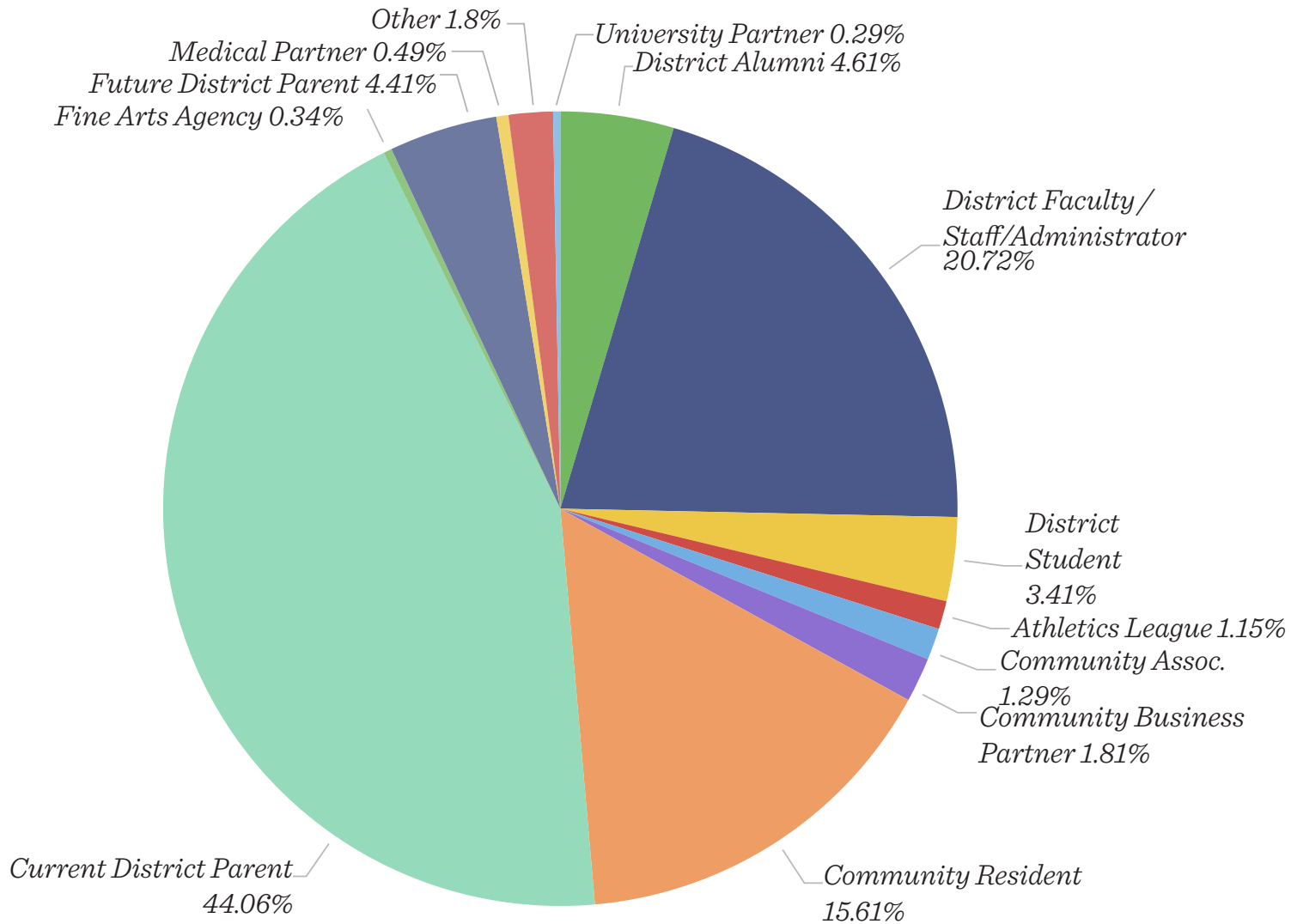


FIGURE 1.1.6 - Survey Respondents per role pie chart

Community Role

- District Alumni - 4.61%
- District Faculty/Staff/Admin. - 20.72%
- District Student - 3.41%
- Athletics League - 1.15%
- Community Association - 1.29%
- Community Business Owner - 1.81%
- Community Resident - 15.61%
- Current District Parent - 44.05%
- Fine Arts Agency - 0.34%
- Future District Parent - 4.41%
- Medical/Health Partner - 0.49%
- Other - 1.80%
- University Partner - 0.29%

Vertical Teams

An analysis of the survey feedback is integrated throughout the document to show how Recommendations for Athletics and Wellness, Fine Arts and Creative Learning, and CTE and Career-Connected Learning correspond with community voices.

Below is a breakdown of responses per Vertical Team affiliation.

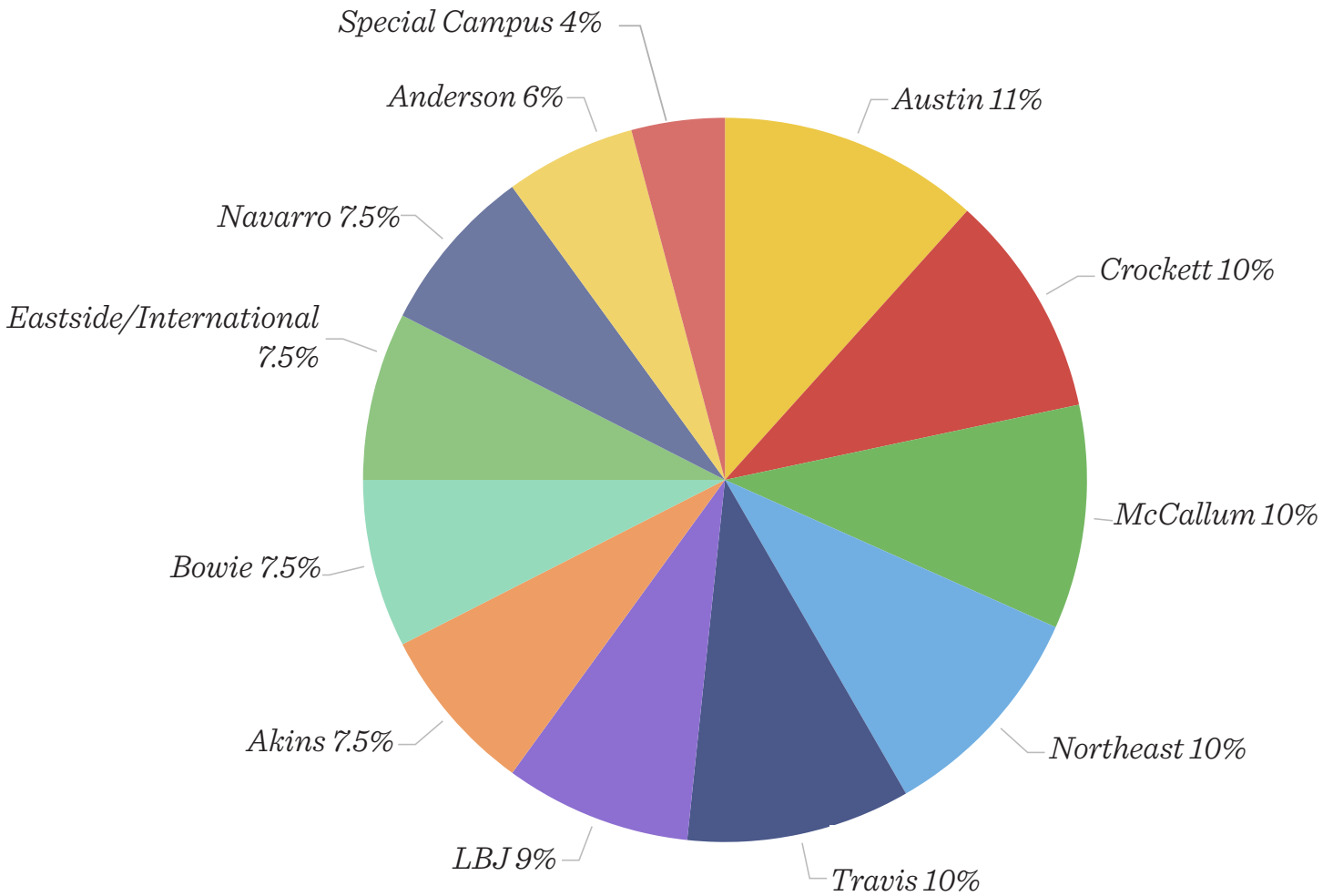


FIGURE 1.1.7 - Survey Response per Vertical Team (weighted against enrollment)

Weighted percentage Vertical Team

- McCallum - 10%
- Travis - 10%
- Navarro - 7.5%
- Anderson - 6%
- LBJ - 9%
- Special Campus - 4%
- Bowie - 7.5%
- Akins - 7.5%
- Austin - 11%
- Northeast - 10%
- Crockett - 10%
- Eastside/International - 7.5%

The total unweighted count per vertical team is as listed below:

McCallum - 1319; Austin - 1270; Anderson - 1225; Bowie - 1142; Crockett - 585; Akins - 534; Travis - 500; Special Campus - 472; Northeast - 424; LBJ - 416; Eastside Memorial/International - 325; Navarro - 301; No Affiliation - 17

Outreach

Regional meetings and community outreach have been present throughout the process. Below is a list of meetings held with the community and students:

Type	Date	Location
Regional Meeting - North	March 6, 2019	Lyndon B. Johnson Early College High School
Regional Meeting - South	March 7, 2019	Crockett Early College High School
Regional Meeting - Central	March 9, 2019	Austin High School
Partnership Forum	March 9, 2019	Austin High School
Student Art Expo.	March 10, 2019	District Performing Arts Center
Health Career Expo. (Middle school students)	March 13, 2019	Clifton Career Development Center
Superintendent's Student Round table (middle school and high school students)	April 2, 2019	District Central Office
2019 FMP Update Video	January 2020	District website
Board Information Session	January 2020	Performing Arts Center

FIGURE 1.1.8 - Outreach Events



Regional Meeting -South



Superintendent's Student Round table

Community Engagement Touch points

The CE Subcommittee worked to identify various events and outreach strategies to be used by FABPAC, District staff, and campuses including, but not limited to:

- Regional meetings
- Community survey
- Facebook and social media posts, email outreach and reminders
- District vertical team meetings
- Austin Voices movie showing (tabling)
- PTA presentations
- NextDoor media posts
- Partnership outreach with connections to Athletics, Fine Arts, and, CTE departments
- District partnership forum
- Chambers of Commerce
- Family resource centers
- Austin Educational Fund
- Communities in Schools
- Central Texas African American Support Conference
- Adelante Conference
- District school website postings
- Electronic newsletters
- Various neighborhood association presentations
- Bond update newsletters
- 2017 Bond - One Year Celebration
- Leadership Austin

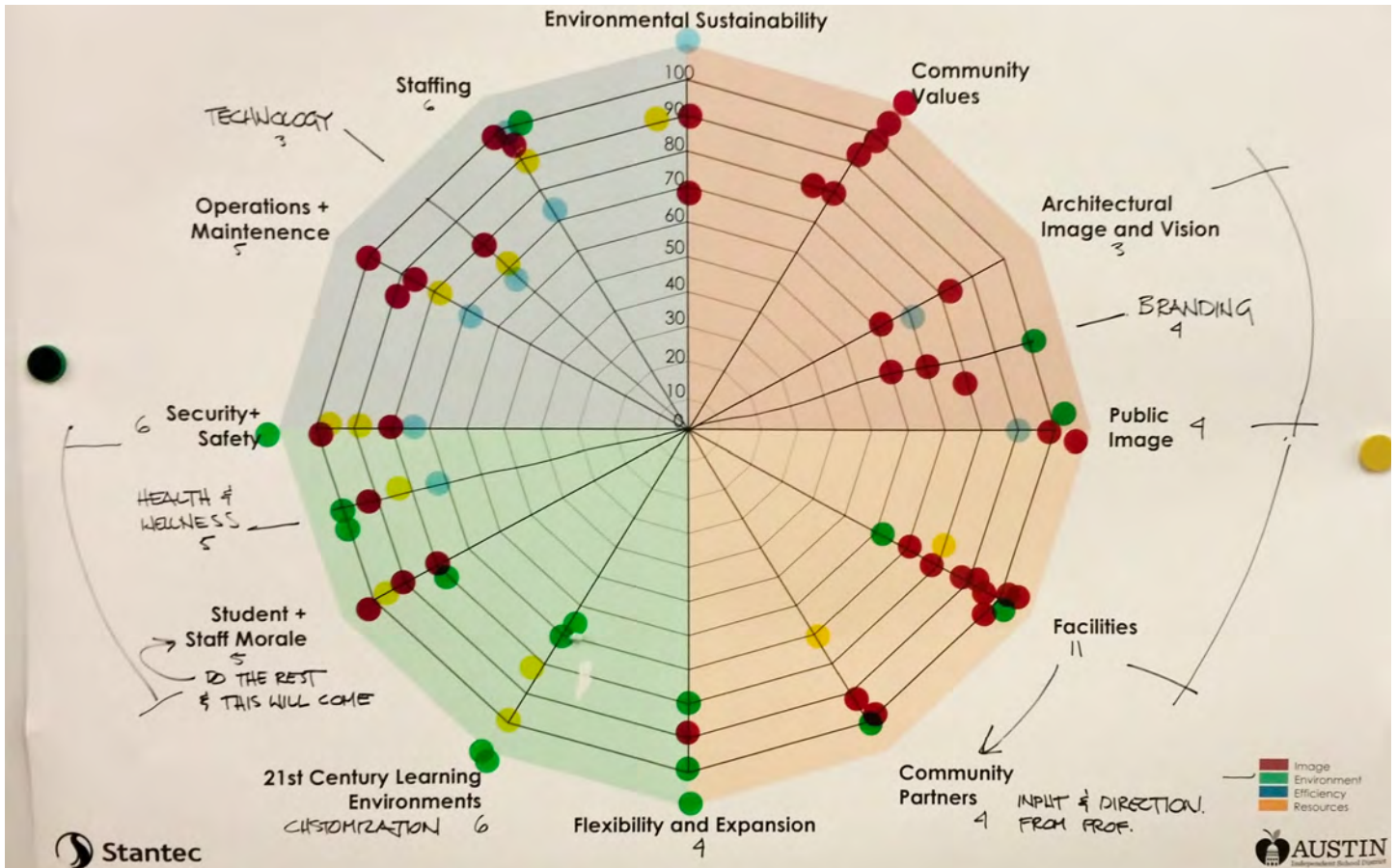


District Partnership Forum, Athletics Round table

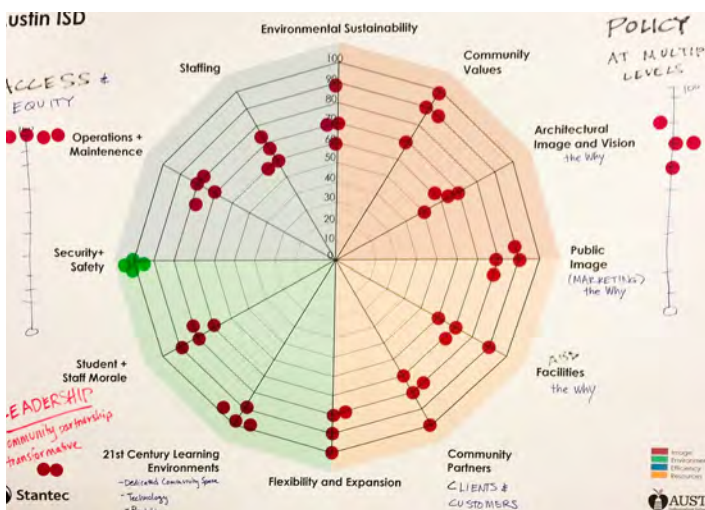
Discovery Workshop 1

November 2018

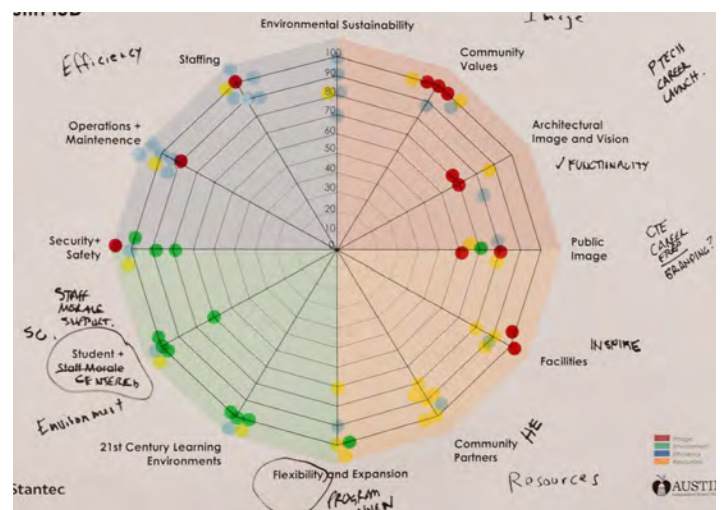
To kickoff the discovery process, members of Facilities and Bond Planning Advisory Committee (FABPAC), department leadership and the District planning team came together to get a better understanding of all aspects of the FMP update for the three content areas (Athletics and Wellness, Fine Arts and Creative Learning, and CTE and Career-Connected Learning) and to better understand each other needs, existing vision and current state of affairs. Having all three groups meet together was intentional to establish a mindset of collaboration rather than competition.



Priority Matrix



Priority Matrix
24 PART 1

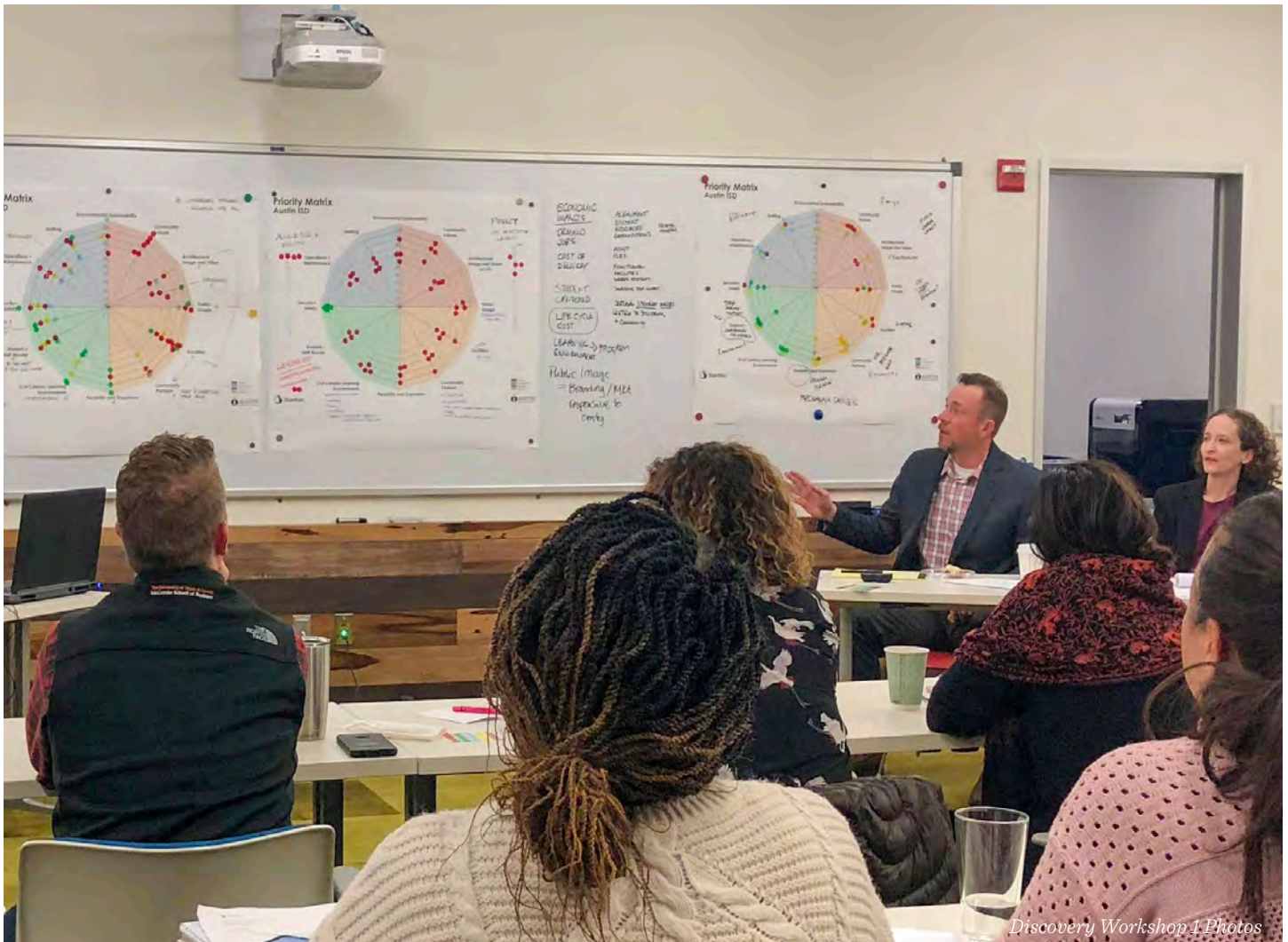


Priority Matrix

Priority Matrix Exercise

For this exercise, the work group was divided into three groups and were asked to identify the long-term priorities for Athletics and Wellness, Fine Arts and Creative Learning, and CTE and Career-Connected Learning as related to the following categories: *Environmental Sustainability, Community Values, Architectural Image and Vision, Public Image, Facilities, Community Partners, Flexibility and Expansion, 21st Century Learning Environments, Student and Staff Morale, Security and Safety, Operations and Maintenance, and Staffing*. This exercise was used in order to highlight the common priorities between each of the three content areas. Each work group added additional categories to further define District priorities. In summary, the groups came to the conclusions below:

- | There should be opportunities for synergy within the three areas, with the **Whole Child** as the binding aspect.
- | Relationships both with the students and the **communities** at large should be built through relevancy and pedagogy in relation to each program department.
- | **Shared resources** present an opportunity for public and private partners to become actively involved with the District through opportunities such as leadership councils, volunteer opportunities, and resources that facilitate multiple programs.
- | Develop spaces where **transitions** can be **seamless** and barriers to access can be minimized. This will provide opportunities for student involvement and create a greater amount of student safety and security.



Discovery Workshop 1 Photos

Lasting Priority Exercise

The workshop participants were divided into groups by topic areas and were asked to identify a list of long-term priorities for each area. They then passed around the lists to each other, where each person marked off a priority until only one was left on each list. This exercise allowed for the continued dialogue of priorities across the content areas, and it caused the participants to be critical of the overall goals and were required to make difficult decisions when it comes to capital planning and funding.

The discussions and information generated from this workshop were used to help develop a direction for the process moving forward, and ultimately helped form the key factors (presented in Discovery Workshop 2) that would help guide investigations undertaken by the department subcommittees. Additionally, these thoughts more directly influenced the development of the Vision Statements for each topic area.



Below are the 'lasting priorities' that remained for each topic area.

Athletics and Wellness:

- | Facilities that support an integrated path that encompass Athletics and Wellness, Fine Arts and Creative Learning, and CTE and Career-Connected Learning .
- | Enhance ability of high schools to serve District games and competitions, with less reliance on central facilities
- | Update or renovate existing facilities.
- | Increase community partners and student involvement in order to meet the basic needs of our students and communities.
- | Consider new policies relating to "club sports" training, and education resources provided to coaches and faculty.

Fine Arts and Creative Learning:

- | Integrated view of Fine Arts and the Creative Learning Initiative with educational goals.
- | Ensure that all students have access to the full range of arts experiences to explore their gifts and talents
- | Equal access and exposure to Fine Arts and sequential Fine Arts programs

CTE and Career-Connected Learning:

- | Meet student needs and provide appropriate staffing per program.
- | Alignment with local, regional, and broader economies.
- | Research and evaluate CTE approaches - consider central facilities, regional centers and/or decentralized facilities.
- | Provide flexible spaces that serve multiple programs so as to not limit the delivery of CTE pathway opportunities.



Principals' Roundtable

November 2018

During the November Principals' roundtable, the 2019 FMP Update process was presented to principals from across the District during six individual sessions. Principals were given an update on the direction of the project and were asked to participate in exercises to share their perspectives for the discovery phase of the process.

Lasting Priority Exercise

Lasting Priority Exercise: The principals were asked to participate in the same Lasting Priority activity presented at Discovery Workshop 1. Below are the 'lasting priorities' that remained from the groups over the six sessions.

Athletics and Wellness:

- | Provide facilities to engage staff and students' families in physical fitness activities on a frequent basis.
- | Show equity by activity - resources, gender, and ethnicity.
- | Provide mental health support.
- | Have adequate facilities per campus from K-12.

Fine Arts and Creative Learning:

- | Update and expand facilities to provide designated space on all campuses to create, perform, and showcase their talents for families and their community.
- | Enable access to all fine arts and visual media (visual arts, theater, music, dance) within vertical teams.
- | Make cultural diversity evident in curriculum and partnerships with the community to expose students to different art forms.
- | Provide relevant, focused, and targeted programs.

CTE and Career-Connected Learning:

- | Introduce career options to students systematically and comprehensively across various occupations.
- | Cooperation with partners to provide applicable endorsements and certifications for job-ready graduates.
- | Increase professional development for elementary and secondary staff to initiate CTE awareness.

District-wide

- | Provide principals with opportunities to design and participate in learning experiences related to Athletic, Fine Arts, and CTE opportunities.
- | All spaces should be multi-functional and able to change, based on the needs of whomever is utilizing the space.

In Their Shoes Exercise

In Their Shoes: This activity asked principals to help in developing questions for the community survey. The activity was designed to focus on building an inclusive and accessible survey that would seek feedback from various groups across the District. This list was used as the community role identifications and informed the FABPAC and the District about which audiences would be invested in the future of Athletics, Fine Arts, and CTE.

Who is our Audience?

- | | |
|---|--|
| General community members (people without students in the District, taxpayers, etc.) | Possible business partners |
| Current and future parents | Faculty and staff within the District |
| Current students and alumni | District administration |
| Adults that work in the fields of study around Athletics and Wellness, Fine Arts and Creative Learning, and CTE and Career-Connected Learning | Current and future university partners |
| | Community organizations |
| | Neighborhood partners |

What are we asking about?

- | | |
|--|--------------------|
| User experience | Resource necessity |
| Safety and security | Career preparation |
| Possible synergies between departments | Student success |
| Program participation | |

"In Their Shoes" Feedback Worksheet

In January we will be sending out a community survey seeking feedback on the vision and direction of CTE and Career Prep, Athletics and Fitness, and Fine Arts and Creative Learning programs. In this activity, we are seeking questions to build an inclusive and accessible survey by asking questions that relate to the groups below.

For example: "As a city government official, what questions would I want to be asked?"

Current Student: *What kind of programs/activities would you like to see in your Future Middle School/High School?*
 Graduate: *What do you wish your school had while you attended school?*
 Current Parent: *How can AISD strengthen CTE, athletics, fine arts programs (re: career path)?*
 Future AISD Parent: *What programs do you want your child to experience while in Austin ISD?*
 AISD Teacher: *What resources do you need to best facilitate learning for your students?*
 Student Athlete: *What would help you be a better athlete?*
 Student Artist: *Or artist?*
 Fine Arts Teacher: *What resources do you need to best facilitate learning for your students?*
 Coach: *Facilitate learning for your students?*
 Local Business Partners: *In what ways can you partner w/ AISD to provide opportunities for students related to CTE, fitness, fine arts & creative learning?*
 Local Educational Partners: *to CTE, fitness, fine arts & creative learning?*
 Local Government: *to CTE, fitness, fine arts & creative learning?*
 Skeptic: *If Austin ISD is giving so much money to recapture and are dipping into reserves, then how will these programs be funded?*



Above: "In Their Shows" feedback worksheets showing hand-written notes from Principals' round table

Campus Tours

November 2018 - January 2019

After Discovery Workshop 1, the FMP subcommittees toured over 20 facilities in Austin, Dallas, San Antonio, and Houston metro areas. The group was asked to observe the facilities at a high level and present their findings to Stantec. The tours also presented an opportunity to learn about operational considerations at other schools with similar course offerings and explore potential partnership models. For each site visited, the subcommittees reflected on the positive features of the facility, lessons learned, and aspects of the programs that they would like to consider incorporating at the District. These notes are recorded under the tour impression sections.

Athletics and Wellness Tour Locations:

- | Emery Weiner Athletics Facility, Houston, TX
- | Houston ISD Delmar Field house, Houston, TX
- | Katy ISD Legacy Stadium, Katy, TX
- | Lamar Consolidated ISD Athletics Facility, Houston, TX
- | Del Valle High School Athletics Facility, Del Valle, TX

Tour Impressions:

Overall the Athletics and Wellness subcommittee found the following elements to be key in developing a vision for the future of Athletics:

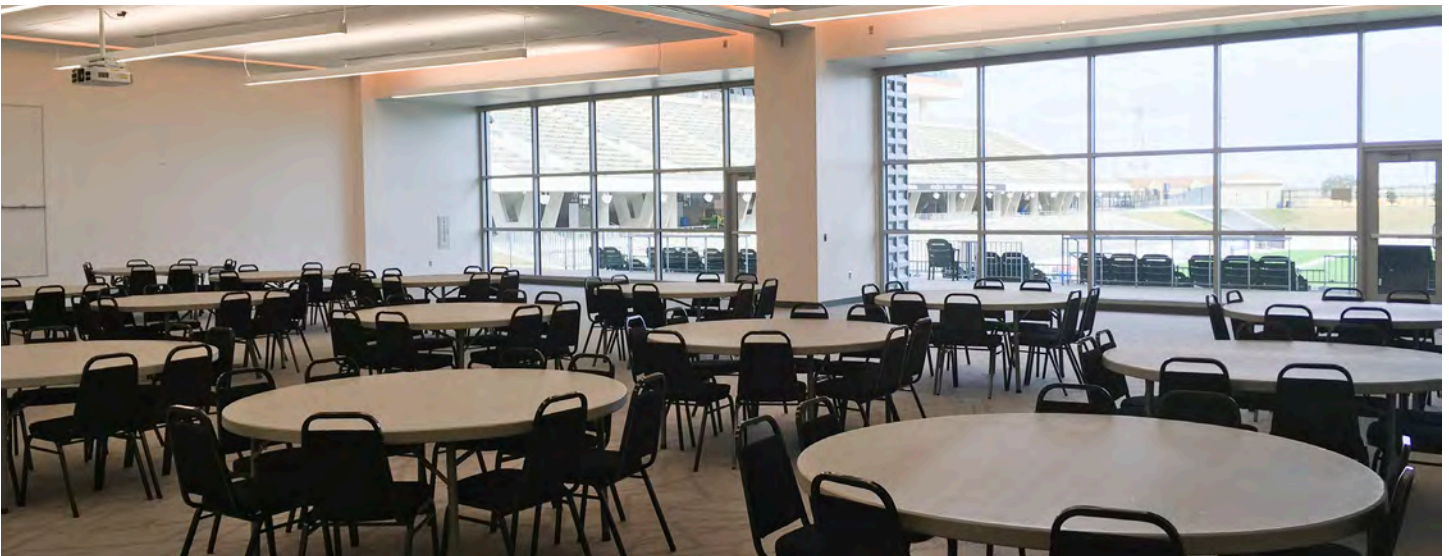
- Some separation between the paths of circulation in athletic facilities can be very beneficial. This separated circulation allows for the flow of game-day function to become more fluid. Space adjacencies are informed heavily by this circulation.
- Ample band and spirit space allocation is helpful to allow students the opportunity to prepare for half-time shows or perform routine cheers and drills without fear of crowding field sidelines, tracks or field space.
- Integration of multi-purpose facilities and allowing these spaces to be separated via operable partitions seems to be a simple concept that could be implemented to generate additional revenue and host events.
- Synthetic field turf was very beneficial to allow for multiple entities to utilize the field without fear of injury or need for excessive maintenance.
- Additional program spaces such as weight rooms provide ample space for various user groups.

“The former basketball court [flooring], which was mounted on the entrance wall was a great way to honor the past and reuse a component of an old facility.”

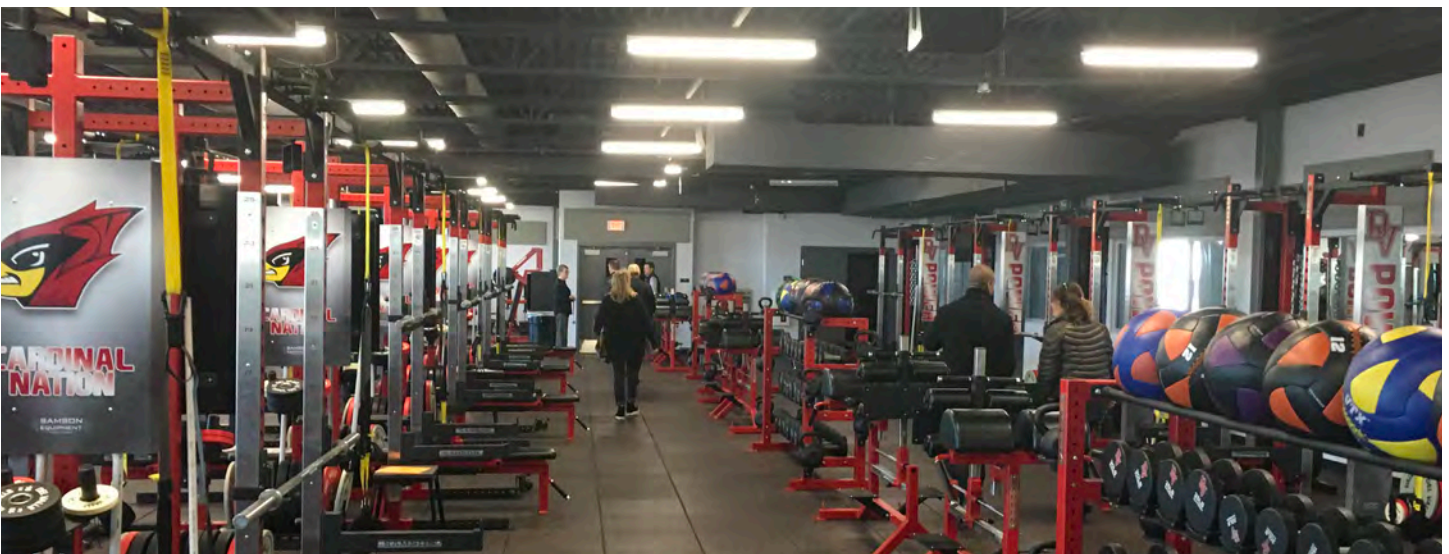
**-Athletics and Wellness Subcommittee impression of
Houston ISD Delmar Field house**



Removable flooring and **operable partitions** were seen at the Delmar arena.



Multi-purpose facilities and **modern press boxes** were seen at the Katy Legacy Stadium.



Ample space for various user groups was seen at the Del Valle Athletic Facility.

Campus Tours (cont.)

November 2018 - January 2019

Fine Arts Tour Locations:

- | Cedar Ridge High School Auditorium, Round Rock, TX
- | Stony Point High School Auditorium, Round Rock, TX
- | Booker T. Washington School for the Performing and Visual Arts, Dallas, TX
- | McKinney Stadium, McKinney, TX
- | DeBakey High School for Health Professions, Houston, TX
- | Kinder High School for the Performing and Visual Arts (HSPVA), Houston, TX

Tour Impressions:

Overall the Fine Arts and Creative Learning subcommittee found the following elements to be key in developing a vision for the future of Fine Arts:

- A multi-purpose lobby or hall space can accommodate more learning opportunities. For example, the screen in the Round Rock auditorium lobby can drop down so students can have other lessons there.
- Having an integrated display space at Stony Point auditorium, equipped with displaying light for visual arts brings in an active learning environment, provides an opportunity for students to showcase their work along the hallways. Also, casework, such as some corner display, is very useful so space is used to its maximum efficiency.
- Outdoor learning spaces for performance are approachable to the community. Although the cafetorium is able to accommodate various courses, like dance class, band practices, outdoor space is equally important when determining program placement and offerings.
- Location of the facility is important when determining partnership opportunities.
- A centralized multi-purpose room can be used as green room, dance studio, etc. Flexibility is a key tool for reorganizing different functional layouts.

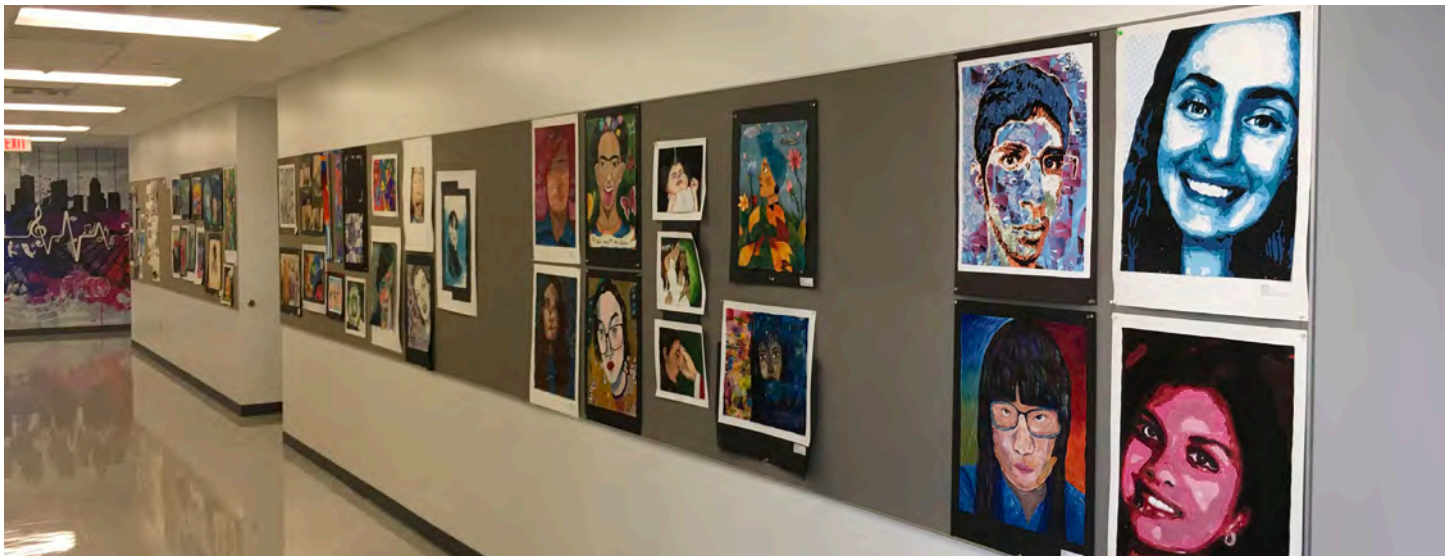
“Having a facility located in an Art District or downtown can bring a rich resource of artists and art-related events and provide more hands-on learning experiences for District students.”

-Fine Arts and Creative Learning Subcommittee

Tour impressions



Integrated display space and ***a multi-purpose room*** were seen used at the Stony Point Auditorium.



A ***multi-purpose lobby*** was used at the Debakey School for Health Professions..



Partnership locations and ***outdoor learning spaces*** were seen at the Booker T. Washington School for the Performing and Visual Arts

Campus Tours (cont.)

November 2018 - January 2019

Career and Technical Education and Career-Connected Learning

Tour Locations:

Frisco Career and Technical Education Addition, McKinney, TX	CyberTex, Austin, TX
McKinney North High School, McKinney, TX	Del Valle High School CTE, Del Valle, TX
DeBakey High School for Health Professions, Houston, TX	Imagine Solar, Austin, TX
Sterling Aviation Early College High School, Houston, TX	National EMS Academy, Austin, TX
	Southern Careers Institute, Austin, TX
	Texas State Technical College, Austin, TX

Note: In addition to these tour sites, the CTE Director and a Stantec representative visited the Construction Careers Academy at Northside ISD, and East Central High School CTE, while at the Association for Career and Technical Education Conference in San Antonio, Tx.

Tour Impressions:

Overall the CTE and CCL subcommittee found the following elements to be key in developing a vision for the future of Career and Technical Education:

- Although there is value in a centralized CTE facility like Sterling Aviation ECHS, transportation and access would be a limiting factor for the students of the District. Therefore, in order to remain equitable, a decentralized model of CTE programs is preferred. This allows for a visual integration of the CTE program into District high schools and middle schools and can provide for growth and expansion in existing CTE clusters.
- Pride in CTE facilities was shown by having programs placed at the front of the schools, placing them on display to the public.
- Heavily specialized spaces, such as a culinary kitchen or an auto-tech shop, are high intensity spaces and are not preferred to be available at every campus due to operational costs and budget constraints. These should be available regionally.
- Appropriate storage space is necessary to accommodate for a robust CTE program.
- Outdoor space is equally important when determining program placement and offerings.
- Partner facilities can be critical for success of a CTE program when technology is not available at the school campus.

“You could sense the integrated aviation throughout the school design as a core CTE purpose. Teaching was on display and the idea of prominence was a recurring theme, CTE to the front door, make it very apparent.”

-CTE and CCL Subcommittee impression of Sterling Aviation Early College High School



Potential for a **partnership facility** was seen at the Imagine Solar.



Specialized spaces were seen at the Texas State Technical College.



Pride and a **heavily specialized CTE facility** areas were placed at the main entrance and corridor at Sterling Aviation ECHS.

Discovery Workshop 2

January 2019

In the second workshop, participants met to explore the key factors that have an impact on all three programs. After discussing the key factors as a group, participants broke out by content area and began developing vision statements for their specific focus. The discussions included exploration into current operational considerations, District goals, and future needs of the District.

Key Factors

Six key factors were developed from work that has been completed to date, discussion of previous goals, and priorities set for the process moving forward. Each visioning meeting that followed the Discovery Workshops were designed around each of the six key factors.

Each factor was discussed to determine the District's current state and future needs. The six factors are:



Future Readiness



Partnerships



Supply and Demand



Programs and Offerings



Operations



Growth

These six factors are important considerations for all programs- Athletics and Wellness, Fine Arts and Creative Learning, and CTE and Career-Connected Learning. The purpose of this exercise was to explore the overarching District-wide impacts of these factors and how they influence the future of the District. The key factors were explored in detail during visioning sessions one through six with each program area.



Ortega Gardening Day

Key Factors

District-wide



Future Readiness

As a Future-Ready District, Austin ISD must anticipate future demands of current and emerging educational opportunities. The District must create experiences for students and educators that coincide with the programs, businesses and industries within and coming to Austin to prepare students for their career progression and continued education.

- | *Leap ahead rather than just catching up*



Supply and Demand

Offer educational opportunities and experiences for students and educators that are desired and demanded to utilize the best resources and opportunities that the District can provide. This is necessary to fully prepare our students for career opportunities and advancement of education in the Central Texas region and beyond.

- | *Provide flexibility and optimization of assets*
- | *Provide adaptability of resources and programs*
- | *Consider both student and industry demands*



Operations

Provide better opportunity by reducing operational costs and reinvesting in programming. This can be done by establishing efficient operations and programs to share common space and curriculum.

- | *Anticipate governmental influences on funding*
- | *Consider operations of Programs*
- | *Consider maintenance and operations of assets*
- | *Evaluate transportation costs*
- | *Consider external rental revenue and District needs*
- | *Engage partnerships*



Partnerships

Develop partnerships that can reflect our students' identities and leverage opportunities for real world experience and educational development for all students.

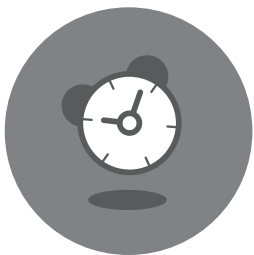
- | *Leverage and expand existing partnerships*
- | *Develop strategies to cultivate new partnerships*
- | *Link proximity of partnerships to District assets to aid in reduction of operation costs and to encourage opportunities for mentorship, externships, internships, apprenticeships and foster collaboration.*



Programs and Offerings

Offer the most relevant and future ready programs that provide the students of the District the best educational experience that they desire and want to be engaged in.

- | *Consider all key factors to inform what programs and offerings offer the best future for the District and the students of the District*
- | *Draw alignments to state and national programs that will position students to be successful in their endeavors after graduation*
- | *Set priorities and develop flexibility to assist in changes or fluctuations of resources available to the District*



Growth

Implement strategies that incorporate the current and future visions for the District, the City of Austin, Central Texas region, and our ever-changing environment.

- | *Consideration of future plans and projections for the Central Texas Region*
- | *Develop plans for fluctuations in expectations of growth that allow for adaptability and flexibility in programming and assets*
- | *Accommodate student agency and changes in education*
- | *Include all communities in the Greater Austin Area*
- | *Coordinate with other Districts and agencies in the region (Collaborator not Competitor)*



Part 2

Visioning Common Topics

Key Factor 1 : Future Readiness

This Key Factor takes a broad look at concepts that have and continue to influence the programs into the future. These concepts are meant to serve as a point of consideration.

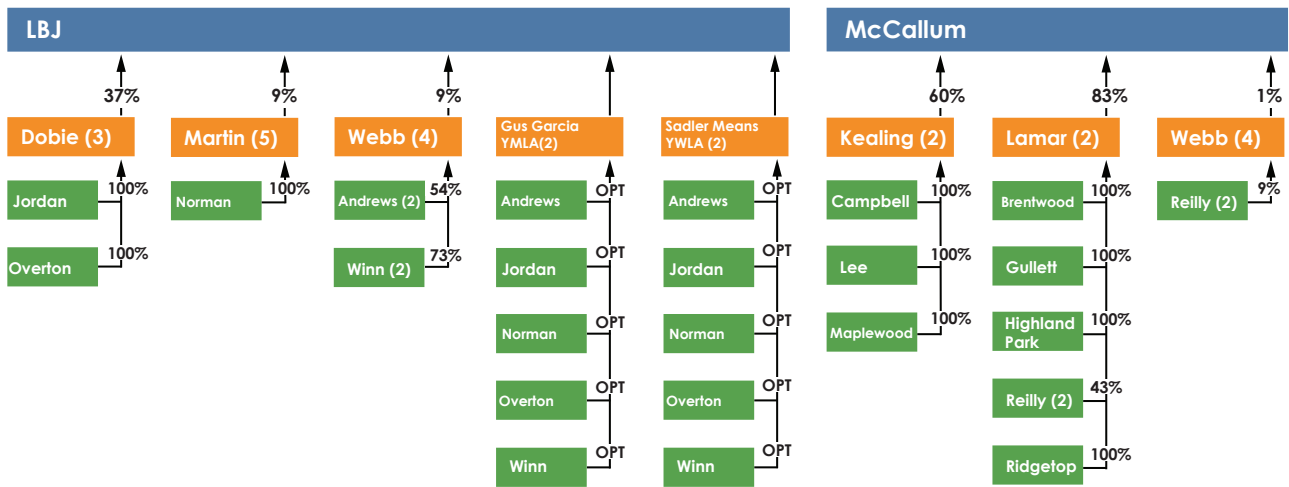
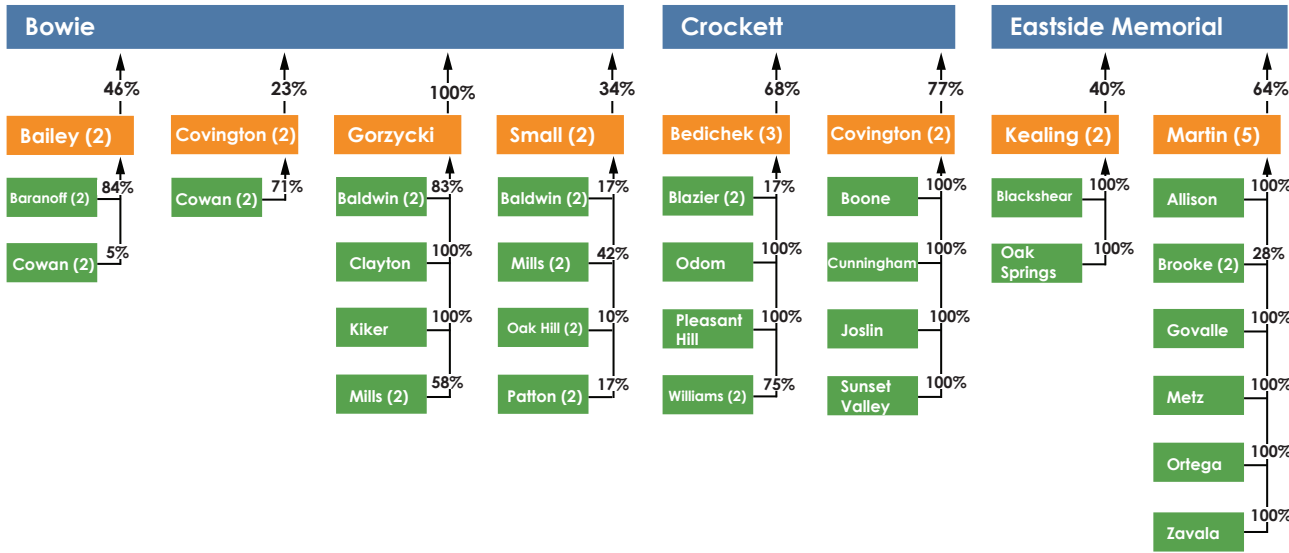
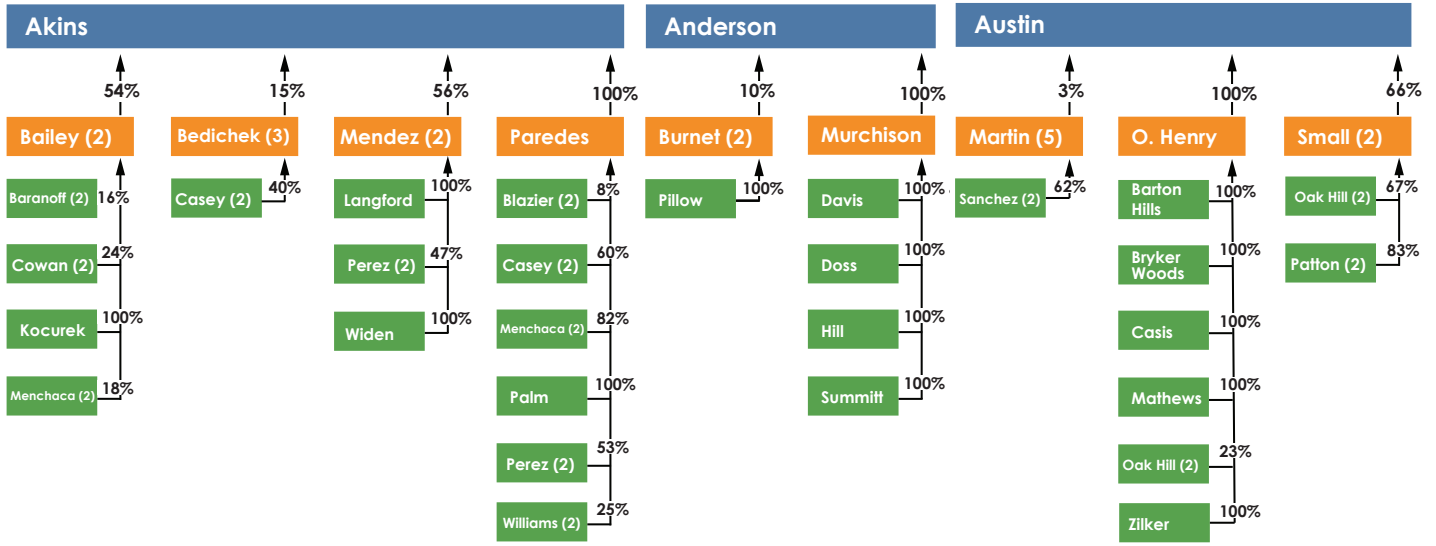
Feeder Patterns

Currently the District has a complex system of feeder patterns, mostly due to years of shifting demographics and maintained tradition that has resulted in many elementary schools feeding into multiple middle schools and many middle schools feeding into multiple high schools. This complexity has created some challenges in identity, branding and pride within a feeder pattern. Systems that are simpler and have clarity provide a strong connection between the schools in the feeder pattern from elementary to high school. This connection from elementary through high school is important for all three program areas.

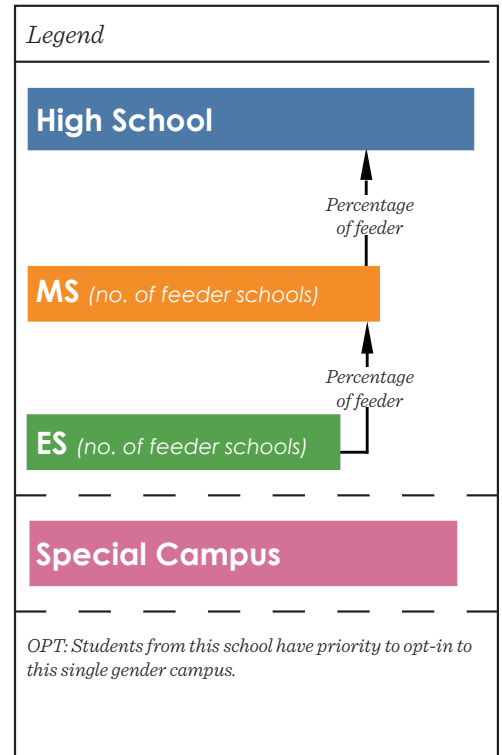
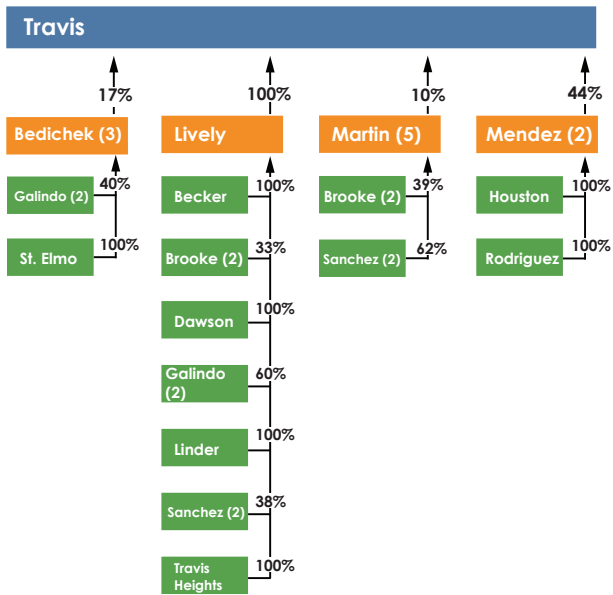
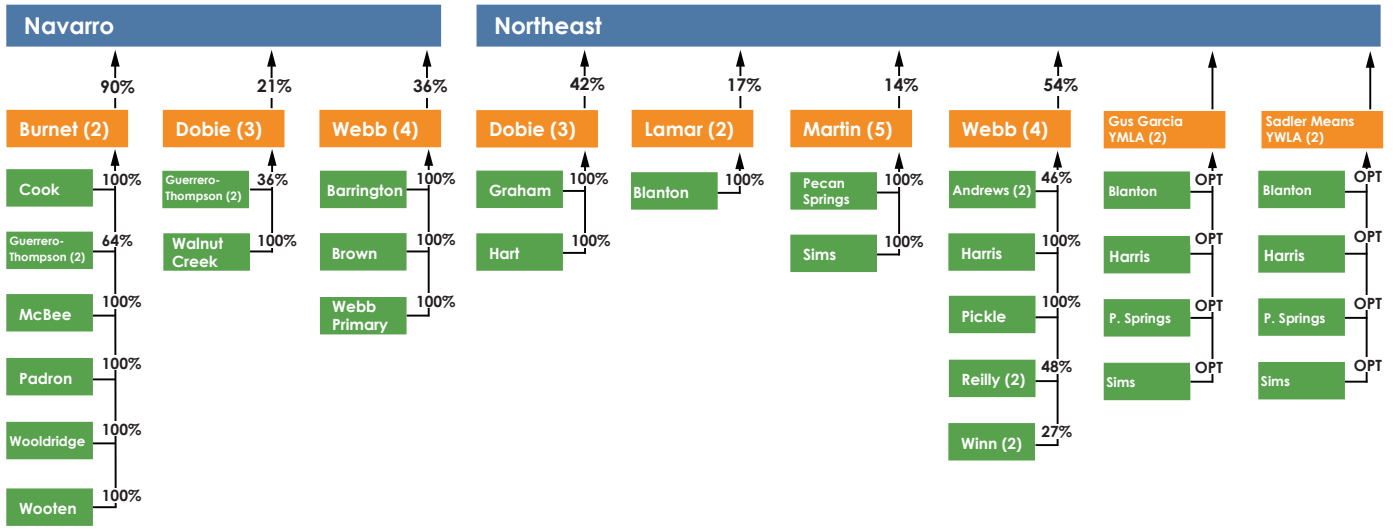
Generally, the District has not had equity throughout its schools, so students may have opportunities in one sequence of the feeder pattern that change when they move up into the next level. Students often attend multiple schools on the next level, disrupting the alignment of programming.



2019-2020 District Feeder Patterns



2019-2020 District Feeder Patterns



2019-2020 Special Campuses



Generational Trends

Today's K-12 students consist primarily of Post-Millennials (born 1997-2012). Students in Kindergarten today (born after 2012) will be a part of Generation Alpha. Learning environments of the future will be influenced and used by these generations. Therefore, we must begin to understand the qualities of each group and their interconnectivity. As millennials (born 1980-1994) progress into professional careers, many return to the classroom as educators and leaders within District communities. Post-Millennials and Generation Alpha will be directly impacted by the 2019 FMP Update implementation strategies. The following are some key considerations as we think about the unique qualities of each generation:

Millennials (Generation Y):

This generation has witnessed first hand the transformation from desktop computers to mobile devices.



District teachers and staff.

- This is the last generation that may remember daily life without computers.
- This is the most highly educated generation to date.
- Mental health and internet bullying have emerged as challenges for this generation.
- This generation is delaying marriage and homeownership, as compared to previous generations.
- Student debt emerged as an issue for this generation.

Post-Millennials (Generation Z):

Most of today's middle school and elementary students were born in the post-millennial era.



Navarro Early College High School Arts and A/V students.

Post-Millennials (Generation Z, cont.):

- Their parents are older than previous generations.
- This generation spends more time indoors than previous generations.
- Obesity and mental health are concerns facing this generation.
- This is the largest generation of childhood consumers, to date.
- Technology has been transformative in their lifetime- Google.com was registered as a domain in 1997.
- According to the Pew Research Center, the post-millennial generation is the most racially and ethnically diverse generation, thus far. Just 52% of 6- to 21-year-olds (52%) are non-Hispanic whites.

Gen Alpha:

Future students, and those in preschool and kindergarten, are a part of Gen Alpha. A unique characteristic of this generation is the extent to which they have been immersed in technology their entire lives. Other significant aspects of this generation include:



Generation Alpha dance performance.

- Globalization is a way of life for this generation.
- The life expectancy for Gen Alpha in the US is lower than previous generations, indicative of growing health concerns that include heart disease and stroke, respiratory disease, diabetes, accidental injuries, and suicide.
- With technology at their fingertips, this generation will have greater control over their surroundings than previous generations.
- This generation may be the first to use screens more than paper as they have always known touch screens as the primary technology interface.
- Technology has always been portable, connected, and wireless.

Key Factor 2: Supply and Demand

Creative Learning Initiative

Overview

The Creative Learning Initiative (CLI) is a community-wide effort to bring creative learning and the arts to each and every student in Austin. Led by MINDPOP, the City of Austin, and the Austin Independent School District, CLI supports systemic and sustainable programs that integrate creativity, the arts, Creative Teaching strategies with classroom teaching, campus programming, and campus improvement. Since 2012, CLI has provided District campuses with the ongoing support to design and implement comprehensive campus plans to become more arts rich. At the campus level, the three pillars of the program are to:

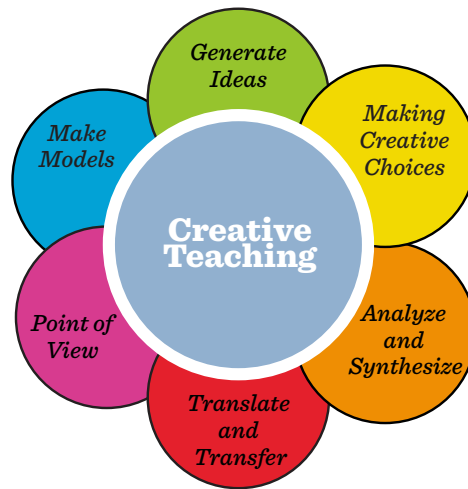
- *increase students' access to sequential fine arts instruction,*
- *foster classroom learning with Creative Teaching across the curriculum, and*
- *increase community arts programming during and out of the school day.*

Arts richness is defined across nine measures: sequential fine arts, Creative Teaching across the curriculum, professional development opportunities, arts partnerships, after-school activities, community building through the arts, communication, leadership, and facilities. During the first years of program implementation, foundational campuses receive a robust set of support interventions (e.g., professional development opportunities, follow-up coaching, and supplemental arts instruction in drama), then graduate to a sustaining campus status that assumes more campus independence and less reliance on support services.

Creative Learning Initiative Program Description

The Creative Learning Initiative (CLI) is based on research that shows that arts programs in and out of school have a powerful impact on both student cognition and youth development. Statewide research also identified a positive relationship between arts participation and academic achievement, attendance, graduation, and enrollment in higher education. The same research revealed access to those arts courses was not equitably distributed across regions, across Districts, or within schools, particularly in high-poverty areas. Initiatives such as CLI in Austin seek to ameliorate these inequities. Using the model of collective impact and fueled by national research, local leaders from across private and public sectors came together to address the disparities in access to the arts for young people within schools, across the District, and in neighborhoods throughout our city. In 2011, MINDPOP partnered with the John F. Kennedy Center for the Performing Arts to help community leaders conduct an inventory of arts access, assess needs, develop common goals, design a strategic action plan, and commit to the shared measurement of our impact and continuous communication. The current CLI model is comprehensive, providing support at the classroom level, the District level, and the community level to:

- *create arts-rich schools;*
- *create a community network to support and sustain the arts-rich life of every child;*
- *develop leaders and systems to support and sustain quality creative learning for the development of the whole child; and*
- *demonstrate measurable impacts on students, families, schools, and our community.*



Essential Elements of Creative Teaching; Source: MINDPOP

Program Description and Goals

The visionary objective of CLI is to ensure all District schools are Creative Campuses by 2023. The term Creative Campus is a multifaceted way to summarize a framework of nine components that can come together in a myriad of ways to ensure an entire school community benefits from the arts. The nine components are:

- Access to sequential fine arts in multiple art forms (music, dance, visual arts, theater, and digital media)
- Professional development opportunities in Creative Teaching
- Creative teaching across the curriculum
- Community partnerships to enrich students' arts experiences during the school day
- Community-building arts events hosted by campuses
- Access to arts learning after school
- School communication to share the school's value of arts richness with community
- Community-building arts events hosted by campuses
- Campus leadership, including a strategic approach to increasing arts richness
- Facilities to accommodate arts programming



T.A. Brown Groundbreaking
47

Key Factor 3: Operations

Transportation

If you have lived in Austin for any period of time, you have learned that transportation through and around the city is not keeping up with the growth that has occurred over the last 15-20 years. The city's transportation grid system is organized in the north-south direction and all major traffic flows that way, which is where most of the major bottlenecks occur. Traveling east-west through the city is also challenging, primarily due to a lack of major arterials in that direction. Additionally, Lady Bird Lake restricts traffic flow from the north-south due to limited crossing points.

Transportation travel times are a critical consideration when exploring opportunities for regionalization of academic programs and the use of central facilities. Transportation has implications on operations, not just in terms of the District's cost of transporting students across the city, but also in the ability for the District to reduce its facility footprint and share facilities across multiple communities.

Transportation challenges are most evident for central facilities, but is also an important consideration between schools, as students may need to travel from one school to another to participate in a class or activity. Figure 2.3.1 and its following maps are representative of drive time and bike time within each high school's vicinity.



Austin ISD transports nearly 23,000 students daily on nearly 500 buses.

For transportation to central facilities associated with each content area please refer to the following: For Athletics and Wellness, refer to Part 3 key factor 3. For Fine Arts and Creative Learning, refer to Part 4 key factor 3. For CTE and CCL refer to Part 5 key factor 3.

District -wide 15-minute Travel Distance

▲ Middle Schools

- | | |
|----------------------|---------------|
| 1. Burnet | 11. Martin |
| 2. Dobie | 12. Lively |
| 3. Murchison | 13. Small |
| 4. Lamar | 14. Gorzycki |
| 5. Webb | 15. Covington |
| 6. Sadler Means YWLA | 16. Bedichek |
| 7. Gus Garcia YMLA | 17. Mendez |
| 8. Northeast MS | 18. Paredes |
| 9. O. Henry | 19. Bailey |
| 10. Kealing | |

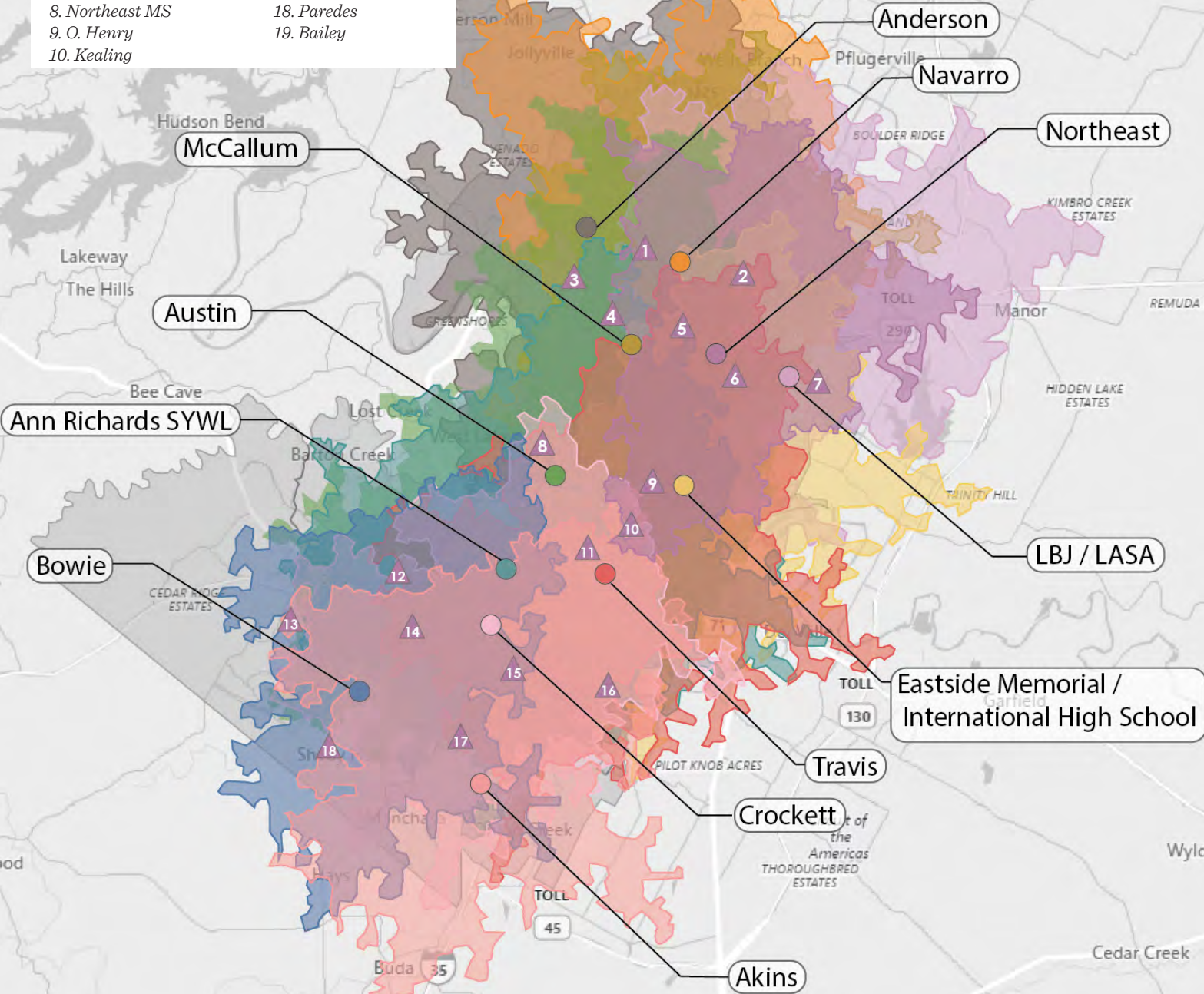
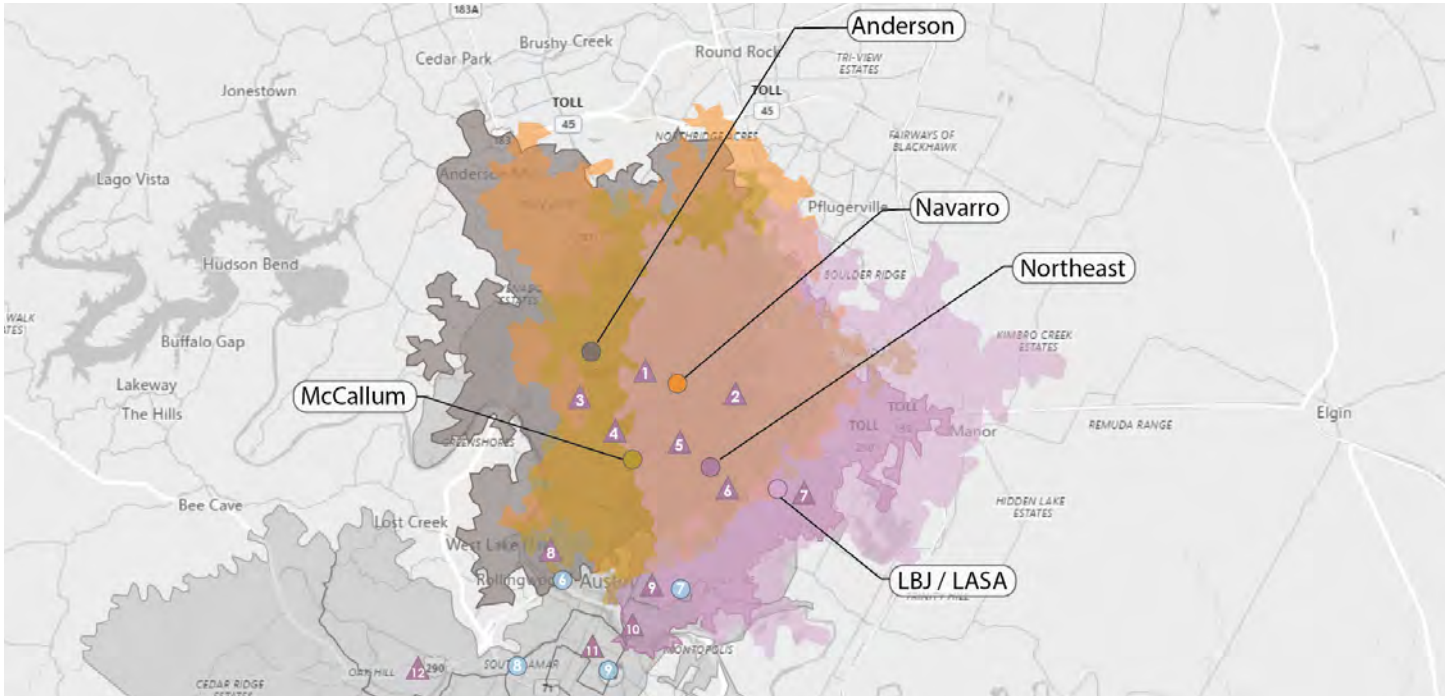


FIGURE: 2.3.1

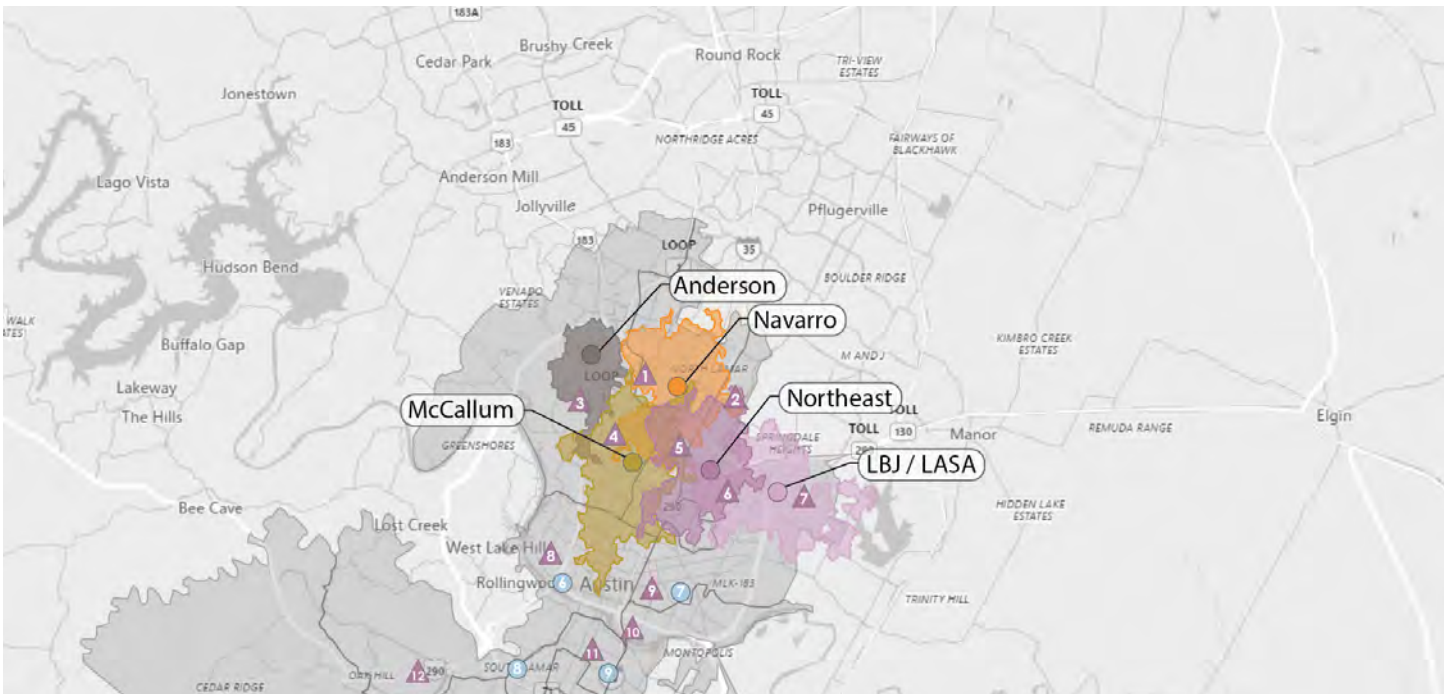
North Region - 15 Minute Drive Travel Distance



15 Minute Drive Distance

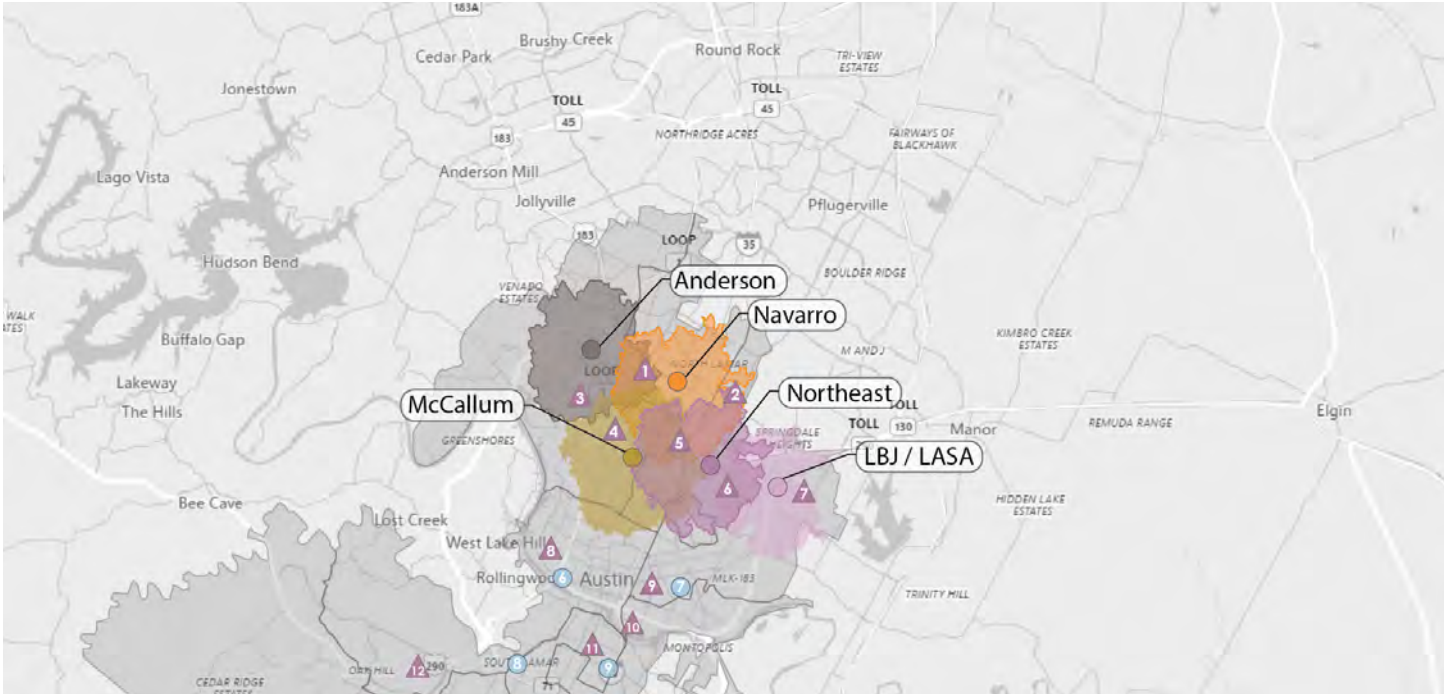
- District High School
 1. Anderson 2. Navarro 3. McCallum 4. Northeast 5. LBJ/LASA 6. Austin
 7. Eastside Memorial/International 8. Ann Richards SYWL 9. Travis 10. Crockett
 11. Bowie 12. Akins
- ▲ District Middle School
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 7. Gus Garcia YMLA 8. O. Henry 9. Kealing 10. Martin 11. Lively 12. Small
 13. Gorzycki 14. Covington 15. Bedichek 16. Mendez 17. Paredes 18. Bailey

North Region - 30 Minute Public Transit Distance



30 Minute Public Transit Distance

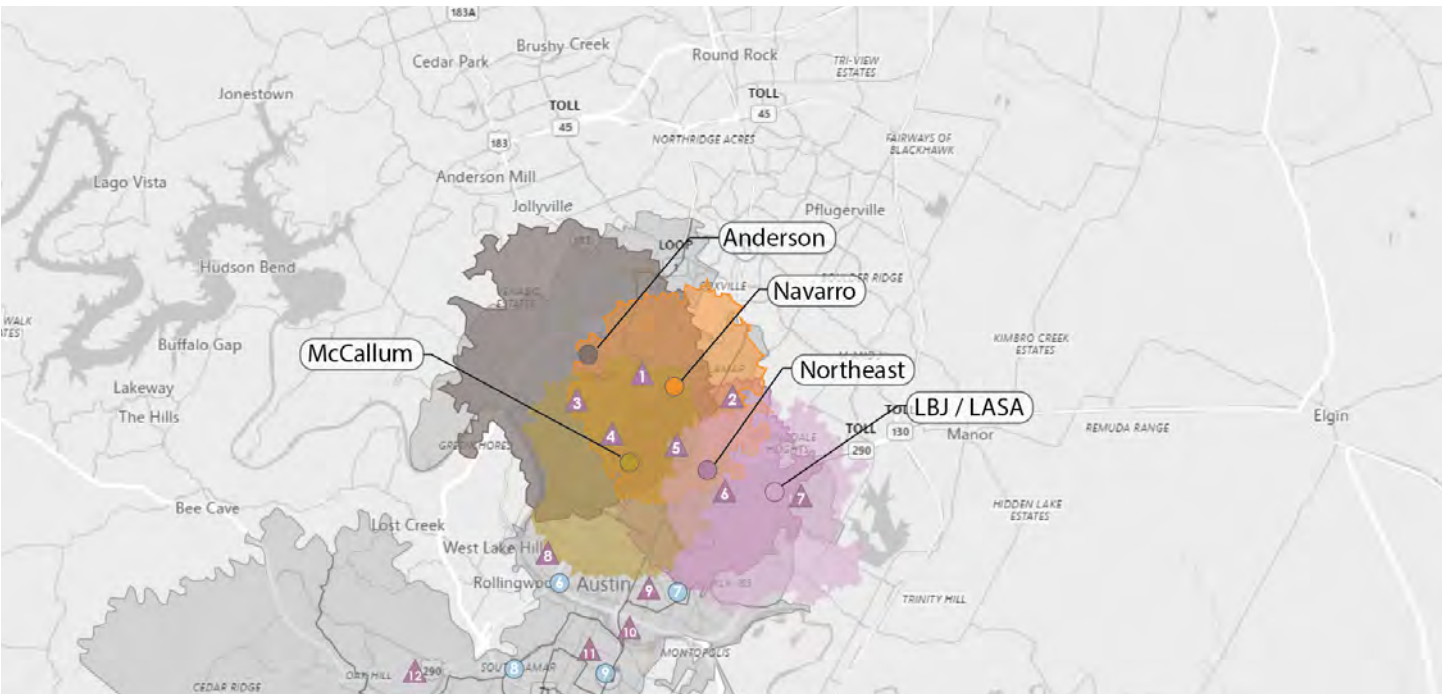
North Region - 15 Minute Bike Travel Distance



15 Minute Bike Travel Distance

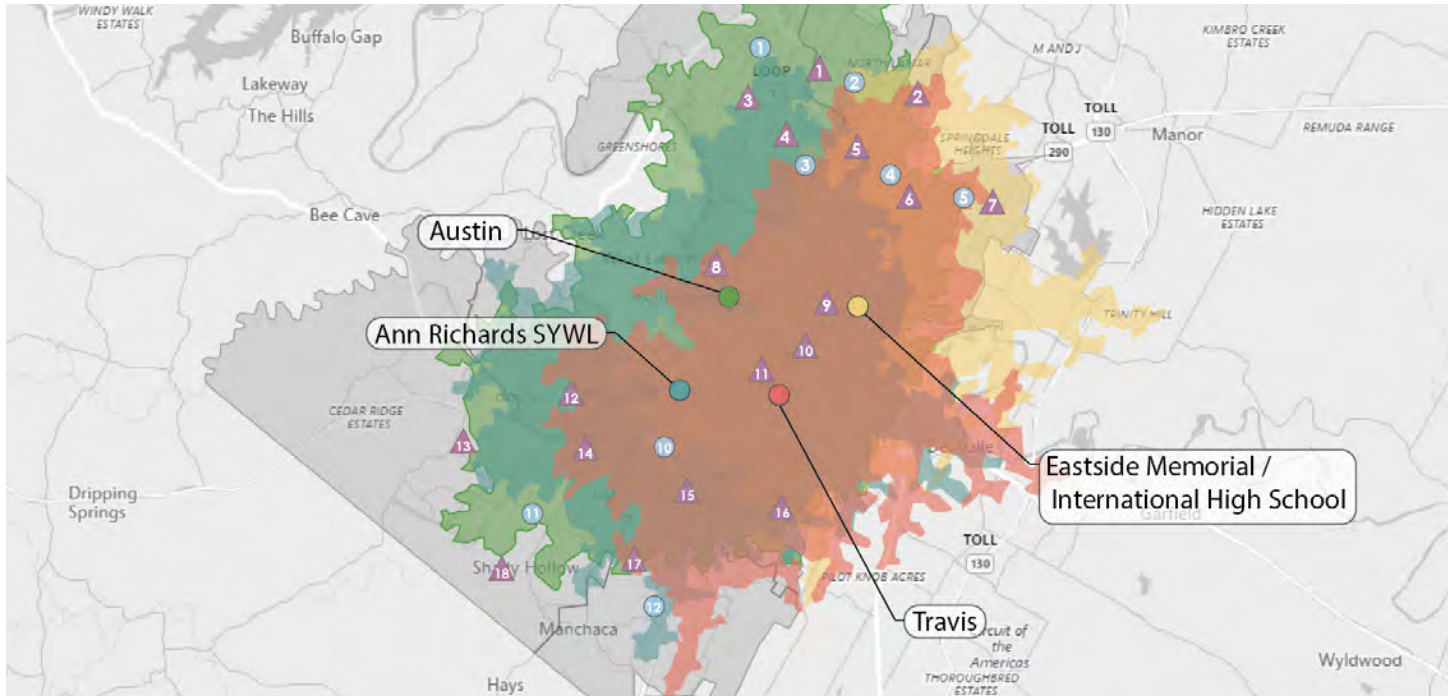
- District High school
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North Region - 30 Minute Bike Travel Distance



30 Minute Bike Travel Distance

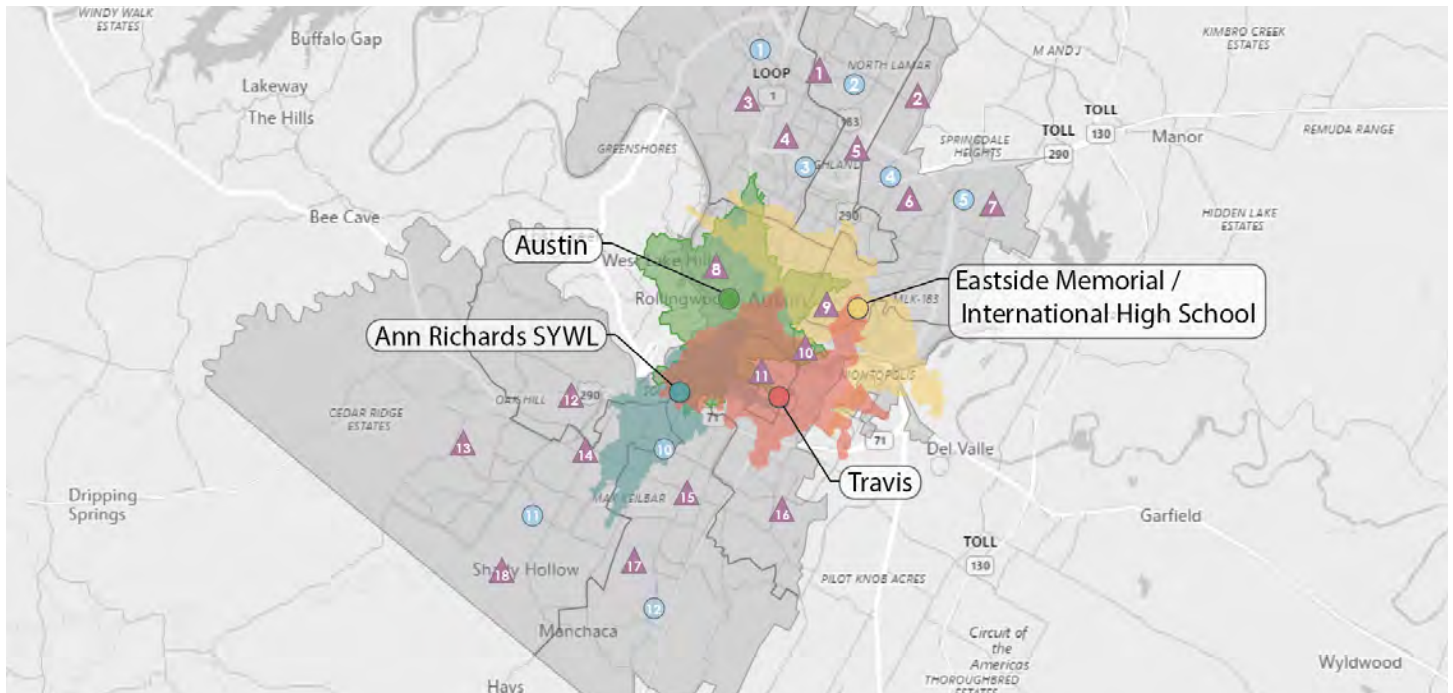
Central Region - 15 Minute Drive Travel Distance



15 Minute Drive Distance

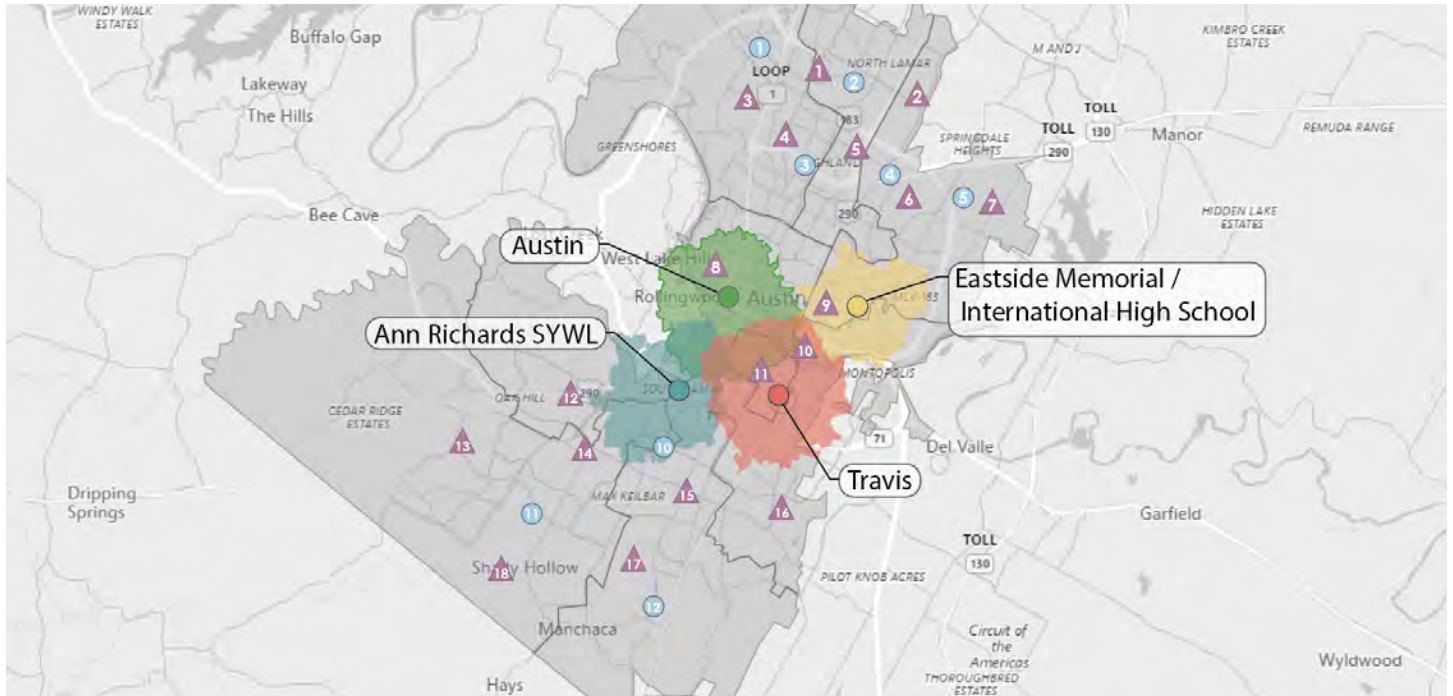
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Central Region - 30 Minute Public Transit Distance



30 Minute Public Transit Distance

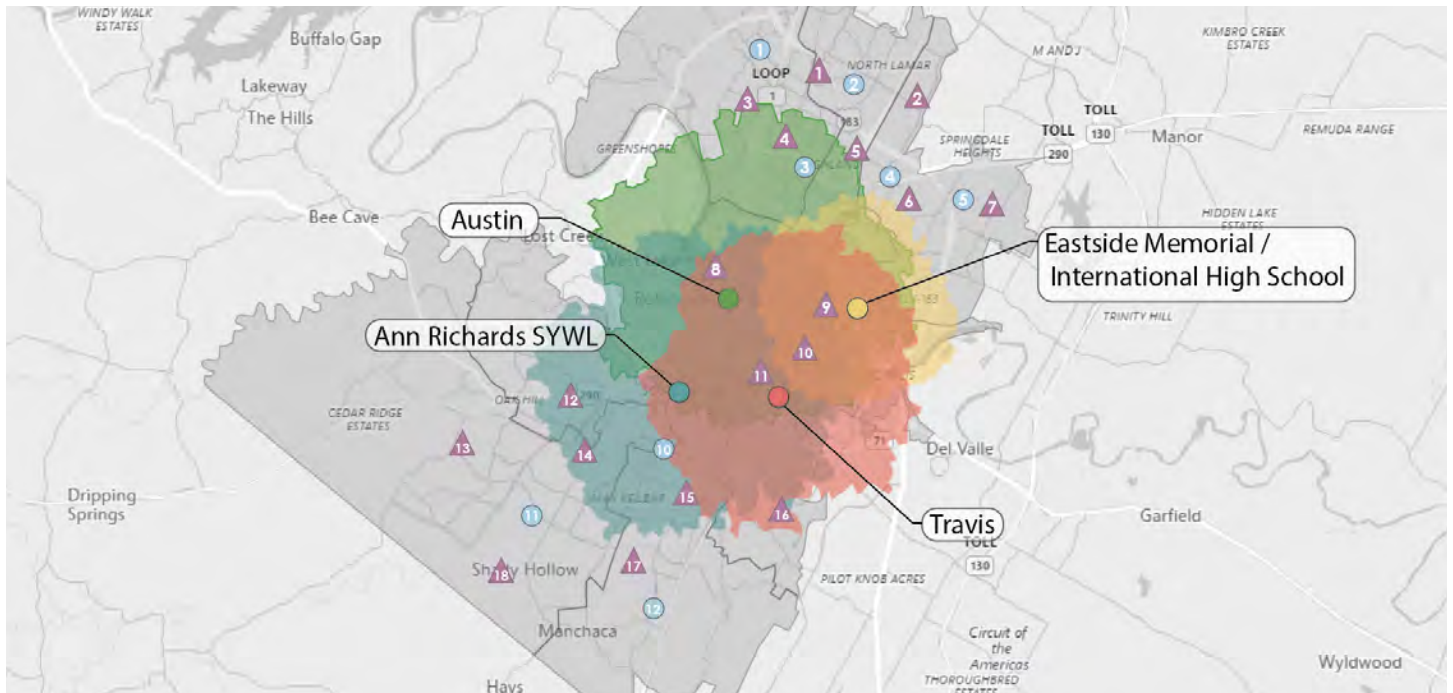
Central Region - 15 Minute Bike Travel Distance



15 Minute Bike Travel Distance

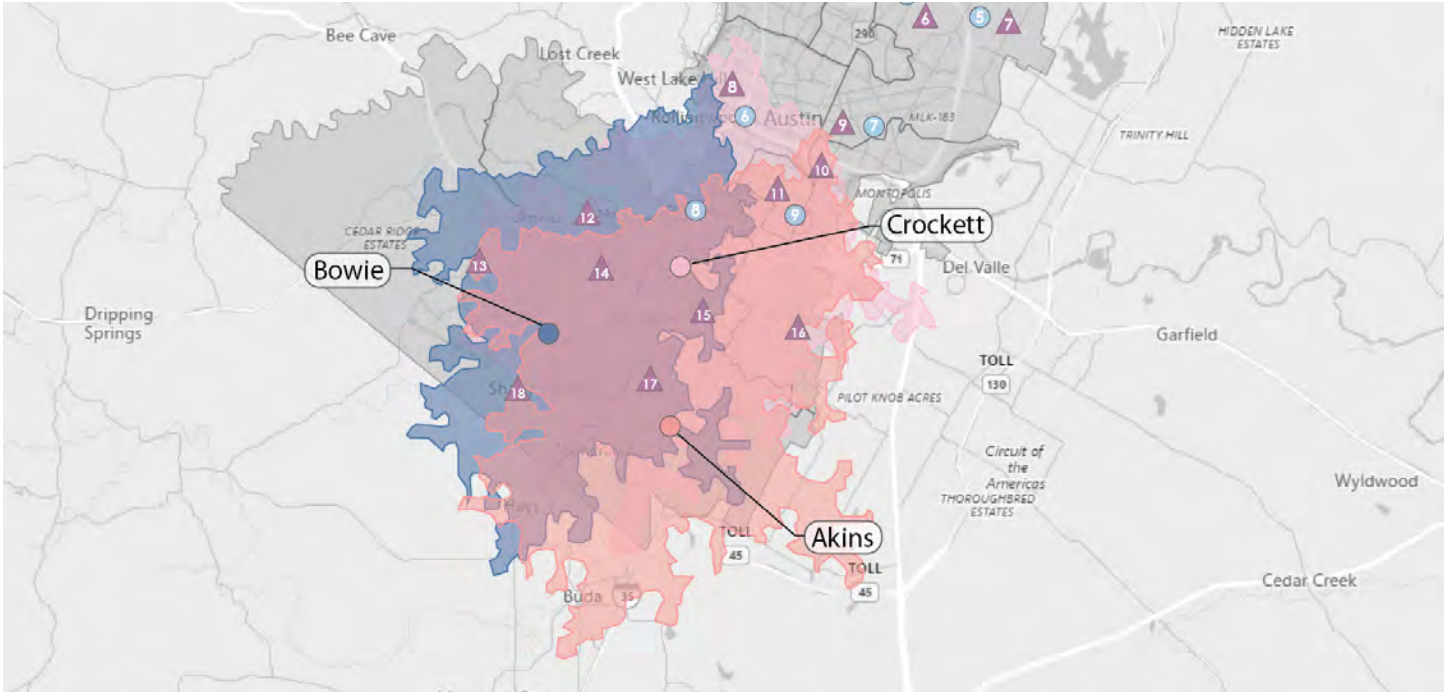
- District High school
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Central Region - 30 Minute Bike Travel Distance



30 Minute Bike Travel Distance

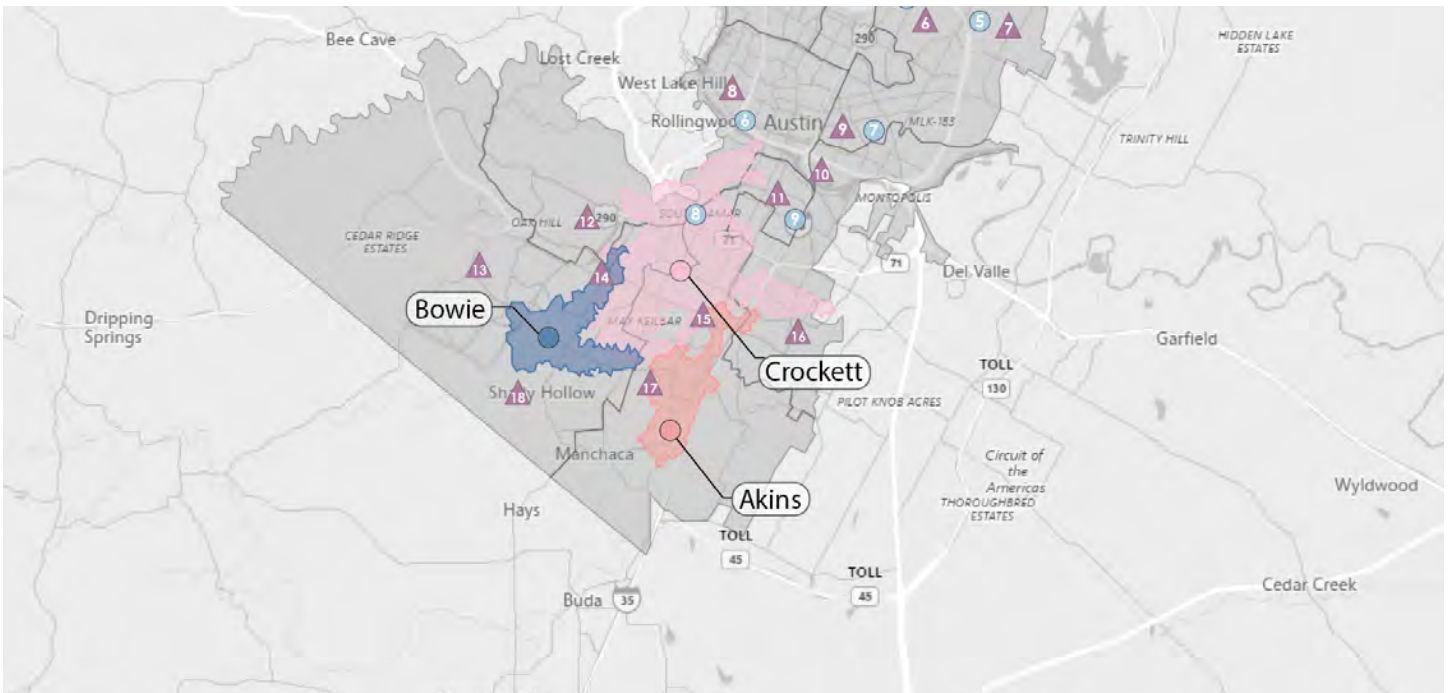
South Region - 15 Minute Drive Travel Distance



15 Minute Drive Distance

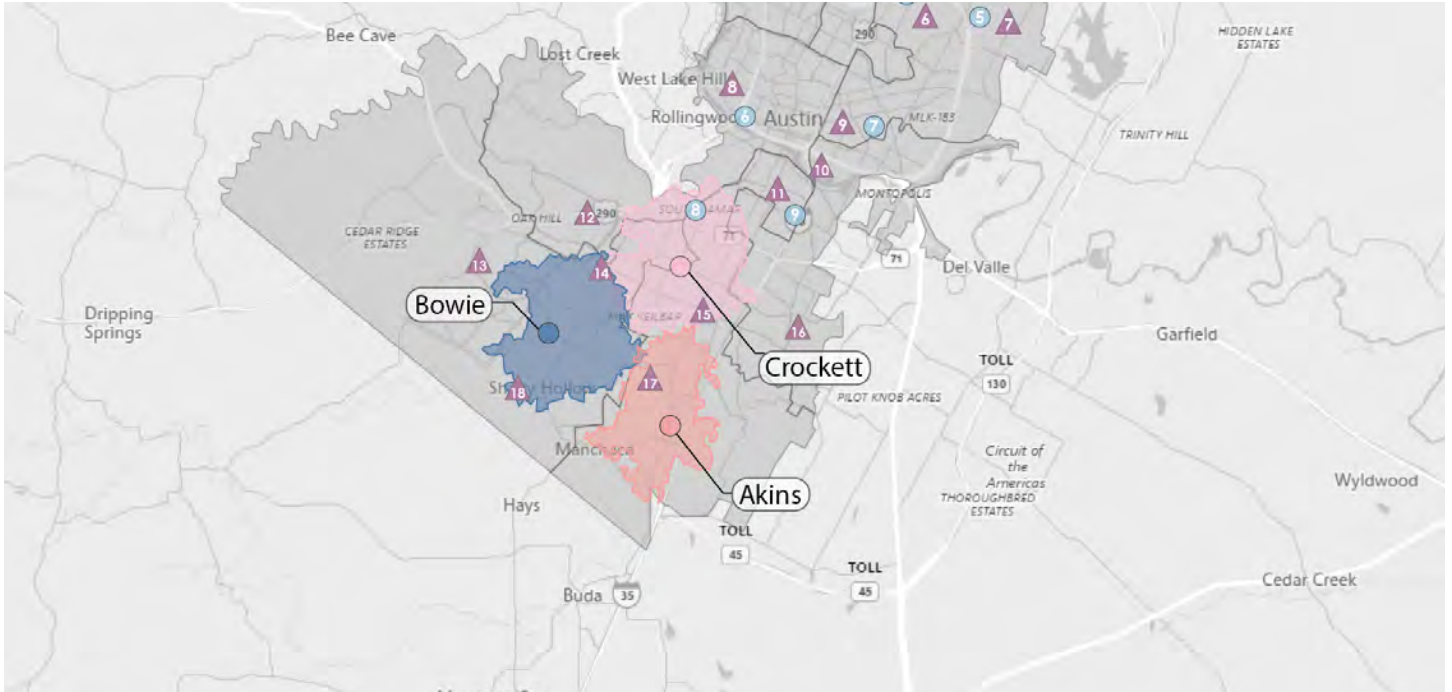
- District High school
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 11. Bowie 12. Akins
- ▲ District Middle school
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 13. Gorzycki 14. Covington 15. Bedichek 16. Mendez 17. Paredes 18. Bailey

South Region - 30 Minute Public Transit Distance



30 Minute Public Transit Distance

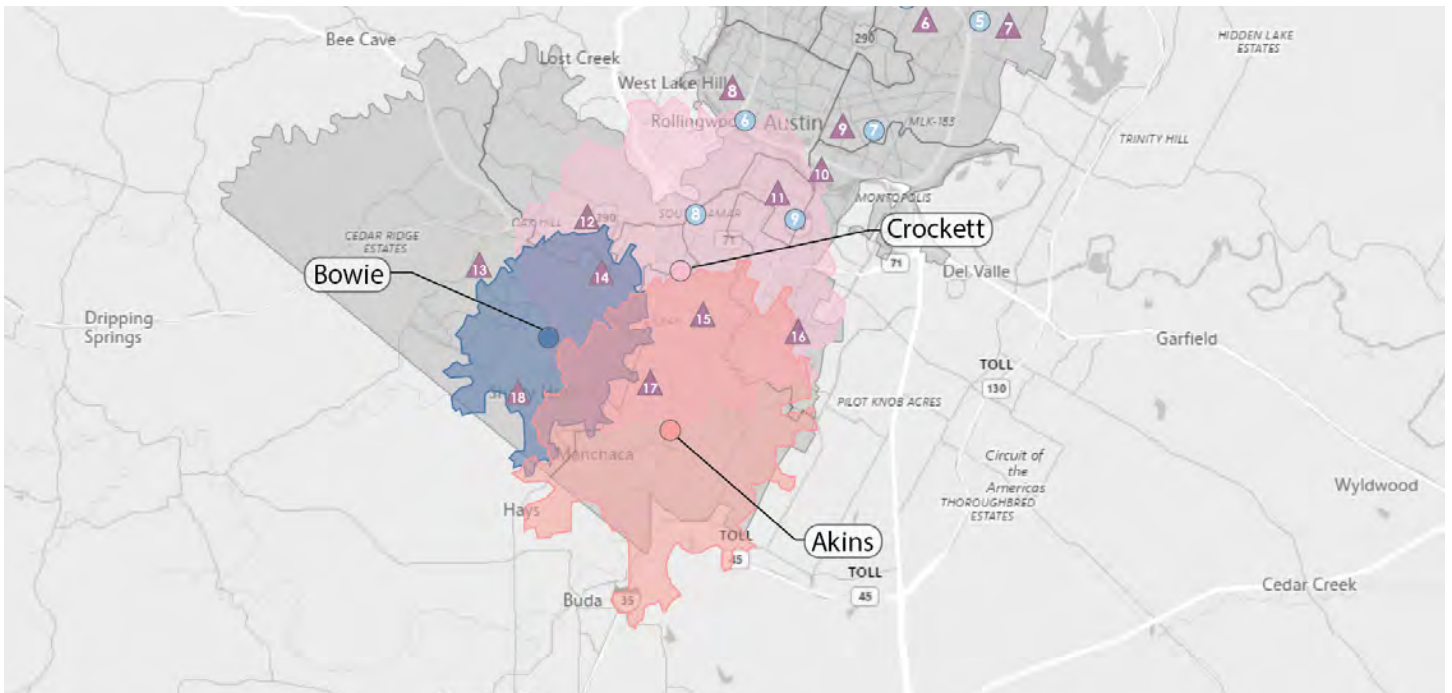
South Region - 15 Minute Bike Travel Distance



15 Minute Bike Travel Distance

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- ▲ District Middle school
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South Region - 30 Minute Bike Travel Distance



30 Minute Bike Travel Distance

Program and Curriculum Synergies

Historically, Athletics and Wellness, Fine Arts and Creative Learning, and CTE and Career-Connected Learning have been viewed and regarded as completely separate programs, with their own unique curriculum and needs. But in the growing world of technology, the lines between these programs are blurring more each day. Technology has provided a tremendous amount of cross program synergies, in addition to traditional ones we know like football and the marching/ pep bands.

Most of the modern synergies are occurring in CTE programs, where the hands on learning, experimentation, and application portions of the curriculum are taking place in Fine Arts and Creative Learning and Athletic and Wellness programs. CTE programs are also advancing traditional programs in tremendous ways.

In terms of coursework, there are numerous potential overlaps between the different programs. By finding the overlaps between these program areas, the District has the potential to expose students to areas of study that they might not have otherwise participated in. The following are a sampling of potential course work synergies:

Athletics and Wellness with CTE and Career-Connected Learning:

Sports Medicine
Anatomy and Physiology
Athletic Training
Cryotherapy
Kinesiology
Sports and Video Broadcast

Animation and Graphic Design
Sports and Entertainment Marketing
Turf Grass Management
eSports/STEM

Fine Arts and Creative Learning with CTE and Career-Connected Learning:

Stage Design
Stage Lighting Design
Fashion and Costume Design
Cosmetology
Theatrical Makeup
Audio Visual Production
Marketing and Graphic Design
Printing and Imaging Technology
Photography
Website Design

Animation and Graphic Design
Video Game Design and Virtual Reality
Architectural Design
Interior Design
Woodworking
Welding
Floral Design
Culinary Arts
Design for Health
Medical Equipment Design



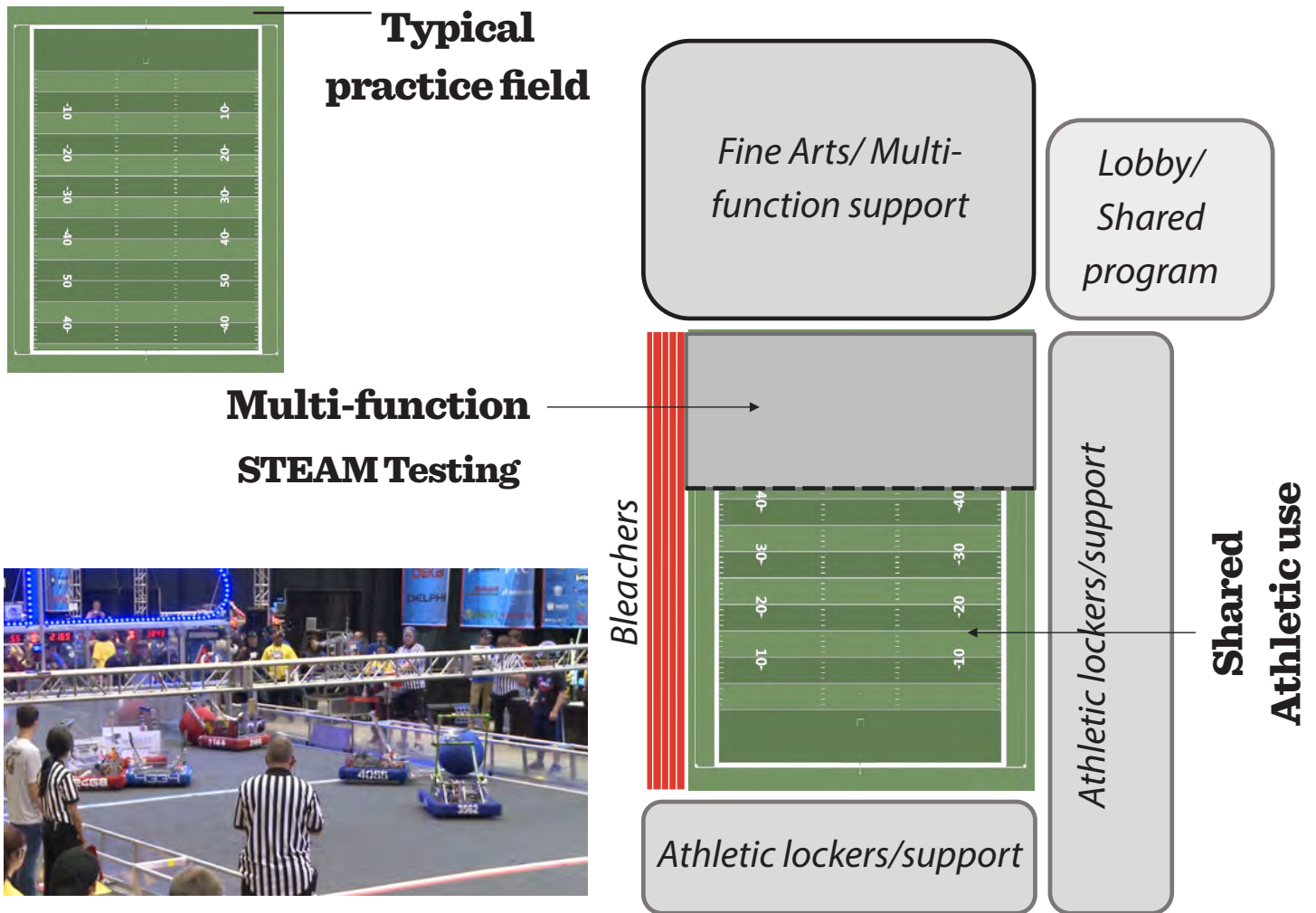
Technology has provided a tremendous amount of cross program synergies.

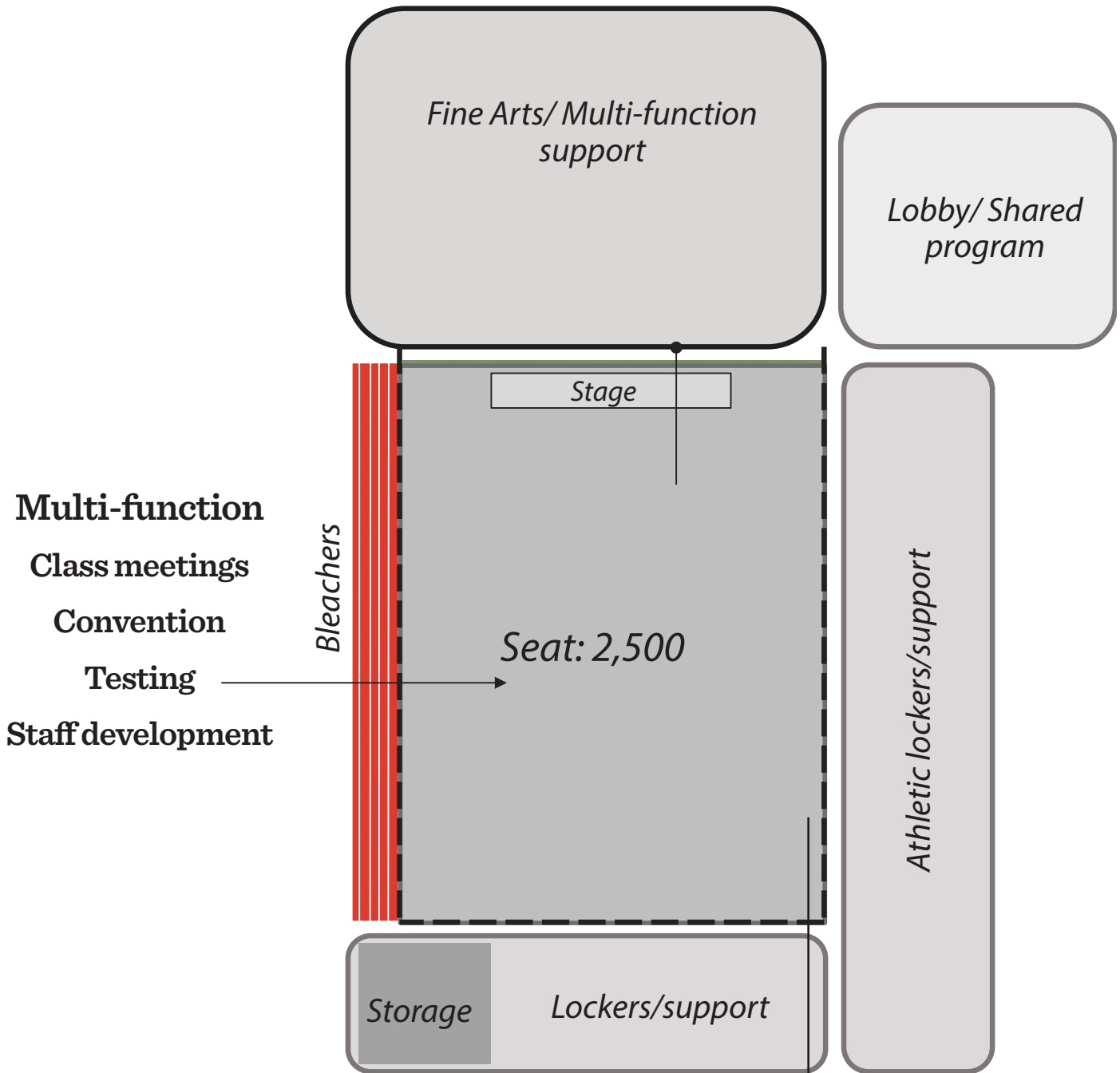
Shared Use Facilities

High school football stadiums tend to attract a lot of attention, especially in Texas. They are a highly visible component of the communities they serve, and while they provide great opportunities for gathering and for students to showcase their talents. They also often receive a lot of attention for the cost to build and maintain them. It's no surprise that districts are searching for ways to provide multi-purpose facilities for their students while maintaining a modest budget.

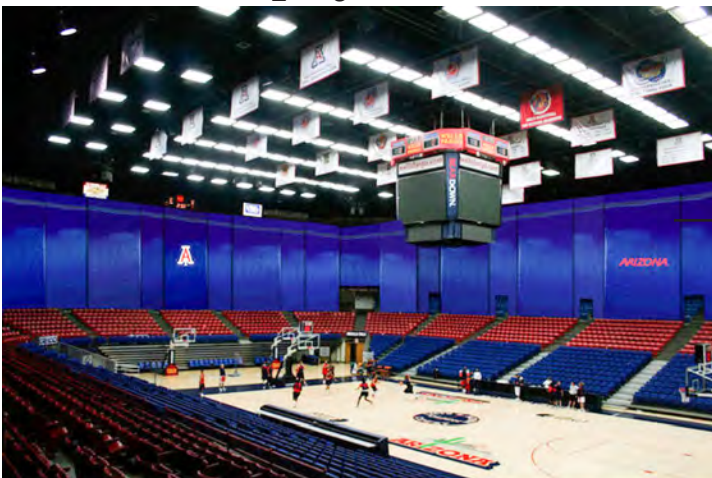
There are many opportunities to increase the utilization of a stadium to benefit the community in additional ways. Community rooms anchored to the stadium can be used almost every day of the year. Many school districts and communities need a large space for events. Ample parking already exists at stadiums, which eliminates that cost for a facility built at a different location. Community rooms can be used for board meetings, teacher training, professional training, health screenings, or to generate revenue by renting out space for birthday parties, corporate events and more.

Student career and technology programs can also be integrated into the facility. Training rooms and weight rooms that serve athletes can be sized to accommodate a classroom to support health sciences programs including physical therapy, training, kinesiology, and weight training. Students can also benefit from operating the scoreboard during the game including play reviews and commercials, providing an extra-curricular activity for students that are not involved in other school programs. Additionally, students can work with local businesses to develop commercials to be played during events that could also generate revenue for the District.





Video Display



Curtains for acoustics

Key Factor 4 : Partnerships

Overall Partnership Development Strategies

More than ever, partnerships with key organizations throughout a community are ensuring the success of public education by enhancing the curriculum, providing responsiveness to change, and preparing students for a post-secondary world that is more connected, global, and evolving faster than at any time in history. The isolation of education from real-world application is no longer valid. The core value of educating students is to prepare them for future careers, and partners are key to this real world education.

Partners often spend enormous resources and time “re-educating” and training new employees to be able contributors to their success and bottom line. Additionally, as evidenced by the continued demand for skilled professionals and workers, many positions remain unfilled, affecting partners' ability to successfully run their organizations and businesses. It is a demonstrable fact that a successful and committed partnership can be mutually beneficial to all – the school district, the partner, and most importantly - to the student.

Who are “Partners”?

Partnerships are often thought of as large businesses or major organizations that have enormous resources at hand. While this may be true and beneficial in some cases, partners for the District may constitute any of the following:

- Private businesses – small, medium and large
- Local, regional and/or national business, organizations, or entities
- Post-secondary institutions (public or private) – community colleges, technical schools, state colleges and universities
- Governmental agencies – public safety, legal/ court system, corrections, security, social services and other local, state or federal departments
- Community organizations – local neighborhood groups, volunteer groups, community and social service organizations
- Professional athletic teams, arts groups, and cultural organizations
- Business groups –Chambers of Commerce
- Employment data services and workforce training groups
- Private individuals, community leaders and stakeholders
- Public leaders and stakeholders – executive/ legislative and judicial
- Unions/guilds
- Other public school Districts
- Foundations



We must build a love for learning, create active learners, and give [students] the ability to think critically.

- CTE round-table discussion,
Partnership Forum



District Partnership Forum

How are Partners involved?

Contrary to popular perception, partners are not just “sponsors” who provide funds and resources. They are often involved in much more meaningful and productive ways – from vocal support and volunteerism, to involvement in the development of curriculum and programs, and the provision of instructors, mentors and advisors. The following is offered as a potential guide to the development of partnerships for the District by “levels” of involvement. These levels of involvement may change and evolve over time depending on changes in the economy and the region, as well as the relationship cultivated within each of them. See figure 2.4.1 for a breakdown of partnership descriptions and levels.

Partnership Strategies

Strategies for partnership development are unique to each program. Please refer to the partnership strategies listed in their respective chapters in this book. However, here are some basic strategic points and initiatives that are common to all:

- Do not first approach partners with a request for money or sponsorship – let them understand how a partnership benefits them first.
- Know what your partners want – listen and understand them and what their needs are.
- Emphasize their return on investment (ROI): Increased awareness, public relations, visibility, stronger/more well-trained workforce, talent development, increased employee involvement and aspiration, etc.
- Establish industry/community/governmental networks/networking – fully engage Chambers of Commerce, community organizations, governmental agencies, vendors, current partners, teachers, administrators, etc. – Any organization that can link you to potential partners.
- Engage and recruit partners - Systematically search and find partners through your networks and contact them by reaching out to them and visiting them first in order to get to know them.
- Recognize your partners work – Spread the word. Publicly relay the good work and successes for other partners to see.
- Focus on outcomes – Keep your eye on the prize.
- Plan collaboratively – Work as a team, develop the partnership together.

Level V: Complete Integration

- True, equal collaboration among educators and community and industry partners.
- Partners heavily involved as complete stakeholders in developing school model, internships, and co-development of curricula with strong involvement of business leaders.
- Partner has responsibility and authority in the development of instruction, outcomes, resources, and work-based learning efforts, including the use of partner facilities.

Level IV: Partial Integration

- Working directly with educators and students, in ways that change how instruction happens. Involving facilities, curriculum, program culture, or other opportunities.
- Partner has direct involvement with student goal setting and attainment.
- Endowments/Funding and Resources for specific programs and activities.

Level III: Interactive Support

- Partner working directly with students and staff without influencing instruction: Guest speakers and performers, career mentors, hosting site tours for students, job-shadowing, internships, co-ops, apprenticeships, hosting training and coaching workshops, seminars, and teacher externships.
- Serving on an Advisory Board.

Level II: Active Support

- People, Institutions, Foundations, and Businesses taking concrete, individual actions to support students in schools – without coming in contact with students or educators.
- Donating to fundraising campaigns for new equipment, facility updates, travel to competitions, etc.
- Giving to a scholarship program.

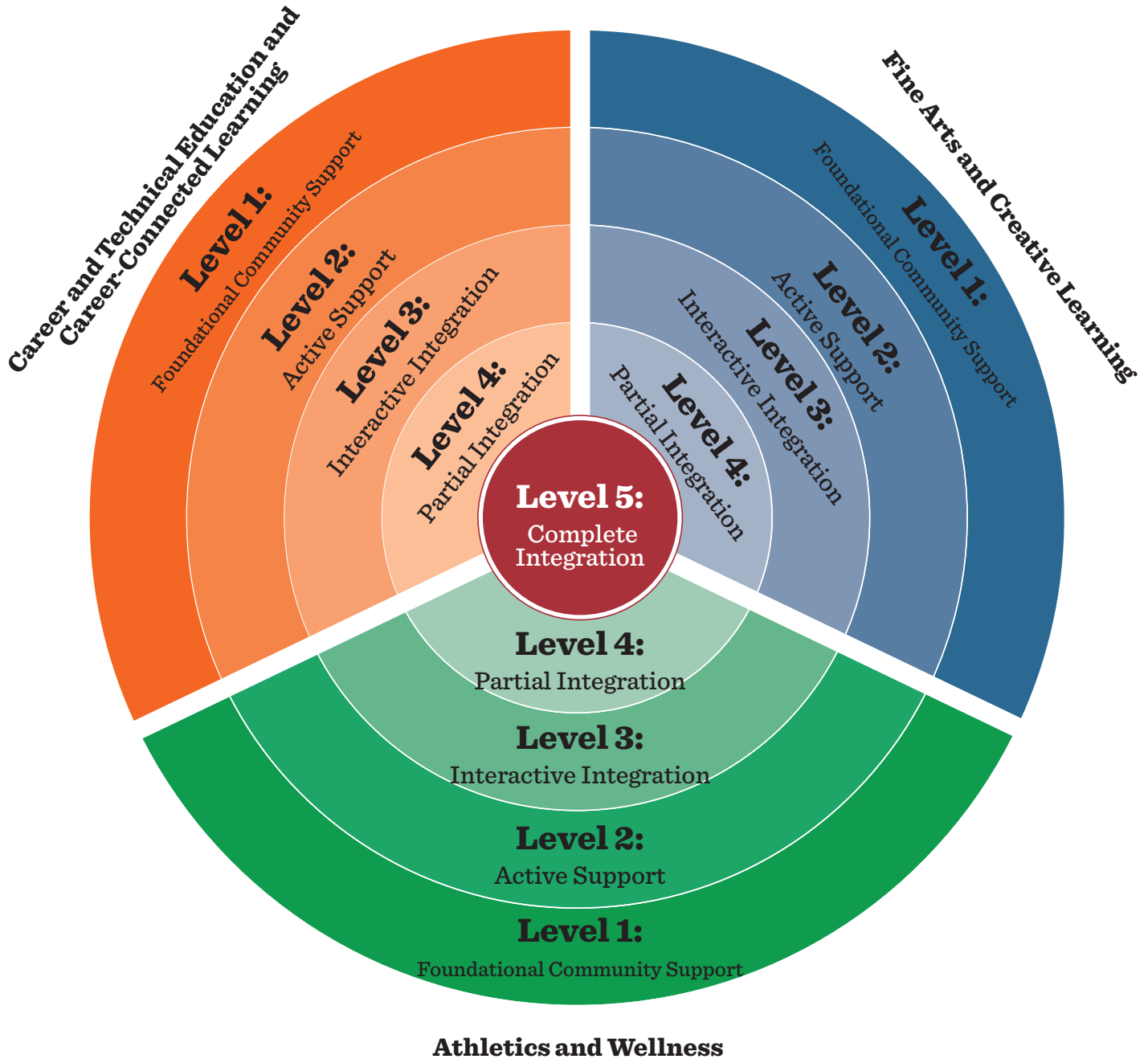
Level 1: Foundation and Community Support

- Base Level of Partnership – General level of support from the community for the District and its educational programs, including positive messaging in support of all initiatives.

FIGURE 2.4.1 District Partnership Descriptions. Ref. 6.13-6.16

Partnership Structure

In order to maintain synergies between all three programs an advisory board across the three subject areas– Athletics and Wellness, Fine Arts and Creative Learning, and CTE and Career-Connected Learning– is recommended. The development of the five-levels of partnership coincidentally and integrated between them as demonstrated in the following diagram:



Creating a synergy with multiple current and potential District partners helps to avoid “partner fatigue” – where one partner is asked over and over to be involved with or provide resources for a program. Hence, coordination of all partners over the entire spectrum of District programs is encouraged and necessary for continued success and growth.

Board Structure

As you can see from the diagram, the center provides a great opportunity for the most involved partners and community leaders and stakeholders to be involved at the highest level. Therefore, the establishment of the following is recommended:

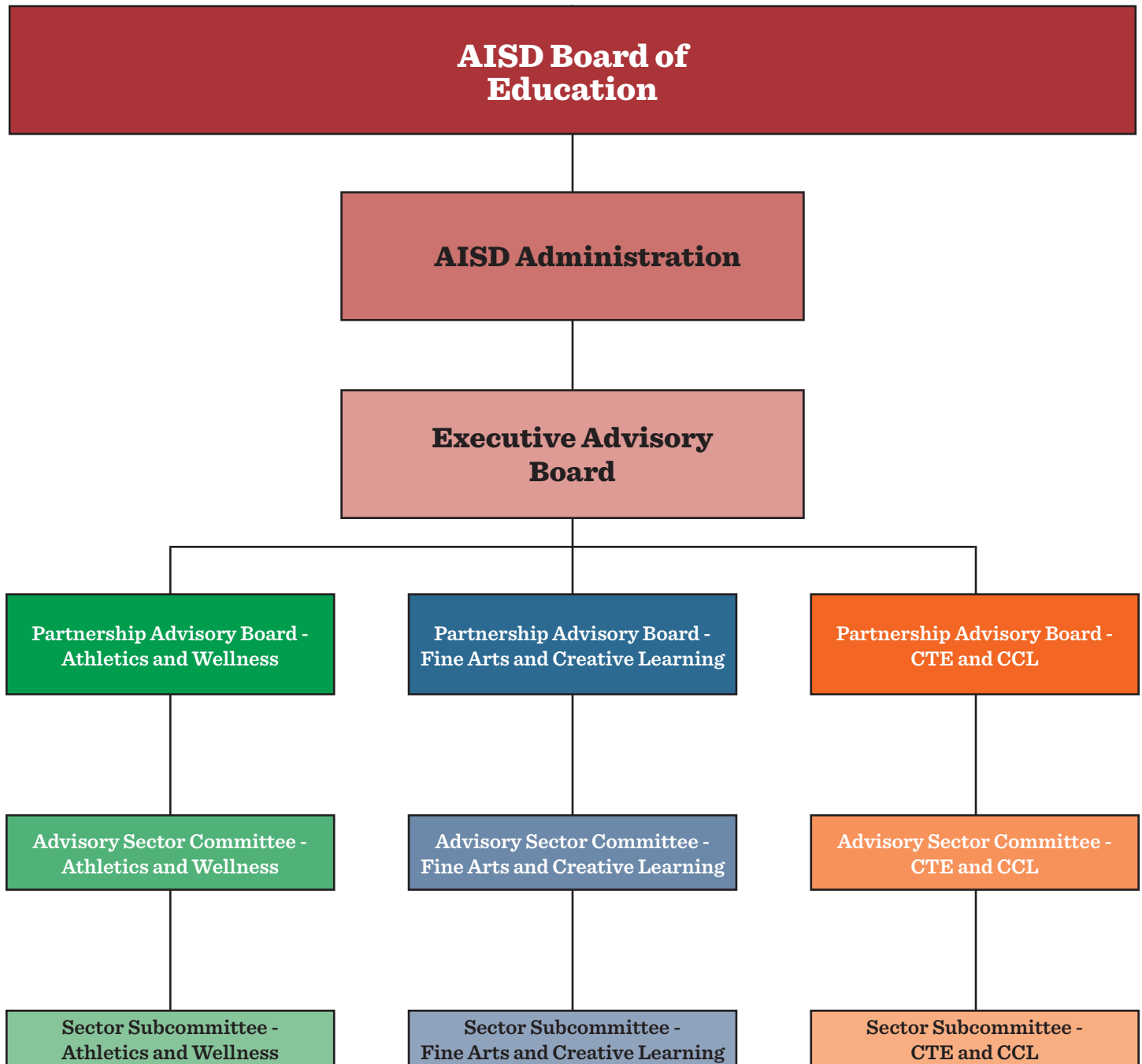


FIGURE 2.4.2 - Partnership Advisory Board Structure.

For an Advisory Board Structure map with each content area please refer to Appendix B.

Executive Advisory Board for Austin Partnerships

The primary purpose of this highest board level is for networking and connectivity with the most important leaders in the Austin community. The Executive Advisory Board (EAB) would not be involved in program or partner management and development directly, but would aid in utilizing their influence, connections and knowledge of the community in order enlist or encourage support of partners for all programs. They would also provide the overall strategic initiatives and master plan with specific alignment to other business and community plans in Austin, and they would provide high-level oversight for all Advisory Boards reporting to them. The EAB would meet twice a year and is recommended to include the following key members of the Austin Community:

- Mayor, or representative of the Mayor's Office
- District Superintendent
- District Board President
- President, Chamber of Commerce
- President, or high-level leadership of University of Texas
- President, or high-level leadership of Austin Community College
- Representative of the State Board/Department of Education
- Leadership level representatives of the five (5) largest and/or most influential employers in the Austin region.
- Representatives of small business/disadvantaged business associations
- Leadership level representatives of the five (5) most important/influential Community groups/organizations in the Austin Region
- President, or high-level leadership of the top five (5) foundations in the Austin community
- Partnership advisory board presidents

Partnership Advisory Boards

Establish a working Advisory Board for each of the three programs (Athletics and Wellness, Fine Arts and Creative Learning, and CTE and Career-Connected Learning). This Board would be comprised of the appropriate District administrators and directors, representatives of major partners (Level IV and V). Their primary purpose would be to develop strategies for achieving the goals, guiding principles, and visions for each program. They would provide direct administrative and operational oversight and continually focus on future-proofing, economic growth, and new trends.

Advisory Sector Committees

Under each Partnership Advisory Board, committees would be established to represent a particular industry or career cluster/program. For example, in CTE Health Sciences, the Health Science Sector Committee would focus on educational program and opportunities for the Health Care Industry, provide oversight and specific future-focused strategies for Health Sciences, and produce growth and change forecasts within the industry. This committee would have a mix of health care partner representatives (Level III-V) as well as the appropriate District administrators, directors, and staff involved with Health Science Programs. All Advisory Sector Committees would report directly to their respective Partnership Advisory Board. Advisory Sector Committees would meet 6-8 times per year.

Subcommittee Options

Additional subcommittees may be created as needed under each of the Advisory Sector Committees for specific purposes. A specific program subcommittee is a mix of partners and District staff focused on the specific development of one program, for example: Jazz Music, Alternative Energy, Logistics/Delivery, Diet/Nutrition, Physical Therapy, Ceramics, Pottery, Automotive Repair and Body Work, etc. A subcommittee:

- Assists in the designing and development of learning objectives and assessments
- Reviews curriculum for relevancy and demand level
- Includes students and parents, along with District staff and post-secondary staff
- Includes representation of all level I-V partner involved in with this specific program
- Reports directly to associate Advisory Sector Committee

Other Potential Committees and Subcommittees

It may be deemed necessary to create additional committees and subcommittees to address specific tasks or needs, either within a program or over all programs. Some examples are:

- Dual enrollment/post-secondary transitions
- Outreach and recruitment
- Work-based talent development
- Communications and advocacy
- Program accreditation
- Facilities and equipment
- Special Education (overall or specific programs)
- Adult education and training
- Community appreciation

However the District chooses to maintain and develop partnerships, it is highly recommended to create a Board/Committee structure with defined roles and responsibilities, including the requisite need for active participation and attendance. This will ensure that synergies continue to grow between educators, businesses, community organizations, local government and of course – parents and students. Partnerships in this new era of cooperation can induce the most important outcome – the fact that learning is a lifetime pursuit and continuum that never really ends.



The primary purpose of this highest board level is for networking and connectivity with the most important leaders in the Austin community (District Marching Band).

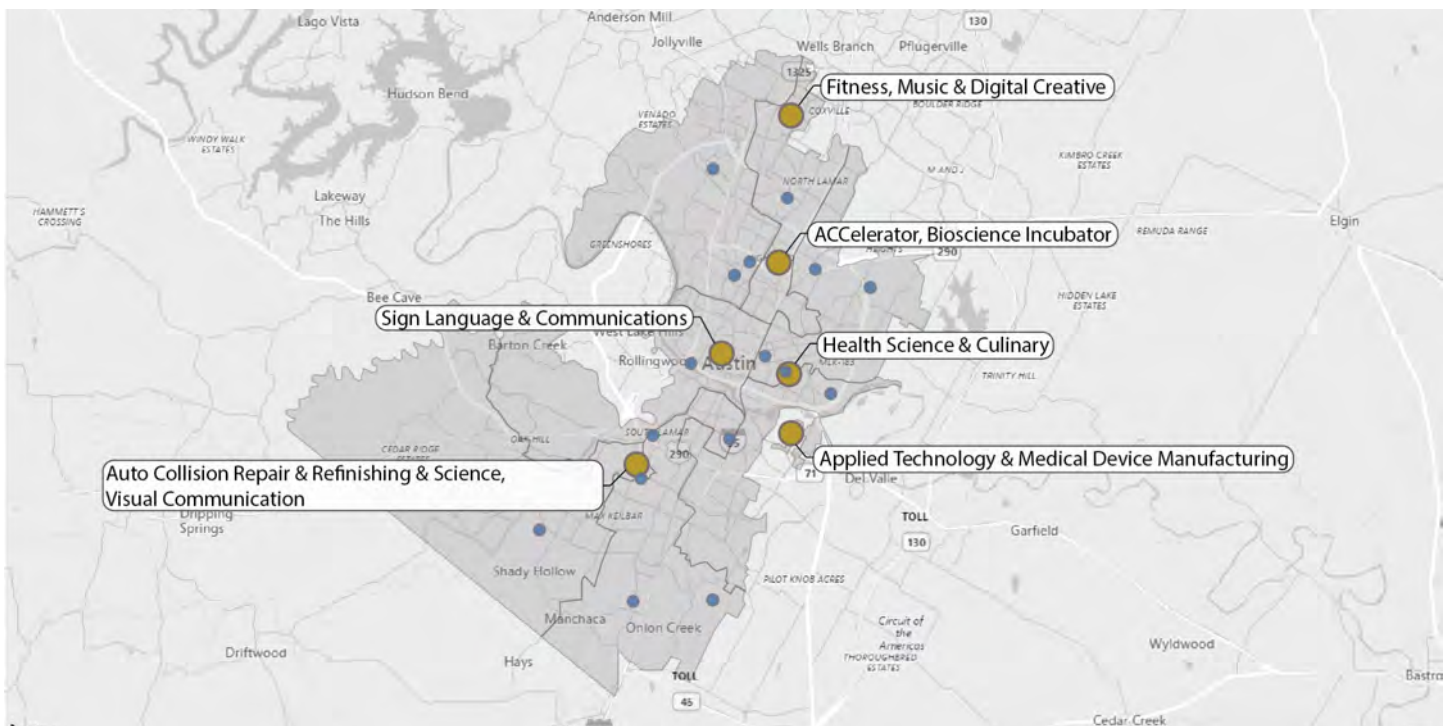
Post-Secondary Partnerships

The District already has partnerships with multiple post-secondary institutions including the University of Texas, Austin Community College, and Huston-Tilletson. There are a number of other potential post-secondary partnership opportunities for District. Partnerships with local public and private universities, community colleges, and certification and credentialing programs have been explored with each focus area. The specific nature of each partnership opportunity will vary widely based on the needs of the community, students, and the District. Considerations for post-secondary partnerships that will be explored further include:

- Regional location of post-secondary partner
- Availability of credentialed teachers
- Job placement assistance provided to students from post-secondary partner
- Courses responding to needs of the local community
- Opportunities for sharing of facilities
- Financial aspects of partnerships

Each campus of Austin Community College (ACC) offers a wide variety of courses. The map below shows the curriculum focus at each campus and their proximities to District high schools. District-wide, ACC offers ten areas of study that are listed below. Within these areas of study, there are over 100 programs that lead to college credentials that include technical certificates, two-year associate degrees, and advanced technical awards. High schools near these programs should consider alignment with ACC programs to create strong partnerships.

- Arts, Digital Media & Communications
- Business
- Computer Science & Information Technology
- Culinary, Hospitality & Tourism
- Design, Manufacturing, Construction & Applied Technologies
- Education
- Health Sciences
- Liberal Arts
- Public & Social Services
- Science, Engineering & Math



Austin Community College Locations and Curriculum Focus



UT Captain's Leadership Initiative in partners with the District to provide leadership training to sports captains.

Key Factor 5: Programs and Offerings

Student Agency

Student Agency, also known as Student Voice and Choice, is a critical component in 21st Century education. Traditionally, students have had little control of their education, usually only found in the selection of electives. Even with electives, the choices are limited to what the District and campus are willing and able to provide. This can create challenges for some students, limiting what is made available to them as well as the way that it is taught. Not all students are alike and they do not always fit into the molds that are created for them.

On the flip side, providing total choice to students can be an operational struggle, as you cannot create every program for every school and maintain any resemblance of a controlled budget. This is where facility sharing becomes essential toward the distribution of programs and offerings district-wide, regionally or at each campus.

Equity and access are an issue within the District. Not all programs are equally available at campuses, and therefore, limit students. This is coupled with the need to provide more student agency to students across the District. Today, the District provides students with choice sheets, which are a list of courses offered at their campus. Choice sheets are made by the individual campuses with some guidance by the District departments. Students are not always presented with options to voice their desires outside of these choice sheets and it is not always clear to students how they can take courses that are not available at their home campus.



Doss Elementary School Groundbreaking.



*Across the survey for the 3 disciplines, the common phrase listed to describe the future of the respective program was **Inclusive**.*



Student Round table - "Schedule Your Day" activity and debrief.

Financial Wellbeing

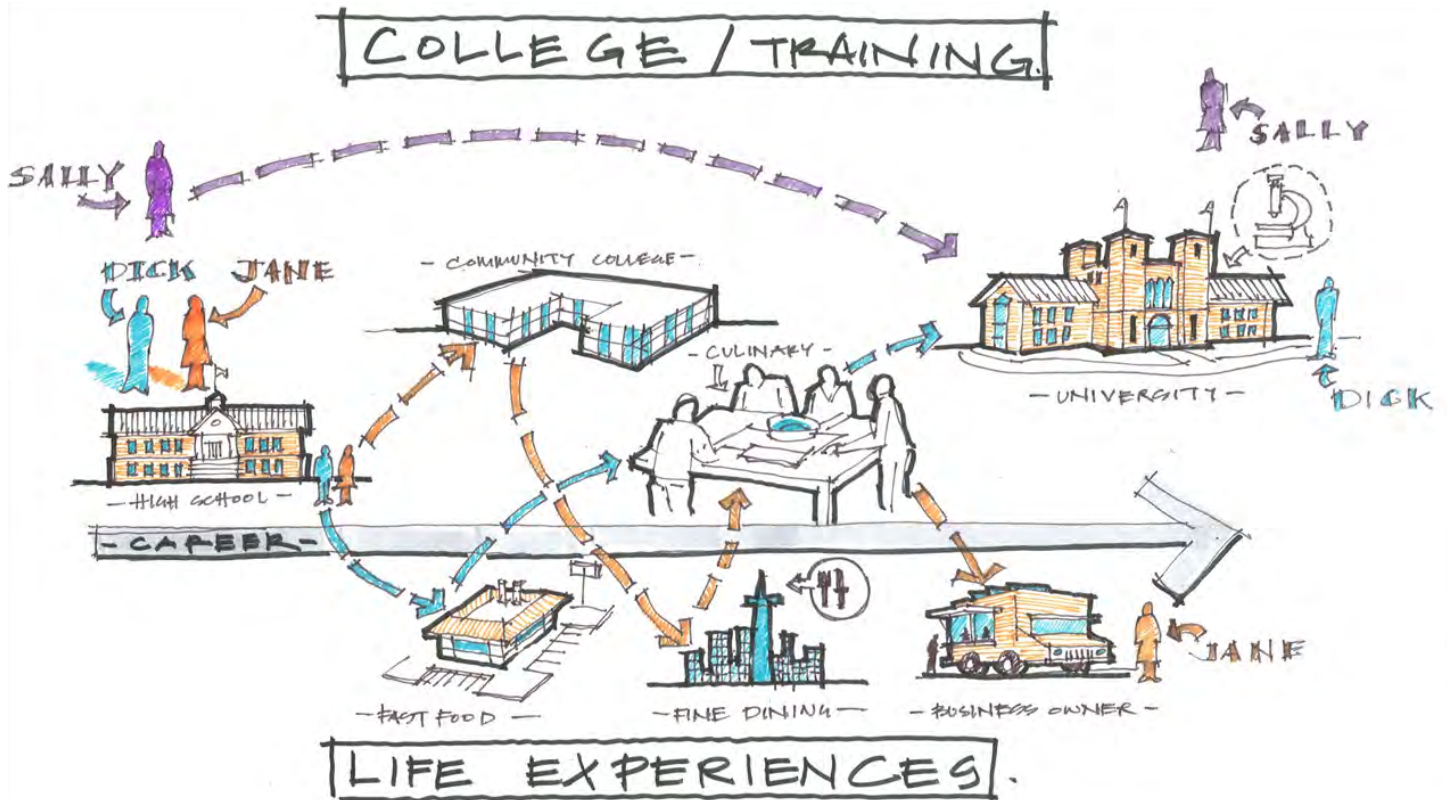
Financial wellbeing is a key component of student agency. Student agency refers to the ability of a student to make their own decisions about their future. From a financial perspective, students who are informed about their options as they relate to Athletics and Wellness, Fine Arts and Creative Learning, and Career and Technical Education and Career-Connected Learning are better positioned to make decisions about how they spend their time and their money. With student loan debt in the US at \$1.46 trillion and growing, it is necessary to provide alternative options of post-secondary education and information to today's high school students so that they can make informed decisions about their future careers, education, and finances.

For all students, and especially those with limited financial resources, providing career flexibility to reach their long-term goals is key. Skills that enable students to work immediately upon graduation and provide students with options that enable them to have financial independence. As a result, these students have enhanced opportunities over traditional education pathways.

For example, there are three students - Sally, Dick, and Jane - each who choose a different path to reach their individual goals. Sally chooses a more traditional path and goes directly to a university following graduation from high school. Jane chooses to go to community college, gain some work experience, return to a culinary training program for additional education and, armed with both real-life experience and formal training, she can open her own business. Dick chooses to work after graduation before enrolling in a culinary program and ultimately deciding to pursue a college degree. Both Jane and Dick have job skills that provide them with an income early in their adult life. They also have life experiences that help them receive on the job training, enable them to pursue their educational goals with less debt, and ultimately position them for quicker job placement because of their past work experiences. All the students in this example can choose the career path that is best for them. They also have the flexibility to change their career direction whenever they want. While Sally also has relevant collegiate experience and education, she may be behind the workforce and have student debt.



Financial wellbeing is a key component of student agency.



College training and life experience comparison.

Quality of Life Benefits

The potential financial and quality of life benefits of Athletics and Wellness, Fine Arts and Creative Learning, and Career and Technical Education and Career-Connected Learning include:

- Student Agency – Students choose the path that is best for them and have the ability to change paths if they desire.
- More Options – Students can choose between working or pursuing a variety of post-secondary education opportunities, and even decide to change careers.
- Less Cost / Less Debt – Students can pursue a career without going into debt, or with taking on an amount of debt that is appropriate for their future career and income.
- Reduced Financial Stress on Family – Family may be equal beneficiaries of financial benefits that reduce their financial stress in providing resources for their children.
- Quicker Placement/Higher Compensation – Students with job experience are more likely to be hired and receive higher compensation.
- On-the Job Training – By learning skills in real-world applications Athletics and Wellness, Fine Arts and Creative Learning, and Career and Technical Education and Career-Connected Learning students are receiving training that may be of greater interest and value to them.

Key Factor 6: Growth

Collaboration with Local Entities

The Central Texas region has been growing leaps and bounds for many years, and there is no indication that this growth will slow any time soon. As growth progresses it is important to consider local entities that have a tremendous amount of influence on the growth and development of our region. It is critical to understand the master plans of these entities and how they will directly influence the future of the District. It is prudent for the District to be a voice in these organizations' planning efforts in order to contribute to their vision and identity. Potential opportunities to collaborate with the following organizations should be considered:

- City of Austin
- CAMPO
- Capital Metro
- Austin Chamber of Commerce
- Institutions of Higher Education
- Other local school districts

In a District of limited resources, consideration should also be given to cross collaboration with organizations that traditionally have been considered competition. This can help spread resources across a region rather than creating duplication and competition.

Ref. 2.1-2.5

Future Schools

Future secondary schools that the District has plans to bring on board are important to consider in this process. There are currently two new secondary schools that are planned:

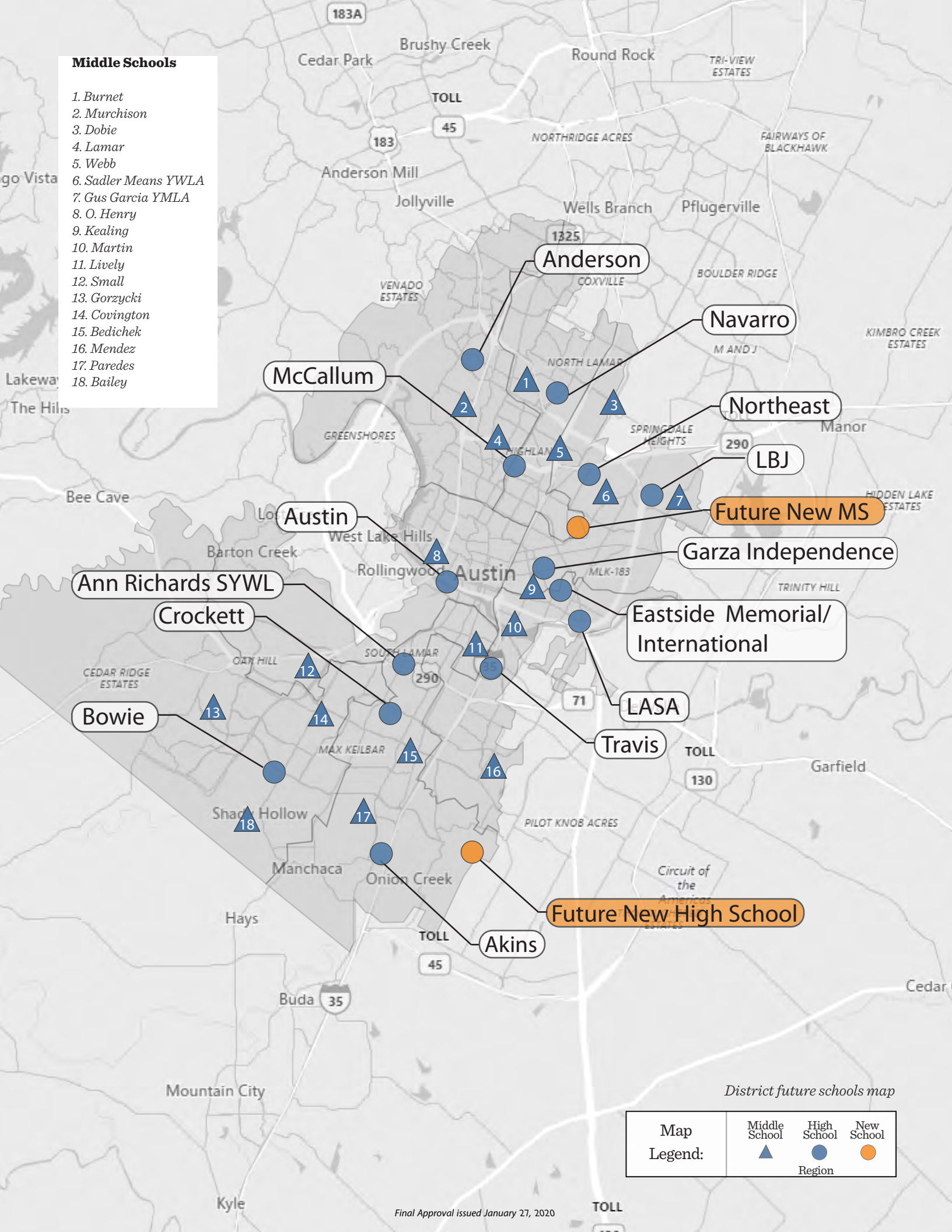
1. A Northeast Middle School in the Mueller development in the central east part of the District (2017 Bond funded)
2. A future South High School in the Goodnight Ranch development is planned in the southeast part of the District.



Doss Elementary School Groundbreaking.

Middle Schools

1. Burnet
2. Murchison
3. Dobie
4. Lamar
5. Webb
6. Sadler Means YWLA
7. Gus Garcia YMLA
8. O. Henry
9. Kealing
10. Martin
11. Lively
12. Small
13. Gorzycki
14. Covington
15. Bedichek
16. Mendez
17. Paredes
18. Bailey



Ann Richards SYWL

Crockett

Bowie

Austin

McCallum

Anderson

Navarro

Northeast

LBJ

Future New MS

Garza Independence

Eastside Memorial/
International

LASA

Travis

Future New High School

Akins

District future schools map

Map Legend:	Middle School	High School	New School
	▲	●	●
	Region		



adidas
LADY COOGS
10

3

Part 3

Athletics and Wellness

Why is it Important?

The District is committed to fostering the whole child through offering a variety of athletics and other physical education classes which teach important skills that establish a strong foundation for healthy lifestyle for the rest of their lives. The District uses a Coordinated School Health (CSH) model which links the important programs in academics, social emotional learning and physical development together. This concept supports development of each student and aims to improve their wellbeing.

The Physical Education and Athletic Departments support the core belief that graduating students that are college, career, and life-ready. The District believes that athletics, wellness and physical activity are integral pieces of the educational system supporting short and long-term benefits to students. Academics and physical activity work together to develop the whole child.

The District strives to provide all students with trained specialists who know what works and know how to translate research and evidence-based fitness into athletic skills, knowledge, and performance. For example, we know that the national Centers for Disease Control (CDC) recommends that every student is active and moving at least 60 minutes a day^{3,6}. In fact, many local districts come to AISD to learn about the TEKS-based curriculum and the many well-respected health, fitness and athletics programs. The District is proud to share its physical fitness and athletics programs with neighboring Districts due to its great success. However, there is always a drive to achieve greater results.

The District evaluates the effect of physical health and activity levels of students annually. This information is crucial to the continued success and improvement of students health and wellbeing. Campus-specific goals and improvement plans are implemented to ensure that each student will receive the best education in terms of athletics, wellness and physical activity. FITNESSGRAM, which is a Texas Education Agency (TEA) fitness assessment, is evaluated on a regular basis. Programs evolve around the results of this assessment to improve student health in designated areas resulting in healthier students. The District also explores creative, progressive and original ways to ensure students are engaged in physical activities. Some of these programs include GoNoodle, Working Out for Wellness, and Marathon Kids.

What does the data and research say?

According to the most recent data received from Texas Education Agency about the district's students' health shows that the aforementioned programs and initiatives are making a difference but there is still much work to do. From beginning of each school year to the end, students improve performance on our statewide physical fitness assessment, FITNESSGRAM, according to the data collected from 2015-2019^{3,8}. Each year, district and campus staff continue to improve by evaluating outcomes and planning specific goals which focus on student improvement and engaging activities which to lead students to success.

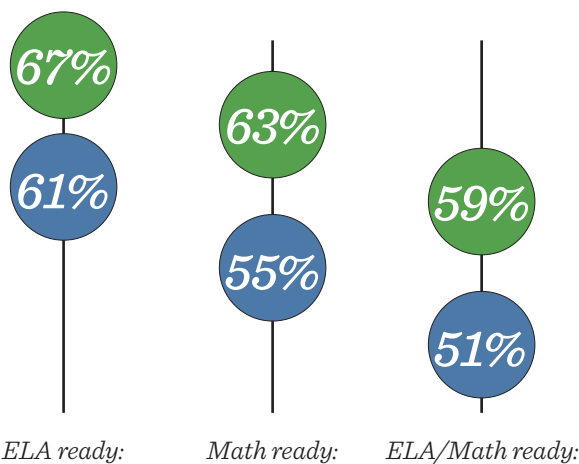
Students deserve facilities which allow them the opportunity to move freely and safely in both physical education classes and athletics. The key ingredients to any successful academic program are:

- *strong, evidence-based curriculum*
- *outstanding staff*
- *tools and space to achieve the work*

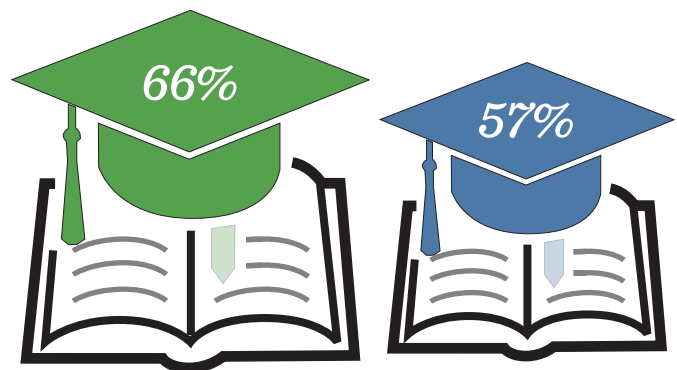
Presently, the district requires a multitude of renovations to old and new spaces. As new campuses and renovations occur, current standards for adequate physical space to participate in athletics are incorporated. However, for campuses that have been beloved centerpieces of Austin neighborhoods for several generations, the existing spaces cannot support the newer standards for safety, nor are they equitable when compared to newer facilities. The quality of athletic and physical education experience a student receives in the District should not depend on whether their neighborhood community is well-established for many generations or brand new as Austin grows and expands.

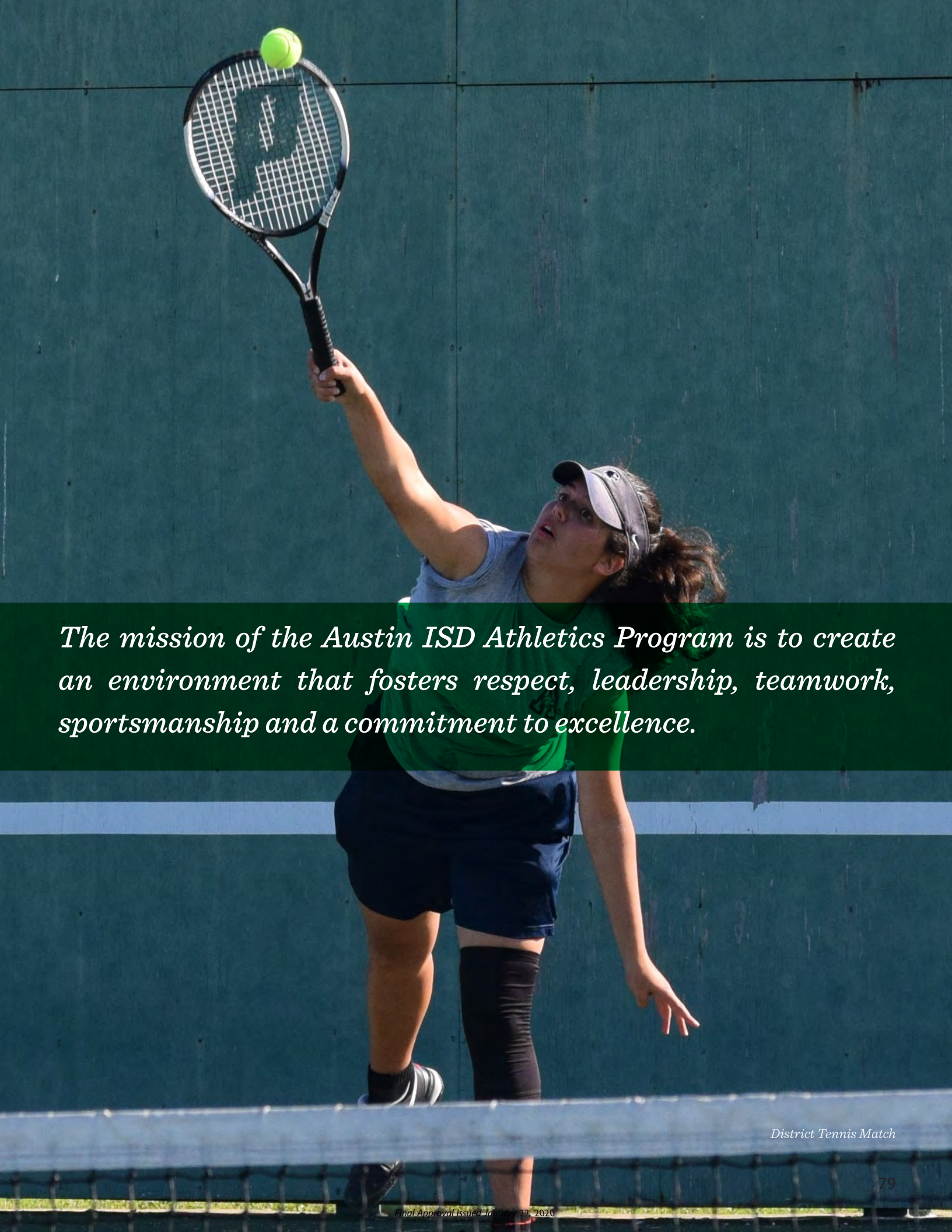
In 2017 more than half of the graduates from the District participated in athletics in middle school, high school or both. Data collected from the District's Department of Research and Evaluation^{3,7} proves that better fitness and higher levels of physical activity directly impact our students' academic performance, discipline referrals, student absences, and social-emotional wellbeing. College enrollment, college readiness and even graduation rates of student athletes also proved to be higher than that of students who did not participate in athletics.

College-Ready Rates by subject: *athletes* vs *non-athletes*.



College Enrollment Rates: *athletes* vs *non-athletes*.





The mission of the Austin ISD Athletics Program is to create an environment that fosters respect, leadership, teamwork, sportsmanship and a commitment to excellence.

Vision Statements

Athletics and Wellness

The following statements were derived from the Key Factors, as more specific goals for Athletics and Wellness. They were referenced throughout the process to ensure that all of the recommendations are in alignment.

Connectivity: Instill a sense of belonging among school communities by enhancing the connectivity of athletic and wellness programs from elementary through middle and high school.

Accessibility and equity: Provide equity among campuses to better serve student and community interests, and create facilities that increase student, staff and community wellness, by offering a variety of programs accessible to all.

Enhanced partnerships: Develop, strengthen, and expand business partnerships to provide resources for all athletic and wellness programs. Enhance community partnerships to share facilities and programs to increase overall student, staff, and community health and wellness.

Efficiencies: Improve the overall student and parent experience by managing logistics through the design and planning of athletic facilities, including their modernization to enhance safety, security and event scheduling and management.

Synergies: Identify cross-curriculum opportunities by creating synergies with Fine Arts and Career and Technical Education programs that create multi-purpose, flexible, state-of-the-art spaces that can be adapted to serve both the District and the community.

Pride: Improve retention and participation of students, staff and community through programming and enhanced facilities that reinforce the overall competitiveness of the District throughout the Austin region.



Student Athlete - Eastside Cross Country

Key Factor 1: Future Readiness

Pride & Intrinsic Motivation in Sports

Pride is defined as a feeling or deep pleasure or satisfaction derived from one's own achievements, the achievements of those with whom one is closely associated, or from qualities or possessions that are widely admired. Having pride and intrinsic motivation in athletics programs is key to creating a successful program. School and team pride are most simply created through a school and community rallying around an athletics program. Winning can be a catalyst, but pride is also created in other ways. It can be maintained through the preservation of traditions and history of programs. The connection to the successes of the past can promote successes in the future.

Pride is also maintained through the history and quality of the venues in which each sport is played. Our physical environment can have a large effect on our behavior and has a drastic effect on intrinsic motivation. Intrinsic motivation is defined as the motivation to engage in behavior that arises within the individual naturally. This motivation is most likely to occur in facilities where athletes are proud to practice and compete. This pride that motivates an athlete can also be used as intimidation for opposing teams resulting in the term "home field advantage".

Community pride can also help to support programs. This support can come through the donation of time or resources. Increased attendance can motivate local businesses to advertise therefore provide funding for new uniforms, food, equipment and facilities. Pride can also motivate former alumni to be more likely to volunteer or donate to a program. Pride is also created when students from the same school can come together to support the same team. With some middle schools feeding into multiple high schools this identity can be complicated. Simplification of the feeder patterns could reinforce school pride at an even earlier age.



District Track Meet



NCAA & Scholarship Opportunities

The National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) offer a wealth of opportunity outside of high school for students who are looking to pursue their dreams in athletics. The average scholarship for any athlete is \$17,953. The averages include many 'equivalence sports' which mean that the base scholarship can be split into multiple pieces. The numbers below are annual and apply to an entire team, so incoming student athletes at a four year institution are typically competing for approximately 25% of the maximum available scholarships. Across the board many of the activities currently played on the high school campuses amount to the highest scholarships and lead the odds of making an NCAA or NAIA roster straight out of high school. Many districts have yet to incorporate lacrosse into their schools an official UIL sport, but scholarships are still available. Since few campuses provide lacrosse as an option, only a small number of student athletes are NCAA or NAIA material. Because there are few students, the odds of making an NCAA or NAIA roster in lacrosse is the highest.

National Average Scholarship Amounts per Sport ^(3.1)

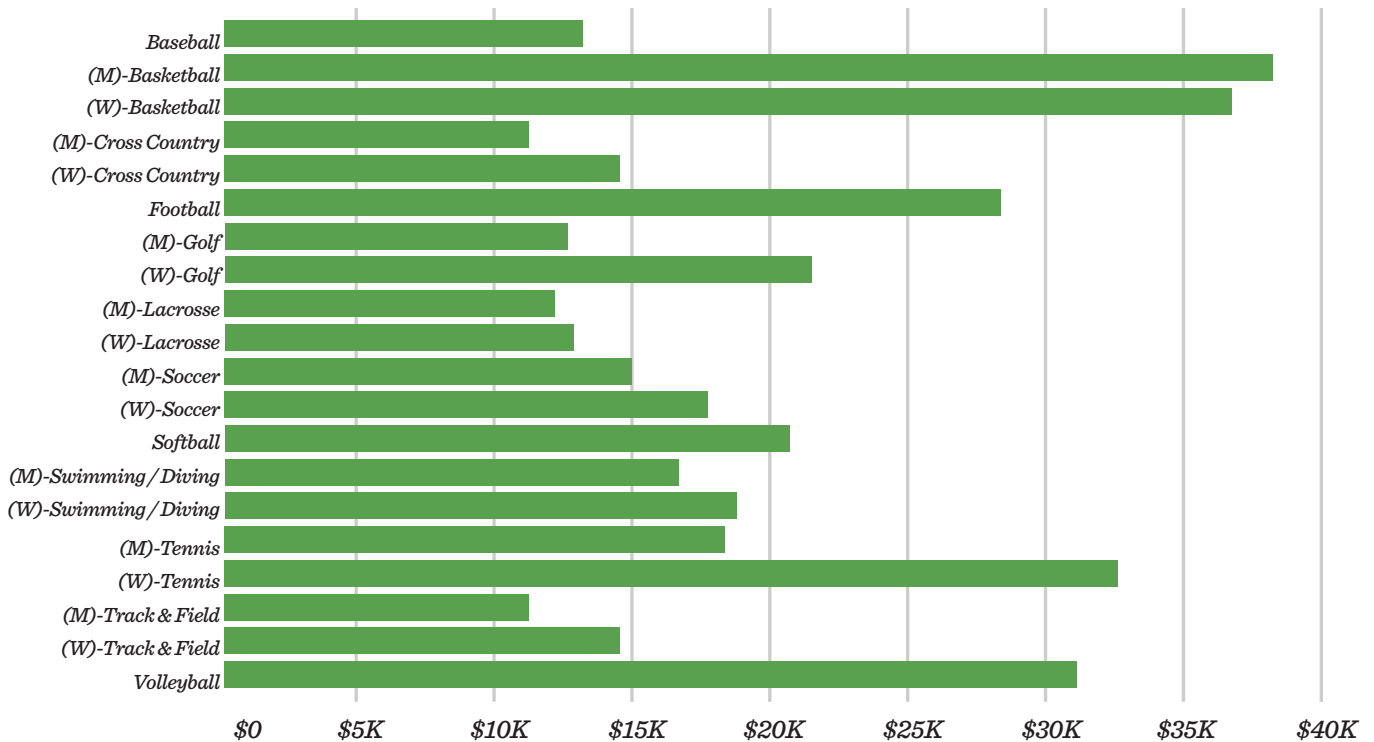


FIG 3.1.1 - Scholarship amounts per sport

National Odds of High School Player making NCAA or NAIA Roster (3.1)

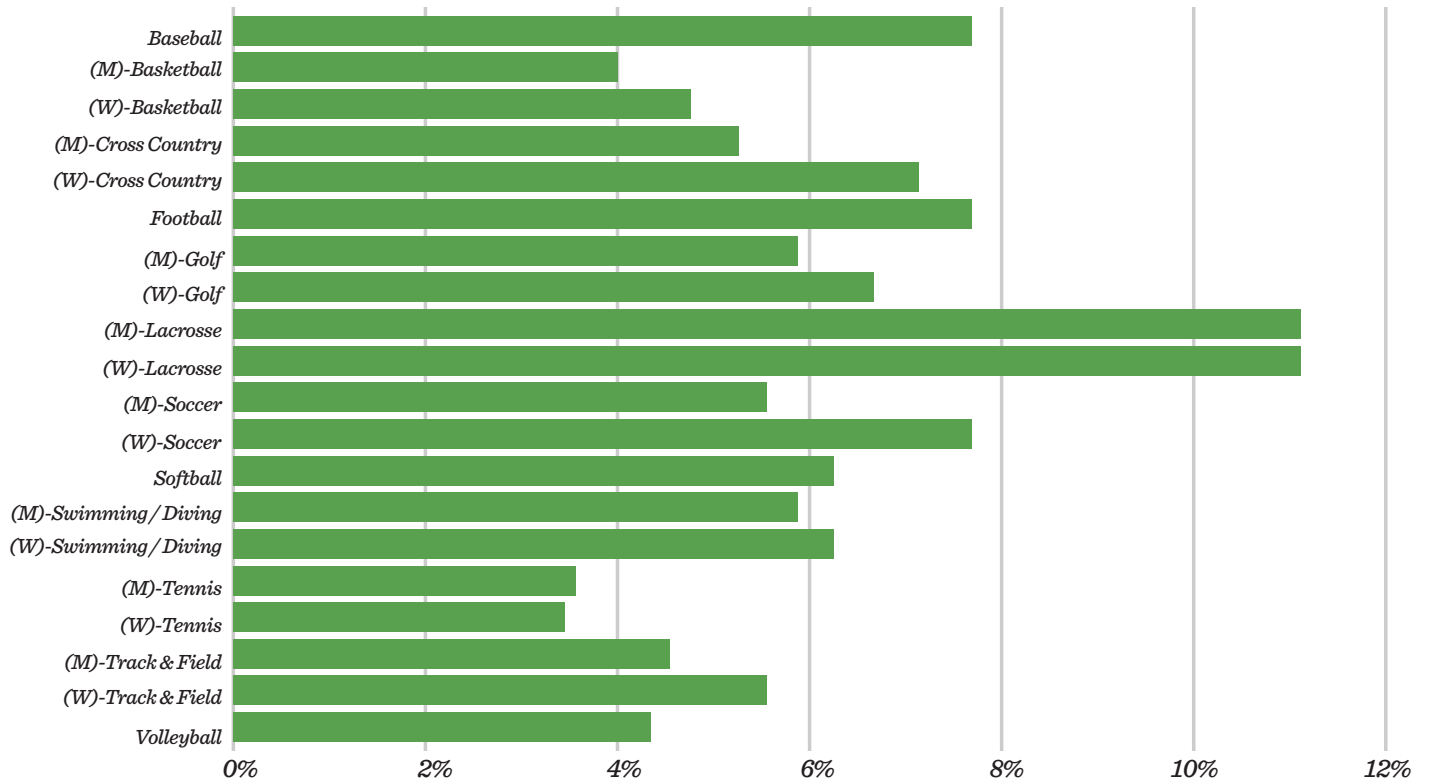


FIGURE: 3.1.2 - Odds of High School Player making NCAA or NAIA Roster

National Odds of High School Player making NCAA I Roster (3.1)

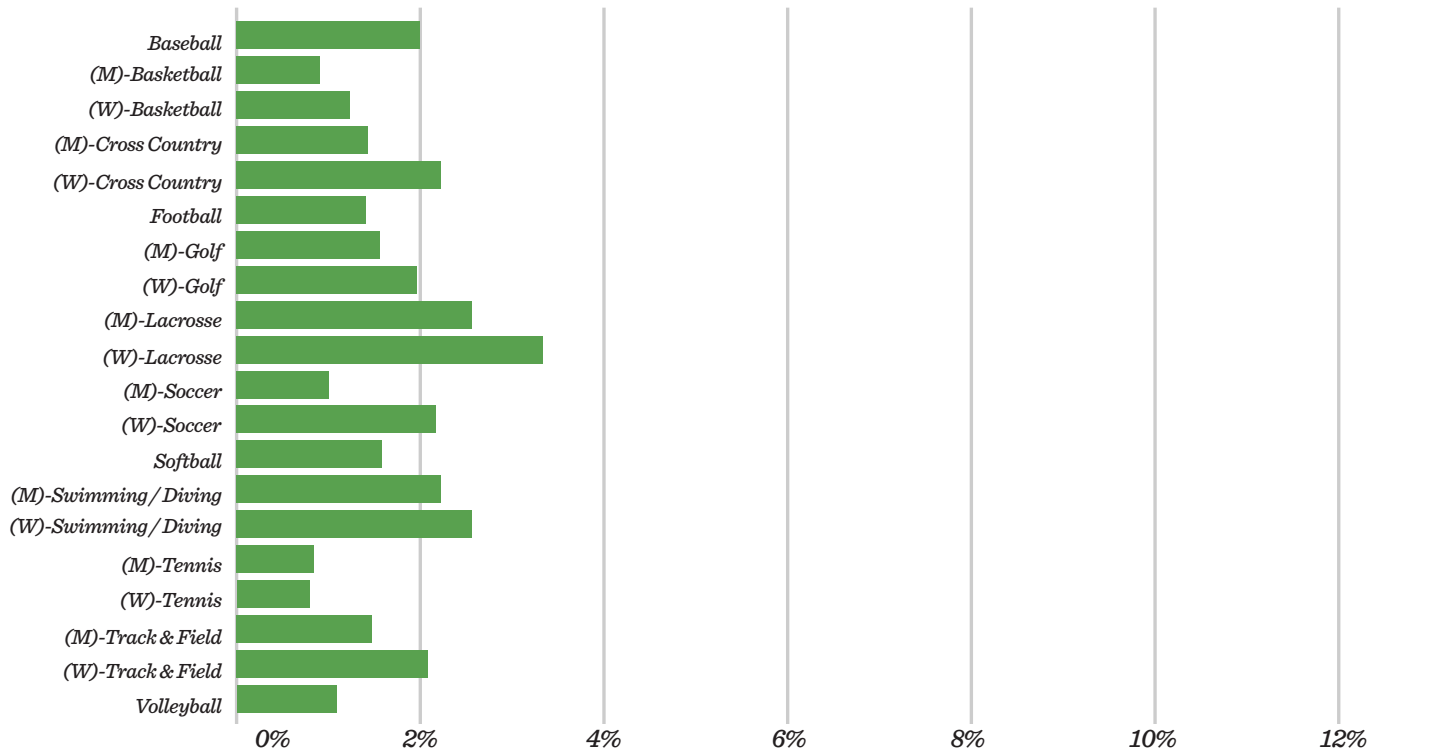


FIGURE: 3.1.3 - Odds of High School Player making NCAA Roster

eSports

Electronic sports, most commonly abbreviated as “eSports”, is a form of competition using video games. Most eSports are comprised of multi-player cooperative video games in which one must practice communication, coordination and self-control to be successful. Although this form of athletics has historically been viewed as recreational, in early 2018 the National Association of Collegiate eSports (NACE) announced a partnership with the National Junior College Athletic Association (NJCAA). The NACE had already signed partnerships in previous years with the National Association of Intercollegiate Athletics (NAIA) deeming eSports a legitimate collegiate sport.

Why eSports?

Electronic sports is an industry that is rapidly gaining traction and continues to push into national athletic associations leagues. Although eSports does not involve an extensive amount of activity, it does require a lot of space and could become a revenue generating opportunity for the Athletics department. There are also many other opportunities, outside of being a professional athlete, that a student could be exposed to. One of the largest pathways is Science, Technology, Engineering, Mathematics, otherwise known as STEM. Most students who participate in eSports recognize the extensive technology that is involved in generating the sport they are passionate about. Curiosity often drives people to explore, innovate and excel in a field and this sort of forward thinking could begin a very lucrative journey. Streaming, video game production, computer programming and management are just some of the numerous jobs available in this field. For some students, who may have never considered higher education, their eyes are opened to a new breadth of possibilities.

High School eSports Leagues^{3,4}

High School eSports League (HSEL) was organized in the Fall of 2017, and has been rapidly gaining support across the nation and even has scholarship opportunities. Akins, Austin, LBJ/LASA and Anderson High schools currently have opportunities to participate in eSports outside of the school day as a club sport.

Their mission is:

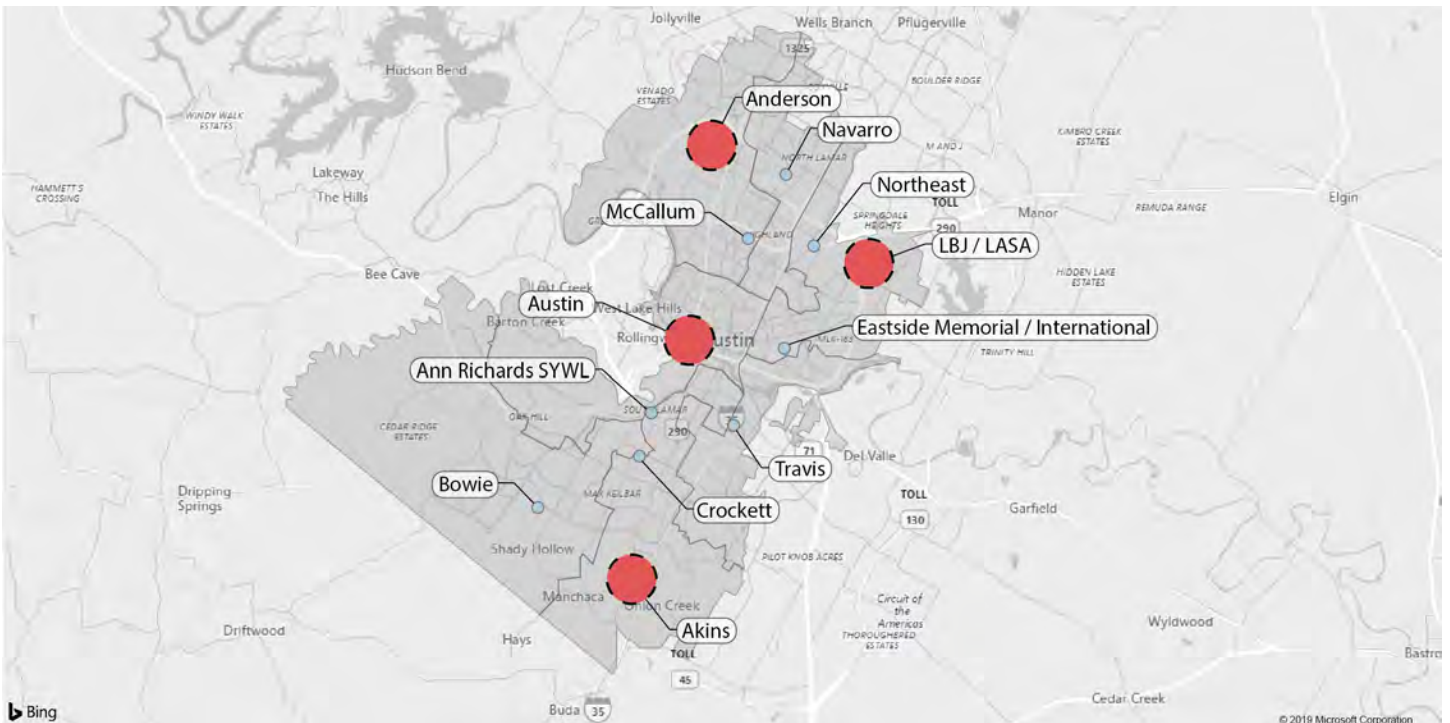
"To provide an organized high school level eSports league, in a comfortable environment with healthy competition. We believe that eSports should be available to every student as a legitimate varsity level sport in high schools across the nation. We want to connect high school gamers and clubs across the country, expanding the world of high school eSports."

For more information on club sports, visit Part 3, Key Factor 5 - Programs and Offerings, Club Sports.



eSports Stadium - Arlington, TX^(3.1)

Map Legend:	 High School is Participating	 High School is Not Participating
-------------	--	--



Schools Involved in HSEL (High School Esports League)^(3.4)

National Trends (3.2)



On the national level, the population of students participating in UIL sports has been on the rise. However, many of the major contact sports such as football and wrestling are on the decent. Football's decrease in participation could be accredited to the rising concern over injury, particularly head injuries, which are receiving a lot of public attention in the news and discussed further in *Insurance Trends* and figure 3.1.6. Whereas, a decline in basketball participation could be from a lack of desire to take part in historically high-risk injury sports or shifting interest to other fringe sports like lacrosse and soccer. Figure 3.1.4 depicts that cross-country, volleyball, lacrosse and soccer are the four top trending sports in the country, while football, wrestling and basketball are gradually decreasing in popularity.

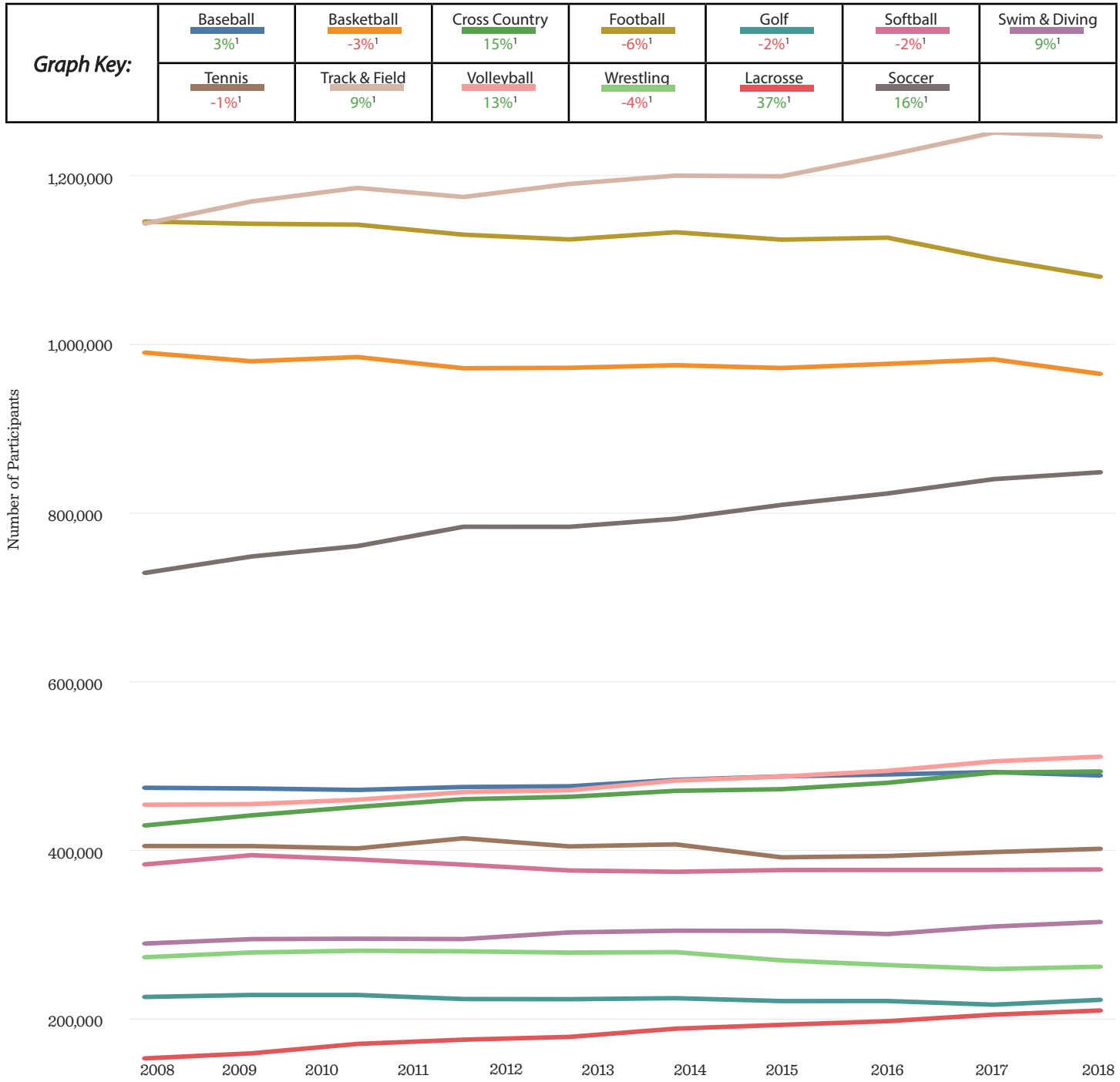


FIGURE: 3.1.4
¹ - Annual percentage of change from 2008 - 2018

State Trends (3.3)



Figure 3.1.5 depicts that at the state level, the sports seeing the most growth include swimming and diving, soccer, wrestling and volleyball. On the decline are basketball, track and field and cross country. These trends are factors to consider for future facilities. As certain sports grow in popularity it could mean new needs in terms of space types, flexibility and adaptability for high school athletics.

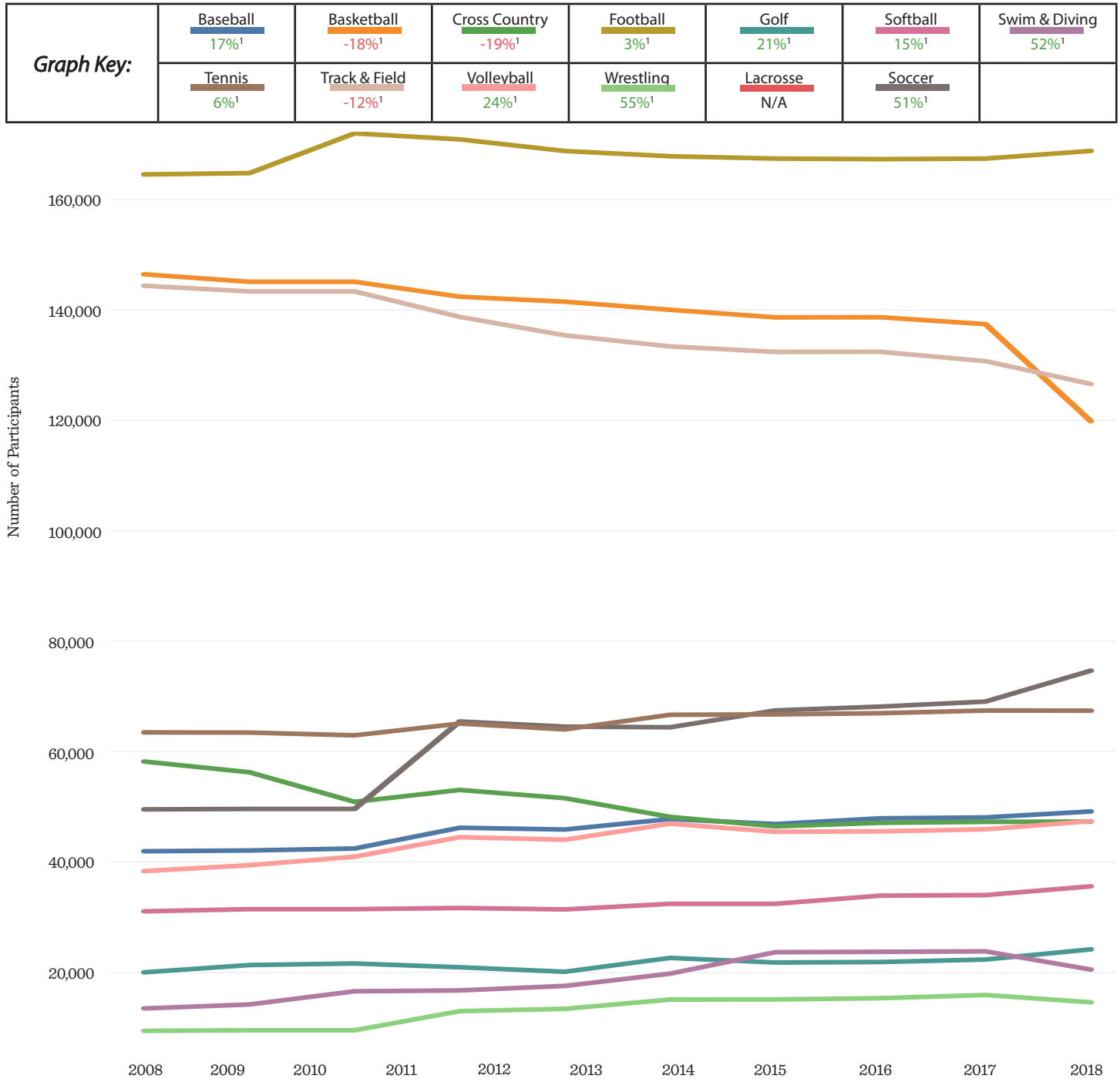


FIGURE: 3.1.5
¹ - Annual percentage of change from 2008 - 2018

Insurance Trends

Risk-related insurance is on the rise due to the increasing number of injuries. Football is one of the most affected due to its high-rate of concussion-related injuries. Most insurance companies that once supported football have stopped providing coverage due to the high dollar law suits and payouts for head and spine related injuries.

Entertainment and Sports Programming Network (ESPN) released an article in January 17, 2019, which studied insurance trends in football. In 2011, after many claims in the NFL lead to litigation, insurance providers began to drop and refuse to provide coverage for head, neck and spine trauma. The market for insurance coverage became sparse and lead to a skyrocket of premiums. Dr. Julian Bailes, Pop Warner’s medical director and member of the NFL’s Head, Neck and Spine Committee, told Outside the Line “insurance coverage is arguably the biggest threat to the sport.”^{3,5}

Although this is a monumental milestone in the life of contact sports there are changes that are being made to avoid injuries and keep the game alive. The NFL has spent tens of millions of dollars on concussion research, sponsored a nationwide program called Heads Up to promote player safety and enacted dozens of rule changes designed to reduce head injuries.^{3,5} Initiatives aimed at the safety and well-being of players in all leagues, from youth to NFL, may begin to grow in popularity.



"Taco Shack Bowl" Game

Injuries

By Sport of Activity^(3.5)

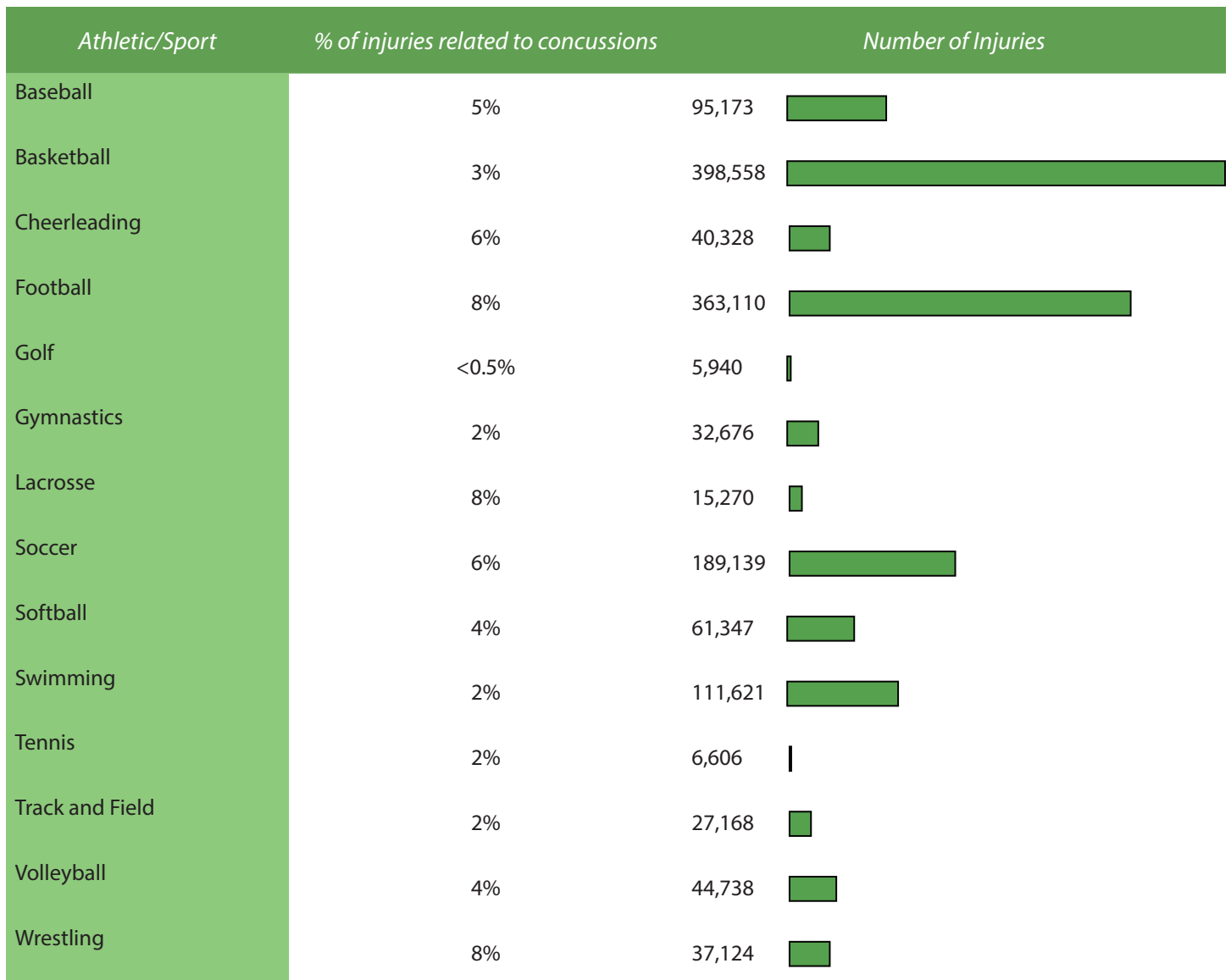


FIGURE 3.1.6 - Injuries by sport or activity

Figure 3.1.6 depicts the results of a study done by a nonprofit organization called the National Safety Council. These injury numbers reflect the estimated number of injuries per sport for ages 5 - 24. The full report was generated in 2017 but later published in 2018. There is a vast difference between the sports in terms of injuries. However, there is a direct correlation between the number of players on the field or court at one time and the number of injuries. Sports and activities such as basketball, football and soccer could eventually adopt more stringent safety regulations. This change could impact the District in three major ways; decreased participation in these athletics, increased insurance premiums due to higher risk of injuries, and additional equipment requirements. Although no one can predict the future, it is evident that safety will be paramount moving forward.

Key Factor 2: Supply and Demand

Participation, Enrollment & Credit Hours

Most students have the ability to earn credit hours for the sports they are participating in. Some students may be enrolled in multiple athletic activities but due to scheduling conflict and the way that credit hours are allocated they will only receive credit for one sport. Therefore these students appear in the master schedule for only one of the two classes. For this reason actual participation cannot be measured from the master schedules.

Participation in UIL Athletics Programs

It is the goal of the District to increase participation in activities that help promote the health and wellness of its students and staff. Health and wellness include physical activities such as athletics and physical education, but should also include social and emotional wellness.

According to figure 3.2.1 middle school student participation over the past three years have been mixed but relatively steady for the past few years. Both boys and girls track and soccer are the only activities that have seen the most fluctuation but ended up growing in popularity. Unfortunately the list of opportunities to participate in UIL athletics for middle school students is much smaller than that of high school students.

According to figure 3.2.3 high school student participation has been mixed for the last three years but for the most part has seen a decline. This could be accredited to many things, one of which is the possibly the desire to participate in sports at the club level. Club sports are discussed further in Programs and Offerings. In addition to this, there is a trend of high school participation dropping off as students move into their later years. This could be attributed to the shift in mentality. It is not uncommon for students to experience burn-out in their senior year and begin relinquishing responsibilities as life after high school approaches. It is possible that as students move into their later years, begin applying for jobs, colleges or planning for life after high school that the desire to spend time and energy on things that are not a significant part of their future's begins to decline.

Survey respondents ranked the strategies they would be most interested in seeing with regard to AISD

Athletics:



- 1. Facilities that can complete with athletic programs in the region (2.75),**
- 2. Ability for all students to have access to different programs other than UIL sports (2.81),**
- 3. Providing wellness programs on every campus (3.1).**




The lower the number the higher of a priority it is: (1) is the highest priority where (5) is the lowest.



Student Athletes - LBJ Track & Field winning UIL metals

Middle School

No. of Students Participating in UIL Athletics Programs Per Year

Table Key:	 Mixed Trend	 Increasing Trend	 Decreasing Trend
------------	---	--	--

Athletics	2016	2017	2018	Student Difference ¹	% Difference ²	Trend Type
7th Boys Basketball	484	455	437	47	-10%	
7th Boys Track	410	362	394	-16	-4%	
7th Football	699	724	640	-59	-8%	
7th Girls Basketball	409	428	390	-19	-5%	
7th Girls Track	403	307	346	-57	-14%	
7th Volleyball	457	463	489	32	7%	
8th Boys Basketball	482	452	423	-59	-12%	
8th Boys Track	353	367	378	25	7%	
8th Football	703	696	671	-32	-5%	
8th Girls Basketball	377	356	411	34	9%	
8th Girls Track	371	296	331	-40	-11%	
8th Volleyball	429	410	464	35	8%	
Boys & Girls Tennis	347	327	331	-16	-5%	
Boys Soccer	660	664	715	55	8%	
Girls Soccer	553	550	547	-6	-1%	

FIGURE 3.2.1 - No. of Students enrolled in sports per year at Middle Schools

¹This is the difference between 2018 and 2016.

²This is the percentage of the difference against the 2016 participation number.

Middle School

UIL Athletics Program Offerings - 2018




Table Key:			
	Program does not exist, no credit hours available	Program exists, but no credit hours available	Program exists, credit hours available

Athletics	Bailey	Bedichek	Burnet	Covington	Dobie	Gorzycki	Gus Garcia YMLA	Kealing	Lamar	Lively	Martin	Mendez	Murchison	O. Henry	Paredes	Sadler Means YWLA	Small	Webb
7th Boys Basketball	Green	Yellow	Green	Green	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Red	Green	Yellow
7th Boys Track	Green	Yellow	Green	Green	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Red	Green	Yellow
7th Football	Green	Yellow	Green	Green	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Red	Green	Yellow
7th Girls Basketball	Green	Yellow	Green	Green	Yellow	Green	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Yellow
7th Girls Track	Green	Yellow	Green	Green	Yellow	Green	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Yellow
7th Volleyball	Green	Yellow	Green	Green	Yellow	Green	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Yellow
8th Boys Basketball	Green	Yellow	Green	Green	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Red	Green	Yellow
8th Boys Track	Green	Yellow	Green	Green	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Red	Green	Yellow
8th Football	Green	Yellow	Green	Green	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Red	Green	Yellow
8th Girls Basketball	Green	Yellow	Green	Green	Yellow	Green	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Yellow
8th Girls Track	Green	Yellow	Green	Green	Yellow	Green	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Yellow
8th Volleyball	Green	Yellow	Green	Green	Yellow	Green	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Yellow
Boys & Girls Tennis	Green	Yellow	Green	Green	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Yellow
Boys Soccer	Green	Yellow	Green	Green	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Red	Green	Yellow
Girls Soccer	Green	Yellow	Green	Green	Yellow	Green	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Yellow

FIGURE 3.2.2 - Availability of Athletics Programs at Middle School

High School

No. of Students Participating in UIL Athletics Programs Per Year

Table Key:	 Mixed Trend	 Increasing Trend	 Decreasing Trend
------------	---	--	--

Athletics	2016	2017	2018	Student Difference ¹	% Difference ²	Trend Type
Baseball	490	519	529	39	8%	
Boys Basketball	479	519	497	18	4%	
Boys Cross Country	291	320	294	3	1%	
Boys Golf	163	158	141	-22	-13%	
Boys Ind Tennis	164	186	188	24	15%	
Boys Soccer	733	762	713	-20	-3%	
Boys Swimming	84	95	115	31	37%	
Boys Team Tennis	187	190	180	-7	-4%	
Boys Track	648	585	623	-25	-4%	
Boys Wrestling	223	233	185	-38	-17%	
Football	1438	1394	1355	-83	-6%	
Girls Basketball	398	415	378	-20	-5%	
Girls Cross Country	270	246	283	13	5%	
Girls Golf	91	80	85	-6	-7%	
Girls Ind Tennis	152	145	158	6	4%	
Girls Soccer	576	553	559	-17	-3%	
Girls Swimming	116	125	131	15	13%	
Girls Team Tennis	162	177	168	6	4%	
Girls Track	548	456	492	-56	-10%	
Girls Wrestling	96	123	103	7	7%	
Softball	296	292	280	-16	-5%	
Volleyball	481	519	489	8	2%	


FIG 3.2.3- No. of Students enrolled in a UIL sport per year at High Schools

¹This is the difference between 2018 and 2016.

²This is the percentage of the difference against the 2016 participation number.

High School

UIL Athletics Program Offerings - 2018

Table Key:			
	Program does not exist, no credit hours available	Program exists, but no credit hours available	Program exists, credit hours available

<i>Athletic:</i>	<i>Akins</i>	<i>Anderson</i>	<i>Ann Richards</i>	<i>Austin</i>	<i>Bowie</i>	<i>Crockett</i>	<i>Eastside/International</i>	<i>LBJ</i>	<i>McCallum</i>	<i>Navarro</i>	<i>Northeast</i>	<i>Travis</i>
Baseball	Green	Green	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green
Boys Basketball	Green	Green	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green
Boys Cross Country	Green	Green	Red	Green	Green	Green	Green	Green	Green	Green	Yellow	Green
Boys Golf	Yellow	Green	Red	Green	Green	Green	Red	Green	Green	Green	Red	Green
Boys Ind Tennis	Green	Green	Red	Green	Green	Green	Red	Green	Green	Green	Yellow	Green
Boys Soccer	Green	Green	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green
Boys Swimming	Red	Green	Red	Green	Green	Green	Red	Green	Green	Red	Yellow	Red
Boys Team Tennis	Green	Green	Red	Green	Green	Green	Red	Green	Green	Green	Green	Green
Boys Track	Green	Green	Red	Green	Green	Green	Green	Green	Green	Green	Yellow	Green
Boys Wrestling	Green	Green	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green
Football	Green	Green	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green
Girls Basketball	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
Girls Cross Country	Green	Green	Yellow	Green	Green	Green	Green	Green	Green	Green	Yellow	Green
Girls Golf	Yellow	Green	Green	Green	Green	Green	Red	Green	Green	Green	Red	Green
Girls Ind Tennis	Green	Green	Red	Green	Green	Green	Red	Green	Green	Green	Green	Green
Girls Soccer	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
Girls Swimming	Red	Green	Green	Green	Green	Green	Red	Green	Green	Red	Yellow	Red
Girls Team Tennis	Green	Green	Red	Green	Green	Green	Red	Green	Green	Green	Yellow	Green
Girls Track	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Yellow	Green
Girls Wrestling	Green	Green	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green
Softball	Green	Green	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green
Volleyball	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green

FIG 3.2.4- Availability of Athletics Programs at High Schools

Spirit

A common thread that weaves itself through all sports is school spirit and pride. Cheerleaders leading fans in organized chants, entertaining crowds through coordinated dance/stunts, and serving as one of the many ambassadors of school pride. Similar to the goals of the District's brand to "... increase community involvement, which ultimately strengthens support for our students" cheerleaders serve as athletic brand ambassadors promoting community involvement, sportsmanship, and the competitive spirit that is the backbone for all sports programs. The most important element of being a student athlete is first and foremost being a student. Cheerleaders foster the optimal student experience at sporting events and rally the community in unity.

Although cheerleading is largely tied to school spirit - it also is a very competitive sport. Cheerleaders perform organized dances, chants, jumps, stunts, pyramids, tosses, and tumbling. Squads participate in competitions at the local, state, and national level where their routines are technically judged. Routines are evaluated by difficulty, execution, synchronization, and originality to come up with a total score and then ranked amongst competitor squads. Numerous hours of practice go into refining routines and creating unique programs. The spirit of a cheerleader often embodies school pride - but further embodies that of a fierce competitor.

Drill team also provides a sense of school spirit and excels in showcasing school pride. Similar to cheer, drill is tied primarily to school spirit and involves many organized dances and routines. In many cases on the campuses there is a competition for space between spirit, physical education and athletics.

Spirit - As it Exists Today

Although cheerleading and drill appear on the master schedules, the type of credit offered for these courses can differ from year to year. For at least one year students can obtain a general P.E. credit for this course. However, once this credit is obtained a student cannot participate in a course with the same Public Education Information Management System (PEIMS) number. Due to this regulation, students who take multiple years of cheer or drill classes will only receive one year of general P.E. and the follow years are considered elective classes and do not appear on the following schedules. This same phenomenon occurs in dance as well.




Lastly, many schools may have a cheer or drill team associated with them but students may not receive credits for these courses nor does the District collect participation information for these activities.



Drill Team

Middle & High School

No. of Students Receiving a Credit Hour in Spirit Per Year

Table Key:	 Mixed Trend	 Increasing Trend	 Decreasing Trend
------------	---	--	--


Spirit	2015	2016	2017	2018	2019	Student Difference ¹	% Difference ²	Trend Type
Cheerleading	0	0	0	35	46	11	31%	

FIG 3.2.5 - No. of Students enrolled in Spirit per year at Middle School by Credit Hour

¹This is the difference between 2018 and 2019.

²This is the percentage of the difference against the 2018 participation number.




























Spirit	2015	2016	2017	2018	2019	Student Difference ¹	% Difference ²	Trend Type
Cheerleading	249	274	280	277	348	99	40%	
Drill Team	485	379	365	421	413	-72	-15%	











FIG 3.2.6 - No. of Students enrolled in Spirit per year at High School by Credit Hour

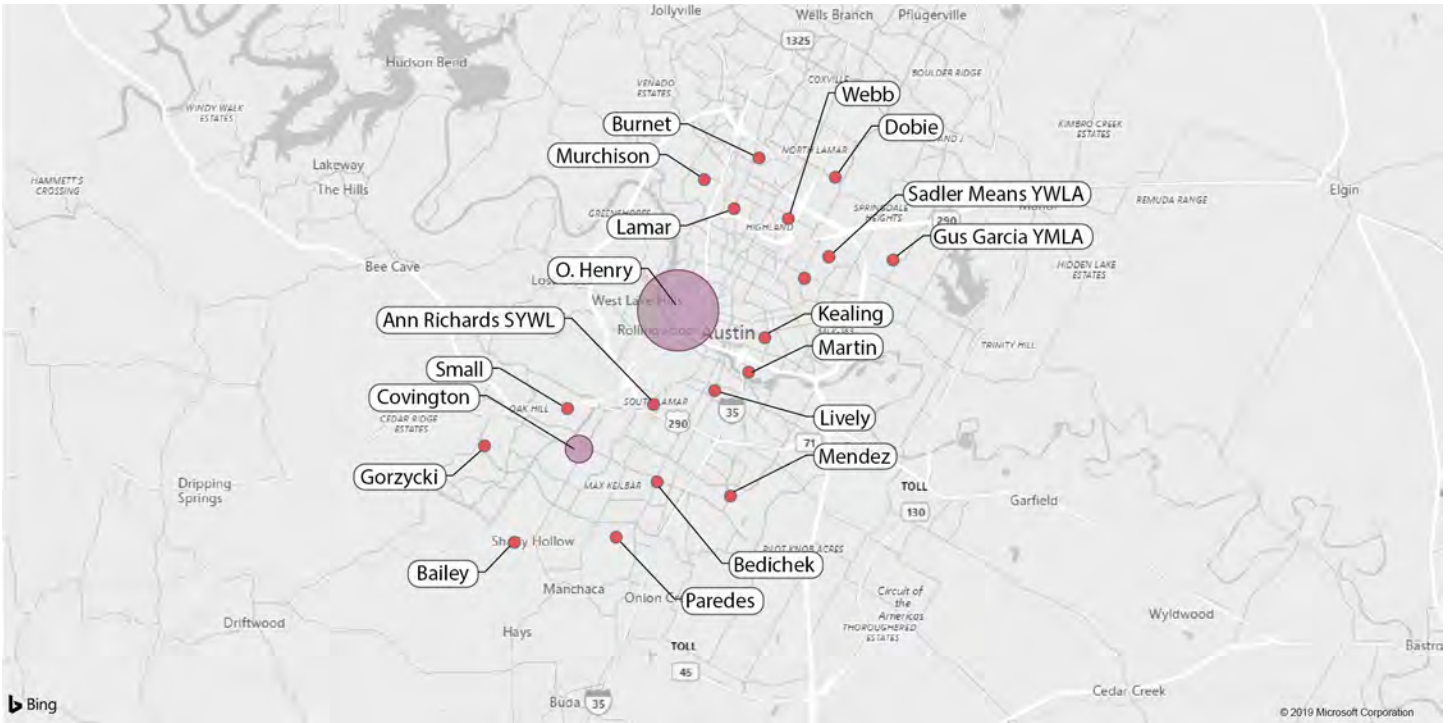
¹This is the difference between 2019 and 2015.

²This is the percentage of the difference against the 2015 participation number.

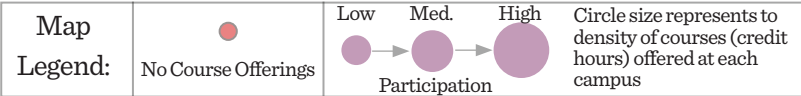
Table Key:	 Program does not exist, no credit hours available	 Program exists, but no credit hours available	 Program exists, credit hours available
------------	---	---	--

Spirit	Akins	Anderson	Ann Richards	Austin	Bowie	Crockett	Eastside/International	LBJ	McCallum	Navarro	Northeast	Travis
Cheerleading												
Drill Team												

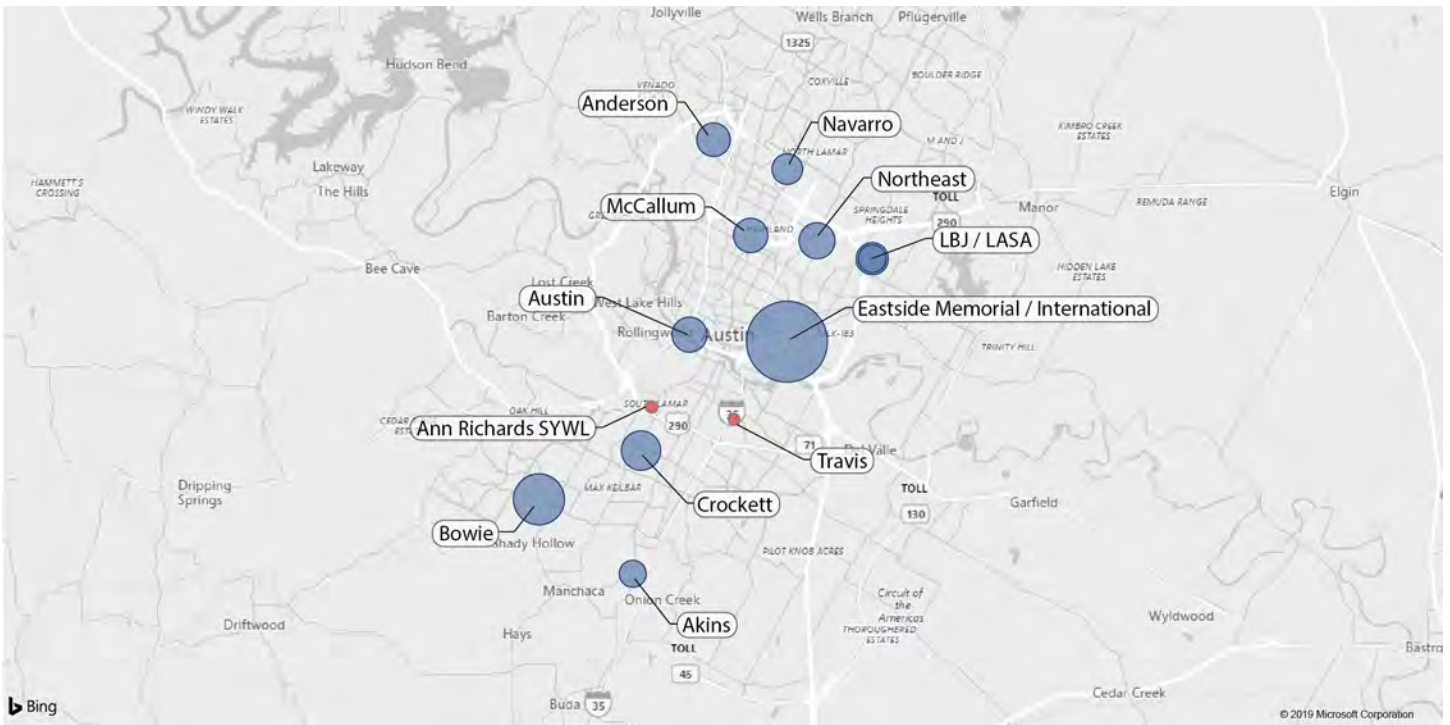
Athletics	Bailey	Bedichek	Burnet	Covington	Dobie	Gorzycki	Gus Garcia YWLA	Kealing	Lamar	Lively	Martin	Mendez	Murchison	O. Henry	Paredes	Sadler Means YWLA	Small	Webb
Cheerleading																		



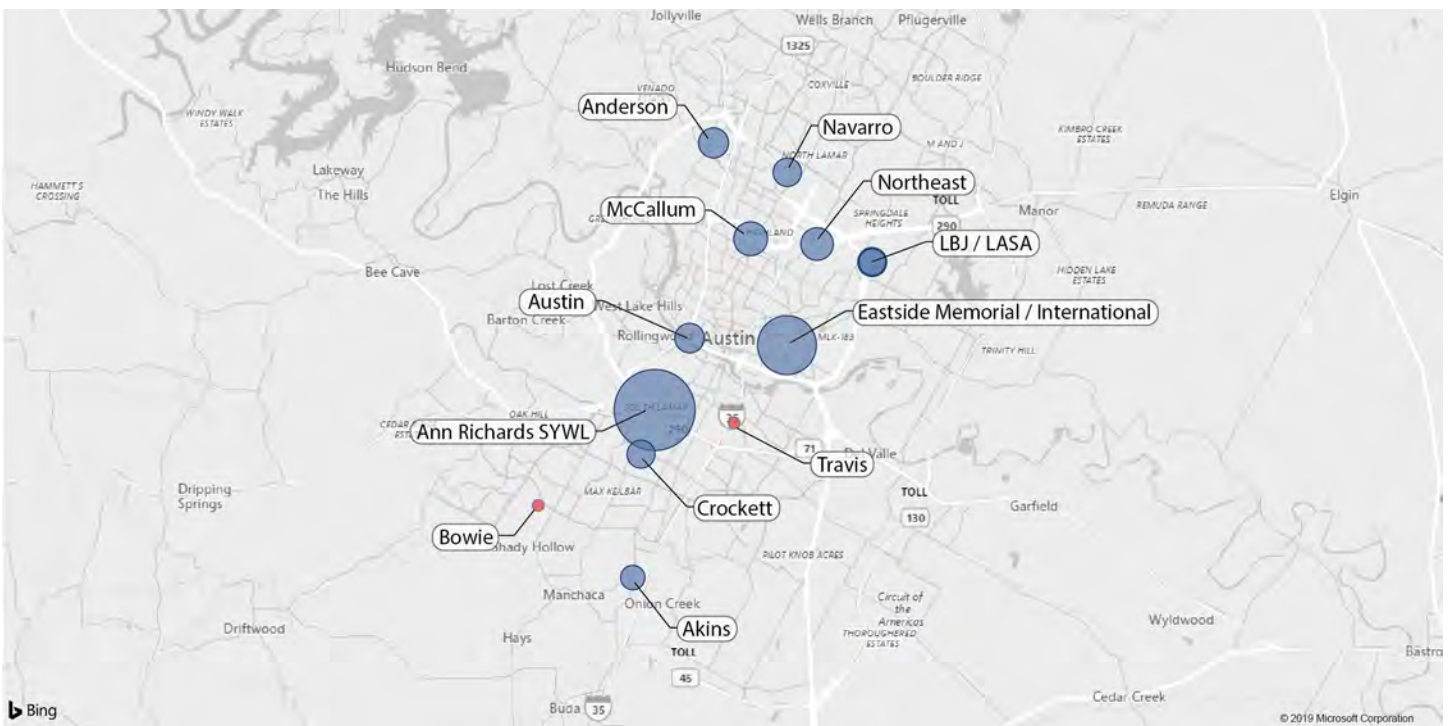
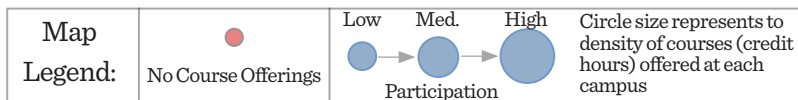
2019 Cheerleading Enrollment



Eastside Memorial Panther's Cheerleader



2019 Cheerleading Enrollment



2019 Drill Team Enrollment

Wellness: Health and Physical Education

Wellness is comprised of physical, mental and social aspects. Many students learn how to live a healthy life, gain physical skill and maintain a consistent level of activity as they move into adulthood. In order to successfully instill in a student the importance of activity it is imperative that their curiosity and attention is captured. Student agency will drive the success of these programs.

P.E. and Wellness within the District are governed by Texas Essential Knowledge & Skills (TEKS).

The typical P.E. courses are:

- | Team / Individual Sports
 - Team Sports: Floor Hockey, Basketball, Flag Football, Ultimate Frisbee, Soccer, etc.
 - Individual Sports: Golf, Tennis, etc.
- | Aerobic Conditioning
- | Functional Fitness
- | ROTC




Although TEKS controls the content of classes there is some flexibility. If a campus chooses, the activity occurring in these classes can be altered or tailored towards one specific thing, such as rowing or swimming. However, in order for this class to exist, then a curriculum must be written and submitted for approval. Once approved, it can be implemented and students will have the opportunity to receive course credit. Depending on the activity it will fall under one of the various classes listed above with the exception of ROTC. Health education is a required class which is not offered in a typical face-to-face environment at each campus and is the District's only approved online course. However, some students have the opportunity to take this as a college credit course.

Wellness in Austin

Austin is a very health conscious and active city. However, some activities are not organized around traditional sports. Many of the popular activities include biking, cycling, hiking, kayaking, cross training, and yoga. Austin is a unique place and provides ample opportunities for people to engage with the outdoors. The District has integrated and grown to accommodate many of the unique opportunities the city has to offer. There is always a push to do more and expand the possibilities of what wellness is and how it can be incorporated into students' everyday life. Students see many activities outside of traditional sports in Austin, their desire to explore these experiences expands with that exposure. Since bouldering, rock climbing, hiking, cycling, meditation, pilates, yoga, etc. are popular in Austin, why can't the schools offer some of these same activities within their curriculum? These activities draw quite a few people to them on a daily basis throughout the city. Allowing students to experience some of these activities could only improve the overall participation within Austin. The District could partner with agencies who offer these activities to provide facility space for these types of classes. Partnership opportunities are further discussed in Partnerships.

Middle & High School

No. of Students Receiving a Credit Hour in Health/PE Per Year

Table Key:	 Mixed Trend	 Increasing Trend	 Decreasing Trend
------------	---	--	--




Wellness	2015	2016	2017	2018	2019	Student Difference ¹	% Difference ²	Trend Type
Cadets (ROTC)	158	178	324	269	0	111 ³	70%	
Health Education	274	194	183	211	217	-57	-21%	
P.E.**	8505	7755	7603	7488	7944	-561	-7%	

FIG 3.2.7 - No. of Students enrolled in Health Education per year at Middle School by Credit Hour per year

¹This is the difference between 2019 and 2015.

²This is the percentage of the difference against the 2015 participation number.

³This is the difference between 2018 and 2015.

**P.E. number includes all classes with the name of "P.E.", "Aerobic Conditioning", "Functional Fitness", "Adaptive P.E.", "Team & Individual Sports"



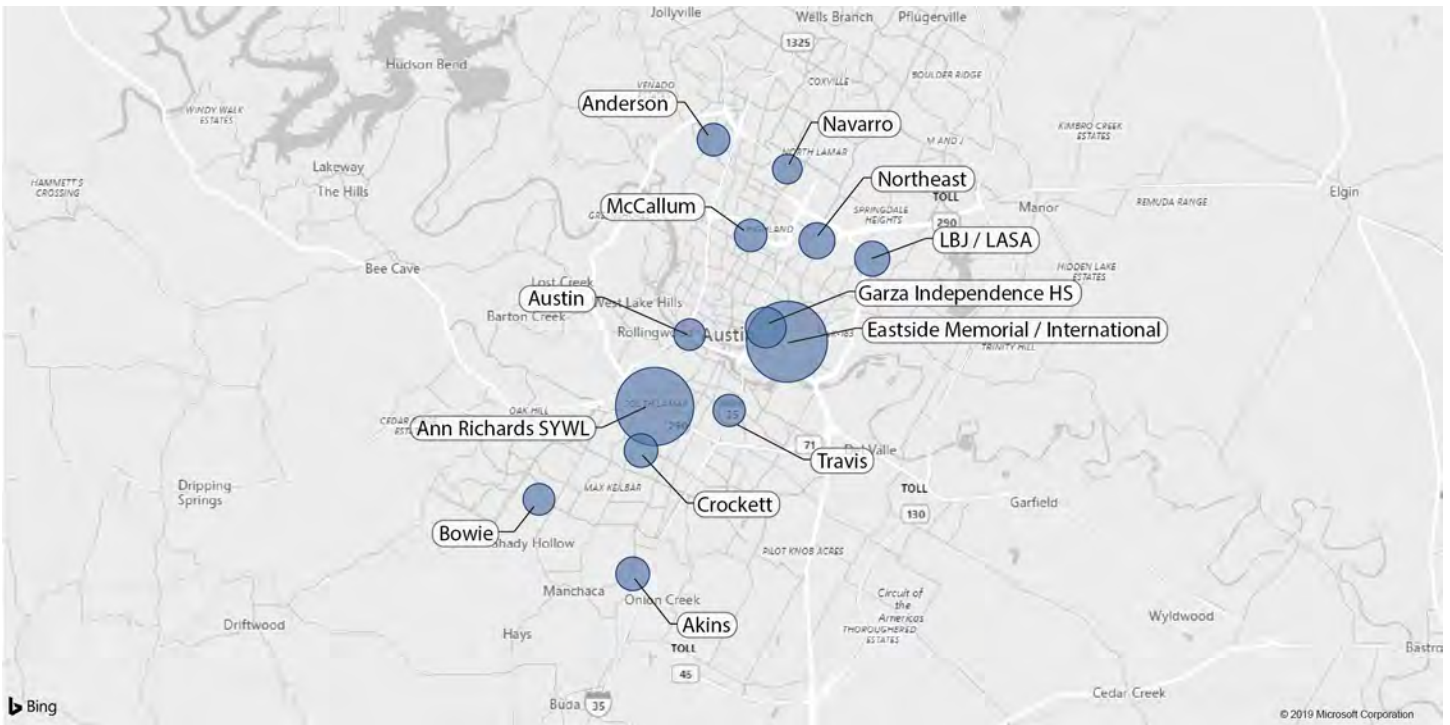
Wellness	2015	2016	2017	2018	2019	Student Difference ¹	% Difference ²	Trend Type
Health Education	3019	2704	2556	2993	3580	561	19%	
P.E. **	4539	3862	4039	3887	3854	-685	-15%	

FIG 3.2.8 - No. of Students enrolled in Health Education per year at High School by Credit Hour per year

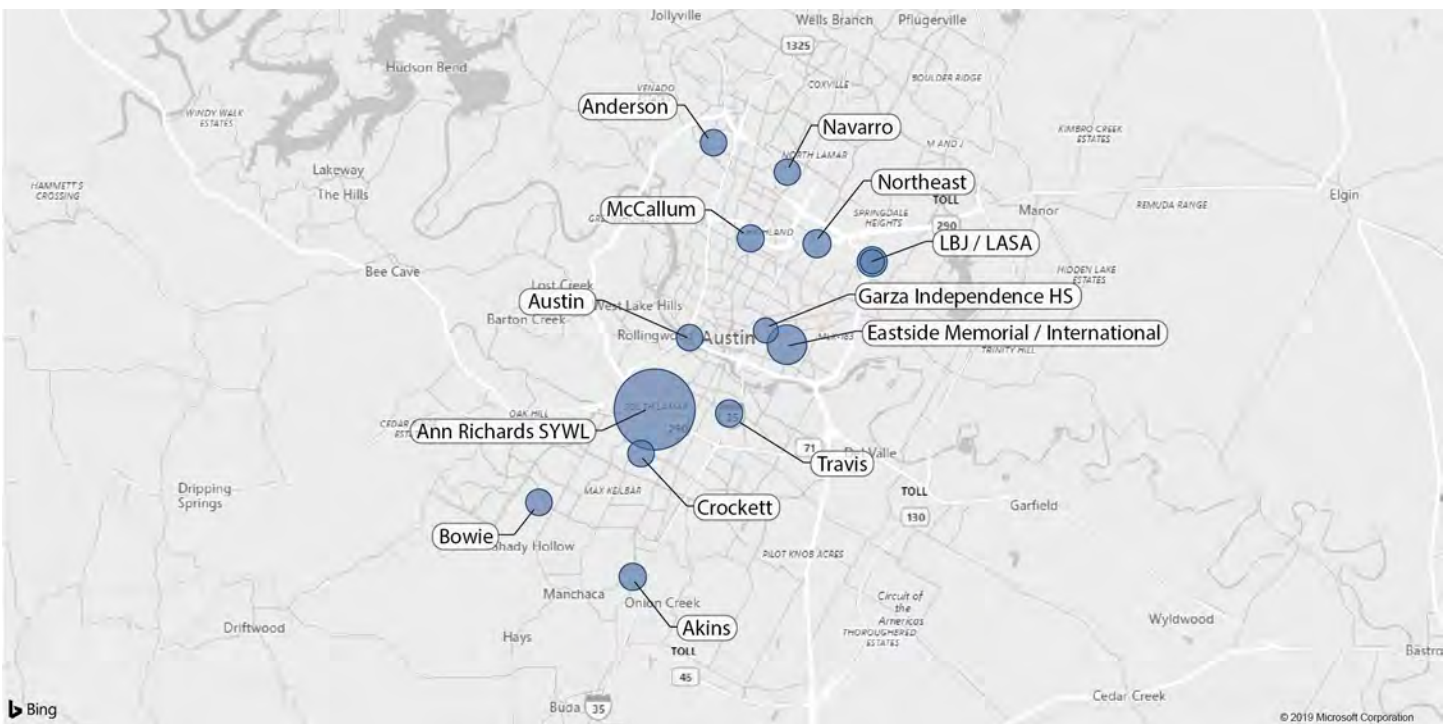
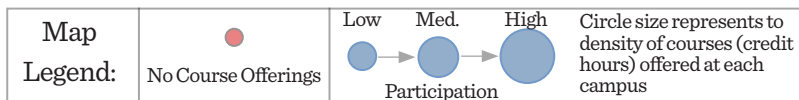
¹This is the difference between 2019 and 2015.

²This is the percentage of the difference against the 2015 participation number.

**P.E. number includes all classes with the name of "P.E.", "Aerobic Conditioning", "Functional Fitness", "Adaptive P.E.", "Team & Individual Sports"



2019 High School Health Education Course Credit Percentage



2019 High School P.E. Course Credit Percentage

Central Facilities

Burger Activity Center

Burger Activity center is comprised of multiple venues including a 5,000 seat arena, baseball field, 12,000 seat turf-field stadium and a smaller turf play field which can be utilized for either soccer or football and some track events. A portion of the baseball field is altered to accommodate football games by striping a portion of the infield and outfield and planting new grass. During the spring each year the facility is converted again back into a baseball field. The center is located in the southern portion of the District and hosts many sporting and fine arts events such as baseball games, football games, soccer games, wrestling tournaments, volleyball games, track meets, and band events. This venue also hosts the District's Athletics Department in a set of offices just outside of the main arena.

Delco Center

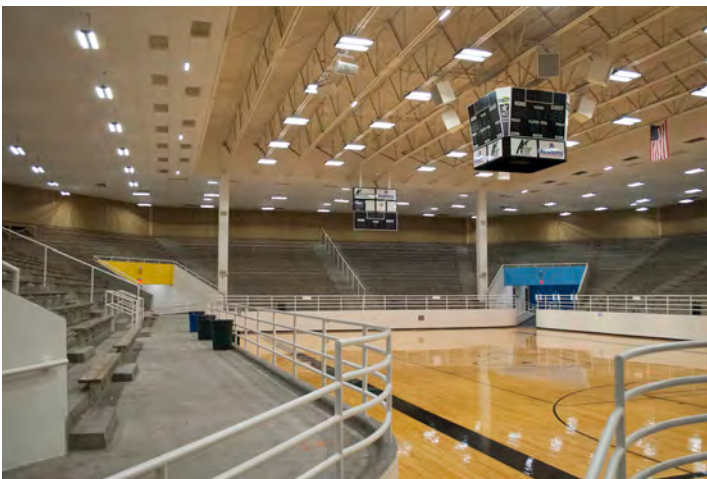
Delco Center is a 5000 seat arena located in the northeast of the District. This facility primarily hosts larger wrestling events, internal staff events and provides a space to entities outside of the District to meet. The facility also acts as a disaster relief facility in times of need and provides additional storage space if necessary. Of the five central facilities this one received the lowest facility condition assessment score.

House Park

House Park is located in the center of the District and stands as one of the oldest and most cherished facilities in the city. It was originally built in 1939 and continues to host many events for the District. The facility is a small stadium with roughly 5,000 available seats, a turf field and small field house, and two small press boxes. Since House Park's opening there has been a lot of development surrounding the facility, which creates a very tight and complicated site.

Nelson Fields

Nelson Fields are comprised of a large 8,200 seat turf-field football facility, and a baseball field. This venue hosts many football, soccer, and baseball events. A portion of the baseball field is altered to accommodate football games by striping a portion of the infield and outfield and planting new grass. During the spring each year the facility is converted again back into a baseball field. Of the five central facilities this one received the highest facility condition assessment score.



Burger Activity Center (left) and Delco Center (right)

Yellow Jacket Stadium

The Yellow Jacket Stadium is located at the intersection of Rosewood Ave and Thompson Street, East Austin, overlooking Austin downtown skyline. Currently, the Yellow Jacket Stadium consists of a natural grass football/soccer field, a 7-lane track, limited seating (approx. 480), restrooms, and a concession area. This centrally located stadium will be utilized as a district-wide facility and the Eastside Memorial Early College High School and International High Schools will play their home games at the stadium. The addition of a fourth stadium for district-wide use for football, soccer, and track and field will allow for reduced travel times for several middle and high schools. Improvements including turf, lights, additional seating and bringing the track up to 8 lanes will be necessary to fully utilize Yellow Jacket Stadium as a central facility. After the closure of the original L.C. Anderson High School in the summer of 1971, the football field fell into disrepair and eventually became a parking lot. In 1996, L. C. Anderson alum Thomas “Hollywood” Henderson, a former Dallas Cowboys linebacker, along with volunteers, friends and family restored the field and track so that it could be made available for recreational youth programs, community activities and events. The track has been improved several times through fundraising events so it can continue to be used by the east Austin community and individuals doing speedwork training for the Austin marathon.

Noack Sports Center

Noack Sports Center is located in the northeast portion of the District. This facility is comprised of two sports play fields and two softball fields. Of the five central facilities in the District this is the only one that has softball fields. The facility is in decent condition but lacks ample bus parking and travel times to this facility can be lengthy, especially if students are coming from the southern portion of the District.



Nelson Fields (right) and House Park (left)



Yellow Jacket Stadium (left) and Noack Sports Center (right)

Facility Scheduling

The Athletics Department schedules over 1,700 events each year at five central facilities. This is a very difficult task by itself, but is made more difficult when games need to be rescheduled due to rain outs, lack of transportation, or other reasons. The existing District fields are utilized due to the lack of lights and spectator seating at the home campuses for outdoor activities.

Most football games, including middle school games, are played at the three central facility stadiums. Games are scheduled throughout the week to accommodate the demand, which creates a scheduling burden. Since soccer and football can share the same field, this same scheduling burden occurs during the spring for soccer. A vast majority of all soccer games are played at central facilities. With the recommended addition of Yellow Jacket Stadium as a central facility, this adds a fourth stadium and track to be utilized for more events.

A similar trend occurs in softball. Unfortunately, the only central facility in the District that contains a softball field is Noack Sports center, located in the northeast area of the District. This forces softball to be accommodated in other places such as City of Austin parks or away games.

Local campuses are widely used for indoor sports including basketball, volleyball, and some of the smaller wrestling events. Larger wrestling events, such as District tournaments, are typically accommodated by the Delco or Burger arenas. In the past, most of the indoor athletics events were played at the District-wide facilities, however in recent years campuses have requested to have games moved back to their home campus for home court advantage and to ease transportation issues. Although these events occur at the campus primarily due to transportation concerns, the sacrifice is spectator welfare. Many of the gymnasiums and spaces used at the campus to accommodate these sorts of events are undersized and/or in marginal condition.

Figure 3.2.9 depicts where all of the District home games for the 2019-2020 school year are being played. The gray lines connect the activity to the site where it is played and their size represents the volume or number of games being played at that facility. As suggested by the data, many of the soccer and football games played by the District are scheduled at centralized facilities. This is due to the fact that campuses do not have synthetic turf fields which limits their daily and weekly use. In addition to having synthetic fields, the centralized facilities offer spectator seating, public restrooms, and concession stands which campuses currently lack. Opposite to football and soccer, most volleyball and basketball games are being played at high school campuses. A large reason for this could be that current spectator numbers do not warrant the need to use a central facility arena because they are simply too large. Floor space at the campuses for basketball games are suitable for a single game, however they are not large enough to host larger wrestling events. For this reason many of the larger District-wide wrestling events or larger meets are hosted at the central facilities.

Note: On the next few pages, many of the dots, which represent activities, only show the dominate event going on for the day. Many of these facilities have multiple events per day. However, only the event which utilizes the facility for a majority of that day will appear.

Scheduling - 2019-20 School Year

Where are games being played?

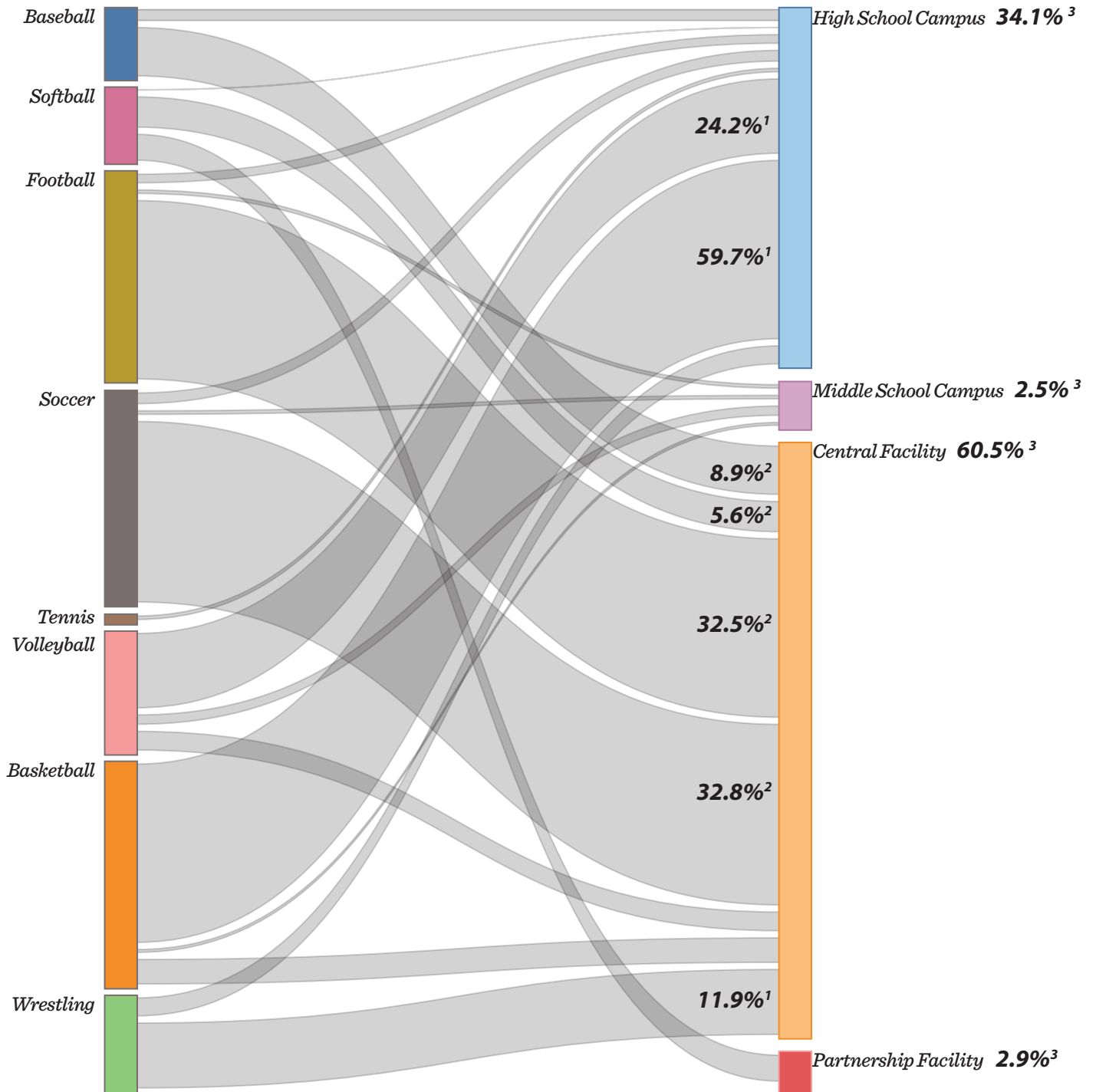


FIGURE 3.2.9 - Scheduling of Sport Activity by Facility Use
¹This is the percentage of games played at high school campuses
²This is the percentage of games played at central facilities
³This is the percentage of all games played at all facilities

Utilization Breakdown of Central Facilities - Information Guide

The following section breaks down the utilization graphics to follow. See below for a brief explanation of what each graphic represents and how it should be read.

Annual Utilization:

This graphic depicts the total annual usage for the 2018-2019 school year according to the provided schedule. This number is calculated by subtracting the number of "Closed" days from 365, the number of days in a year, then dividing the remainder by the number of events for the year: $365 - (43 \text{ "Closed"}) = 322 \rightarrow \text{Events} / 322 = \text{Annual Utilization}$.

Facility Key:

This graphic depicts the site which is being analyzed. Some sites have multiple fields within the facility and each dot matrix depicts schedules that are specific to that field. The shaded portion of each plan highlights the area of discussion. The bold dashed line surrounding the site shows the property line, which is the extent of the site. Some property lines are not always on the perimeter of the site and may even be shown crossing over and through a facility, House Park is an example of this. These are known occurrences and agreements have been established to manage and maintain these facilities.

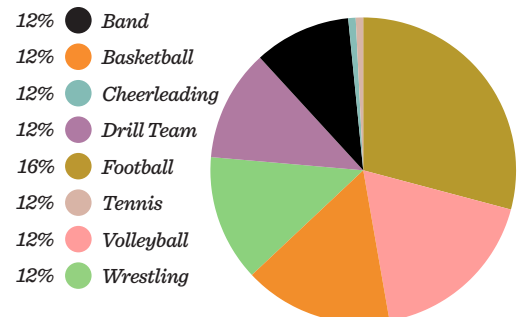
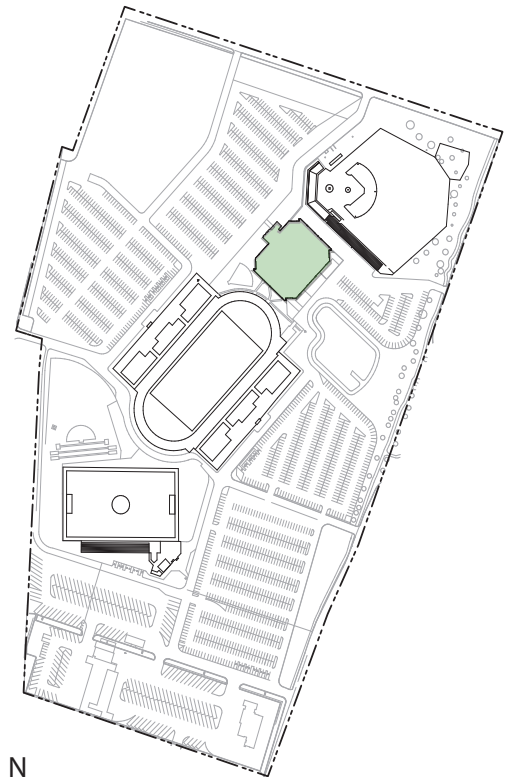
Frequency Entity:

This graphic breaks down the Matrix and Frequency of events for the 2018-19 school year at the facility into specific entities. The percentages are derived from the number of events in the following categories:

- | 9AB/MS
- | 9AB/MS/JVAR
- | 9AB/MS/VAR
- | Varsity
- | Internal Use (only if an entity can be allocated)
- | JVAR/MS
- | JVAR/MS/VAR

Overflow, External use, Available, Closed and Overflow/Internal are not taken into account. This graphic provides a better explanation of which entities are utilizing the facility in the aforementioned categories.

Annual Utilization: **100%**



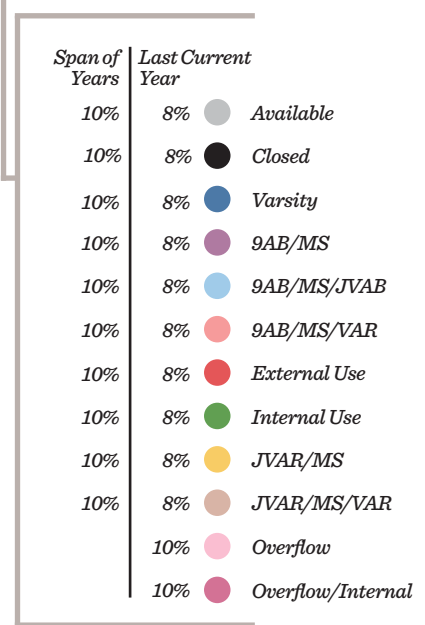
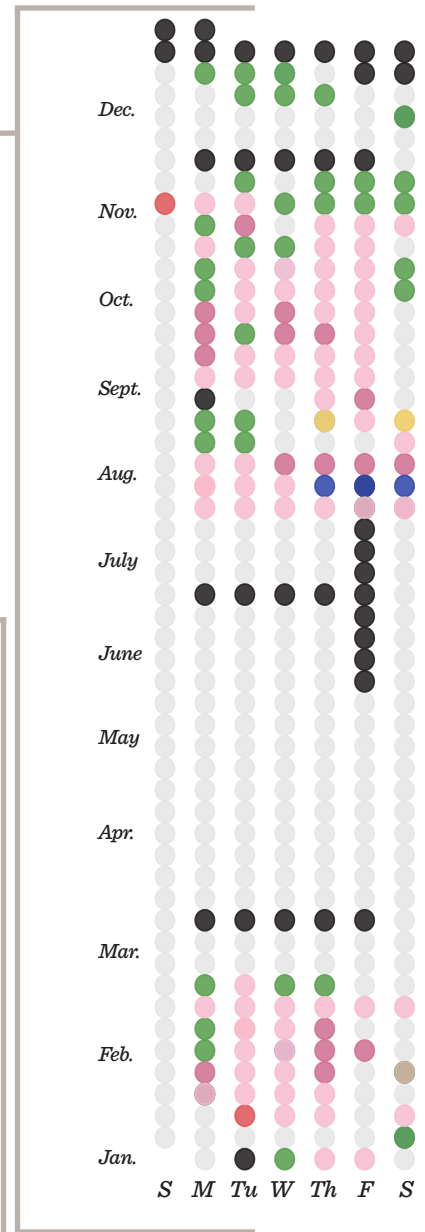
Dot Matrix:

This graphic depicts the entire 365-day calendar year for 2018. This information is based on athletics master schedules for the 2018-2019 year. Some items may have been canceled, rescheduled or added since this exercise was performed. Regardless, this diagram's intent is to analyze annual usage of the facility and provide further insight to who is occupying the space and when. Each dot represents an event and is color coded to the breakdown in the following section. On some occasions multiple events may occur on the same day. In this case the event which occupies the space for a greater amount of time will appear.

Matrix Key and Frequency:

This graphic provides a key for the Dot Matrix, which is described in the previous paragraph. The years above the percentages depict a breakdown of frequency for each user type through those years.

- | **Available** states that the facility is not being utilized.
- | **Closed** states that the facility and or District is closed for the day.
- | **Varsity** states that a varsity-level event is occurring.
- | **9AB/MS** states that a sub-varsity, 9th grade A or B team event is occurring.
- | **9AB/MS/JVAR** states that a sub-varsity, 9th grade A or B team and/or junior varsity event is occurring.
- | **9AB/MS/VAR** states that a sub-varsity, 9th grade A or B team and/or varsity event is occurring.
- | **External Use** means that the facility is being utilized for a non-athletics related function such as a retirement event, or AISD police dog training.
- | **Internal Use** means that the facility is being utilized by the District as a whole for larger events such as band competitions or larger athletics tournaments.
- | **JVAR/MS** means that a junior varsity or middle school event is occurring.
- | **JVAR/MS/VAR** means that a junior varsity, middle school and varsity events occur.
- | **Overflow** means that a local campus is utilizing the facility for a general daily function such as football or drill practice presumably due to campus conditions.
- | **Overflow/Internal** means that the facility is being utilized by the District as a whole for larger events such as band competitions or larger athletics tournaments as well as local campus uses.

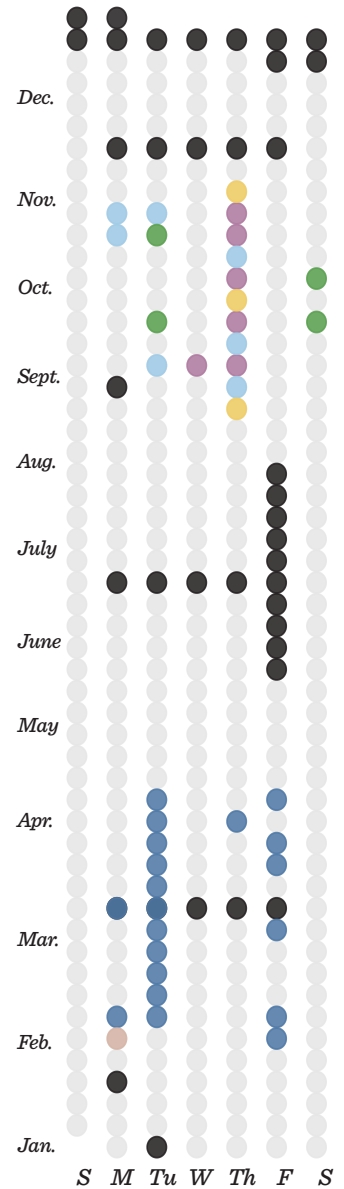
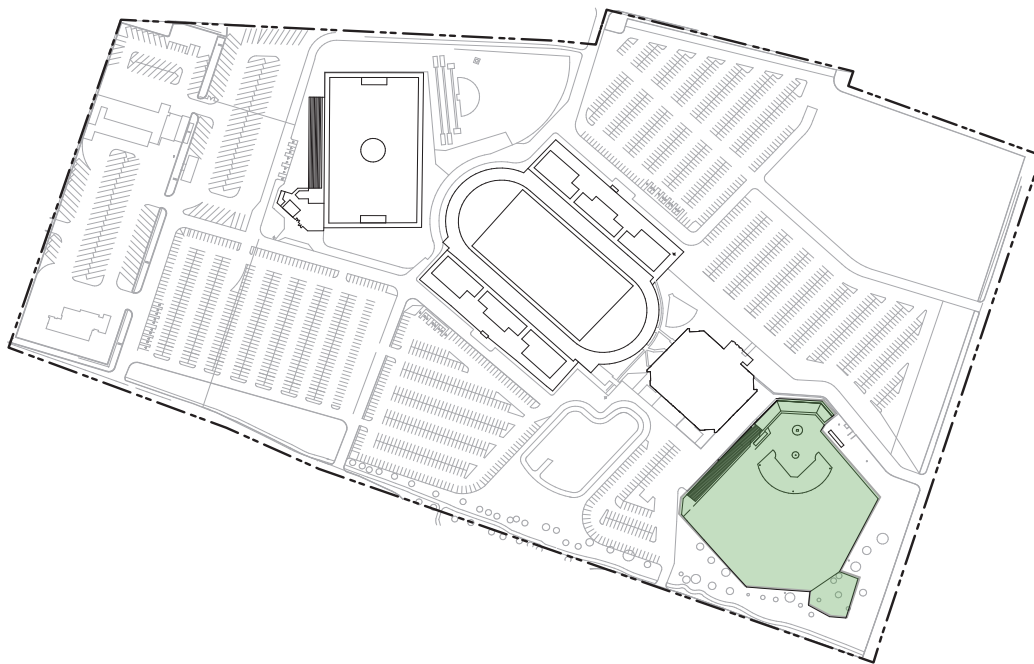


Burger Activity Center

Burger Baseball Utilization

Annual Utilization: **16.1%**

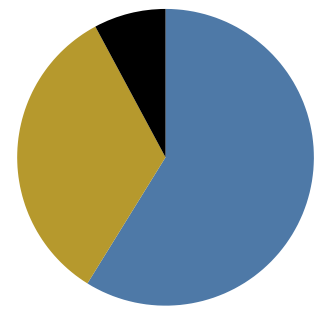
2012-2017	2018-2019	
76.8%	74%	Available
11.8%	11.8%	Closed
6%	7.9%	Varsity
3.7%	1.6%	9AB/MS
0.3%	1.9%	9AB/MS/JVAB
0%	0%	9AB/MS/VAR
0%	0%	External Use
0%	1.4%	Internal Use
1.5%	1.1%	JVAB/MS
0%	0%	JVAB/MS/VAR



The Burger baseball facility is a natural grass baseball field with a small press box, spectator seating and ticketing gate. During the fall, this field hosts mostly sub-varsity football games. It is altered to accommodate football by planting new grass in a portion of the infield and striping new yard-lines. During the spring this field is re-converted to accommodate mostly varsity baseball games.

**See 'Facility Scheduling' section for additional information.

- 33.3% Football
- 7.8% Band
- 58.8% Baseball

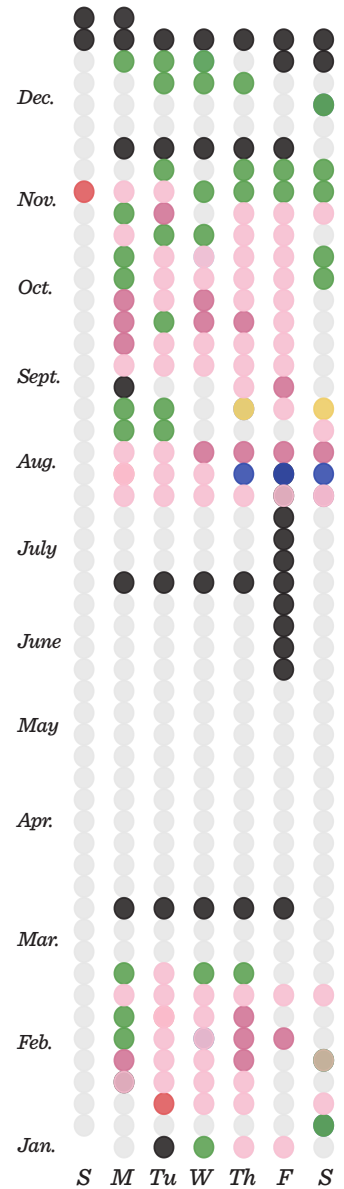
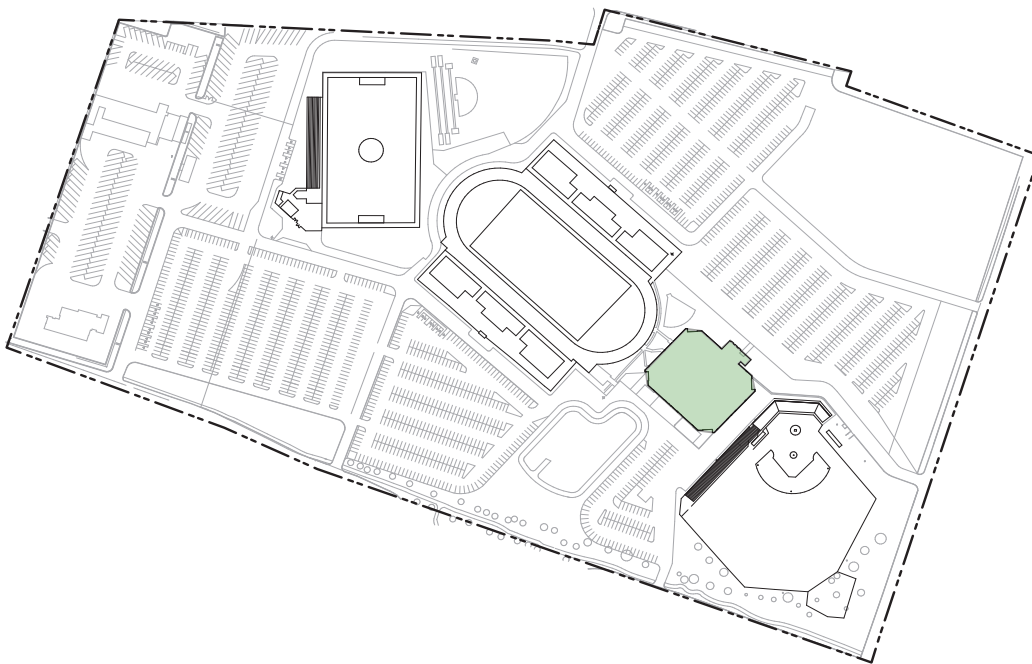


Burger Activity Center

Burger Arena Utilization

Annual Utilization: **42.5%**

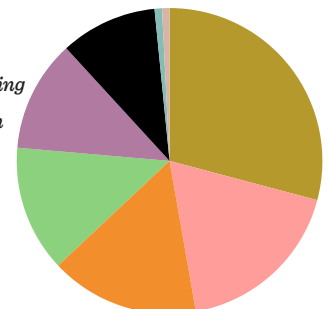
2012-2017	2018-2019	
80%	47.4%	Available
11.8%	11.8%	Closed
4.2%	3.3%	Varsity
0.7%	0.8%	9AB/MS
1.6%	1.4%	9AB/MS/JVAB
0.6%	1.1%	9AB/MS/VAR
0%	0.5%	External Use
0%	9.6%	Internal Use
0.7%	0.6%	JVAB/MS
0.3%	1%	JVAB/MS/VAR
	17.8%	Overflow
	4.7%	Overflow/Internal



Burger Arena is a 5000 seat arena with basketball goals, locker rooms, storage, and raised seating. A portion of this facility is utilized by the District's Athletics Department as their primary office. This facility primarily hosts wrestling tournaments, volleyball games, and various internal events. However, the dropped-arena style court provides a challenge for laying down the large wrestling mats. The facility is also heavily used by some high schools as an overflow practice area.

**See 'Facility Scheduling' section for additional information.

- 10.2% ● Band
- 15.7% ● Basketball
- 0.8% ● Cheerleading
- 11.8% ● Drill Team
- 29.1% ● Football
- 0.8% ● Tennis
- 18.1% ● Volleyball
- 13.4% ● Wrestling

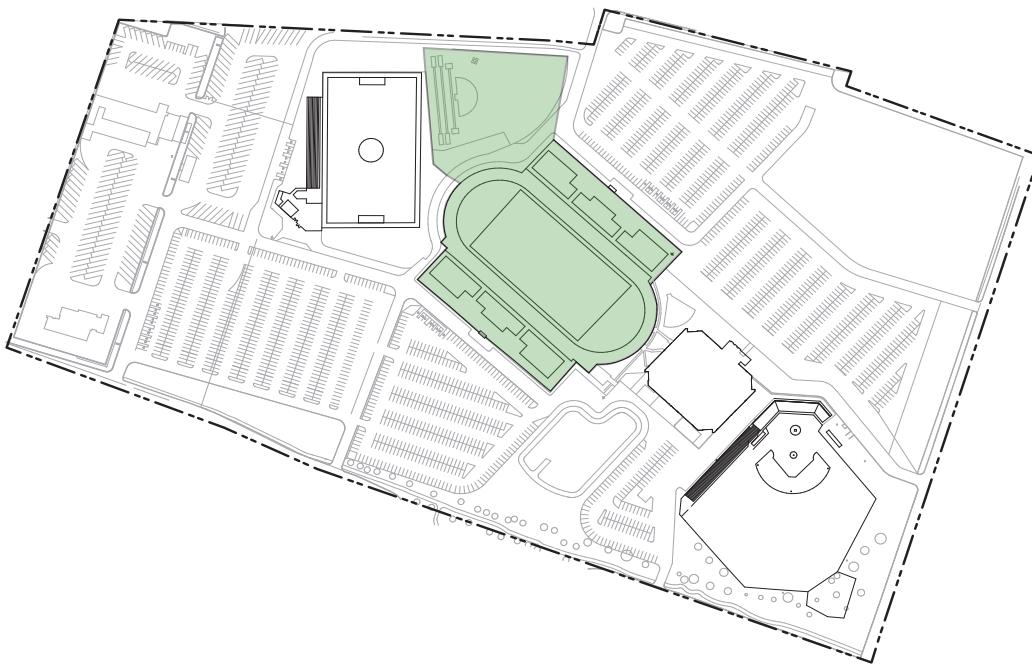
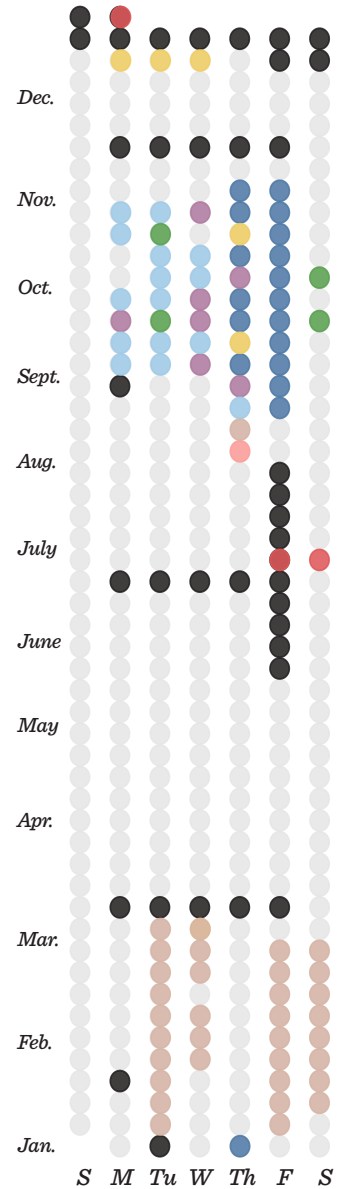


Burger Activity Center

Burger Stadium Utilization

Annual Utilization: **28.9%**

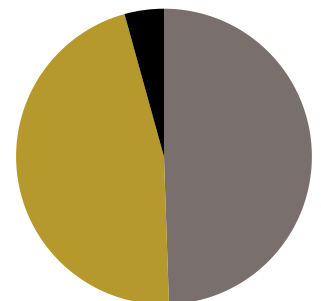
2012-2017	2018-2019	
61.4%	62.7%	Available
11.8%	11.8%	Closed
7.1%	6.3%	Varsity
5.7%	1.9%	9AB/MS
0.4%	4.1%	9AB/MS/JVAB
0.7%	0.3%	9AB/MS/VAR
0%	0.8%	External Use
0%	0.3%	Internal Use
1.3%	2.5%	JVAB/MS
7.6%	9.3%	JVAB/MS/VAR



The Burger Stadium is a large, synthetic turf field stadium with the capacity to hold 12,350 spectators. This stadium has multiple press boxes, a surrounding track, multiple ticketing booths, restrooms and concession stands. During the fall this facility hosts many varsity, sub-varsity and middle school football games. During the spring many sub-varsity, middle school and varsity soccer games take place. Since this facility has turf fields it is able to withstand the volume of consecutive events throughout the year including marching band competitions.

***See 'Facility Scheduling' section for additional information.*

- 46.2% ● Football
- 4.3% ● Band
- 49.5% ● Soccer
- 0%¹ ● Track



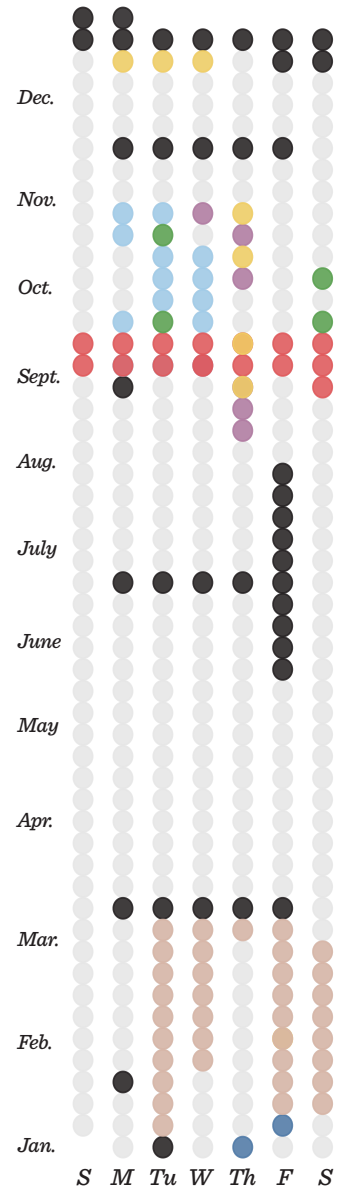
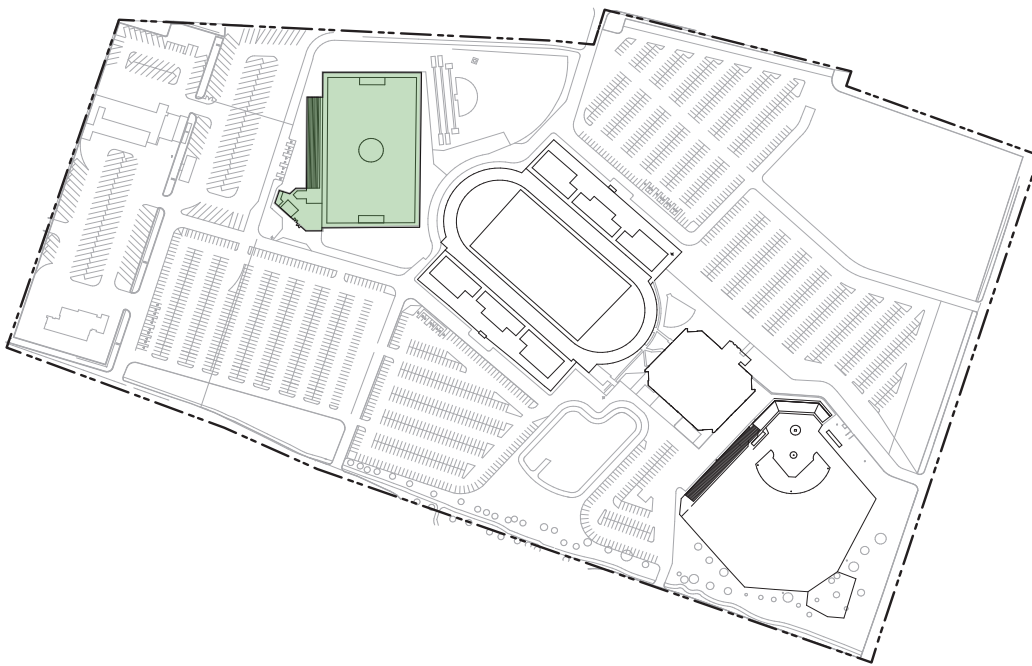
¹Although track does not appear on the master sports schedule for the 2018-2019 school year track events and meets still occur at this facility.

Burger Activity Center

Burger Annex Utilization

Annual Utilization: **29.2%**

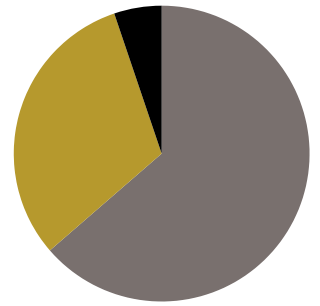
2012-2017	2018-2019	
82.0%	62.5%	Available
11.8%	11.8%	Closed
1%	1.9%	Varsity
1.7%	1.9%	9AB/MS
0.2%	3.6%	9AB/MS/JVAB
0%	0%	9AB/MS/VAR
0%	4.1%	External Use
0%	1.6%	Internal Use
1.2%	3%	JVAB/MS
2.1%	9.6%	JVAB/MS/VAR



Burger Annex is the most recent addition to the Burger Activity Center. This is a smaller synthetic turf field with a 1500 spectator capacity and small press-box, concession stand and restrooms. During the fall this facility hosts many varsity, sub-varsity and middle school football games. During spring many sub-varsity and middle school soccer games take place. Since this facility has turf fields it is able to withstand the volume of consecutive events throughout the year including the extensive use from Southwest Pop Warner, noted above as 'external' in the fall.

**See 'Facility Scheduling' section for additional information.

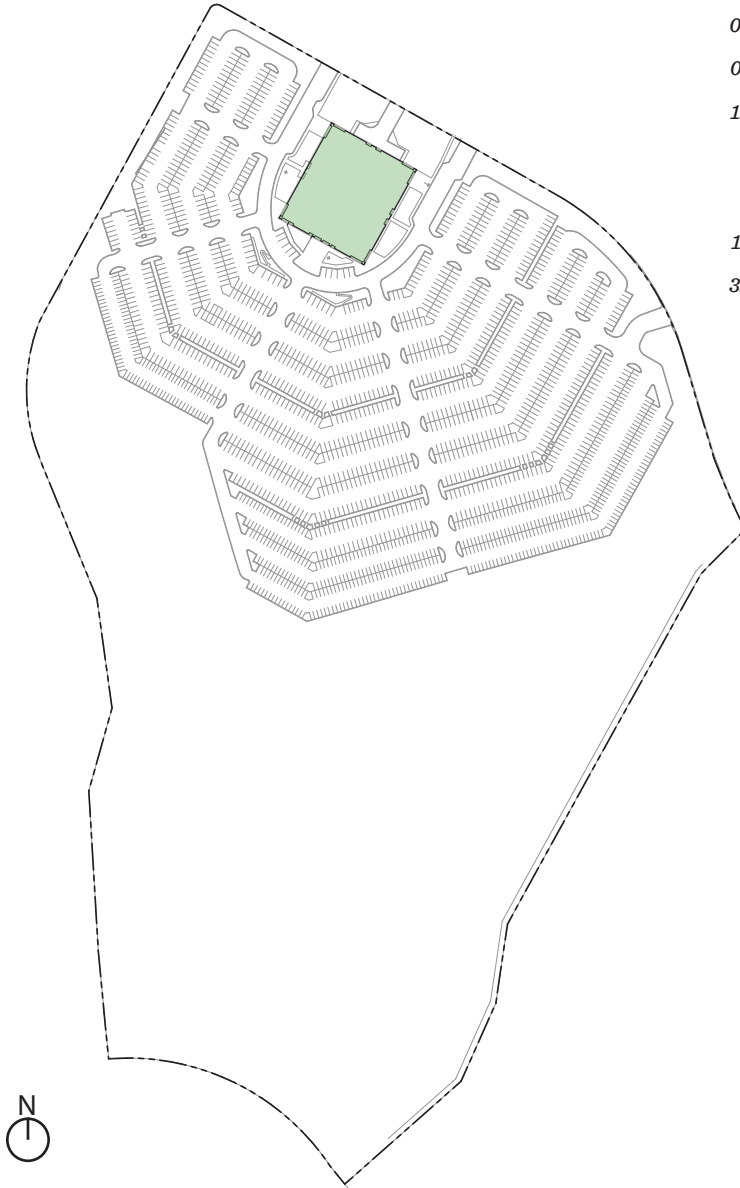
31.2%	Football
5.2%	Band
63.6%	Soccer



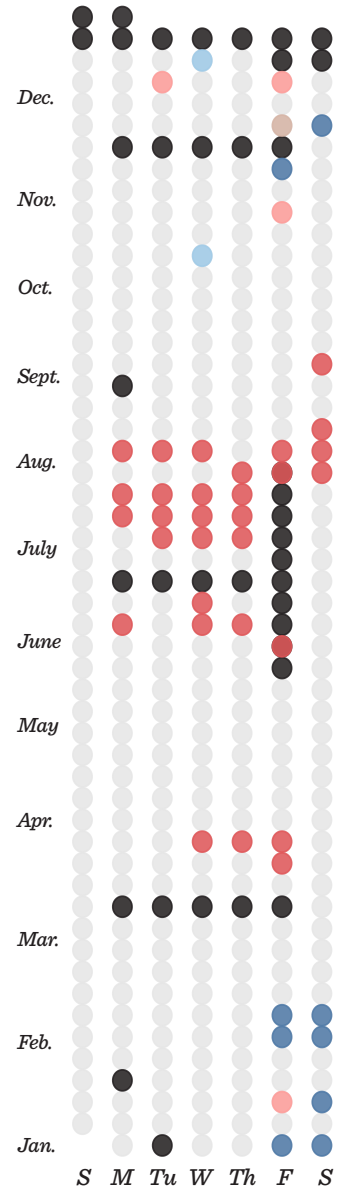
Delco Center

Main Arena Utilization

Annual Utilization: **31.4%**



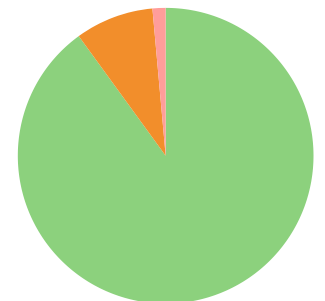
2012-2017	2018-2019	
77%	60.5%	Available
11.8%	11.8%	Closed
5%	14%	Varsity
0.3%	0%	9AB/MS
0.1%	0.5%	9AB/MS/JVAB
1.2%	1.1%	9AB/MS/VAR
0%	8.5%	External Use
0%	0%	Internal Use
1.3%	0%	JVAB/MS
3.2%	3.6%	JVAB/MS/VAR



Delco Center is a large arena in northeast Austin with 5000 seats, locker rooms, multiple storage areas, and conference rooms. Most of the events identified on the calendar during the early portion of the year are larger wrestling events. This facility also hosts some smaller non-varsity and varsity basketball and volleyball events during the fall but ultimately is one of the least-utilized facilities in the District.

***See 'Facility Scheduling' section for additional information.*

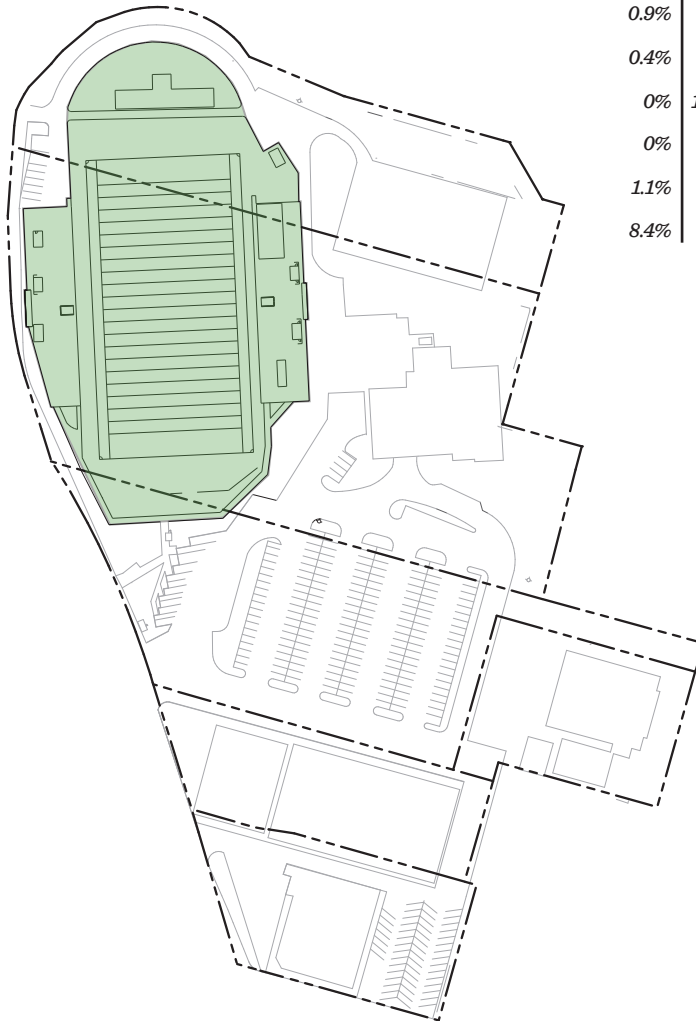
- 8.6% Basketball
- 90% Wrestling
- 1.4% Volleyball



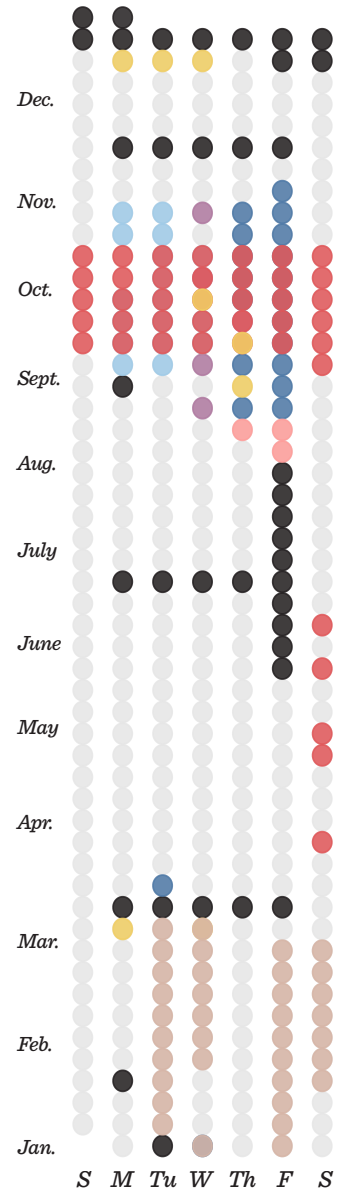
House Park

Main Stadium Utilization

Annual Utilization: **41.9%**



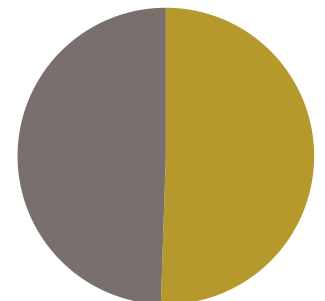
2012-2017	2018-2019	
65%	51.5%	Available
11.8%	11.8%	Closed
7.1%	5.5%	Varsity
5.3%	1.4%	9AB/MS
0.9%	4.7%	9AB/MS/JVAB
0.4%	0.8%	9AB/MS/VAR
0%	11.2%	External Use
0%	0%	Internal Use
1.1%	3.3%	JVAB/MS
8.4%	9.9%	JVAB/MS/VAR



House Park is the oldest and most historic stadium in the District. This facility holds 5000 spectators, has multiple press boxes, concession stands, restrooms, separated field house, synthetic turf field. The site is shared with the City of Austin. In the fall this facility hosts many varsity, middle school and sub-varsity football games. In spring many non-varsity and middle school soccer games take place. Since this facility has turf fields, it is able to withstand the volume of consecutive events. Trojan Pop Warner, Austin Sol are noted above as 'external' users.

***See 'Facility Scheduling' section for additional information.*

- 50.5% ● Football
- 49.5% ● Soccer
- 0%¹ ● Track



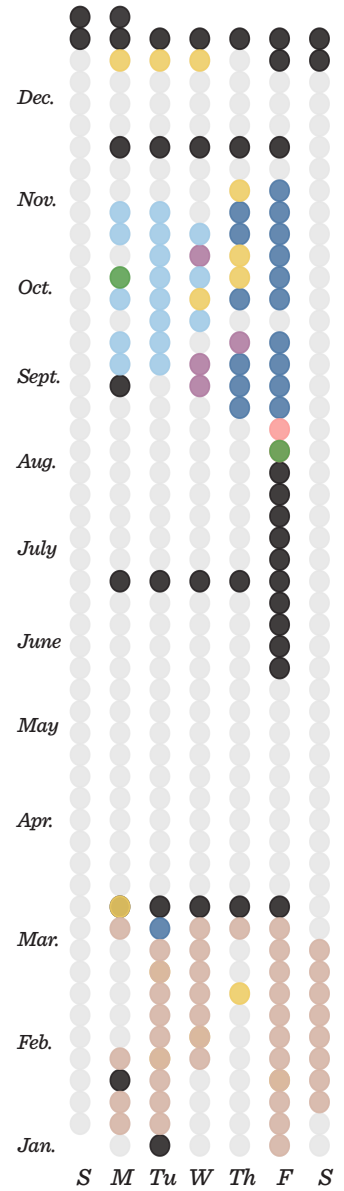
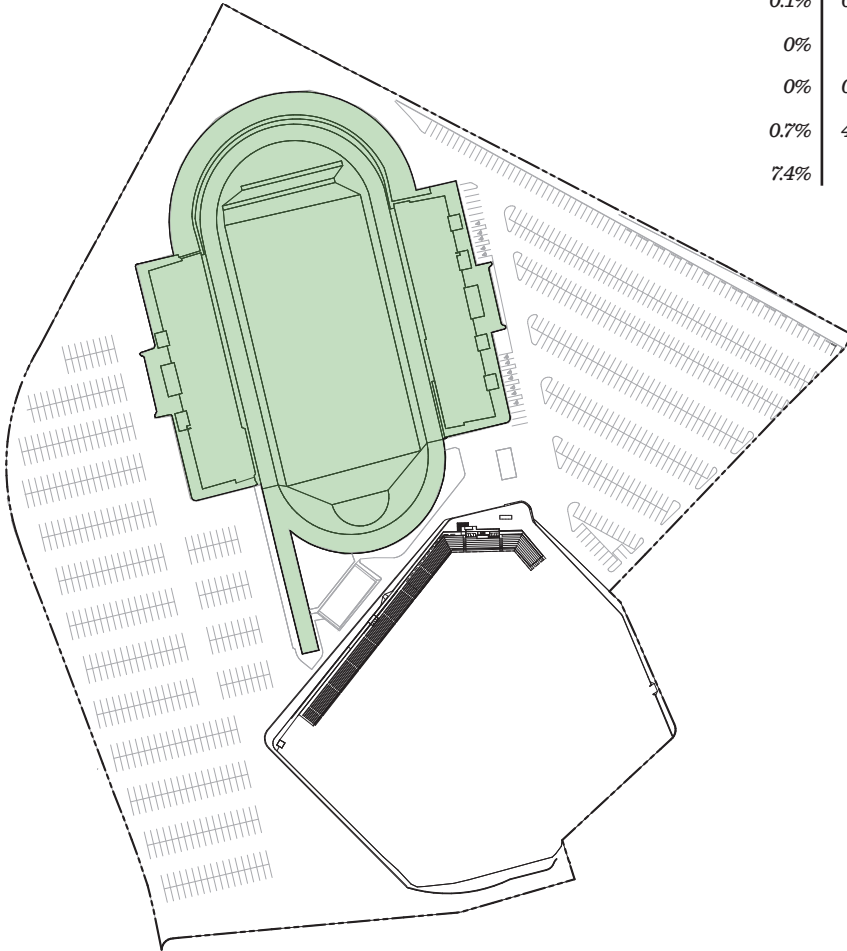
¹Although track does not appear on the master sports schedule for the 2018-2019 school year track events and meets still occur at this facility.

Nelson Fields

Main Stadium Utilization

Annual Utilization: **30.4%**

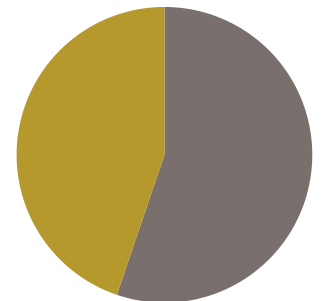
2012-2017	2018-2019	
68%	61.4%	Available
11.8%	11.8%	Closed
5.3%	4.9%	Varsity
5.6%	1.1%	9AB/MS
1.1%	4.4%	9AB/MS/JVAB
0.1%	0.5%	9AB/MS/VAR
0%	0%	External Use
0%	0.5%	Internal Use
0.7%	4.4%	JVAB/MS
7.4%	11%	JVAB/MS/VAR



The Nelson Stadium is a large, synthetic turf field stadium with the capacity to hold 8200 spectators. This stadium has multiple press boxes, a surrounding track, multiple ticketing booths, restrooms and concession stands. During the fall this facility hosts many varsity, middle school and sub-varsity football games. During spring many non-varsity and middle school soccer games take place, even on Saturdays. Since this facility has turf fields it is able to withstand the volume of consecutive events throughout the year.

**See 'Facility Scheduling' section for additional information.

- 44.8% Football
- 55.2% Soccer
- 0%¹ Track



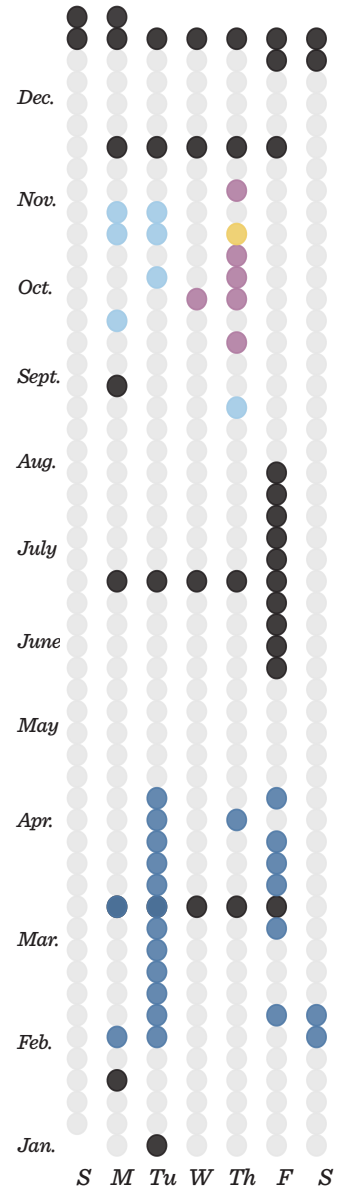
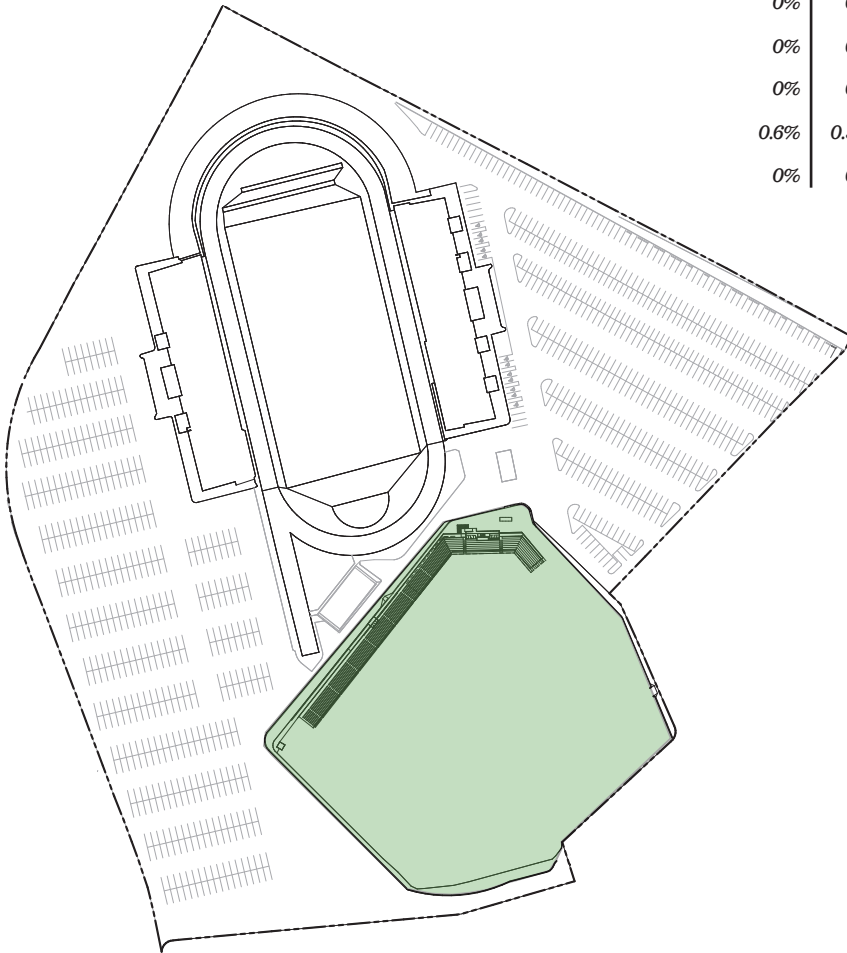
¹Although track does not appear on the master sports schedule for the 2018-2019 school year track events and meets still occur at this facility.

Nelson Fields

Baseball Field Utilization

Annual Utilization: **16.5%**

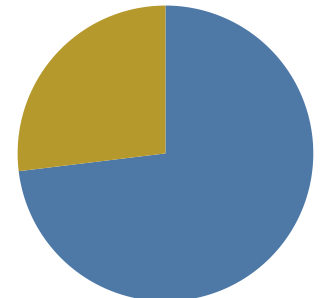
2018-2019	
77.5%	74% Available
11.8%	11.8% Closed
6.5%	10.4% Varsity
2.6%	1.6% 9AB/MS
0.9%	1.9% 9AB/MS/JVAB
0%	0% 9AB/MS/VAR
0%	0% External Use
0%	0% Internal Use
0.6%	0.3% JVAB/MS
0%	0% JVAB/MS/VAR



The Burger baseball facility is a natural grass baseball field with a small press box, spectator seating and ticketing gate. During the fall this field hosts mostly sub-varsity football games. It is altered to accommodate football by planting new grass in a portion of the infield and striping new yard-lines. During the spring this field is re-converted to accommodate mostly varsity baseball games.

***See 'Facility Scheduling' section for additional information.*

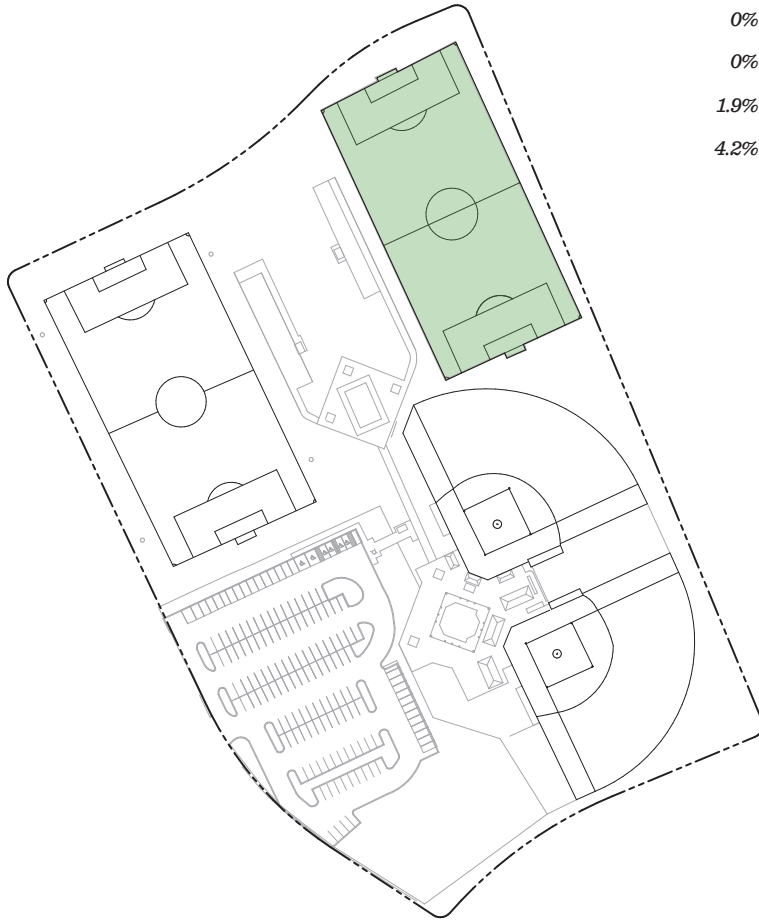
26.9% ● Football
73.1% ● Baseball



Noack Sports Center

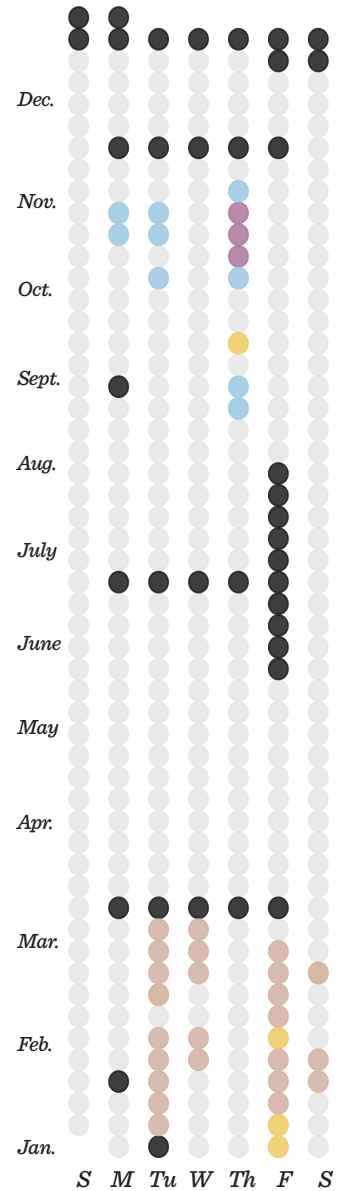
Field 1 Utilization

Annual Utilization: **15.8%**



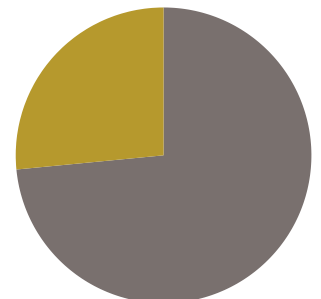
Noack Field 1 is an interchangeable football and soccer field. This field has a press box, spectator seating for 1000 and shares restrooms, concessions and parking with the other fields in the complex. This field is in marginal condition. There are steep grades and sight-line issues on this field. During the fall only a few of the sub-varsity football games are played here. In the spring time the field mostly hosts varsity soccer games.

2012-2017	2018-2019	
77.4%	74.8%	Available
11.8%	11.8%	Closed
0.7%	0%	Varsity
3.1%	0.8%	9AB/MS
0.9%	2.5%	9AB/MS/JVAB
0%	0%	9AB/MS/VAR
0%	0%	External Use
0%	0%	Internal Use
1.9%	3.6%	JVAB/MS
4.2%	6.6%	JVAB/MS/VAR



***See 'Facility Scheduling' section for additional information.*

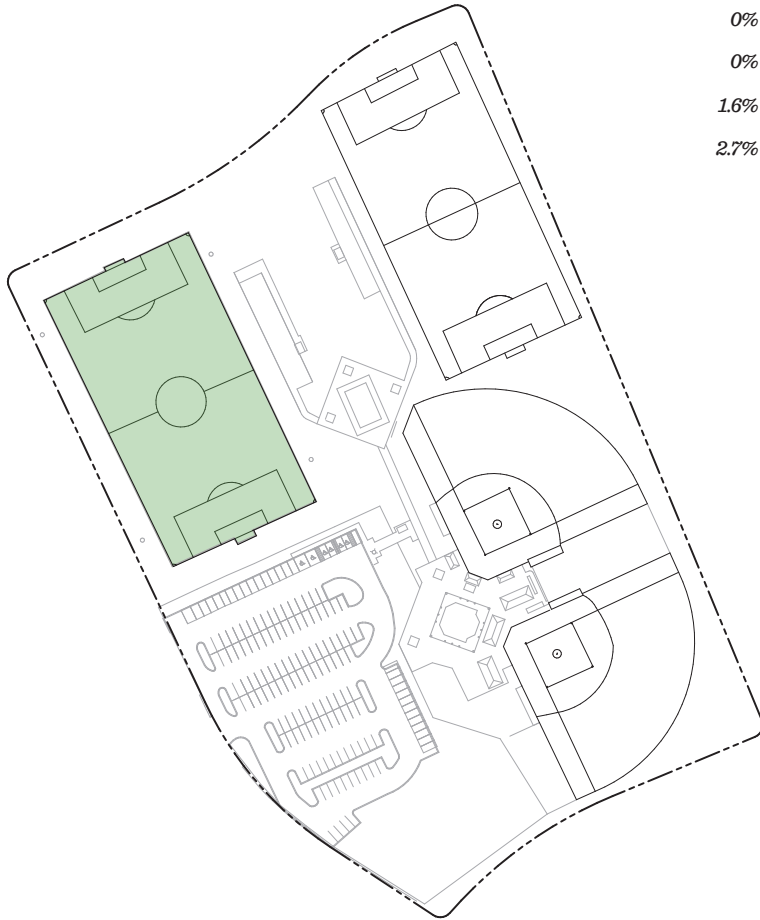
26.5% ● Football
73.5% ● Soccer



Noack Sports Center

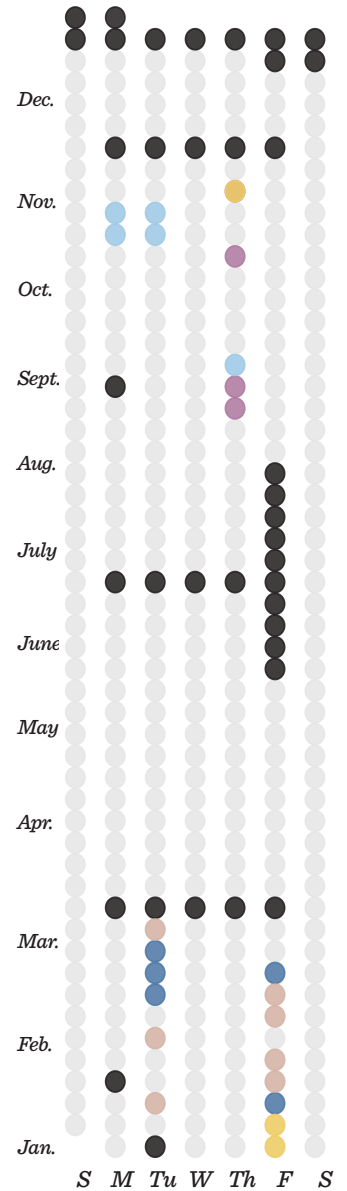
Field 2 Utilization

Annual Utilization: **11.5%**



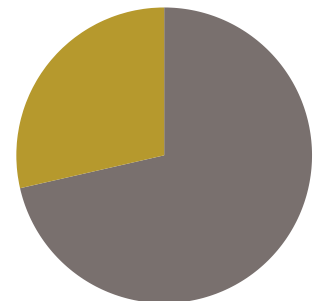
Noack Field 2 is an interchangeable football and soccer field. This field has a press box, spectator seating for 1000 and shares restrooms, concessions and parking with the other fields in the complex. Of the two fields on this site this one is in worse condition. There are grading and safety issues which could be the reason fewer games are played on this field. During the fall only a few of the sub-varsity football games are played here. In the spring time the field mostly hosts a small number of varsity soccer games.

2012-2017	2018-2019	
81.2%	78.6%	Available
11.8%	11.8%	Closed
0.5%	2.5%	Varsity
1.5%	1.1%	9AB/MS
0.6%	1.4%	9AB/MS/JVAB
0.1%	0%	9AB/MS/VAR
0%	0%	External Use
0%	0%	Internal Use
1.6%	2.7%	JVAB/MS
2.7%	1.9%	JVAB/MS/VAR



**See 'Facility Scheduling' section for additional information.

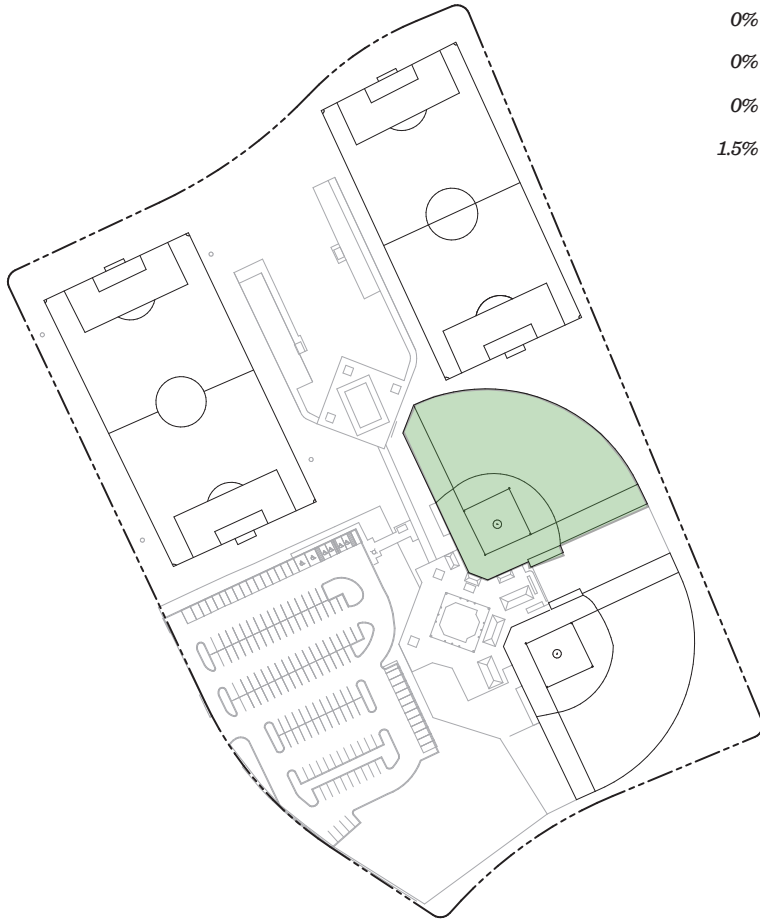
28.6% Football
71.4% Soccer



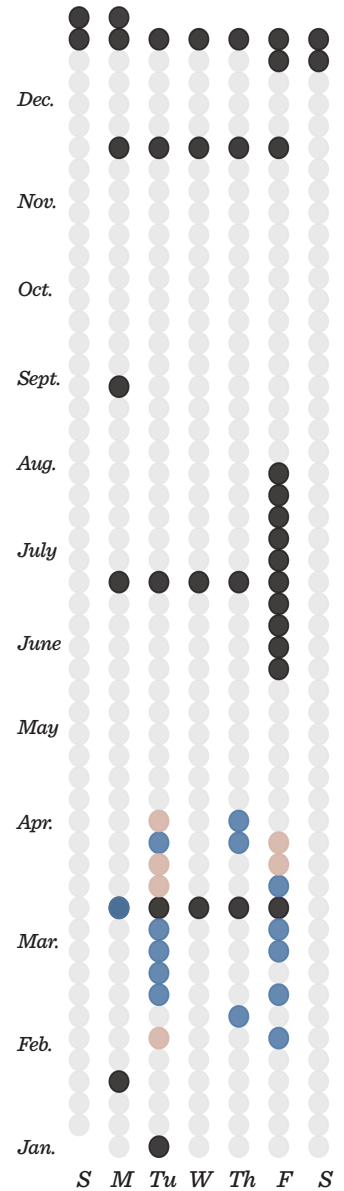
Noack Sports Center

Field 3 Utilization

Annual Utilization: **7.1%**



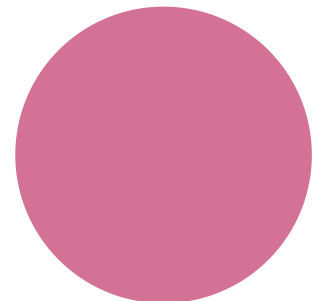
2012-2017	2018-2019	
83.9%	81.9%	Available
11.8%	11.8%	Closed
2.5%	4.7%	Varsity
0.2%	0%	9AB/MS
0%	0%	9AB/MS/JVAB
0%	0%	9AB/MS/VAR
0%	0%	External Use
0%	0%	Internal Use
0%	0%	JVAB/MS
1.5%	1.6%	JVAB/MS/VAR



Noack Field 3 is one of the two District-wide softball fields. This field has the capacity to hold a small crowd and shares restrooms, concessions and parking with the other fields in the complex. Currently this field only hosts softball games.

***See 'Facility Scheduling' section for additional information.*

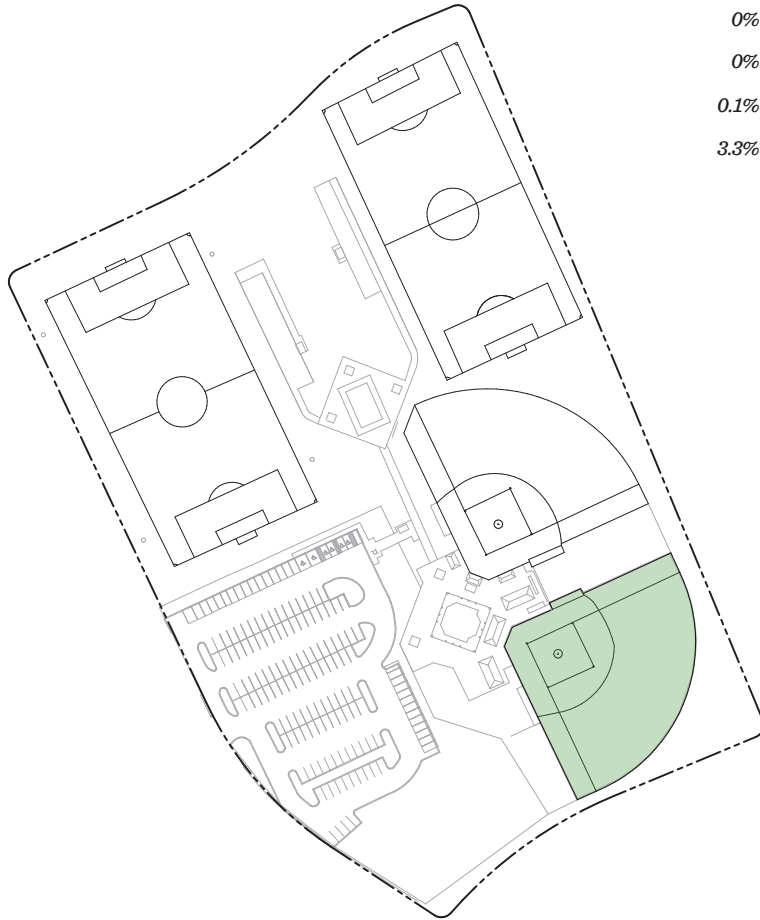
100% ● Softball



Noack Sports Center

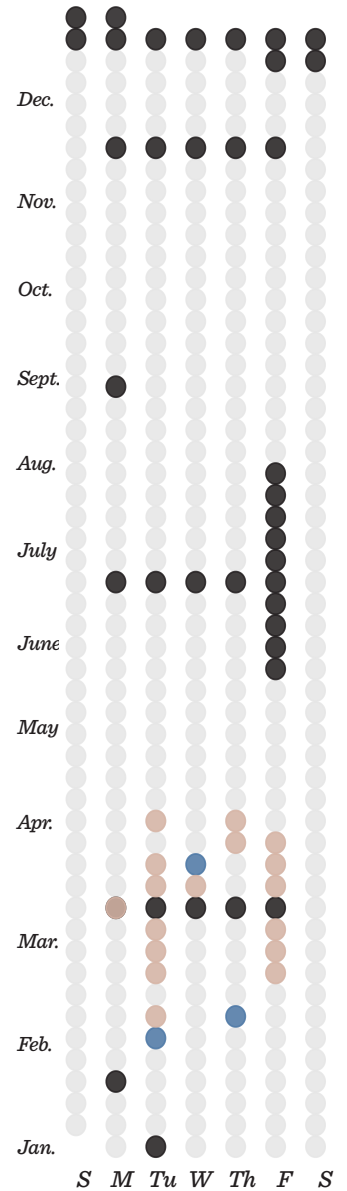
Field 4 Utilization

Annual Utilization: **6.8%**



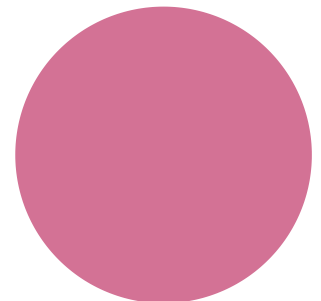
Noack Field 4 is one of the two District-wide softball fields. This field has the capacity to hold a small crowd and shares restrooms, concessions and parking with the other fields in the complex. Currently this field only hosts softball games.

2012-2017	2018-2019	
83.2%	82.2%	Available
11.8%	11.8%	Closed
1.3%	1.1%	Varsity
0.2%	0%	9AB/MS
0%	0%	9AB/MS/JVAB
0%	0%	9AB/MS/VAR
0%	0%	External Use
0%	0%	Internal Use
0.1%	0%	JVAB/MS
3.3%	4.9%	JVAB/MS/VAR



**See 'Facility Scheduling' section for additional information.

100% ● Softball



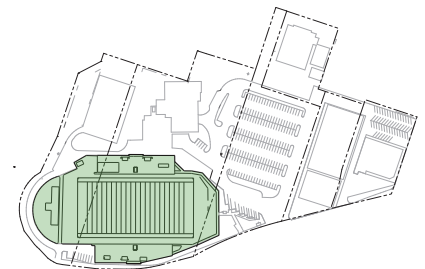
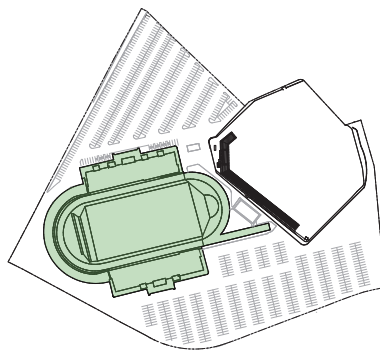
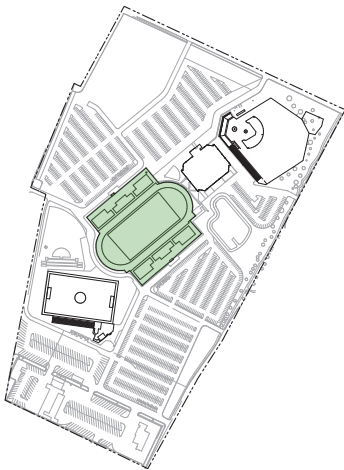
Seating Capacities

Varsity football games are the most attended athletic events in the District. The large crowds that attend these events drive the seating capacity for the District facilities. The District tracks some attendance for varsity football games; however, free tickets are given out to administrators, athletes, Pop Warner, etc. These tickets are not tracked. Data for public ticket sales, student ticket sales, band, cheer, and free tickets were combined to determine the total attendance at each football game. Estimations have been made about the number of free tickets that are given away for each game.

The International Building Code requires a bench seat to be calculated at 18" per seat to determine the seating capacity of a venue. Spectators do not sit that closely together when seating in general admission. The capacities of each stadium have been calculated at 22" to better reflect the actual capacity of each stadium.

When analyzing the attendance versus the seating capacity of each stadium there is only one game, the Taco Shack Bowl, at House Park, that exceeds the capacity of the stadium of which it is played. House Park is estimated to be about half full for the remainder of the games. Average attendance at Nelson and Burger are typically at about a quarter of the total capacity.

When future facilities are planned for, the attendance data will be very important to reference to determine the correct capacity of seating required.



<u>Burger Stadium</u>	
Published Capacity:	15,000
Capacity @ 18" / Seat:	15,000
Capacity @ 22" / Seat:	12,350

<u>Nelson Fields:</u>	
Published Capacity:	10,000
Capacity @ 18" / Seat:	10,000
Capacity @ 22" / Seat:	8,200

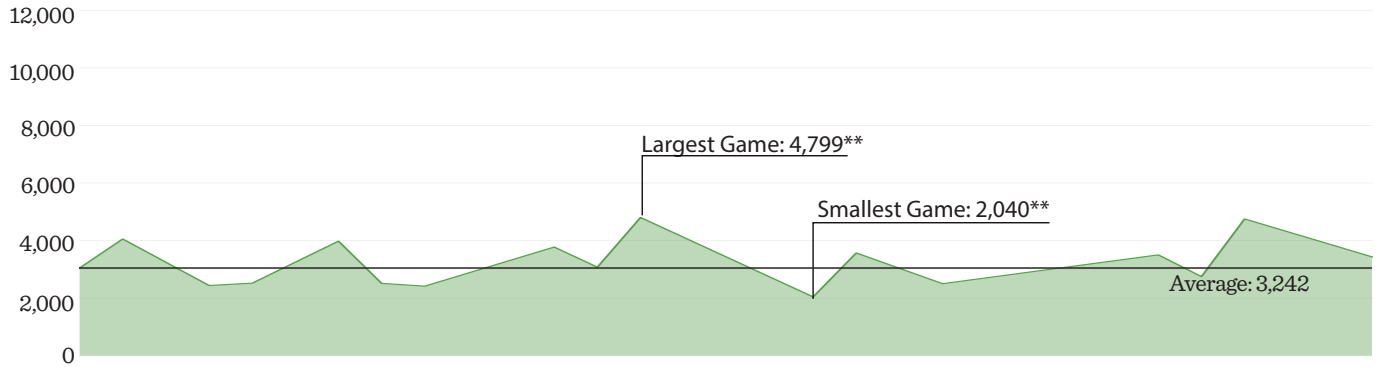
<u>House Park:</u>	
Published Capacity:	6,500
Capacity @ 18" / Seat:	6,100
Capacity @ 22" / Seat:	5,000

Note: The attendance data for functions held at Yellow Jacket Stadium is unknown due to not being a central facility as of 2019.

Stadium Seating Capacities

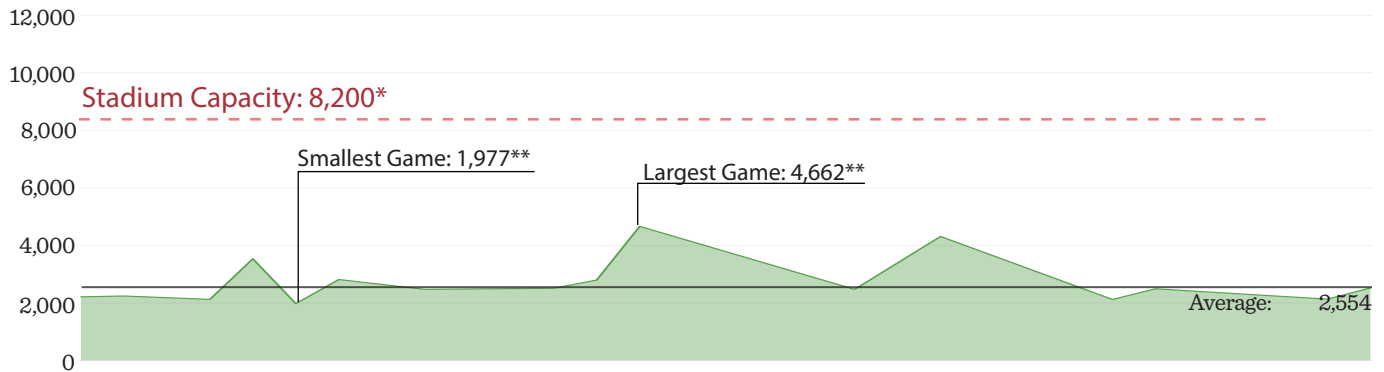
Burger Stadium:

Stadium Capacity: 12,350*



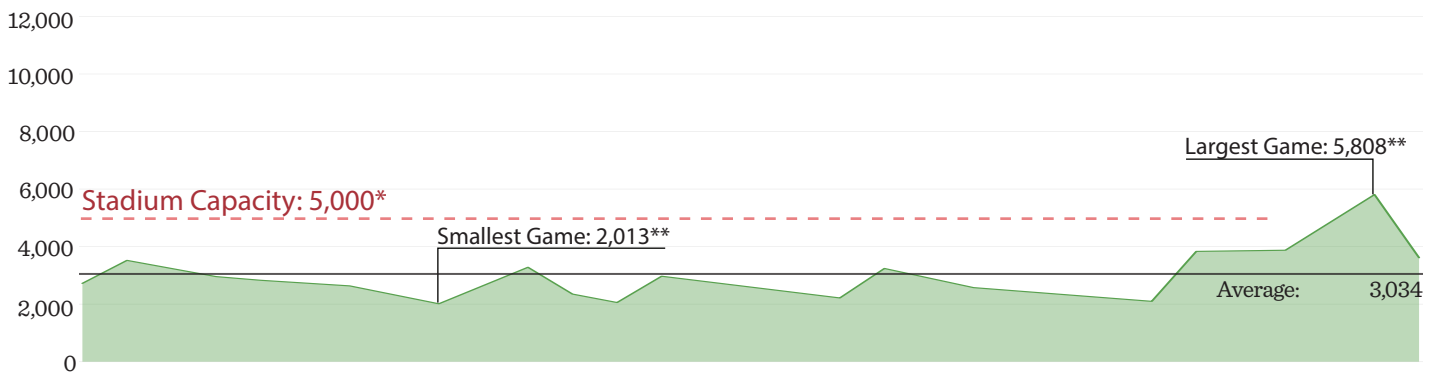
Nelson Fields:

Stadium Capacity: 8,200*



House Park:

Stadium Capacity: 5,000*



*Based on 22" per person.

**Takes all forms of ticket sales and includes 900-person Spirit, Pop-Warner, & Band section for both home and visiting teams.

Seating Capacities - District Facilities

Facility	Capacity @ 18" / Seat	Capacity @ 22" / Seat
Burger Annex	1475	1210
Burger Arena	4375	3581
Burger Baseball	1500	1227
Delco Main Arena	4375	3581
Nelson Baseball	2370	1939
Noack - Field 1	935	763
Noack - Field 2	935	763
Noack - Field 3	400	327
Noack - Field 4	400	327

FIGURE 3.2.10 - Central facility seating capacity

The schedule depicts current seating capacities at the central facilities. The two District arenas, Delco and Burger, host a multitude of functions from external rental customers to overflow for campus functions. However, most athletic events are District wrestling meets and larger basketball and volleyball games. According to ticket sales data provided by the District, the largest volleyball game recorded in the 2018-19 school year had 2,101 spectators. The largest basketball game recorded the same year had 2,583 spectators. Both of these games include general admission and student tickets. Per figure 3.2.10, if each of these games were played at either the Burger Arena or Delco Main Arena, they would only fill roughly half of the available seats at the 18" per seat capacity. The remaining facilities listed in Figure 3.2.10 are sized relatively appropriately for the number of spectators that attend events hosted at each location.

Facility	Capacity @ 18" / Seat	Capacity @ 22" / Seat
Yellow Jacket Stadium	480	400

FIGURE 3.2.11 - Yellow Jacket Stadium seating capacity

The attendance data for functions held at Yellow Jacket Stadium is unknown due to not being a central facility as of 2019, however, approximate stadium seating is included for reference.



District Wrestling Meet - Hosted at central facility

Key Factor 3: Operations

Transportation

The Transportation Department's primary mission is to make sure all students are transported on time and safely to and from schools. At the same time, the department does everything possible to accommodate transportation for all events. Due to limited number of drivers available, the District is able to provide service for field trips and athletics during mid-day, after 5:15 PM, weekends and holidays. On special occasions the District does everything possible to assist with the athletic trips, especially playoffs, UIL events, etc. The District has a very limited number of coaches who can drive school buses however it does cause hardship for them, as it requires a coach to pick up a bus from the bus barn, drive the athletes to and from the game and then drop off the bus before their day ends.

Austin traffic continues to worsen as the population increases. The time students spend sitting in traffic is time they could be doing homework or engaged in another academic activity. Additionally central facilities do not provide any supplemental space to give students access to academic time if they are to arrive at a facility early for games.

Although drive times may fluctuate slightly and be hindered by the influx of people attending one of Austin's many festivals, there are opportunities to save some time in student transport. One of the largest savings in time can come from altering the time of day in which traveling is done. In addition to considering timing there could be some savings in evaluating destination location. As figure 3.3.1 shows, of the five main athletic central facilities Burger Activity Center, and Noack Sports Complex are the most cumbersome in terms of travel. This is probably due to their location. Burger Activity Center is located in the southwest portion of the District while Noack Sports Complex is located northeast. Yellow Jacket Stadium has not been used as a central facility or for high school games in recent years, therefore, there is no attendance data. The seating capacity will need to be increased to support district-wide functions

Central Facilities Drive Times:

Figure 3.3.1 depicts the drive times to the central facilities at various times of the day from each of the high school campuses. "Count" represents the number of campuses whose drive times ranges from excellent to very poor. As the data suggests, there are significant time savings in leaving at 2:30 PM as opposed to 5:30 PM. Many of the campus travel times shift from very poor to poor or moderate. The following twelve high school campuses were evaluated in their current locations for this exercise:

- | Akins, Anderson, Ann Richards, Austin, Bowie, Crockett, Eastside/International, Navarro, LBJ/LASA, McCallum, Navarro, and Travis

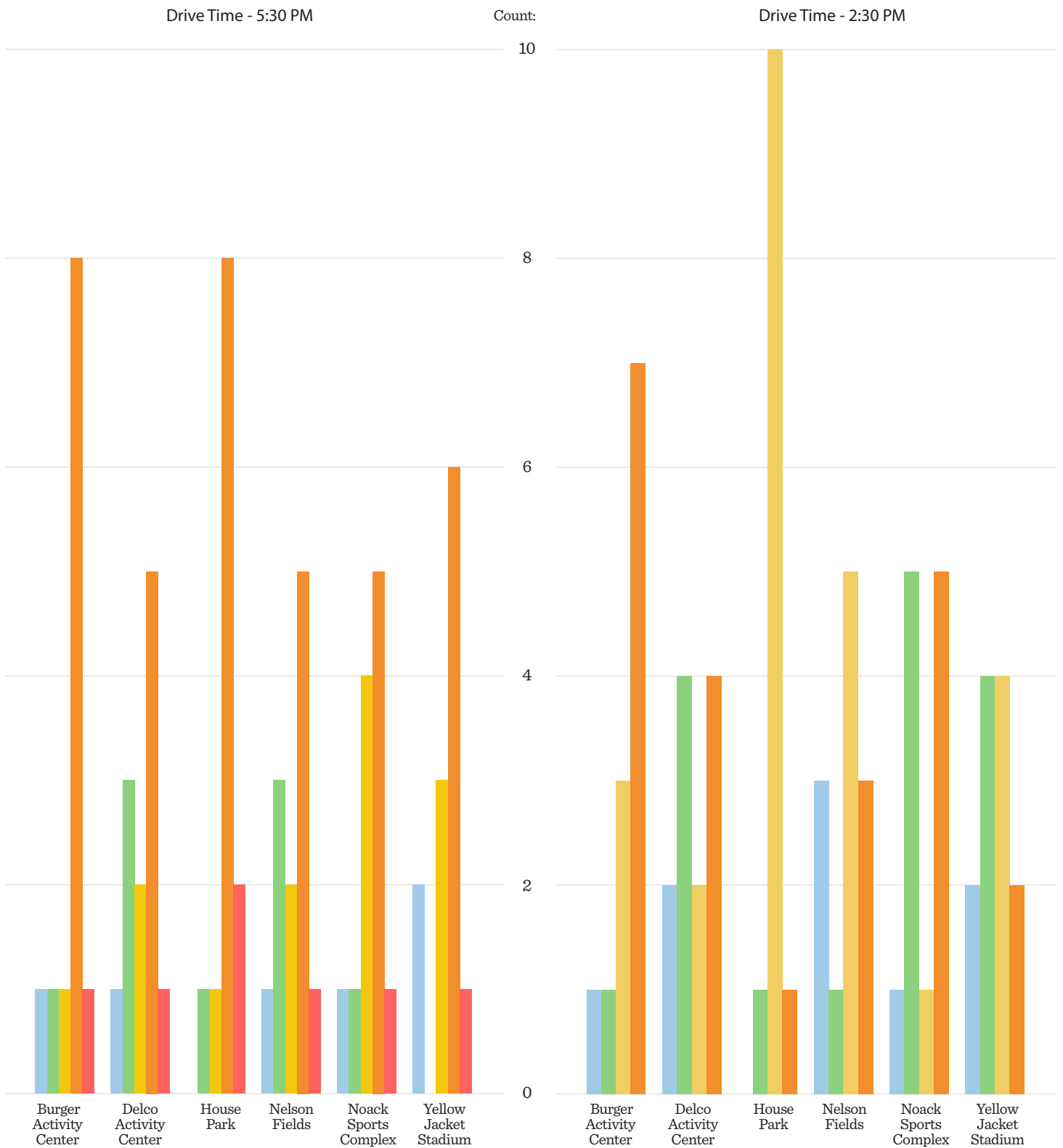


FIGURE 3.3.1 - Drive time to central facilities

Field Turf vs Natural Grass - Maintenance

The District spends a significant amount of resources and labor to maintain the current football/soccer, baseball, and softball fields. District staff work long hours to mow, irrigate, seed, and fertilize existing fields to keep them operational for students and the community, but heavy use and poor weather conditions can make the playing surfaces unusable. In addition to regular maintenance, District staff sod the baseball fields to support football in the fall, and then remove that sod for baseball season. House Park, Nelson stadium, Burger stadium, Burger annex and Anderson have already adopted turf fields and see substantial use.

Synthetic turf fields still require some maintenance but it is significantly less than a natural grass field. Synthetic turf is not damaged by use, but it does need to be replaced after a period of ten years due to UV degradation. This cost can be built into bond program cycles. Synthetic turf also drains much more quickly allowing games to be played shortly after a rain event without causing damage to a field. Furthermore, synthetic turf can better sustain more frequent use, allowing for programs like the marching band to take advantage of the field for practice. In addition to maintenance advantages, the playing surface is more reliable lessening the chance of an athlete to be injured due to an uneven playing surface. The newer generation of artificial turf fields are substantially safer than older versions.

Figure 3.3.2 illustrates the cost of maintaining both a natural grass field and a turf field. Base preparation is typically more expensive for a synthetic turf field since much more work must be done to the ground prior to receiving the turf. Materials cost for the turf will cost more money per square foot to install as well. However, the maintenance cost of a synthetic turf field is only 25% of what it costs to maintain a natural grass field. Over the course of 10 years the total cost per field comes closer to being the same. If this amount is further broken down into the time the field is available for play then the benefits of turf begin to significantly outweigh that of a natural grass field.

	<i>Natural Grass</i>	<i>Field Turf</i>
Base Preparation	\$150,000	\$320,000
Materials	\$2.75 per square foot = \$220,000	\$4.75 per square foot = \$380,000
Maintenance	\$20,000 x 10 years = \$200,000	\$5,000 x 10 years = \$50,000
Total	\$570,000	\$750,000
Scheduling Possibilities	25 hours x 25 weeks x 10 years = 6,250 hours	68 hours x 44 weeks x 10 years = 29,920 hours
Average Cost (Per Hour of Use)	\$91.20	\$25.07

FIG 3.3.2 - Natural Grass vs Turf Field Cost

Figures based on 80,000 square foot fields and average costs and usage rates in North America.

Information provided by Field Turf - A Tarkett Sports Company.

Irrigation Cost

Average pricing per field type

| Average Water Cost per Square Foot for the District in 2017-2018: **\$0.1980**

| A typical football / soccer field is 100,000 square feet.

| **Cost of irrigation per year: \$19,800.00**

| A typical baseball field is 120,000 square feet.

| **Cost of irrigation per year: \$23,760.00**

| A typical softball field is 42,000 square feet.

| **Cost of irrigation per year: \$8,316.00**

These averages are based on 2017-2018 Annual AISD Facility Water Cost Report provided by the Maintenance Department.

Example:

Typical 100,000 Square Foot Football Field

| Irrigation: **\$19,800.00**

| Staff (4 hours/week) **\$5,000.00**

| General Maintenance: **\$3,500.00**

| Materials: **\$3,500.00**

| Grand Total: **\$31,800.00**

Over 10 years this adds up to roughly \$318,000.00 in operations alone. Maintenance, materials and staffing change on a regular basis. This estimate is based on information provided by the District's Athletics department. A significant portion of this cost could be recovered with the introduction of synthetic turf. In addition to this cost, time spent by personnel would decrease while allowing more play time for the students.



District student athletes utilizing turf field

Flexibility & Adaptability

Athletic Spaces

Flexibility and adaptability of Athletics & Wellness spaces is paramount to successfully utilizing the vast amount of room these types of activities occupy. The question that drives change is not "What is it?" But instead "What could it be?" Undeveloped land, especially in Austin, Texas, is an ever-shrinking commodity. Traditionally, athletics and wellness have struggled to find common ground between various activities resulting in vast amounts of land-usage and space allocated to only a single-function field or facility.

Large, indoor practice facilities are often incredibly beneficial and serve a multitude of functions. Often times large nets divide the space and allow multiple activities such as baseball and football practices to occur simultaneously. These can be pulled back to allow for a completely open space where activities that require more room are adequately accommodated. However, many campuses would struggle to support this type of facility due to space constraints. Regardless of site constraints, concepts such as the suspended indoor netting, flexible flooring and multi-purpose uses can still be implemented in other spaces on the District's campuses.



Del Valle Indoor Practice Facility - Del Valle, Texas

Flexible Seating

Flexible seating can be an attractive and cost-effective way to increase the capacity of a stadium for the big games. This area is not typically needed for a typical Friday night. Flexible seating often comes in the form of a berm or standing room only. Berms can be a nice place for families with small children who need to burn some energy or even middle and high school students. Flexible seating also allows the user to safely inhabit portions of the stadium that would otherwise be potential wasted space.

The concept of berm seating has been implemented in many athletic facilities, concert venues and provide an ample amount of relief to the sometimes crowded stadium seating. Spectator comfort is a large component that can either bring in fans or drive them away. Offering flexible seating to accommodate all types of spectators could increase attendance which in turn can affect pride, motivation and potential success of students involved in the games.



Berm seating in Albuquerque Isotopes Park - New Mexico

Key Factor 4: Partnerships

Function, Purpose, and Opportunity

The District has a long standing partnership with the City of Austin Parks and Recreation Department. This partnership has primarily included shared use of City sports fields for campus and District-wide use, most commonly baseball and softball fields. The partnership with the City of Austin is a critical one as it provide operations efficiencies for both the City and the District. These fields relieve local campuses and District facilities burden on available land to provide these play surfaces. This opens up the District land for other uses and programs. In the coming future implementation of the city's Lamar Beach Master Plan and the relocation of the Dougherty Arts Center could affect the District's current use of city-owned fields. These partnerships also help foster community support in individual neighborhoods where fields are used for recreation as well as competition. This supports the community by providing opportunities for them to attend and support their children.

There are a number of schools that rely on this partnership to provide fields for the students to play on. For example, the map on the following page shows the three main field partnerships that the District shares with the city. Westcreek Fields is utilized primarily as a soccer field while Kreig and Butler fields are utilized for softball events. Many of the fields are in close proximity to the schools, which is critical to safely getting to them and using them on a daily basis. Partnerships between the schools and local parks should be accessible for all students. A 1/2 mile radius amounts to roughly a 10 minute walk for a student while carrying their equipment. As the following maps suggest, there are very few opportunities that lie within this 1/2 mile distance. A number of schools are not shown on the following pages since opportunities for potential partnerships were not within a reasonable walking distance for a student.



Student participation in the UT-Austin's Captains Camp

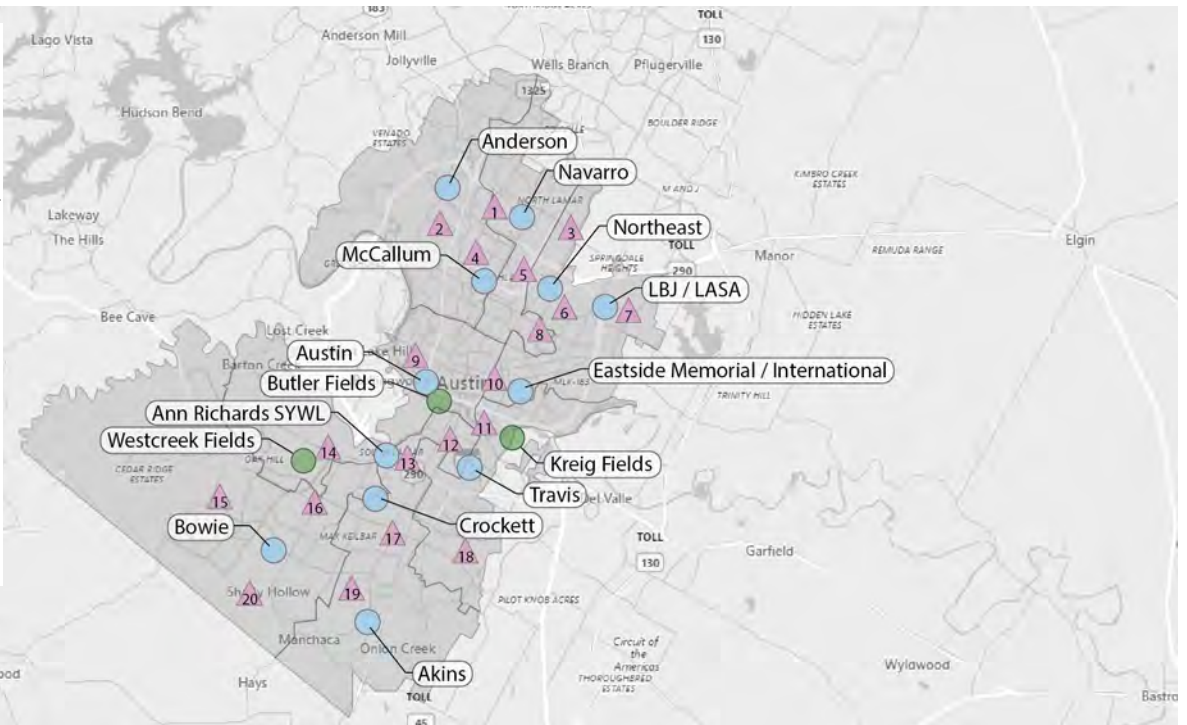
Map Legend:

Middle School: ▲



1. Burnet
2. Murchison
3. Dobie
4. Lamar
5. Webb
6. Sadler Means YWLA
7. Gus Garcia YMLA
8. Future MS
9. O. Henry
10. Kealing
11. Martin
12. Lively
13. Ann Richards
14. Small
15. Gorzycki
16. Covington
17. Bedichek
18. Mendez
19. Paredes
20. Bailey

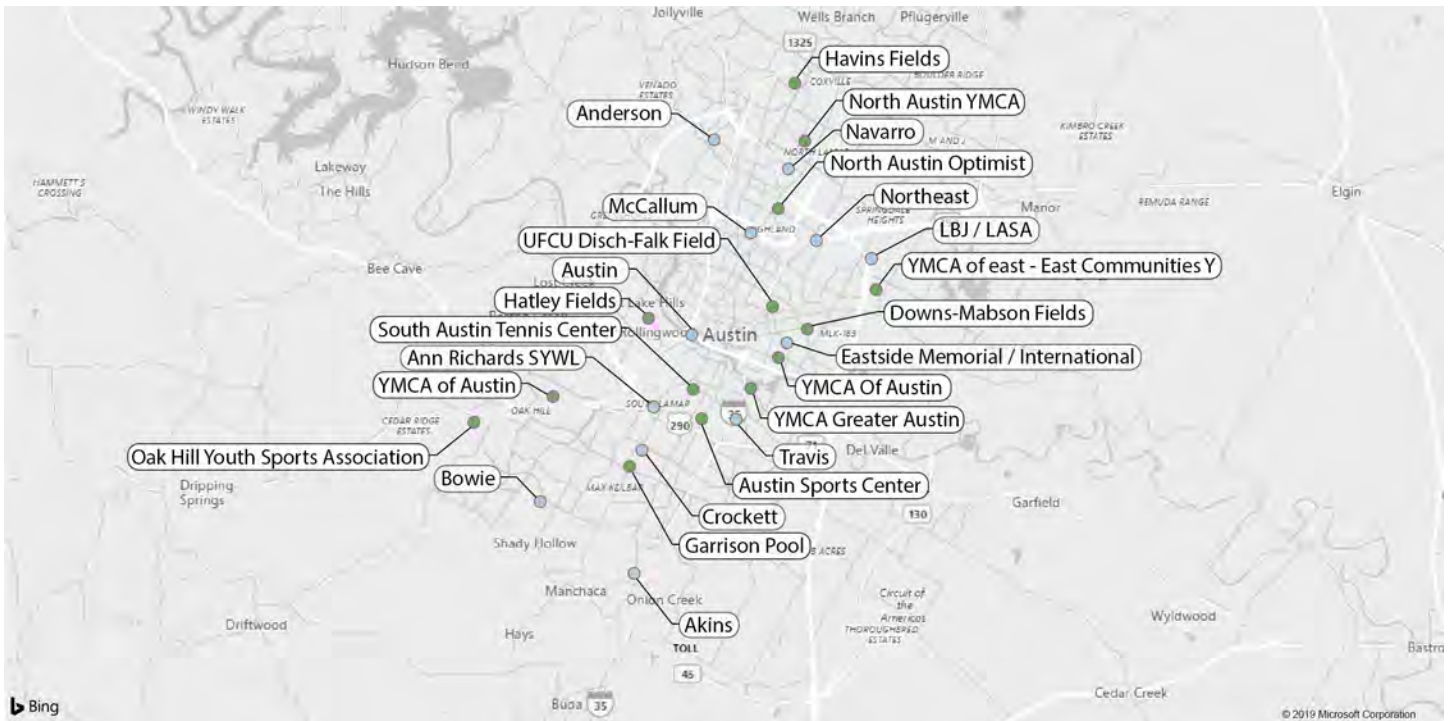
High School: ●

Current Partner: ●

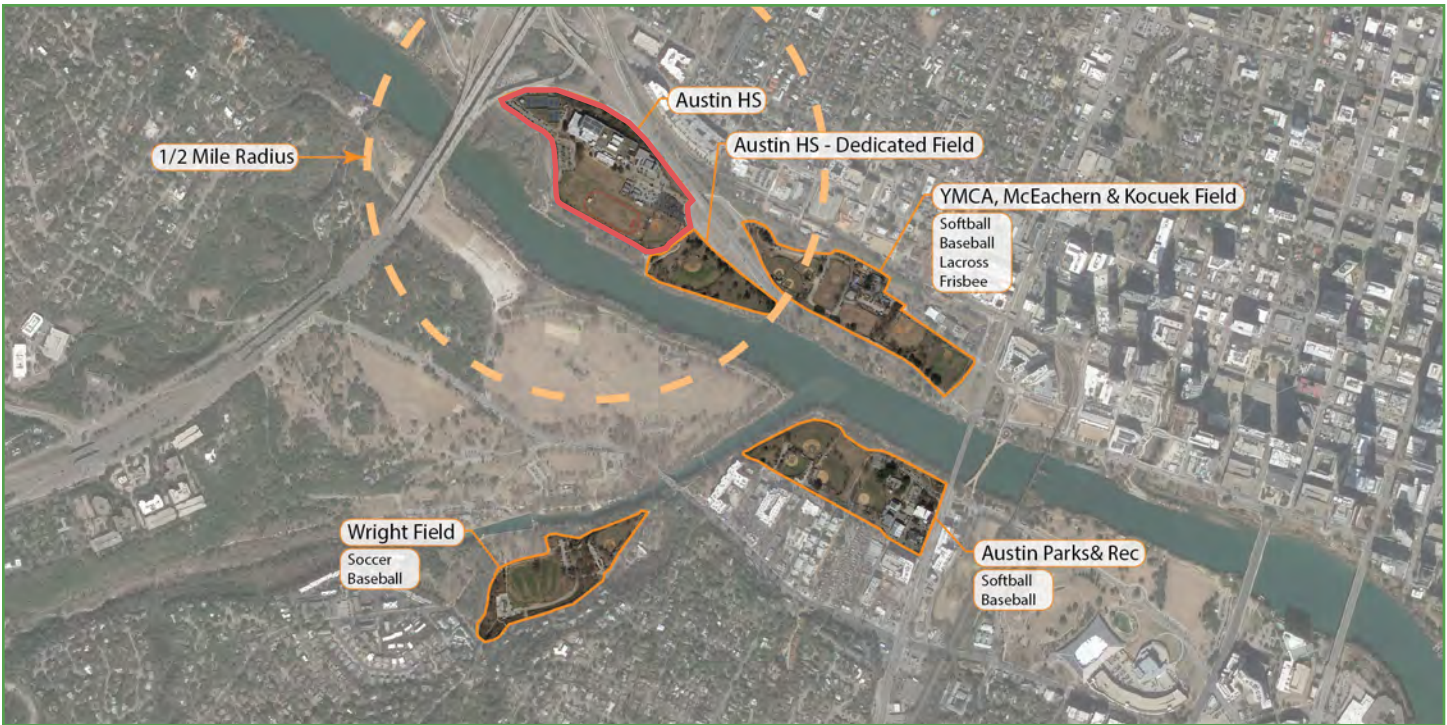


Current District-Associated Fields

Map Legend:		AISD High School
		Potential Partner



Potential Partnerships



Austin HS - Potential Field Partnerships



Map Legend:		Partnership Opportunity
		Radius Extents



Navarro- Potential Field Partnerships



McCallum - Potential Field Partnerships

Map Legend:		
	Partnership Opportunity	Radius Extents



Northeast - Potential Field Partnerships



Travis - Potential Field Partnerships

Map Legend:		
	Partnership Opportunity	Radius Extents




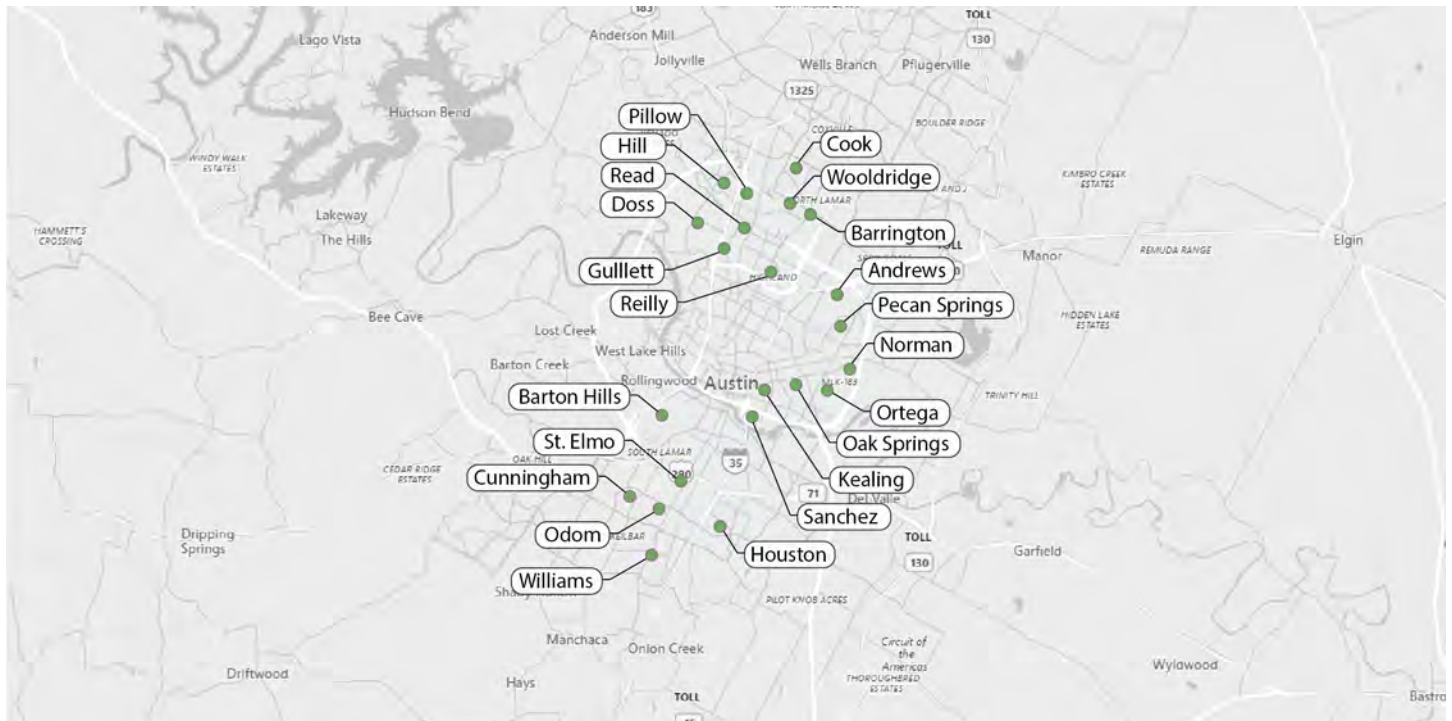
New Eastside/International Campus - Potential Field Partnerships

Shared Use Partnerships

The map below depicts land parcels which currently have shared use land agreements in place between the District and the City of Austin. In these agreements undivided interest is established and portions of the parcel of land are then shared between the two parties. Typically, when undivided interest is allocated then the cost of maintaining the facility or land is shared between all parties involved. This shared cost is directly proportional to the percentage of undivided interest allocated to each party member. Since cost is shared then each party involved has the right to use and enjoy a portion of the parcel of land but may be subjected to the other undivided interest owners' right to the same use of the land.

In the case of the District these shared use agreements state that the City of Austin is granted a 25% portion of undivided interest for recreation purposes on some of the lands owned by the District. District properties with this agreement are shown below. This means that at all of the schools shown in the map, when school is not in session, or in use by the primary owner of the land, which is the District, can be utilized for recreational purposes. In addition, the City of Austin benefits in this relationship by gaining park inventory for these parcels which helps fill gaps within the city. Although this agreement gains the city park inventory, the land is not dedicated park space.

Map Legend:	 Shared Use Partner
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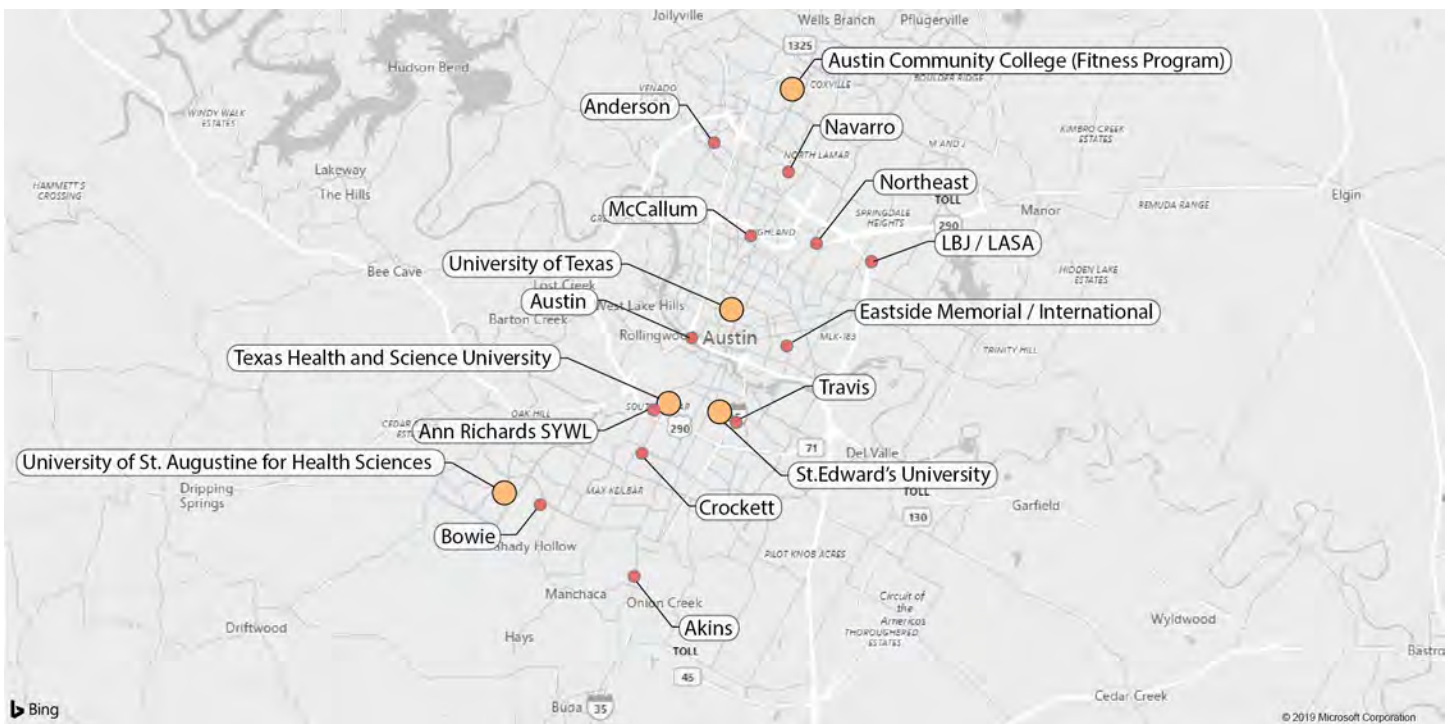
District Shared Use Agreements

Higher Education Partnerships

The District currently has partnerships with the University of Texas and Austin Community College. Most, if not all of the partnerships that connect the District with Austin Community College are tied directly to Career and Technical Education, which is discussed in Part 6 of this book. However, there may be opportunities for a partnership in the athletics department with their Northridge campus which houses a fitness center that hosts classes with various activities such as weight-training, martial arts, fencing and a few more.

University of Texas in Austin has an agreement with the District allowing students to utilize their natatorium throughout the year, as further discussed in the Natatorium Partnerships section. Additionally, the District partners with the Center for Sports Leadership and Innovation Department at the University of Texas to host the Captain's Academy. This event is a unique opportunity for student athletes to attend the university for a day in the fall and spring semesters for leadership, character development, networking and other various opportunities. Speakers, current, and former student athletes work and interact with the students throughout the day to integrate, teach, listen and speak to student athletes. It is a belief of the athletics department that strong student leaders have the ability to be a catalyst and pave the road to a positive change for entire campuses.

Map Legend:	●	AISD High School
	●	Potential Higher Education Partner



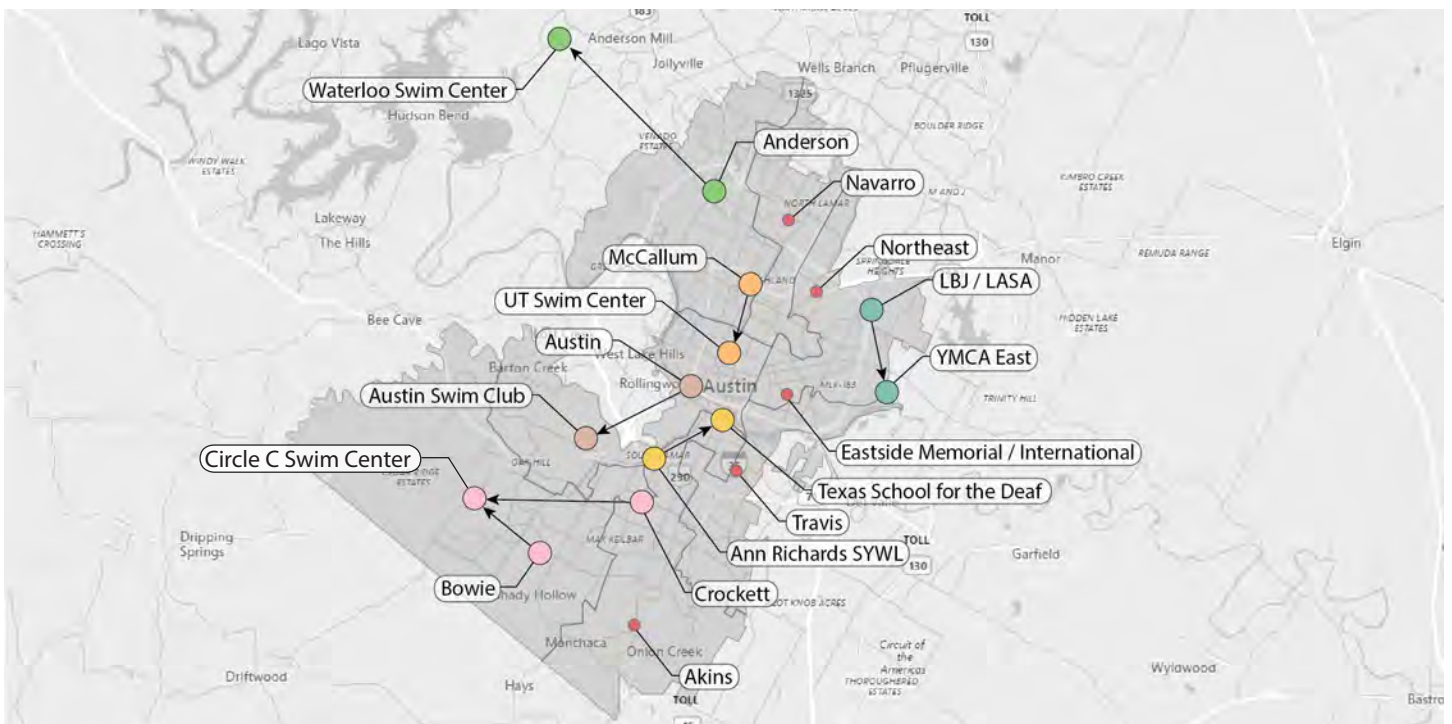
Potential higher education Partnerships

Natatorium Partnerships

The District currently has partnerships with a number of organizations around the city for natatorium usage. These partnerships are working well financially and provide tremendous operational advantage to the District. Unfortunately, the opportunities for natatorium partnerships in Austin are very sparse and timing is very limited. Most swimming practices occur during the early hours of the morning or later in the afternoon and can involve logistical issues for those students. According to Figure 4.2.4 swimming for both boys and girls has been on the rise. However, there are still campuses which currently do not offer swimming as a course credit.

Some campuses, as seen below, do not have swim partners simply because there is not much interest from the students on these campuses to participate in swimming. If the interest from a student or group of students was ever to arise, a teacher or authoritative figure could be notified and the District would provide those students and campuses with a coach, any necessary equipment, and amenities required to participate. For example, Crockett, recently began participating in swimming. The District is one of very few of its size without a natatorium, which can create some scheduling issues. Fortunately, the University of Texas in Austin partners with the District to provide access to the university natatorium for students to attend practices and host meets. However, if the District were to invest in a natatorium scheduling concerns could be alleviated, local meets could be hosted, and swimming participation could increase. Unfortunately, there are a wealth of site space, budget, staffing and additional participation issues involved in exploring the idea of a natatorium for the District. The District could consider additional partnerships in the long-term to provide rental revenue or share costs for typical maintenance and operations of a District natatorium. For now, partnerships with these entities fulfills the needs of the District.

Map Legend:		No Course Offerings
		Partner Relationship



Current Pool Partnerships

Sponsorships and Marketing

The opportunity for corporate and community sponsors is at an all-time high for today's high school athletic programs. Generating revenue for the athletics department is crucial to ensure that facilities are maintained properly and all of the departmental needs such as equipment replacement are met. Sponsorships can come in many forms including donation of money, food, equipment, and personal time. Athletic departments are coming up with new and creative ways to raise money for their athletes.

The District has a number of long-standing existing sponsors that include:

- | Austin Community College – Annual Contract
- | Academy – Annual Contract
- | Greater Austin Development Co. – Annual Contract
- | A+ Federal Credit Union – Annual Contract
- | ARS Pest Control – Annual Contract
- | Pizza Hut – Annual Contract, Pizza @ games
- | Taco Shack – Annual Contract, House Park only

These sponsorships come through fixed advertising above and below the vomitorium at each of the football stadiums and scoreboards. If current facilities were improved there would be many opportunities for the athletics department to capitalize on for revenue generation.

An athletic department can raise as much as \$10,000 per year for a naming opportunity. However, there are District policies that restrict facility names that would need to be considered. Digital scoreboards are more cost effective now than ever. Digital scoreboards allow for the flexibility to share replay and commercials for local businesses. Sponsorship opportunities include public announcements, fan cams, logo displays, keys to the game, first down sponsor, halftimes coaches interview sponsor, play of the game, starting lineup, student of the week, etc.

Many high school stadiums in Texas offer suites in the press box to be rented out as fundraising as well. Food and non-alcoholic drinks are provided to these sponsors and could even be supplied by high school culinary arts students. High school football is also broadcast nationally through networks like ESPN. The more national attention a team or District receives, the more potential they have to generate revenue.

Other Districts Marketing

With the introduction of a digital scoreboard and upgrades to their facilities, Alvin ISD has the ability to offer multiple marketing opportunities for external partners. Each of these opportunities are presented in packages that range in levels of exposure, term commitments and actual duration. Alvin ISD also offers incentives to those who pay in full within certain time frames if the agreement is signed for multiple years.

Some basic examples of sponsorship opportunities include:

- | First Down Sponsor
- | Play of the Game Sponsor
- | Turnover Sponsor
- | Touchdown and Field Goal Sponsor



University of Wisconsin - Student Athletic Facility Scoreboard Marketing

Key Factor 5: Programs and Offerings

University Interscholastic League (UIL) currently governs baseball, basketball, cross country, football, golf, soccer, softball, swimming and diving, team tennis, track & field, volleyball, and wrestling. There is increasing demand from students to play sports such as lacrosse, rugby, and field hockey. College scholarships are also awarded for other various sports which is explained further in Key Factor 1 - NCAA & Scholarship Opportunities. The District tries to support students if they have an interest in a sport by offering alternative fitness classes such as Team Sports, Individual Sports and P.E. Waiver and a few more. These classes are further discussed under Wellness; Health and Physical Education.

The District must adhere strictly to the rules and regulations of the UIL. One of the primary regulations which effects athletics is UIL eligibility, also known as 'no-pass-no-play'. In order for students to remain eligible to compete in athletic events they must be passing all subjects and meet residency requirements.

Currently some campuses, primarily those with smaller teams in various athletics, struggle with UIL eligibility. If a certain amount of the team becomes ineligible then that team must forfeit every game/event until enough students regain eligibility to field a team. This is very unfortunate and defeating for the students involved in that activity.

In addition to passing grades there are a set if residence rules that must be adhered to. This means that if a student, or their parents do not reside within a school's attendance zone then they will be ineligible for all varsity sports for a single calendar year from the time of their initial enrollment in the school. Within the District there are some instances where a student may be able to change their trajectory for an athletics program. This depends on where they are zoned, and is contingent on whether or not the student transfers at first opportunity. Unfortunately, there are very few exceptions to this rule.



Student Athlete - Bowie Swimming

Club Sports

Club sports have no current association directly with the District. However, they are gaining popularity as athletes begin to focus sooner on a specific sport. Some parents may feel that specializing at a sport at a young age will pave the way for their child to receive a college scholarship. Club sports seasons often overlap with the high school season requiring the student athlete to decide where they want to play. Large amounts of money are being spent by parents for their children to participate on these teams, yet students receive no course credit.

Now, there are students who display exceptional athleticism and would fall in Category I which delineates Olympic level athletes from their peers and provides them with the opportunity to train at a more advanced level during the week on their own schedule and with a minimum requirement set forth by the District. This is common practice for most Districts and has no association with club sports. However, the District has developed Category II, which in essence, allows students to participate in off-campus athletics or activities and obtain course credit for activities not currently provided by their campus. Unfortunately students must provide their own means of transportation to these activities and participate a minimum of five hours per week with a partnership entity. This creates equity issues and is not available as an option at every campus.

Competition from club and other off-campus sports will continue to present a challenge for coaches to build their teams. However, high school sports offer more than just athletic proficiency, as they aim to educate the whole student, not just the athlete.

How are Club Sports Operating right now?

Club sports function three main ways:

1. One, or a small number of students express interest to an authoritative figure.
 - | Once contact has been made then a sponsor will be established and the student will pursue the activity outside of regular class hours and receive no credit for this. This sponsor has no relationship with the District.
2. Many students express interest to an authoritative figure.
 - | In this case multiple sponsors will need to be established. The student will still pursue the activity outside of regular class hours and receive no school credit. The sponsors have no relationship with the District.
3. A multitude of students express interest to an authoritative figure.
 - | This may require an ample number of sponsors, paid personnel for coaching or other needs and involvement with external governing associations such as the Texas High School Lacrosse League or TISCA High School Water Polo. The sponsors have no relationship with the District.

Currently there are some issues with the naming of teams which cause confusion within the District. Some of the club sports wear jerseys or uniforms which depict specific names of campuses. This name however, bears no connection with the District or that campus. Additionally, no club's funding are allocated towards the District with the exception of rental dues paid by the club to utilize facilities. Currently, some campuses have provided the opportunity for students to receive course credit for participating in club sports. Due to the fact that club sports have an expense associated with them this creates an equity issue as not all students can be afforded the same opportunity.

Recommendations

Programs and Operations

Provide access to all athletics, spirit and wellness programs through campus offerings in collaboration with the Athletics and Physical Education departments.

Vision Statement: Connectivity, Accessibility & Equity

| **Access for All, Athletics:** Every high school and middle school campus should offer all UIL sanctioned sports in the course offerings as opportunities to obtain credit hours.

The following courses currently do not allow students to obtain credit hours at the listed campuses. They should be available to students as credit opportunities.

Athletics:

Boys & Girls Team Tennis - Eastside Memorial, International, Northeast

Girls Team Tennis - Ann Richards

Boys & Girls Individual Tennis - Ann Richards, Eastside Memorial, International

Girls Individual Tennis - Ann Richards

Boys & Girls Swimming - Akins, Eastside Memorial, International, Northeast, Navarro, Travis

Boys & Girls Golf - Akins, Eastside Memorial, International

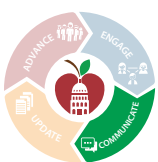
Athletics (Middle Schools only) - Burnet, Garcia, Kealing, Lamar, Martin, Mendez, Paredes, Sadler Means

Spirit

Cheerleading - Akins, Travis, all middle schools with the exception of O. Henry & Covington

Drill Team - Akins, Travis, all middle schools

| **Consistency of Spirit Programs:** These are programs that are not offered consistently across the District. These programs do not exist and some campuses, while at others they are provided but with no credit hours available or as reduced or limited credits. While as a "School Spirit" mainstay, student participation in Cheerleading has increased over the last 5 years.



When asked about the first improvement that would be made to current District Athletic

*Facilities, the most common phrases used were to improve: **Campus fields,** and adding*

Turf and Lights



Austin High School baseball game.

- | **Credit hour support:** Cheerleading programs should be supported at all campuses as part of the Athletics and Wellness programs, with full credit hours available in the curriculum, and with dedicated proper training and support facilities. Program offerings should be better defined in course catalogs, with appropriate allocation of required and elective credit hours.
- | **TEKS development:** A TEKS curriculum should be developed and maintained across every District school to maintain equity in the Cheerleading curriculum.
- | **Financials:** Financial support for these programs should be allocated like every other UIL sponsored sport at each campus, provided by the District and community partnerships.
- | **Spatial needs:** Ideally, dedicated facilities should be provided to be shared between the Cheerleading and Drill Teams. Typically, a large indoor gym space, usually enough to fit a full-size basketball court, with appropriate finishes, materials, lighting and such would be the main space for training, practice and rehearsal. This space would also need to be accommodated with an instructor observation platform and viewing area as well as potential grandstands to house performances and/or competitive events.
- | **Support spaces:** Aside from the main training/practice space, adequate support spaces will be needed, such as: equipment storage, sound equipment storage, coach's offices, student rest rooms, locker rooms and/or dressing rooms and other supply/treatment rooms, road equipment rooms, uniform storage, parent/volunteer rooms and other support facilities. If dedicated spaces at high school campuses or central facilities are not available, then appropriate spaces utilized by other Athletics and Wellness programs should be shared with Cheerleading and Drill Teams.
- | **District Coordinator:** A District coordinator position should be implemented to track equity among programmatic offerings with regard to Cheerleading at the campus level.

For more information on Course Credits, Participation and Enrollment, reference Part 3, Key Factor 2: Programs and Offerings - Figures 3.2.1 - 3.2.8

Programs and Operations

Improve the relationship between club sports and the District by creating an equitable solution.

Vision Statement: Connectivity, Accessibility & Equity

| **Address club sports:** There are a number of issues currently associated with club sports:

- | Currently in order to participate in club sports families must invest money to provide equipment, transportation and staff. This is fraught with opportunities for inequities as some families may not have the means to provide this money. Category II opportunities are currently creating inequities within the District because these opportunities allow students to receive course credit for participating in club sports that are not equally accessible to all students. Only a small number of students, who have access to the means, are able to participate in club sports and receive school credit in something that bears no association with the District.
- | Since there is no association with the District, coaches are paid for by the families and may not be certified teachers then they have no obligation to follow the guidelines set forth by TEKS. This means that students may not be receiving a course that aligns with the standards and guidelines of TEKS.
- | Some club sports utilize school names and colors which give a false sense of connection to the district.

| **Create equity:** If the District is to embrace club sports then the issues stated above need to be addressed. If the activity is to become fully incorporated into the curriculum then it should receive a course allocation and no longer be a 'club sport' but instead an 'elective' or 'athletic activity'.

- | Coaches should be certified teachers or coaches, who are paid for by the district and should adhere to all rules, regulations, and guidelines set forth by the district, TEKS or any authority having jurisdiction similar to any other athletics program.
- | Course credit, all associated equipment and schedule time should be provided by the District.

For more information on Club Sports, reference Part 3, Key Factor 5: Programs and Offerings - Club Sports



Austin High School and Crockett High School volleyball game.

- | **Disassociate with 'club sports':** The District should enforce a regulation that club sports cannot utilize school names on any equipment. This should quell any concerns and confusion about the district's affiliation with club sports.
- | **District sports:** There are several individual and team sports in the District that do not have the levels of participation and support of the more traditional and higher participant sports. It is recommended that these sports, such as golf or swimming, are assisted by the district in the securing of private support, partnerships, and marketing and branding the sports and associated events. Where possible, the district will encourage the use of private, community and post-secondary facilities to provide venues and practice facilities for these sports.

For more information on Course Credits, Participation and Enrollment, reference Part 3, Key Factor 2: Programs and Offerings - Figures 3.2.1 - 3.2.8

Programs and Operations

Implement a district-wide eSPORTS expansion and development.

Vision Statement: Pride, Connectivity, Accessibility & Equity

eSports expansion and development: In response to the rapid growth of eSports throughout the world and specifically within the Austin Community, the District recommends the continued development of eSports programs to reflect current student demand and prepare for the future demand and growth of eSports competitive categories, events and technologies. We acknowledge the following potential benefits to our students who engage in eSports:

- | Provides high-tech, engaging, hands on learning opportunities
- | Enhances student exposure to advanced technologies and programming skills
- | Fosters teamwork and collaboration among students
- | Expands accessibility of all students to competitive sports teams regardless of their athletic or physical abilities and backgrounds
- | Provides additional opportunities for team and community spirit throughout the District
- | Encourages social interaction across the entire district with eSports teams
- | Explores partnerships with businesses, sports organizations, and colleges with eSports curriculum and teams.

eSports opportunities for synergies: Another benefit to our district is that eSports has the potential to achieve the overall goal of synergy between all three programs - A/W, CTE/CCL and FA/CL:

- | CTE/CCL Info Tech, Gaming and Multimedia Technologies are aligned with their application to eSports Competition and Gaming.
- | CTE/CCL STEM Engineering and Robotics align with eSports Virtual and Robotic Competitions
- | eSports Competitions are events that involve live audiences in performance venues and arenas, and/or are often televised or shared on social media and advertising, providing synergies with Performing Arts/Entertainment and CTE/CCL/AVTech Programs

Delivery and distribution of eSports programs: It is recommended that eSports is offered to all students throughout the district, regardless of location, in order to foster complete accessibility and equity for all. The development of for-credit eSports Curriculum in support of team and individual training and competitions should be established consistently at all schools and campuses and continue to be developed as eSports evolve and change over time.



eSports Stadium - Arlington, TX (3.1)

eSports partnership development: In order to help offset program costs, the continued development of existing and new partnerships with businesses, sports organizations, tech companies, and colleges is recommended. Such costs include the contribution of resources, providing facilities and venues, team sponsorship, and media participation is recommended.

eSports venues and facilities:

- | **Practice and Training:** May be supported in existing computer labs, new/existing maker spaces, and/or new/existing CTE spaces.
- | **Competitive Events:** May be supported in existing gyms and commons spaces or stages – any area that will allow for spectators.
- | **Regional Events:** May be supported by central event spaces of the District, Austin Community Event Centers and Facilities, and/or private event centers or partner provided facilities.

Next-Generation facility applications for eSports: An ideal facility to support eSports training and competitions would be the proposed eMpower Center addition that is recommended for each high school/middle school Campus. These facilities would have the ability to provide large and flexible venues, with full application of display and on-line technology and support of spectators, as a shared use with other programs.

For more information on eSports, reference Part 3, Key Factor 1: Future Ready - eSports

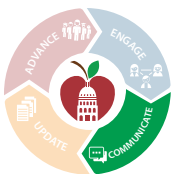
Wellness Improvements

Expand wellness programs to incorporate fitness and wellness offerings district-wide that fit outside of traditional athletics and align with current Austin culture.

Vision Statement: Pride, Connectivity, Accessibility & Equity, Enhanced Partnerships

| **Improve overall health & wellness:** Student health and wellness is comprised of physical, mental and emotional health. Wellness should incorporate student opportunities that are tailored towards their current desires.

| **Address and provide support through a wellness center at each campus:** Increasing public awareness of youth problems such as substance use and violence in schools has been gaining attention. For this reason, many schools are looking for mechanisms to integrate programs and services to minimize duplication, foster collaboration, and address healthy development and prevention simultaneously. A new idea to promote student health at high schools has been to incorporate a wellness center into the campuses. A wellness center serves as a first point of contact and help triage students for services whether that be social, emotional, academic, physical or otherwise. This can be a relatively small space that can be equipped with comfortable furniture next to a nurse's office where kids can get mental health counseling. Wellness centers bring many of the health-related staff in school under one umbrella and could include administrators, nurses, counselors, safety resource officers, and career technicians.



Survey respondents listed their top 3 words describing the future of AISD's Athletics programs. Of the 828 responses the most frequent phrases used were:

Competitive (101), **Inclusive** (75), **Funded** (38).

Communal Wellness

Invite community members into additional campus facilities throughout the district to improve staff and surrounding community health.

Vision Statement: Pride, Connectivity, Accessibility & Equity

- | **Invite community :** In addition to the open gym, local community members could be invited to utilize weight rooms, exterior tracks and fields, and fitness rooms. Waivers of liability should be implemented to protect the District from potential lawsuits resulting from injuries within their facilities. Some examples of inviting the community into campuses already exist such as "Open Gym" at Eastside Memorial/International High Schools where during a certain time of day the community is welcomed into the gym to utilize it free of charge.
- | **Imitate Yellow Jacket stadium:** A prime and very successful example of community involvement is the Yellow Jacket stadium which resides in the Original L.C. Anderson campus. There is currently a long-standing shared-use agreement with Thomas "Hollywood" Henderson's East Side Youth Services and Street Outreach (ESYSSO) Program, which mutually benefits the community and the District by providing the community with a facility that can be used at any time. This facility is cherished, important and respected by the entire District. Throughout the life of this field it has been opened to the community and gets ample use and this shared-use partnership will continue to welcome community members into the facility as this campus becomes the new Eastside Memorial ECHS/International at the Original L. C. Anderson campus. The District should strive to achieve a similar relationship with other surrounding communities.
- | **Membership opportunities:** A considerably lower rate could be charged as a way to recapture money spent on maintenance and operations. This fee should take into account the lowest possible gym membership fee in the surrounding area. Although a fee may not be ideal, it should still be explored as a way to offset District expenses.
- | **Explore Fitness Class opportunities:** The district should consider partnerships with entities such as the YMCA to offer fitness classes such as Yoga or Zumba to the general community at the campuses. This partnership could be similar to the existing integration of Camp Gladiator.

Student Agency

Evolve wellness within the District to incorporate current trends and interests of students.

Vision Statement: Efficiencies, Accessibility & Equity

Align course offerings with student desires: Students are exposed to many more opportunities at a younger age than previous years and wellness and exercising are no exception. Course offerings that align with student's vision of health could improve participation. Students should be exposed and given choices as to what activities they want to participate in at the middle school level. A course that is open-ended or just gives a student an opportunity to work out during the day could be more desirable than participating in a sport or activity that students are not interested in.

Staying ahead of the curve: Student agency should always be at the forefront of course decisions. Students should be polled on a regular basis to understand what could be offered.



Student drill team cheering following a successful routine

Campus Improvements

Build gymnasiums to meet the District's new Educational Specifications to support district-wide athletic functions such as wrestling and volleyball tournaments, where multiple matches or games are occurring simultaneously.

Vision Statement: Pride, Connectivity, Accessibility & Equity, Efficiencies

- | **Create the ability to host district meets:** Gyms should provide adequate floor space to accommodate District and regional functions, including wrestling tournaments, and seating for 500-1500 spectators. Seating should separate home and visitors to curb any potential issues. These improvements should take into account the need to host District wrestling matches, which is the primary event being hosted at the central arena facilities. Currently, during District wrestling meets, six mats (38' x 38' each) are laid out simultaneously to have enough rings to keep the meet on schedule.
- | **Improve operations:** Gyms should provide private accommodations for boys and girls for dressing & weighing, and space for the teams awaiting matches.
- | **Create a positive impact overall:** Address known issues with seating capacities, scheduling conflicts not only throughout the day, but also during peak seasons. Daily functions and student health would improve drastically with the implementation of gym improvements. All students would have the opportunity to utilize these spaces throughout the day and give ample room to the functions such as team sports and wellness classes which currently compete with athletics for space at each campus.



49% of Respondents chose **'improving facilities at each school'** as their first priority.

12% of Respondents chose **'improving shared District facilities'** as their first priority.

Campus Improvements (cont.)

Renovate or rebuild all facilities district-wide to meet the District's new Educational Specifications.

Vision Statement: Pride, Connectivity, Efficiencies, Accessibility & Equity

- | **Build for tomorrow, today:** Most of the campuses currently do not meet the new Educational Specifications in terms of program spaces. Current and future enrollment projections should be taken into consideration when facilities are being renovated. If renovating to only meet the immediate need, then it will struggle to keep up with future needs.
- | **Provide ample space:** Physical Education classes at the secondary level are struggling and often competing for space at the campus level. Programmatic improvements to main spaces, such as larger gymnasiums or the addition of a flexible space within each campus, would allow these classes to function properly.
- | **Elementary alignment:** All elementary school campuses should support vertical alignment with their associated middle and high school Athletics and Wellness programs by providing appropriate spaces and accommodations - such as with the design and planning of fields, tracks, gyms and other specialized training and wellness facilities - that will prepare students for success at subsequent levels of their education. While recognizing site limitations at each campus, consistency between elementary schools should achieve the highest level of equity possible.

Educational Specifications for Athletics and Wellness - High School Program Spaces

Lobby, Concessions & Storage	As they relate to athletics
Large Gym(s)	"Competition Gyms" - Including support and storage spaces
Multipurpose Gym(s)	"Small Gyms" - Including support and storage spaces
Weight Room(s)	Including any additional support spaces
Locker Rooms	Both Boys and Girls; including showers, restrooms and any additional support spaces
Coaches/ Athletic Director's Offices	As they relate to athletics
Training Room	Including any associated storage and programmatic needs
Wrestling Room	Including any associated storage
Laundry Room(s)	As they relate to athletics
Health Studio(s)	Including any associated storage and programmatic needs

Campus Improvements (cont.)

Implement at least one sports play field (football/soccer field) with synthetic turf and lights at each campus. Priority should be given to replacing current grass fields with synthetic turf.

Vision Statement: Pride, Connectivity, Accessibility & Equity, Efficiencies

- | **Upgrade to turf fields:** All high school campus athletics and wellness fields are in poor or marginal conditions for most of the year. Many of the natural grass fields are not receiving sufficient maintenance and down-time to provide a healthy and safe environment for students to use. Rain-outs, lack of lighting, general over use and lack of District maintenance staffing are hindering practices, creating strain on central facilities and ultimately reducing practice and play time of students. Turf fields would provide more use throughout the year thus creating additional opportunities to bring in more revenue while provide a healthier environment for students than currently available.
- | **Plan for field maintenance:** Every ten years the carpet of the synthetic turf field will need to be replaced. Money that accounts for this replacement should be included in future bonds. Money that is saved from irrigation, staffing and general maintenance should be reinvested into Athletics.
- | **Potential issues:** Bowie High School and some other campuses within the District may have issues implementing turf fields due to impervious cover challenges. Bowie's location within the Edward's Aquifer is a known issue but the District is working with the City of Austin to alleviate their concerns. Turf fields may not be feasible at every high school campus but this should still remain a priority for the District moving forward.
- | **Consider future turf options:** In addition to the football/soccer sports play field the District should consider utilizing turf for baseball and softball fields. This should be a consideration only after each campus has at least one turfed sports play field.

For more information on benefits of synthetic turf, reference Part 3, Key Factor 3: Operations - Field Turf vs Natural Grass.



49% of Respondents felt that the condition of facilities was the biggest challenge for AISD facilities. **26%** chose scheduling of events followed by transportation between facilities with **13%**.

Campus Improvements (cont.)

Return sub-varsity and middle school field sports to the campus and away from the central facilities.

Vision Statement: Pride, Connectivity, Accessibility & Equity

- | **Strengthen feeder patterns:** Bringing middle school games to high school campuses will create a stronger sense of community. Middle school students will have the opportunity to see and play at the campus within their feeder patterns and become comfortable while building a sense of pride prior to attending the school.
- | **Improve maintenance and scheduling at District-wide facilities:** Bringing middle school and sub-varsity games back to home campuses alleviates some of the scheduling and maintenance hardships faced by the District's central facilities.



Student Athletes - Travis and Northeast Football game.

Central Facilities - House Park

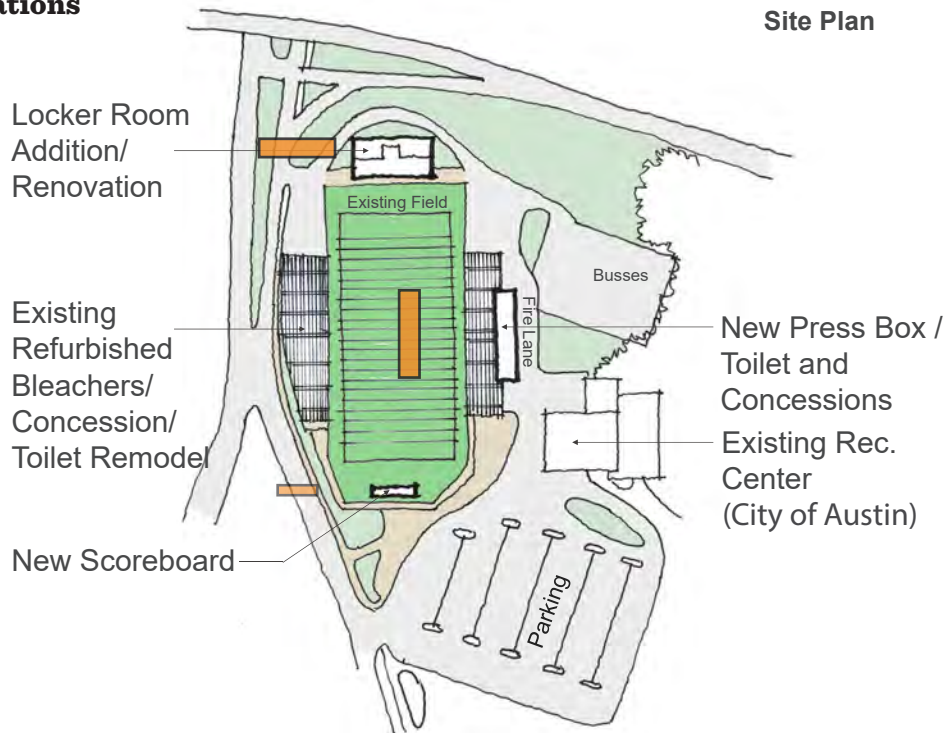
Renovate or rebuild House Park to address current site concerns including parking, flooding, spectator seating, safety concerns, press box access and flexibility for other uses.

Vision Statement: Connectivity, Accessibility & Equity, Synergies

- | **Address and overcome site constraints:** The site is very constrained and has multiple property owners including the District and City of Austin. Currently there is no parking lot lighting for night games, which is a safety concern. The press boxes do not meet current accessibility or life safety codes and are supported with minor steel bracing. The press boxes are also undersized and do not fully support a modern high school football program. The concrete bleachers, need to be re-coated to conceal some exposed rebar. The toilets and restrooms need to be replaced, toilet quantities are inadequate based on today's code. Concession stands are also undersized. The score board is out of date and needs to be modernized. Almost every element of House Park is in need for an improvement or upgrade.
- | **Create a positive, safe, affordable, functional and successful environment:** Synergies should be created between athletics and wellness, CTE and fine arts, such as the addition of a multi-purpose room that can be rented out to generate revenue for the facility while allowing students in culinary arts and hospitality programs to serve and prepare food and non-alcoholic drinks. Additionally, providing student opportunities to integrate into the production and general activities of a typical game will harbor connectivity and a greater sense of community.
- | **Honor the past:** It is understood that House Park is a great asset to the District, community, students, parents and alumni. Modernization of the facility is imperative to its continued operations, but this should be designing a facility which maintains its historic nature. If improvements and upgrades are to be implemented it is suggested that this is done in a thoughtful, careful manner so as to not downgrade the significance of this facility.
- | **Multiple scenarios:** Three options presented on the following pages present scenarios that address House Park ranging from remodels to complete rebuild.

Central Facilities - House Park (cont.)

Option A: Renovations



Construct a new press box on the east side: Currently there is not adequate space between the west side press box and the adjacent North Lamar Blvd to accommodate improvements without reducing seating capacity.

Demolish the west press box: Increase seating capacity when infilling.

Expand or reconstruct concessions and upgrade restrooms: These improvements should align with current building codes and standards.

Rebuild locker rooms: Reconfigure or renovate the existing locker rooms to incorporate separate toilet/shower areas and increase size of the locker rooms.

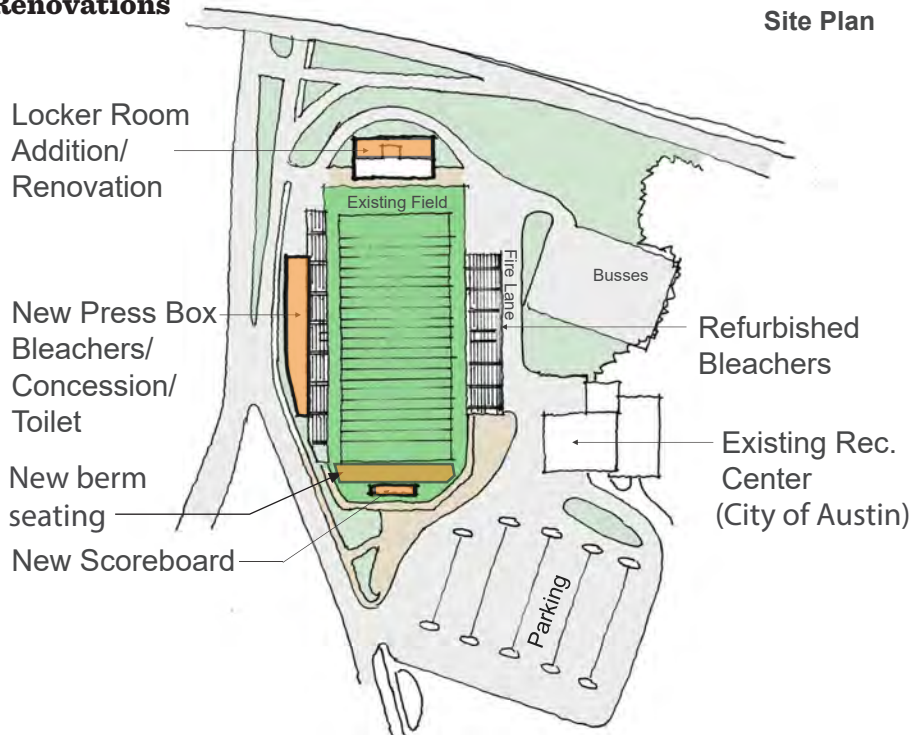
Modernize: Upgrade to a digital scoreboard for potential revenue generation.

Create a safe environment: Install parking lot lighting.

Equal access for all: Bring the entire facility within current ADA standards to provide equal access to all spectators and athletes.

Central Facilities - House Park (cont.)

Option B: Major Renovations



| **Reconfigure seating:** New configuration should accommodate a new west press box with an elevator.

| **Demolish the east press box** Increase seating capacity when infilling.

| **New spectator seating:** Introduce berm seating on the southern side of the site.

| **Rebuild locker rooms:** Reconfigure or renovate the existing locker rooms to incorporate separate toilet/shower areas and increase size of the locker rooms.

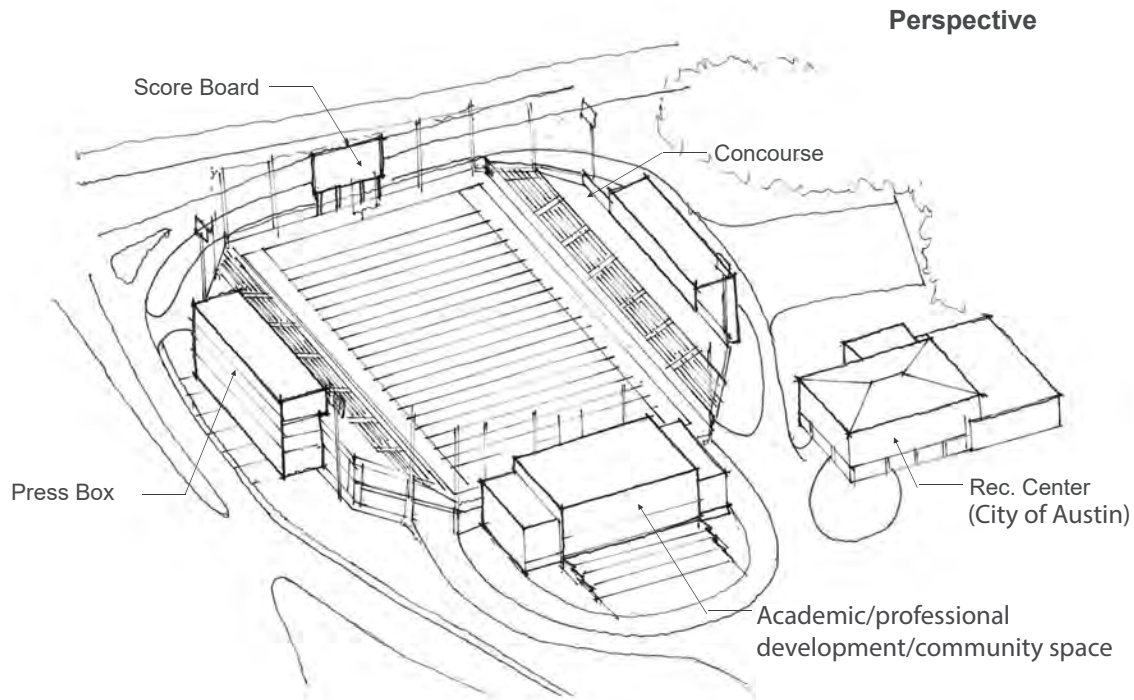
| **Modernize:** Upgrade to a digital scoreboard for potential revenue generation.

| **Create a safe environment:** Install parking lot lighting.

| **Equal access for all:** Bring the entire facility within current ADA standards to provide equal access to all spectators and athletes.

Central Facilities - House Park (cont.)

Option C: Rebuild



- | **Completely rebuild:** The stadium should be rebuilt with a reduced seating capacity.
- | **Incorporate flexibility:** Construct a community room at the southern in-zone with seating for 300 to hold District meetings, banquets, community meetings, fine arts events, classes or even CTE classes and study halls.
- | **Create opportunities for synergies:** Integrate program spaces with academic support for health sciences, video production, and other various CTE related fields.
- | **Elevate the facility out of the flood zone:** If the stadium is to be elevated it is suggested that a one-story parking garage be built below the entire facility to add parking capacity and further reduce chances of future flooding.



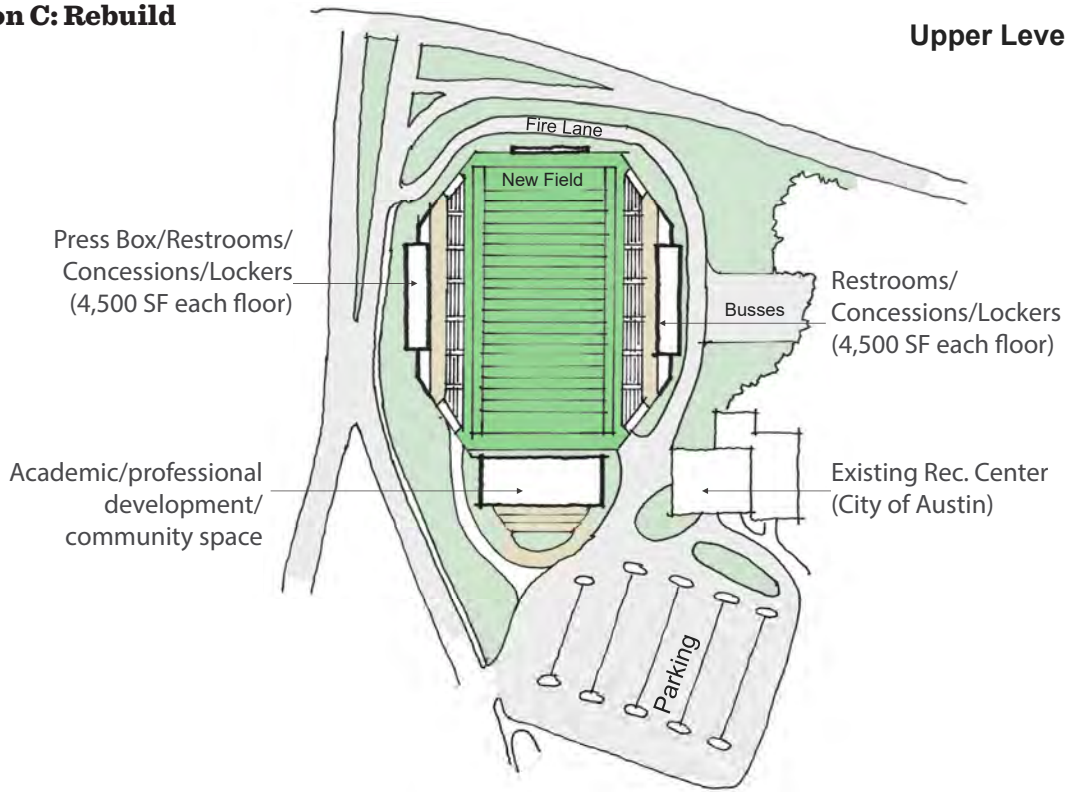
"Centralized Facilities could be used more and have flexible indoor space added for community use"

-Anonymous District Survey Response when asked how current athletic facilities may be used better

Central Facilities - House Park (cont.)

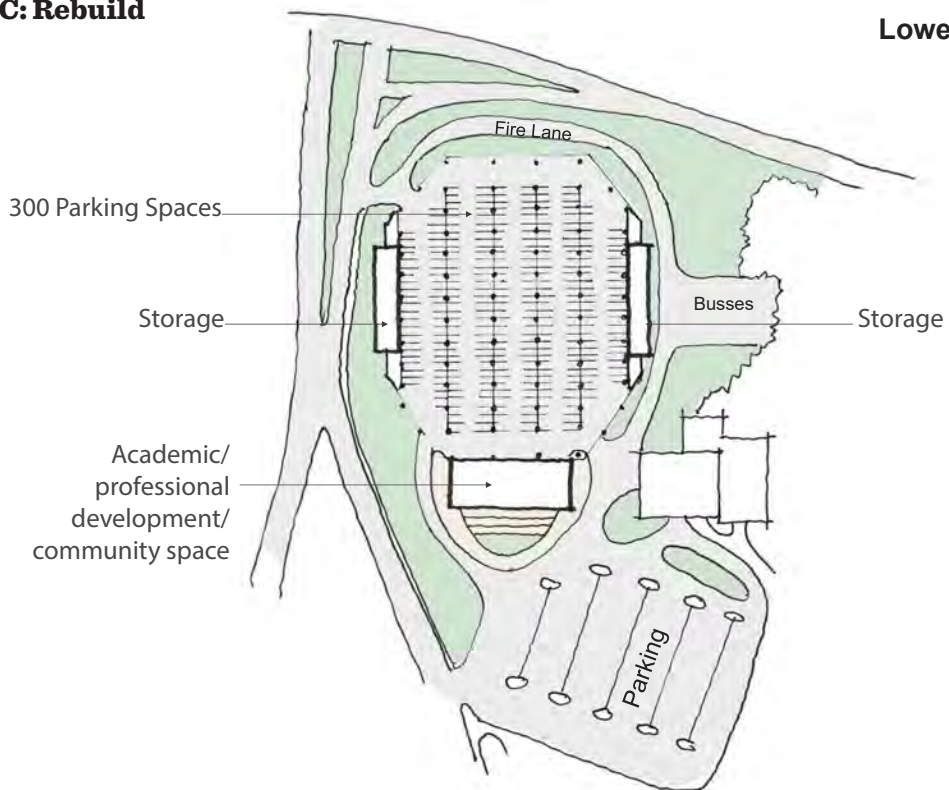
Option C: Rebuild

Upper Level Site



Option C: Rebuild

Lower Level Site



Central Facilities - Nelson Fields

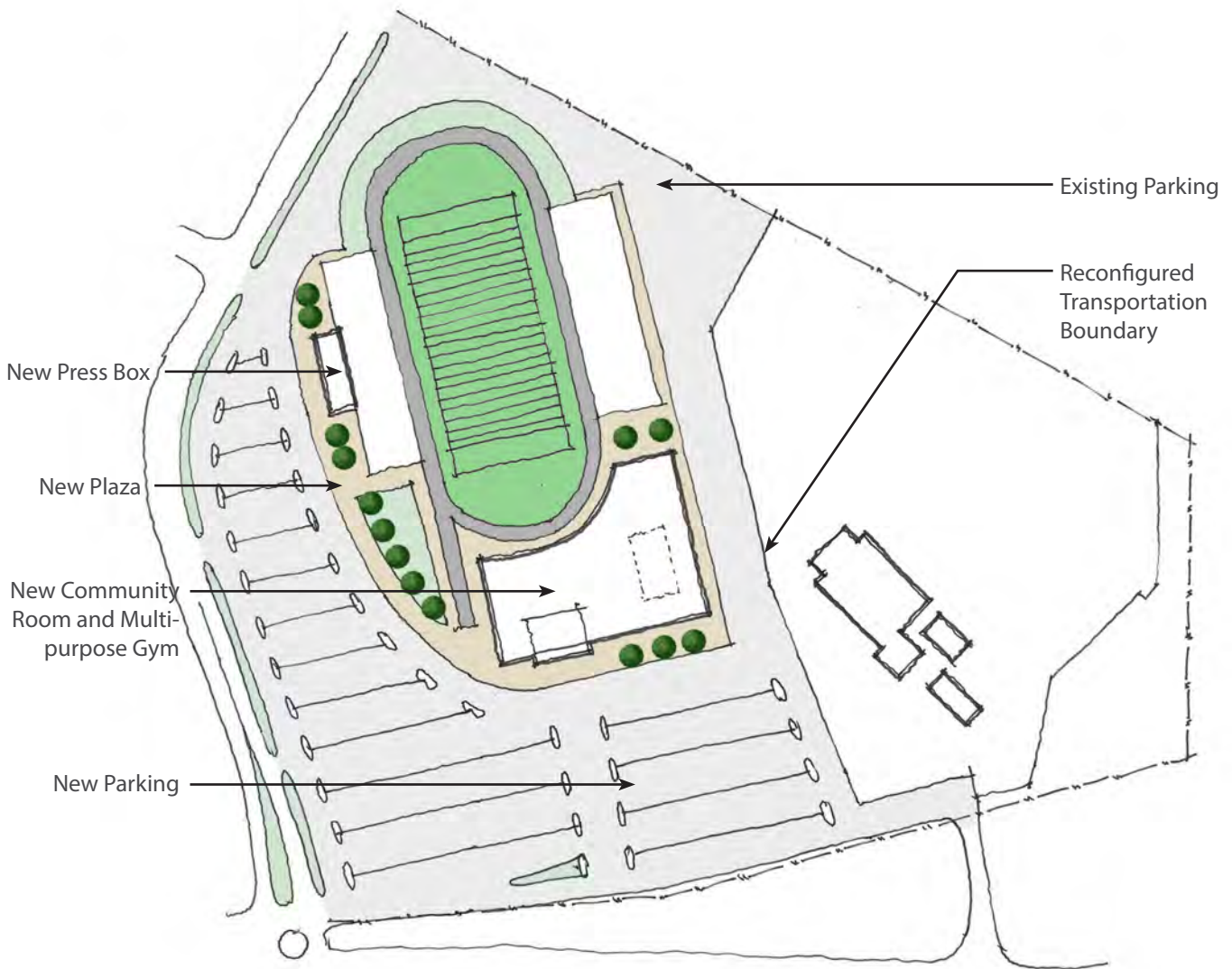
Renovate Nelson Fields to address known issues including, but not limited to, press box access and sizing, restroom, concession and parking accommodations.

Vision Statement: Pride, Connectivity, Accessibility & Equity, Efficiencies

- | **Alleviate poor site conditions:** The complex currently lacks parking lot lighting and adequate parking for visitors when the stadium is in use. If Nelson field maintains baseball games on site, then dugouts need to be repaired and updated to deal with flooding after rains.
- | **Provide equal access for all:** Both facilities on this site lack proper access to those with disabilities. In order to create equal access for all this must be addressed. New ramps with the appropriate slopes, elevators to the press boxes and appropriately sized handrails should be installed where required.
- | **Consider Nelson for future north gymnasium:** If there is a desire to build a larger gymnasium north of this site should be considered. The future building should house a 1500 seat flexible gymnasium and subsequent support spaces with the ability to accommodate District-wide events and activities such as wrestling tournaments, overflow of larger events from the campuses and professional development opportunities for all departments. Items such as retractable bleachers and portable wood flooring should be incorporated. These changes will increase utilization of the facility.

For more information on facility and campus schedules, reference Part 3, Key Factor 2-Supply and Demand - Facility Scheduling.

Central Facilities - Nelson Fields



Central Facilities - Burger Activity Center

Renovate portions of the Burger Activity Center to address known issues including, but not limited to, press box, restroom, concession and parking accommodations, ADA accessibility and flexibility. Burger Arena should be re-built to a multi-purpose facility.

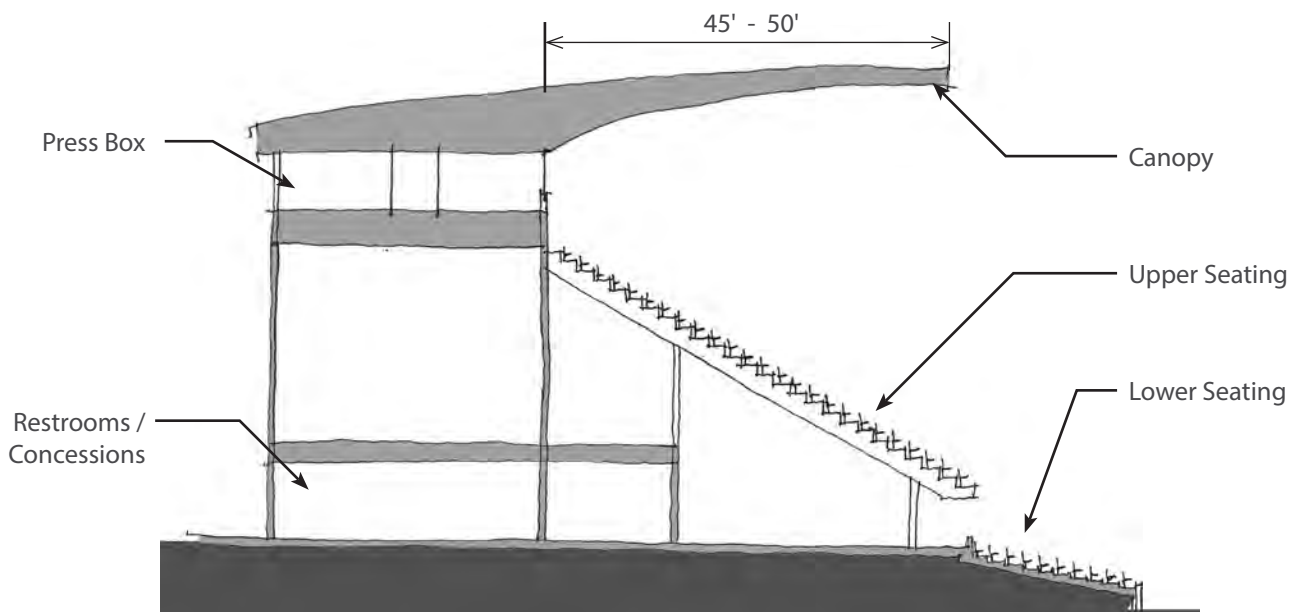
Vision Statement: Pride, Connectivity, Accessibility & Equity, Efficiencies, Synergies

| **Expand uses of Burger Arena:** Currently Burger Arena is utilized heavily as overflow for campus activities or other internal District uses as stated in Key Factor 2 - Supply and Demand under scheduling. Once campus improvements are implemented, the overflow traffic should migrate back to the campuses and the arena should be re-purposed to a more multipurpose facility. The future building should house a 1500 seat flexible gymnasium and subsequent support spaces with the ability to accommodate district-wide events and activities such as an auditorium function, wrestling tournaments, overflow of larger events from the campuses and professional development opportunities for all departments. Items such as retractable bleachers and portable wood flooring should be incorporated. Currently all of the District's athletics department is based out of an administration building attached to the arena. New offices and associated support spaces should be part of the new building.

| **Reconsider Burger Stadium operations:** Burger Stadium is currently immensely oversized for the number of spectators that it accommodates. Once the activities, such as sub-varsity football games, that this facility hosts can be accommodated by the campuses then potential partnerships or outside events could begin to fill availability. Burger Stadium's pressing issue is the deteriorating structure on the east side of the stadium. The issues have been addressed in the short term by a repair completed in 2006. The structure should be thoroughly evaluated by a professional structural engineer and a solution should be proposed. Both the track and the turf need to be replaced. A digital scoreboard would help to improve advertising revenue and further modernize the facility.

| **Evaluate softball dispersion:** Currently the Burger Activity center is the southern-most central district-owned facility and has a large site. If parking can be accommodated, site constraints are not too limiting and there is a desire the District should explore opportunities at this location.

Central Facilities - Burger Activity Center



Central Facilities - Yellow Jacket Stadium

Expand use and renovate Yellow Jacket Stadium to support a central facility. Improvements may include, but are not limited to, synthetic turf, lights, spectator seating, press box, concessions, field house, scoreboard, signage and 8-lane track.

Vision Statement: Pride, Connectivity, Accessibility & Equity, Efficiencies, Synergies

| **Honor the Past:** Yellow Jacket Stadium is one of the oldest African American historic track and field stadiums. The stadium is the home of four state championships; Hall of Famer Richard "Night Train" Lane, who still holds an NFL record for 14 interceptions during his rookie season; UIL high school track and field records; and the award-winning Yellow Jacket Marching Band. By designating the stadium as a central facility, it brings more attention to the historic nature of the stadium and showcases its significance.

| **Support district-wide events:** Determine feasibility and prioritize needed improvements to support the use of the stadium for district-wide events. Eastside Memorial Early College High School and International High School will play their home games at the Yellow Jacket Stadium.

| **Coordination of scheduling:** Ensure that Eastside ECHS/International has priority use of the fields to support academics and extra-curricular activities, while also supporting central athletics activities, the existing shared use agreement with the East Side Youth Services and Street Outreach (ESYSSO) Program, and other community needs.

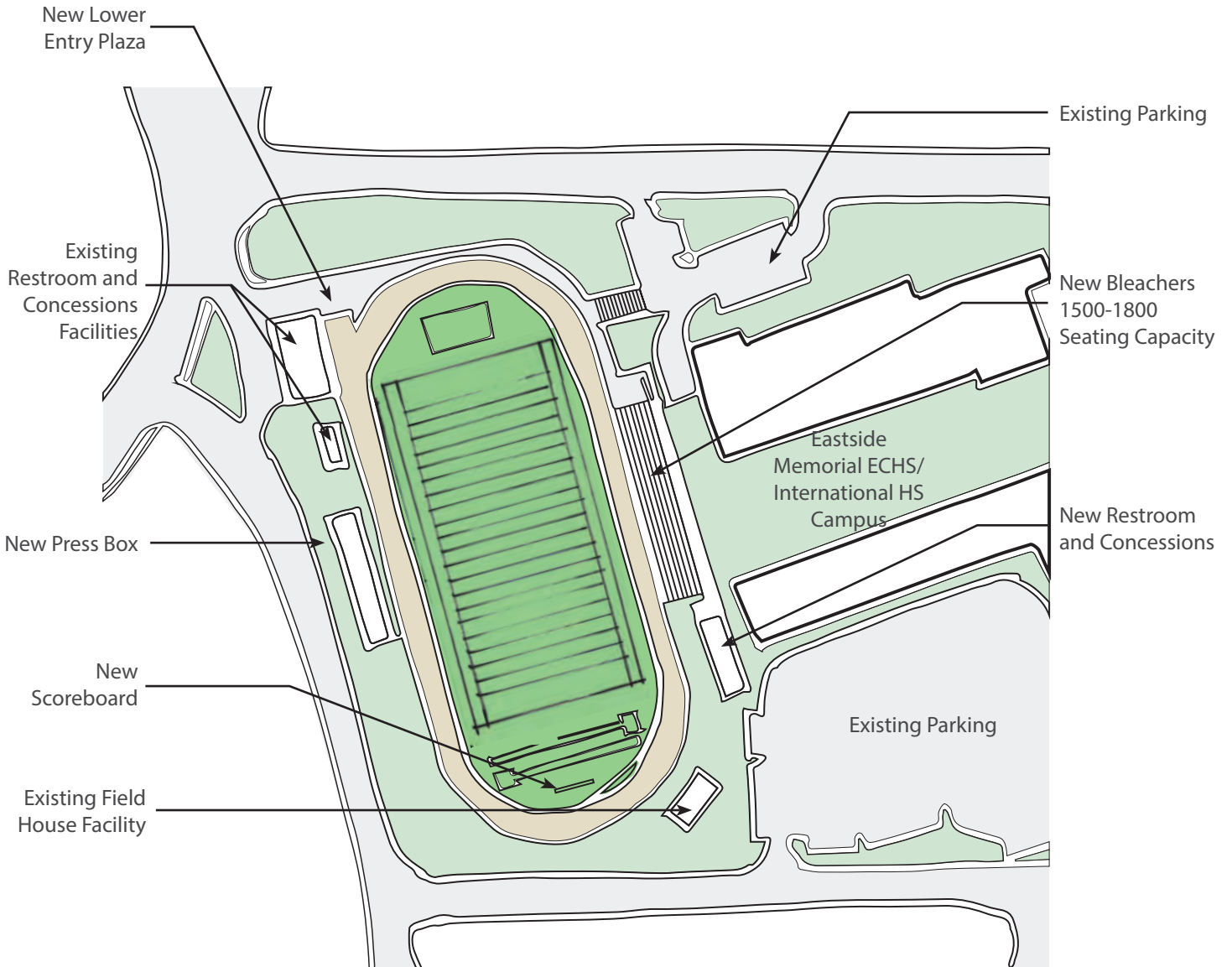
| **Construct a new press box on the east side of the site:** Add a new press box to accommodate for District games.

| **Construct new concessions and restrooms:** These improvements should align with current building codes and standards.

| **Construct a new entry:** Introduce a new plaza for the entry to the stadium.

| **Modernize:** Upgrade to a digital scoreboard for potential revenue generation and add synthetic turf and lights to the field. Add new bleachers to the site with a 1500-1800 seating capacity to accommodate for events.

Central Facilities - Yellow Jacket Stadium



Central Facilities - Noack Sports Center

Re-purposing a portion of Noack Sports Center should be considered prior to investing money to fix the substantial number of deficiencies.

Vision Statement: Pride, Connectivity, Accessibility & Equity, Efficiencies

| **Address and analyze poor site drainage:** As development continues around the complex water drainage issues are increasing. Water collects in the outfield of the north softball field and south side of the east soccer/football field. The field should be considered for regrading at a minimum, as the playing surface is uneven and could cause injury. Synthetic turf would increase playing time and improve player safety.

| **Address car and bus parking:** The site has very limited parking and does not have enough space to accommodate large crowds or buses.

| **Re-purpose the soccer/football fields:** Once campus improvements have been made and games/events currently hosted at this facility can migrate back to the campuses re-purposing of the soccer and football fields should be considered.

| *Note: Currently this is the only District facility that has softball fields. Prior to re-purposing softball should be accommodated in another location. West Creek Fields should be considered as an option for a southern centralized softball field .*

For more information on facility and campus schedules, reference Part 3, Key Factor 2 - Supply and Demand - Facility Scheduling.

Central Facilities - Noack Sports Center



Central Facilities - Delco Center

Evaluate closing or re-purposing the Delco Center once the athletic events can be hosted at the high school campuses.

Vision Statement: Efficiencies

- | **Honor:** This facility was named in honor of Wilhelmina Ruth Delco and this name should continue to be used by the District.
- | **Utilization:** Currently, events hosted at Delco consist of some larger-crowd basketball games, wrestling meets, and volleyball tournaments, and other District non-athletic meetings, including professional development. Once the athletic events can be hosted at the high school campuses the center should be closed or re-purposed. If the facility is re-purposed, the district should consider utilizing the site for professional development. Stakeholder and community input should be received on re-purposing options.
- | **Relinquish unnecessary operational cost:** By closing this facility, the associated operational costs for this facility, which rise to over \$50,000 annually based on 2017-2018 data provided by the District, could be reinvested into the athletics department. In addition to annual operations costs there are a long list of issues, including water intrusion into the building during rain events and structural issues, that could result in costly repairs if a permanent solution was to be implemented.



47% of survey respondents ranked the District Central Facilities as **'Satisfactory'**. **38%** as **'Needs Improvement'** with written feedback falling in with themes of the facilities being *'Old'* and *'Outdated'*.

Future Facilities

Continue to operate swimming programs through partnerships, until the programs become large enough to justify the cost of adding a natatorium facility.

(Current partnerships are listed in section 4)

Vision Statement: Efficiencies, Accessibility & Equity

- | **Spend wisely:** The District's current rental agreement with surrounding pools is approximately \$50,000 per year. The fees currently paid to surrounding pools would not even cover the maintenance and operations for District-owned natatorium. Only once M&O funding has been identified, and student participation warrants the need, should the District consider adding a natatorium.
- | **Grow thoughtfully:** If a natatorium is proposed in the future it is recommended that the District explore partnerships with entities within and around Austin. These partnerships and rental opportunities will help fund the routine maintenance and upkeep of the facility. As the facility needs grow in the District, the construction of a District natatorium should be reevaluated. Natatoriums shall include access not only for competitive teams, but for learn-to-swim programs across the District.
- | **Consider all available land:** Available land throughout the southern portion of the District should be evaluated for opportunities to build facilities that are needed.

For more information on partnerships, visit Part 3, Key Factor 4, Natatorium Partnerships.



The sports/wellness activities with the highest participation from survey respondents included:

1. Football (8.7%), 2. Basketball (8.3%); and 3. Soccer (6.5%).

Swimming was in 14th with 3%.

Branding and Marketing

Improve school branding strategies and presence within the city. Athletics has a wealth of opportunities for marketing that should be taken advantage of.

Vision Statement: Price, Connectivity, Enhanced Partnerships

Intrinsically motivate: It is recommended that the District invests in facilities to spark intrinsic motivation. This is a behavior that is driven by internal reward. Motivation to engage or be a part of something arises from within the individual because it is naturally satisfying to that person. Said simply, if someone feels as though there is investment in them, then they are compelled to reinvest.

Capture marketing opportunities: The District should develop a marketing strategy and pursue partnerships with outside companies that generate revenue. Athletics and the large facilities associated with it have ample capacity for marketing. In Key Factor 1 eSports are discussed; this is a phenomenon that has been rapidly gaining traction and has ample fundraising potential tied to it. The primary reason eSports is present in the athletics section is due to its need to host larger crowds of people. Large eSports companies, such as Riot games, rent basketball arenas and convert them into tournament venues for a weekend.

Take advantage of location and marketing opportunities: Marketing efforts should be initiated and a plan generated to capture these unique opportunities. House Park and Burger Athletic Facility sit directly adjacent to multiple crowded streets and interstates. Opportunities such as this are often times highly sought after by outside companies as ideal places to get their business name in front of the public.



“Most options [for better utilizing the facilities] can be revenue generators for AISD/the District/Individual Schools”

-Anonymous District Survey Response when asked how current athletic facilities may be used better

CTE and Fine Arts Integration

Modernize facilities to increase opportunities for synergies between CTE, fine arts and athletics and wellness. More CTE and fine arts opportunities should be presented to students during athletics events.

Vision Statement: Pride, Connectivity, Accessibility & Equity

- | **Create opportunity** : Integration of CTE opportunities such as getting students involved and engaged in the production of a typical event would give students an immense sense of pride. With this also comes increased attendance to games since more members of the community are involved.
- | **Build integrated capacity**: Fine arts are a large part of the atmosphere in events and should have their own space and accommodations within facilities. Considerable thought should be put towards providing spaces within facilities that can serve multiple departments.



"Potential, Resourceful, Resilient."

-Anonymous District Survey Response when asked what three words describe District Athletics today

Flexibility, Adaptability and Phasing

Construct future projects to consider multipurpose / flexible spaces and build these spaces in safe, reasonable, and efficient phases in an effort to minimize footprints of certain functions.

Vision Statement: Efficiencies Accessibility & Equity

| **Reuse, re-purpose then expand:** If the need does arise, existing facilities should be evaluated first to find opportunities for activities to overlap prior to building new.

| **Create flexibility:** If and when new fields become a reality, they should be built in a manner that allows ease of expansion. Consideration should be given to the possibility of overlapping fields where possible.

| **Build by student interest:** The addition of fields should only come if participation numbers dictate the need.

| **Athletic competition and game site flexibility:** For district-wide games and competitions, all schools shall have athletic facilities and accommodations that will provide the ability to host these events at their own campuses as an alternative to the sole utilization of District central athletic facilities. Overall, this will ease scheduling, reduce event transportation and logistics costs, reinforce vertical alignment of athletic teams, reduce staff, parent and student travel times, and benefit the local neighborhoods and communities more directly by enhancing school and team spirit.



Mystic Valley Regional Charter School - Massachusetts

Varying line colors allow different sports to utilize one centralized field at different times with careful planning..

Policy and Practice Updates

Update current policies and procedures that have direct effect on the success of this vision and master plan.

Vision Statement: Pride, Connectivity, Accessibility & Equity

- | **Campus/Department collaboration:** Revisit autonomy at campuses to determine what the best course of action is to provide consistency between the campuses and align with District initiatives set forth in this plan.
- | **Ticketing and attendance data:** Implement more efficient systems to track attendance of athletics events. This information will help inform future facility and schedules needs of the District.
- | **Facility suitability data:** Integrate maintenance data collection system which includes all associated equipment, personnel cost and general maintenance cost associated with each facility. This will better inform future needs and understand costs, time and man-power associated with each need.
- | **Integration with elementary school:** Provide a clear path of feeder pattern options to students beginning with the elementary school and extending to high school. This will aid in building pride and clarity for athletics programs throughout the District.
- | **Transportation:** Work with the Transportation Department to develop strategies and improvements to current options available for students who attend athletic events. Evaluate time of day, bus availability and route options to provide appropriate, safe and efficient opportunities.
- | **Equity alignment:** Consider and follow the District's standard on equity considerations in all instances where equity may be in question. If a campus offers a program which cannot be obtained at another campus then one of two things should occur:
 1. Access should be provided to students who cannot currently participate in the aforementioned program or activity.
 2. This activity or program should be re-evaluated to ensure that its existence is equitable for each student in the entire District.
- | **Establish an executive advisory board:** This board will maintain synergies between all three programs – Athletics and Wellness, CTE and Career Connected Learning, and Fine Arts and Creative Learning– through the five-levels of partnership integrated between them.

Tempo ≠ Dynamics

PRACTICE
MAKES
PERFECT...
PERFECT
PRACTICE
MAKES
PERMANENT!!

Lack of Preparation
on Your Part...
Does Not Create a
Panic Situation
on My Part!!!



Part 4

Fine Arts and Creative Learning

Why is it important?

Nearly 74,000 students participate in fine arts classes each year in Austin ISD, on all 129 campuses throughout the District. The District offers courses in all four disciplines of the arts, including dance, music, theater, and visual arts, and we are home to a state-of-the-art Performing Arts Center built specially for AISD students that is busy nearly every day of the year. In addition to hours spent during classes, many students and teachers spend time outside the school day rehearsing, performing, exhibiting and traveling to field trips and competitions. These experiences are enhanced by rich partnerships throughout the Austin Metroplex that provide deep and engaging fine arts experiences that are unrivaled by private and charter schools and other districts similar to our size and scope. Texas leads the nation in arts education, and in Austin ISD all students deserve a well-rounded education that includes the arts.

The Austin ISD Fine Arts Department believes that a Fine Arts education is essential for the development of the whole child. The arts provide students with unique experiences that allow them to explore their passions, maximize their creativity and critical thinking skills, and learn valuable lessons about self-motivation, dedication, team work, and communication. The District is a recognized leader in urban education and is dedicated to providing an arts-rich education for every student.

Every elementary student in the District receives a high quality education in Elementary Art and Elementary Music from a certified specialist in art or music. Secondary schools throughout AISD offer many different fine arts strands for students to pursue, including Band, Jazz Band, Steel Drum Ensemble, Mariachi, Choir, Dance, Guitar, Orchestra, Theater, Visual Arts, Music Theory, and Musical Theater. In addition, the District offers free summer programs for students including leadership workshops, All-Star Band, and the Summer Theater Series.

A highly-qualified staff of nearly 500 Fine Arts teachers instruct these sequential courses, all of which feature a meaningful and rigorous curriculum, providing students with the knowledge and skills necessary for cognitive, creative, emotional and social growth. By enrolling in these fine arts courses, students are also eligible to participate in clinics and contests such as All-City Guitar, All-City Band, All-City Choir, UIL Concert and Sight Reading, One Act Play, Dance Spectacular and the statewide Visual Art Scholastic Event (VASE) as well as various concerts, events, and art exhibits throughout the community. Fine Arts students from AISD have won numerous district, state, and national awards and scholarships, and many have gone on to pursue the arts in higher education and beyond.

What does the data and research say?

Students well-rounded in the arts are equipped with the power to communicate, to feel, to heal, to bring change, and to promote understanding in a universal way. Fine arts courses not only offer students a rich aesthetic experience, but also provide a safe place to express themselves, take risks, and collaborate with others. In addition, students actively involved in arts courses have better academic ratings, higher SAT scores, fewer discipline problems, and higher attendance rates.

Students in arts courses also develop essential characteristics for a successful future:

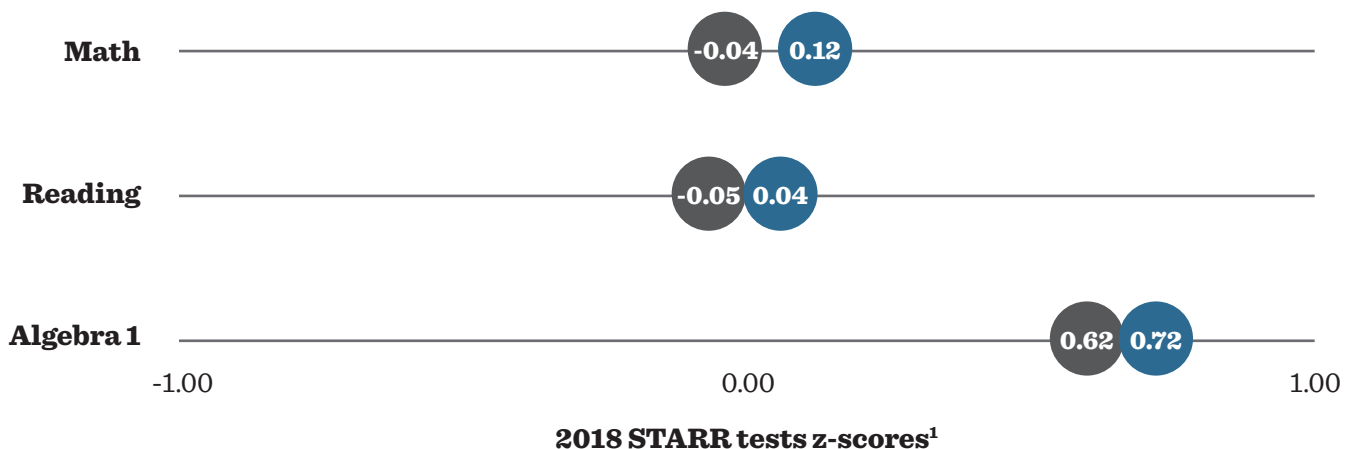
- *Creativity*
- *Confidence and self-esteem*
- *Effective communication*
- *Leadership*
- *Analytical reasoning*
- *Problem-solving*
- *Perseverance*
- *Ingenuity*
- *Adaptability*
- *Mastery*
- *Accountability*
- *Teamwork*

The Texas creative sector employs 1 in 15 residents of the state, nearly 800,000 innovation workers. In addition, arts and culture industries generate \$5.5 billion to the Texas economy and contribute \$343 million in state and sales tax revenue.

Fine Arts and Creative Learning opportunities remain vital and core to the development of all students. Fine Arts education offers students opportunities for appreciation and mastery of the arts, providing a fundamental understanding of humanity and society, and form a gateway for life long learning, enjoyment, and fulfillment for the individual.

Further, Fine Arts education provides learning skills such a creativity, problem solving, and collaboration which influence and impact student achievement in all other areas of academic study and endeavor. Data collected from the District’s Department of Research and Evaluation^{4.1} proves that middle school students taking more fine arts courses had better academic achievement in both reading and math than their peers taking fewer fine arts courses.

Middle School students who enrolled in more arts classes had better academic outcomes than did students who enrolled in fewer art classes in math, reading, and algebra.



¹ Z scores are used in this report to transform students’ STAAR scale scores into a standard score across grade levels. Z scores range from -3 to +3, 0 indicates the mean score, negative values indicate scores below the mean, and positive values indicate scores above the mean.



“The arts help teachers reach students across a broad spectrum of learning styles and raise achievement in at-risk students, young children, underserved populations, and students with disabilities.”

- Gaston Caperton, The College Board, Former President

Vision Statements

Fine Arts and Creative Learning

The following statements were derived from the Key Factors, as more specific goals for Fine Arts and Creative Learning. They serve as guiding statements for the planning process and should be referenced at the end of the planning process to ensure that all of the recommendations align with the Vision Statements.

A life with art: Create a lifelong appreciation for the arts, whether that be through mastery, proficiency or enjoyment.

Student agency: Foster student voice and choice and allow students to select and guide their artistic path and engage with the programs and facilities at their own pace.

Accessibility and equity: Provide equity for all students within all aspects of Fine Arts, including access to state of the art facilities, equipment, instruments, and instruction from educators and coaches.

Community: Develop community around programs - both across the district and within individual campus communities – that promote strong relationships with local partners and affords students opportunities to take pride in their education, their performances, and their creative work.

Celebrate artistic expression: Reflect an arts-rich environment that immerses and exposes all students to the many forms of artistic expression and provide a multitude of spaces – both professional and impromptu – for which they may express any level of proficiency or performance.

High quality environments: Create spaces that provide high quality environments that best prepare students to be successful today and into the future. Spaces should be flexible and adaptable to meet the changing needs of creative programs and provide the best functional efficiency for the District in the future.

“The keys to the kingdom are changing hands ... we need to make sure we are preparing our kids for their future and not our past. Arts education is not ornamental but fundamental for economic reasons.”

- Dan Pink, author of *A Whole New Mind: Why Right-Brainers Will Rule the Future*



District dance performance

Key Factor 1: Future Readiness

This Key Factor takes a broad look at concepts that have and continue to influence the programs into the future. These concepts are meant to serve as a point of consideration.

Technology Transforming Art of the 21st Century

Where would the Impressionists have been without the invention of portable paint tubes that enabled them to paint outdoors? Who would have heard of Andy Warhol without silkscreen printing? The truth is that technology has been providing artists with new ways to express themselves for a very long time.

Still, over the past few decades, art and technology have become more intertwined than ever before, whether it's through providing new ways to mix different types of media, allowing more human interaction or simply making the process of creating it easier^{4.2}.

1. Technology is a tool for making art.
2. Sometimes, technology is the art.
3. Technology is expanding access to art.
4. Technology is helping people enjoy art.
5. Technology is helping us understand how we experience art.

Technology is transforming the art world in the following ways^{4.3}:

These technological advancements have and will continue to morph art of the 21st century and ultimately influence arts education in the future, including the spaces these programs occupy in our schools.

1. Digital fabrication including laser cutters and 3D printers.
2. Software and programs including electronic devices that create artistic visuals from data.
3. Virtual reality and digital scanners that allow users to experience art in real time.
4. Electronic music production.

Please reference Part 2, Key Factor 1: Future Readiness for information pertinent to Athletics and Wellness, Fine Arts and Creative Learning, and CTE and Career-Connected Learning such as vertical teams and feeder patterns, generational trends and current capacities and enrollment and projected enrollments.



Petting Zoo, by Minimaforms^{4,2}



Treachery of the Sancturay, by Chris Milk^{4,2}



Paper cuts you can love, by Eric Standley^{4,2}



Light Echoes, by Aaron K. and Ben T.^{4,2}



Rising Colospace, by Julian A. and Michael H.^{4,2}



Assemblance, by Umbrellium^{4,2}



Elegy, by Guo-Qiang Cai^{4,4}



Abstract 6777b, by Kim Keever^{4,4}

Key Factor 2: Supply and Demand

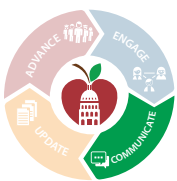
Program Offerings at Campuses

A common theme echoed throughout the process of developing the Facilities Master Plan was equity and access. This study focuses on programs and class offerings at all secondary campuses, including middle schools and high schools.

With that said, the current assessment of programs showed that most campuses provide the standard offerings of fine arts, including Band, Choir, Dance, Orchestra, Theater and Visual Arts. There are varied reasons for a few outliers not offering all of these classes, though these programs are intended to be offered by the District at every campus.

Some of the more specialty offerings such as Ensemble, Guitar, Piano, Music Theory are not all offered at every campus currently and there are gaps in how these programs are made available to students.




The following information depicted in charts and maps are descriptive of the number of students enrolled in Fine Arts programs from the year 2015-2019. This is being considered as part of the recommendations and provide an assessment of what programs are in demand and available on middle school and high school campuses.



Survey respondents listed their top three Fine Arts they participate in outside of school are: **Dance, Musical Instrument Lessons, and Art.**

Middle School

No. of Students Enrolled in Fine Arts Strand Per Year

Table Key:	 Mixed Trend	 Increasing Trend	 Decreasing Trend
------------	---	--	--







Foundational Fine Art Strand	2015	2016	2017	2018	2019	Student Difference ¹	% Difference ²	Trend Type
Band	6075	5150	5225	5057	5685	-390	-6%	
Choir	3433	3367	3208	3155	3543	110	3%	
Dance	2725	2942	3107	3061	3643	918	34%	
Orchestra	3096	2189	2857	2768	3117	21	1%	
Theater	4748	4700	4977	4385	5264	516	11%	
Visual Arts*	6408	6353	7122	6876	7453	1045	16%	

FIGURE 4.2.1 - No. of Middle School Students enrolled in Fine Arts strand per year;

*Includes 2D and 3D Art, Drawing, Painting, Ceramics, and Sculpture

¹This is the difference between 2019 and 2015.

²This is the percentage of the difference against the 2015 participation number.






Foundational Fine Art Strand	2015	2016	2017	2018	2019	Student Difference ¹	% Difference ²	Trend Type
Ensemble**	1828	2264	2114	1989	2685	857	47%	
Mariachi	0	40	113	57	103	63 ³	158% ⁴	
Piano	79	128	241	201	194	115	146%	
Theory and Music Studies	103	94	143	263	258	155	150%	
Guitar	1202	2009	1442	1425	1523	321	27%	

FIGURE 4.2.2 - No. of Middle School Students enrolled in Specialty Fine Arts strand per year;

** Ensemble is a combination of band, orchestra or choir

¹This is the difference between 2019 and 2015.

²This is the percentage of the difference against the 2015 participation number.

³This is the difference between 2019 and 2016.

⁴This is the percentage of the difference against the 2016 participation number.

Middle School 2018-2019

Campus offerings of Fine Arts Programs

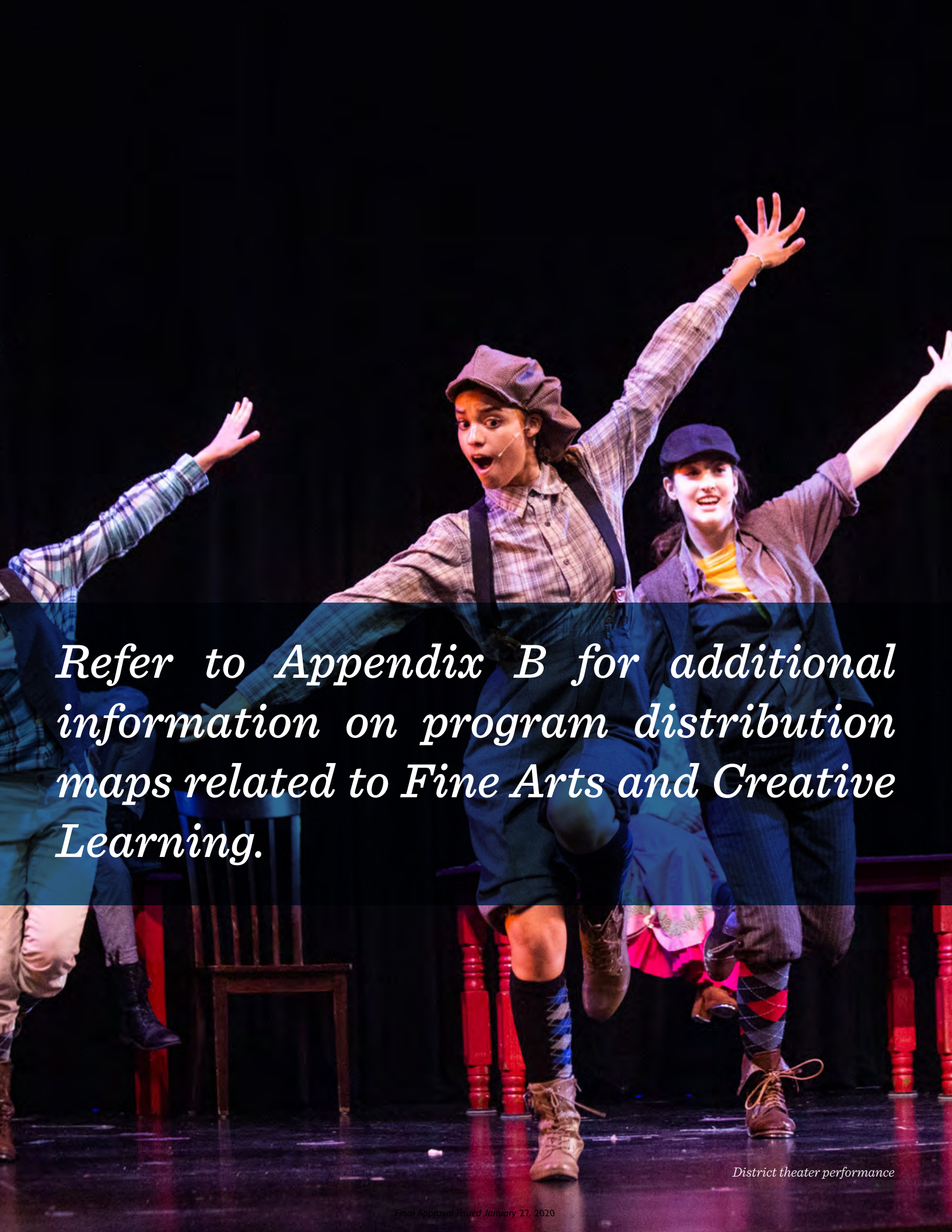
Table Key:	 No Offering	 Offered
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Fine Arts	Bailey	Bedichek	Burnet	Covington	Dobie	Gorzycki	Gus Garcia YMLA	Kealing	Lamar	Lively	Martin	Mendez	Murchison	O. Henry	Paredes	Sadler Means YWLA	Small	Webb
Band	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered
Choir	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered
Dance	Offered	Offered	Offered	Offered	Offered	Offered	No Offering	Offered	Offered	Offered	No Offering	Offered	Offered	Offered	Offered	Offered	Offered	No Offering
Orchestra	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered
Theater	Offered	Offered	No Offering	Offered	Offered	Offered	No Offering	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered
Visual Arts	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	No Offering	Offered	Offered	Offered	Offered	Offered	Offered	Offered

FIGURE 4.2.3 - Middle Schools that offer Foundational Fine Arts strands.

Fine Arts	Bailey	Bedichek	Burnet	Covington	Dobie	Gorzycki	Gus Garcia YMLA	Kealing	Lamar	Lively	Martin	Mendez	Murchison	O. Henry	Paredes	Sadler Means YWLA	Small	Webb
Ensemble	Offered	Offered	Offered	Offered	No Offering	Offered	No Offering	Offered	Offered	Offered	No Offering	Offered	Offered	Offered	No Offering	Offered	Offered	No Offering
Mariachi	No Offering	Offered	No Offering	No Offering	No Offering	No Offering	No Offering	No Offering	No Offering	No Offering	No Offering	No Offering	No Offering	Offered	No Offering	No Offering	No Offering	Offered
Piano	No Offering	No Offering	No Offering	No Offering	No Offering	Offered	No Offering	No Offering	Offered	No Offering	No Offering	No Offering	No Offering	Offered	No Offering	No Offering	No Offering	No Offering
Music Studies and Theory	Offered	No Offering	No Offering	No Offering	No Offering	No Offering	No Offering	Offered	Offered	No Offering	No Offering	No Offering	Offered	No Offering	Offered	No Offering	No Offering	No Offering
Guitar	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	No Offering	Offered	Offered	Offered	Offered

FIGURE 4.2.4 - Middle Schools that offer Specialty Fine Arts strands.






Refer to Appendix B for additional information on program distribution maps related to Fine Arts and Creative Learning.

District theater performance

High School

No. of Students Enrolled in Fine Arts Strand Per Year

Table Key:	 Mixed Trend	 Increasing Trend	 Decreasing Trend
------------	---	--	--







Foundational Fine Art Strand	2015	2016	2017	2018	2019	Student Difference ¹	% Difference ²	Trend Type
Band	4857	4773	4650	4748	4864	7	0%	
Choir	2028	2008	1888	1910	1749	-279	-14%	
Dance	2783	2600	2680	2873	3040	257	9%	
Orchestra	2109	1566	1788	1793	1751	-358	-17%	
Theater	2851	3563	3539	3702	3845	994	35%	
Visual Arts*	9332	9739	10455	10384	10214	882	9%	

FIGURE 4.2.5 - No. of High School students enrolled in Fine Arts Strand per year.

*Includes 2D and 3D Art, Drawing, Painting, Ceramics, and Sculpture, and this is not exhaustive list

¹This is the difference between 2019 and 2015.

²This is the percentage of the difference against the 2015 participation number.






Specialty Fine Art Strand	2015	2016	2017	2018	2019	Student Difference ¹	% Difference ²	Trend Type
Ensemble**	2309	1427	1356	1514	1509	-800	-35%	
Mariachi	0	23	42	40	134	111 ³	483% ⁴	
Piano	0	826	821	944	1057	231 ³	28% ⁴	
Theory and Music Studies	1209	636	694	881	723	-486	-40%	
Guitar	1198	1371	1385	1214	1348	150	13%	

FIGURE 4.2.6 - No. of High School students enrolled in Specialty Fine Arts Strand per year.

** Ensemble is a combination of band, orchestra or choir

¹This is the difference between 2019 and 2015.



²This is the percentage of the difference against the 2015 participation number.

³This is the difference between 2019 and 2016.

⁴This is the percentage of the difference against the 2016 participation number.

High School 2018-2019

Campus offerings of Fine Arts Programs

Table Key:		
	No Offering	Offered

Fine Arts	Akins	Anderson	Ann Richards	Austin	Bowie	Crockett	Eastside/International	LASA	LBJ	McCallum	Navarro	Northeast	Travis
Band	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered
Choir	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	No Offering
Dance	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	No Offering	Offered	Offered
Orchestra	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered
Theater	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	No Offering	Offered
Visual Arts	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered	Offered

FIGURE 4.2.7 - High Schools that offer Foundational Fine Arts strands.

Fine Arts	Akins	Anderson	Ann Richards	Austin	Bowie	Crockett	Eastside/International	LASA	LBJ	McCallum	Navarro	Northeast	Travis
Ensemble	Offered	Offered	No Offering	Offered	Offered	Offered	No Offering	Offered	Offered	Offered	Offered	Offered	Offered
Mariachi	No Offering	No Offering	No Offering	No Offering	No Offering	Offered	Offered	No Offering	No Offering	No Offering	No Offering	No Offering	Offered
Piano	Offered	Offered	Offered	No Offering	Offered	Offered	No Offering	Offered	Offered	Offered	Offered	Offered	No Offering
Music Studies and Theory	No Offering	Offered	No Offering	Offered	Offered	Offered	No Offering	Offered	No Offering	Offered	No Offering	Offered	No Offering
Guitar	Offered	Offered	No Offering	Offered	Offered	Offered	No Offering	Offered	Offered	Offered	Offered	Offered	Offered

FIGURE 4.2.8 - High Schools that offer Specialty Fine Arts strands.

Please reference Appendix B for information pertinent to program distribution maps related to Athletics and Wellness, Fine Arts and Creative Learning, and CTE and Career-Connected Learning.

Facility Scheduling

Performing Art Center Scheduling Analysis

The Performing Arts Center (PAC) is the District's centralized facility that serves Fine Arts functions, primarily performances, for all students in the District. The facility has some multi-purpose spaces that are used for other functions outside of the Fine Arts Department. Spaces available include: a main performance hall, black box, dance studio, lobby, and a multi-purpose room. The Performing Arts Center was analyzed for its utilization for the 2018-2019 school year.

As Figure 4.2.9 suggests, a large percentage (23.42%) of the activities at the PAC were District-wide events that had no tie to visual and performing arts. These are activities where the facility is being used for meetings or other activities that the space available provides a means to conduct those activities. This is mostly because space appropriate for these types of activities currently does not exist within the District. Although the building is providing a great opportunity for other uses, it can limit other visual and performing arts activities that should be using the facility, and day to day activities that provide direct educational opportunity.

Figure 4.2.10 depicts the types of Fine Arts activities occurring at the facility, of which orchestra, band and guitar are the top users.

Figure 4.2.11 shows that there are slightly more adult users of the facility than students. This will be further addressed in the recommendations section.



District theater performance

PAC

Scheduling Analysis - 2018-19 School Year

- Available
- Building Closed
- District FA
- District None-FA
- ES
- External
- HS
- MS

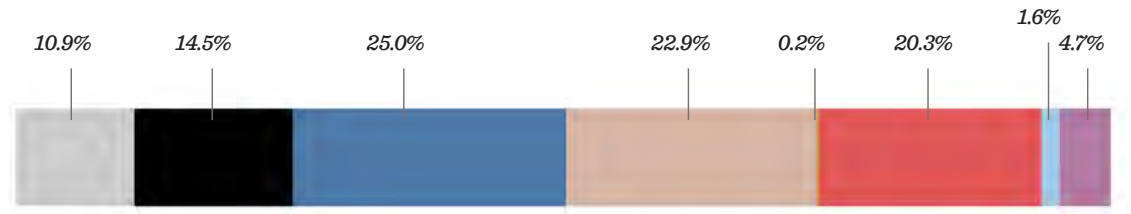


FIGURE: 4.2.9- Overall usage of all PAC Spaces

- Band
- Choir
- Dance
- Ensemble
- Guitar
- Mariachi
- Orchestra
- Piano
- Theater
- Visual Arts

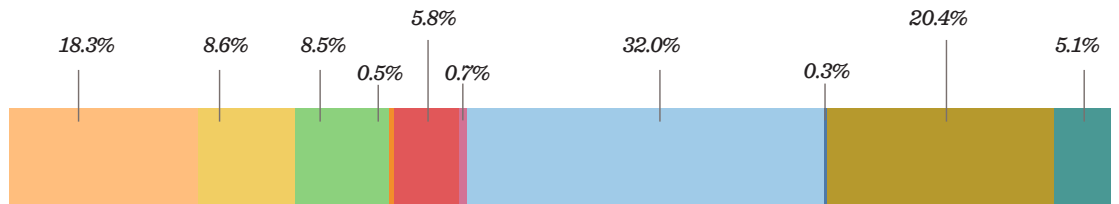


FIGURE: 4.2.10 - Overall usage of Fine Arts activities

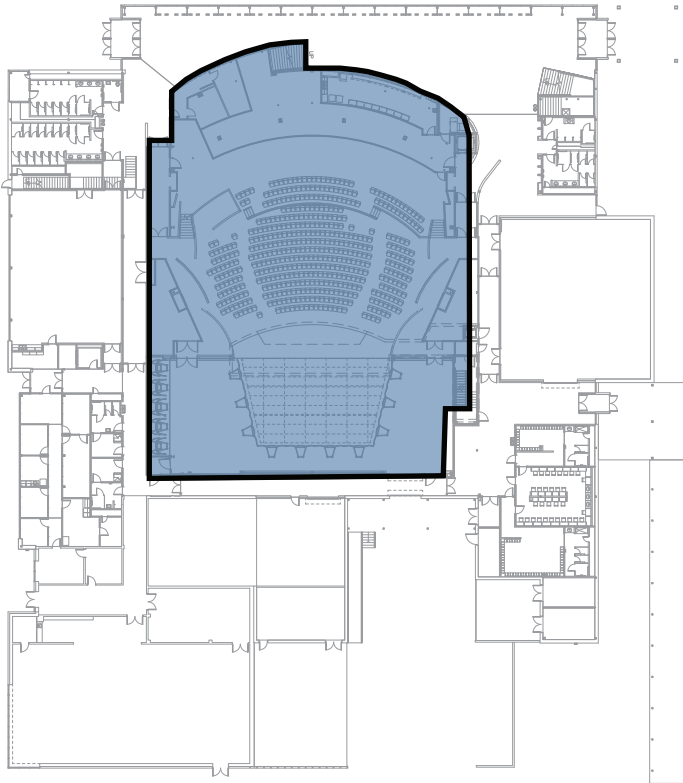
- Adult Usage
- Student Usage



FIGURE: 4.2.11 - Overall user age analysis

Utilization Breakdown Information Guide

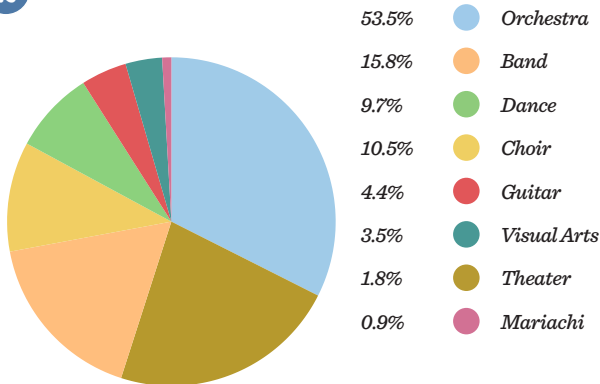
The following section breaks down the the utilization graphics to follow. See below for a breakdown of what each graphic represents and how it should be read.



Area in Review

The blue outline represents the part of the facility that is being reviewed. In this example, it is the main hall of the Performing Arts Center.

2 Dance Studio

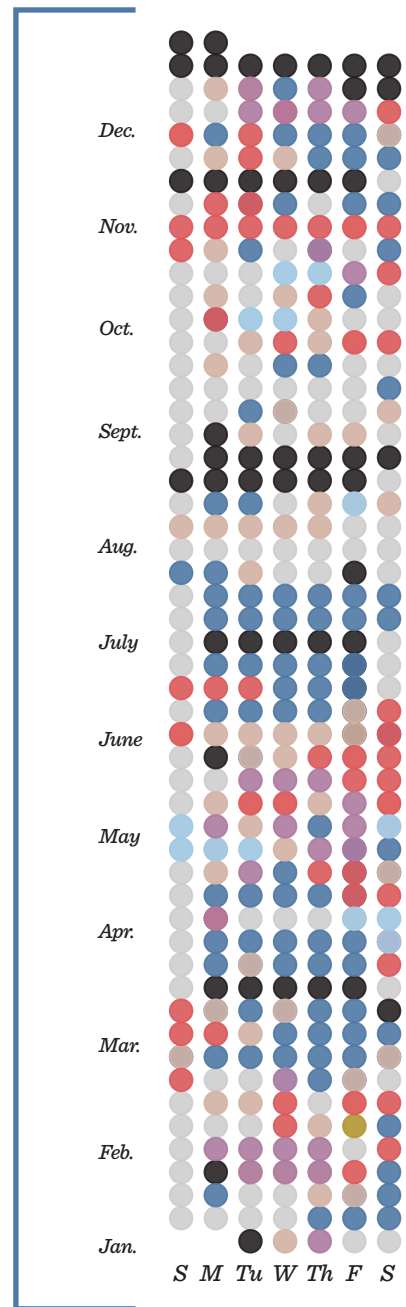


Usage Analysis

This pie chart breaks down the usage of each facility room by subject area. In this example, the PAC Dance studio is in use 53.5% of the year by Orchestra.

Dot Matrix

The dot matrix is used to identify who is using the facility (PAC) based on month and day. Each user group is identified by a color identified in the legend/percentage breakdown graphic.



Percentage Breakdown

This graph is used to explain the amount of time throughout the year that the facility (PAC) was in use by user group. In this example the user groups identified are District Fine Arts use, District non-Fine Arts use, elementary school use, external use, high school use, and middle school use. The chart is also broken into 2017-2018 statistics and 2018-2019 statistics.

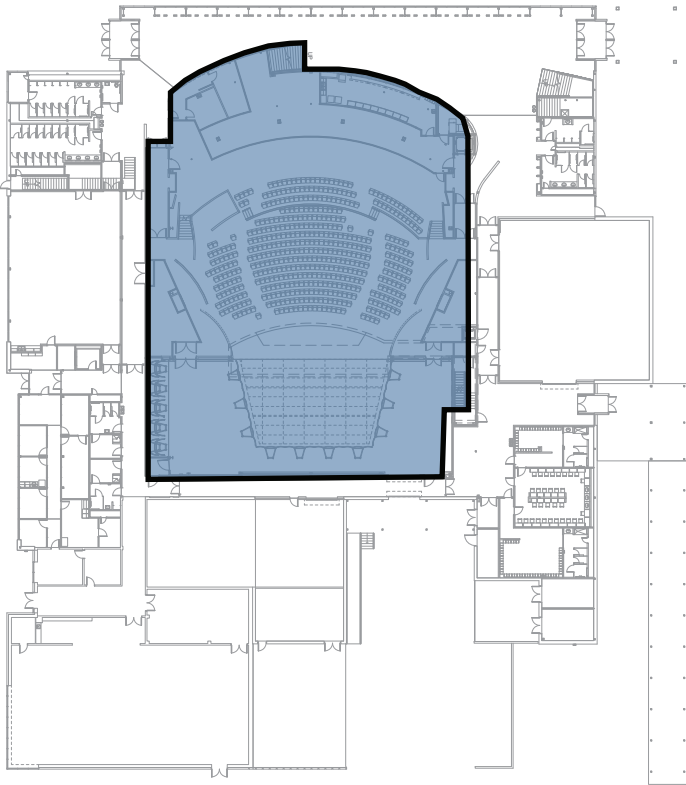
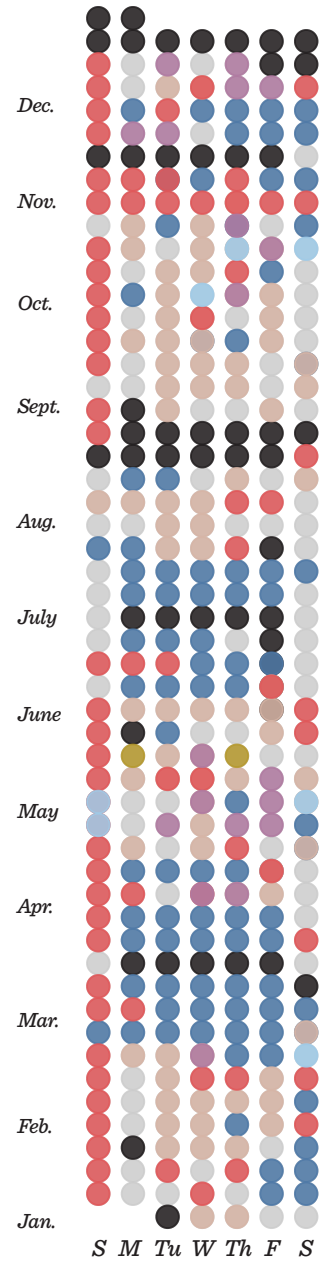
Span of years	Last current year	
10.7%	4.4%	Available
12.3%	14.3%	Building Closed
23.8%	24.7%	District FA
24.9%	24.4%	District Non-FA
0%	0.3%	ES
21.1%	22.5%	External
2.5%	2.5%	HS
4.7%	5.5%	MS

PAC

Main Hall Utilization

Annual Utilization: **91.4%**

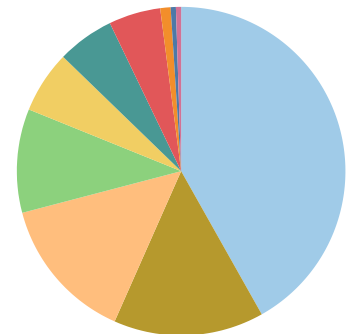
2017-2019	2018-2019	
4.7%	7.4%	Available
12.3%	14.3%	Building Closed
27.7%	29.9%	District FA
28.2%	20.8%	District Non-FA
0.2%	0.3%	ES
16.2%	14.8%	External
3.3%	3.7%	HS
7.4%	8.8%	MS



The main hall seats 1,200 audience members and is a space available for all Fine Arts genres and productions. It is generally used when large audiences are desired.

The percentage breakdown shows who is using the main hall throughout the 2018-2019 school year. For example, for 29.9% of the year, the facility was in use by the District Fine Arts department.

- 41.8% Orchestra
- 14.3% Band
- 10.2% Dance
- 6.1% Choir
- 5.1% Guitar
- 5.6% Visual Arts
- 14.8% Theater
- 1.0% Piano
- 0.5% Ensemble
- 0.5% Mariachi

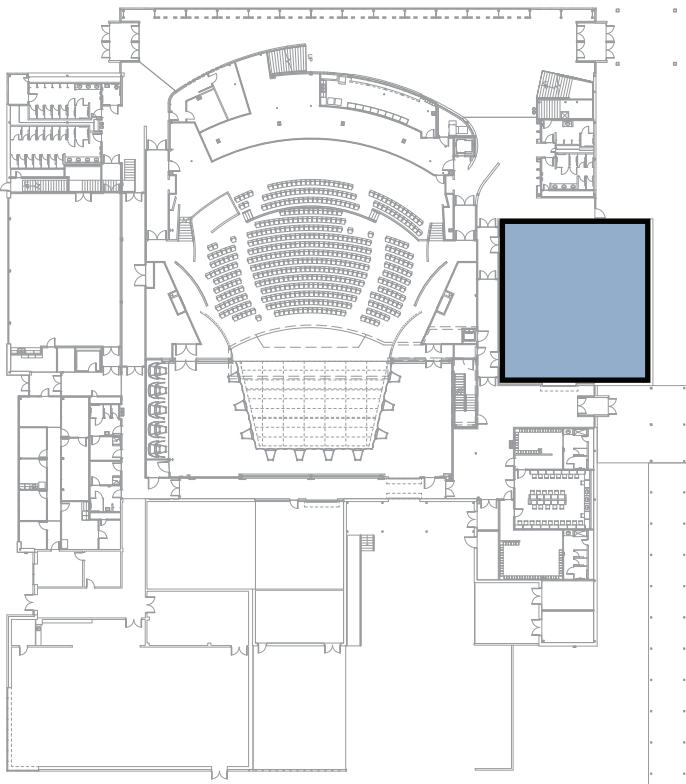
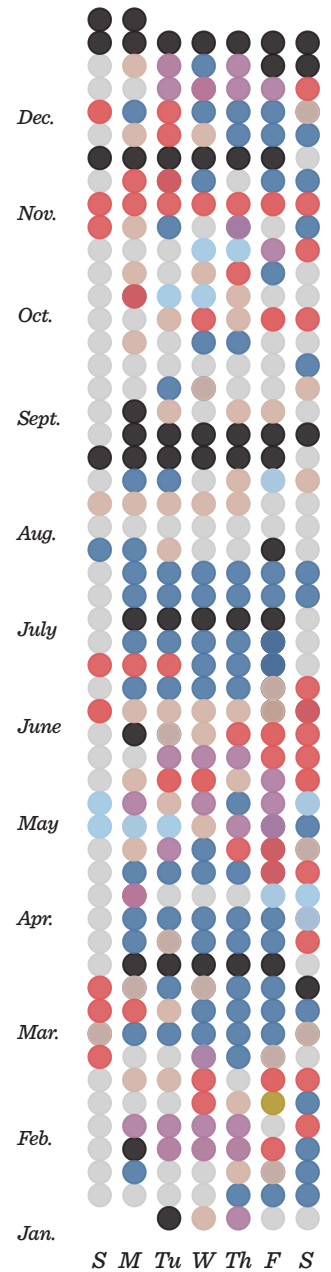


PAC

Black Box Utilization

Annual Utilization: **94.9%**

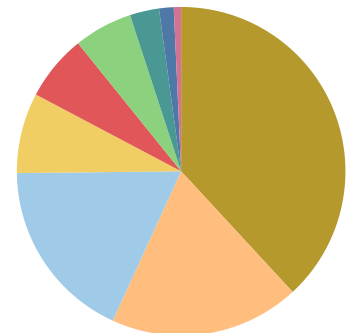
2017-2019	2018-2019	
10.7%	4.4%	Available
12.3%	14.3%	Building Closed
23.8%	28.0%	District FA
24.9%	23.8%	District Non-FA
0%	0.6%	ES
21.1%	21.6%	External
2.5%	1.9%	HS
4.7%	5.5%	MS



The 250-seat Black Box Theater, located on the north side of the Performing Arts Center, is an intimate venue for all performing artists—poets, musicians, dancers—and for theater events. This specially designed, flexible theater, all in black, allows for varied configurations of traditional, three-quarter or in-the-round seating as required by the production.

The percentage breakdown shows who is using the Black Box throughout the 2018-2019 school year. For example, for 28% of the year, the facility was in use by the District Fine Arts department.

- 18.0% Orchestra
- 18.7% Band
- 5.8% Dance
- 7.9% Choir
- 6.5% Guitar
- 2.9% Visual Arts
- 38.1% Theater
- 18.7% Piano
- 1.4% Ensemble
- 0.7% Mariachi

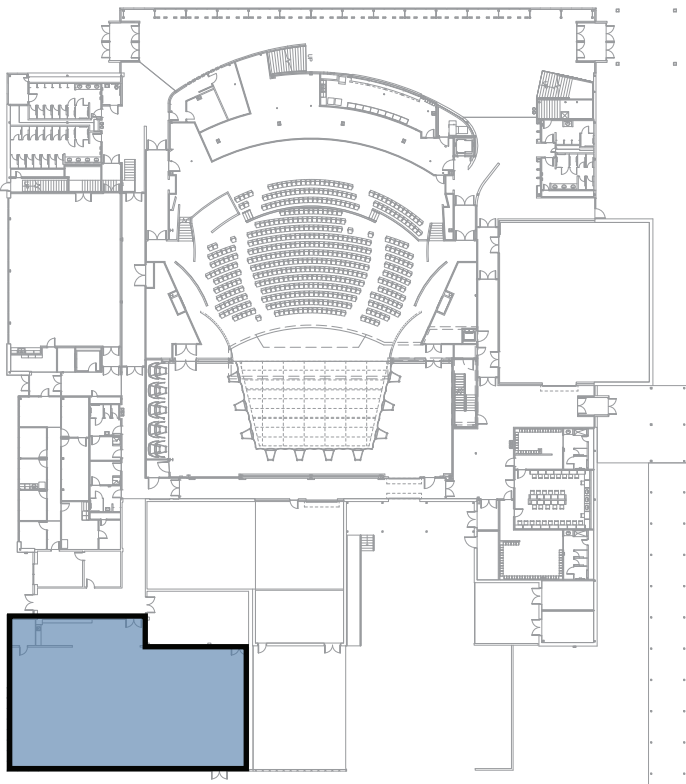
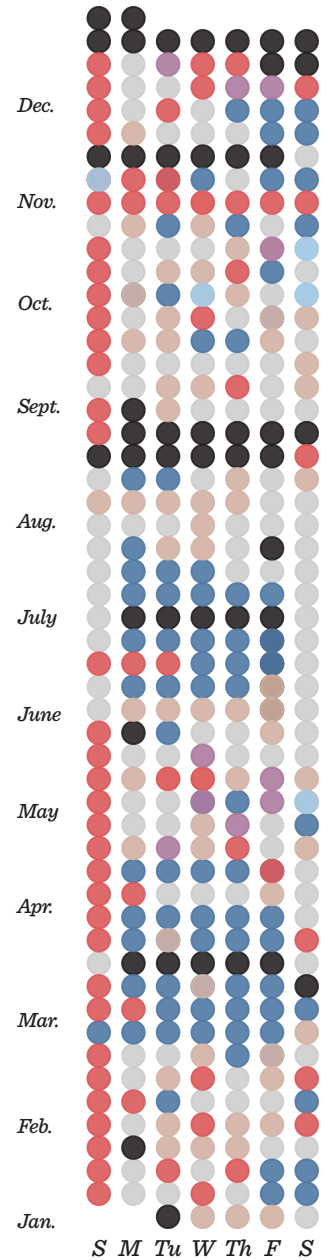


PAC

Dance Studio Utilization

Annual Utilization: **79.2%**

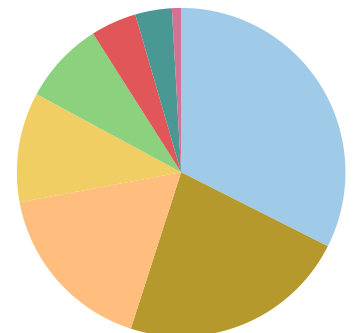
2017-2019	2018-2019	
21.9%	17.8%	Available
12.3%	14.3%	Building Closed
22.7%	24.6%	District FA
30.4%	18.9%	District Non-FA
0%	0%	ES
7.9%	20.0%	External
2.7%	1.4%	HS
1.9%	3.0%	MS



The dance studio is primarily a rehearsal space, with full-length mirrors and ballet bars on three walls. Full-length curtains are hung for hiding the mirrors and dampening the room acoustically. The space also has a small inventory of theatrical lighting instruments with light board, allowing it to be used for more intimate performances upon request.

The percentage breakdown shows who is using the dance studio throughout the 2018-2019 school year. For example, for 24.6% of the year, the facility was in use by the District Fine Arts department.

- 32.4% Orchestra
- 17.1% Band
- 8.1% Dance
- 10.8% Choir
- 4.5% Guitar
- 3.6% Visual Arts
- 22.5% Theater
- 0.9% Mariachi

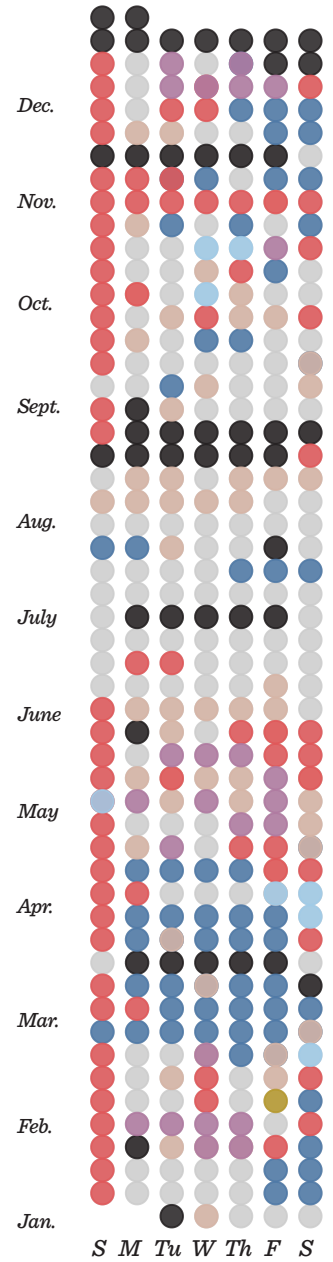
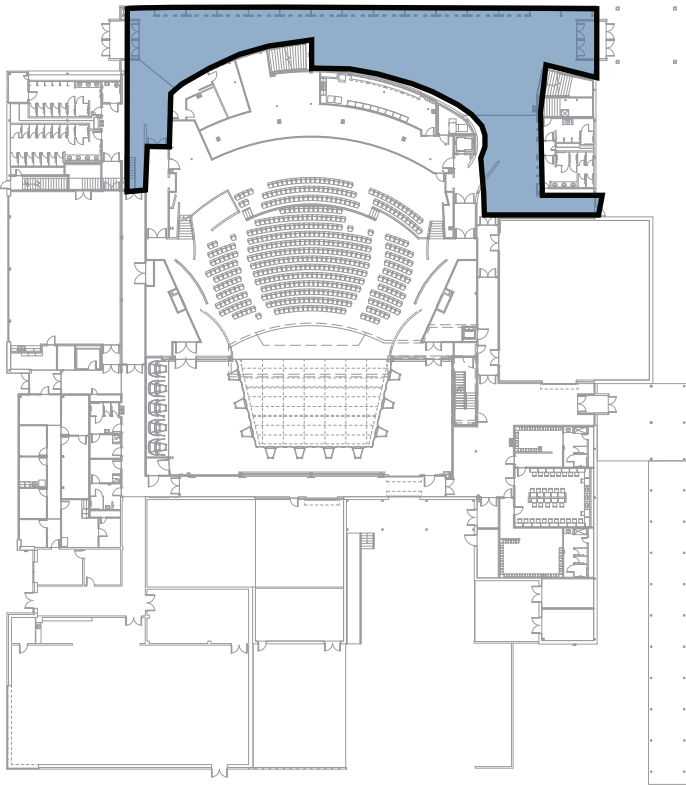


PAC

Lobby Utilization

Annual Utilization: **77.8%**

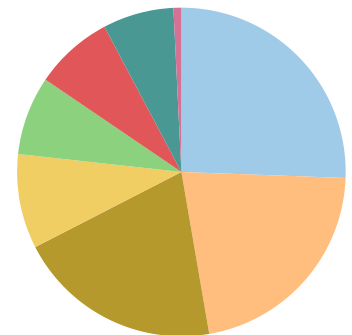
2017-2019	2018-2019	
32.6%	19.2%	Available
12.3%	13.4%	Building Closed
21.4%	17.8%	District FA
12.9%	17.2%	District Non-FA
0.2%	0.3%	ES
14.2%	23.0%	External
1.9%	2.2%	HS
4.4%	6.9%	MS



The heart of the Performing Arts Center is the lobby, which serves as a lively gathering place for patrons attending performances and ideally as a pre- and post-function area for special events. A Steinway piano is located on the balcony lobby area, and student and staff artwork is on display throughout the space.

The percentage breakdown shows who is using the lobby throughout the 2018-2019 school year. For example, for 19.2% of the year, the facility was available for use.

- 25.6% Orchestra
- 21.7% Band
- 7.8% Dance
- 9.3% Choir
- 7.8% Guitar
- 7.0% Visual Arts
- 20.2% Theater
- 0.8% Mariachi

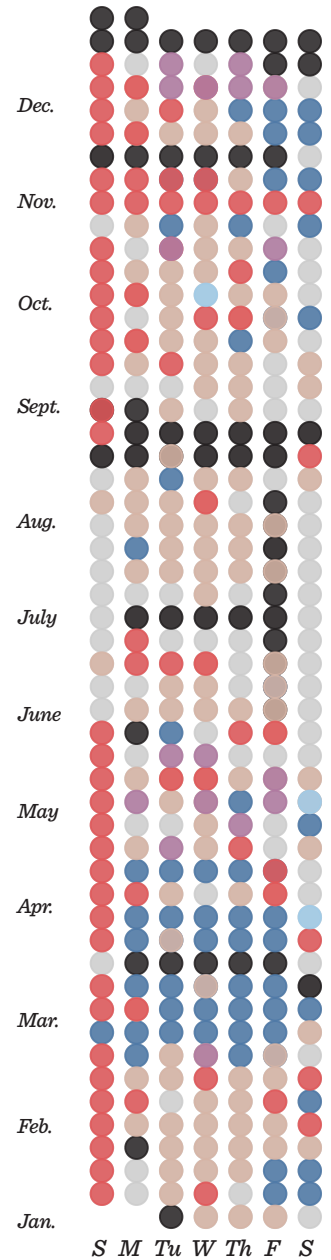
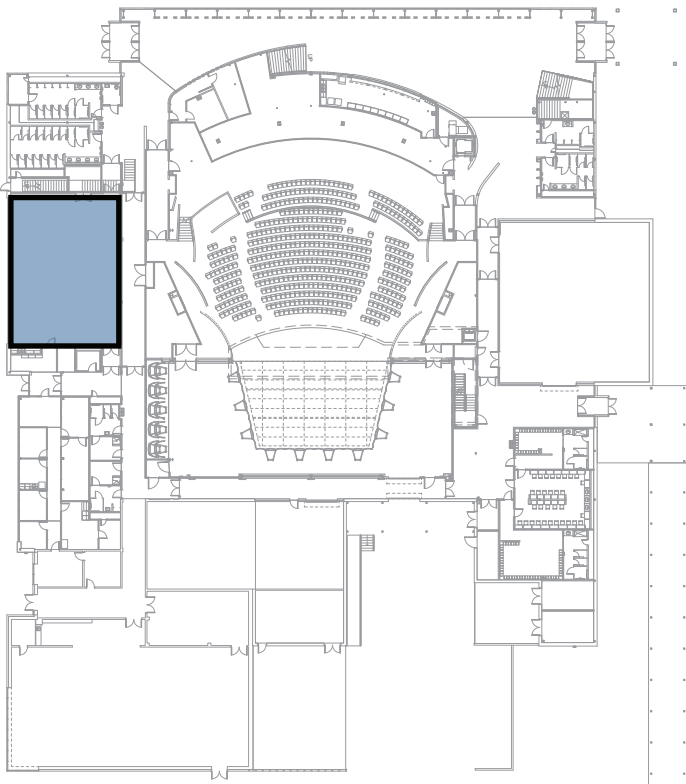


PAC

Multi-Purpose Room Utilization

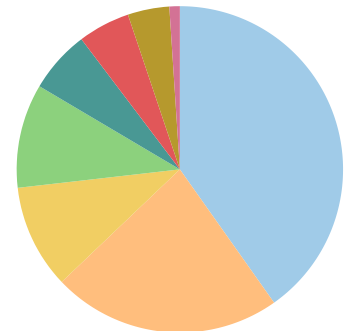
Annual Utilization: **93.5%**

2017-2019	2018-2019	
12.6%	5.5%	Available
12.3%	15.3%	Building Closed
19.7%	16.4%	District FA
38.1%	34.8%	District Non-FA
0%	0%	ES
13.4%	22.2%	External
1.4%	0.8%	HS
2.5%	4.9%	MS



The multi-purpose room is an event space with plenty of room for small or mid-size gatherings. It can be used as a warm-up room for ensemble performances, a sight-reading room for UIL contests, or as a space for more intimate concert settings. Attached to the multipurpose room is a kiln for visual artists. Built-in audio-visual technology allows for lectures, seminars, presentations and professional development within this space as well.

- 40.2% ● Orchestra
- 22.7% ● Band
- 10.3% ● Dance
- 10.3% ● Choir
- 5.2% ● Guitar
- 6.2% ● Visual Arts
- 4.1% ● Theater
- 13.7% ● Mariachi





Kealing Middle School Orchestra.

Auditorium Analysis

Middle School Auditoriums

Only a few middle schools have auditoriums, mostly of small capacity. These spaces generally are used for large group instruction, in addition to the stage being used for theater arts. A few of the stages have been taken over for non-fine arts functions due to some of the lack of space available at the campuses.

High School Auditoriums

High school auditoriums and theaters across the District are generally equitable in terms of seating capacity and fly tower height. High school auditorium seating capacity ranges between 445 seats to 515 seats, and all theaters have a full height fly tower. Despite these similarities, there is a greater difference in stage size and amenities across the District, and most existing stages are undersized per the new Educational Specifications.

Middle School Auditorium Analysis - Capacity

Middle School	Capacity(#)
Bailey	N/A
Bedichek	N/A
Sadler Means YWLA	N/A
Burnet	N/A
Covington	480
Dobie	175
Lively	200
Garcia YMLA	N/A
Gorzycki	300

Middle School	Capacity(#)
Kealing	304
Lamar	500
Martin	N/A
Mendez	480
Murchison	N/A
O. Henry	N/A
Paredes	N/A
Small	300
Webb	N/A

FIGURE: 4.2.12 - Location of Auditoriums and Seating Capacity at Middle Schools
 N/A: this means that there is no auditorium on the campus

Middle School Auditorium Analysis - Facility Condition Assessment

Middle School Name	FCA
Bailey	N/A
Bedichek	N/A
Sadler Means YWLA	N/A
Burnet	N/A
Covington	69
Dobie	68
Lively	69
Garcia YMLA	N/A
Gorzycki	74

Middle School Name	FCA
Kealing	73
Lamar	60
Martin	N/A
Mendez	59
Murchison	N/A
O. Henry	N/A
Paredes	N/A
Small	60
Webb	63

FIGURE: 4.2.13 - FCA for auditoriums at Middle Schools
N/A: this means that there is no auditorium on the campus



District dance performance.

High School Auditorium Analysis - Capacity

High School	Capacity(#)
Akins	492
Anderson	492
Ann Richards SYWL	N/A*
Austin	494
Bowie	406**
Crockett	470

High School	Capacity(#)
Eastside / International ¹	0***
Future LASA ¹	250
LBJ	499
McCallum	515
Northeast	475
Travis	445

FIGURE: 4.2.14- Location of Auditoriums and Seating Capacity at High Schools

* Currently planned for 600 seats (currently funded in 2017 bond)

** Currently planned to replace with 600 seats (currently **not** funded in 2017 bond)

*** New location to have cafetorium seating in lieu of an auditorium (currently funded in 2017 bond)

¹ Refers to the campus location as of the 2020-2021 school year



Northeast pep rally performance.

High School Auditorium Analysis - Facility Condition Assessment

High School Name	FCA
Akins	13
Anderson	71
Ann Richards SYWL	NA / 95*
Austin	NA / 95*
Bowie	NA / 95*
Crockett	95
Eastside / International ¹	0**

High School Name	FCA
LASA ¹	67
LBJ	86
Navarro	87
McCallum	94
Northeast	55
Travis	57

FIGURE: 4.2.15 High school auditorium facility FCA score
 NA/95*: Currently in Master Planning, new score is assumed to be 95
 ** Planned to replace with a cafetorium (currently funded in 2017 bond)
¹Refers to the campus location as of the 2020-2021 school year



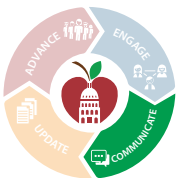
District dance performance.

Key Factor 3: Operations

Transportation

Centralized facilities are a great asset to the District, as operationally it eliminates replicating facilities across the District, often the most expensive. When the Performing Arts Center opened in 2015, it provided relief for fine arts spaces all over the District and auditorium sized for large audiences.

The challenge with centralized facilities is that a location must be determined to serve the entire District and sometimes, no matter how much effort is made to locate them as ideally as possible, getting to them may still be difficult. The Performing Arts Center is generally located in the central part of the city, but transportation is challenged from the corners of the District. The location of the facility serves a few schools well, but generally most travel times to the facility are significant.



“Necessary; Under-funded; Growth-producing”

- Anonymous survey response when asked what three words describe the District’s fine arts programs today

Please reference Part 2, Key Factor 3: Transportation, for additional information on travel times at each campus for driving, public transit and biking.

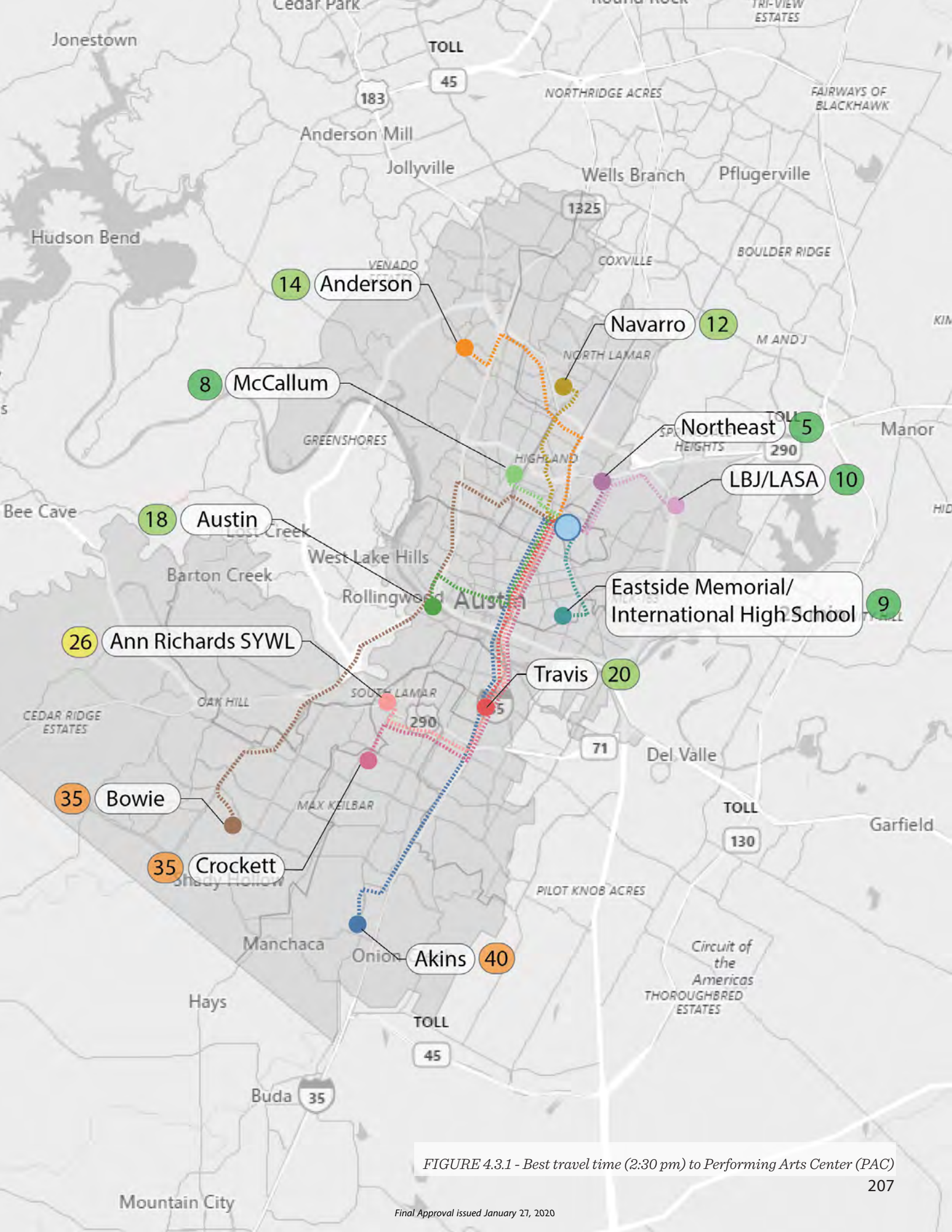


FIGURE 4.3.1 - Best travel time (2:30 pm) to Performing Arts Center (PAC)

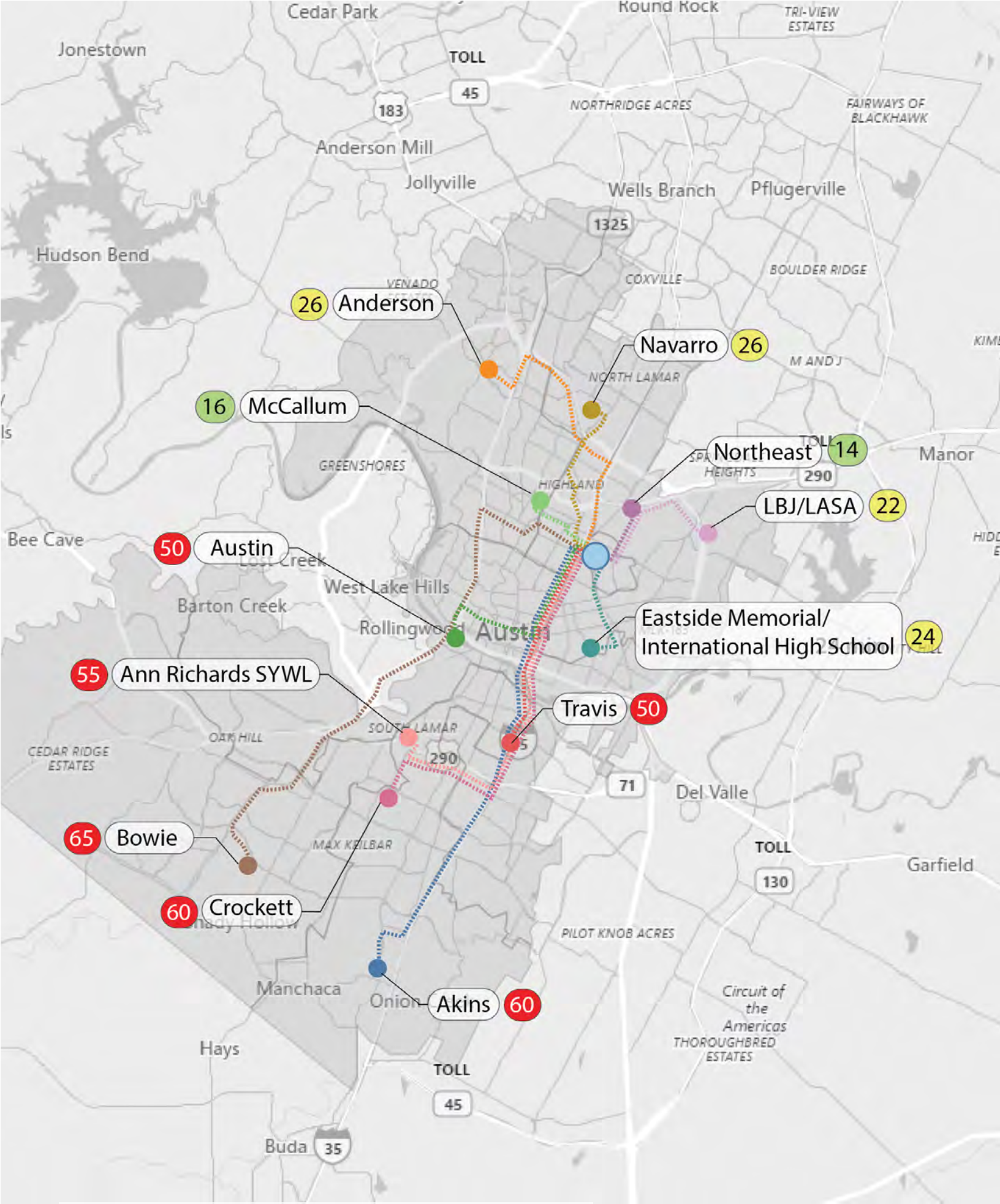


FIGURE 4.3.2 - Worst travel time (5:30 pm) to Performing Arts Center (PAC)



District Performing Arts Center performance

Key Factor 4: Partnerships

Current and Potential Partnerships in Fine Arts

The Fine Arts Department has developed strong partnerships over the years, including a major partnership with MindPop who helps foster and develop the creativity within the Fine Arts department through the Creative Learning Initiative. These partnerships have and continue to transform visual and performing arts programs throughout the District and focus on providing enriching educational opportunities in the arts in all academic curriculum strands.

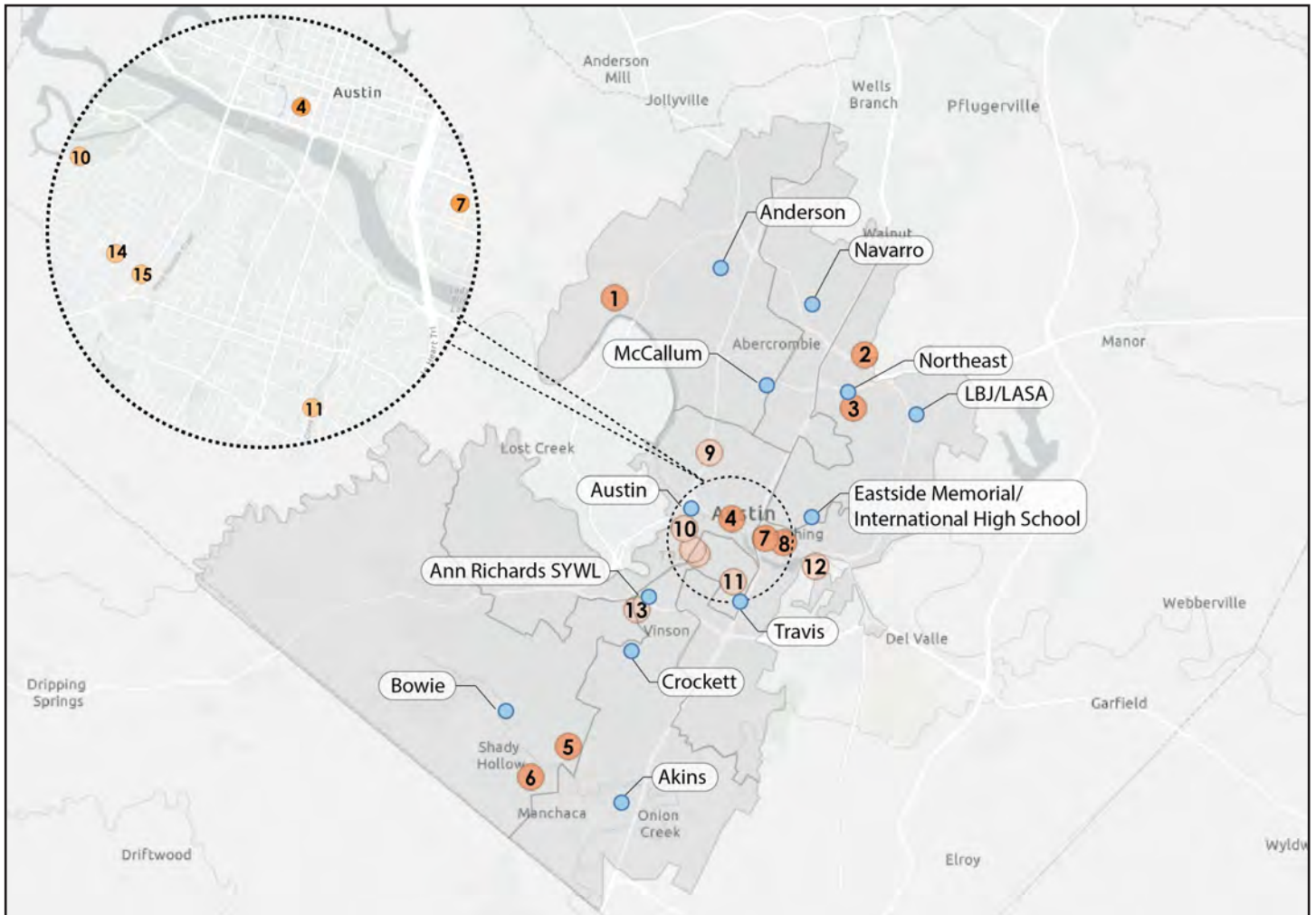
Partnerships should continue to evolve and grow throughout the District, especially in schools where the arts have traditionally been under-served. Equitable access to all students throughout the District should be applied to not only traditional arts, but creative learning in daily education.



"I think the District should partner with local musicians, writers, actors, and visual artists to create a speaker series and maybe workshops for our students. The District could even ask well-known practitioners who make Austin home to donate time for video lessons."

- Anonymous survey response when asked about what other fine arts or creative learning programs they would like to see offered with the District

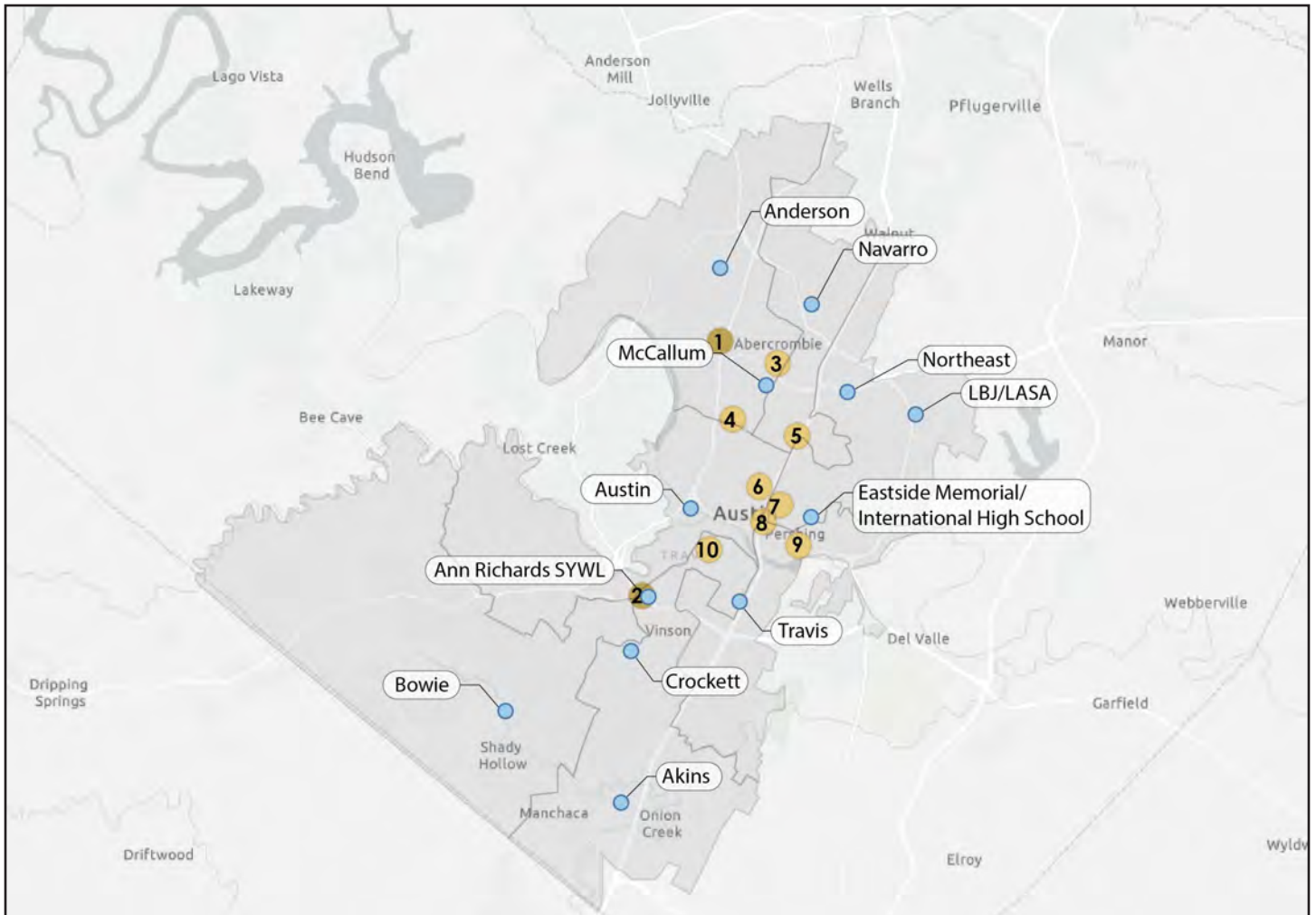
Please reference Part 2, Key Factor 4: Partnerships, for the Partnership Development Strategy, which outlines procedures for developing and securing partnerships in the District for all programs, including Fine Arts.



Dance Partnerships

Current Dance Partnership	
1.	Austin Dance India
2.	Ballet Afrique Contemporary Dance
3.	Roy Lozano's Ballet Folklorico de Texas
4.	Ballet Austin
5.	Blue Lapis Light
6.	Tapestry Dance Company
7.	Andrea Ariel Dance Theater
8.	Forklift Danceworks

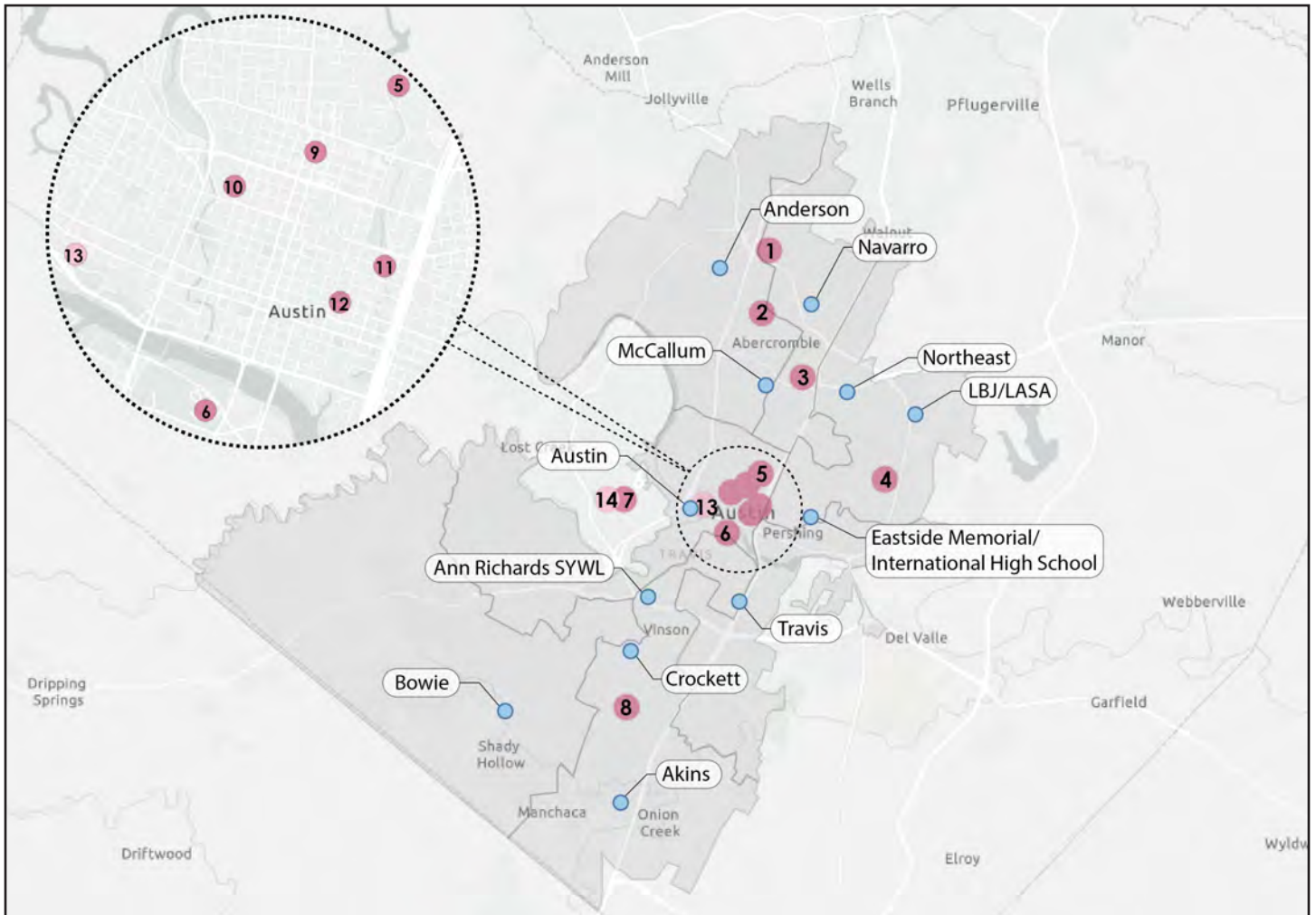
Potential Dance Partnership	
9.	Tarrytown Dance
10.	Garden Dance Studio
11.	Inspired Movement
12.	Esquina Tango
13.	Go Dance Studio
14.	Kiva Dance
15.	Belly Dance with Amara



Instrumental Partnerships

Current Instrument Partnership	
1.	Austin Classical Guitar
2.	Strait Music Company

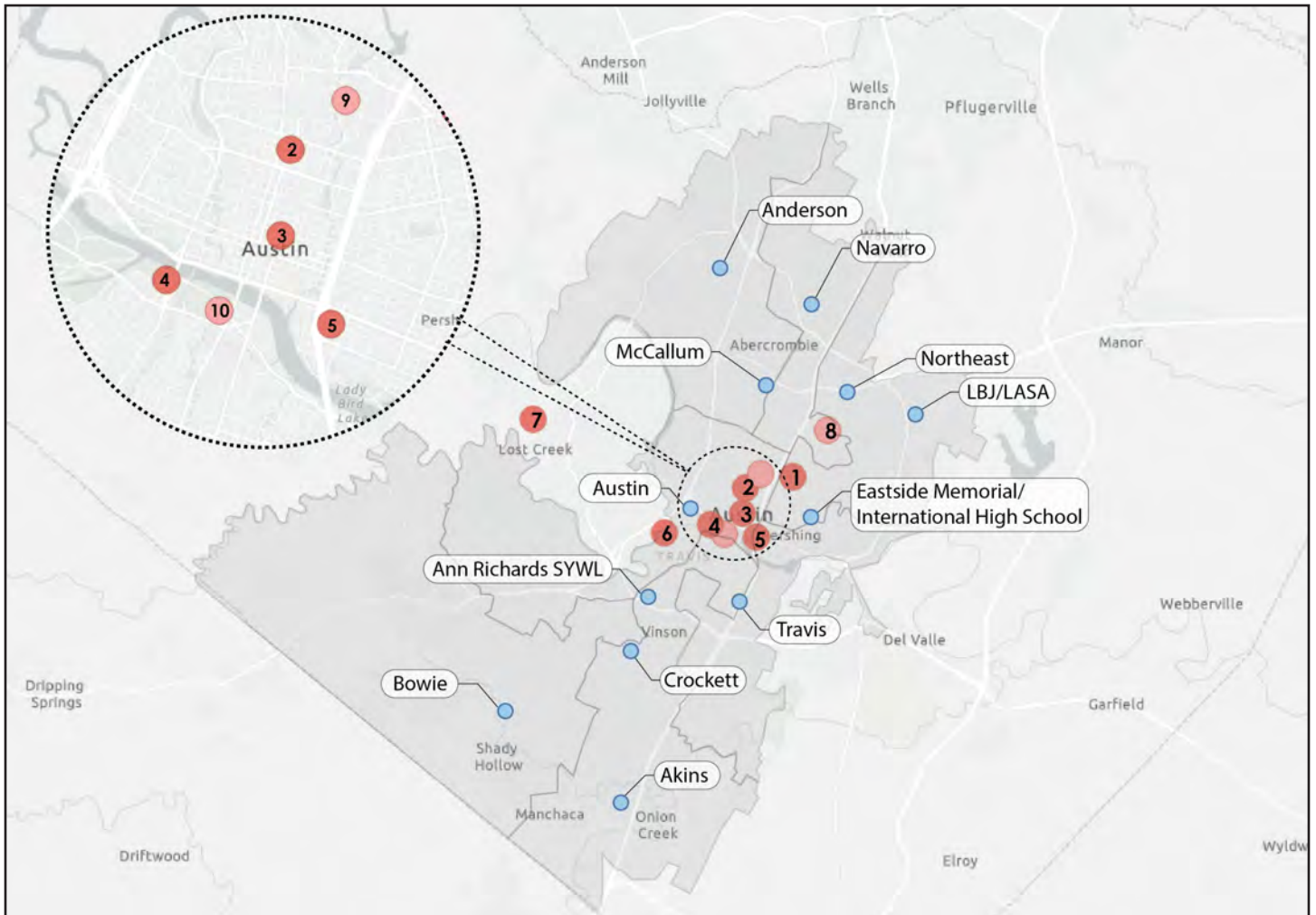
Potential Instrument Partnership	
3.	Austin's Muscial Exchange LLC
4.	Fiddler's Green Music Shop
5.	Austin Vintage Guitars
6.	Austin Winds
7.	Austin Guitar House
8.	Sonic Domain
9.	Switched On



Performing Arts Partnerships

Current Performing Arts Partnership	
1.	Austin Lyric Opera
2.	Austin Chamber Music Center
3.	Austin Playhouse
4.	Austin Jazz Society
5.	The Long Center for the Performing Arts
6.	Austin School for the Performing and Visual Arts
7.	Austin Sound Wave
8.	University of Texas at Austin
9.	Women and Their Work
10.	Austin Community College
11.	Austin Symphony Orchestra
12.	Austin Children's Choir

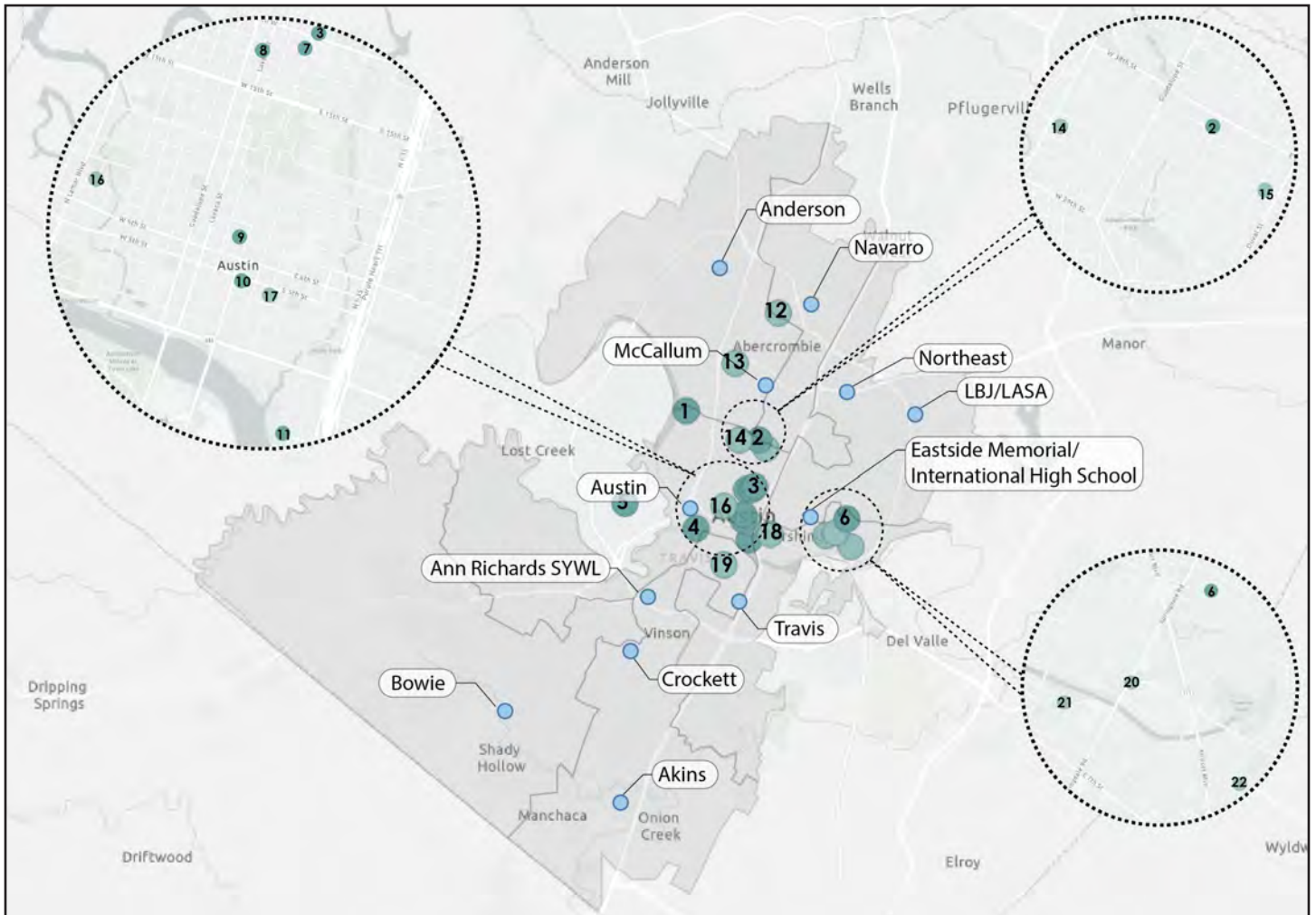
Potential Performing Arts Partnership	
13.	Austin Youth Orchestra
14.	Westlake Community Performing



Theater Partnerships

Current Theater Partnership	
1.	Vortex Repertory Company
2.	Austin Scottish Rite Theater
3.	Paramount Theater
4.	ZACH Theater
5.	Austin Shakespeare
6.	SmallWonders Puppet Theater
7.	One World Theater

Potential Theater Partnership	
8.	Debra and Kevin Rollins Studio Theater
9.	B. Iden Payne Theater
10.	The Long Center for the Performing Arts



Visual Arts Partnerships

Current Visual Arts Partnership	
1.	The Contemporary Austin - Laguna Gloria
2.	VSA Texas
3.	Blanton Museum of Art
4..	Umlauf Sculpture Garden
5.	Austin School for the Performing and Visual Arts
6.	Creative Action
7.	Bullock Texas State History Museum
8.	Women and Their Work
9.	The Contemporary Austin - Jones Center
10.	Mexic-Arte Museum
11.	Emma S. Barrientos Mexican American Cultural Centre

Potential Visual Arts Partnership	
12.	Austin Art Space Gallery
13.	C munson Studio and Gallery
14.	Kristin Peterson's Art Studio
15.	Visual Artist
16.	Russell Collection Fine Art Gallery
17.	Volant Embroidered Art Studio
18.	Fisterra Studio
19.	Neverland Design Fine Art Studio
20.	Big Medium
21.	Fortaine Austin Art Studio
22.	Moon Gallery and Studio

Key Factor 5: Programs and Offerings

Flexibility and Adaptability

It is important to provide flexible, multi-purpose space throughout the District. This criteria applies to Fine Arts, but traditionally has lacked the level of sophistication that can potentially make these spaces comply.

Auditoriums and theaters are one of the most under-utilized and inflexible spaces at a campuses. As auditoriums are rebuilt across the District, design considerations should be given to how these spaces can provide more learning opportunities and either eliminate spaces that are not required or provide space for programs that need more flexibility or overlap due to scheduling. An example that achieves this kind of flexibility is the Forbes Center for Performing Arts, which has an area that can serve as seating for a theater space or be adapted for a dance rehearsal. As shown in the Olathe West High School, images the auditorium splits into three spaces during the day. Once seats are retracted, the space serves as a full theater with seating during performances.



The Forbes Center for Performing Arts - James Madison; Robert Benson Photography

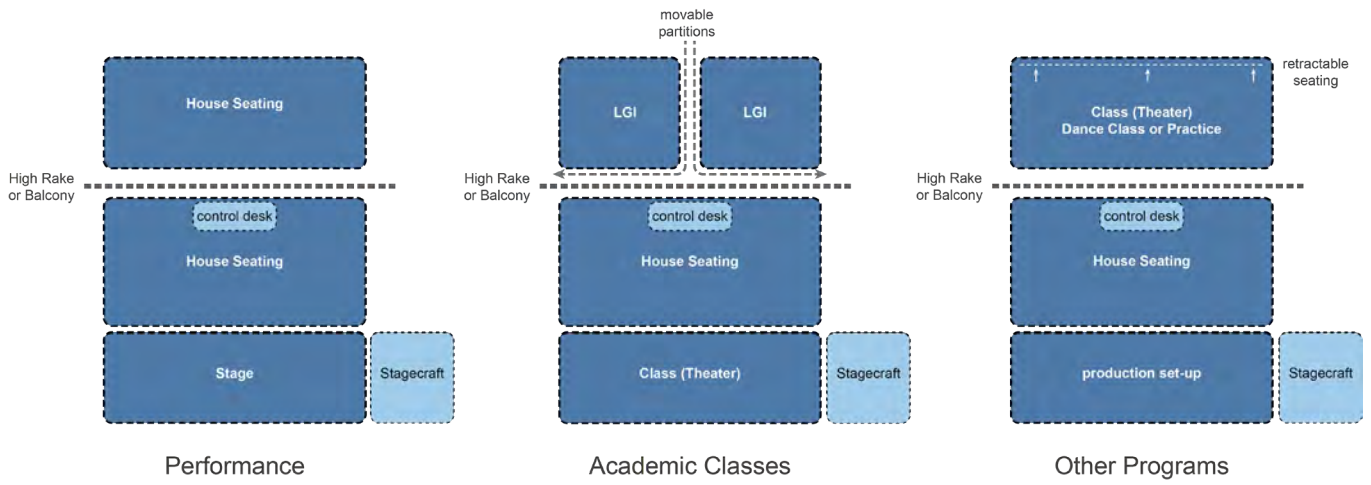
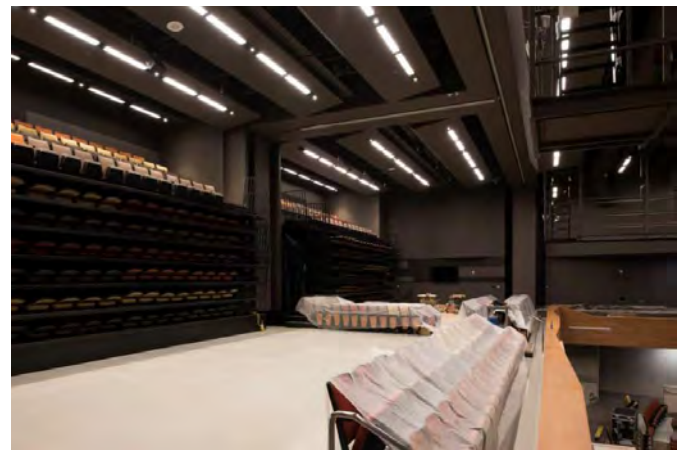


FIGURE 5.5.1 - Theater Flexibility Options



Olathe West HS - Theater
Stantec



Olathe West HS - Theater
Stantec



Olathe West HS - Theater
Tom Holdsworth Photography



Olathe West HS - Theater
Stantec

Please reference Part 2, Key Factor 5: Programs and Offerings for Synergies between Fine Arts and Creative Learning, Athletics and Wellness and CTE and Career Connected Learning, which highlights opportunities for cross-curriculum collaboration and sharing of space.

Program Design

The organization and design of the spaces in a facility is also an important consideration. Often program and design dictate that music rooms house all band, orchestra and ensemble instrumental courses. An alternative approach would create a modular design that increases room sizes to accommodate various levels and sizes of groups.

This approach would ensure that the room is appropriately sized for a scheduled class in lieu of putting a smaller group in a larger room. This affords some flexibility in available classroom size and provides better opportunity for student agency by not limiting the sizes of classes due to classroom space available.

In this layout, the instrument storage would need to be moved outside of the classroom, off the entry or in between rooms to facilitate retrieval without disrupting class. In order to make space as adaptable as possible, modularity provides a variety of space but also allows the opportunity to reconfigure if needed.

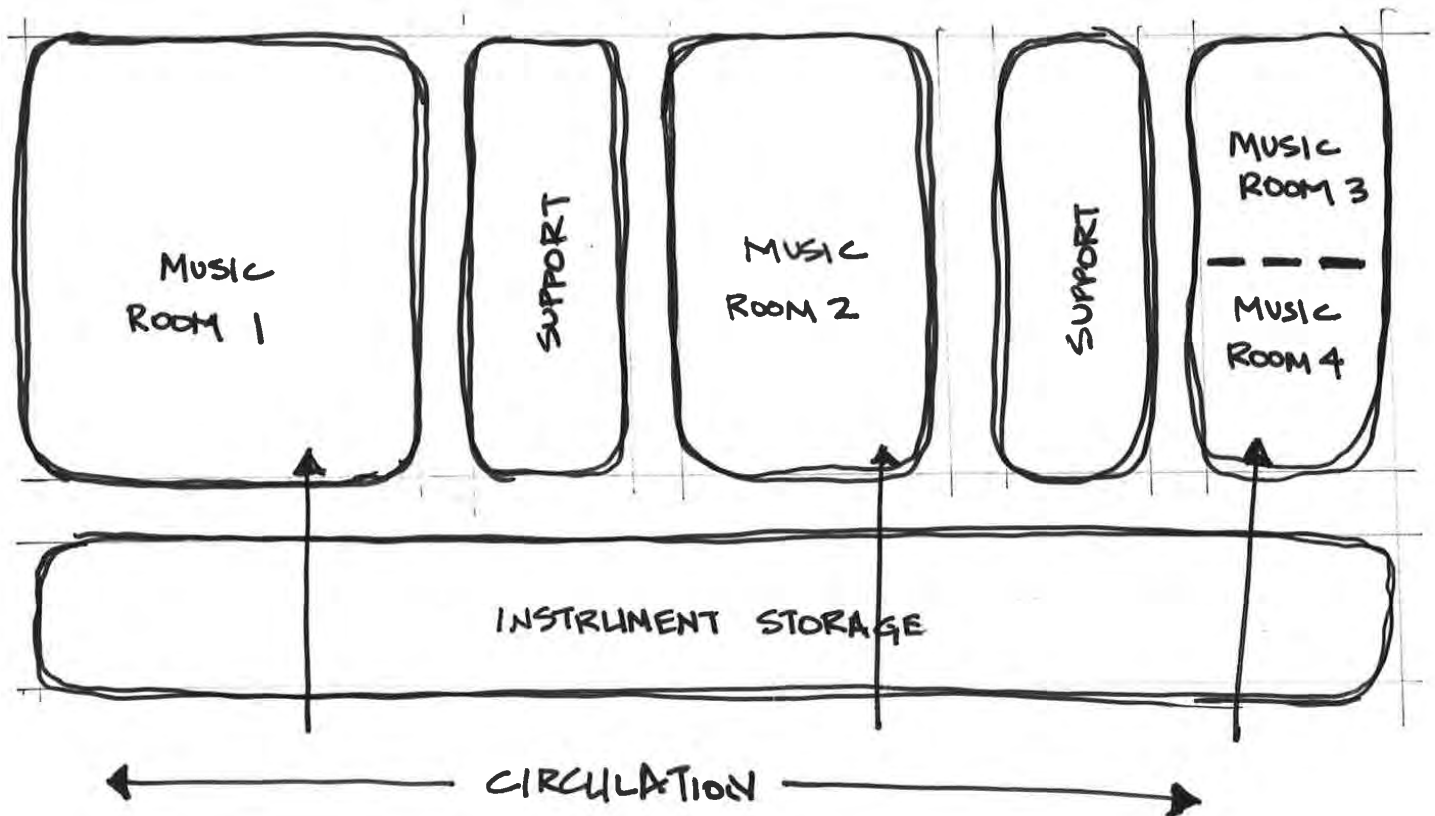


FIGURE 4.5.2 - Music Room Flexibility Options



District guitar specialty class.

Recommendations

Participation in Programs

Provide various levels of educational opportunity for students to participate in a Fine Arts program, whether through a full class offering, creative learning initiative integration, or smaller breakout programs during or outside of school time.

Vision Statement: A life with art

- | **Expression in any form:** Creative Learning should go beyond traditional arts, and give students opportunity to experience learning through any art form. This is done by integrating hands-on learning and creative art into the typical curriculum as an expression of student learning.
- | **Technology:** Be open to allowing technological advancements in the art as an outlet beyond traditional means of involvement.
- | **As a hobby:** Provide smaller opportunities for students to explore a desire, rather than being required to take a full program in order to participate.



Creative Learning should go beyond traditional arts, and give students opportunity to experience learning through any art form. Pictured: Eastside Memorial music performance.

Programs and Operations

Provide access to all foundational Fine Arts programs (Band, Choir, Dance, Orchestra, Theater, and Visual Arts) through campus offerings by collaboration with the Fine Arts Department.

Vision Statement: Accessibility and equity

- | **Access for all:** Every high school and middle school campus should offer the following standard programs as part of the course offerings: Band, Choir, Dance, Orchestra, Theater and Visual Arts.
- | **Completing the Strand:** In some instances, not all levels of a program are being offered, so students cannot take a full complement of a strand. These options should be given so as to not limit participation.

*Note: The following campuses are currently **NOT** offering a course in the standard Fine Arts programs:*

- Choir - Travis ECHS
- Dance - Garcia YMLA, Martin MS, Webb MS
- Theater - Burnet MS, Garcia YMLA
- Visual Arts - Martin MS

**This information is extracted from the 2018-2019 master schedules.*

- | **Elementary alignment:** Enhance accessibility of elementary school students to all District Fine Arts and Creative Learning programs in order to expose them to opportunities for further development of their interests, talents and abilities toward making more informed choices at the middle and high school program levels. Where possible, utilize makerspaces as identified in the new elementary school ed specs and/or other campus facilities to support such programs.

Programs and Operations

Provide equity across the District regarding Competitive Dance and Drill teams.

Vision Statement: A life with art

- | **Consistency of Programs:** These are programs that are not offered consistently across the District. These programs do not exist and some campuses, while at others they are provided but with no credit hours available or as reduced or limited credits.
- | **Credit hour support:** Competitive Dance/Drill Team programs should be supported at all campuses as part of the Fine Arts and Creative Learning programs, with full credit hours available in the curriculum, and with dedicated proper training and support facilities. Program offerings should be better defined in course catalogs, with appropriate allocation of required and elective credit hours.
- | **Financials:** Financial support for these programs should be allocated like every other UIL sponsored program at each campus, provided by the District and Community Partnerships.
- | **Spatial needs:** Ideally, dedicated facilities should be provided to be shared between the Cheerleading and Drill Teams. Typically, a large indoor gym space, usually enough to fit a full-size basketball court, with appropriate finishes, materials, lighting and such would be the main space for training, practice and rehearsal. This space would also need to be accommodated with an instructor observation platform and viewing area as well as potential grandstands to house performances and/or competitive events.
- | **Support spaces:** Aside from the main training/practice space, adequate support spaces will be needed, such as: equipment storage, sound equipment storage, director's offices, student rest rooms, locker rooms and/or dressing rooms and other supply/treatment rooms, road equipment rooms, uniform storage, parent/volunteer rooms and other support facilities. If dedicated spaces at high school campuses or central facilities are not available, then appropriate spaces utilized by other Athletics and Wellness programs should be shared with Cheerleading and Drill Teams.

For more information on Course Credits, Participation and Enrollment, reference Appendix B.



District dance team performance.

Specialty Programs

Provide access to all specialty Fine Arts programs (Ensemble, Guitar, Music Studies, Music Theory, and Piano) through regional offerings by rotating teachers and staff for these programs around the region of schools.

Vision Statement: Accessibility and equity

Centralize or regionalize specialty Fine Arts faculty: Incorporate staff and schedule flexibility to allow for teacher travel to move from campus to campus during the school day in order to respond to dynamic changes in program demand/interest, reduce student transportation time and costs, and fully utilize specialty Fine Arts facilities throughout the District.

Flexibility: Provide flexible space to accommodate these programs without adding specialty space specifically for these programs.

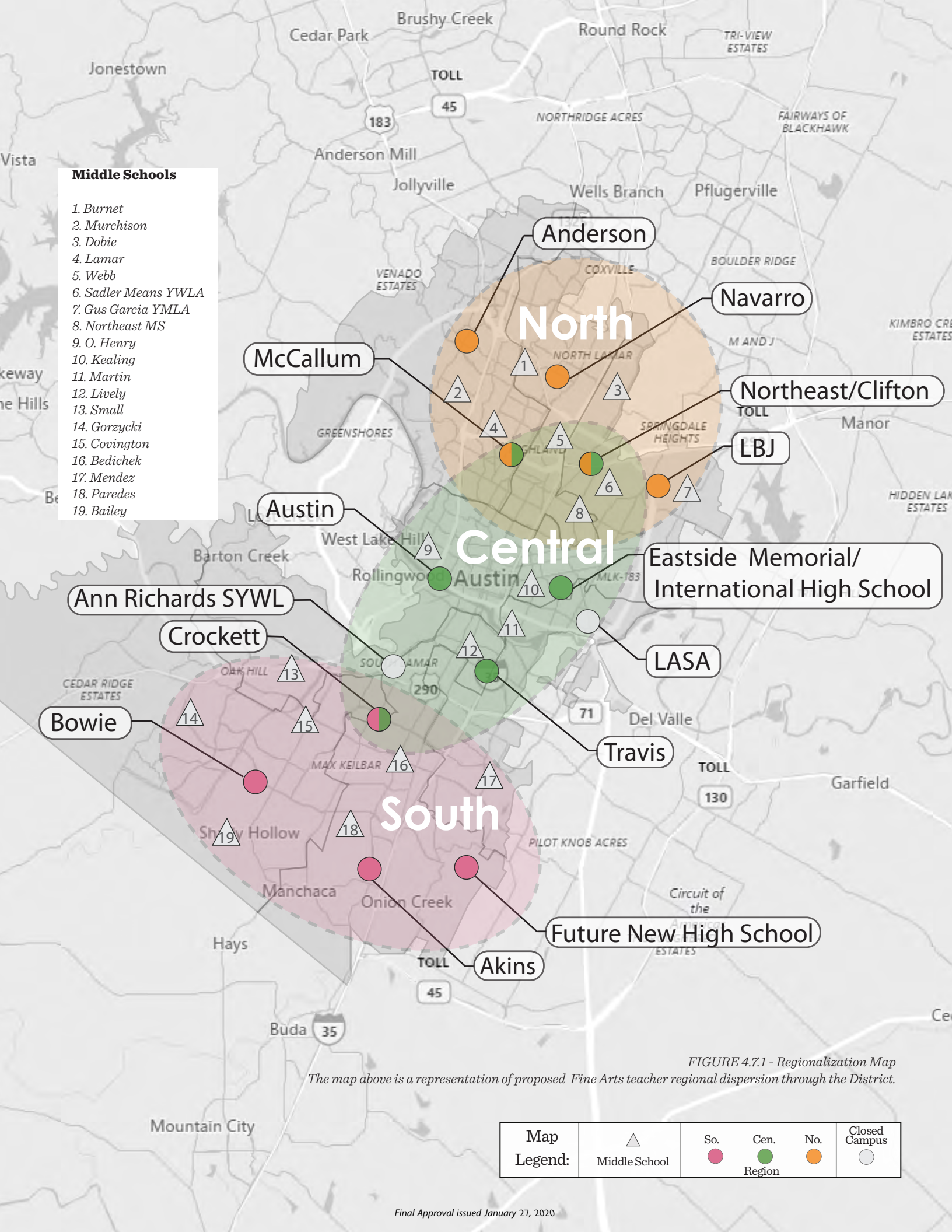
Note: Refer to the maps in Part 4, Key Factor 2: Supply and Demand for more information about program offerings at campuses for the full list of campuses that are not providing these programs. The following campuses are currently offering a course in the specialty Fine Arts programs:

- Ensemble - 10 of 13 high schools offer, 12 of 19 middle schools offer.
- Guitar - 13 of 13 high schools offer, 15 of 19 middle schools offer.
- Music Studies/Music Theory - 7 of 13 high schools offer, 5 of 19 middle schools offer.
- Piano - 9 of 13 high schools offer, 3 of 19 middle schools offer.



"No additional offerings. I would like AISD to fully support the Fine Arts programs that currently exist, and place it's focus on equitable, consistent support across all campuses in the District.

- Anonymous survey response when asked about what other fine arts or creative learning programs they would like to see offered with the District








Middle Schools

1. Burnet
2. Murchison
3. Dobie
4. Lamar
5. Webb
6. Sadler Means YWLA
7. Gus Garcia YMLA
8. Northeast MS
9. O. Henry
10. Kealing
11. Martin
12. Lively
13. Small
14. Gorzycki
15. Covington
16. Bedichek
17. Mendez
18. Paredes
19. Bailey

FIGURE 4.7.1 - Regionalization Map

The map above is a representation of proposed Fine Arts teacher regional dispersion through the District.

Map Legend:		So. 	Cen. 	No. 	Closed Campus 
	Middle School	So. Region	Cen. Region	No. Region	Closed Campus

Policy and Procedure Updates

Update current policies and procedures that have direct effect on the success of this vision and master plan.

Vision Statement: Accessibility and equity

- | **Adopting new programs:** Determine how new programs and offerings will be implemented by the District on all campuses.
- | **Attendance data and schedule surveying:** Implement more efficient systems to track student choice in determining school schedules. This will help to inform the decision to hire future facility based on program demands of the District.
- | **Instructional suitability data:** Integrate FCA and ESA maintenance data collection system of specialty systems and equipment to better inform replacement and equity across the District.
- | **Provide equal access:** Provide access to all strands of Fine Arts programs and Creative Learning Initiative (CLI) programs, regardless of home campus.
- | **Campus/Department collaboration:** Revisit autonomy at campuses to determine what is the best course of action to provide the environment for collaboration between campuses and the departments in order for this master plan to be most effective and best executed.
- | **Integration with elementary schools:** Provide better alignment of fine arts programs and distribution at elementary schools, including arts integration programs/academies, to best align with feeder patterns
- | **Accessibility to elementary school students:** Provide more exposure to all opportunities of Fine Arts programs at the elementary school level in order to expose all students to the possibilities. This will allow for a more informed choice at the time of middle school enrollment, as students will have experienced everything in order to make a choice.
- | **Expanded vertical integration:** Enhance Fine Arts and Creative Learning offerings/curriculum at the middle schools to develop student interest and direction earlier, allowing for higher level training later when they are in high school. Along with strengthening vertical team / feeder pattern enhancement, ensure that students understand that they are ultimately not limited to the Fine Arts choices at their home high school.

Practice Updates

Identify policies that do not support the vision for Fine Arts and update issues with current policy and procedures that have direct effect on the success of the Fine Arts and Creative Learning vision and master plan.

Vision Statement: Accessibility and equity

- | **Fine Arts faculty flexibility:** In addition to externships for teachers to enhance or expand their certifications and ability to teach a variety of Fine Arts courses at all levels, develop new hiring strategies to entice prospective teachers from the private sector, particularly those employees of District partnerships to become Fine Arts and Creative Learning teachers. Pursue such industry experts for District employment by any of the following strategies:
 - | Assist them in the pursuit of their teaching certifications.
 - | Provide certified teachers to partner with them for certain courses or pathways.
 - | Offer part time or adjunct teaching positions which will allow the prospective teacher to remain employed in their industry or profession.
 - | Target retirees within industries and professions who could bring a wealth of knowledge and experience as Fine Arts teachers, but would be more able to accept standard teacher compensation.

Partnerships

Continue to evolve and expand partnerships, including Mindpop, to provide robust learning opportunities for students in the professional world while increasing available resources for the District.

Vision Statement: Accessibility and equity

- | **Partnership Advisory Boards:** In order to maintain synergies between all three programs - Athletics and Wellness, Fine Arts and Creative Learning, and CTE and Career Connected Learning - through the five-levels of partnership integrated between them, see Part 3, Key Factor 4: Partnerships for more information about Partnerships.
- | **Partnership facilities:** Make the best use of partner facilities to supplement District resources.
- | **Qualified teachers and certification requirements:** Use outside experts to provide supplemental education in areas so that the District can attract certified candidates.
- | **Alignment of programs with partners:** Ensure that partnerships are explored within a certain proximity of the campuses and align with program offerings at that campus.
- | **Campus/Department collaboration:** Collaborate between campuses and departments to determine what is offered at each campus in Fine Arts.

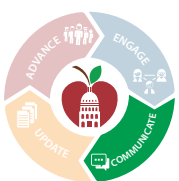
Please reference Part 2, Key Factor 4: Partnerships for overall partnership development strategies.

Student Agency

Integrate student agency into the course selection process and strive to meet the needs of every student.

Vision Statement: Student agency

- | **Creative Learning Initiative integration:** Provide exposure to Fine Arts programs, beginning at the elementary level, through the Creative Learning Initiative or Fine Arts classes. Minor integration into course curriculum and small introductory programs offered throughout the year can provide interesting options.
- | **Feedback loop:** Develop student survey tools that poll students on a regular basis to gauge their desires and interests.
- | **Better choices:** Provide choice sheets that clearly lay out the class options available at the campus including travel to other campuses offering the program. A clear understanding of program offerings at other high school and middle school campuses should be made available to all students and their parents.
- | **Listen:** Analyze student feedback and adjust program offerings based on findings.
- | **Policy updates:** Develop processes that allow students to have better choice and voice in what classes they take and truly have access to everything education in Fine Arts and Creative Learning.



“Ensure every school provides access to high quality, sequential fine arts programs ”

- Anonymous survey response when asked about what other fine arts or creative learning programs they would like to see offered with the District

Campus Improvements

Renovate, reconfigure, rebuild or add space to campuses to bring all Fine Arts spaces up to the new Educational Specifications.

Vision Statement: Accessibility and equity, Community

- | **Build for tomorrow, today:** Bring all campuses to meet the new Educational Specifications, in terms of program spaces.
- | **Planning:** Evaluate each campus through a master planning effort that will help guide modifications and future improvements to ultimately comply with the new Educational Specifications.
- | **Campus improvements:** All elementary school campuses should support vertical alignment with their associated middle and high school Fine Arts and Creative Learning programs by providing appropriate spaces and accommodations - such as with the design and planning of art, music and performance spaces and other specialized creative learning facilities - that will prepare students for success at subsequent levels of their education. While recognizing site limitations at each campus, consistency between elementary schools should achieve the highest level of equity possible.

Educational Specifications for Fine Arts - High and Middle School Program Spaces

Laboratory	Used as General Lab, 3D Lab, Computer Lab for Visual Arts- including support and storage spaces
Rehearsal Hall	Including auxiliary rehearsal halls and practice rooms with storage spaces
Music Library	Including workrooms and storage spaces
Ensemble Room(s)	Including support and storage spaces
Administration Space	Including faculty offices with support, restrooms and storage spaces
Dressing Room(s) and Locker Room(s)	Including support, restrooms and storage spaces
Gallery	Lobby & Ticket booth as they relate to Fine Arts
Proscenium and stage	Including wing spaces and Scenery Construction Area
General Seating	Including support and storage spaces



Travis Hispanic Heritage celebration.



Lamar Orchestra performance



Elementary music performance

Campus Improvements (cont.)

Renovate or rebuild auditoriums/theaters at high school campuses to meet new Educational Specifications.

Vision Statement: Accessibility and equity

- | **Improvements:** Repair or replace auditoriums and theaters within the District that are in need. Many lack the educational amenities that modern facilities provide. Additionally, stages are undersized and create performance and educational challenges.
- | **Storage:** Facilities and spaces need to be provided to support color guard functions as part of band and music programs. These may include equipment and uniform storage, changing areas, offices and parent/booster storage.
- | **Consistency for ease of use:** Ensure all stages are the same size, back of house elements are similar and equipment is aligned across the District to provide equity, ease of use and training, and opportunities for sharing.
- | **Pride:** Align regional locations so that elementary and middle schools can perform in a space that is closer to home, which will provide more local access and community identity.



54% of Respondents felt the campus facilities are excellent or satisfactory.

46% of Respondents felt the campus facilities needed improvement.



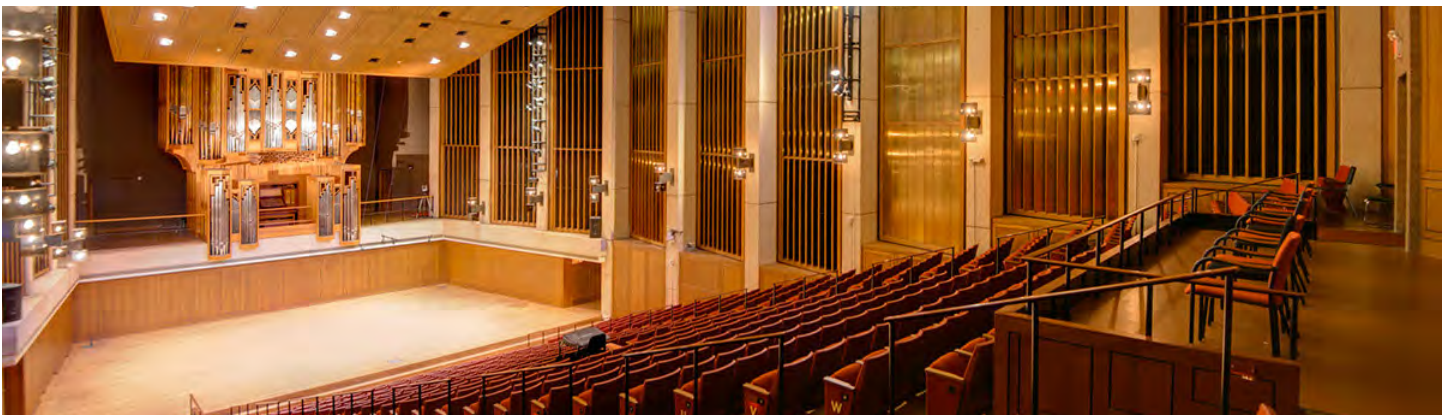
Zach Theater - Close, Intimate Seating for Theater; 427 seats.



AISD PAC - Concert Hall for Large Audiences; 1,200 seats.



Cedar Ridge HS Auditorium - Hybrid for Theater and Music; 750 seats. Stantec.



Bates Recital Hall (UT Austin) - Small Music Hall; 700 seats.

Central Facilities - PAC

Find other facility opportunities throughout the District to accommodate non Fine-Arts functions currently occurring at the Performing Arts Center. This would allow scheduling for Fine Arts functions both within the District and with outside partners.

Vision Statement: High quality environments, Accessibility and equity

Find space for Non-Fine Arts District functions: Since the facility is new and can accommodate large events in space that is not available elsewhere in the District, the facility is used more often for events not associated with Fine Arts. Scheduling these events limits availability of educational opportunities for students.

Note: The PAC is in excellent condition and conveys a positive perception from the community. This facility provides an opportunity for Fine Arts that no other facility in the District currently provides. In figure 4.7.2, 23.4% of the facility use time would return to the PAC as 'available'!

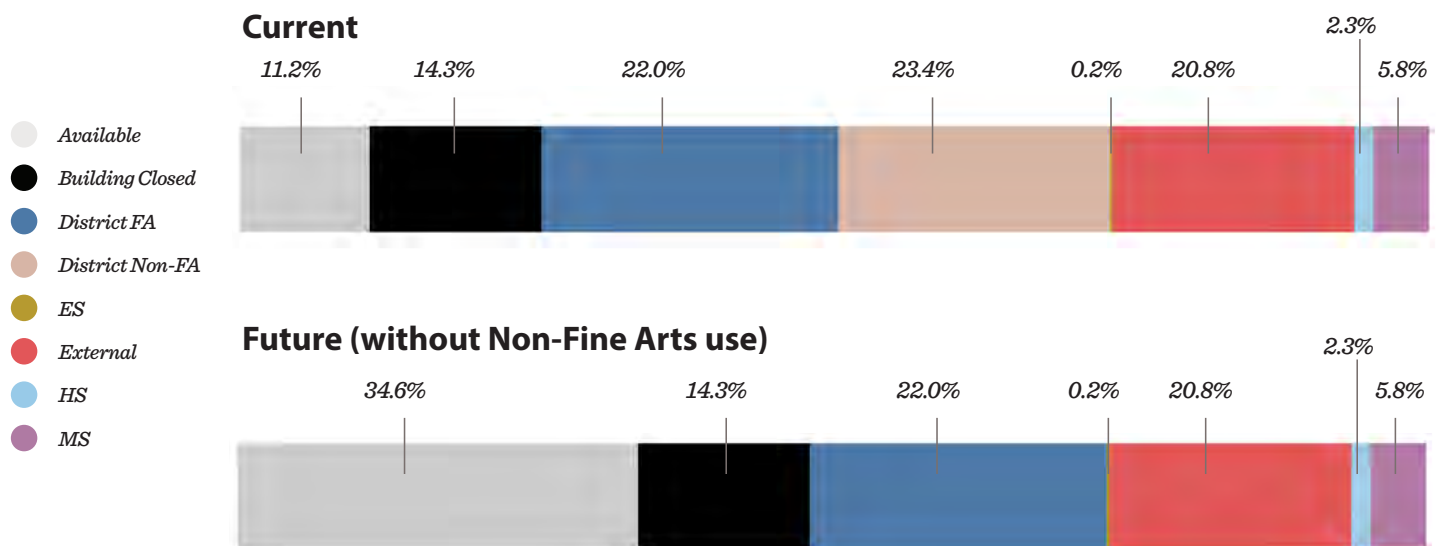
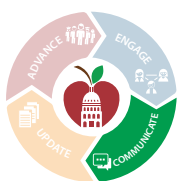


FIGURE 4.7.2: Current and Future Fine Arts PAC Utilization comparison.



93% of Respondents felt the central facilities are excellent or satisfactory.

7% of Respondents felt the central facilities needed improvement.

Central Facilities - PAC (cont.)

Integrate more daily educational opportunities in the Performing Arts Center for students to get exposure to facilities of this size and the systems the facility offers.

Vision Statement: High quality environments, Accessibility and equity, Community

- | **Schedule adjustments:** Make adjustments to the facility schedule to provide more opportunity for the Performing Arts Center to serve as a centralized educational facility for students during the day and provide access to schools to use the facility for instruction. Eastside Memorial Early College High School and International High School should have the priority of using the PAC due to the lack of auditorium space at the campus.
- | **Maintain relevance:** Make upgrades to the facility to keep it current with professional and educational trends, educational functionality, equipment and tools.
- | **Local partnerships:** Develop deeper partnerships with local arts partners that desire to use the PAC not only for productions, but also provide mentorship and learning opportunities for students throughout the District.



“Facility is fantastic!!! It just doesn’t have enough seating for larger purposes. We do not have any place for all school events with parents to meet.”

- Anonymous survey response when asked about their opinion on the current District Performing Arts Center

Central Facilities (cont.)

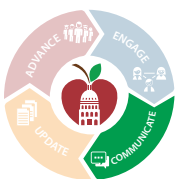
Provide a south multi-purpose venue to provide better access for schools in the south only if improvements at campus auditoriums and theaters cannot attain the level of facilities to match the Performing Arts Center in the north.

Vision Statement: High quality environments, Accessibility and equity

Multi-purpose venue: If the District needs to add another performing arts space, ideally for the south side of town, the following options should be considered:

1. Add a multi-purpose venue to the Burger Activity Center site, ideally as a facility to satisfy many of the design needs for all three programs (Athletics and Wellness, Fine Arts and Creative Learning, CTE and Career Connected Learning, and/or professional development). The future building should house a 1500 seat flexible gymnasium and subsequent support spaces with the ability to accommodate district-wide events and activities such as performing arts, overflow of larger events from the campuses and professional development opportunities for all departments. See figure 4.7.2 and figure 4.7.3 for sketches of this multi-purpose facility.
2. Add a 1,000 seat theater (not a full PAC), to a middle school campus such as Covington or Bedichek or possibly a site that can be repurposed through the reinvention process.
3. Master Plan the future high school at the Goodnight Ranch site to include an 1,000-1,200 seat theater (not a full PAC), and build only the theater facility to alleviate space issues until the full high school is built. This will provide immediate relief to the south while other auditoriums are upgraded to provide a well rounded set of theaters in the south.

Master planning: The forthcoming campus master planning efforts for the secondary campuses will help to determine if the regionalization model of auditoriums will accommodate the auditorium needs in the south or if a performing arts space in the south is needed.



“Excellent building, but too far away”

- Anonymous survey response when asked about their opinion on the current District Performing Arts Center

Central Facilities - Burger Activity Center



FIGURE 4.7.2 - Sketch of a PAC at Burger (On Parking and Field events)

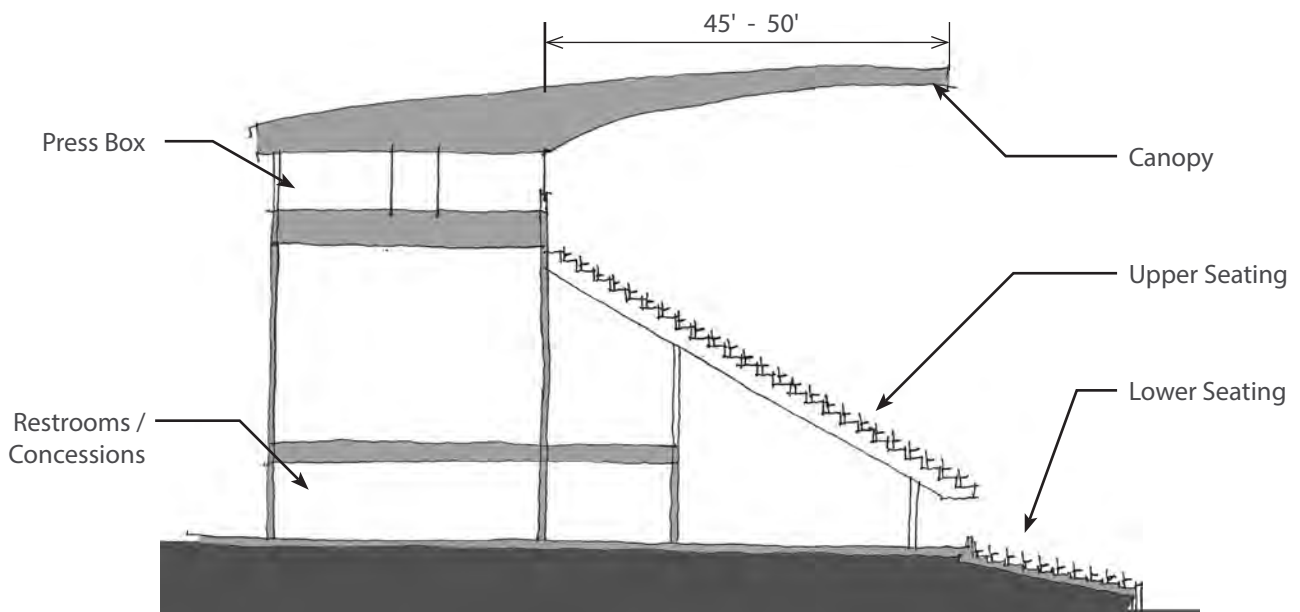
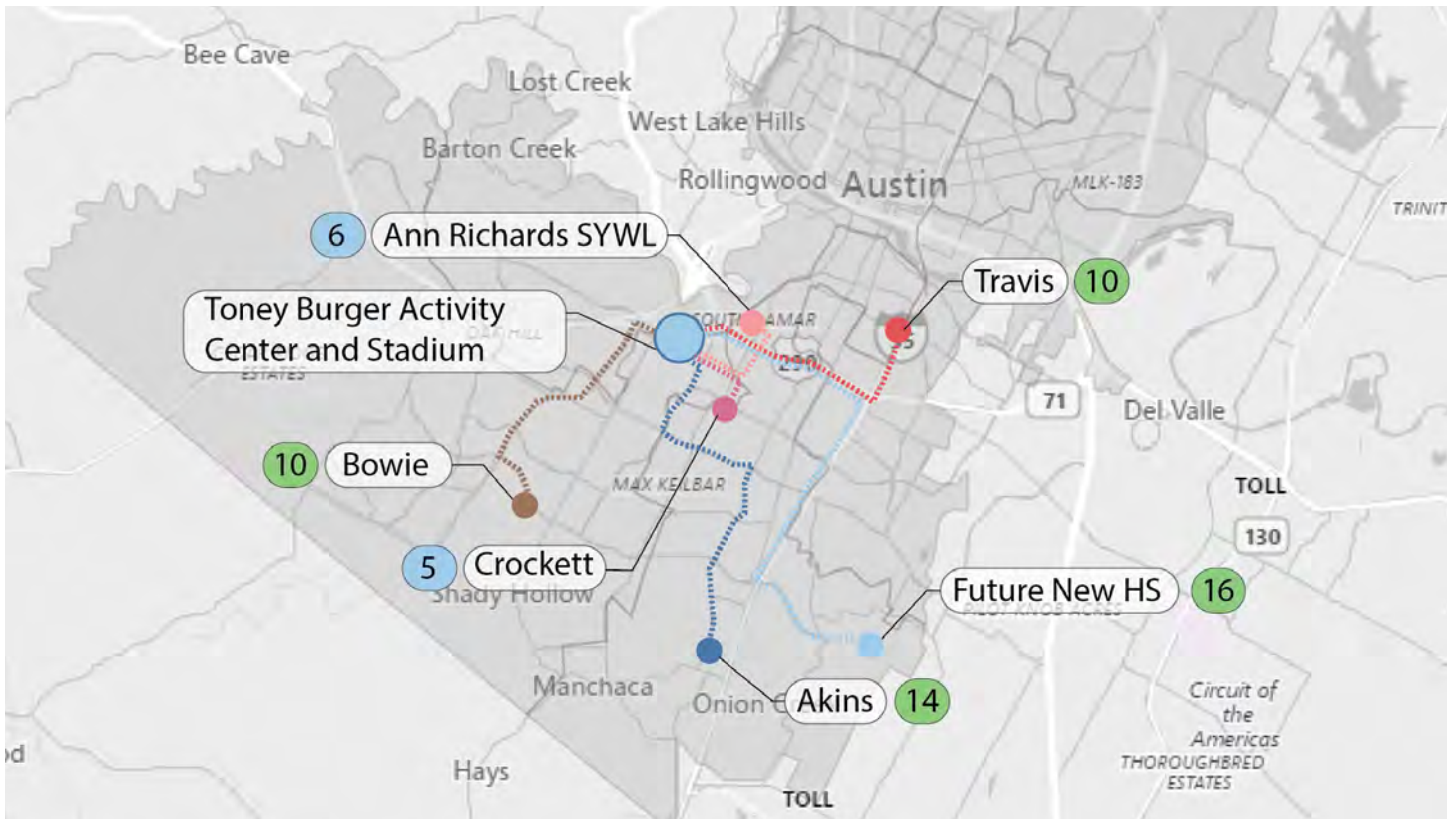


FIGURE 4.7.3 - Section of a PAC at Burger (on existing Arena)

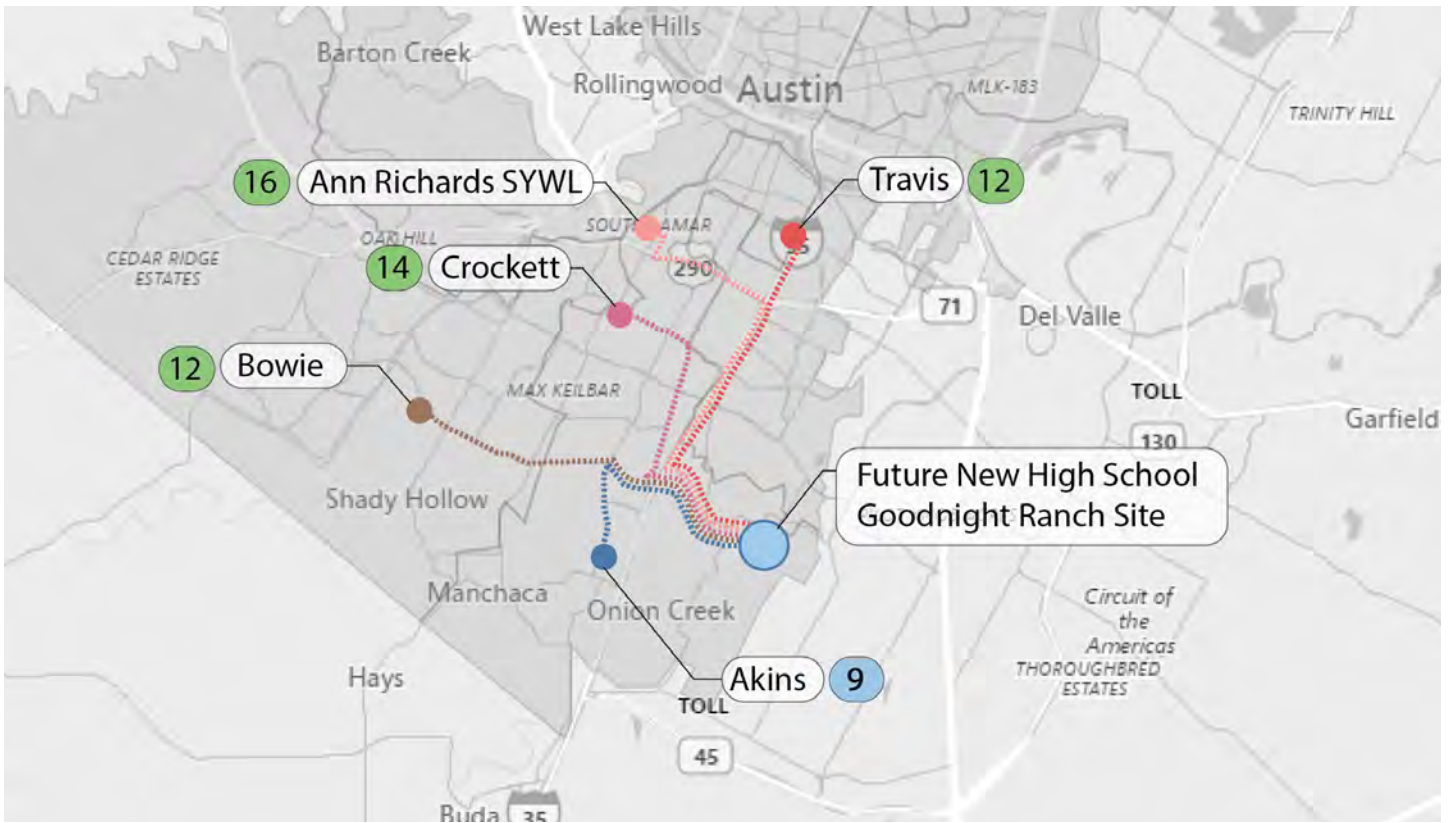


Travel time to Burger Activity Center at lowest traffic flow. (2:30 PM)

Map Legend:	Excellent: 0-9 Min.	Good: 10-19 Min.	Average: 20-29 Min.	Poor: 30-44 Min.	Very Poor: > 45 Min.
	■	■	■	■	■

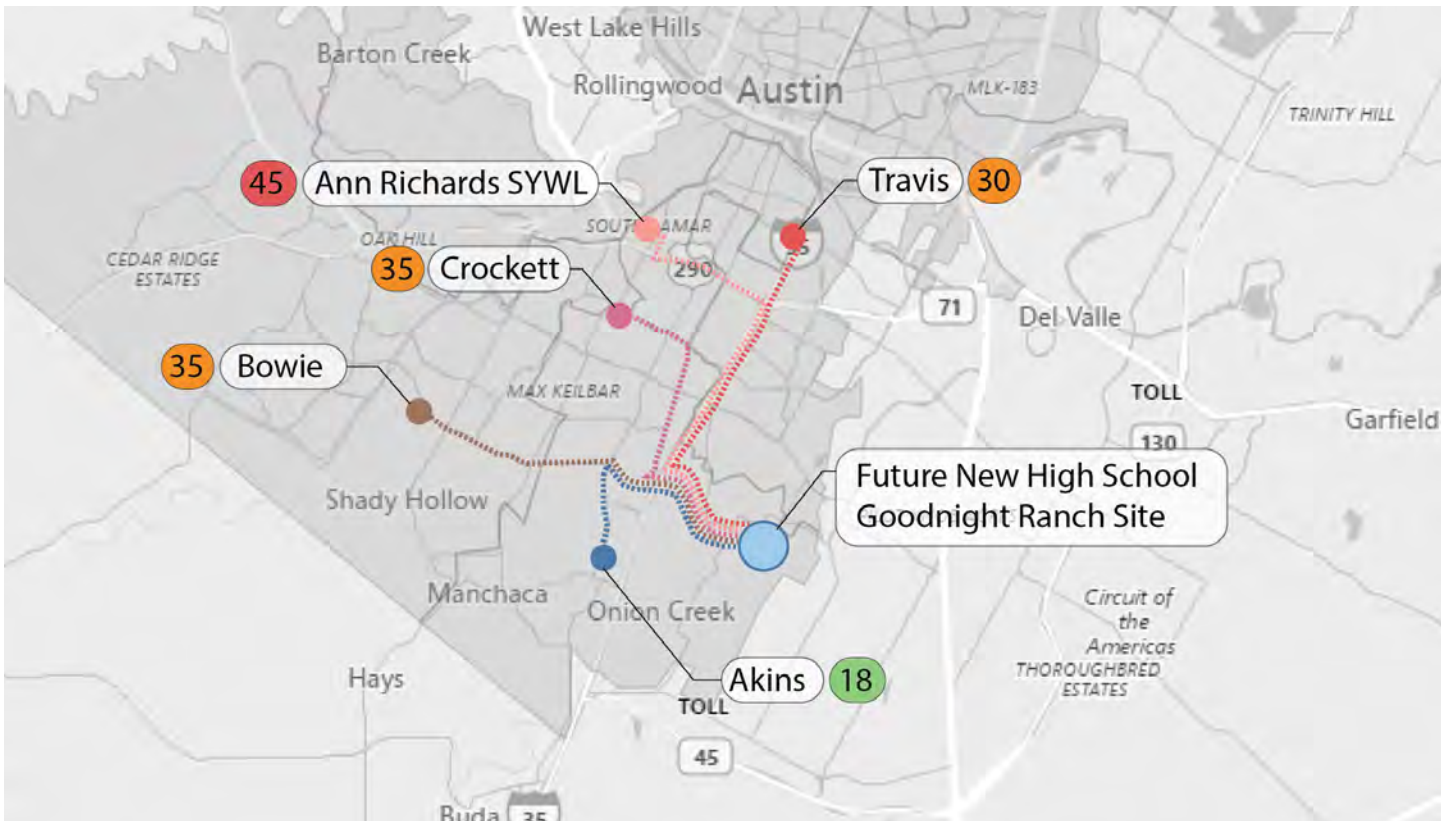


Travel time to Burger Activity Center at highest traffic flow. (5:30 PM)



Travel time to Goodnight Ranch site at lowest traffic flow. (2:30 PM)

Map Legend:	Excellent: 0-9 Min.	Good: 10-19 Min.	Average: 20-29 Min.	Poor: 30-44 Min.	Very Poor: > 45 Min.	Path of Travel



Travel time to Goodnight Ranch site at highest traffic flow. (5:30 PM)

Integration of Programs and Space

Integrate Fine Arts fully into the building design. Facilities should highlight specialty programs, not just Fine Arts and put them on display.

Vision Statement: Celebrate artistic expression

| **Put Fine Arts on display:** Do not relegate Fine Arts spaces to the back of the building, but rather place them in prominent locations so that all students can be exposed to them and become curious and inquisitive about what the different programs offer in order to provide exposure and interest. Encourage students to "window shop" programs and try things to see if they are interested in pursuing at a higher level.



District band performance.

Flexibility, Adaptability and Phasing

Design Fine Arts spaces for flexibility, multi-purpose use and ultimately adaption in the future.

Vision Statement: High quality environments

- | **Flexible space:** Refrain from designing space to one function, but rather look at the global picture of space and how various sizes are more important than always assigning one activity to one space. Create flexibility in fixtures and furniture and consider how access to these elements occur inside or outside of the space.
- | **Make adjustments:** The Education Specifications should be adjusted as necessary on a regular basis to continually challenge these characteristics and provide the best learning environments possible.

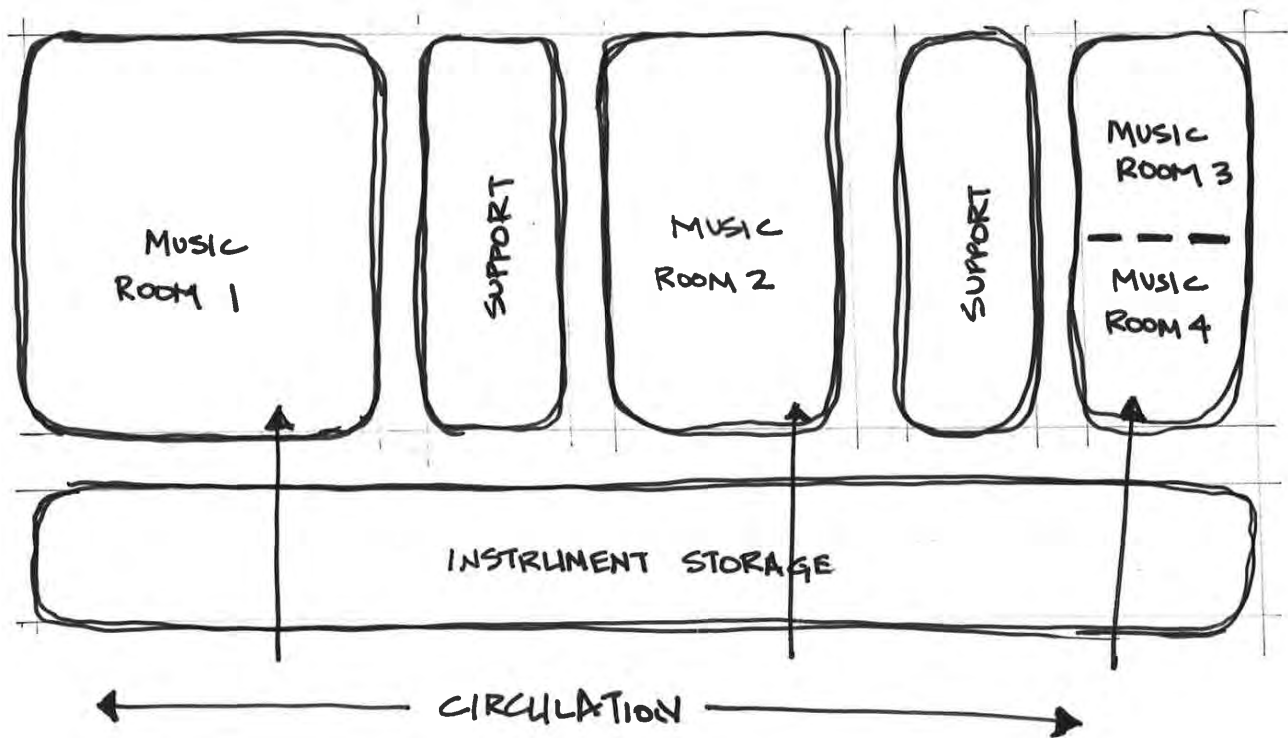


FIGURE 4.7.4 - Refer to flexibility examples in Key Factor 5



Part 5

Career and Technical Education and Career-Connected Learning

Why is it Important?

Career and Technical Education is trending across our nation, replacing outdated notions of skills training with new and more sophisticated levels of technical education at secondary and post-secondary schools, providing a variety of clusters and pathways to achieve any level of expertise ultimately desired by today's students. Here are the direct benefits:

- **For Students:** The most important benefit is that of providing flexibility for students in deciding what career to pursue and when and how to pursue it, while maintaining much less dependency on financial aid and the life-time encumbrance of student debt.
- **For School Districts:** The key issue is relevancy. CTE provides students with a sense of relevancy for their lives and career goals which inspires them to stay in school and continue with their training in post-secondary education or as part of a work force – thus increasing graduation rates and post-graduation successes.
- **For Post-Secondary Education – University, Community College, Private and Public Technical Training Schools:** CTE programs result in more demand and commitment by students to continue with next level training, certifications and degrees along with the potential for dual credit and advanced placement programs.
- **For Businesses:** A trained and ready workforce will allow immediate placement of graduates with certifications to begin working and earning a living.
- **For the Local Economy:** Data from around the country suggests that CTE yields a large return on investment (ROI), in some cases, exceeding \$10 returned to the local economy for every \$1 invested in CTE.
- **For the Community:** Data also indicates that when communities support and commit to CTE training, their graduates tend to remain in their communities with good-paying jobs, contributing to economic growth.
- **For the Nation:** Statistics indicate that there are shortages in technical skills and aptitudes in almost every industry where positions remain unfilled and the economy and businesses continue to be strained. CTE enhances our nation's ability to bridge these gaps in employment.

What is Career-Connected Learning?

Career-Connected Learning (CCL) is derivative of what has been known as the “educational continuum” or “life-long learning” – an accepted condition for success in a modern life with accelerated technological development in a global economy. CCL not only expands the horizon of a high school student to look beyond their graduation in the further development of career and/or post-secondary opportunities, but engages people of all ages and stages of their lives and careers toward the goal of self-improvement and preparedness for whatever the future brings. Data collected from the District’s Department of Research and Evaluation^{5.1} proves the percentage of high school students who were enrolled in CTE significantly increased each year during the 5-year time frame showing CTE and CCL work together to encourage synergies and collaboration across traditional boundaries with the common goal of a viable, growing and inclusive community where a “rising tide raises all boats”. From our Vision Statement on Prominence:

“Reinforce the notion of CTE as a great unifier of community business, education and government”

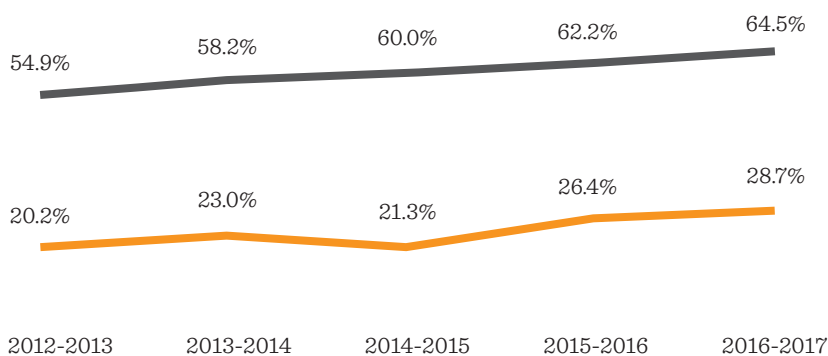
Career Launch Program

Career Launch is for students in grades 9–14 who want to get a head start in a career where skilled employees are in high demand. It is a six-year, career-focused program providing students with real-world work experience through internships in fields connected to their classroom studies.


Students who successfully complete the six-year program will graduate with:

- *A high school diploma*
- *An associate degree*
- *A Career and Technical Education endorsement*
- *Relevant industry certifications*
- *Practical workplace experience*

Percentage of students enrolled in CTE courses and Percentage of CTE concentrators¹:



¹: Students were considered CTE concentrators if (a) the student’s 4-year plan of courses reflected the intent to take a sequence of two or more CTE courses for three or more credits, (b) the student took one of the CTE courses in the sequence prior to his or her senior year, and/or (c) the student took an upper-level CTE course in the sequence during his or her junior or senior year that met the credit requirement.



"Career and Technical Education prepares secondary, post-secondary and adult students with technical, academic and employability skills for success in the workplace and in further education."

-Association for Career Technical Education (ACTE) ^{5.2}

Vision Statements

Career and Technical Education and Career-Connected Learning

The following statements were derived from the Key Factors, as more specific goals for Career and Technical Education (CTE) and Career-Connected Learning. They serve as a guide for the planning process and are referenced at the end of the planning process to ensure that all of the recommendations align with the Vision Statements.

Prominence: Promote a new awareness of CTE and career readiness by reinforcing relevance, curiosity, exploration and the importance of career-connected learning to our society as a whole. Elevate CTE from the back of schools and promote it to a prominent position equal to all other programs. Reinforce the notion of CTE as a great unifier of community, business, education and government.

Accessibility and Equity: Provide equitable access for all learners to all District CTE Programs through the strategic location of both centralized and dispersed facilities at local campuses. Consider locating programs near community and business partners that closely align to those specific CTE Pathways. Consider all current and future technology and transportation options for students in order to support equitable access.

Connection and Alignment: Nurture and develop partnerships with community and industry partners that will align with CTE Pathways now and into the future. Leverage partnerships to provide mentorship through apprenticeships, externships and internships for students. Allow partners to advise on the development of curriculum and programs that align with industry needs and trends. Foster opportunities with partners to provide requisite equipment, training, resources, instructors and mentors.

Flexibility and Adaptability: Create CTE facilities that provide flexible learning environments in the short term and adaptable learning environments over time. Consider offering programs at non-standard hours to support alignment with industry partners, and potential extra-curricular and community education programs.

Shared Facilities: Consider the joint or shared use of spaces and facilities, both with other District programs and potential industry partners. Continue to develop synergies and cross-disciplinary opportunities with other District programs like Fine Arts, Athletics and core/elective courses of study.



LASA FIRST Robotics Program

Key Factor 1: Future Readiness

This Key Factor takes a broad look at concepts that have and continue to influence the programs into the future. These concepts are meant to serve as a point of consideration.

What will Austin look like in 2050?

Think of the world in 1986 and consider how much knowledge, technology, media, medicine and almost every aspect of life has changed in the last 32 years. Now, think of the world in 2050. Can we predict what the world will look like then? Can we forecast how much change to our lives and communities will change by then? In just 32 years from now, what will Austin look like? What will be the most important priorities, concerns, environment and occupations in a 2050 Austin? What will be the population of Austin and the jobs and careers in most demand?

Taking into account the exponential growth of technology, the next 32 years may actually provide changes to our world that are more equivalent to what we have seen change over the last 50 to 60 years.

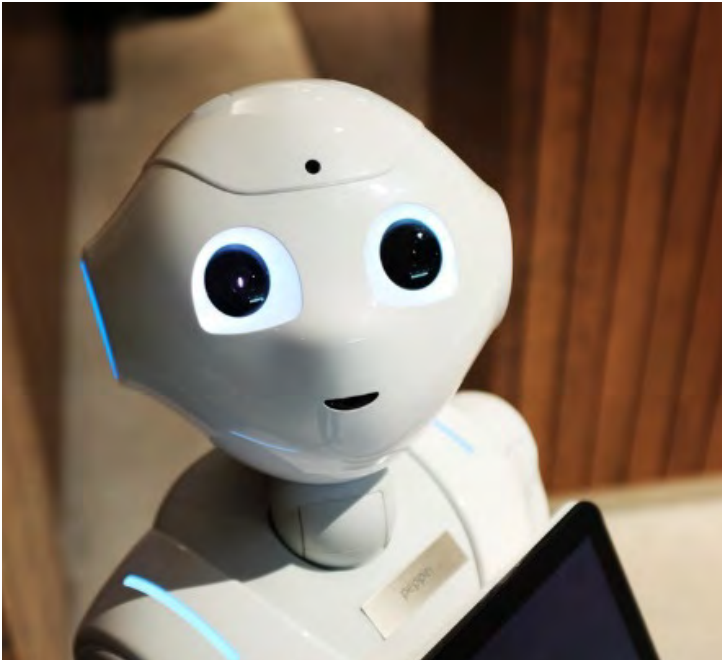
Globally, many groups and organizations are trying to predict the future by focusing on the challenges that may face us: (Ref 5.4)

- The world's population may approach 10 billion people (65% living in cities).
- Most fish stocks for food that exist today will be extinct in 2050.
- Average number of connected devices per person will be 25.
- Rising ocean levels and global temperatures will affect coastal communities, water supplies and agricultural production.
- 47% of today's jobs will disappear, largely due to automation.
- Nanotechnologies will revolutionize manufacturing, construction, health care and every aspect of science, technology and engineering.

Here are some of the most important industries, sectors, and careers that may be the leading employers in 2050:

- "Mega" 3D Printing – literally "printing" of cars, buildings, clothes and infrastructure.
- Genetic Engineering
- Nanotechnology/Nanomaterials – expansion of what we use to build and create products.
- Elderly Care – Baby Boomers and Millennials will push the needs of demands for senior health care and living facilities.
- Biomedicine – new treatments, health care, pharmaceuticals, and exoskeletons, prosthetics and disease control.
- Technology - Revolutions in virtual reality, connectivity, big data, cybersecurity, and personal devices, including the most important technological development coming: Artificial Intelligence (AI)
- Alternative Energies

Career Technology Education (CTE) and Career-Connected Learning (CCL) is essential to preparing for the world of 2050. CTE/CCL will need to adapt and change to accommodate new programs, pathways and clusters that currently don't exist. Change is the only constant.



Pictured left to right: Biosphere and Climate Change, Artificial Intelligence and Automation, Alternative Energy, Direct User Interface/Holograms (Ref. 5.3).

“Our nation’s long-term ability to succeed in exporting to the growing global marketplace hinges on the abilities of today’s students.”

**- J. Willard Marriott, Jr. Chairman and CEO,
Marriott International, Inc. ^{5.5}**

Importance of Technology

Virtual learning enables students to study where they are, when they are able, and even provides opportunities to adapt teaching methodologies to how they learn best. When applicable, this can eliminate the need for students to be transported away from their home campus to learn. There are many applications of virtual learning:

- Web-based modules enable students to study at their own pace, on their own schedule.
- Classrooms equipped with cameras, microphones, and video capabilities enable students and teachers to collaborate in real-time from remote locations.

Connectivity

A key benefit of virtual learning is connectivity. Connectivity between students, teachers, and partners is a key component of a successful virtual learning program. Technology must be utilized to enhance these connections.

Simulation

Simulation tools in many CTE fields provide new educational opportunities. Simulation allows the classroom to come to the student, provides opportunities for immediate feedback, and enables students to practice scenarios in a low risk environment. Simulation can also be leveraged to reduce transportation and equipment costs. There are numerous, and growing opportunities to use simulation in CTE environments. Examples of virtual simulation tools include:

- Virtual painting and welding- these programs enable students to practice these skills and provide precise and immediate feedback on their progress.
- Flight simulators- These can provide industry-level training and practice for student pilots, without the risks associated with air travel.
- Medical simulation- Students can practice emergency situations and hone their skills, while receiving immediate and accurate feedback from the simulation module.

Complimentary Soft Skills

While automation and AI are powerful tools for data analysis and fact-finding, these tools do not replace soft skills like creativity, teamwork, and social perceptiveness. CTE and Career-Connected Learning teaches these skills by providing in-person instruction, mentorship, and opportunities for teamwork. An important compliment to any curriculum involving technology is an emphasis on the complimentary soft skills, or the 6 Cs:

- Collaboration
- Communication
- Connection
- Cultural Proficiency
- Creativity
- Critical Thinking

GLOBAL FORECASTS FOR 2050

Source: Quantumrun.com

Average number of **connected devices**, per person, is

25 

Forecasted rise in global temperatures, above pre-industrial levels, is

 **2° Celsius**

5 billion of the world's projected 9.7 billion people now live in water-stressed areas.



Coffee becomes a luxury due to climate change and the loss of suitable farming land



Most of the fish stocks that existed in **2015** are now **extinct**.

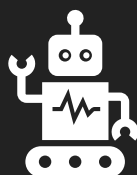


Share of global car sales taken by **autonomous vehicles** equals



90%

47% of today's jobs will **disappear**, largely due to automation.



Neurotechnologies enable users to interact with their environment and other people by thought alone.



World population forecasted to reach

9,725,147,000

Key Factor 2 : Supply and Demand

Introduction

Supply and demand are key factors that help determine CTE program distribution and participation in the District (supply), and where it is located now and where it may be located in the future (demand).

Supply: Review and analysis of the currently available CTE clusters, pathways, strands and programs available and their respective location are illustrated in figure 5.2.1, 5.2.2, and their corresponding maps, providing an analysis of what is currently offered at District campuses.

Demand: Forecasting of job and employment trends and jobs in each cluster projected in the Austin region , Texas and the nation are illustrated in figure. 5.2.3-5. Current and projected entry level wages and wage comparisons for each CTE Cluster are illustrated in figure 5.2.6-21, located in Appendix B.

The information herein is being considered as part of the recommendations, particularly what programs should be offered, both where and how.

Equity and Access

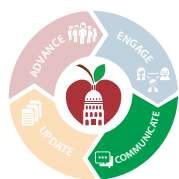
Equity and access was a common theme that was stated throughout the process of developing the Facilities Master Plan. With this in mind, this study focuses on program and class offerings, existing CTE spaces, and the quality of education the District hopes to have in all schools.

Introductory Courses

Today, the most widespread CTE offerings are introductory courses in each cluster, especially those in business, finance, and the arts/audiovisual technology. Additionally, introductory courses, which enable students to explore a variety of CTE offerings, are offered by every campus in the District. The CTE course offerings begin at the middle school level and continue into high school.

Proximity

Most of the advanced, or highly-specialized programs are offered at a limited number of campuses. These courses are not offered at every campus currently due to the constraints of space, equipment, teachers, and other resources. Discussions around these programs focus on understanding the requirements of each to develop potential strategies for providing access across the District.



Survey respondents top 3 CTE definitions were: **1. Preparing for a Career: Learning how to be a professional and get a good paying job (35%) ; 2. ‘Preparing for College and further education’ (20%) and 3. ‘Vocational Education’ (19%).**

Terms to Know

The following section contains a number of terms specific to Career and Technical Education. Below is a list of terms and definitions:

- **Cluster:** groupings of similar occupations and industries. These groupings are used as an organizing tool for curriculum design, technical skill assessments, instructional and guidance models, sequencing for four or six year plans, and to provide seamless transitions between secondary and post-secondary education.
- **Pathway:** Pathways provide a framework that local education agencies (LEAs) can use to work with postsecondary institutions, businesses, and industries to better understand the knowledge and resources needed to prepare students for life after high school. Pathways are not an add-on program or new reform, but are designed to work within current systems, structures, and budgets.
- **Strand:** sequence of courses leading to complete framework for a pathway.
- **Industry Based Certification:** A credential, usually issued by an industry or industry group, that verifies that an individual has met the skill standards established by that industry or industry group, as minimal requirements to successfully enter the workforce and compete in that particular occupational area.
- **Career Launch:** A six-year (9-14), career-focused program providing students with real-world work experience through internships in fields connected to their classroom studies.
- **Endorsements:** consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area.



District Students participating in a Science Biotechnology program at Navarro.

See the glossary in Appendix A for more information on terms and definitions.

Middle School

No. of Students Enrolled in CTE Clusters Per Year

Table Key:	 Mixed Trend	 Increasing	 Decreasing
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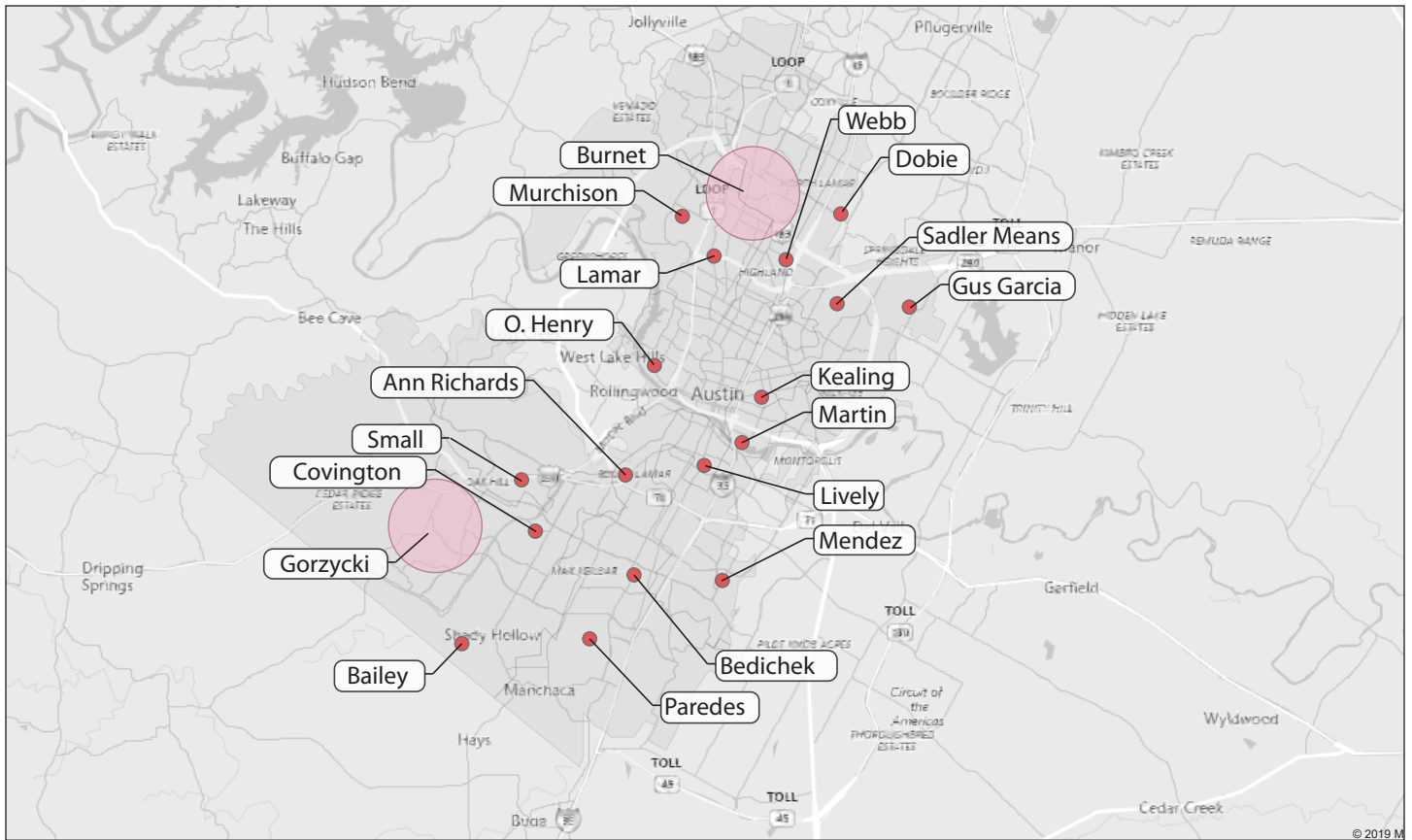
CTE Clusters	2015	2016	2017	2018	2019	Student Difference	% Difference	Trend Type
Agriculture, Food, and Natural Resources	0	274	464	715	465	191	70%	
Architecture and Construction	407	460	549	611	708	301	74%	
Arts/AV Tech and Communication	5621	5119	5612	5857	6667	1046	18%	
Business Management and Admin	3668	2771	2904	1944	3223	-445	-12%	
Education and Training	528	378	318	318	300	-228	-43%	
Finance	-	-	-	-	-	-	-	
Gov't and Public Administration	-	-	-	-	-	-	-	
Health Science	26	27	18	138	206	180	690%	
Hospitality and Tourism	721	841	935	1059	1262	541	75%	
Information Technology	1577	1507	2165	4620	5950	4373	278%	
Law/Public Safety/Corrections and Security	-	-	-	-	-	-	-	
Manufacturing	-	-	-	-	-	-	-	
Marketing	-	-	-	-	-	-	-	
STEM	5196	4765	4909	4744	6654	1458	28%	
Transportation/Distribution/Logistics	177	302	251	272	612	435	245%	





FIGURE 5.2.1 - Number of middle school students enrolled in CTE clusters per year. Information gathered from 2015-2019 Middle School Master Schedules

¹This is the difference between 2018 and 2015.

²This is the percentage of the difference against the 2015 enrollment number.



Agriculture, Food, and Natural Resources Cluster distribution map. Information gathered from 2018-2019 Middle School Master Schedules.

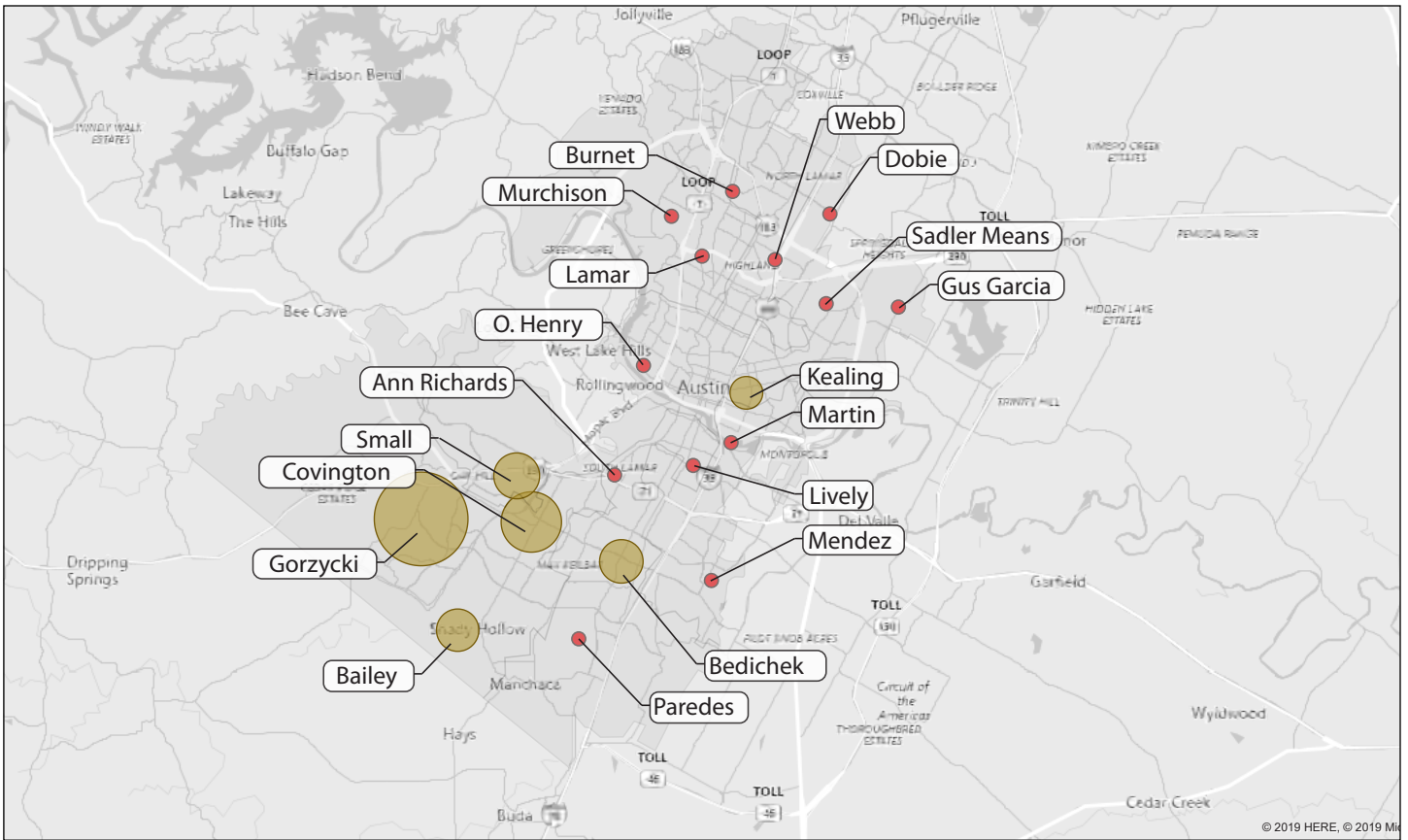
Map Legend:		Low	Med.	High	Circle size represents to density of courses (credit hours) offered at each campus
	No Course Offerings				

Agriculture, Food, and Natural Resources Cluster





The Agriculture, Food and Natural Resources Career Cluster focuses on the essential elements of life-- food, water, land and air.

Middle Schools with Available Courses and No. of Enrolled Students

- Gorzycki - 259
- Burnet - 206



Architecture and Construction Cluster distribution map. Information gathered from 2018-2019 Middle School Master Schedules.

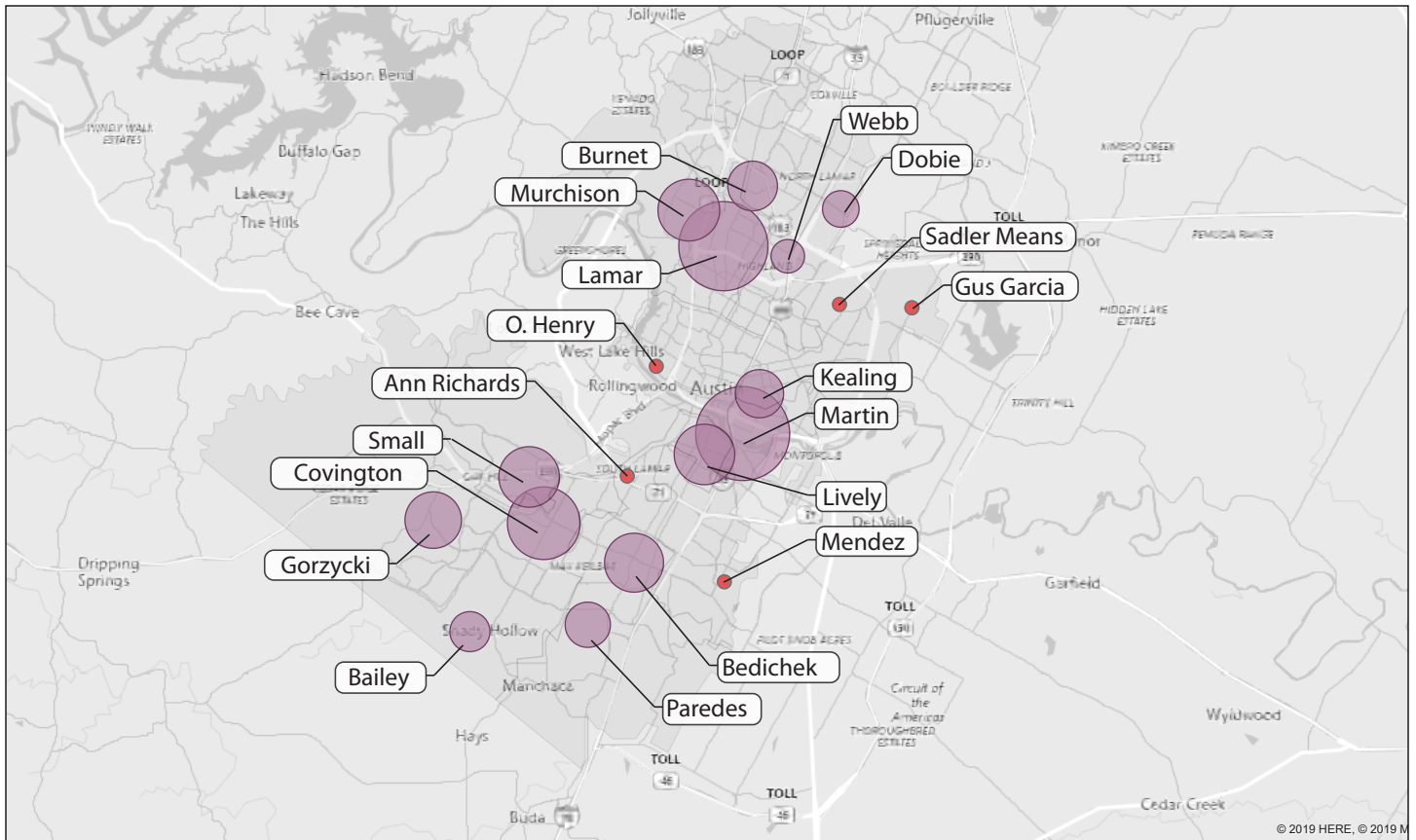
Map Legend:		No Course Offerings	  	Circle size represents to density of courses (credit hours) offered at each campus
			Low → Med. → High Participation	

Architecture and Construction Cluster





The Architecture and Construction Career Cluster focuses on designing, planning, building, and maintaining the built environment.

Middle Schools with Available Courses and No. of Enrolled Students

- Gorzycki - 351
- Small - 105
- Covington - 104
- Bedichek - 60
- Bailey - 60
- Kealing - 29



Arts A/V Technology and Communications Cluster distribution map. Information gathered from 2018-2019 Middle School Master Schedules.

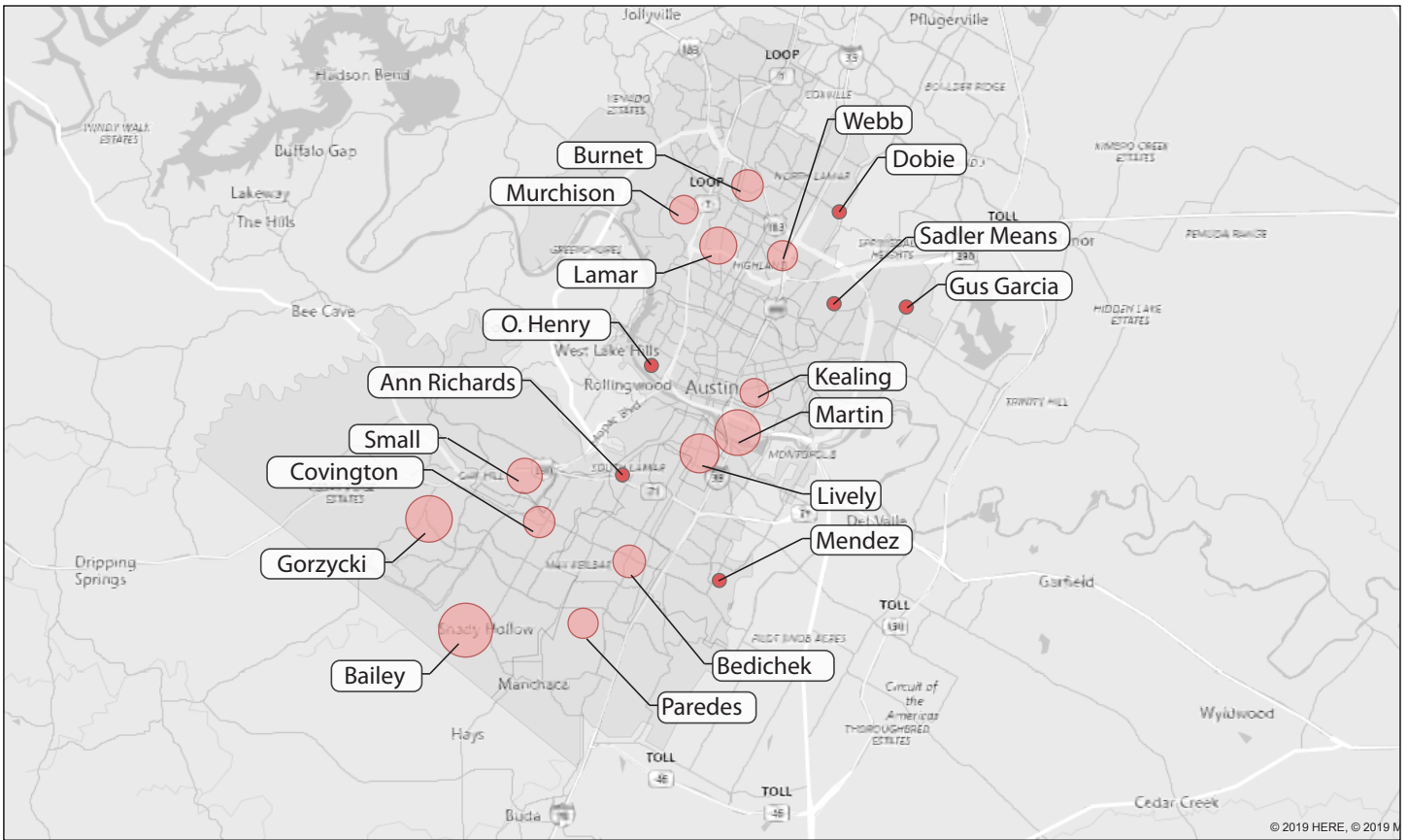
Map Legend:		No Course Offerings	  	Circle size represents to density of courses (credit hours) offered at each campus
			Low → Med. → High Participation	

Arts, Audio/Video Technology and Communications Cluster

The Arts, A/V Technology and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Middle Schools with Available Courses and No. of Enrolled Students

- Lamar - 1105
- Murchison - 750
- Small - 652
- Lively - 547
- Gorzycki - 522
- Martin - 480
- Covington - 493
- Kealing - 437
- Bedichek - 413
- Burnet - 315
- Parades - 244
- Bailey - 172
- Dobie - 66
- Webb - 49



Business Management and Administration Cluster distribution map. Information gathered from 2018-2019 Middle School Master Schedules.

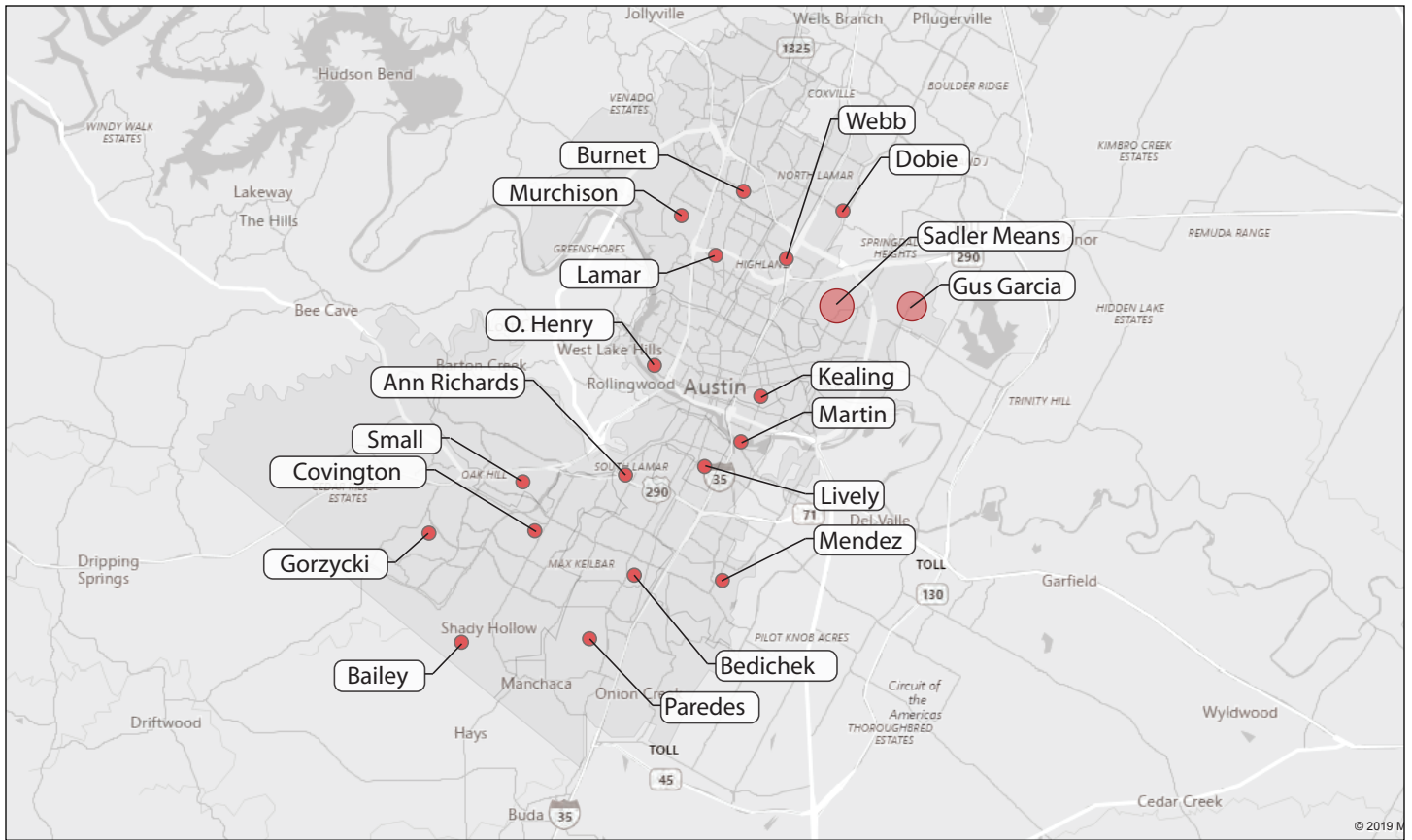
Map Legend:		No Course Offerings	Low	Med.	High	Circle size represents to density of courses (credit hours) offered at each campus

Business Management and Administration Cluster





The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Middle Schools with Available Courses and No. of Enrolled Students

- Bailey - 369
- Gorzycki - 333
- Lively - 178
- Lamar - 156
- Small - 136
- Martin - 126
- Bedichek - 58
- Burnet - 48
- Covington - 34
- Parades - 28
- Murchison - 8
- Webb - 17
- Kealing - 7



Health Science Cluster distribution map. Information gathered from 2018-2019 Middle School Master Schedules.

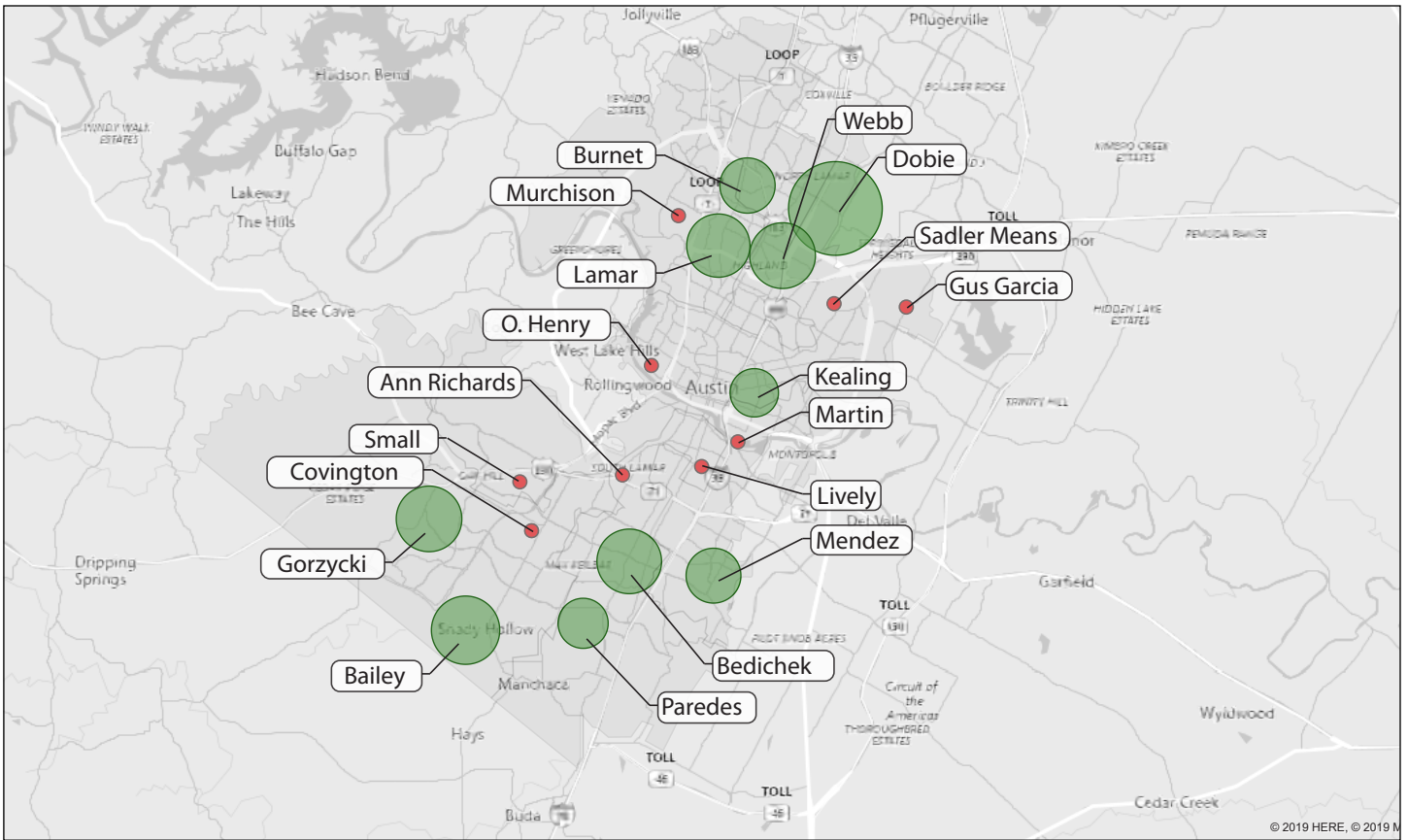
Map Legend:		No Course Offerings	Low	Med.	High	Circle size represents to density of courses (credit hours) offered at each campus
						

Health Science Cluster

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development.

Middle Schools with Available Courses and No. of Enrolled Students

- Sadler Means YWLA - 86
- Garcia YMLA - 32



Hospitality and Tourism Cluster distribution map. Information gathered from 2018-2019 Middle School Master Schedules.

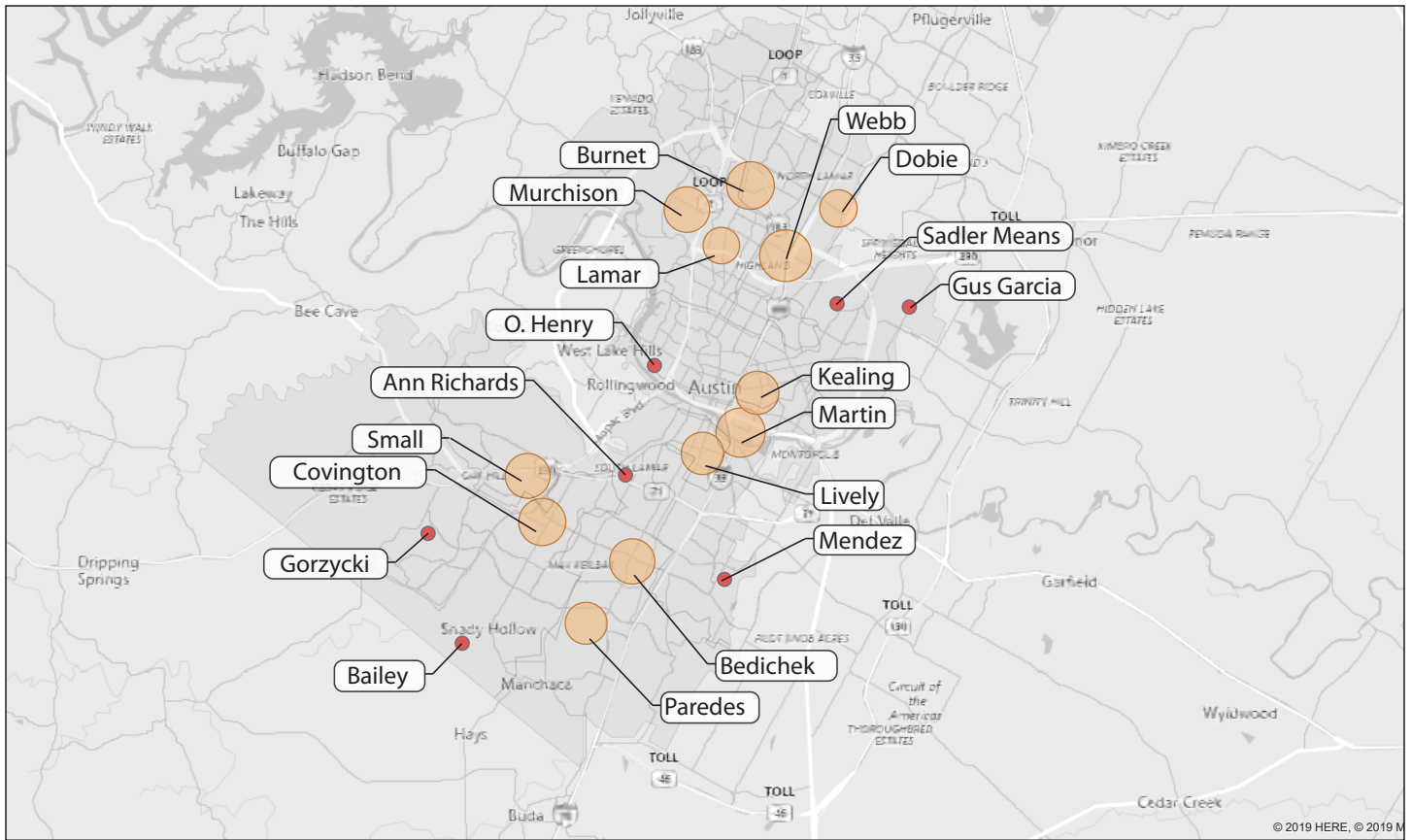
Map Legend:		No Course Offerings	Low	Med.	High	Circle size represents to density of courses (credit hours) offered at each campus

Hospitality and Tourism Cluster

The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events and travel-related services.

Middle Schools with Available Courses and No. of Enrolled Students

- Gorzycki - 334
- Lamar - 308
- Bailey - 282
- Dobie - 251
- Bedichek - 237
- Kealing - 213
- Burnet - 192
- Webb - 168
- Paredes - 152
- Mendez - 113



Information Technology Cluster distribution map. Information gathered from 2018-2019 Middle School Master Schedules.

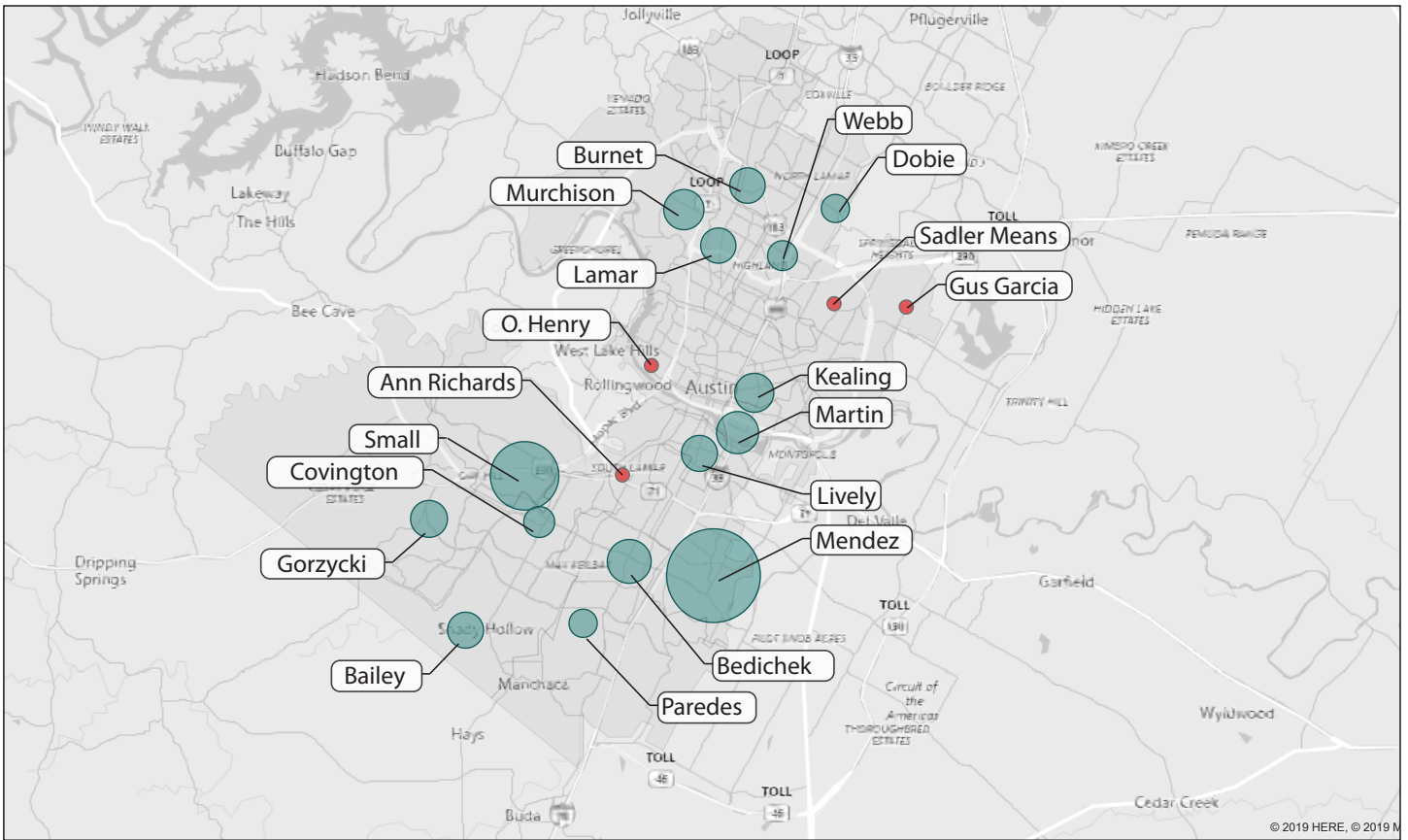
Map Legend:		No Course Offerings	Low	Med.	High	Circle size represents to density of courses (credit hours) offered at each campus
		Participation				

Information Technology Cluster

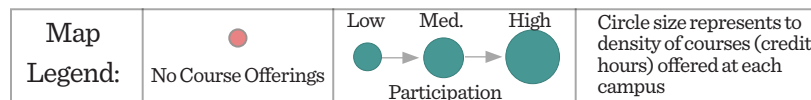
The Information Technology Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

Middle Schools with Available Courses and No. of Enrolled Students

- Murchison - 565
- Small - 489
- Kealing - 475
- Burnet - 418
- Lively - 351
- Bedichek - 335
- Webb - 319
- Covington - 307
- Paredes - 287
- Martin - 225
- Lamar - 222
- Dobie - 107



Science, Technology, Engineering and Mathematics Cluster distribution map. Information gathered from 2018-2019 Middle School Master Schedules.

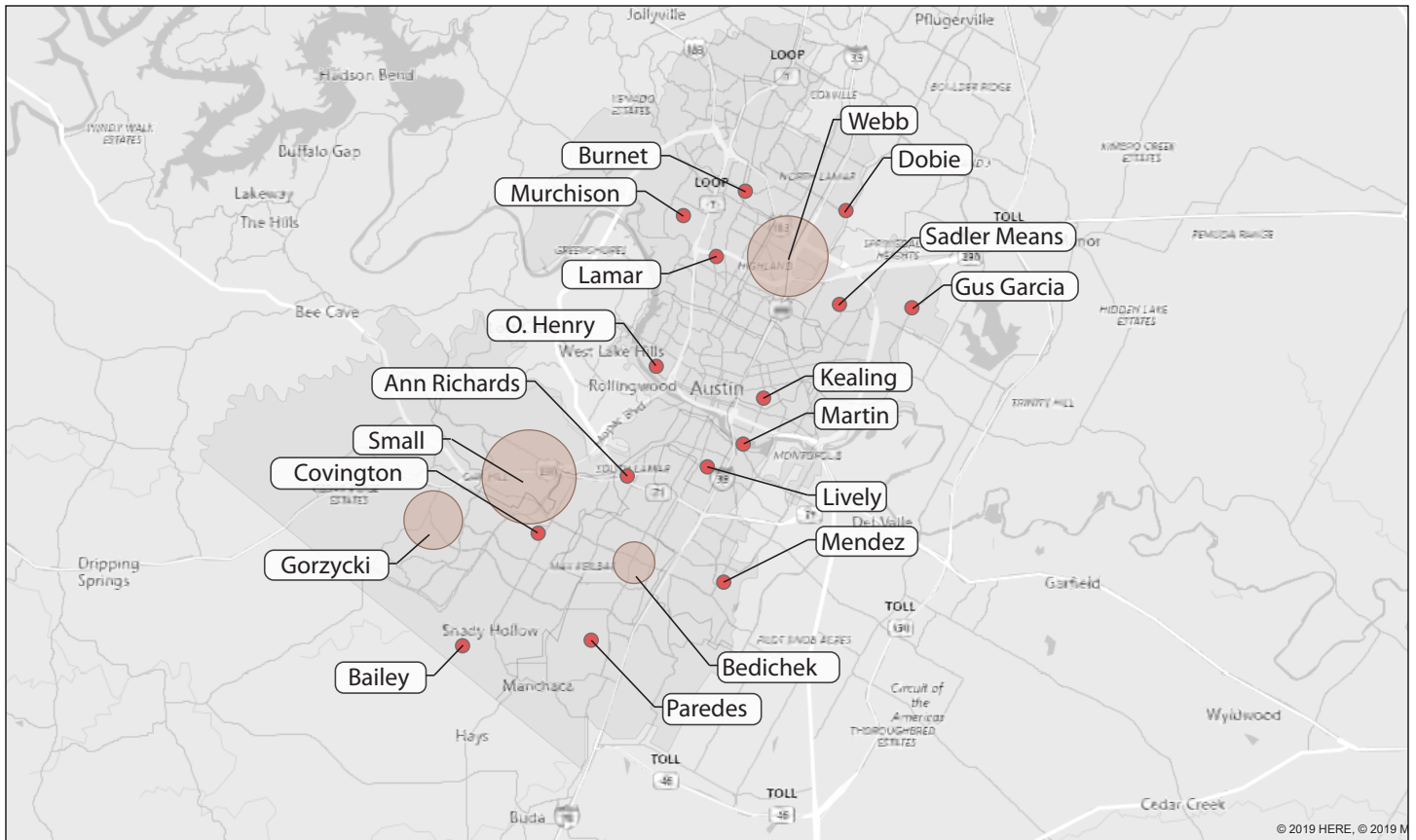


Science, Technology, Engineering and Mathematics Cluster





The STEM Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Middle Schools with Available Courses and No. of Enrolled Students

- Small - 1393
- Mendez - 936
- Murchison - 596
- Kealing - 540
- Bedichek - 431
- Gorzycki - 399
- Bailey - 394
- Lamar - 347
- Lively - 343
- Burnet - 284
- Martin - 215
- Webb - 142
- Covington - 141
- Paredes - 123
- Dobie - 67



Transportation, Distribution and Logistics Career Cluster distribution map. Information gathered from 2018-2019 Middle School Master Schedules.

Map Legend:		Low	Med.	High	Circle size represents to density of courses (credit hours) offered at each campus
	No Course Offerings				

Transportation, Distribution and Logistics Career Cluster

The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Middle Schools with Available Courses and No. of Enrolled Students

- Small - 140
- Gorzycki - 59
- Webb - 51
- Bedichek - 19



High School

No. of Students Enrolled in CTE Clusters Per Year

Table Key:	 Mixed Trend	 Increasing	 Decreasing
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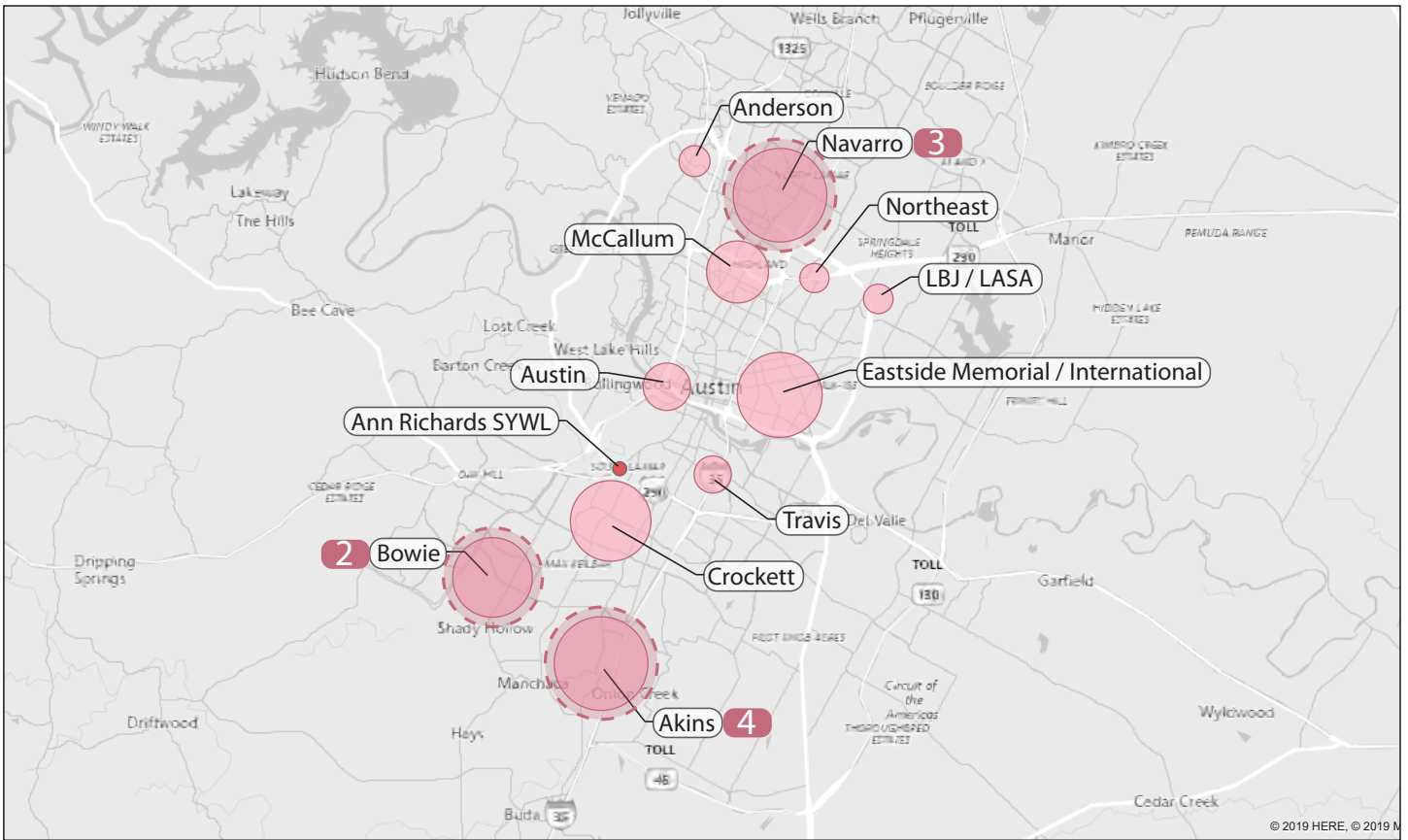
CTE Clusters	2015	2016	2017	2018	2019	Student Difference	% Difference	Trend Type
Agriculture, Food, and Natural Resources	2828	2563	2637	3089	2985	157	5%	
Architecture and Construction	368	350	469	283	272	-96	-26%	
Arts/AV Tech and Communication	13961	13196	12368	12085	12988	-973	-6%	
Business Management and Administration	2801	3086	3261	3398	3407	606	21%	
Education and Training	517	469	487	376	579	62	12%	
Finance	1020	1232	1184	919	1039	19	2%	
Gov't and Public Administration	32	39	38	34	23	-9	-28%	
Health Science	4374	5594	5800	6168	7119	2745	63%	
Hospitality and Tourism	753	586	743	1468	1556	803	106%	
Human Services	4031	3897	4199	2584	2063	-1968	-49%	
Information Technology	2562	3024	2996	3197	3256	694	27%	
Law/Public Safety/Corrections and Security	3997	3534	3723	3917	3651	-346	-8%	
Manufacturing	107	177	143	202	196	89	83%	
Marketing	38	0	86	245	88	50	131%	
STEM	7789	9007	8816	9882	12373	4584	58%	
Transportation/Distribution/Logistics	177	302	251	272	612	435	245%	

FIGURE 5.2.2 - Number of high school students enrolled in CTE clusters per year. Information gathered from 2015-2019 High School Master Schedules

¹This is the difference between 2018 and 2015.

²This is the percentage of the difference against the 2015 enrollment number.



Agriculture, Food, and Natural Resources Cluster distribution map. Information gathered from 2018-2019 High School Master Schedules.

Map Legend:	No Course Offerings	Low 1% Participation → Med. → High 2% Participation	Circle size represents to density of courses (credit hours) offered at each campus	Pathways Offered	No. of Pathways Offered	5 - 891 Participation Range
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Agriculture, Food, and Natural Resources Cluster

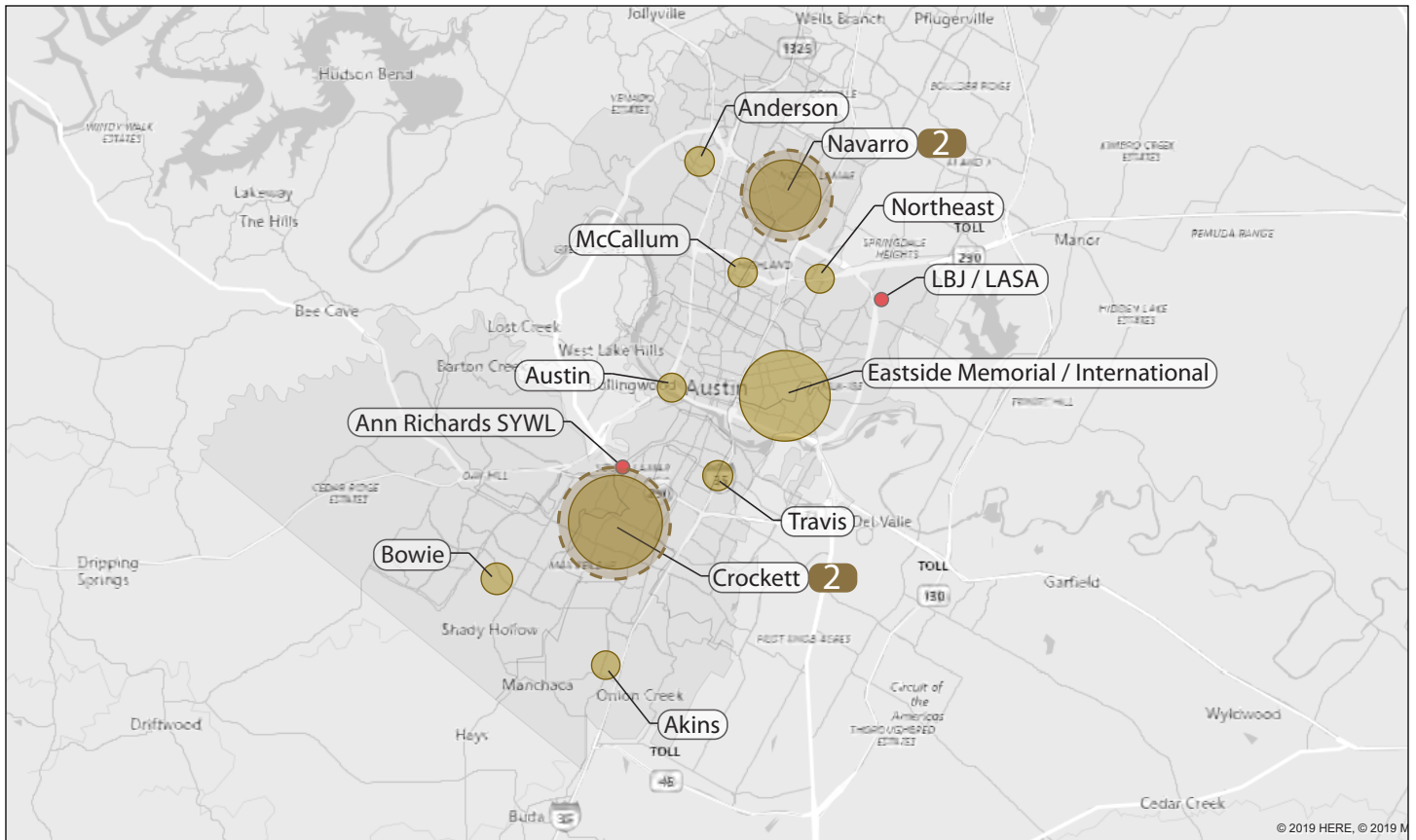
The Agriculture, Food and Natural Resources Career Cluster focuses on the essential elements of life-- food, water, land and air. The District has a total of five uniquely different Agriculture programs.

Pathways Offered

Pathways offered at the District include: Plant Science, Agribusiness, Horticulture, Welding/ Fabrication, Floral Design, and Veterinary Science.

Certifications Offered

- Floral Design Certification, Level One and Level Two
- OSHA-10 hr. Certification (Agriculture)
- OSHA-10 hr. Certification (General)
- Start Safe Stay Safe Workplace Training Certificate
- Veterinary Assistant, Certified



Architecture and Construction Cluster distribution map. Information gathered from 2018-2019 High School Master Schedules.

Map Legend:	No Course Offerings	Low 1% → Med. → High 1% Participation	Circle size represents to density of courses (credit hours) offered at each campus	Pathways Offered	No. of Pathways Offered	2-133 Participation Range
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Architecture and Construction Cluster

The Architecture and Construction Career Cluster focuses on designing, planning, building, and maintaining the built environment. The District has a two Construction programs.

Pathways Offered

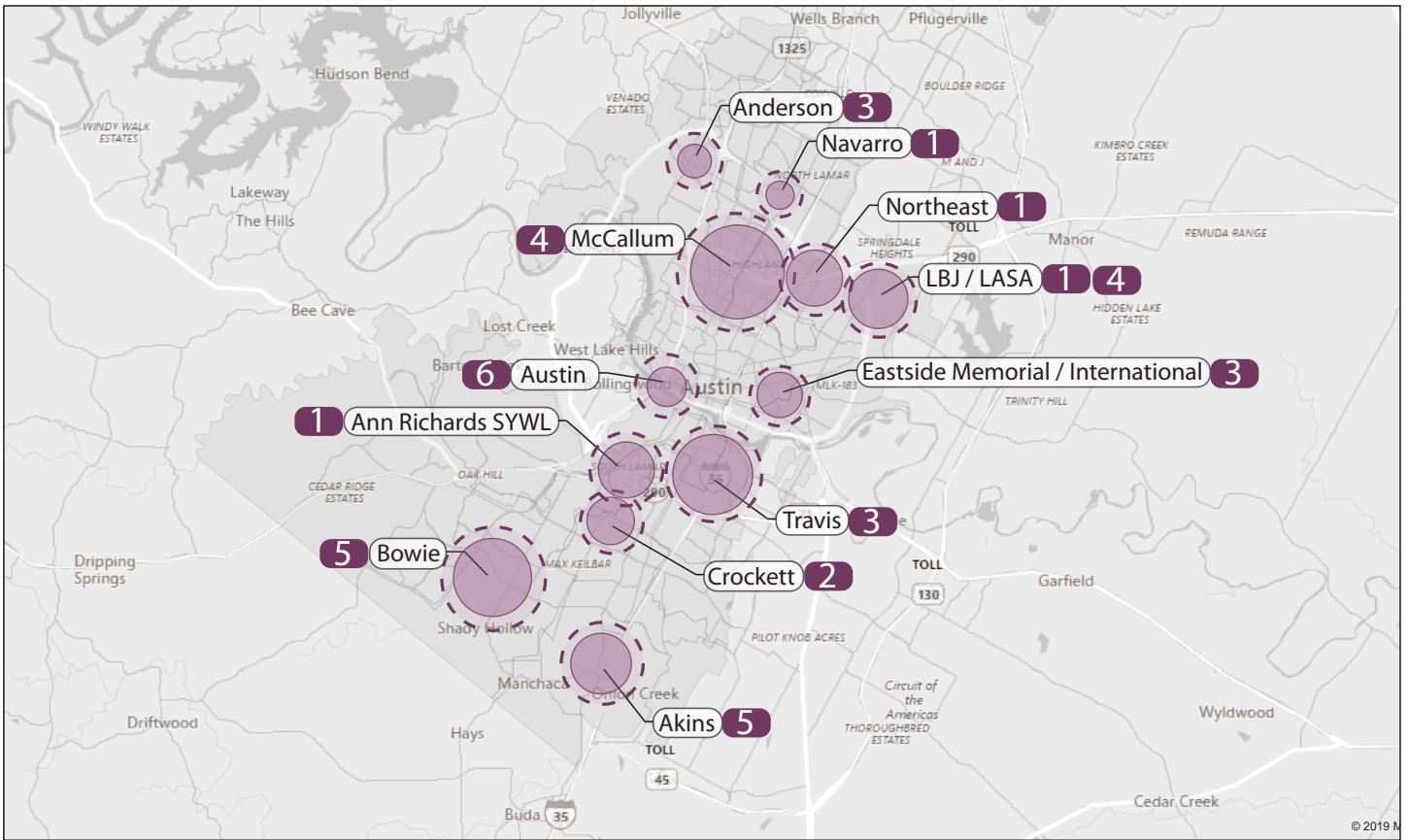
Pathways offered at the District include: Construction Technology and Electrical Technology

Certifications Offered

- Construction Technologist Certification
- CPR with AED and First Aid Certification
- Introductory Craft Skills
- Core Assessment
- OSHA-10 hr. Certification (Construction)

Career Launch Academy

- Construction Academy - Crockett - 2012
- Construction Trades - Electrician - Navarro - 2018



Arts A/V Technology and Communications Cluster distribution map. Information gathered from 2018-2019 High School Master Schedules.

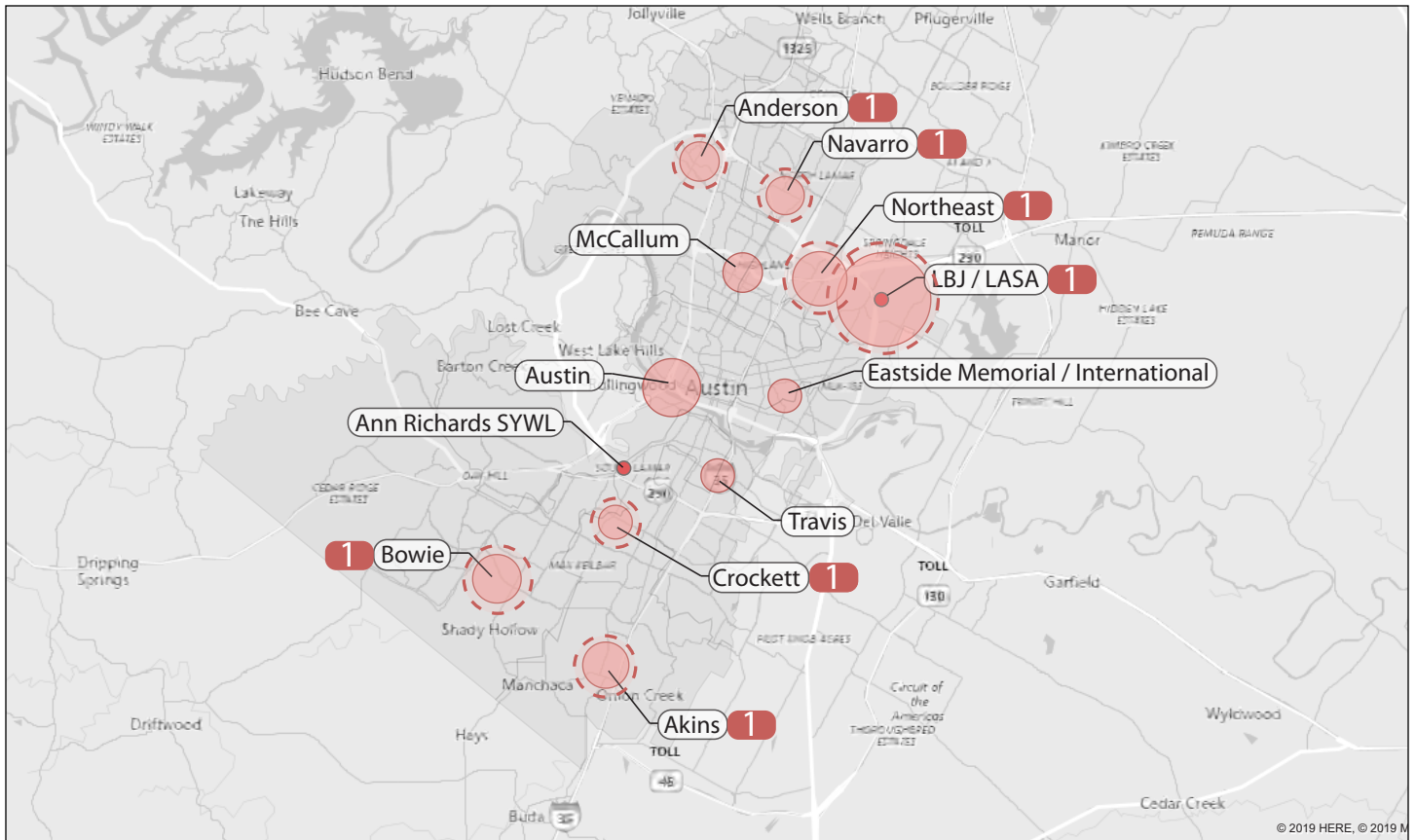
Map Legend:	No Course Offerings	Low 2% → Med. → High 5% Participation	Circle size represents to density of courses (credit hours) offered at each campus	Pathways Offered	No. of Pathways Offered	513 - 2479 Participation Range
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Arts, Audio/Video Technology and Communications Cluster

The Arts, A/V Technology and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. The District has a total of thirteen uniquely different Arts and A/V programs.

Pathways Offered

Pathways offered at the District include: Animation, Photography, Graphic Design, and Audio/Video Technology and Film.



Business Management and Administration Cluster distribution map. Information gathered from 2018-2019 High School Master Schedules.

Map Legend:	No Course Offerings	Low Participation Med. Participation High Participation	Circle size represents to density of courses (credit hours) offered at each campus	Pathways Offered	No. of Pathways Offered	58-636 Participation Range
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Business Management and Administration Cluster

The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. The District has a total of eight Business Management programs.

Pathways Offered

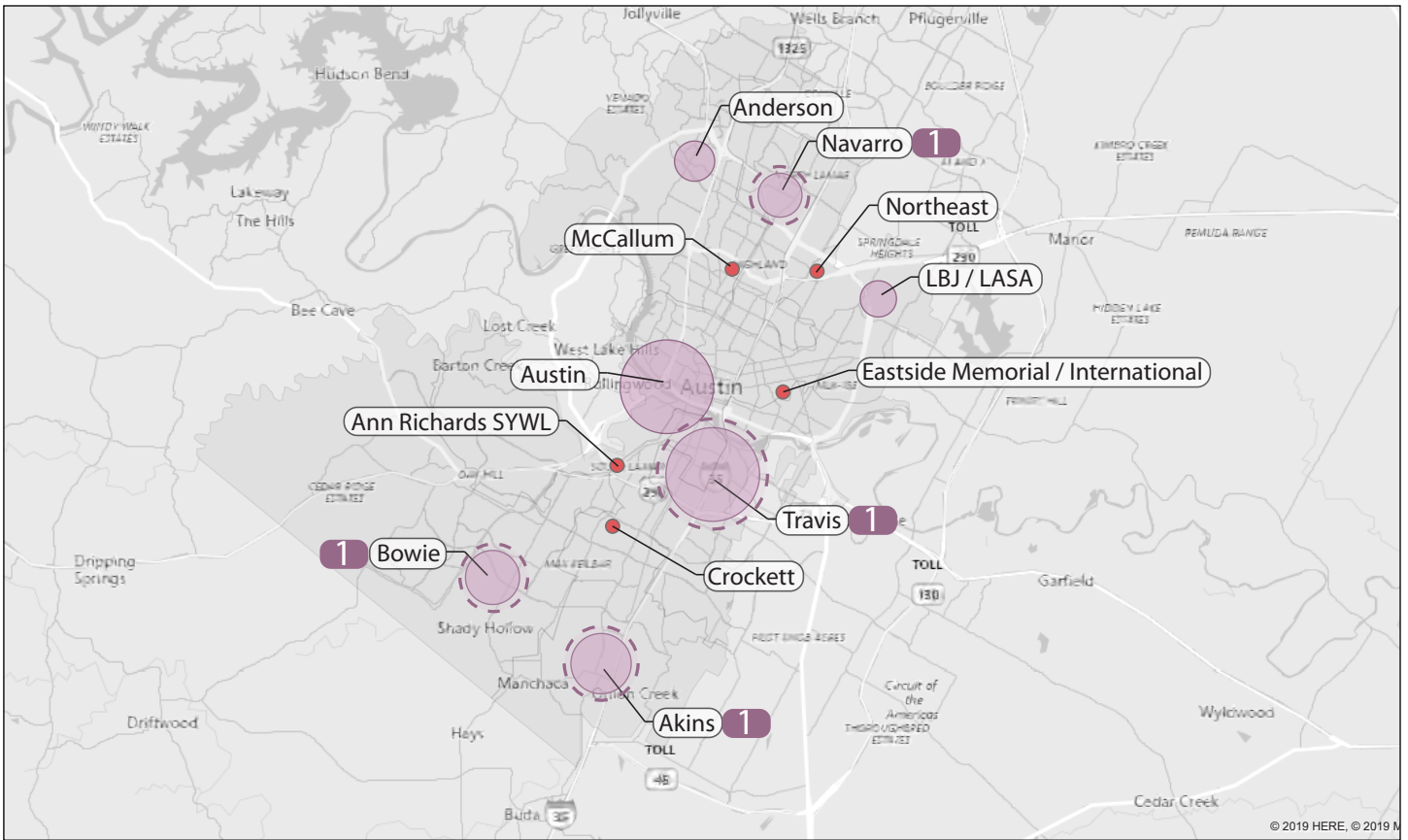
Pathways offered at the District include: Business Management and Entrepreneurship.

Certifications Offered

- Microsoft Office Expert Certification-Excel
- Microsoft Office Expert Certification-Word
- Microsoft Office Specialist Certification-Excel
- Microsoft Office Specialist Certification-Powerpoint
- Microsoft Office Specialist Certification-Word.

Career Launch Academy

- Entrepreneurship - Crockett - 2015



Education and Training Cluster distribution map. Information gathered from 2018-2019 High School Master Schedules.

Map Legend:	No Course Offerings	Low <1%	Med.	High 1%	Circle size represents to density of courses (credit hours) offered at each campus	Pathways Offered	No. of Pathways Offered	33-188 Participation Range
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Education and Training Cluster

The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. The District has a total of four Education and Training programs.

Pathways Offered

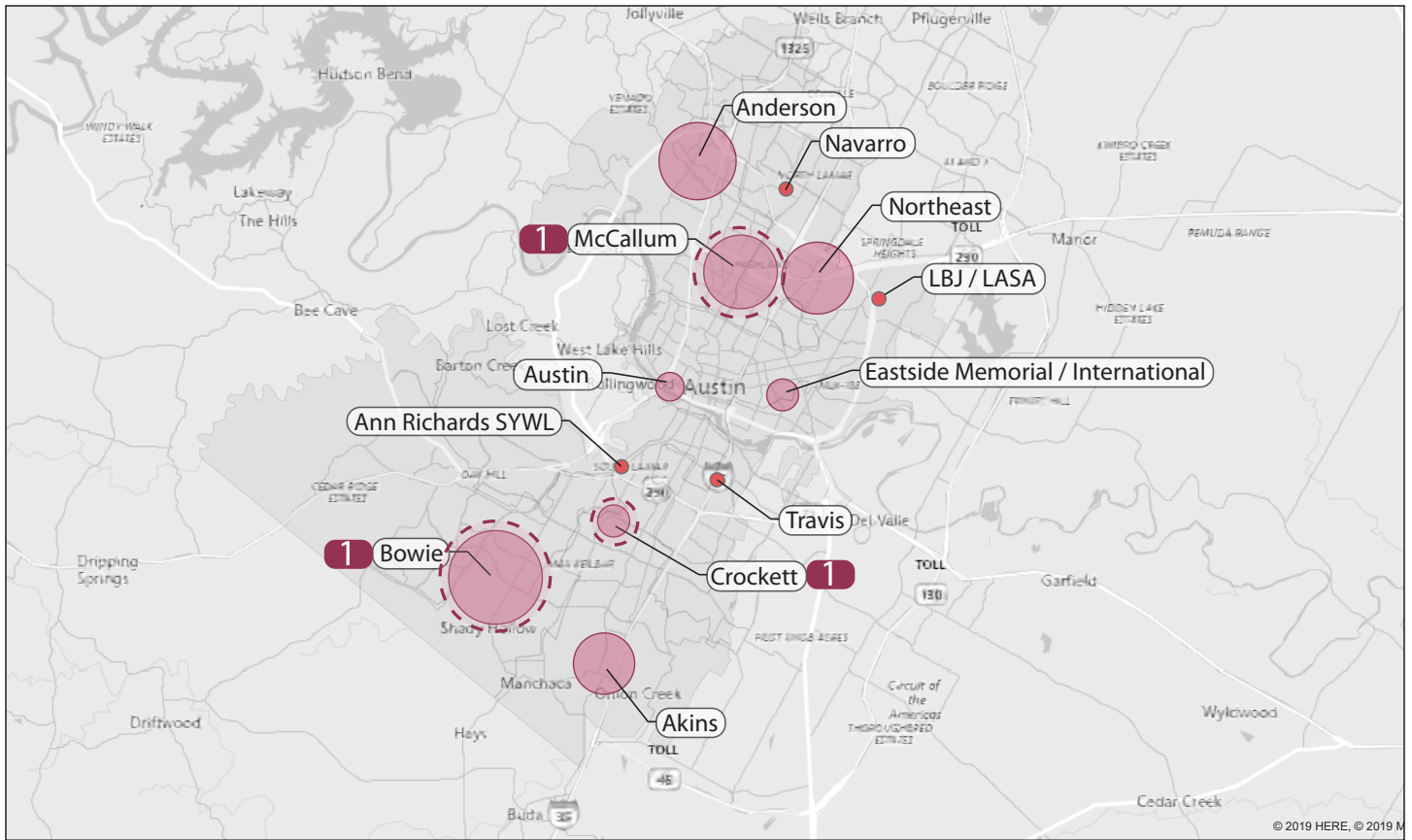
Pathways offered at the District include: Teaching.

Certifications Offered

- CPR with AED and First Aid Certification
- Para-Educator Certificate (Austin ISO)

Career Launch Academy

- Teaching - Akins - 2020



Finance Cluster distribution map. Information gathered from 2018-2019 High School Master Schedules.

Map Legend:	No Course Offerings	Low Participation <1%	Med. Participation	High Participation 1%	Circle size represents to density of courses (credit hours) offered at each campus	Pathways Offered	No. of Pathways Offered	2-381 Participation Range
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Finance Cluster

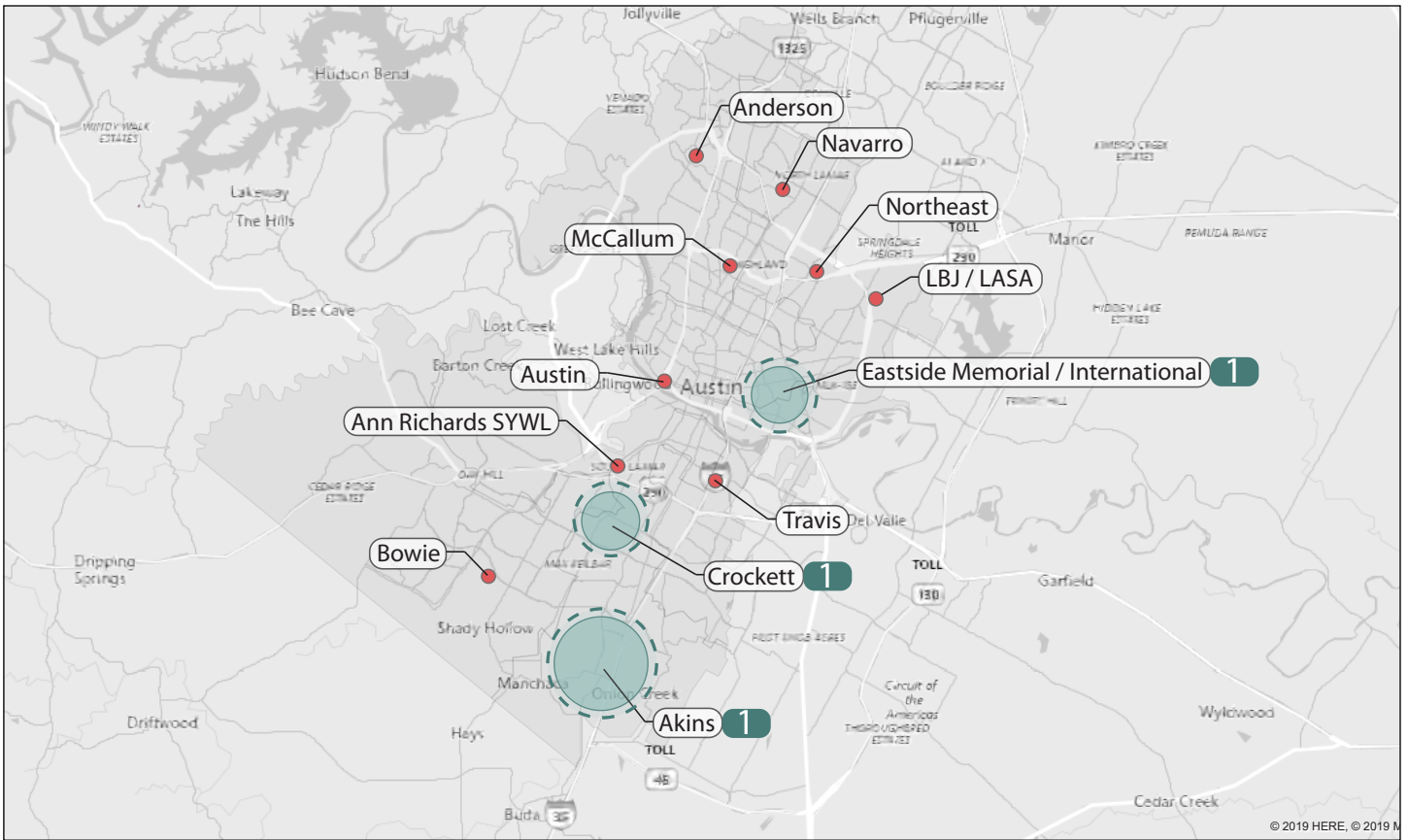
The Finance Career Cluster encompasses careers that focus on planning, services for financial and investment planning, banking, insurance, and business financial management. The District offers three Finance programs.

Pathways Offered

Pathways offered at the District include: Banking

Certifications Offered

- QuickBooks Certified User



Government and Public Administration Cluster distribution map. Information gathered from 2018-2019 High School Master Schedules.

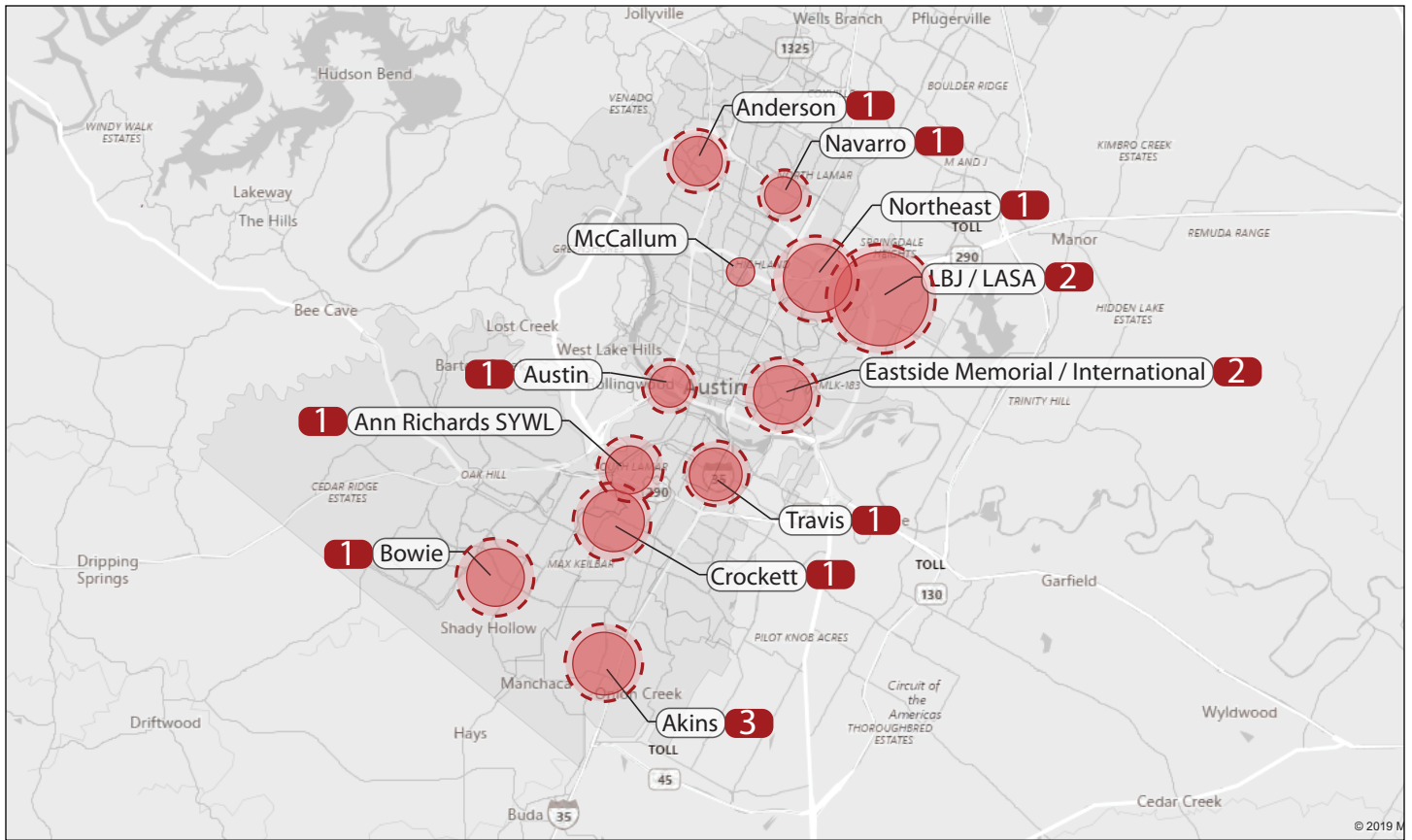
Map Legend:	No Course Offerings	Low Participation Med. Participation High Participation	Circle size represents to density of courses (credit hours) offered at each campus	Pathways Offered	No. of Pathways Offered	33-188 Participation Range
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Government and Public Administration Cluster

The Government and Public Administration Career Cluster focuses on planning and performing governmental functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

Pathways Offered

Pathways offered at the District include: JROTC Military programs.



Health Science Cluster distribution map. Information gathered from 2018-2019 High School Master Schedules.

Map Legend:	No Course Offerings	Low 1% → Med. → High 4% Participation	Circle size represents to density of courses (credit hours) offered at each campus	Pathways Offered	No. of Pathways Offered	235-1315 Participation Range
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Health Science Cluster

The Health Science Career Cluster focused on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. The District has a total of eleven unique Health Science programs.

Pathways Offered

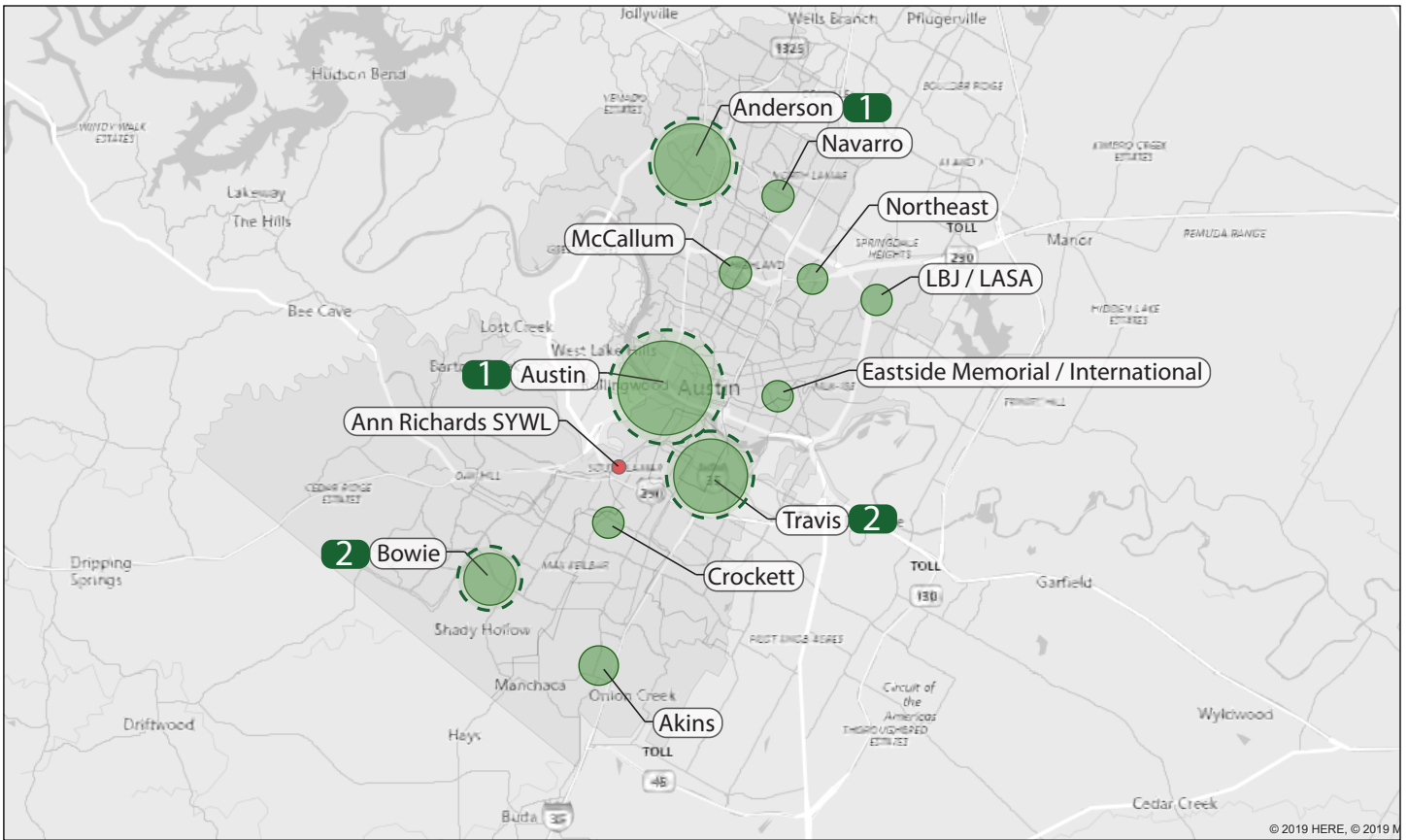
Pathways offered at the District include: Biomedical Science, Support Services, and Therapeutic Services.

Certifications Offered

- Certified Billing and Coding Specialist
- Certified Clinical Medical Assistant Certification
- Certified Medical Administrative Assistant; Certified Nurse Aide-Texas, Community Emergency Response Team
- CPR for Healthcare Provider Certification; OSHA-10 hr. Certification (Healthcare)
- Pharmacy Technician, Certified

Career Launch Academy

- Health Careers - LBJ - 2017
- Health Careers - Bowie - 2020
- Health Careers - Eastside - 2020
- Health Science - LBJ - 2020
- Health Science - Eastside - 2020



Hospitality and Tourism Cluster distribution map. Information gathered from 2018-2019 High School Master Schedules.

Map Legend:	No Course Offerings	Low Participation Med. Participation High Participation	Circle size represents to density of courses (credit hours) offered at each campus	Pathways Offered	No. of Pathways Offered	8-539 Participation Range
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Hospitality and Tourism Cluster

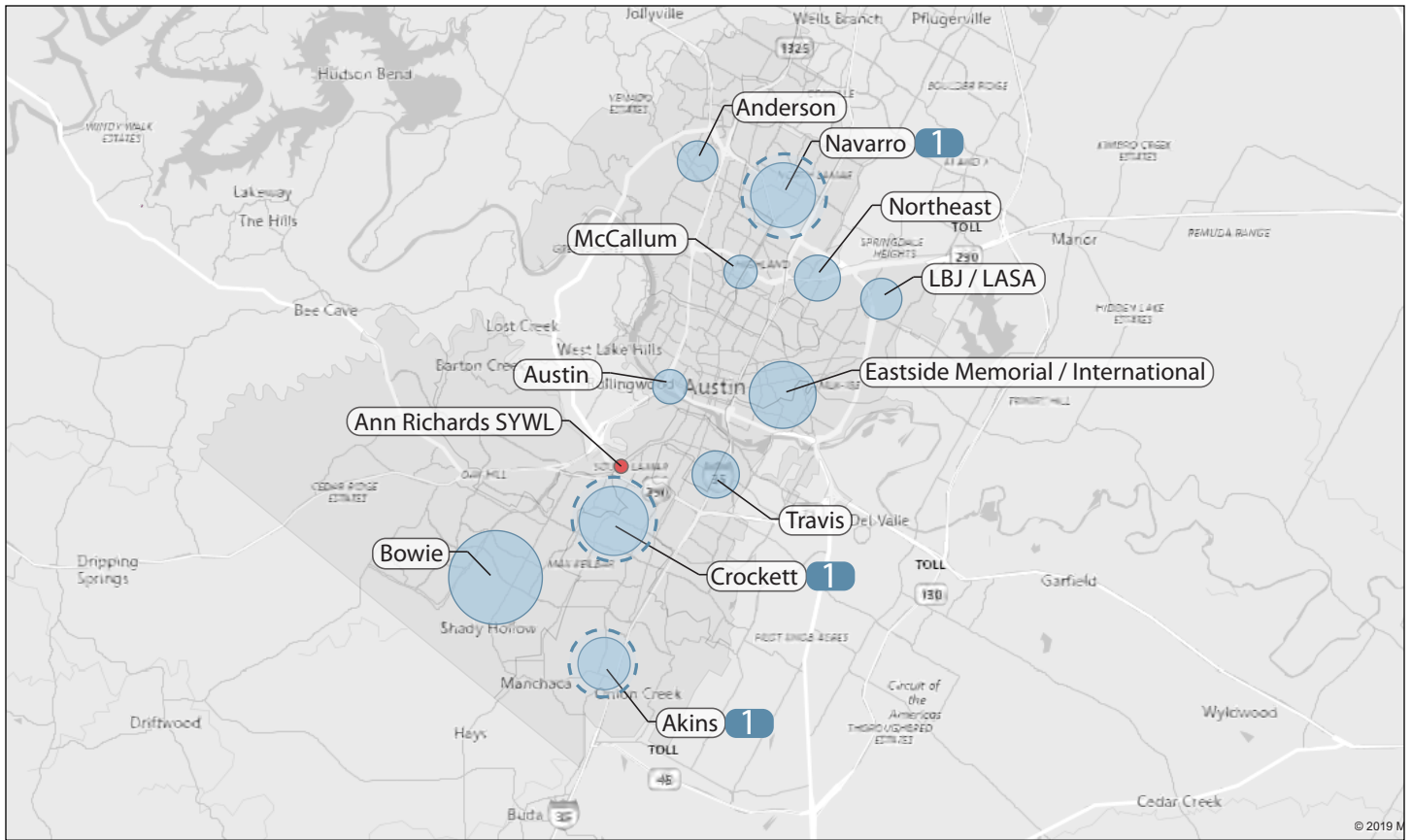
The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events and travel-related services. The District has a total of five Hospitality and Tourism programs.

Pathways Offered

Pathways offered at the District include: Culinary Arts and Travel and Tourism.

Certifications Offered

- CPR w/AED and First Aid
- Food Allergens Essentials
- ServSafe Manager Certification
- Texas Alcoholic Beverage Commission Certification
- Texas Food Handlers Certification.



Human Services Cluster distribution map. Information gathered from 2018-2019 High School Master Schedules.

Map Legend:	No Course Offerings	Low <1% Participation → Med. → High 2% Participation	Circle size represents to density of courses (credit hours) offered at each campus	Pathways Offered	No. of Pathways Offered	33-808 Participation Range
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Human Services Cluster

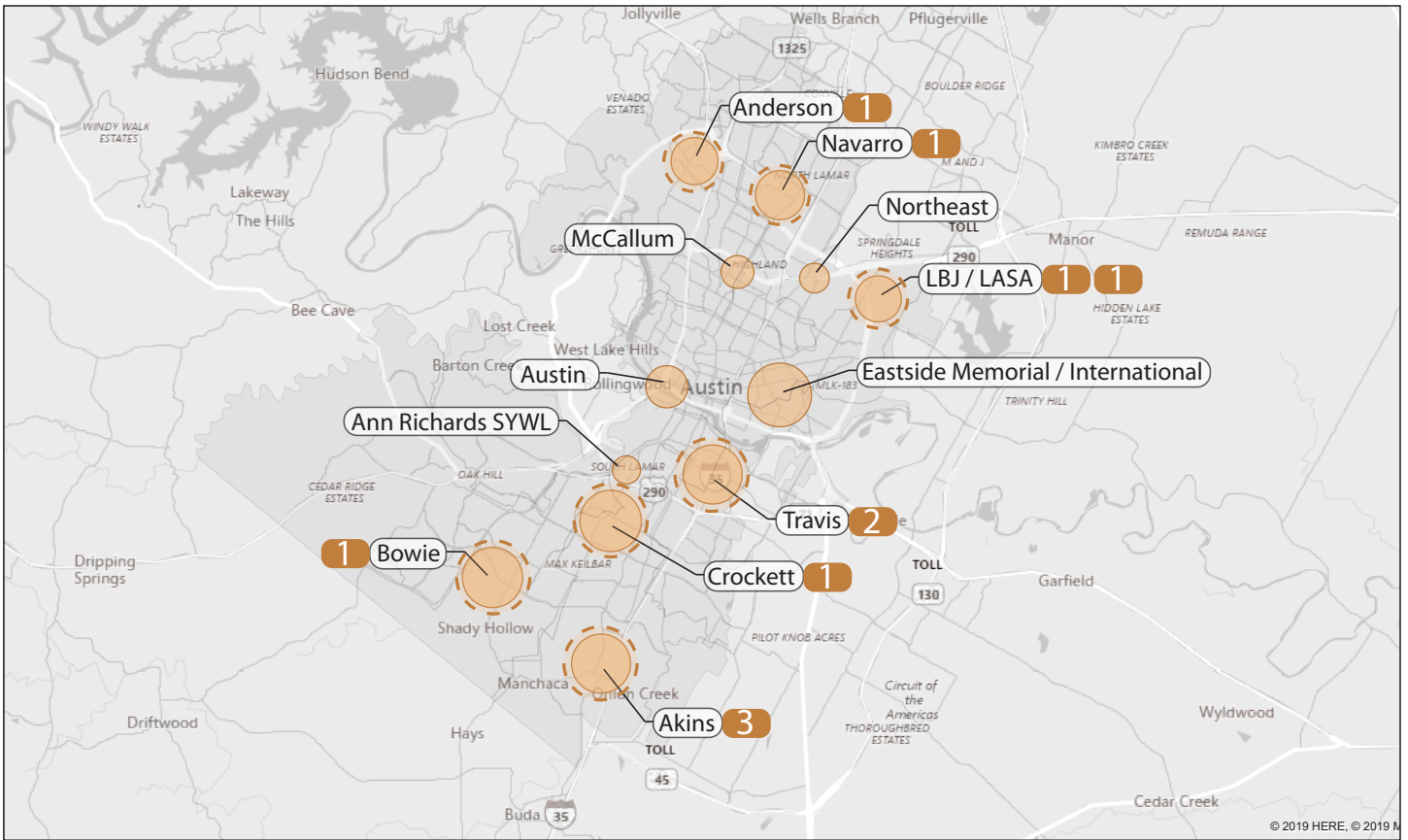
The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services. The District has a total of four unique Human Services programs.

Pathways Offered

Pathways offered at the District include: Counseling and Mental Health, Early Childhood, and Cosmetology.

Certifications Offered

- Cosmetology Operator License, Texas
- CPR w/AED and First Aid
- Shaken Baby Syndrome
- Texas Food Handlers Certification.



Information Technology Cluster distribution map. Information gathered from 2018-2019 High School Master Schedules.

Map Legend:	No Course Offerings	Low Participation (<1%) Med. Participation High Participation (2%)	Circle size represents to density of courses (credit hours) offered at each campus	Pathways Offered	No. of Pathways Offered	20-610 Participation Range
--------------------	---------------------	--	--	------------------	-------------------------	----------------------------

Information Technology Cluster

The Information Technology Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services. The District has a total of seven different IT programs.

Pathways Offered

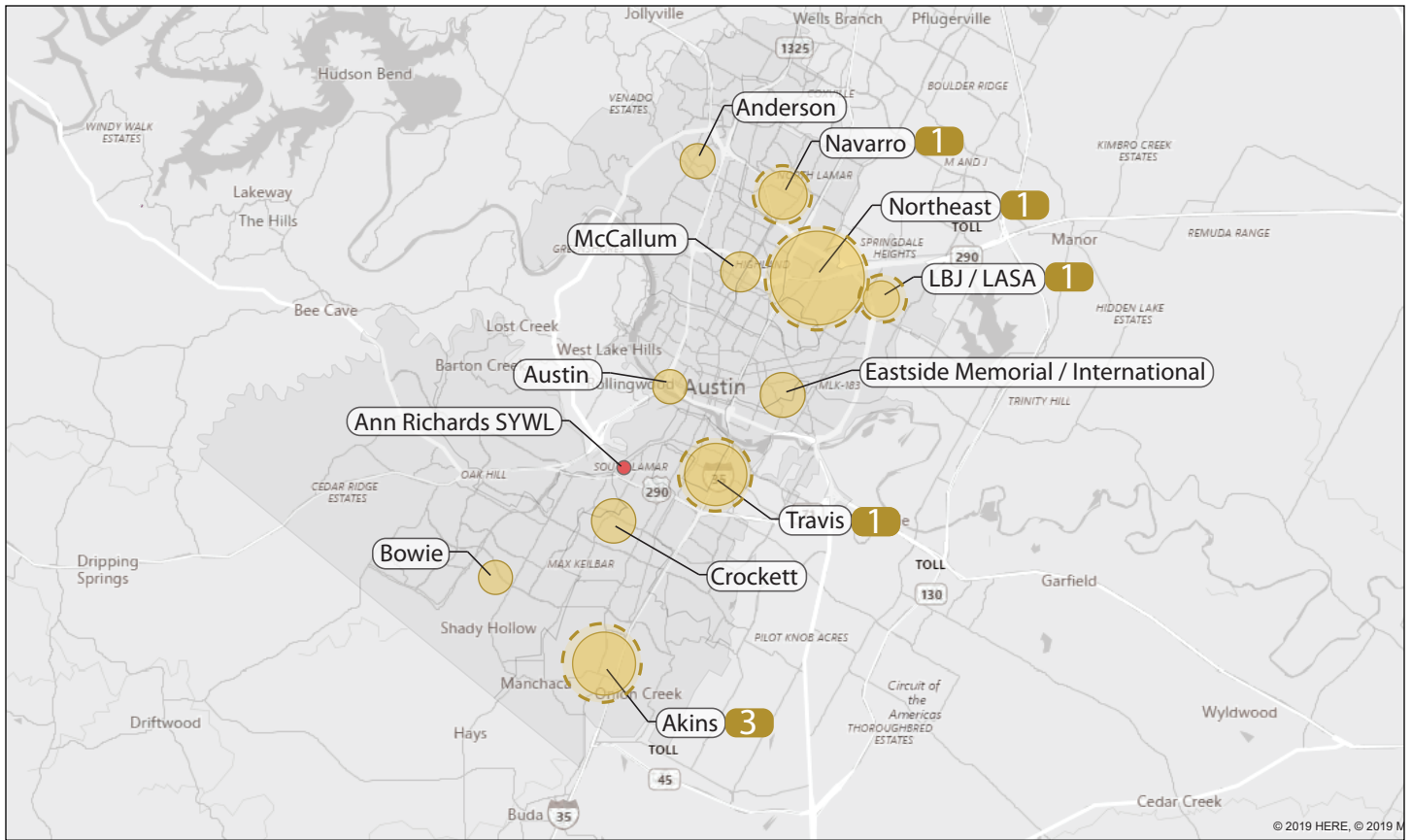
Pathways offered at the District include: Web and Digital Media, Network Systems, Cybersecurity, and Programming/Software Development.

Certifications Offered

- CompTIA A+ Certification
- CompTIA Network+ Certification
- CompTIA Strata IT Fundamentals Certification

Career Launch Academy

- Cybersecurity - Northeast - 2017
- Coding and Computational Thinking - Bowie - 2018
- Coding and Computational Thinking - Travis - 2018
- Information Technology - Navarro - 2019
- Information Technology - Travis - 2020



Law, Public Safety, Corrections and Security Cluster distribution map. Information gathered from 2018-2019 High School Master Schedules.

Map Legend:	No Course Offerings	Low Participation 1%	Med. Participation	High Participation 4%	Circle size represents to density of courses (credit hours) offered at each campus	Pathways Offered	No. of Pathways Offered	63-1096 Participation Range
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Law, Public Safety, Corrections and Security Career Cluster

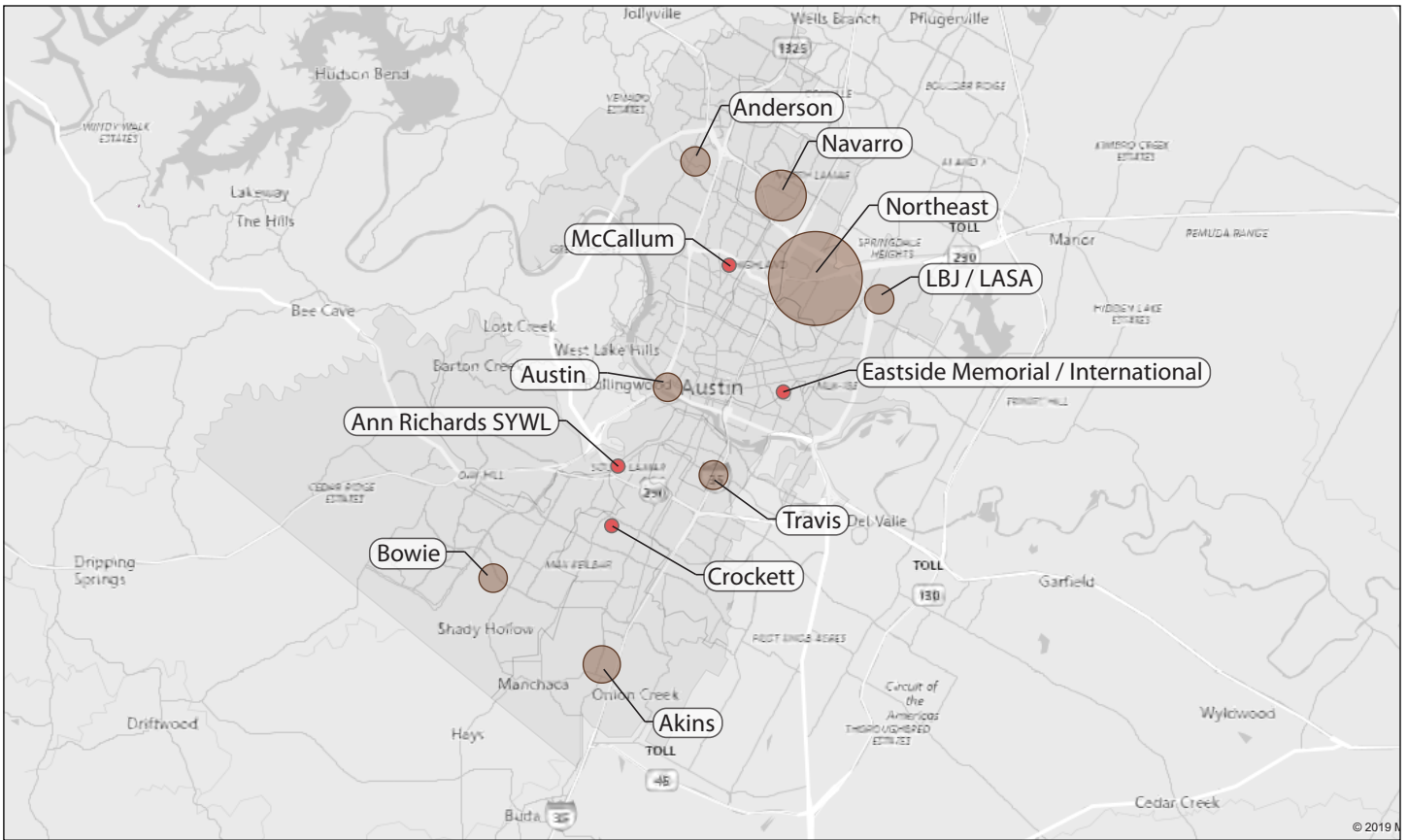
The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services. The District has six uniquely different Law programs.

Pathways Offered

Pathways offered at the District include: Fire Management Services, Emergency Services, Law Enforcement, and Corrections and Security Services

Certifications Offered

- Community Emergency Response Team
- CPR Healthcare Provider
- CPR with AED and First Aid Certification
- Correctional Services Professional (TXPSTA)
- Criminal Justice Practitioner (TCIC)
- Emergency Medical Dispatch
- Emergency Medical Technician-Basic Certification
- Municipal Jailer Certification
- Objective Jail Classification Certification
- Security Level 2 Certification
- Stop the Bleed Training Certificate
- Structure Fire Protection Certification-Basic (TCFP)

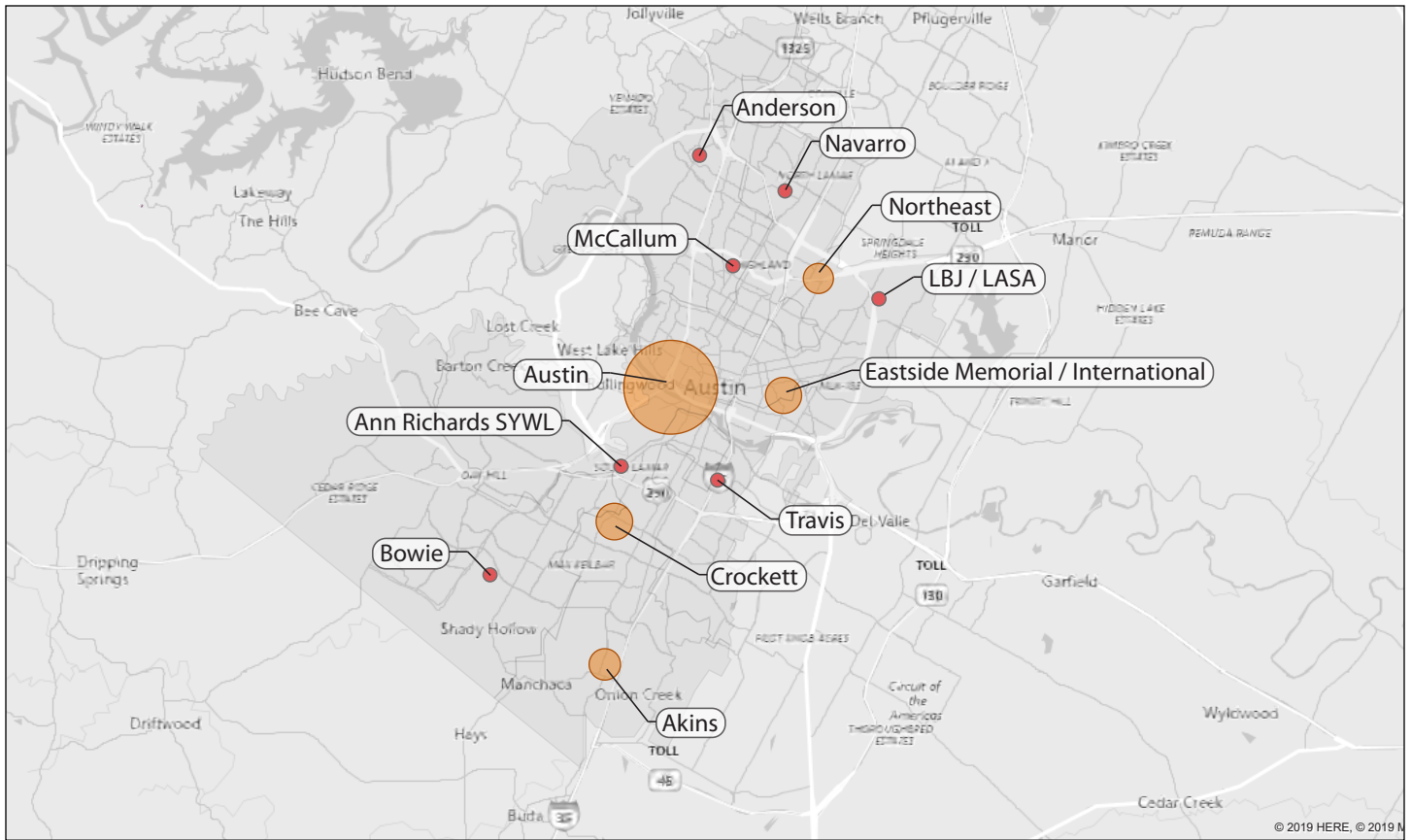


Manufacturing Cluster distribution map. Information gathered from 2018-2019 High School Master Schedules.

Map Legend:	No Course Offerings	Low Participation <1% Med. Participation High Participation >1%	Circle size represents to density of courses (credit hours) offered at each campus	No Pathways Offered	No. of Pathways Offered	1-94 Participation Range
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Manufacturing Career Cluster

The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering. The District currently offers no Manufacturing pathways.



Marketing Cluster distribution map. Information gathered from 2018-2019 High School Master Schedules.

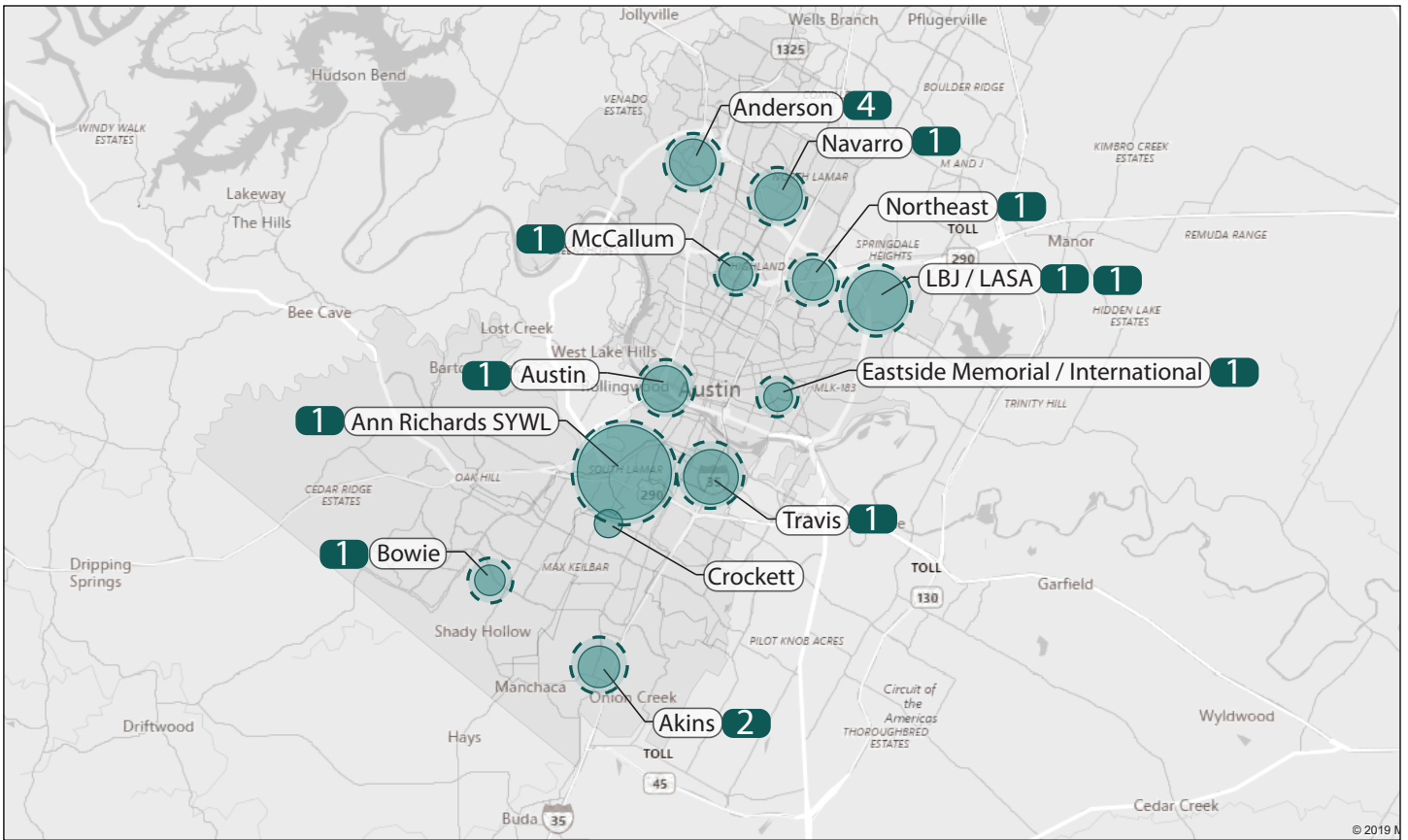
Map Legend:	No Course Offerings	Low <1% Participation → Med. → High <1% Participation	Circle size represents to density of courses (credit hours) offered at each campus	No Pathways Offered	0 No. of Pathways Offered	1-76 Participation Range
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Marketing Career Cluster

The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives. The District currently offers no Marketing pathways.

Career Launch Academy

- Real Estate - Akins - 2020



Science, Technology, Engineering, and Mathematics Cluster distribution map. Information gathered from 2018-2019 High School Master Schedules.

Map Legend:	No Course Offerings	Low 1% → Med. → High 9% Participation	Circle size represents to density of courses (credit hours) offered at each campus	Pathways Offered	No. of Pathways Offered	328-1556 Participation Range
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Science, Technology, Engineering and Mathematics Cluster

The STEM Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services. The District currently offers thirteen STEM programs.

Pathways Offered

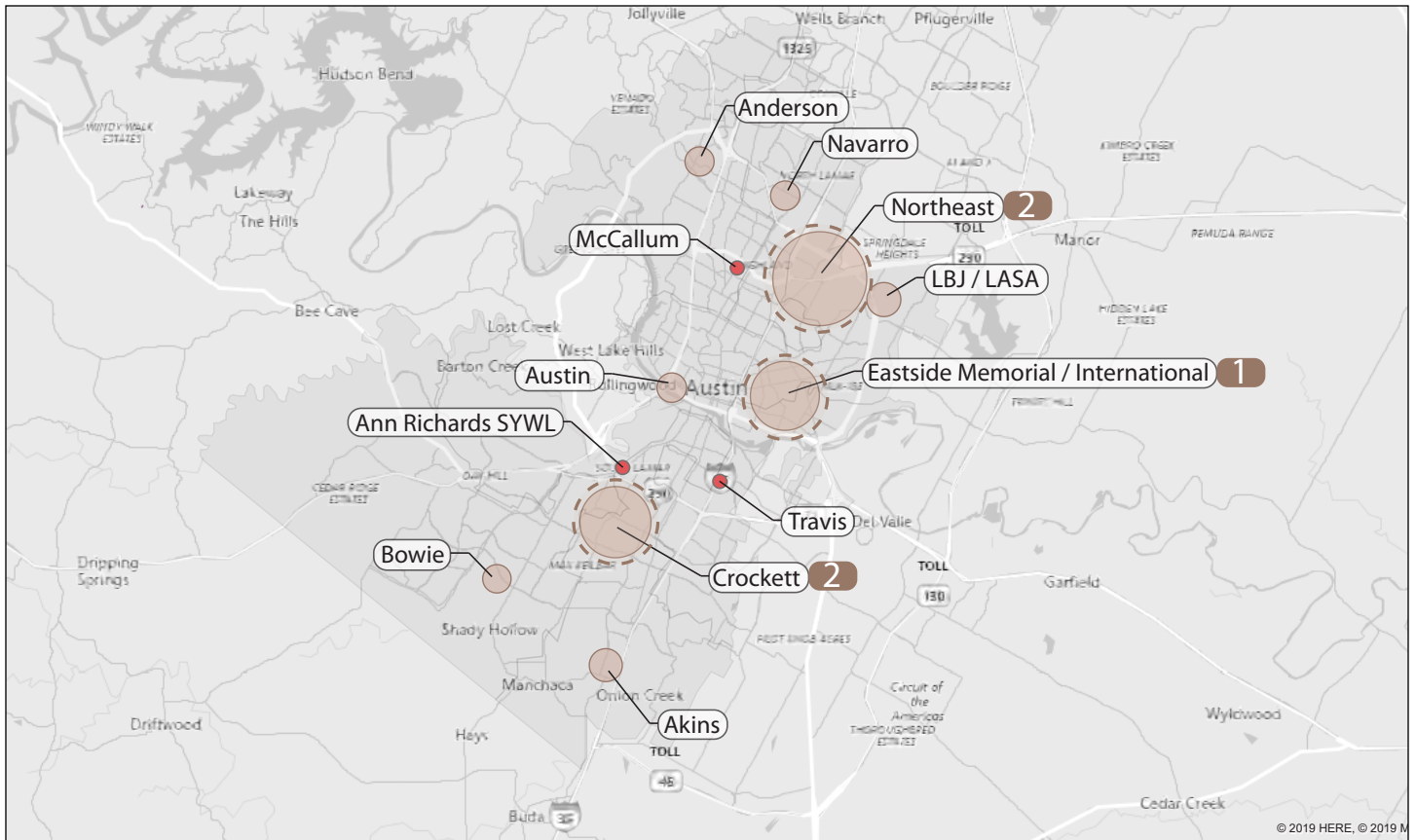
Pathways offered at the District include: Biotechnology, Electronics, Engineering-Civil, Aerospace, Manufacturing and Mechanical, Electronics, and Robotics.

Career Launch Academy

- Engineering - Anderson - 2019

Certifications Offered

- AutoCAD Certified User
- Autodesk Inventor Certified User
- Autodesk Revit Architecture Certified Professional



Transportation, Distribution, and Logistics Cluster distribution map. Information gathered from 2018-2019 High School Master Schedules.

Map Legend:	No Course Offerings	Low 1% → Med. → High 1% Participation	Circle size represents to density of courses (credit hours) offered at each campus	Pathways Offered	No. of Pathways Offered	0-269 Participation Range
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Transportation, Distribution and Logistics Career Cluster

The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance. The District currently offers four Transportation programs.

Pathways Offered

Pathways offered at the District include: Automotive Service and Collision Repair.

Certifications Offered

- Certified Automotive Information Specialist
- Introduction to Automobile Service Certificate
- Mitchell Manager SE Training Certificate
- Online Refrigerant Recovery and Recycling Certification
- Safety and Pollution Prevention Certificate

Job Growth and Trends

In order to understand the future demands in the marketplace, it is helpful to understand current employment statistics in the region, explore growth rates of existing occupations, and identify new/emerging occupations.

Current Employment Statistics: According the US Department of Labor Bureau of Labor Statistics, the largest employment categories in Texas are:

- Trade, Transportation and Utilities
- Government
- Professional and Business Services
- Education and Health Services
- Leisure and Hospitality

Growing Occupations

According to Austin – Round Rock MSA jobs by industry, some of the fastest-growing industry segments are:

- Construction and Trades
- Leisure and Hospitality
- Financial

New and Emerging Occupations



Many new and emerging occupations in the US focus around the following*:

- Sustainability, alternative energy and fuel, recycling, and related “green” occupations
- Logistics, supply chain and quality control
- Healthcare
- Financial
- Software, web development, networking
- Nanosystems, robotics, microsystems, electrical engineering

**See Ref. 5.7 for the full list of new and emerging occupations.*

National Trends

Labor Demand Analysis

 Highest accounted growth
 Lowest accounted growth



CTE Cluster	Projected 2012-2022		Job Availability	Ranking
	Job Openings ¹	New Jobs ²		
Agriculture, Food and Natural Resources	813,600	-81,200	732,400	13
Architecture and Construction	3,678,800	1,799,800	5,478,600	5
Arts, Audio and Video Technology and Communications	670,400	71,600	742,000	15
Business, Management and Administration	7,210,400	1,819,700	9,030,100	2
Education and Training	3,311,400	1,163,300	4,474,700	7
Finance	2,054,900	567,400	2,622,300	10
Government and Public Administration	321,500	70,800	392,300	16 
Health Science	5,575,300	3,079,800	8,655,100	4
Hospitality and Tourism	7,575,300	1,740,200	9,315,500	1 
Human Services	2,906,600	1,458,200	4,364,800	9
Information Technology	1,231,800	647,100	1,878,900	12
Law, Public Safety, Corrections and Security	1,679,100	448,400	2,127,500	11
Manufacturing	3,077,100	360,000	3,437,100	8
Marketing, Sales and Service	6,068,100	1,331,400	7,399,500	3
Science, Technology, Engineering and Mathematics	710,900	157,300	868,200	14
Transportation, Distribution and Logistics	3,672,700	993,700	4,666,400	6

FIGURE 5.2.3 - National Trends and Job Availability per Career Cluster 2012-2022

¹Projected job openings represent the total number of openings expected for workers who are new to an occupation. This total includes projections of both job growth ("new jobs") and opportunities resulting from the need to replace workers who leave an occupation ("replacement needs"). Ref. 5.7

²Projected new jobs represent newly created jobs expected between 2012 and 2022.

CTE Cluster	Employment - Base year 2016	Employment - Projected year 2026	% Difference ²	Ranking
Agriculture, Food and Natural Resources	262,953	273,820	4%	12 ■
Architecture and Construction	1,022,408	1,219,848	19%	4
Arts, Audio and Video Technology and Communications	126,180	140,480	11%	10
Business, Management and Administration	1,583,985	1,786,113	13%	8
Education and Training	706,764	844,347	19%	4
Finance	361,400	410,474	14%	7
Government and Public Administration	166,888	187,335	12%	9
Health Science	938,326	1,174,812	25%	1 ■
Hospitality and Tourism	1,875,392	2,265,799	21%	3
Human Services	625,033	769,817	23%	2
Information Technology	355,275	419,423	18%	5
Law, Public Safety, Corrections and Security	404,539	462,027	14%	7
Manufacturing	699,476	783,534	12%	8
Marketing, Sales and Service	1,612,675	1,822,782	13%	8
Science, Technology, Engineering and Mathematics	264,999	285,753	8%	11
Transportation, Distribution and Logistics	1,020,024	1,182,129	16%	6



FIGURE 5.2.4 - State Trends and Job Availability per Career Cluster 2016-2026

*Ref. 5.7

²Percentage Difference is representative of $((y-x)/x)$

Central Texas Trends

Labor Demand Analysis

 Highest accounted growth
 Lowest accounted growth




CTE Cluster	Employment - Base year 2016	Employment - Projected year 2026	% Difference ²	Ranking
Agriculture, Food and Natural Resources	17,762	20,494	15%	6
Architecture and Construction	65222	77431	19%	4
Arts, Audio and Video Technology and Communications	13673	15978	17%	5
Business, Management and Administration	135105	148084	10%	10
Education and Training	42355	51519	22%	2
Finance	24990	27861	11%	9
Government and Public Administration	12364	13408	8%	11 
Health Science	60751	74966	23%	1 
Hospitality and Tourism	140298	172151	23%	1 
Human Services	41121	49618	21%	3
Information Technology	49748	55691	12%	9
Law, Public Safety, Corrections and Security	32001	35347	10%	10
Manufacturing	29248	32943	13%	7
Marketing, Sales and Service	132051	149871	13%	7
Science, Technology, Engineering and Mathematics	21382	24643	15%	6
Transportation, Distribution and Logistics	40074	46268	15%	6

FIGURE 5.2.5- Regional Trends and Job Availability per Career Cluster 2016-2026

*Ref: 5.7

²Percentage Difference is representative of $((y-x)/x)$

Wage Comparison by Cluster for Texas

Cluster and Wage Correspondence

It is important to note that although higher education is typically thought to correspond with higher wages, in some cases, that is not the truth. Factors such as job availability, experience level, and certifications come into consideration when determining the average entry level salary and compensation methods. For example, in Hospitality and Tourism (Figure 5.2.14), an experienced employee with an Associates degree earns more per year in Texas than any other experience level on average^{5,8}.

Rising Cost of Higher Education

In addition to understanding current employment supply and demand statistics nationally, in Texas, and regionally, it is helpful to compare potential income ranges with levels of education by cluster, in order to truly understand the relationship between potential income and associated costs for post-secondary education that often translates into student loan debt.

For the 2015–16 academic year, annual current dollar prices for undergraduate tuition, fees, room, and board were estimated to be \$16,757 at public institutions, \$43,065 at private nonprofit institutions, and \$23,776 at private for-profit institutions. Between 2005–06 and 2015–16, prices for undergraduate tuition, fees, room, and board at public institutions rose 34 percent, and prices at private nonprofit institutions rose 26 percent, after adjustment for inflation. The price for undergraduate tuition, fees, room, and board at private for-profit institutions decreased 16 percent between 2005–06 and 2015–16, after adjustment for inflation.



Survey respondents listed their 3 words describing The District's CTE current programs, of the 550 responses, the most frequent phrases used were:

1. Limited (36); **2. Lacking** (20); **3. Innovative and Growing** (tied, 17 each).

Please reference Part 2, Visioning Common Topics - Key Factor 5 for information on financial wellbeing and student agency.



Refer to Appendix B for more information on Cluster and Wage Comparisons for Texas (Figure 5.2.6-5.2.21)

Ortega Garden Day

Key Factor 3: Operations

Transportation

Transportation is a key consideration in the operations of the CTE programs. Since it is not possible to offer every CTE program at every school, transportation between schools becomes critical to providing equitable access to all programs for all students. Transportation is typically provided directly by the District, through existing District vehicles. The District may want to consider exploring the use of Austin public transit (METRO) as an alternate means for students to travel to their CTE programs. There are a number of additional planning considerations for CTE that relate to transportation:

- Proximity is key. Locating CTE programs at District and partner facilities as close as possible to students' home campus will minimize time spent traveling and maximize time spent learning.
- Double block CTE courses when students must travel to another facility to take a course to allow maximizing classroom time.
- Each CTE program must be offered within a reasonable distance of the student's home campus.
- The number of drivers and buses is limited, so the timing of CTE courses when transportation is available is essential.
- District buses equipped with wireless internet (wifi) capabilities could enable students to study while traveling.
- District may need to work with METRO to expand or modify existing services to better accommodate student needs through optimal timing of route locations.

Clifton Career Development School

At Clifton Career Development School, students who receive special education services are embarking on their careers today by earning on-the-job training and professional certifications. The school focuses on career and technical education, which is designed to ensure graduates are ready to enter the workforce and college, while living as independently as possible. Transportation to this centralized facility is provided through the District, and through the students personal vehicles. Figures 5.3.1 and 5.3.2 show the drive time to Clifton at 2:30 pm and 5:30 pm to compare travel time at the least and most traffic congested times of day.

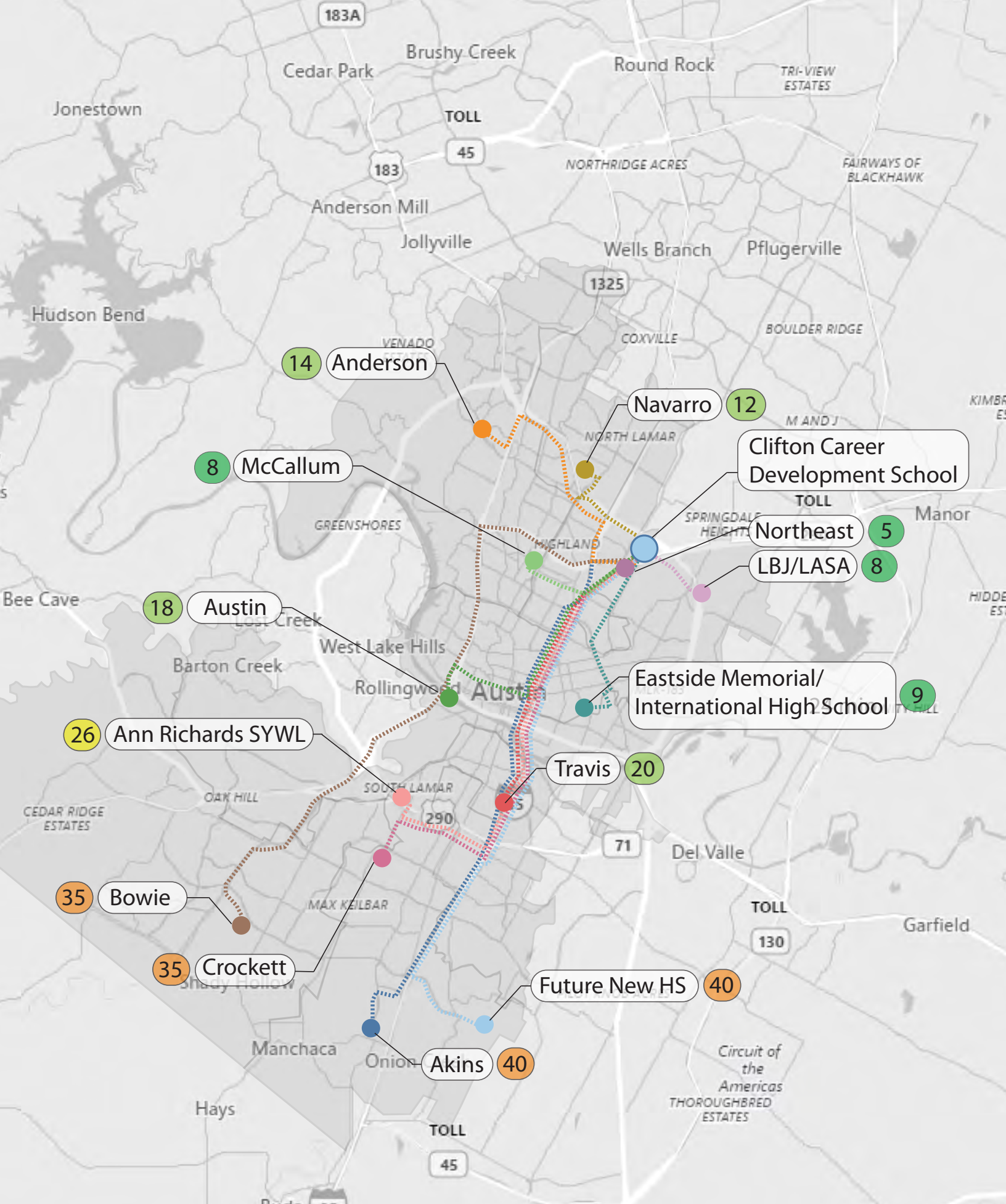


FIGURE 5.3.1 Drive time map to Clifton Career Development School 2:30 PM

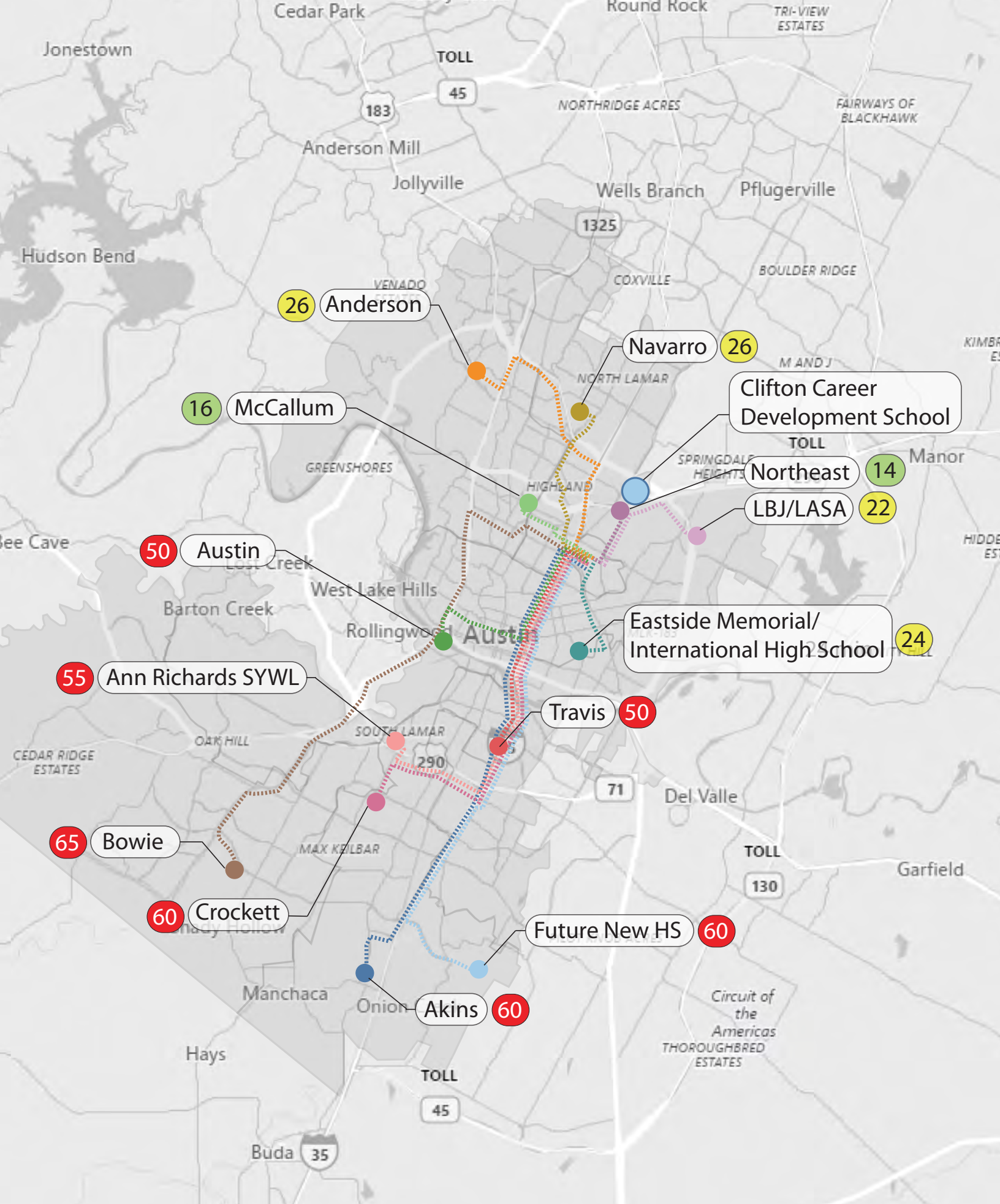


FIGURE 5.3.2 Drive time map to Clifton Career Center 5:30 PM



Ortega Garden Day

Key Factor 4: Partnerships

Current and Future Partnerships in CTE and CCL

The CTE and Career-Connected Learning program has developed a number of partnerships over the years. These partnerships have and continue to help guide curriculum development and provide opportunities for students to develop real-world experience in their field of interest. Strengthening existing partnerships and creating new ones will provide the District with greater connections with the schools and their communities.

Importance of Partnerships

Partnerships are a key component of a successful CTE/CCL program. By partnering with businesses, educational institutions, and other community organizations, CTE programs can be tailored to the needs of the community and properly equip students to meet those needs. Partnerships provide many benefits to schools, including:

- Opportunities for students, such as externships or mentorship.
- Opportunities for staff, such as continuing education.
- Helping to ensure curriculum alignment with industries.
- Training and expertise (knowledge).
- Resources such as equipment, supplies, or facilities.
- Networking with the larger community.
- Advocacy (voices that amplify).

Health Science and Medical Partners

A meeting with the University of Texas Dell Medical School began a conversation on how the District and Dell Med could collaborate together to reach a common goal of education in healthcare fields. Dell Med is developing a collaborative community of practice that aims to improve education for Central Texas K-12 students to better prepare them for healthcare professions. They share the District's goal of further developing health sciences programs and creating new partnerships. Their grant was recently funded, so they are just beginning to meet with schools to discuss the possibilities. The following ideas were discussed:

- Allow students to audit classes.
- Provide mentors (with similar backgrounds).
- Advise the District on curriculum.
- Partner in the development of a health science school like DeBakey High School for Health Professions in Houston ISD; It was noted that DeBakey High School has an ideal relationship with the Texas Medical Center in Houston due to their location adjacent to one another. The ideal scenario for the District would be to have a school with a health science focus located near Dell Med.
- Provide on-site involvement in District school(s).

What could health care providers do to support the District? (continued)

- Provide externships for District teachers.
- Provide District teachers with updates on advances in medicine (continuing education). The District will explore the possibility of using existing professional development time to enable teachers to do CTE focused continuing education.

What is the highest priority for a relationship between the District and health care providers?

- Involvement at middle school level to capture students' interest (guest speakers, facility tours, etc.).

What are some of the things the District is currently doing in the health sciences CTE?

- Shadowing (rotations at various hospitals, nursing homes, PT, neuro rehab, etc).
- Teaching HIPPA and workplace safety.
- Providing scholarships for certification testing and specialized books.
- Collaborating with UT Austin nursing and pharmacy programs.



For more information associated with partnerships for each content area refer to Part 2, Visioning Common Topics, Key Factor 4:Partnerships.

Proximity to partnerships can create more learning opportunities for students to shadow and learn at the partner facilities. Photographed: Biomedical Science Program at Navarro.

Potential Partnerships

The following charts list potential partnerships per cluster based on proximity to each high school campus. Proximity was based on partners found within a 15 minute biking distance or 15 minute public transportation distance. Partnership proximity maps for CTE can be found in Appendix B.

Akins High School Potential Partners

Agriculture, Food, and Natural Resources	Law, Public Safety, Corrections, and Security
Fluence Bioengineering Illumitex	Austin Fire Station 24
Business Management and Administration	Manufacturing
Service Excellence Training	Anderson Welding AusTex Machine and Design
Education and Training	Science, Technology, Engineering, and Mathematics
Austin Community College: South Austin Campus St. Edward's University	Imagine Solar
Health Science	Transportation, Distribution, and Logistics
Detekt Biomedical Austin Radiological Association Endeavor Rehab Centers, Central	Austin Fleet Services Department* Kia of South Austin Maxwell Ford JSI Logistics



Internships and Apprenticeships are valuable for student learning and a key strength in creating student agency. Photographed: Autobody Mechanics at Crockett ECHS.

Anderson High School Potential Partners

Agriculture, Food, and Natural Resources	Manufacturing
Bio Medical Services Austin Humane Society	Cypress Semiconductor
Architecture and Construction	Marketing
Associated Builders and Contractors	Austin Board of REALTORS® Headquarters* TKO Advertising
Arts, Audio/Video Technology ,and Communications	Science, Technology, Engineering, and Mathematics
Xerox Corporation PSAV	Qualcomm, Inc. INTERA Incorporated Austin Energy North Branch Datum Engineers, Inc. IBM Building 045* United Refrigeration
Business Management and Administration	Transportation, Distribution, and Logistics
Amazon (AUS11)* Amazon (AUS13)*	Lexus of Austin Tasco Auto Color
Education and Training	
Austin Community College: Northridge Campus Yarborough Branch, Austin Public Library*	
Finance	
Marci Shafto CPA, LLC Tony Ramos, CPA Mathews CPA Inc.	
Health Science	
Texas Nurses Association Austin Anesthesiology Group Seton Medical Center Austin* XBiotech	
Information Technology	
SparkCognition Tecra Systems Blackbaud National Instruments Corporation IBM Bazaarvoice	

** Indicates Current District Partner*

Ann Richards SYWL Potential Partners

Architecture and Construction	Marketing
O'Connell Robertson Cadence McShane Construction Company Rogers-O'Brien Construction Stantec* Jacobs	97 Degrees West eConnect Email IPX Landscape Leadership Sherry Matthews Inc Statesman Media Workhorse Marketing Adlucent LLC Kendra Scott
Business Management and Administration	Science, Technology, Engineering, and Mathematics
Home Away	
Education and Training	
Austin Community College: South Austin Campus Twin Oaks Branch, Austin Public Library* St. Edward's University	Austin Energy DAVCAR Engineering Services DCI Engineers HDR Engineering Inc Intel Jordan and Skala Engineers, Inc. KBGE Engineering LJA Engineering Inc Terracon Consultants, Inc. NSS Labs, Inc Alba Energy of Austin, Texas Intel
Health Science	Transportation, Distribution, and Logistics
Hanger Clinic, Austin Westgate Skin and Cancer, Dermatology Center Austin Radiological Association St. David's Rehabilitation - South Austin Hospital* Endeavor Rehab Centers, Central St. David's HealthCare	
Hospitality and Tourism	
Hotel San José	Aviation Division Texas Department of Transportation Capitol City Upholstery Supply NAPA Auto Parts - Austin Congress Tegeler Dealership Pre-Owned
Human Services	
Armstrong McCall Beauty Supply*	
Information Technology	
Praxent CGI Upskill	
Manufacturing	
AusTex Machine and Design Cirrus Logic Silicon Labs	

Austin High School Potential Partners

Agriculture, Food, and Natural Resources	Finance
<ul style="list-style-type: none"> Austin Pets Alive* PAZ Veterinary* Zilker Botanical Garden 	<ul style="list-style-type: none"> Frost Bank Chase Bank Bank of America Blue Sage Capital Wells Fargo Maxwell Locke and Ritter - CPA
Architecture and Construction	Government and Public Administration
<ul style="list-style-type: none"> O'Connell Robertson Allensworth and Porter Alterstudio Architecture Baldrige Architects Barley Pfeiffer Architecture Cadence McShane Construction Company Gensler Jackson Galloway FGM Architects Page Stantec* McKinney York AIA Austin Lake Flato Jacobs 	<ul style="list-style-type: none"> Austin Boards and Commissions Austin City Offices State of Texas Office of the Governor Austin City Hall Secretary of State Texas Legislative Council Texas State Auditors Office Texas State Board of Public Accountancy Texas State Comptrollers Office Sales Tax Travis County
Arts, Audio/Video Technology ,and Communications	Health Science
<ul style="list-style-type: none"> Kvr9/Tstv Longhorn Network Spectrum News Austin AT and T 	<ul style="list-style-type: none"> Seton Family of Doctors Plus Express Care at Westlake* Hanger Clinic, Austin Westgate Skin and Cancer, Dermatology Center St. David's Medical Center* Austin Regional Clinic Seton Brain and Spine Institute Neurosurgery * St. David's Foundation* The University of Texas at Austin Biomedical Engineering (BME) Dell Seton Medical Center at The University of Texas* Seton McCarthy Community Health Center* Alliance Medical Independent
Business Management and Administration	
<ul style="list-style-type: none"> Austin Chamber of Commerce BigCommerce Downtown Idea Labs Consulting 	
Education and Training	
<ul style="list-style-type: none"> Austin Central Library, Austin Public Library* Howson Branch, Austin Public Library* University of Texas: Division of Diversity and Community Engagement Twin Oaks Branch, Austin Public Library* Huston-Tillotson University 	

* Indicates Current District Partner

Austin High School Potential Partners (Continued)

Hospitality and Tourism

Aloft Austin Downtown*
 Courtyard by Marriott Austin Downtown/Convention Center*
 The Westin Austin Downtown*
 AO Tours Austin
 Capital Cruises
 Four Seasons Hotel Austin
 Hotel Indigo Austin Downtown - University
 Hotel San José
 JW Marriott Austin
 Omni Austin Hotel Downtown
 Texas Capitol Visitors Center
 The Guild Hotels HQ
 Austin Chamber of Commerce
 City of Austin - Tourism

Human Services

Texas Workforce Commission

Information Technology

CGI
 Upskill
 Oracle

Law, Public Safety, Corrections, and Security

Travis County Sheriff's Office*
 Austin City Jail
 City of Austin Police Department
 Commission-Jail Standards
 Texas Department of Criminal Justice
 Travis County Jail
 University of Texas At Austin- Police Department
 Jackson Walker LLP
 Norton Rose Fulbright
 Baker Botts LLP
 McGinnis Lochridge
 Husch Blackwell LLP
 Texas Attorney Generals Office
 Western District of Texas - US District Court (Austin)

Manufacturing

Cirrus Logic
 Silicon Labs
 Austin Manufacturers Association

Marketing

Facebook
 97 Degrees West
 eConnect Email
 GSDandM
 IPX
 Landscape Leadership
 Proof Advertising
 R/GA Austin
 Sherry Matthews Inc
 Statesman Media
 Vector Marketing
 Workhorse Marketing
 Adlucent LLC
 Modernize
 LatinWorks Marketing LLC
 McGarrah Jessee LP
 Kendra Scott

Science, Technology, Engineering, and Mathematics

Austin Energy
 BIG RED DOG, a division of WGI
 Consort, Inc.
 DAVCAR Engineering Services
 DCI Engineers
 HNTB Corporation
 Intel
 Jacobs
 Jordan and Skala Engineers, Inc.
 KBGE Engineering
 ThoughtWorks, Inc.
 Google Austin

Transportation, Distribution, and Logistics

GE Aviation Digital
 Jet Better
 Auto Coat
 Aviation Division Texas Department of Transportation

Bowie High School Potential Partners

Architecture and Construction	Science, Technology, Engineering, and Mathematics
Rogers-O'Brien Construction	Terracon Consultants, Inc.
Business Management and Administration	LJA Engineering Inc
Service Excellence Training	HDR Engineering Inc
Education and Training	NSS Labs, Inc
Austin Community College: South Austin Campus	Jones Carter Engineering
St. Edward's University	Intel
Health Science	Transportation, Distribution, and Logistics
Baylor Scott and White Clinic - Austin Southwest*	Ferrari of Austin
Seton Southwest Hospital*	Maxwell Ford
Dell Children's Medical Group*	Kia of South Austin
St. David's Rehabilitation - South Austin Hospital*	Capitol City Upholstery Supply
Edgemont Pharmaceutical	NAPA Auto Parts - Austin Congress
Human Services	
YMCA of Austin	
Information Technology	
BASSG, LLC.	
Praxent	
Manufacturing	
AusTex Machine and Design	
Alliance Medical Independentv	
Marketing	
IPX	
eConnect Email	
Vector Marketing	
97 Degrees West	
Adlucent LLC	
Workhorse Marketing	

**Indicates Current District Partner*

Crockett ECHS Potential Partners

Agriculture, Food, and Natural Resources	Law, Public Safety, Corrections, and Security
Fluence Bioengineering	Austin Fire Station 24
Architecture and Construction	Manufacturing
Rogers-O'Brien Construction Cadence McShane Construction Company O'Connell Robertson	AusTex Machine and Design
Education and Training	Marketing
Twin Oaks Branch, Austin Public Library* Austin Community College: South Austin Campus St. Edward's University	Workhorse Marketing 97 Degrees West Landscape Leadership Adlucent LLC Kendra Scott
Health Science	Science, Technology, Engineering, and Mathematics
Dell Children's Medical Group* Seton Heart Institute* Detekt Biomedical Austin Radiological Association Endeavor Rehab Centers, Central Hanger Clinic, Austin Westgate Skin and Cancer, Dermatology Center	HDR Engineering Inc Jones Carter Engineering LJA Engineering Inc Terracon Consultants, Inc. NSS Labs, Inc Austin Energy Imagine Solar
Hospitality and Tourism	Transportation, Distribution, and Logistics
Hotel San José	Austin Fleet Services Department* Capitol City Upholstery Supply Ferrari of Austin Kia of South Austin Maxwell Ford NAPA Auto Parts - Austin Congress JSI Logistics
Human Services	
Armstrong McCall Beauty Supply* YMCA of Austin	
Information Technology	
BASSG, LLC. Praxent	

Eastside Memorial ECHS / International High School

Potential Partners

Agriculture, Food, and Natural Resources	Finance
Austin Pets Alive* PAZ Veterinary* Zilker Botanical Garden	Frost Bank Chase Bank Wells Fargo Blue Sage Capital Maxwell Locke and Ritter - CPA Cherry Bekaert
Architecture and Construction	Government and Public Administration
McKinney York Lake Flato O'Connell Robertson Baldrige Architects Barley Pfeiffer Architecture Caddo CM Gensler Page AIA Austin	Austin Boards and Commissions Austin City Offices State of Texas Office of the Governor Austin City Hall Secretary of State State of Texas Office of the Governor Texas Legislative Council Texas State Auditors Office Texas State Board of Public Accountancy Texas State Comptrollers Office Sales Tax Texas Tax Policy
Arts, Audio/Video Technology ,and Communications	Health Science
Kvr9/Tstv Longhorn Network Spectrum News Austin AT and T	Seton McCarthy Community Health Center* Dell Seton Medical Center at The University of Texas* Seton Brain and Spine Institute Neurosurgery @ University of Texas at Austin Health Transformation Building* Seton Medical Center Austin* St. David's Foundation* St. David's Medical Center* Dell Children's Medical Center of Central Texas Dell Pediatric Research Institute The University of Texas at Austin Biomedical Engineering (BME) Austin Regional Clinic
Business Management and Administration	
Austin Chamber of Commerce Training Tree Partners Idea Labs Consulting	
Education and Training	
Austin Central Library, Austin Public Library* Howson Branch, Austin Public Library* Terrazas Branch, Austin Public Library* Willie Mae Kirk Branch, Austin Public Library* Austin Community College: Eastview Campus University of Texas: Division of Diversity and Community Engagement Hutson Tillotson University	

** Indicates Current District Partner*

Eastside Memorial ECHS / International High School

Potential Partners

Hospitality and Tourism

Aloft Austin Downtown*
Courtyard by Marriott Austin Downtown/Convention Center*
The Westin Austin Downtown*
AO Tours Austin
Capital Cruises
Four Seasons Hotel Austin
Hotel Indigo Austin Downtown - University
Hyatt Regency Austin
InterContinental Stephen F. Austin
JW Marriott Austin
Omni Austin Hotel Downtown
Silver Whisk Cooking
Texas Capitol Visitors Center
The Guild Hotels HQ
Austin Chamber of Commerce
Austin Tourism Board
City of Austin - Tourism
Home Away

Information Technology

Silicon Labs
CGI
Upskill

Law, Public Safety, Corrections, and Security

City of Austin Police Department
University of Texas At Austin- Police Department
Norton Rose Fulbright
Baker Botts LLP
Husch Blackwell LLP
Texas Attorney Generals Office
Western District of Texas - US District Court (Austin)

Manufacturing

BAE Systems
Cirrus Logic
Silicon Labs

Marketing

Sherry Matthews Inc
Statesman Media
Facebook
GSDandM
Proof Advertising
R/GA Austin
Frog Inc.
LatinWorks Marketing LLC

Science, Technology, Engineering, and Mathematics

BIG RED DOG, a division of WGI
DCI Engineers
HNTB Corporation
KBGE Engineering
ThoughtWorks, Inc.
Google Austin
Austin Energy

Transportation, Distribution, and Logistics

Auto Coat
GE Aviation Digital
Jaguar Land Rover Austin
Jet Better
Capital Metro

LBJ ECHS / LASA Potential Partners

Architecture and Construction	Science, Technology, Engineering, and Mathematics
Turner Construction	Texas Solar Power Company
Arts, Audio/Video Technology ,and Communications	CyberTex
Emmis Radio	Transportation, Distribution, and Logistics
Education and Training	East West Auto Sales
St. John Branch, Austin Public Library*	TXDOT
University Hills Branch, Austin Public Library*	UPS
Health Science	
Dell Children's Medical Center of Central Texas	
Dell Pediatric Research Institute	
International Biomedical	
Clinical Pathology Labs Inc: Yurco Stephen MD	
Hanger Clinic: Prosthetics and Orthotics	
Human Services	
Mobile Loaves and Fishes	
Manufacturing	
Scientific Machine and Welding, Inc.	
Applied Materials	
Mac's Welding	
BAE Systems	
Samsung Austin Semiconductor	
Marketing	
Liaison Creative + Marketing,	
Lamar Advertising Austin	

* Indicates Current District Partner

McCallum High School Potential Partners

<p>Agriculture, Food, and Natural Resources</p>	<p>Hospitality and Tourism</p>
<p>Austin Humane Society</p>	<p>Auguste Escoffier School of Culinary Arts</p>
<p>Architecture and Construction</p>	<p>Information Technology</p>
<p>Associated Builders and Contractors</p>	<p>Blackbaud IBM Tecra Systems HostGator Bazaarvoice</p>
<p>Arts, Audio/Video Technology, and Communications</p>	<p>Marketing</p>
<p>Xerox Corporation Emmis Radio Austin Film Society</p>	<p>Liaison Creative + Marketing, Austin Board of REALTORS® Headquarters* Lamar Advertising Austin</p>
<p>Business Management and Administration</p>	<p>Science, Technology, Engineering, and Mathematics</p>
<p>Indeed</p>	<p>IBM Building 045* Austin Energy North Branch Stantec - Aldrich United Refrigeration Qualcomm, Inc. Datum Engineers, Inc. Goodman</p>
<p>Education and Training</p>	<p>Transportation, Distribution, and Logistics</p>
<p>Austin Community College: Highland Business Center</p>	<p>East West Auto Sales Leif Johnson Ford Mercedes-Benz of Austin Tasco Auto Color TXDoT</p>
<p>Finance</p>	
<p>David Tucker CPA PC Gindler Chappell Morrison and Co - Jack Gindler CPA Tony Ramos, CPA Marci Shafto CPA, LLC</p>	
<p>Health Science</p>	
<p>Dell Pediatric Research Institute Texas Nurses Association Bio Medical Services Biotech American Cancer Society Texas Orthopedics Physical Therapy Seton Medical Center Austin* Dell Children's Medical Center of Central Texas International Biomedical Hanger Clinic: Prosthetics and Orthotics CyberTEX</p>	

Navarro ECHS Potential Partners

<p style="text-align: center;">Agriculture, Food, and Natural Resources</p>	<p style="text-align: center;">Manufacturing</p>
<p>Austin Humane Society</p>	<p>Mac's Welding</p>
<p style="text-align: center;">Architecture and Construction</p>	<p>Samsung Austin Semiconductor</p>
<p>Associated Builders and Contractors Turner Construction</p>	<p style="text-align: center;">Marketing</p>
<p style="text-align: center;">Arts, Audio/Video Technology ,and Communications</p>	<p>Lamar Advertising Austin TKO Advertising</p>
<p>Xerox Corporation Austin Film Society</p>	<p style="text-align: center;">Science, Technology, Engineering, and Mathematics</p>
<p style="text-align: center;">Business Management and Administration</p>	<p>IBM Building 045*</p>
<p>Amazon (AUS11)*</p>	<p>Austin Energy - City of Austin</p>
<p style="text-align: center;">Finance</p>	<p>Austin Energy North Branch</p>
<p>Gindler Chappell Morrison and Co - Jack Gindler CPA Mathews CPA Inc.</p>	<p>Texas Solar Power Company</p>
<p>Mikella Maughan, CPA, PC Tony Ramos, CPA</p>	<p>Goodman</p>
<p style="text-align: center;">Health Science</p>	<p>United Refrigeration</p>
<p>Northwest Surgery Center Texas Orthopedics Physical Therapy</p>	<p>Qualcomm, Inc.</p>
<p>XBiotech</p>	<p style="text-align: center;">Transportation, Distribution, and Logistics</p>
<p>American Cancer Society</p>	<p>Leif Johnson Ford</p>
<p>Austin Anesthesiology Group</p>	<p>Ducati Austin</p>
<p style="text-align: center;">Information Technology</p>	<p>Lexus of Austin</p>
<p>Blackbaud</p>	<p>Mercedes-Benz of Austin</p>
<p>SecureLink</p>	<p>Tasco Auto Color</p>
<p>IBM</p>	<p>TXDoT</p>
<p>General Motors IT Innovation Center</p>	<p>UPS</p>
<p>Bazaarvoice</p>	

* Indicates Current District Partner

Northeast ECHS/Clifton Career Development School

Potential Partners

Arts, Audio/Video Technology ,and Communications

Emmis Radio
Austin Film Society
Longhorn Network

Education and Training

St. John Branch, Austin Public Library*
Austin Community College: Highland Business Center
University Hills Branch, Austin Public Library*

Finance

David Tucker CPA PC
Gindler Chappell Morrison and Co - Jack Gindler CPA
Tony Ramos, CPA

Health Science

Dell Children's Medical Center of Central Texas
Dell Pediatric Research Institute
International Biomedical
Hanger Clinic: Prosthetics and Orthodontics

Information Technology

HostGator
Samsung Austin Semiconductor

Manufacturing

Mac's Welding
Applied Materials

Marketing

Lamar Advertising Austin
TKO Advertising
Liaison Creative + Marketing,

Science, Technology, Engineering, and Mathematics

Austin Energy North Branch
Texas Solar Power Company
CyberTex

Transportation, Distribution, and Logistics

East West Auto Sales
Leif Johnson Ford
Mercedes-Benz of Austin
TXDoT
UPS

Travis ECHS Potential Partners

Agriculture, Food, and Natural Resources

- PAZ Veterinary*
- Fluence Bioengineering
- Illumitex

Architecture and Construction

- O'Connell Robertson
- Cadence McShane Construction Company
- Lake Flato
- Rogers-O'Brien Construction

Business Management and Administration

- Austin Chamber of Commerce

Education and Training

- Terrazas Branch, Austin Public Library*
- Twin Oaks Branch, Austin Public Library*
- Austin Community College: Riverside Campus
- St. Edward's University

Finance

- Blue Sage Capital

Government and Public Administration

- Austin City Offices
- Texas State Board of Public Accountancy

Health Science

- CommUnityCare Southeast Health and Wellness Center*
- Seton McCarthy Community Health Center*
- St. David's Rehabilitation - South Austin Hospital*
- Detekt Biomedical
- St. David's HealthCare
- Endeavor Rehab Centers, Central

Hospitality and Tourism

- Four Seasons Hotel Austin
- Hotel San José
- Hyatt Regency Austin
- JW Marriott Austin
- The Guild Hotels HQ

Information Technology

- Silicon Labs
- CGI
- Oracle
- Upskill

Law, Public Safety, Corrections, and Security

- Austin Fire Station 22
- Austin Fire Station 35
- Norton Rose Fulbright
- Baker Botts LLP
- Husch Blackwell LLP

Marketing

- Workhorse Marketing
- Adlucent LLC
- Kendra Scott

Science, Technology, Engineering, and Mathematics

- Alba Energy of Austin, Texas
- Austin Energy
- Dave's Heating and Air Conditioning
- DCI Engineers
- Jones|Carter Engineering
- KBGE Engineering
- Imagine Solar

Transportation, Distribution, and Logistics

- Austin Fleet Services Department*
- Leif Johnson Ford
- Maxwell Ford
- Aviation Division Texas Department of Transportation
- Ferrari of Austin
- Kia of South Austin
- NAPA Auto Parts - Austin Congress
- Tegeler Dealership Pre-Owned
- JSI Logistics

* Indicates Current District Partner

Key factor 5: Programs and Offerings

National Trends

CTE/CCL programs are expanding in many different ways around the country – each responding to local or regional needs and conditions. The CTE subcommittee looked at a variety of award-winning CTE programs nationally (30+ programs), such as:

- Harmony Magnet Academy (STEM) – Strathmore, California
- Oakland High School (Manufacturing) – Murfreesboro, Tennessee
- Passaic County Technical Institute (Graphic Arts/AV Tech) – Wayne, New Jersey
- Madison County CTE (Aviation/Hybrid Electronics) – Huntsville, Alabama
- Visto PEAK Preparatory (Business Ed) – Aurora, Colorado
- Granite Technical Institute (Aerospace/Manufacturing) – Salt Lake City, Utah
- Bollman Tech Ed (Medical Sciences Program) – Thornton, Colorado

Key information about these CTE programs were sought: What makes them successful? Why were they considered award winning? How are their community and business partners involved?

Here are overall key success factors that were evident in the CTE programs reviewed:

- Very strong involvement of local business, community and post-secondary partners.
- Strong leadership and support from the school district administration and board.
- Coincidental support and/or involvement from the local/regional government agencies.
- Enthusiastic support from local business leaders and Chamber of Commerce and in some cases involvement of local/regional economic development organizations.
- Developed and focused CTE curriculum and programs with industry-trained, experienced and certified teachers and staff.
- Motivational leadership of the CTE program and partnership/business development director roles.
- Strong emphasis on CTE or individual programs with students beginning at the middle school level – constant cultivation of student interest.
- Facilities that are designed to support specific CTE program needs, simulation of work place environments, and foster collaborative learning.
- Fully engaged and developed internship, apprenticeship and externship programs

Virtually all of the experts agreed with the list of key factors for success in CTE program development. They also brought the perspective of CTE from different situations and viewpoints. The guest speakers included: Brett Pawlowski, Executive Vice-President, National Center for College and Career Transitions (NC3T); Laura Sage, Director, Butler Technology and Career Development Schools; Corey E. Mohn, Executive Director, Blue Valley Center for Advanced Professional Studies (CAPS); Allie Bateman, Director, Ford Next Generation Learning (Ford NGL); Steve DeWitt, Deputy Director, Association for Career and Technology Education (ACTE); Jane Oats, President, Working Nation; Scott Springer, Denver Work Based Learning Group.

The CTE subcommittee also interviewed some key national experts, consultants and directors in CTE Programs to gain their insights as to key factors for partnership and program development. Below is a list of take-aways from each CTE entity:

- Association of Career Technical Education is a great resource and has a vast array of information, data, teaching/learning aids, partnership development strategies and most importantly – the shared experiences of hundreds of CTE directors, teachers and partners from around the country.
- Blue Valley CAPS Program emphasized student agency and very strong and large array of business and industry partners and actually exports its program in association with over 100 school districts in 13 states.
- Butler Technology and Career Development Schools serves five campuses and over 50 school buildings throughout Ohio. They support over 17,000 students per day and offer dual credit and over 75 college level courses. They are structured as an independent school district for CTE in Ohio and have very active partnership participation throughout the state.
- Ford - Next Generation Learning provides consulting services to help school districts and private schools develop STEM and entrepreneurial programs around the country.
- Working Nation is considered one of the best resources for CTE programs with data and information to anticipate growth industries and job opportunities throughout the nation with a focus toward future employment trends.
- Denver Work Based Learning Group was involved with one of the most successful district-wide CTE Master Plans for Denver Public Schools, including Career Education Center (CEC) Early College of Denver.





Crockett Student in Audio/Visual Program.

District Career Academies

Career academies are small, personalized learning communities within a high school that select a subset of students and teachers for a two, three, or four-year span. Students enter the academy through a voluntary process; they must apply and be accepted with parental knowledge and support. A career academy involves teachers from different subjects working together as a team. Career academies include the following essential elements:

- A bold marketing direction, including updates to the website.
- A bold strategic direction (dispersed, centralized, or both). Comparable districts seem to offer students more access to more programs.
- A well-defined partner-pathway to helping with co-education.
- Commit to the four-course pathway and offer students personalized experiences and apprenticeships.

Currently, the District offers Career Launch programs, which are similar to the academy model, but are not implemented into all high schools. As of 2019, the academy model is only offered within Fine Arts at the District.

Comparable Cities

Comparable cities were determined based on two factors:

- Student enrollments were within a third of the same amount as Austin (55,594 - 128,000 students)
- Cities within 1.5 the Austin growth rate (14%-60%)

Refer to Figure 5.5.1 and 5.5.2 to see more information on their student enrollment and growth rate comparisons.



*Survey respondents top 3 Career pathways relevant to students as a possible career were: **1. STEM (22%); 2. Arts, AV, and Technology and Communication (15%); 3. Information Technology (11%).***

Austin Comparative Communities

Student Enrollment and Growth Rate

Enrollments +/- 1/3 of District Enrollment

Cities	2017 City Population	2000 City Population	Growth Rate	Student Enrollment
Jacksonville, Florida	892,062	736,123	21%	128,000
Albuquerque, New Mexico	558,545	450,971	24%	95,000
Fort Worth, Texas	874,168	545,759	60%	86,234
Nashville, Tennessee	667,560	546,104	22%	86,000
AUSTIN, TEXAS	950,715	675,370	41%	84,000
Denver, Colorado	704,621	556,320	27%	79,423
San Francisco, California	884,363	777,340	14%	56,000
Columbus, Ohio	879,170	714,984	23%	56,000
Boston, Massachusetts	685,094	591,561	16%	55,594

FIGURE 5.5.1 - Student Enrollment comparison

Cities within 1.5 x Austin Growth Rate or 2/3 Austin Growth Rate

Cities	2017 City Population	2000 City Population	Growth Rate	Student Enrollment
Raleigh, North Carolina	464,758	290,079	60%	159,000
Fort Worth, Texas	874,168	545,759	60%	86,234
Orlando, Florida	280,257	195,410	43%	212,605
AUSTIN, TEXAS	950,715	675,370	41%	84,000
Seattle, Washington	724,745	564,109	28%	53,876
Sante Fe, New Mexico	83,776	65,580	28%	13,633
San Francisco, California	884,363	777,340	14%	56,000
Denver, Colorado	704,621	556,320	27%	79,423

FIGURE 5.5.2 - Growth rate comparison

Lessons Learned from Comparable Districts

The following school districts are comparable to the District in terms of the size of the city and school District referenced in Figure 5.5.1 and 5.5.2. The ten school districts were researched further to assist the CTE subcommittee in forming recommendations for the District's CTE department. Lessons learned from each district are summarized below:

Columbus, Ohio

The Columbus City schools have two state of the art Career Technical Centers. These centers serve juniors and seniors. Sophomore students interested in applying for classes beginning in their junior year should see their Career and Community Resource Coordinator or Guidance Counselor (CCRC) at their home high school.

Denver, Colorado

Denver Public Schools Foundation details multiple avenues that the Business, Higher Ed, and Community can involve themselves in DPS Career-Connected Learning.

DPS Career Residency Program offers a three-year paid apprenticeship program.

Fort Worth, Texas

They use twitter to advertise their CTE programs and share out their students' accomplishments.

Jacksonville, Florida

Career academies are small, personalized learning communities within a high school that select a subset of students and teachers for a two, three, or four-year span. Students enter the academy through a voluntary process; they must apply and be accepted with parental knowledge and support. A career academy involves teachers from different subjects working together as a team. Career academies include the following essential elements:

- A small learning community
- A college-prep curriculum with a career theme
- Partnerships with employers, the community, and higher education

Nashville, Tennessee

Nashville offers multiple career academies at each high school.

Portland, Oregon

"Programs of Study" are described thoroughly and vividly on the Portland Public School Website.

Raleigh, North Carolina

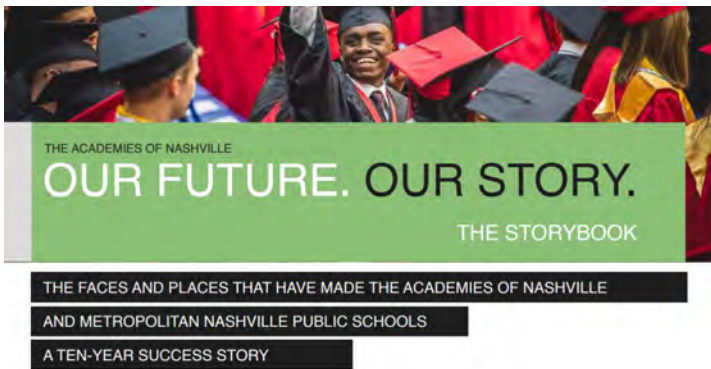
This program has a well-developed website and utilizes twitter. They also offer apprenticeships for their students and are organized into academies.

Round Rock, Texas

All high schools in the district offer the following CTE programs: Business and Industry, Health Science, Public Services, Science, Technology, Engineering and Mathematics (STEM), and Visual and Performing Arts. Additional programs are offered at a limited number of facilities.

Seattle, Washington

Seattle Public Schools offers both academies and a skills center.



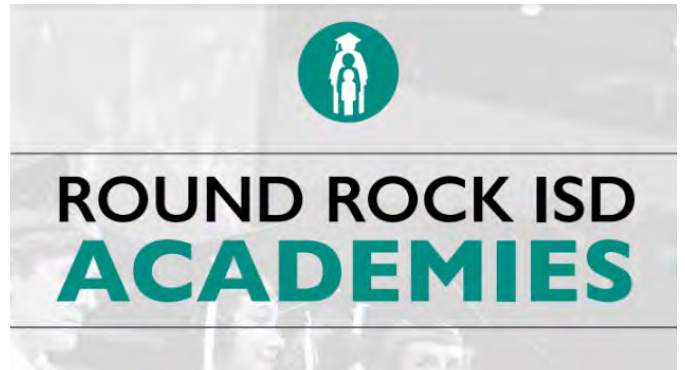
The Academies of Nashville (Ref. 5.18)



Portland Public School CTE Programs of Study (Ref. 5.19).



Wake County Public School System - Raleigh, NC, Career Preparation (Ref. 5.20).



Round Rock ISD Academies (Ref. 5.21)



Genessee Career Institute - Stantec

Flexibility and Adaptability in CTE Spaces

Flexibility and adaptability are important in any learning environment, and it is especially relevant in CTE. CTE programs, in particular, must have the ability to adeptly adjust to changes in regulations, partnerships, curriculum, market trends, student interests, and new technology. As such, providing flexible spaces is key. Some strategies to maximize future flexibility include:

- Minimize columns, shafts, and other obstructions within the center of the building.
- Design CTE areas in modules, so that spaces can easily grow or contract according to functional needs.
- Design flexible lab/classroom spaces that have the infrastructure to accommodate various curriculum needs.
- Involve end-users in the design process to ensure that the anticipated use of the space, as well as future potential needs, are fully understood.
- Ensure new construction or renovations align with the Facilities Master Plan.

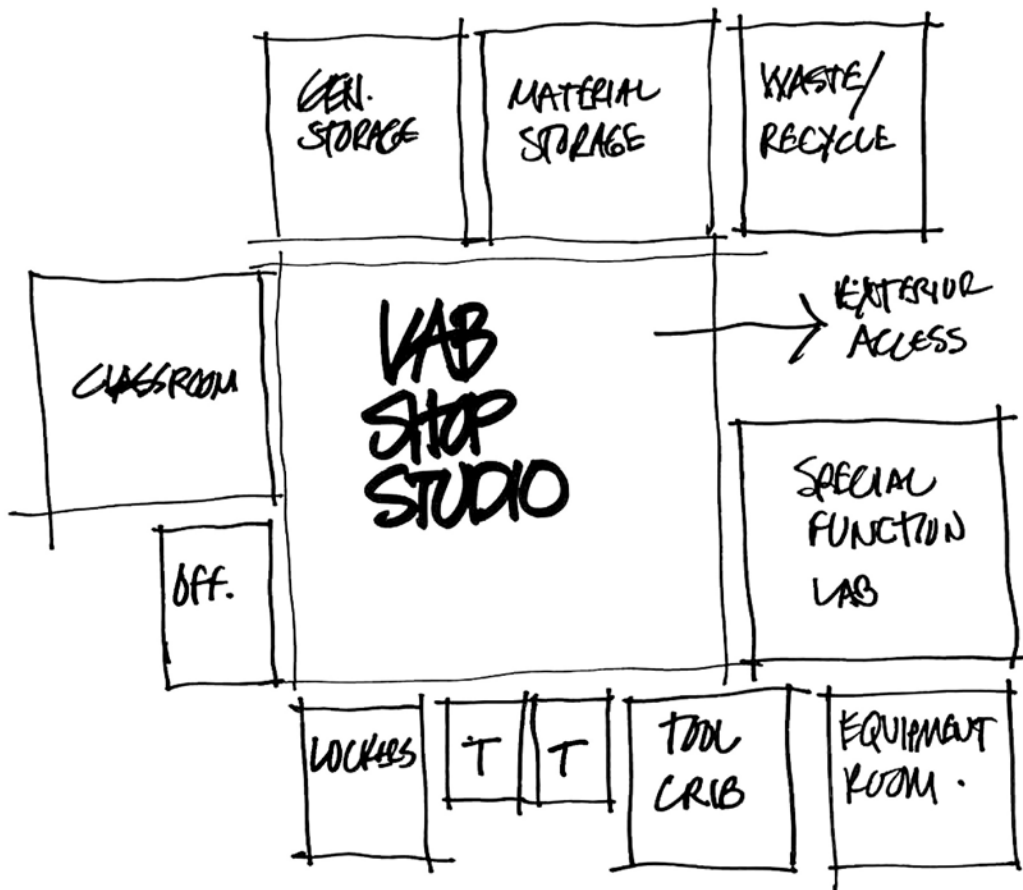


FIGURE 5.5.3 - CTE Spatial Components

CTE Spatial Components

The primary space devoted to the delivery of a particular CTE Pathway - whether it is a Lab, Shop, Studio, or Maker Space – usually requires numerous support or ancillary spaces in order to adequately support the activities and programs conducted within the primary space. Proper accounting and programming of the primary and support spaces are essential.

The Box Spectrum

Expanding the conversation from the known brand of the “Black Box” to the “White Box” – other “box colors” may be utilized to designate other activities and programs along a spectrum of colors to “brand” cross-disciplinary functions that could share common requirements and needs – perhaps providing synergies not only between Athletics and Wellness, Fine Arts and Creative Learning, and CTE and CCL, but also with core curriculum.

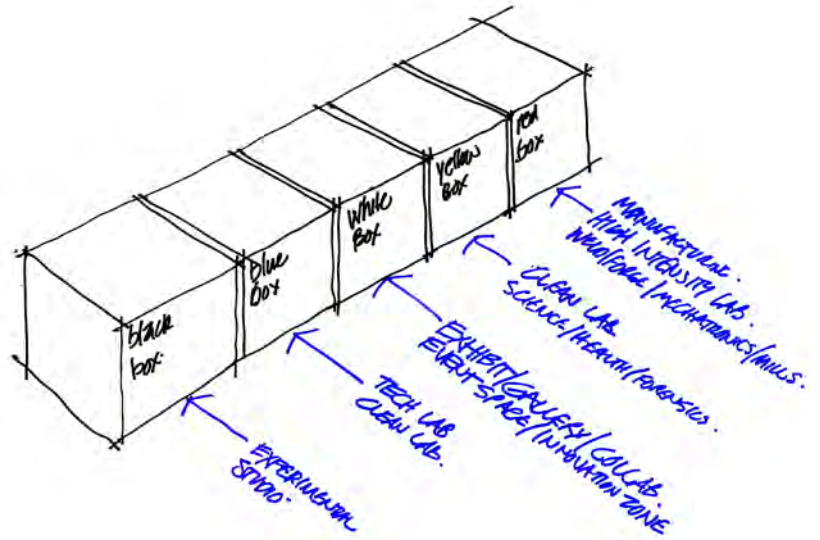


FIGURE 5.5.4- The Box Spectrum

Modular Planning

Planning for primary CTE Spaces – shops, labs, studios and maker spaces – need to be based on modular planning principles: Properly sized bays and spacing of structural elements that will allow the relatively easy interior modification of spaces as minor renovation projects and less cost to change.

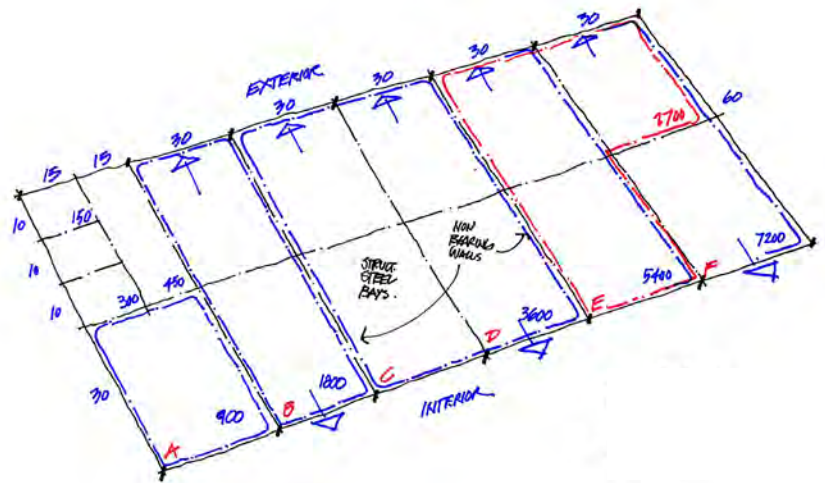


FIGURE 5.5.5 - Modular Planning

Multi-purpose STEAM Center Components

A multi-purpose STEAM (Science, Technology, Engineering, Art and Math) Center could incorporate flexible and adaptable spatial components that would support an array of interdisciplinary programs for Athletics and Wellness, Fine Arts and Creative Learning, and Career and Technical Education and Career-Connected Learning. The use of two larger open studios (“Black Box” and “White Box”) for a multitude of programs and classes could work independently or jointly, with shared storage and control spaces between.

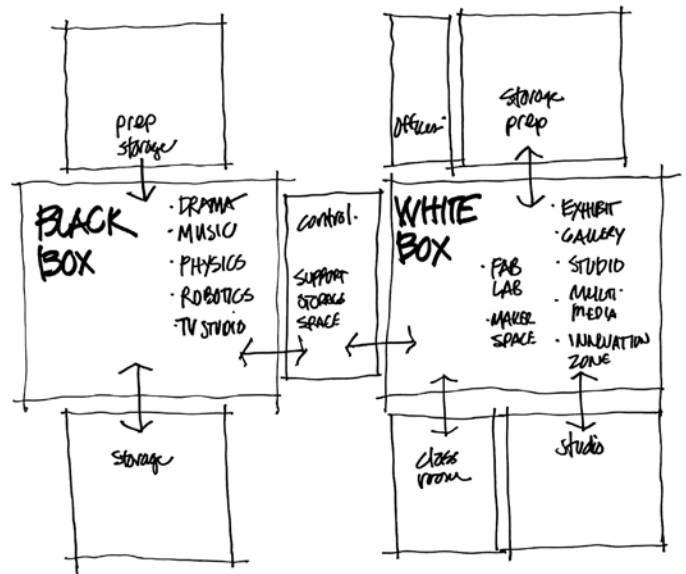


FIGURE 5.5.6 - Multi-purpose STEAM Center Components

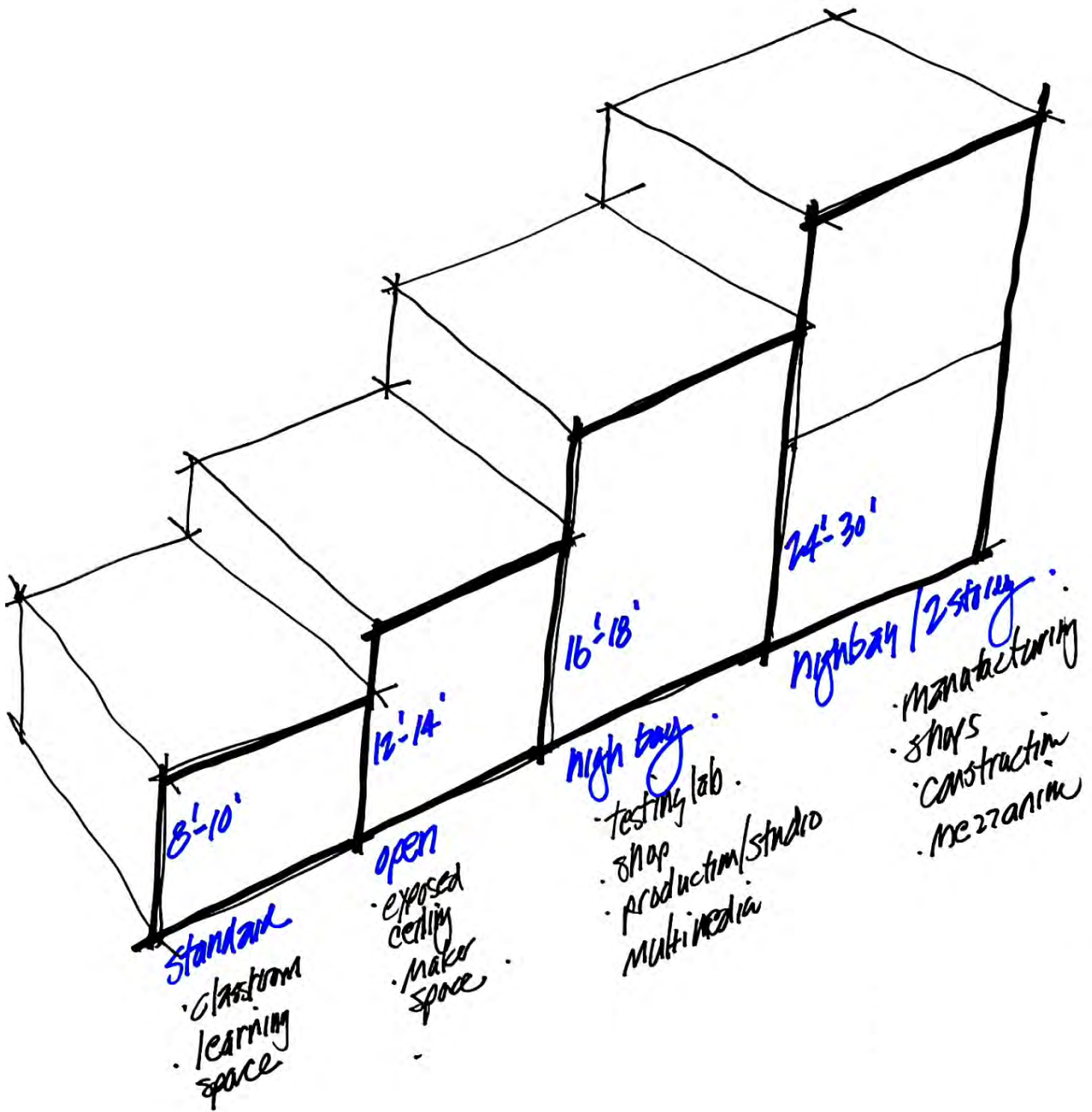


FIGURE 5.5.7 - Spatial Height Ranges

Spatial Height Ranges

Planning for primary and ancillary/support CTE spaces also requires foresight and planning with regard to the third dimension: the overall height of the space. The height requirements for a variety of CTE programs can vary, but many will fall into these four (4) categories: Standard height for classrooms, Open height for maker spaces, High Bay height for labs, studios and certain shops, High Bay/Two Story heights for construction, manufacturing and shops that require much greater clearances or mezzanine levels.



Sterling Aviation Early College High School - Stantec

Recommendations

Partnerships

Engage/enliven/expand business, post-secondary, government and community partners.

Vision Statement: Connection and Alignment

- **Establish a new advisory board structure:** Establish a Partnership Advisory Board for the District and Austin region. In order to maintain synergies between all three programs, the five-levels of partnership should be integrated across the content areas. See Part 2, Key Factor 4: Partnerships for more information about Partnerships. Reference Advisory Board Structure located in Appendix B.
- **Create and implement new partnership development strategies:** Implement the eight (8) strategies of CTE/CCL partnership development as described in Part 2, Key Factor 4: Partnerships.
- **Align CTE/CCL programs with business, government and community partners:** Work closely with partners at partial or complete levels of integration (See Levels IV and V on the opposite page) on co-developing curricula, providing instructors, measuring outcomes and maintaining quality.
- **Align CTE/CCL programs/curricula with post-secondary education partners:** Collaborate with UT-Austin, Texas State, Huston-Tillotson University, St. Edwards, Concordia, Austin Community College, Texas State Technical College, and other public/private colleges and training centers to support student commitment to a pathway through shared resources, shared facilities, teacher involvement, and training.
- **Engage with surrounding school districts:** Work with nearby districts to determine if business, post-secondary education and community partnerships can be coordinated to avoid “partner fatigue” (see Partnership Strategies in Part 2, Key Factor 4: Partnerships).



Survey respondents listed their 3 words describing the future of the District’s

CTE programs, of the 550 responses, the most frequent phrases used were:

1. Innovative (39); 2. Relevant (24); and 3. Inclusive (22).



Architecture and Construction is a major industry within the Austin region, partnerships within this field can be aligned with proximity to District high schools. Photographed: Crockett High School students in Construction cluster program.

Level V: Complete Integration

- True, equal collaboration among educators and community and industry partners.
- Partners heavily involved as complete stakeholders in developing school model, internships, and co-development of curricula with strong involvement of business leaders.
- Partner has responsibility and authority in the development of instruction, outcomes, resources, and work-based learning efforts, including the use of partner facilities.

Level IV: Partial Integration

- Working directly with educators and students, in ways that change how instruction happens. Involving facilities, curriculum, program culture, or other opportunities.
- Partner has direct involvement with student goal setting and attainment.
- Endowments/Funding and Resources for specific programs and activities.

Level III: Interactive Support

- Partner working directly with students and staff without influencing instruction: Guest speakers and performers, career mentors, hosting site tours for students, job-shadowing, internships, co-ops, apprenticeships, hosting training and coaching workshops, seminars, and teacher externships.
- Serving on an Advisory Board.

FIGURE 5.7.1 - Proximity to partnerships should be prioritized to and IV and V level integration. Ref. 5.13-5.16.

Program Distribution and Operational Strategies

Develop district-wide strategy for the location of CTE pathways and programs that utilizes a combination of a regional centers and dispersed localized facilities based on partner input, operational/transportation costs, land/facility availability and student/agency and demand for programs.

Vision Statement: Connection and Alignment, Accessibility and Equity

- **CTE clusters/pathways and program facility location:** Locate CTE clusters/pathways as near as possible to Level IV and V partners. Such proximity will improve access and involvement of partners, staff, teachers and mentors while fostering student mentorship, internship, apprenticeship and externship programs.
- **Centralize or regionalize specific CTE/CCL facilities:** Programs requiring highly-specialized facilities and equipment should be centralized to reduce overall capital and operational costs and be located at the high school campuses identified in the cluster distribution recommendation maps. This consideration may apply to pathways within these clusters: Agriculture, Food and Natural Resources, Architecture and Construction, Energy, Transportation, Distribution and Logistics, STEM, Hospitality and Tourism, Health Sciences, Manufacturing.

Note: During the compilation of these recommendations, the CTE subcommittee acknowledged the TEA restructuring of CTE clusters in public comment phase held in the spring of 2019. The identified changes are shown in the following cluster distribution recommendation maps and are summarized below:

- The *Business and Administration, Finance, and Marketing* clusters are **combined**.
- The *Government and Public Administration and Law, Public Safety, Corrections, and Security* clusters are **combined**.
- The *Energy* cluster has been introduced.

For more information on where current District program distribution, reference Part 5, Key Factor 2: Supply and Demand, Figure 5.2.1, 5.2.2, and their corresponding maps.



Sterling Aviation Early College High School - Stantec

A Note on Texas House Bill No. 3 (May 2019): Texas Bill No. 3 will position the District to more fully develop and integrate CTE/CCL programs throughout all levels of education – from Early Childhood to Early College. The foundation of this integration will be the district-wide deployment of introductory level classes of all potential CTE Clusters and Pathways in order to facilitate student agency, choice and further development of a chosen pathway.

The earlier a student forms a distinct interest in a pathway, the opportunity for much more advanced levels of achievement, endorsements, and certifications becomes possible. Consequently, the District will need to potentially provide for a full spectrum of CTE/CCL programs and facilities at the elementary and middle school levels to support and maximize student development at the high school level.

Elementary school level CTE/CCL curriculum will inherently be less specific to any pathway but should focus on the identification and development of aptitudes, talents and interests that may be a basis of future choices of the student. Such programs would also add to the early development of critical thinking skills, science, engineering and artistic abilities, analytical skills, and rudimentary computer/technical skills of the individual student.

Middle school level CTE/CCL curriculum begins the process of development of student choice of pathways and direction. The District enhancement of the 6th grade “Exploring Careers” curriculum to include the full spectrum of CTE/CCL Pathways, the expansion of Middle school 7th and 8th Grade CTE Curriculum to include introductory/principles level courses in all CTE Pathways, and the groupings under CTE Clusters will potentially advance student involvement in CTE/CCL much more quickly and to greater certification opportunities in high school.

Operational and budget limits prohibit the full spectrum of CTE Program Development at each and every high school, and consequently, a strategy of concentrating specific pathway “super clusters” at the higher or more advanced levels of CTE/CCL at specific high schools within each of three regions in the District, will provide the greatest opportunities at the lowest costs.”

These strategies will result in enhanced educational and career opportunities for all students while supporting vertical alignment, student agency, and when realized, will open potential new funding opportunities from the State of Texas as anticipated in House Bill No. 3 (May 2019).

Program Distribution and Operational Strategies

Develop district-wide strategy for the location of CTE pathways and programs that utilizes a combination of a regional centers and dispersed localized facilities based on partner input, operational/transportation costs, land/facility availability and student/agency and demand for programs.

Vision Statement: Connection and Alignment, Accessibility and Equity

- **Strategically locate CTE/CCL facilities:** Maximize access for all students to select the pathway that offers student agency to match their interests. Where possible, adjust District and city transportation to support this effort – including new transportation technologies and flexible scheduling to mitigate travel time disparities.
- **Extend the use of CTE/CCL facilities:** Support the continuum of lifelong learning by sharing District CTE facilities for adult education and/or non-school use such as training centers or supporting neighborhood community groups.
- **Expand the availability of CTE/CCL facilities:** When necessary expand facility use beyond the traditional school day, allowing for alignment of programs and class times with partner work schedules to enhance student internship and apprenticeship opportunities and provide greater access and involvement of potential teachers from partner facilities. Expanded availability will also support adult and community use during non-school hours



Willis CTE Center.

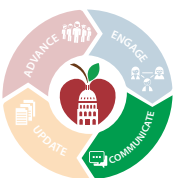


Willis CTE Center.

or over summer break.

- **Elementary alignment:** All elementary school campuses should support vertical alignment with their associated middle and high school CTE and Career-Connected Learning programs by providing appropriate spaces and accommodations - such as with the design and planning of maker spaces and other specialized STEM/STEAM facilities - that will prepare students for success at subsequent levels of their education. While recognizing site limitations at each campus, consistency between elementary schools should achieve the highest level of equity possible.
- **Junior ROTC:** JROTC Programs need to be supported by facilities that provide areas for drilling and training. These can vary greatly, depending on preferred types of training. At a minimum, a drilling and marching space is needed, which is normally the size of typical gymnasium. Support areas for locker/changing rooms, offices, equipment and uniform storage and restrooms may also be needed. Centralized location of dedicated JROTC programs and facilities to reduce costs is recommended. These spaces may be shared regionally with athletic and wellness programs on a campus or within a centralized facility.

Survey respondents top 3 Career pathways that they believe should be added to the District curriculum were:



- 1. Technology and Computer Science**
- 2. Trades (Plumbing and Welding);**
- 3. Mechanics**

Program Distribution and Operational Strategies

Cluster Distribution Recommendation Maps

The following maps describe the recommended placement of CTE programs at schools with a significant focus on specific clusters. These campuses fall under one of two categories:

1. This campus already has significant facilities, infrastructure, and teachers for these clusters (*Cluster focus*). Therefore, those clusters should remain at that school.
2. A cluster focus is recommended to be added in the future at this campus.

Additionally, introductory courses in each cluster will be offered at additional schools, as required to meet student demand.

LASA and Ann Richards SYWL have not been considered in these recommendation maps because they are closed campuses and cannot participate in student sharing. Garza is structured to support independent course study and does not participate in student sharing.

Campuses that are within more than one region are considered to be accessible from both regions and are therefore noted multiple times. For example; *Northeast is shared with the North and Central regions and therefore the campus can provide a 'Cluster Focus' for both regions.*



Miller Career and Technical Center - Stantec

Middle Schools

1. Burnet
2. Murchison
3. Dobie
4. Lamar
5. Webb
6. Sadler Means YWLA
7. Gus Garcia YMLA
8. Northeast MS
9. O. Henry
10. Kealing
11. Martin
12. Lively
13. Small
14. Gorzycki
15. Covington
16. Bedichek
17. Mendez
18. Paredes
19. Bailey

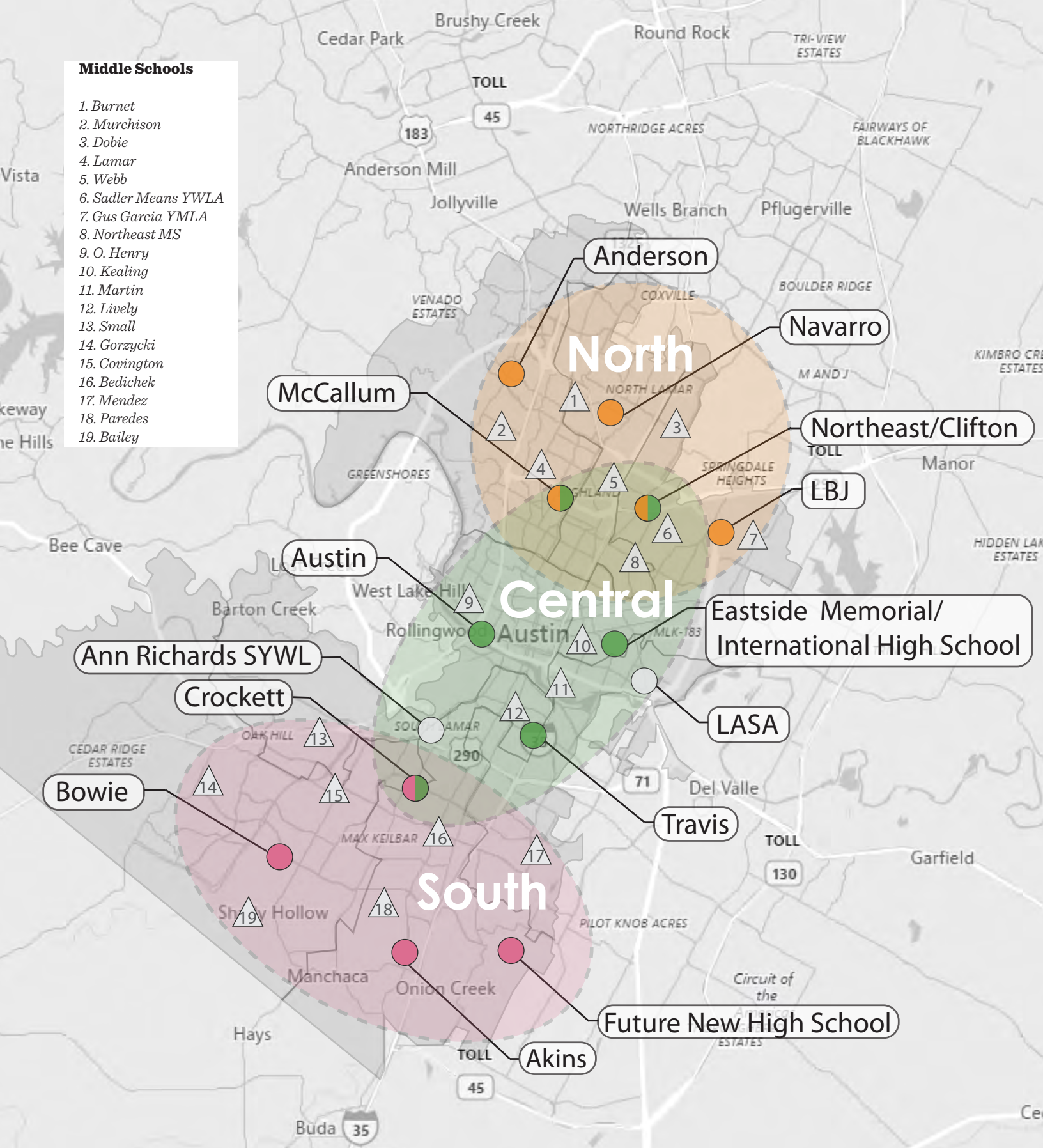
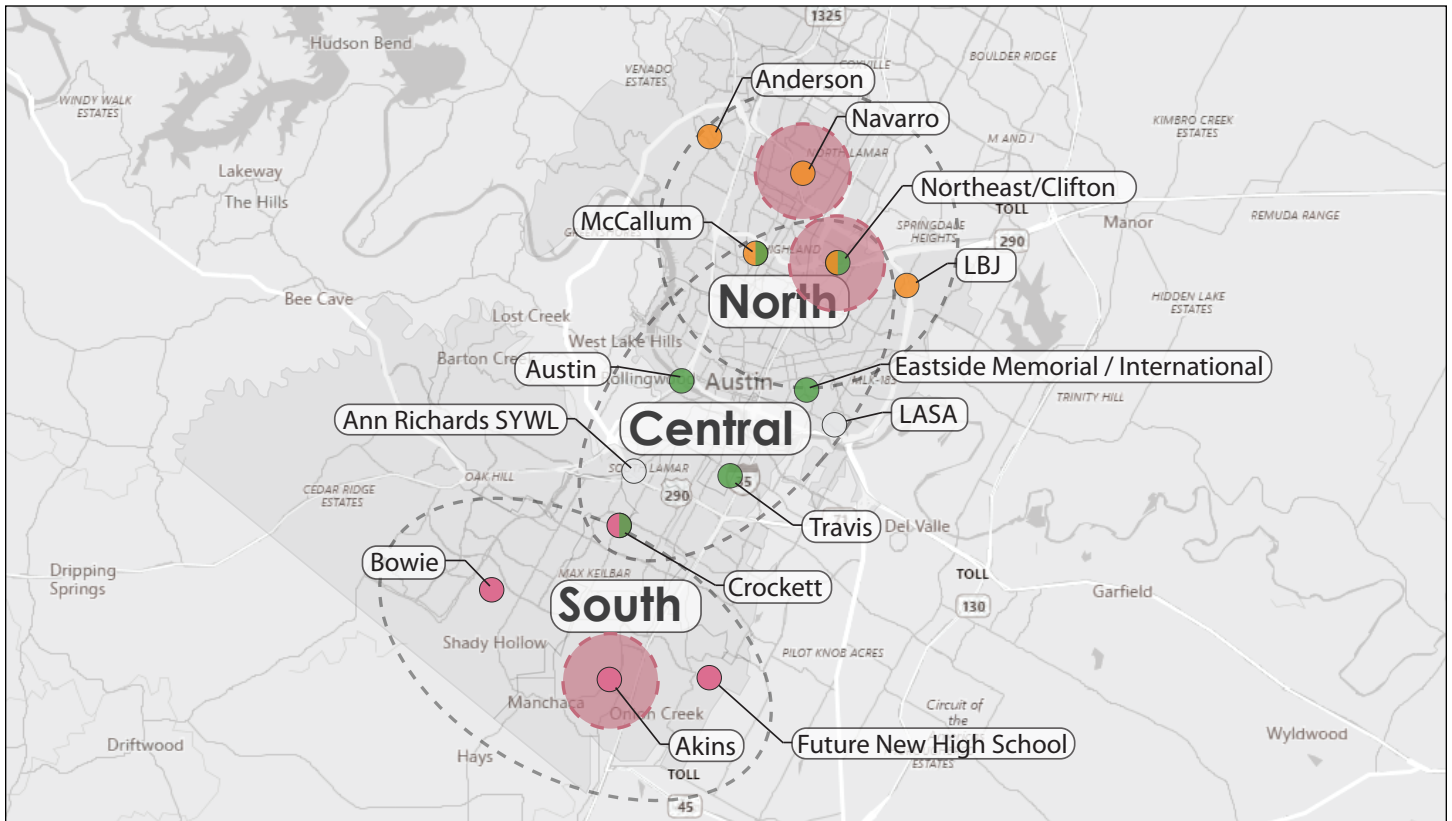


FIGURE 5.7.2 - Regionalization Map

The map above is a representation of proposed CTE regional dispersion through the District.

Map Legend:	△	So.	Cen.	No.	Closed Campus
	Middle School	●	●	●	○
		Region			



Agriculture, Food, and Natural Resources Cluster distribution recommendation map.

Map Legend:	No. (Orange dot)	Cen. (Green dot)	So. (Pink dot)	Closed Campus (Grey circle)	Cluster Focus (Dashed circle)
	Region				

Agriculture, Food, and Natural Resources Cluster Distribution Recommendation

High Schools with a Cluster Focus

North	Central	South
Navarro	Clifton ¹	Akins

Equity and Access Strategy

A north/south distribution is recommended for the Agriculture cluster. Due to limited land availability and higher cost of land in the city center, a central Agriculture program is not recommended.

Partnership Recommendations

For externship opportunities, explore partnerships with Group VII clusters: Agriculture, Food and Natural Resources; Energy (Including STEM based Energy Pathways); Construction) and Group VI clusters: Hospitality and Tourism; Agriculture, Food and Natural Resources (Food Tech, Food Safety, Food Processing Pathways); Human Services (Nutrition Pathway).

Spatial Intensity Level**

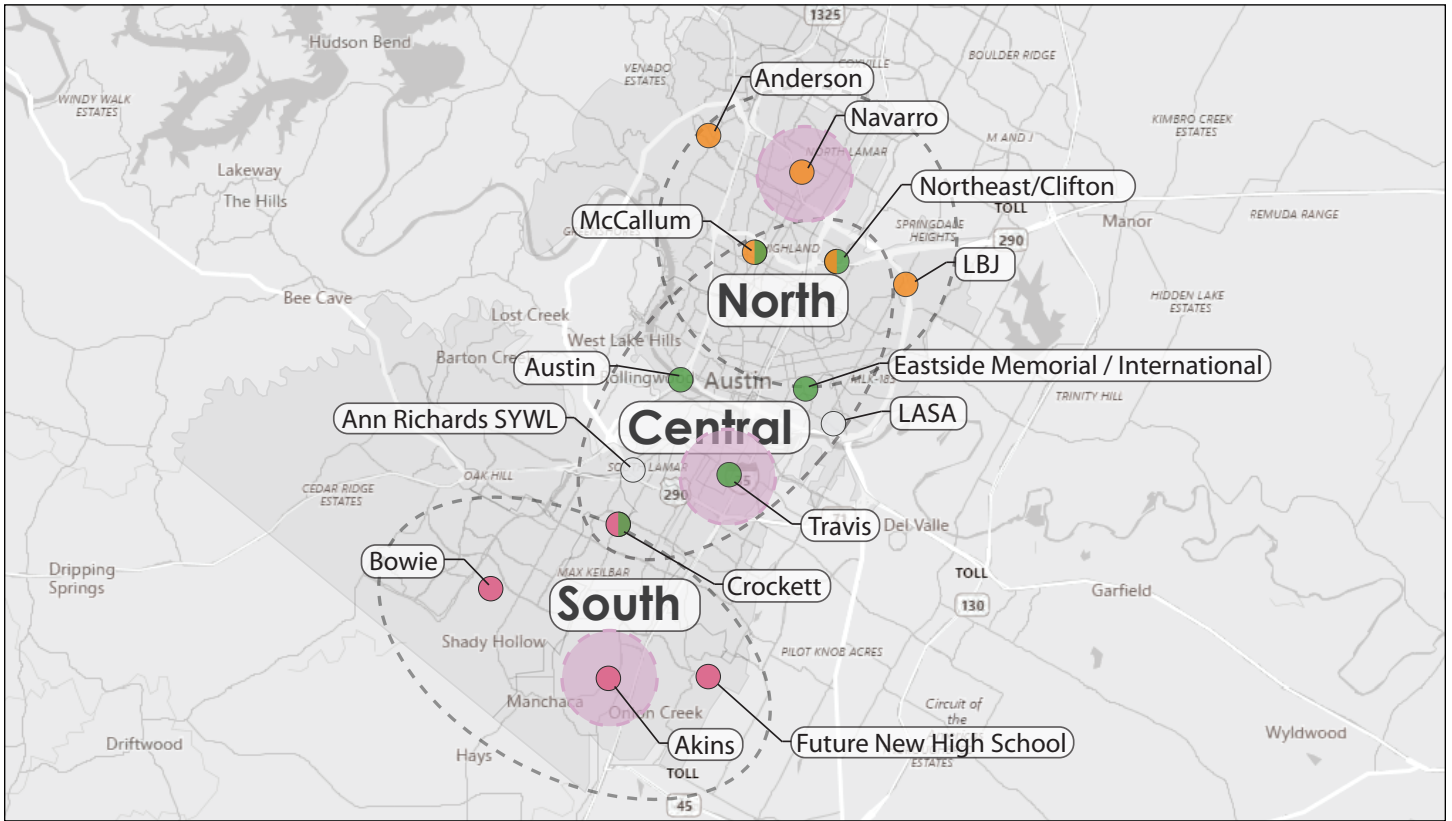
Medium to High

Note: CTE programs at schools with a significant focus on specific clusters that should remain at that school. These schools already have significant facilities, infrastructure, and teachers for these clusters.

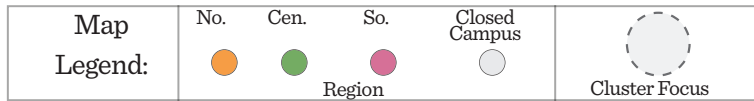
Note: Introductory courses in each cluster will be offered at additional schools, as required to meet student demand. The schools listed above are those with a significant focus in the cluster

Note: **Spatial Intensity Level refers to the level of specialization and accommodations that a space will need to provide in order to properly serve the particular CTE Pathway(s) that it will support.

¹Clifton only to be used when the course does not conflict with CTE-D scheduled classes.



Education and Training Cluster distribution recommendation map.



Education and Training Cluster Distribution Recommendation

High Schools with a Cluster Focus

North	Central	South
Navarro	Travis	Akins

Equity and Access Strategy

Provide regional access to Education and Training.

Partnership Recommendations

Explore partnership opportunities with Group II clusters: Government and Public Administration; Law, Public Safety, Corrections and Security; Education and Training; Human Services (Child Development, Family/Community Services Pathways).

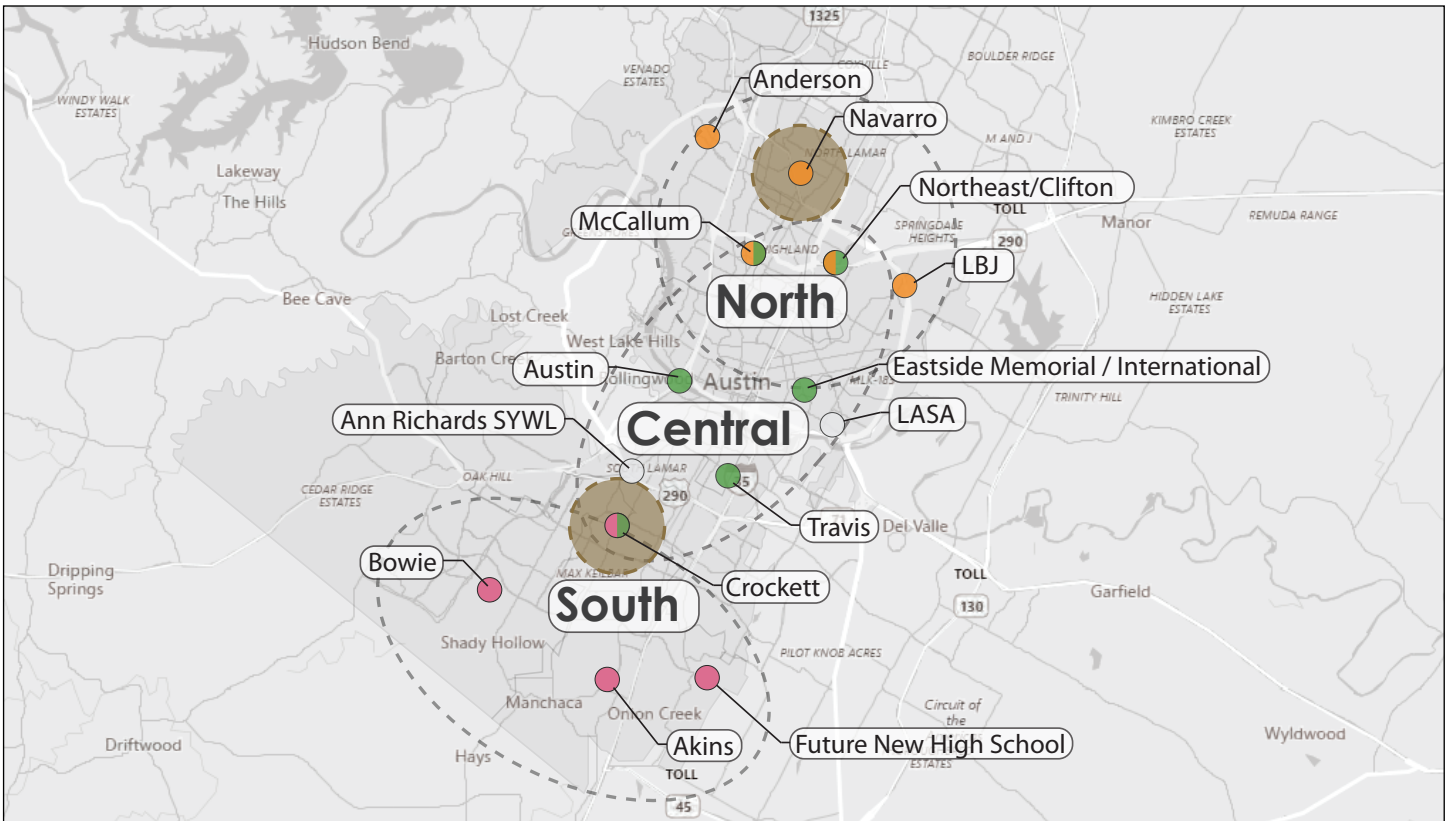
Spatial Intensity Level**

Standard to Low

Note: CTE programs at schools with a significant focus on specific clusters that should remain at that school. These schools already have significant facilities, infrastructure, and teachers for these clusters.

Note: Introductory courses in each cluster will be offered at additional schools, as required to meet student demand. The schools listed above are those with a significant focus in the cluster

Note: **Spatial Intensity Level refers to the level of specialization and accommodations that a space will need to provide in order to properly serve the particular CTE Pathway(s) that it will support.



Architecture and Construction Cluster distribution recommendation map.

Map Legend:	No.	Cen.	So.	Closed Campus	Cluster Focus
	Region				

Architecture and Construction Cluster Distribution Recommendation

High Schools with a Cluster Focus

North	Central	South
Navarro	Crockett	Crockett

Equity and Access Strategy

A north/south distribution is recommended for the Architecture and Construction Cluster. Because of Crockett's shared central/south location, all three regions should have access to this cluster.

Partnership Recommendations

Explore expanding partnerships with industry representatives from Group VII clusters: Agriculture, Food and Natural Resources; Energy (Including STEM based Energy Pathways) and Group IV clusters: Arts, A/V Tech and Communications; Information Technology; Human Services (Cosmetology Pathway); Architecture and Construction (Architecture; Construction).

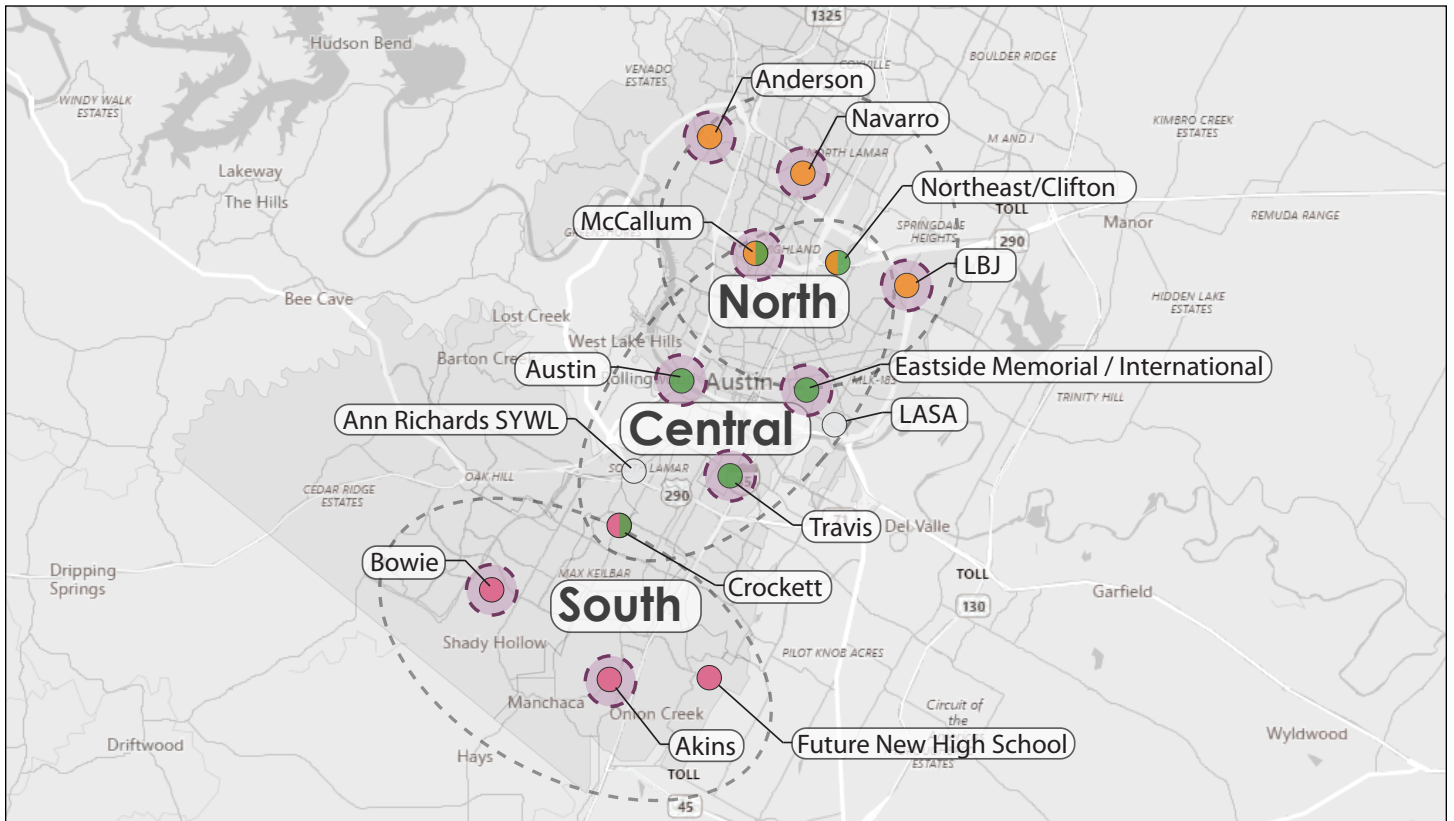
Spatial Intensity Level**

Medium to High

Note: CTE programs at schools with a significant focus on specific clusters that should remain at that school. These schools already have significant facilities, infrastructure, and teachers for these clusters.

Note: Introductory courses in each cluster will be offered at additional schools, as required to meet student demand. The schools listed above are those with a significant focus in the cluster

Note: **Spatial Intensity Level refers to the level of specialization and accommodations that a space will need to provide in order to properly serve the particular CTE Pathway(s) that it will support.



Arts, A/V Tech. and Communications Cluster distribution recommendation map.

Map Legend:	No.	Cen.	So.	Closed Campus	Cluster Focus
	Region				

Arts, A/V Tech. and Communications Cluster Distribution Recommendation

High Schools with a Cluster Focus

North	Central	South
As Needed	As Needed	As Needed

Equity and Access Strategy

Arts/AV Tech is currently offered at each campus in existing classroom spaces. Due to limited job demand for careers in this cluster, it is recommended that this cluster not grow at each school.

Partnership Recommendations

Due to the synergies and overlaps between Arts/AV Tech and IT, these clusters would benefit from coordinating partnership activities with Group IV clusters: Arts, A/V Tech and Communications; Information Technology; Human Services (Cosmetology Pathway); Architecture and Construction (Architecture Pathway).

Spatial Intensity Level**

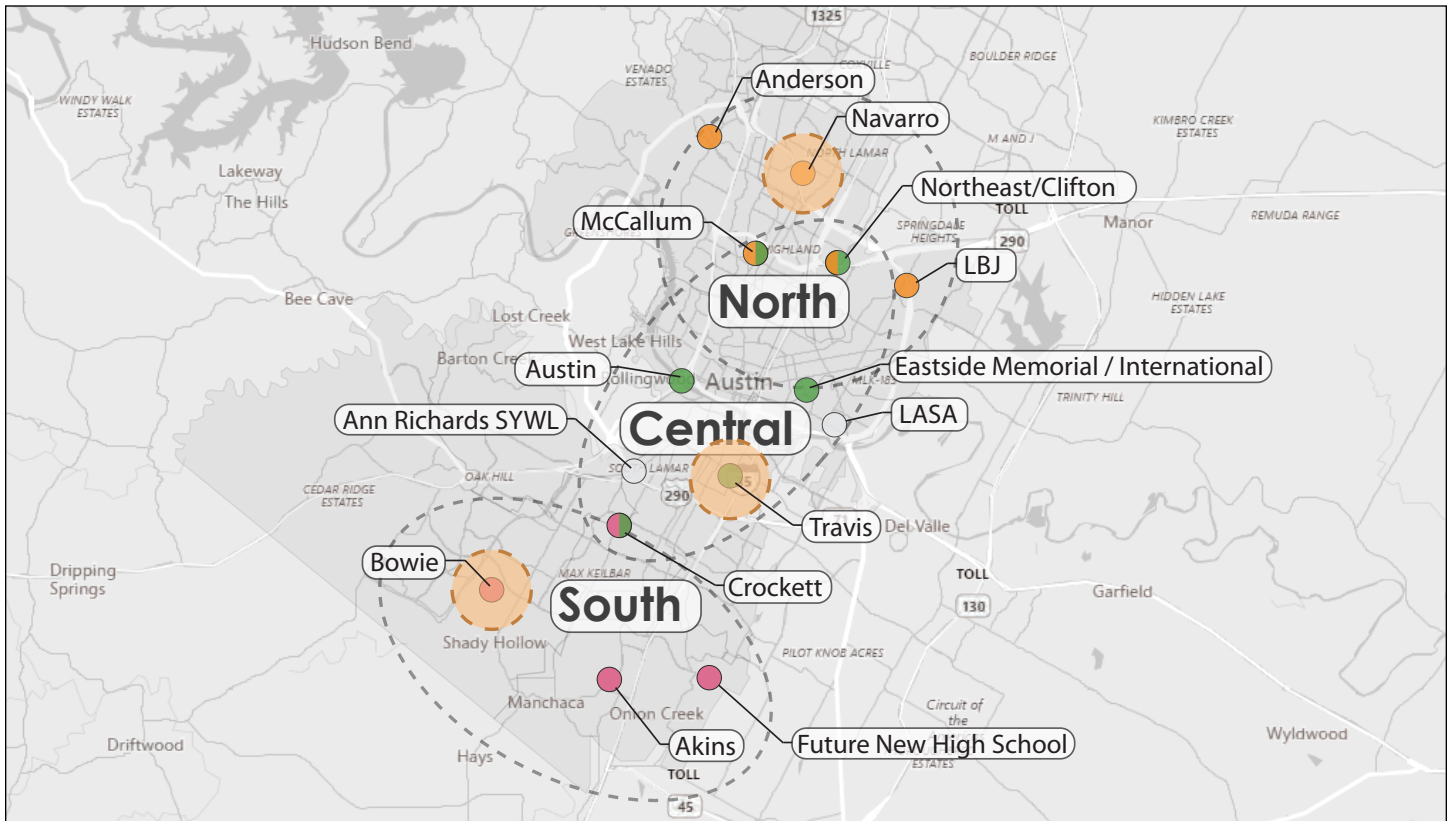
Low to Medium

Note: CTE programs at schools with a significant focus on specific clusters that should remain at that school. These schools already have significant facilities, infrastructure, and teachers for these clusters.

Note: Introductory courses in each cluster will be offered at additional schools, as required to meet student demand. The schools listed above are those with a significant focus in the cluster

Note: Crockett and Northeast currently do not have an Arts A/V Tech program cluster on their campus.

Note: ** Spatial Intensity Level refers to the level of specialization and accommodations that a space will need to provide in order to properly serve the particular CTE Pathway(s) that it will support.



Information Technology Cluster distribution recommendation map.

Map Legend:	No.	Cen.	So.	Closed Campus	Cluster Focus
	Region				

Information Technology Cluster Distribution Recommendation

High Schools with a Cluster Focus

North	Central	South
Navarro	Travis	Bowie

Equity and Access Strategy

IT is currently offered at multiple campuses in each region. Due to the popularity of this program and job demand, two IT programs are recommended to be included in each region.

Partnership Recommendations

Due to the synergies and overlaps between Arts/AV Tech and IT, these clusters would benefit from coordinating partnership activities with Group IV clusters: Arts, A/V Tech and Communications; Information Technology; Human Services (Cosmetology Pathway); Architecture and Construction (Architecture Pathway).

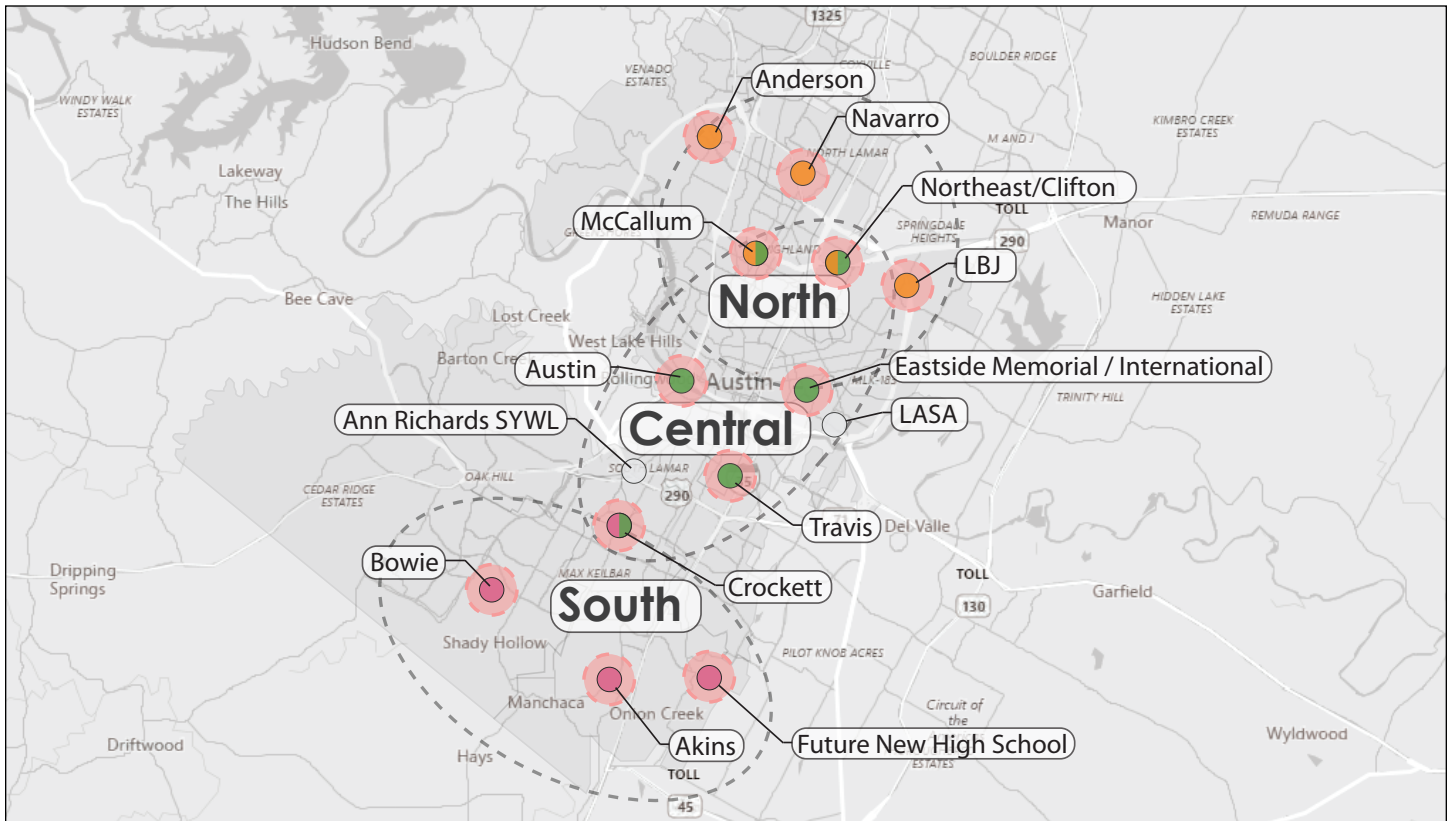
Spatial Intensity Level**

Low to Medium

Note: CTE programs at schools with a significant focus on specific clusters that should remain at that school. These schools already have significant facilities, infrastructure, and teachers for these clusters.

Note: Introductory courses in each cluster will be offered at additional schools, as required to meet student demand. The schools listed above are those with a significant focus in the cluster

Note: **Spatial Intensity Level refers to the level of specialization and accommodations that a space will need to provide in order to properly serve the particular CTE Pathway(s) that it will support.



Business, Marketing, Finance combined Cluster distribution recommendation map.

Map Legend:	No.	Cen.	So.	Closed Campus	Cluster Focus
		Region			

Business, Finance, and Marketing COMBINED Cluster Distribution Recommendation

High Schools with a Cluster Focus

North	Central	South
Every Campus	Every Campus	Every Campus

Equity and Access Strategy

Business Management and Administration, Finance, and Marketing are currently offered at each campus in existing classroom spaces. Due to the popularity of this program, sustained job demand, and the use of existing classroom facilities, it is recommended that this program continue to be offered at each campus.

Partnership Recommendations

Due to the synergies and overlaps between Business, Finance, and Marketing, these clusters would benefit from coordinating partnership activities with Group 1 clusters: Business Management and Administration; Finance; Marketing.

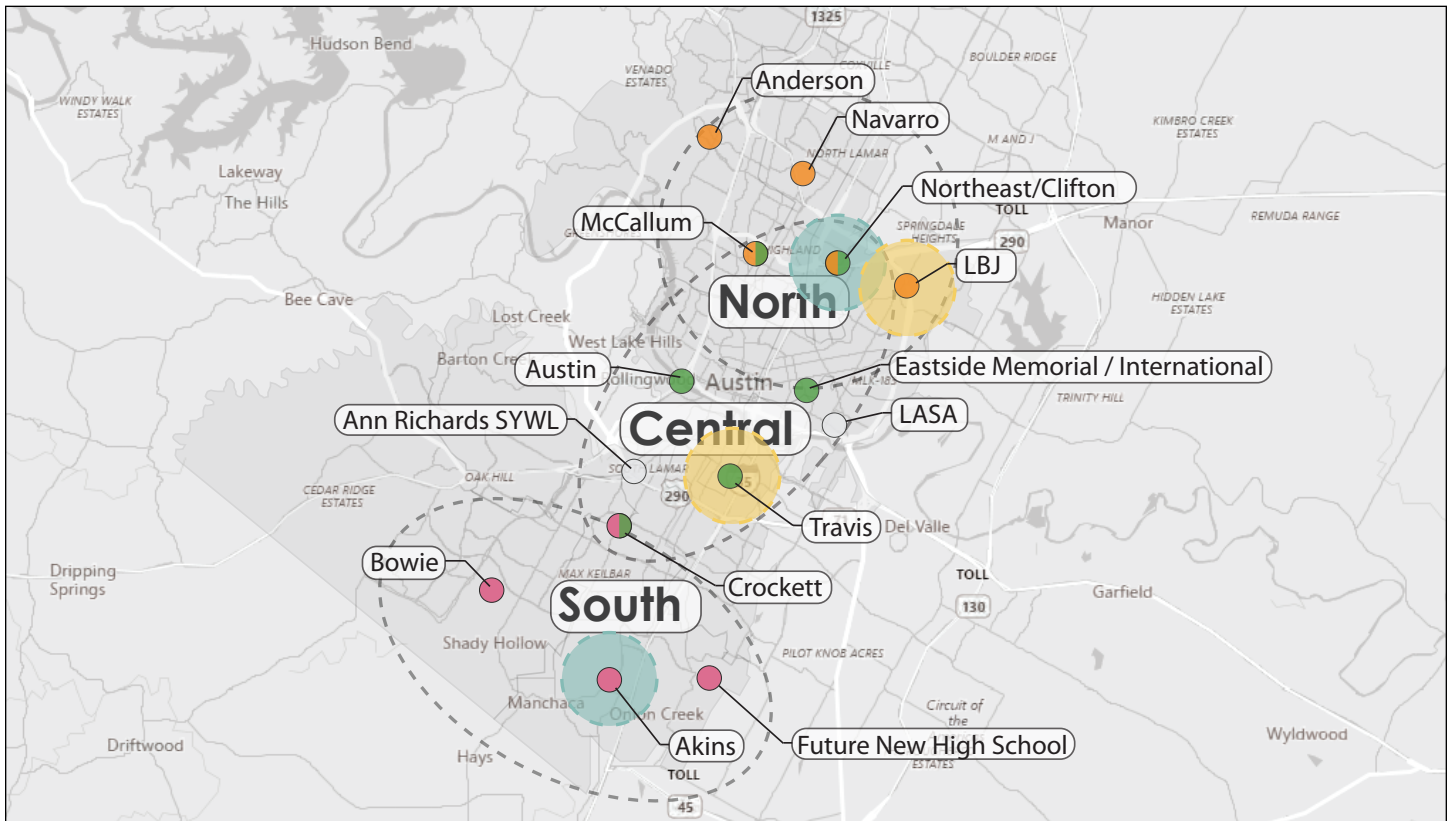
Spatial Intensity Level**

Standard Spaces

Note: CTE programs at schools with a significant focus on specific clusters that should remain at that school. These schools already have significant facilities, infrastructure, and teachers for these clusters.

Note: Introductory courses in each cluster will be offered at additional schools, as required to meet student demand. The schools listed above are those with a significant focus in the cluster

Note: **Spatial Intensity Level refers to the level of specialization and accommodations that a space will need to provide in order to properly serve the particular CTE Pathway(s) that it will support.



Government and Public Administration / Law, Public Safety, Corrections and Security COMBINED Cluster distribution recommendation map.

Map Legend:	No. (Orange dot)	Cen. (Green dot)	So. (Pink dot)	Closed Campus (Grey circle)	Cluster Focus (Dashed circle)
	Region				

Government/Law/Public Safety COMBINED Cluster Distribution Recommendation

High Schools with a Cluster Focus

North	Central	South
LBJ(Fire Academy)	Northeast, Travis(Law Enf.)	Akins

Equity and Access Strategy

Government and Public Administration is the strand with the lowest student enrollment. In order to provide access to these programs, offer them at the schools that offer Law/Public Safety/Corrections and Security, according to demand.

Partnership Recommendations

Explore partnership opportunities with Group II clusters: Government and Public Administration; Law, Public Safety, Corrections and Security; Education and Training; Human Services (Child Development, Family/Community Services Pathways).

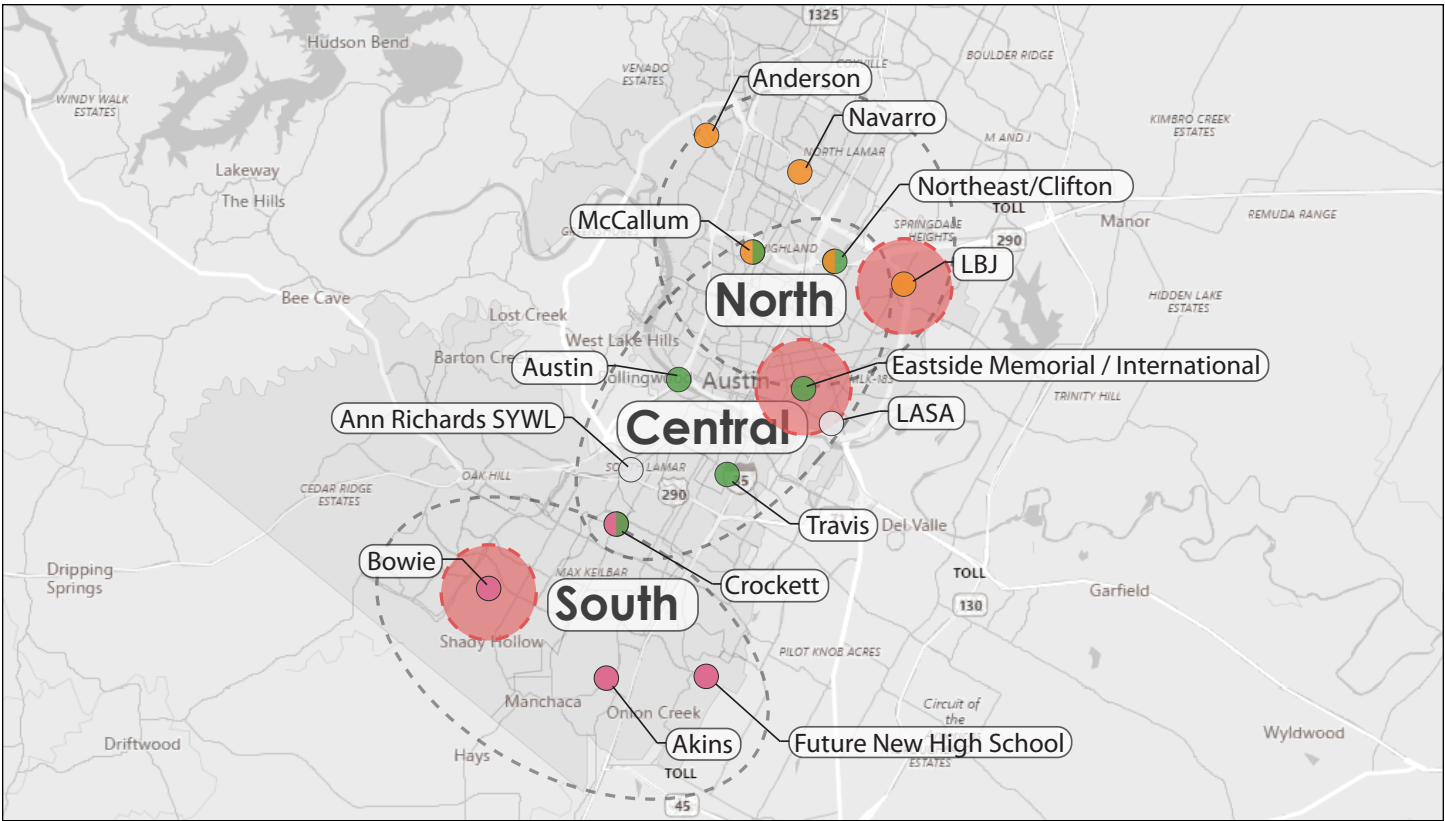
Spatial Intensity Level**

Standard to Low

Note: CTE programs at schools with a significant focus on specific clusters that should remain at that school. These schools already have significant facilities, infrastructure, and teachers for these clusters.

Note: Introductory courses in each cluster will be offered at additional schools, as required to meet student demand. The schools listed above are those with a significant focus in the cluster

Note: **Spatial Intensity Level refers to the level of specialization and accommodations that a space will need to provide in order to properly serve the particular CTE Pathway(s) that it will support.



Health Sciences Cluster distribution recommendation map.

Map Legend:	No.	Cen.	So.	Closed Campus	Cluster Focus
		Region			

Health Sciences Cluster Distribution Recommendation

High Schools with a Cluster Focus

North	Central	South
LBJ	Eastside Memorial	Bowie

Equity and Access Strategy

Health Sciences Cluster is one of the largest and fastest growing clusters for District students, and there is growing job demand in the field. Existing programs should remain.

Partnership Recommendations

Partnerships are key in health sciences. Explore partnerships with Group V clusters: Health Sciences and STEM (Biotechnology, Bio Medical Engineering and Technology Pathways) Expand partnerships to provide additional externship opportunities in proximity to the regional schools.

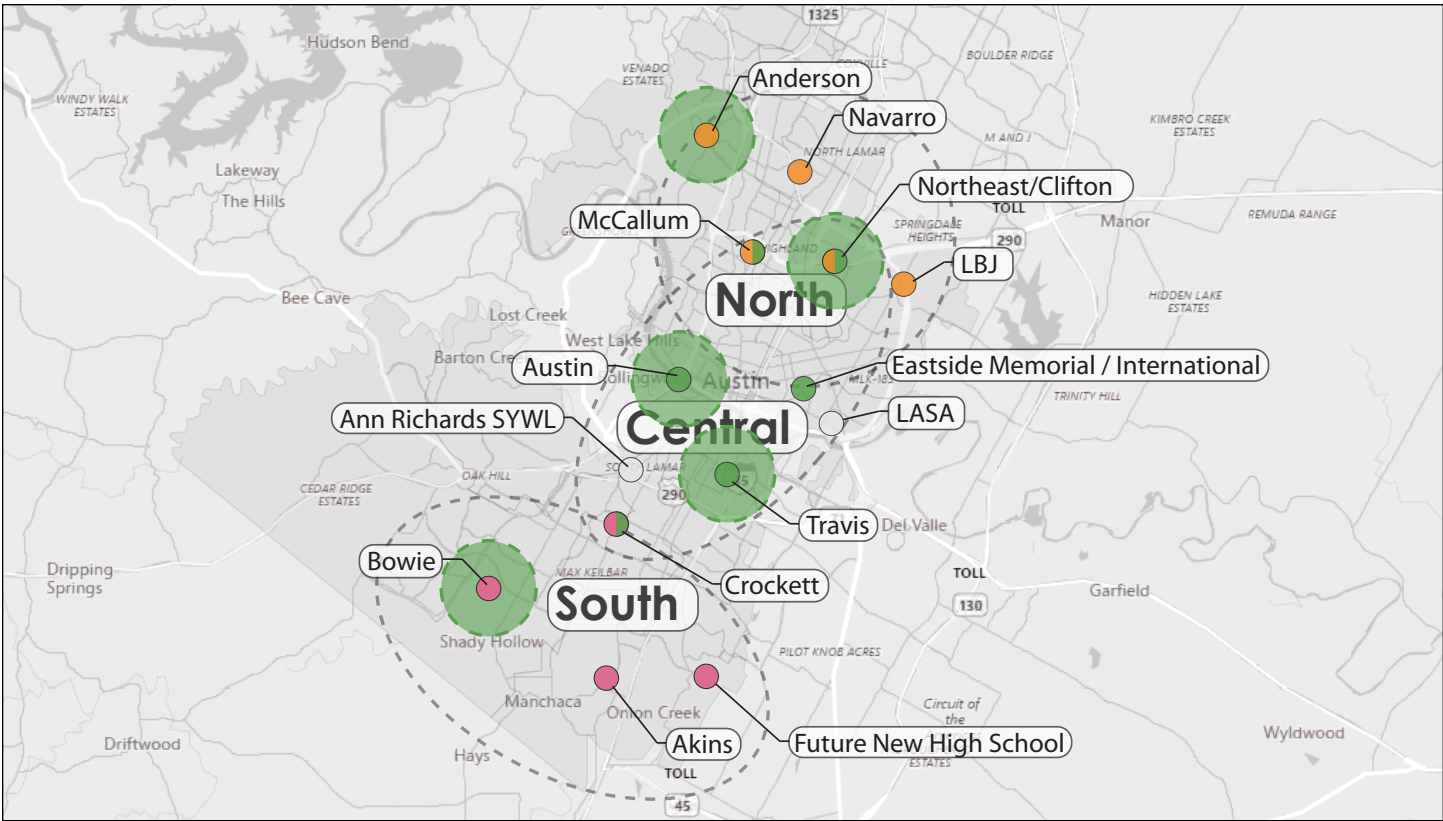
Spatial Intensity Level**

Low to Medium

Note: CTE programs at schools with a significant focus on specific clusters that should remain at that school. These schools already have significant facilities, infrastructure, and teachers for these clusters.

Note: Introductory courses in each cluster will be offered at additional schools, as required to meet student demand. The schools listed above are those with a significant focus in the cluster

Note: **Spatial Intensity Level refers to the level of specialization and accommodations that a space will need to provide in order to properly serve the particular CTE Pathway(s) that it will support.



Hospitality and Tourism Cluster distribution recommendation map.

Map Legend:	No.	Cen.	So.	Closed Campus	Cluster Focus
	Region				

Hospitality and Tourism Cluster Distribution Recommendation

High Schools with a Cluster Focus

North	Central	South
Anderson (Hos.), Clifton ¹ (Cul.)	Clifton ¹ (Cul.), Austin(Cul.), Travis(Hos.)	Bowie (Hos. and Cul.)

Equity and Access Strategy

Hospitality and Tourism should be addressed through a regional approach. Existing culinary programs and facilities should be maintained.

Partnership Recommendations

Due to the synergies between Hospitality and Tourism and Human Services, these clusters would benefit from coordinating partnership activities with Group VI clusters: Hospitality and Tourism; Agriculture, Food and Natural Resources (Food Tech, Food Safety, Food Processing Pathways); Human Services (Nutrition Pathway)

Spatial Intensity Level**

High (Culinary) to Standard (Tourism)

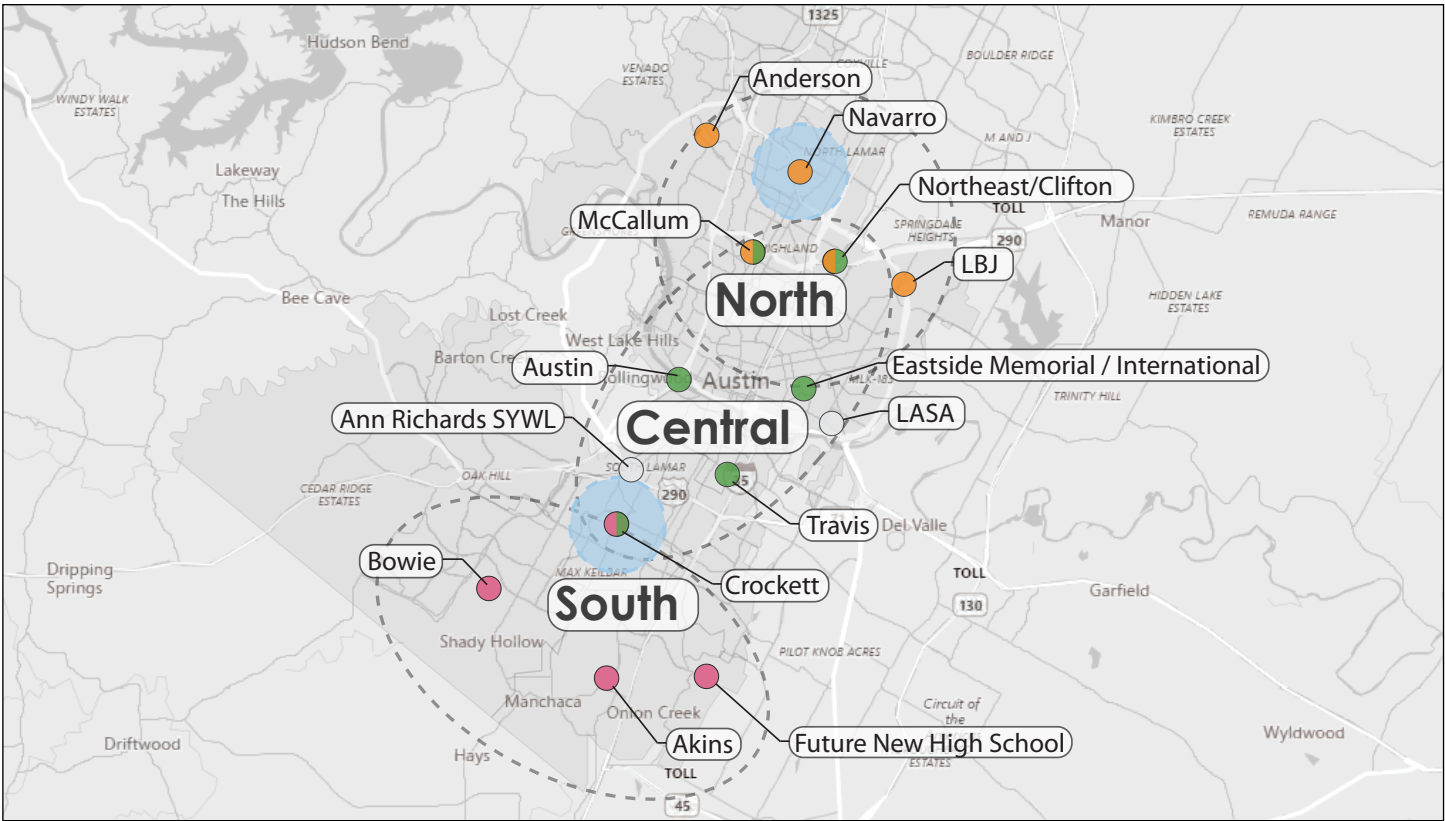
Note: CTE programs at schools with a significant focus on specific clusters that should remain at that school. These schools already have significant facilities, infrastructure, and teachers for these clusters.

Note: Introductory courses in each cluster will be offered at additional schools, as required to meet student demand. The schools listed above are those with a significant focus in the cluster

Note: **Spatial Intensity Level refers to the level of specialization and accommodations that a space will need to provide in order to properly serve the particular CTE Pathway(s) that it will support.

¹ Clifton only to be used when the course does not conflict with CTE-D scheduled classes.

Note: Hos. refers to Hospitality; Cul. refers to Culinary



Human Services Cluster distribution recommendation map.

Map Legend:	No. (Orange dot)	Cent. (Green dot)	So. (Pink dot)	Closed Campus (Grey circle)	Cluster Focus (Dashed circle)
	Region				

Human Services Cluster Distribution Recommendation

High Schools with a Cluster Focus

North	Central	South
Navarro	Crockett	Crockett

Equity and Access Strategy

A north/south distribution is recommended for the Human Services Cluster. Due to declining student interest, the addition of new classrooms in the central region is not recommended. In order to provide access to all students, a classroom in the north is recommended.

Partnership Recommendations

Due to the synergies between Hospitality and Tourism and Human Services, these clusters would benefit from coordinating partnership activities with Group II clusters: Gov. and Public Admin.; Law; Education and Training; Human Services (Child Development, Family/Community Services Pathways) and Group VI clusters: Hospitality and Tourism; Agriculture, Food and Natural Resources (Food Tech, Food Safety, Food Processing Pathways); Human Services (Nutrition Pathway).

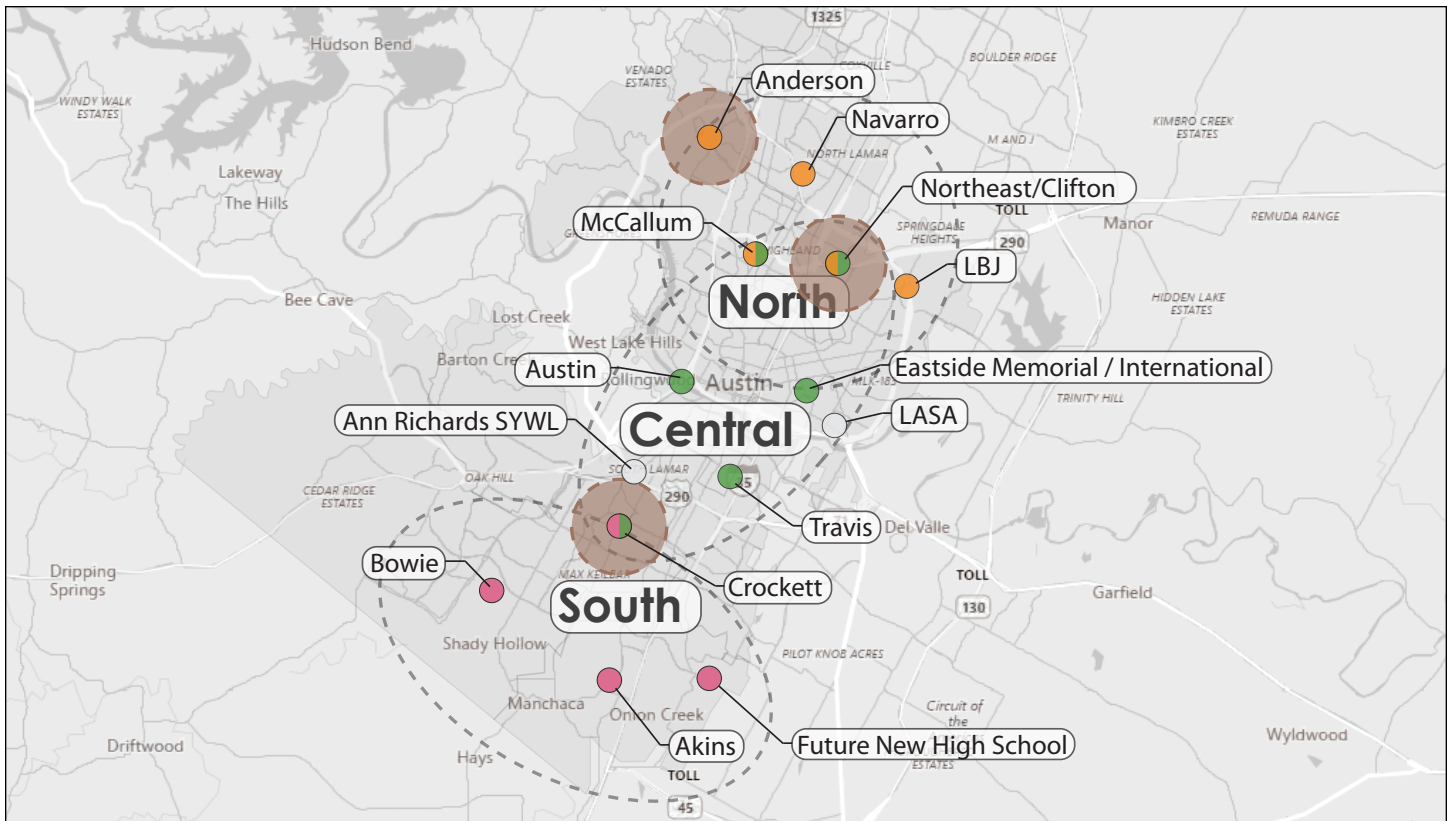
Spatial Intensity Level**

Low

Note: CTE programs at schools with a significant focus on specific clusters that should remain at that school. These schools already have significant facilities, infrastructure, and teachers for these clusters.

Note: Introductory courses in each cluster will be offered at additional schools, as required to meet student demand. The schools listed above are those with a significant focus in the cluster

Note: **Spatial Intensity Level refers to the level of specialization and accommodations that a space will need to provide in order to properly serve the particular CTE Pathway(s) that it will support.



Manufacturing Cluster distribution recommendation map.

Map Legend:	No. (Orange dot)	Cent. (Green dot)	So. (Pink dot)	Closed Campus (Grey circle)	Cluster Focus (Dashed circle)
	Region				

Manufacturing Cluster Distribution Recommendation

High Schools with a Cluster Focus

North	Central	South
Anderson, Clifton ¹ (Weld.)	Clifton ¹ (Weld.), Crockett ²	Crockett ²

Equity and Access Strategy

Manufacturing Cluster requires significant facility infrastructure for the welding program. To minimize cost to the District while providing access for all students, it is recommended to provide a north and south facility at Anderson and Crockett.

Partnership Recommendations

Pursue partnership opportunities in manufacturing in conjunction with Group III clusters: Manufacturing; Transportation, Distribution, and Logistics; STEM (Engineering Design, Robotics, Electronics, Digital/Automation Pathways). Ensure that partners are involved in the design of facilities and curriculum for the new cluster.

Spatial Intensity Level**

Medium to High

Note: CTE programs at schools with a significant focus on specific clusters that should remain at that school. These schools already have significant facilities, infrastructure, and teachers for these clusters.

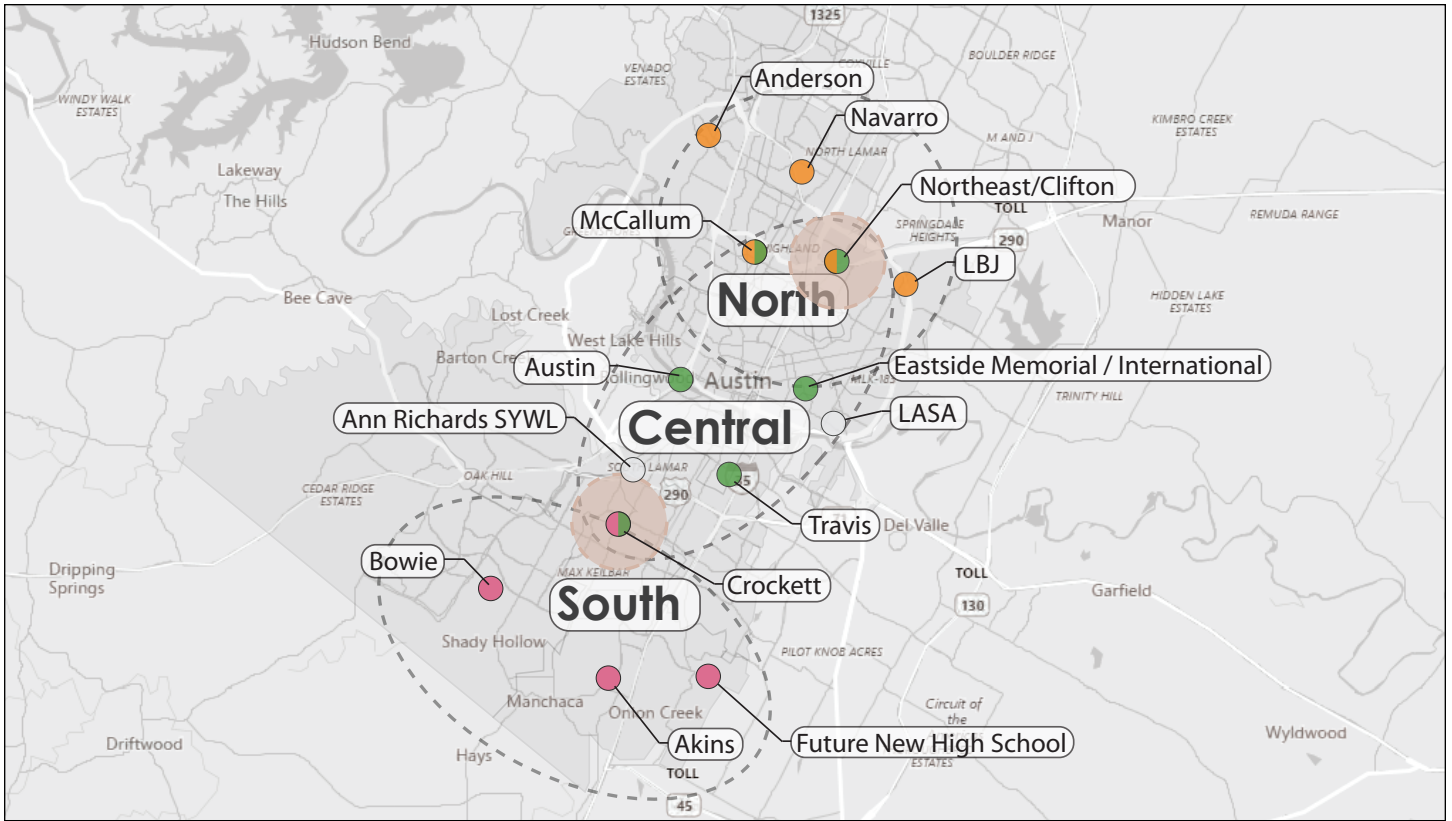
Note: Introductory courses in each cluster will be offered at additional schools, as required to meet student demand. The schools listed above are those with a significant focus in the cluster

Note: **Spatial Intensity Level refers to the level of specialization and accommodations that a space will need to provide in order to properly serve the particular CTE Pathway(s) that it will support.

¹ Clifton only to be used when the course does not conflict with CTE-D scheduled classes.

²Schools where a focus is recommended to be added in the future.

Note: Weld. refers to Welding



Transportation, Distribution, and Logistics Cluster distribution recommendation map.

Map Legend:	No.	Cen.	So.	Closed Campus	Cluster Focus
	Region				

Transportation, Distribution, and Logistics Cluster Distribution Recommendation

High Schools with a Cluster Focus

North	Central	South
Northeast	Crockett	Crockett

Equity and Access Strategy

The Transportation/Distribution/Logistics cluster includes auto mechanics spaces that have a significant facility need. Maintain the existing auto mechanic facilities at Northeast and provide regional access to the cluster.

Partnership Recommendations

Expand partnerships with Group III clusters: Manufacturing; Transportation, Distribution, and Logistics; STEM (Engineering Design, Robotics, Electronics, Digital/Automation Pathways).

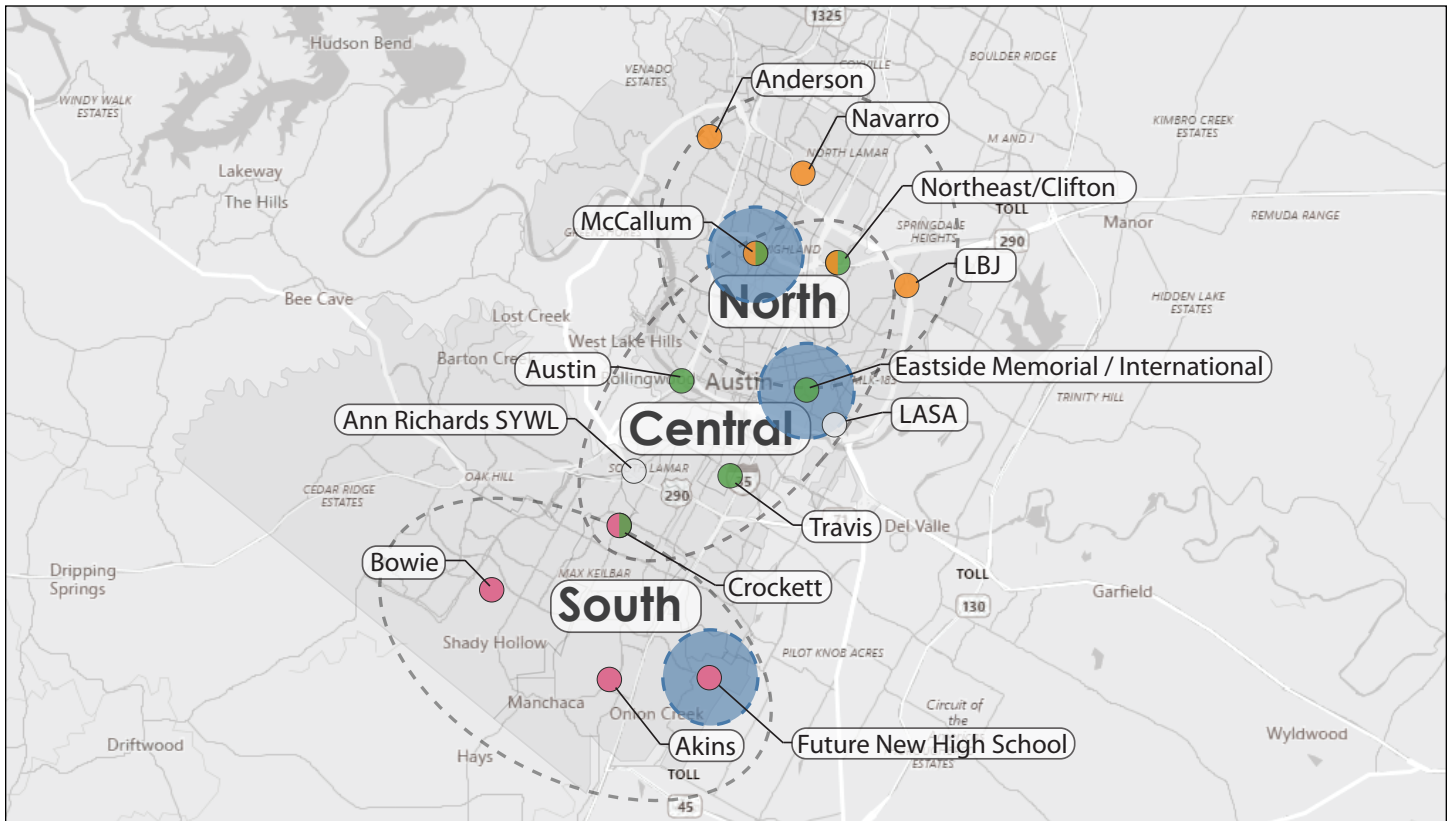
Spatial Intensity Level*

High (Transportation) to Standard Classroom (Logistics)

Note: CTE programs at schools with a significant focus on specific clusters that should remain at that school. These schools already have significant facilities, infrastructure, and teachers for these clusters.

Note: Introductory courses in each cluster will be offered at additional schools, as required to meet student demand. The schools listed above are those with a significant focus in the cluster

Note: **Spatial Intensity Level refers to the level of specialization and accommodations that a space will need to provide in order to properly serve the particular CTE Pathway(s) that it will support.



Energy Cluster distribution recommendation map.

Map Legend:	No. (Orange dot)	Cen. (Green dot)	So. (Pink dot)	Closed Campus (Grey circle)	Cluster Focus (Dashed circle)
	Region				

Energy Cluster Distribution Recommendation

High Schools with a Cluster Focus

North	Central	South
McCallum ²	Eastside Memorial ²	Future New HS ²

Equity and Access Strategy

The Energy cluster will be added in the future. A minimum of two locations should be utilized. Potential partner locations, availability of existing facilities, and future student demand should be considered when finalizing future program locations.

Partnership Recommendations

Leverage partnerships in the development of this new cluster. Explore partnerships with Group VII clusters: Health Sciences and STEM (Biotechnology, Bio Medical Engineering and Technology Pathways).

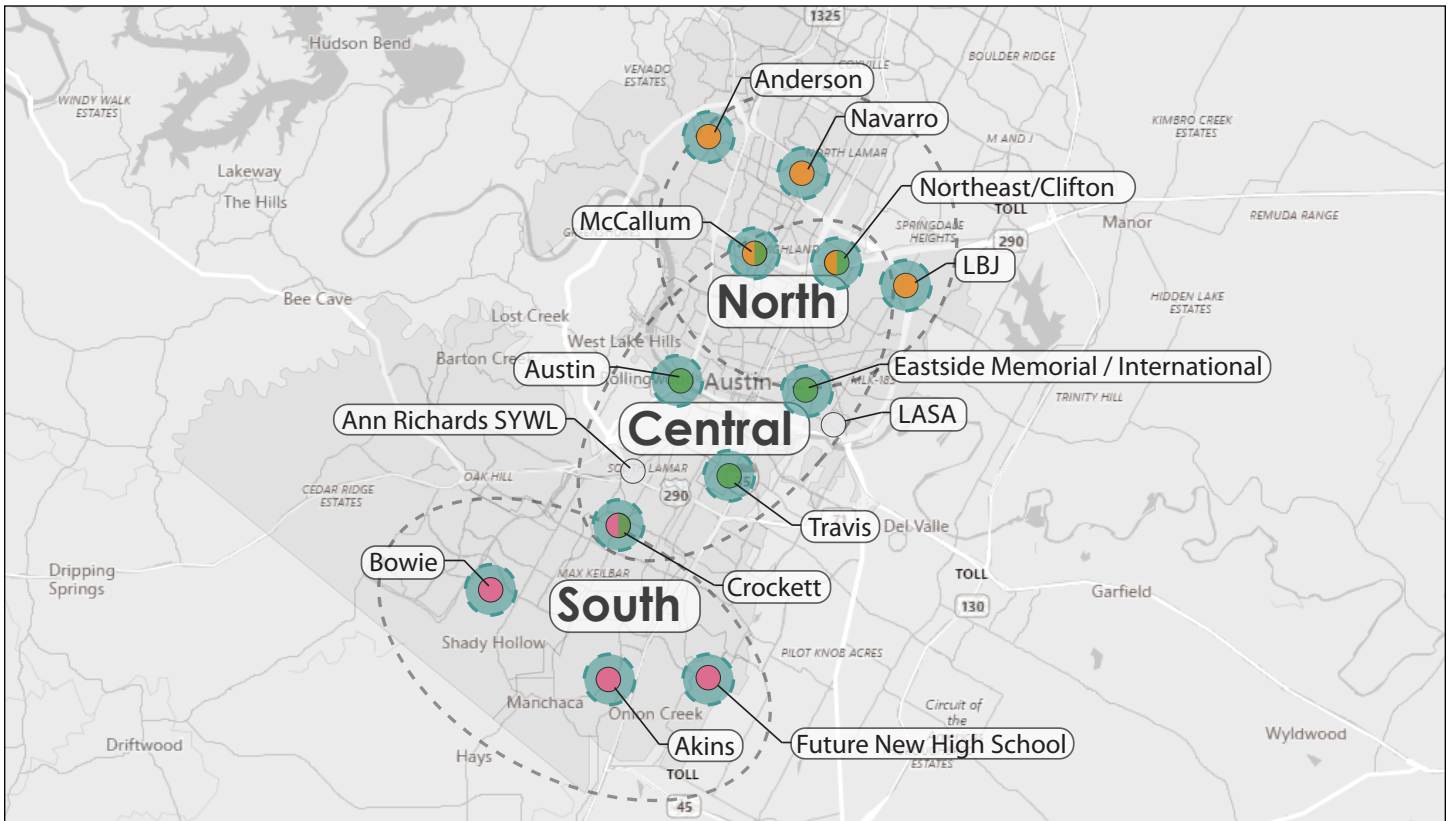
Spatial Intensity Level**

Medium to High

Note: Introductory courses in each cluster will be offered at additional schools, as required to meet student demand. The schools listed above are those with a significant focus in the cluster

Note: **Spatial Intensity Level refers to the level of specialization and accommodations that a space will need to provide in order to properly serve the particular CTE Pathway(s) that it will support.

²Schools where a focus is recommended to be added in the future.



Science, Technology, Engineering, and Mathematics Cluster distribution recommendation map.

Map Legend:	No.	Cen.	So.	Closed Campus	Cluster Focus
	Region				

STEM Cluster Distribution Recommendation

High Schools with a Cluster Focus

North	Central	South
Every Campus	Every Campus	Every Campus

Equity and Access Strategy

The STEM cluster will be reimagined as a part of a holistic general curriculum. A flex lab is to be provided at each campus.

Partnership Recommendations

Pursue partnership opportunities in STEM in conjunction with Group V clusters: Health Sciences and STEM (Biotechnology, Bio Medical Engineering and Technology Pathways) and Group III clusters: Manufacturing; Transportation, Distribution, and Logistics; STEM (Engineering Design, Robotics, Electronics, Digital/Automation Pathways).

Spatial Intensity Level*

Medium to High

Note: CTE programs at schools with a significant focus on specific clusters that should remain at that school. These schools already have significant facilities, infrastructure, and teachers for these clusters.

Note: Introductory courses in each cluster will be offered at additional schools, as required to meet student demand. The schools listed above are those with a significant focus in the cluster

Note: **Spatial Intensity Level refers to the level of specialization and accommodations that a space will need to provide in order to properly serve the particular CTE Pathway(s) that it will support.

Policy and Practice Updates

Revise current policies and procedures in the delivery of CTE/CCL education in order to facilitate the implementation of this vision and master plan as follows:

Vision Statement: Connection and Alignment, Accessibility and Equity

- **Faculty mobility:** Incorporate staff and schedule flexibility to allow for teacher travel to move from campus to campus during the school day in order to respond to dynamic changes in program demand and interest, reduce student transportation time and costs, and fully utilize CTE facilities throughout the District.
- **CTE cluster grouping:** Group CTE Clusters that have similar educational, facility and program needs in order to provide better utilization and interchange spaces and teachers with shared facilities and resources. This will also reduce transportation time for students and teachers and further strengthen synergies between clusters and pathways. In addition, this will assist broader involvement of partnerships and avoid “partnership fatigue”. Recommended CTE cluster groupings:
 - **Group I clusters:** Business Management and Administration; Finance; Marketing
 - **Group II clusters:** Government and Public Administration; Law, Public Safety, Corrections and Security; Education and Training; Human Services (Child Development, Family/Community Services Pathways)
 - **Group III clusters:** Manufacturing; Transportation, Distribution, and Logistics; STEM (Engineering Design, Robotics, Electronics, Digital/Automation Pathways)
 - **Group IV clusters:** Arts, A/V Tech and Communications; Information Technology; Human Services (Cosmetology Pathway); Architecture and Construction (Architecture Pathway)
 - **Group V clusters:** Health Sciences and STEM (Biotechnology, Bio Medical Engineering and Technology Pathways)
 - **Group VI clusters:** Hospitality and Tourism; Agriculture, Food and Natural Resources (Food Tech, Food Safety, Food Processing Pathways); Human Services (Nutrition Pathway)
 - **Group VII clusters:** Agriculture, Food and Natural Resources; Energy (Including STEM based Energy Pathways); Construction

Note: The above groupings anticipate the restructuring of CTE clusters by the Texas Education Agency in public comment phase held in the spring of 2019. In summary, Business, Finance, and Marketing clusters have been combined; Government and Law clusters have been combined; and the Energy Cluster is adopted and developed.



Travis Culinary Arts program

- **Open campuses:** Provide access to all CTE/CCL programs across the District, regardless of the student's home campus.
- **Choice:** In alignment with student agency, the District should increase the awareness of CTE/CCL clusters, pathways and strands with more developed course descriptions, offerings and involvement of counselors to allow students to more fully realize their options – beyond the traditional offerings by campus or preset graduation tracks – allowing students to expand their choices and options.
- **Expanded vertical integration:** Enhance CTE/CCL offerings/curriculum at the middle schools to develop student interest and pathway direction earlier, allowing for higher level training later when they are in high school. Adopt new CTE/CCL program strategies at the elementary grade levels to develop student acuity and aptitudes much earlier, fostering interest and involvement in middle school. Along with strengthening vertical team enhancement, ensure that students understand that they are ultimately not limited to the CTE/CCL choices at their home high school.
 - Enhance 6th grade exploring careers curriculum to include overview of entire spectrum of career clusters and pathways
 - Expand middle school careers/middle school CTE curriculum for 7th and 8th grade to include introductory CTE cluster groupings (see above) for all students to explore options and develop interest in CTE pathways that they might pursue in high school.
 - Enhance elementary school curriculum with CTE rubrics and content that aid in the discovery and development of student self-awareness, self-determined aptitudes and keen interests in science, technology, engineering, art and math.

Policy and Practice Updates (cont.)

Revise current policies and procedures in the delivery of CTE/CCL education in order to facilitate the implementation of this vision and master plan as follows:

Vision Statement: Connection and Alignment, Accessibility and Equity

- **Elementary school development:** In parallel with the District Creative Learning Initiative, provide introductory level exposure to CTE pathways and strands at the elementary school level that will enhance potential interest earlier and allow for much greater development at subsequent levels of education. Where possible, utilize maker spaces as identified in the new elementary school ed specs and/or other campus facilities to support such programs.
- **Middle school development:** Consistent with the earliest exposure to CTE/CCL pathways at the elementary school, the ability for more advanced CTE/CCL program coursework at the middle school needs to be accommodated by utilizing maker space and other specialty spaces identified in the new middle school ed specs. Carried forward, the ability for high school level CTE/CCL programs to offer higher and wider ranges of certification levels and endorsements to students through high school graduation will be realized.
- **CTE/CCL faculty flexibility:** In addition to externships for teachers to enhance or expand their certifications and ability to teach a variety of CTE courses at all levels, develop new hiring strategies to entice prospective teachers from the private sector, particularly those employees of District partnerships to become CTE teachers. Pursue such industry experts for District employment by any of the following strategies:
 - Assist partners in the pursuit of their teaching certifications.
 - Provide certified teachers to partner with them for certain courses or pathways.
 - Offer part time or adjunct teaching positions which will allow the prospective teacher to remain employed in their industry or profession.
 - Provide flexible class schedules in certain pathways that would offer classes more sympathetic to the work schedule of prospective teachers.
 - Provide stipends to augment teacher salary levels to attract prospective teachers from their higher paying professions by offering a more competitive compensation package.
 - Develop new compensation packages that would allow for independent service contracts.
 - Target retirees within industries and professions who could bring a wealth of knowledge and experience as CTE teachers but would be more able to accept standard teacher compensation.



Navarro Biotechnology program

- **Attendance data and schedule surveying:** Implement more efficient systems to track student choice in determining school schedules. This will help to inform the decision to hire future faculty based on program demands of the District.
- **Instructional suitability data:** Integrate FCA and ESA maintenance data collection system of specialty systems and equipment to better inform replacement and equity across the District.
- **Campus/Department collaboration:** Revisit autonomy at campuses to determine what is the best course of action to provide the environment for collaboration between campuses and the departments in order for this master plan to be most effective and best executed.

“Future-Proofing” Strategies

Instill the notion of “future-proofing” at all levels of CTE/CCL program implementation – involve administrators, teachers, students, community members and partners. Constantly encourage and reinforce the notion of preparing for the future and the ability to adapt to and prepare for change.

Vision Statement: Connection and Alignment, Accessibility and Equity

- **Fully engage and commit to the Energy Cluster:** Incorporate state changes to the CTE clusters including the possible introduction of an energy cluster and the exploration, development and distribution of all potential forms of energy – oil/gas, wind, solar, geothermal, bio-fuels, nuclear, and others.
- **Create flexible CTE/CCL facilities:** Design CTE/CCL spaces that allow for daily adjustment to accommodate shared uses of multiple programs, including movable furniture, walls and equipment, wireless data connections and mobile devices, adjustable lighting and adequate storage to support the transition of the learning environment.
- **Create adaptable CTE/CCL facilities:** Design CTE/CCL spaces that are easily adaptable year-over-year allowing for the change of use to support new programs that replace eliminated programs or re-allocation of programs. Engage “modular” planning concepts that allow for the expansion, contraction or reallocation of program spaces.
- **Establish a “next generation CTE/CCL culture”:** Update and modify clusters/pathways and curricula by engaging District partners in their expectations and future projections. Consult with Texas Workforce, US Department of Labor, Working Nation, and other future-casting organizations so that the District is continuing to anticipate and “leap ahead” rather than react.
- **Develop a comprehensive District CTE/CCL curriculum:** Fully integrate CTE courses and pathways with Career Launch and other career-connected programs to facilitate a common language and curriculum for Career-Connected Learning.

Survey respondents top 3 career pathways that best prepares District students for successful employment following high school graduation:

1.STEM (15%); 2. Health Science (12.9%); 3. Arts, A/V Tech, and Communication (11.8%)



Highest Predicted Job Availability

Per CTE Cluster ^(5.7-8)

CTE Cluster	National Ranking ¹	State Ranking ¹	Regional Ranking ¹	Wage Range
Health Science	1	1	1	\$ 17,000 - \$187,000
Human Services	3	2	2	\$ 18,000 - \$88,000
Architecture and Construction	4	5	4	\$ 25,000 - \$107,000
Information Technology	2	10	5	\$ 14,000 - \$67,000
Education and Training	5	4	4	\$ 15,000 - \$92,000
Hospitality and Tourism	9	3	3	\$ 18,000 - \$100,000
Transportation, Distribution and Logistics	7	7	6	\$ 22,000 - \$170,000
Finance	6	11	7	\$ 29,000 - \$103,000
Law, Public Safety, Corrections and Security	7	12	7	\$ 17,000 - \$120,000
Marketing, Sales and Service	10	9	8	\$ 19,000 - \$123,000
Business, Management and Administration	8	12	8	\$ 20,000 - \$138,000
Science, Technology, Engineering and Mathematics	10	8	11	\$ 29,000 - \$123,000
Government and Public Administration	10	13	9	\$ 35,000 - \$113,000
Arts, Audio and Video Technology and Communications	11	6	10	\$ 21,000 - \$86,000
Manufacturing	12	9	9	\$ 21,000 - \$87,000
Agriculture, Food and Natural Resources	13	9	12	\$ 18,000 - \$113,000

FIGURE 5.7.3 - CTE Strands with Highest Predicted Job Availability for 2016-2026 according to the Texas Workforce Commission, & Labor Market and Career Information

¹Ranking above was found by finding the average amount of job increase and availability.

²Wage range includes experienced and entry level wages by all levels of education

Next Generation Facilities

Design and construct CTE/CCL facilities that are responsive to ever-changing needs of programs and pedagogies, and that are enriched with technology and provide learning environments that inspire innovation, creativity, flexibility, adaptability and encourage cross-disciplinary cooperation and interaction with Athletics, Fine Arts and core programs.

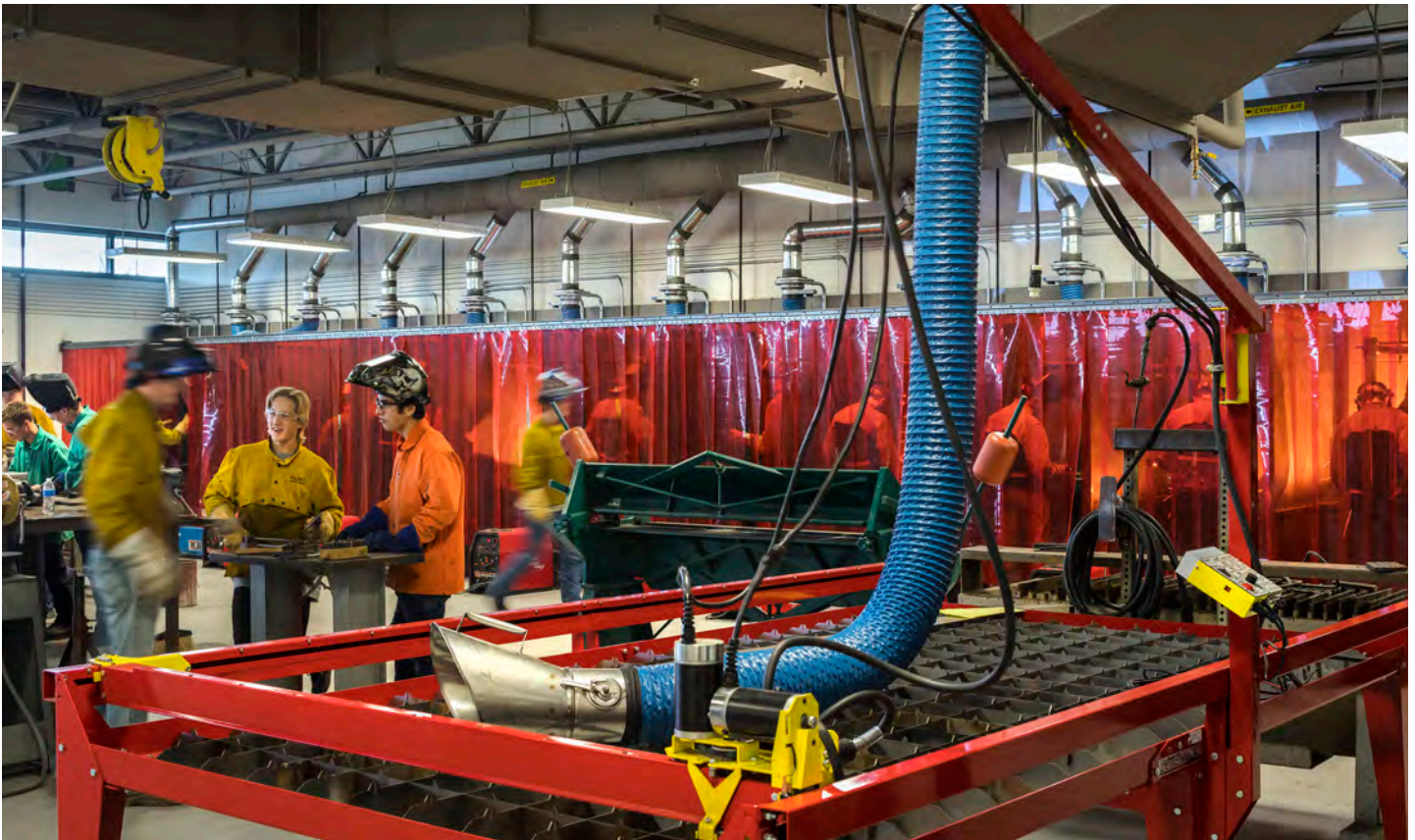
Vision Statement: Prominence, Shared Facilities, Flexibility and Adaptability

- **Create CTE/CCL facilities that inspire and engage students and teachers:** Design educational spaces that reflect the modern workplace – with accommodations to support team collaboration, display, transparency, and professionalism.
- **Provide large shared use/multi-purpose spaces in CTE/CCL facilities:** Support displays of signature or capstone student projects, regional or national competitions, career days and events, and cross-disciplinary team projects.
- **Prominent positioning:** Where possible and practical, design and locate CTE/CCL programs and spaces where they are 'elevated' to equal position and prominence with other District programs. Include the provision of a separate entry point which would allow for the public and partners to directly access and engage with students and teachers.

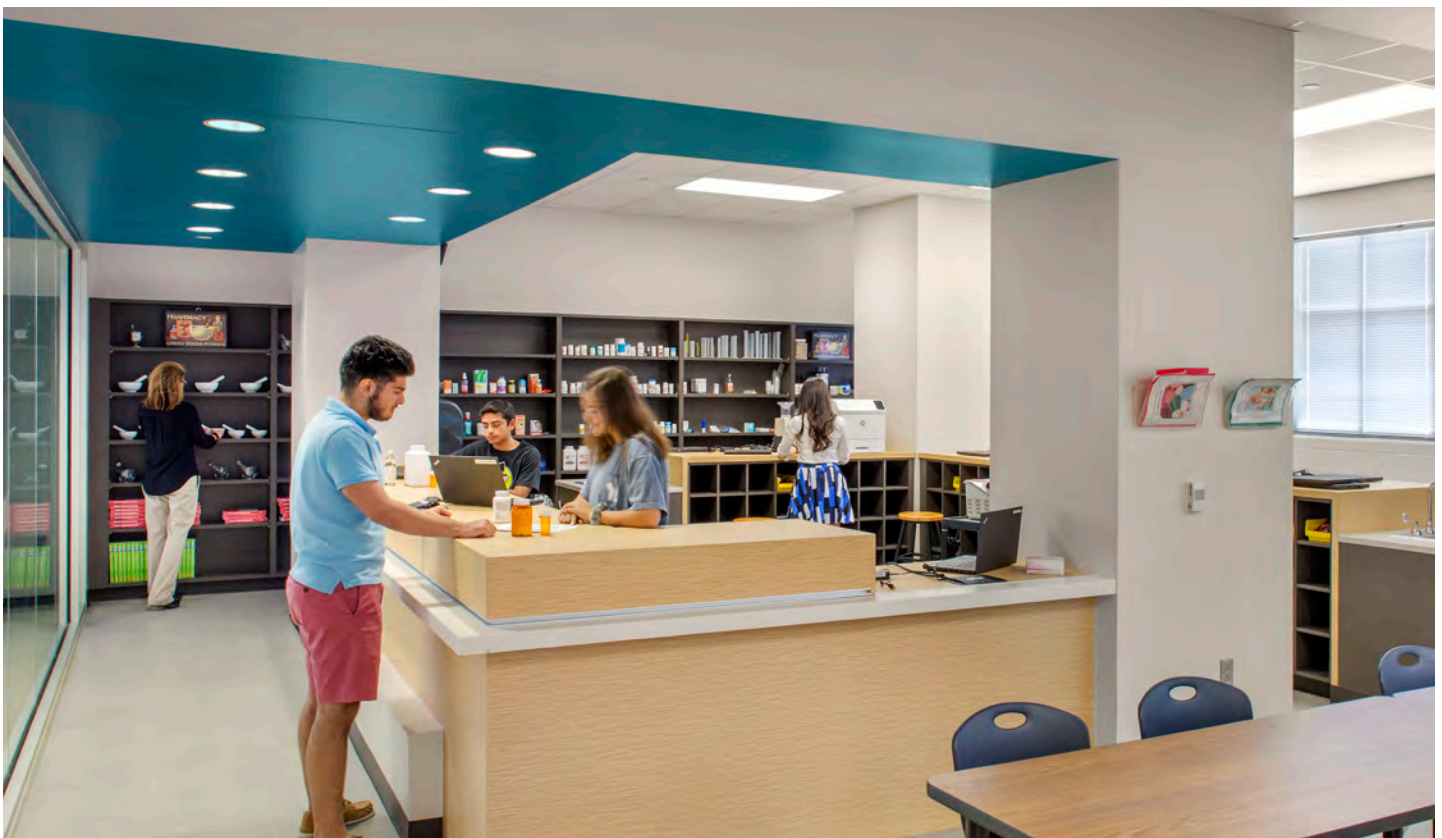


"CTE programs need space to reflect the high quality programming in the District."

- Anonymous survey response when asked how have the career opportunities that are most in-demand changed or are they expected to change in the near future



Genesee Career Institute - Stantec



Miller Career and Technology Center - Stantec

Clifton School CTED Strategies

Renovate and expand the Clifton Career Development School. The Clifton School currently serves as the centralized CTED (Career and Technical Education for Students with Disabilities) facility for the entire District. Our overall vision and master plan for CTE/CCL must therefore include Clifton, not only to be true to our vision of Accessibility and Equity, but also toward the societal goal of inclusion.

Vision Statement: Accessibility and Equity

- **Renovate and expand the Clifton Career Development School:** to better serve its students and teachers by providing more modernized facilities and equipment. This is in line with the overall CTE recommendations to increase flexibility and adaptability, emulation of real-world environments and “next generation” spaces.
- **Development:** Further develop the available land at the Clifton School site to provide new CTE/CCL facilities as new buildings or additions to support a variety of District CTE/CCL programs taking advantage of the existing transportation infrastructure already in place that would bring students from all over the District.
- **Agricultural program expansion:** Consider enhancing the existing agricultural facilities and sites to a fully functioning regional center for the Agriculture, Food and Natural Resources cluster for the District, with specific development of greenhouses, barns and other agricultural science facilities that would serve many of its pathways (Horticulture, Animal Science, Veterinary Medicine, etc.).
- **Renovated culinary arts kitchen:** Consider renovating and expanding the existing culinary arts kitchen and support facilities to a culinary arts regional center for the District supporting both CTE/CCL and CTED curricula.
- **Middle school CTED integration:** Parallel proposed CTE/CCL vertical alignment by creating new CTED programs at middle school campuses to provide earlier development of skills and aptitudes to be utilized at the high school level.



Clifton Career Development School-Horticulture



Clifton Career Development School - Culinary Arts

Full Integration and Branding

Provide CTE/CCL facilities at all levels of learning in the District to reinforce vertical alignment and full integration into the District curriculum. Every school should have an identifiable space or series of spaces that not only provide for CTE/CCL programs, but also serve as an identifiable symbol of commitment to CTE/CCL which will reach out to students, parents and the community today and into the future.

Vision Statement: Prominence, Shared Facilities, Flexibility and Adaptability, Accessibility and Equity

- **STEAM Center design:** Design and construct STEAM centers to support shared use, collaboration and cross-disciplinary integration between Athletics and Wellness, Fine Arts and Creative Learning, and Career and Technical Education and Career-Connected Learning programs.
- **Construct a STEAM Center at every high school:** Design and construct a STEAM center at every high school to promote an “identity” for CTE/CCL and a visible commitment to these programs with direct connectivity to the business and community partners. The STEAM Center would offer studios, common/collaborative areas, and multi-use labs that support both multimedia distance and remote learning and hands-on project-based learning.
- **Provide middle school STEAM Centers:** Foster CTE/CCL at the middle grade levels through “Makerspaces” to integrate with high school CTE/CCL programs.
- **Provide elementary school STEAM Centers:** Design combined art and science labs to integrate STEAM concepts into learning at an early age.



“STEAM, multi-lingual, multi-cultural”

- Anonymous survey response when asked what three words describe their vision of the future of the District CTE program

- standard learning space (SLS)
- learning space extended (LSE)
- studio
- fab lab
- maker space
- simulation lab
- clean lab / "dirty" lab
- tech lab / studio
- high-intensity lab
- research lab
- work shop
- production studio

- Manufactory
- mech lab
- mech shop
- mech studio
- tech/mech studio
- experimental studio (XS)
"X-LAB" STUDIO X
- CO-OP
- INNOVATION ZONE
- LEARNING STAIR
- learn lab.
- DEMO LAB
DEMONSTRATION

FIGURE 5.74 - CTE Space Names: CTE space names are plentiful and varied, and often represent the type of activity, work, and educational pedagogy contained within. Monikers can provide interest, excitement and suggest courses and projects of a more substantial nature as well as reinforcing the pathway or program. Branding and "Coolness" of named spaces goes hand in hand with promotion, relevance and prominence for CTE.



Plano Science, Technology, Engineering, Arts, and Mathematics Academy High School - Stantec



6

Part 6

Related Activities and Next Steps

Funding and Implementation

Bond Planning Strategy

In order to finance the FMP Update’s recommendations, bond referendums must be conducted. A bond referendum can be an opportunity for Austin citizens to vote to improve AISD facilities.


Bond referendum language will clearly outline the scope of work for each facility, in the short term and long term.

Other Sources of Funding

While bonds are a primary source for supporting capital investments, AISD realizes the need to balance priorities and be mindful of the financial impact to taxpayers. Moving forward, the District will need to consider leveraging its facility assets as a means towards financing other important needs.

The District is committed to providing better learning environments and inspiring academic opportunities for all students through the School Changes process which reimagined how District schools could be used to benefit students and communities, reinvest resources to bring the visions into reality and reinvent how students are educated in the District. The School Changes process included a variety of updates to accommodate more equitable programming and learning environments that will support students across the district to be successful in college, career and life.

Additionally, the District will seek more ways to collaborate with the City of Austin, Travis County, Travis Central Health and other public and private entities to ensure that facility planning is robust and informed, and that community assets are utilized to their maximum potential. Further, the Board of Trustees has established a goal to pursue endeavors that support both educational programming and neighborhood needs, including affordable housing to stabilize District enrollment.



What is a bond?
When bonds are “issued” it means they are available for purchase from the issuing government (municipality) that is raising the necessary funds, typically to take on a large-scale capital improvement project. In exchange for the purchase, the issuing agency promises 1) to pay a specified rate of interest during the life of the bond, and 2) to repay the principal (actual face value of the bond) once that bond matures.

Coordinated Efforts

Numerous efforts related to this FMP Update are being coordinated as necessary next steps. The District recognizes that, whether already underway or yet to be initiated, all of the following must be undertaken through collaboration with a wide range of District stakeholders in order to ensure effective implementation of the FMP Update.

Educational Specifications

Educational specifications (Ed Specs) are guiding documents developed by school districts to outline their space planning standards and other facility requirements. AISD is currently performing a comprehensive update of its district-wide Ed Specs, targeted to be completed by Summer of 2020. These Ed Specs will outline, for middle and high school levels, a prototype model reflecting the District's vision for 21st-century learning environments with regards to Athletics, Fine Arts, and Career and Technical Education. These space types will serve as the baselines for site-specific plans for each school modernization project as it proceeds into implementation.

Implementation Planning

While this FMP Update provides a high-level overview of recommendations for all facilities across the District, an extensive amount of design work remains on each project in order to prepare it for implementation. Specifically, concept designs for each comprehensive project must be developed sufficiently for detailed pricing. Both comprehensive and targeted projects must be analyzed in terms of their schedule, scope, and budget in order to determine the appropriate contracting and delivery methods to ensure the District's investments are made most efficiently.

School Changes

School facilities that become available via a consolidation may be considered for alternative uses. Experiences in other districts have shown that allowing such facilities to lie dormant risks introduction of a number of problems, and these community assets have a financial and/or community value that should be realized. Such facilities should be evaluated relative to the range of potential uses and a determination of which may best serve the community. In such cases, AISD has worked with the community to explore those options through the School Changes process and the Reinvention Roadmap.



AISD Student Cheerleader



District 2019 FMP Update Recommendations

This chart represents an overview of 2019 FMP Update recommendations. Projects are identified in the 1-25 year time-frames. Year 1 refers to when the Facilities Master Plan update is adopted. Below is further explanation of what each section of the recommendation labels are referring to:

2017 FMP Update: Items pertaining to improvements to Athletics, Fine Arts, and CTE: Refers to work currently being completed within the 2017 bond.

Ed Specs and Policy Implementation: Refers to the updating of the educational specifications for Athletics, Fine Arts, and CTE. Policy Implementation refers to recommended district-wide policy shifts to accommodate for the comprehensive plan.

Campus Master Planning: Refers to the Master Planning for Akins, Anderson, Bedichek, Covington, Sadler Means YWLA, Garza, LASA, Martin, O. Henry, Travis, Crockett, Dobie, Lamar, Northeast, McCallum, Navarro, Webb.

Priority 1: Improvements to Athletics, Fine Arts, and CTE at high school campuses: Refers to campus improvements which must be completed before moving forward with centralized facility recommendations.

Priority 2: Improvements to Centralized Facilities: Refers to central facility improvements and/or renovations which will be completed following campus improvements.

Projects: Refers to modernization projects, renovations, or new construction.

Policy Implementation: Refers to changes in policy both in Athletics, Fine Arts and CTE departments and district-wide.

Program Implementation: Refers to program shifts in both offerings and equity.

Milestones: Refers to contingent goals that must be met before proceeding with the following recommendations.

District 2019 FMP Update Recommendation Timeline

2017 FMP Update: Items pertaining to improvements to Athletics, Fine Arts, and CTE

2017-2022

Central Facility Improvements - Athletics

- **House Park:** Press box, concessions and restroom improvements.
- **Yellow Jacket Stadium:** New field house, site improvements, and stabilization of existing fieldhouse.

Campus Improvements - Athletics

- **Austin HS:** New athletics addition.

Campus Improvements - Fine Arts

- **McCallum HS:** Dance/Theater new addition.
- **Covington MS:** Art, dance and music renovations.
- **Lamar MS:** Dance, theater, and art addition; Music additions and renovations.
- **Multiple:** Theater Rigging Repairs (Covington, Crockett, Northeast, Kealing, Akins, Anderson, Lively, Austin, Mendez).

Campus Improvements - CTE

- **LBJ ECHS:** Career launch and health sciences program build-out.
- **Northeast HS:** Career launch - IT / Cybersecurity build-out.
- **Austin HS:** Renovations for CTE.

Policy Implementation - General

- **Flexibility and Adaptability:** Projects to contain multi-purpose, adaptable and flexible spaces.

Projects

Ed Specs and Policy Implementation

Campus Master Planning

Projects anticipated years 1-3, upon approval of 2019 FMP Update

Campus Improvements - Athletics

- **Vertical Integration:** Migrate middle school and sub-varsity games back to high school campuses as synthetic turf, lights and bleachers are added.

Campus Improvements - CTE

- **Comprehensive Curriculum:** Develop new comprehensive district curriculum, incorporate Energy cluster, develop strategies to offer more flexible schedules for CTE and CCL programs.

Campus Improvements - General

- **Campus Master Planning:** Develop master plans for the following campuses: Akins, Anderson, Bedichek, Crockett, Dobie, Garza, Lamar, LASA, Martin, McCallum, Navarro, Northeast, O. Henry, Sadler Means YWLA, Travis, Webb.

Program Improvements - General

- **2019 Educational Specifications:** Adopt and adhere to newest educational specifications.

Policy Improvements - General

- **Advisory Board:** Establish new advisory board structure for partnerships (ATH/FA/CTE).
- **Partnership Development:** Implement new partnership development and branding strategies.
- **Student Agency:** Implement and advocate for student agency throughout the District.
- **Equity of Programs:** Provide access to all classes that are offered in every program to all students (ATH/FA/CTE).
- **Varied Classes:** Provide varying intensity levels of classes. This would include all athletics and wellness, fine arts, and CTE classes.
- **Evaluate Graduation Ceremonies:** Determine policy and procedure for hosting graduation ceremonies.
- **Community Use:** Invite community members to utilize certain spaces within each campus and begin to engage with surrounding school districts to investigate potential partnerships.

Central Facilities Improvements - General

- **Develop an Implementation Strategy for Central Facilities:** Establish a detailed implementation plan for each central facility to determine necessary updates, projects and improvements.
- **Professional Development:** Provide temporary professional development space for district-wide use to relieve the PAC.

District 2019 FMP Update Recommendation Timeline

Priority 1: Improvements to Athletics, Fine Arts, and CTE at high school campuses.

Projects anticipated years 3-12, upon approval of 2019 FMP Update

Projects

Campus Improvements - Athletics

- **High School Fields:** Addition of 1 joint-use synthetic turf field (football/soccer), contingent on impervious cover approvals, and lights at any high school that currently does not have this feature.
- **High School Gymnasiums:** Provide upgrades to 4 campus gymnasiums (2 north and 2 south).

Campus Improvements - Fine Arts

- **HS Auditoriums:** Renovation of 4 high school auditoriums (2 north and 2 south); capacities will be determined during individual campus master plans. Renovate adjacent Fine Arts spaces if possible.

Campus Improvements - CTE

- **Regionalization & Upgrades:** Begin regionalization of CTE clusters by making improvements to meet new Educational Specifications and align with partnership and curriculum strategies developed in years 1-3.

Milestones

Milestone - Fine Arts

- **Central Facilities Programming:** The PAC is opened up for more daily use by students and educational opportunities following relocation of non-fine arts District functions.
- **HS Auditoriums:** Improved auditoriums and variation of space and seating counts provides robust opportunities for programs to perform outside of the PAC.

Priority 1 (cont.): Improvements to Athletics, Fine Arts, and CTE at central facilities.

Campus Improvements - General

- **Ed Specs:** Upgrade Athletics, Fine Arts, and CTE program spaces at campuses to align with most current Educational Specifications.

Central Facilities - Athletics/Fine Arts

- **Central Facilities Improvements:** Renovation at Toney Burger Activities Center to include addition of multi-purpose building that houses a regional gym, professional development/community space for larger meetings, athletics department offices and a regional auditorium (if recommended for the south location). Renovation at Yellow Jacket Stadium to include - at a minimum - lights, turf, and spectator seating.
- **Central Facilities Programming:** Open up the existing PAC for more daily educational fine arts use by nearby schools following relocation of non-fine arts district functions completed in years 1-3.

Milestone - Athletics

- **Athletic Games:** All sub-varsity and middle school games have migrated to high school campuses as synthetic turf, lights and bleachers are added, strengthening feeder patterns and providing better access to community and relief on transportation to central facilities.
- **Gym Improvements:** Two north high schools and two south high schools have received gymnasium improvements with the ability to host District athletic functions such as wrestling, basketball and volleyball tournaments while district-wide central facilities are upgraded.
- **Natatorium:** Natatorium partnerships and participation should be evaluated at this time. Contingent on:
 - Participation, rental revenue generation, and maintenance, staffing and funding availability for a new natatorium.

Milestone - CTE

- **Improved Spaces and Access:** As the distribution of programs are reconfigured per the regionalization approach and improvements are made to the campus, Student Agency is implemented and access is improved.

District 2019 FMP Update Recommendation Timeline

Priority 2 : Improvements to remaining campus and centralized facilities.

Projects anticipated years 12-25, upon approval of 2019 FMP Update



Projects

Campus Facilities - Athletics

- **Turf Maintenance:** Fund turf field maintenance for campuses.
- **High school Improvements:** Gymnasium facilities improvements to remaining high schools, including adjacent Athletic/Wellness spaces to meet new Educational Specifications.

Campus Facilities - Fine Arts

- **High school Improvements:** Improvements to remaining campus auditoriums, including adjacent Fine Arts spaces to meet new Educational Specifications.

Campus Facilities - CTE

- **High school Improvements:** Improvements to remaining campus CTE facilities, continuing alignment of partnerships and distribution to provide access of all programs to all students.

Central Facilities-Athletics:

- **Renovations:** Renovate remaining centralized Athletics facilities.
- **Natatorium:** Construct new natatorium if the District has the need and ability to support a new facility.

Central Facilities - CTE

- **Clifton Career Development School:** Improvements to enhance and expand the Clifton Career Development School.

Milestones

Milestone - All

- **EdSpecs:** All facilities, including centralized facilities, meet new Educational Specifications including directions set forth in 2017 and 2019 FMP updates.



TA Brown Groundbreaking.



A

Appendix 1

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Dance Celebration

Glossary of Terms

Advisory Committee: A group of local citizens representing parents, business/industry, and education who advise and support the teacher-coordinator and school administration on the operation of practicum arrangements; students may be included or serve as resources.

Career and Technical Education (CTE): Organized educational programs offering course sequences that provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills in preparation for further education and careers. Such programs lead to technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree. These include competency-based applied learning that contributes to academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, and entrepreneurship.

Career Technical Education for the Disabled Courses (CTED): CTED courses are taught by a teacher qualified and certified to teach CTE courses. CTED courses must be self-contained and must serve only special education students. For a student to be enrolled in a CTED course, an admission, review, and dismissal committee must determine that services available through a regular CTE course are insufficient for the student to make satisfactory progress and that the specialized. Any CTE course may be taught as a CTED course, but only students with disabilities who are in grades 7 through 12 may enroll in CTED courses.

Career Launch Program: The Early College High Schools with Career Launch Programs are designed to help students successfully transition from high school to college and begin challenging 21st Century careers. This unique model includes grades 9-14, delivers a six-year career focused program aligned with Texas Essential Knowledge and Skills (TEKS), and provides students with real-world work experience through internships in fields connected to their classroom studies. These schools are designed to prepare students for college and careers in the Health Sciences and Technology disciplines. Graduates are prepared to enter their chosen field or continue their education in pursuit of a bachelor's degree.

Career Connected Learning: Career-connected is known as the "educational continuum" or "life-long learning" – an accepted condition for success in a modern life with accelerated technological development in a global economy.

Cluster: A cluster identifies a grouping of similar occupations and industries. These groupings are used as an organizing tool for curriculum design, technical skill assessments, instructional and guidance models, sequencing for four or six year plans, and to provide seamless transitions between secondary and post-secondary education. Texas currently has 16 career clusters.

Cluster Focus: A significant focus of the cluster would be offered at the identified high school.

Coherent Sequence of Courses (PEIMS): Two or more Career and Technical Education courses that count for three or more credits on a student’s personal graduation plan. For the purpose of earning a Texas High School Diploma endorsement under the Texas Foundation High School Program, students must complete a coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster, including at least one advanced CTE course which includes any course that is the third or higher course in a sequence. The courses may be selected from all CTE career clusters, career development courses, or approved CTE innovative courses.

Core Fine Art Strand: A core strand is offered as a basic course offering, such as band, choir, or theater.

Creative Learning Initiative: The Creative Learning Initiative (CLI) is a community-wide effort to bring creative learning and the arts to each and every student in Austin.

Discovery: The Discovery phase was a FMP Update process which included members of Facilities and Bond Planning Advisory Committee (FABPAC), department leadership and the district planning team who came together to get a better understanding of all aspects of the FMP update for the three content areas (Athletics and Wellness, Fine Arts and Creative Learning, and CTE and Career-Connected Learning) and to better understand each other needs, existing vision and current state of affairs.

Educational Specifications (Ed Specs): The Ed Specs are guiding documents developed by school districts that outline a district’s facility standards, addressing space requirements (square footage and spatial relationships), equipment and technology needs, and any special features on campus.

Endorsements: Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. Students must select an endorsement* in the ninth grade. Students earn an endorsement by completing the curriculum requirements for the endorsement, including 4th credit of math and science and 2 additional elective credits. Students can choose from the following choices; Arts and Humanities, STEM, Public Service, Business and Industry and Multidisciplinary.

eSports: Electronic sports, most commonly abbreviated as “eSports”, is a form of competition using video games.

Industry Based Certification: Industry based certification is a credential, usually issued by an industry or industry group, that verifies that an individual has met the skill standards established by that industry or industry group, as minimal requirements to successfully enter the workforce and compete in that particular occupational area.

Facilities and Bond Planning Advisory Committee (FABPAC): FABPAC is a group of residents appointed by the Board of Trustees to make recommendations on long-range facilities planning.

Facilities Master Plan (FMP): The FMP outlines the current status and future use of district facilities, guides the development of future capital improvements, and supports planning for future bond elections. It is a living document and will be reviewed through a recommended cycle.

Framework: The framework process developed a road map to outline the process to create the 2019 FMP Update. Tasks included formulation of advisory committees, development of the overall schedule with key milestones, and identifying strategies for community engagement and input.

Key Factors: The key factors were created as a discussion of the current state of the programs, including work that has been completed to date and to discuss previous goals. The key factors set priorities for the process moving forward. Each visioning meeting that followed the Discovery Workshops were designed around each of the six key factors.

National Trends and Benchmarking: This process is used to look at precedents and other examples of similar programs in place at other national locations.

Partnership: A relationship between a school and another entity for the purposes of sharing of space amongst a school and a community through a formal partnership and can vary in the services provided and/or uses of the school spaces.

Pathway: Pathways provide a framework that local education agencies (LEAs) can use to work with postsecondary institutions, businesses, and industries to better understand the knowledge and resources needed to prepare students for life after high school. Pathways are not an add-on program or new reform, but are designed to work within current systems, structures, and budgets. They are a strategy for aligning and leveraging existing programs, including the Foundation High School Program.

Program of Study: In career and technical education in Texas, the phrase program of study refers to a recommended sequence of coursework for secondary and post-secondary education and career preparation based on a student's interest or career goal. Recommended sequence of courses that end in credentials such as industry certification, associate degree, baccalaureate degree, or higher credential.

Spatial Intensity Level: Spatial Intensity Level refers to the level of specialization and accommodations that a space will need to provide in order to properly serve the particular CTE Pathway(s) that it will support. The key factors in determining Spatial Intensity needs: Area, Height, Equipment, Infrastructure, Storage/Waste Management, Site Access/Area, and Operational Costs. The Spatial Intensity Level Categories are as follows:

High: May require any or all of the following: very large spaces (3000sf or more), very high ceilings (20'+) highly specialized and expensive fixed and mobile equipment, unique accommodations for special Structural, Electrical, Mechanical and Plumbing systems, provide special fire/life/work/health safety measures, accommodate specific storage and waste management needs, and specialized environmental controls (sound, light and air quality). (Examples: Automotive Shop, Construction Shop, Culinary Arts Kitchen)

Medium: May require any or all of the following: large spaces (1500sf-3000sf), high ceilings (15'-20') specialized and expensive fixed and mobile equipment, unique accommodations for Electrical, Mechanical and Plumbing systems, provide some fire/life/work/health safety measures, accommodate specific storage with minor waste management needs, and some additional environmental controls (sound, light and air quality). (Examples: STEM Labs, AVTech Studios, Forensics Lab, Health Science Sim Labs)

Low: May require any or all of the following: moderately sized spaces (1000sf-1500sf), with additional ceiling heights (10'-15'), some specialized equipment with some additional infrastructure accommodations, minor dedicated storage or waste management, some added environmental controls. (Maker Spaces, Science Labs, Fab Labs, and Digital Graphics lab)

Standard: Requires standard classroom sizes (800sf-1000sf), Standard ceiling heights (8'-10'), no specialized equipment or specialized infrastructure needs, standard storage within space, standard environmental controls.

Strand: A strand is the sequence of courses leading to complete framework for a pathway.

Specialty Program: A specialty program is offered at select campuses.

T.E.K.S.: Texas Essential Knowledge & Skills. This is the agency which governs curriculum standards.

Utilization: This depicts the total annual usage for the 2018-2019 school year according to the provided schedule. This number is calculated by subtracting the number of "Closed" days from 365, the number of days in a year, then dividing the remainder by the number of events for the year: $365 - (43 \text{ "Closed" }) = 322 \rightarrow \text{Events} / 322 = \text{Annual Utilization}$.

Vertical Teams: A group of campuses consisting of a high school, middle schools, and elementary schools that are linked together by common programming, for example, Fine Arts. They are named after the high school and do not necessarily reflect how students track by assigned attendance boundary.

Visioning Statement: These statements serve as a guide post for the committees and a check point for the recommendations.

Visioning: The Visioning process included a deeper evaluation of each respective content area and developed the process of recommendation decisions and departmental studies.



B

Appendix 2

Supporting Information

Content:

The information included in this section is listed below:

Supply and Demand Maps

- Athletics and Wellness
- Fine Arts and Creative Learning

Transportation Maps

- Central Facilities

Cluster and Wage Analysis

- Career and Technical Education and Career-Connected Learning

Partnership Maps

- Career and Technical Education and Career-Connected Learning





Advisory Partnership Board Structure

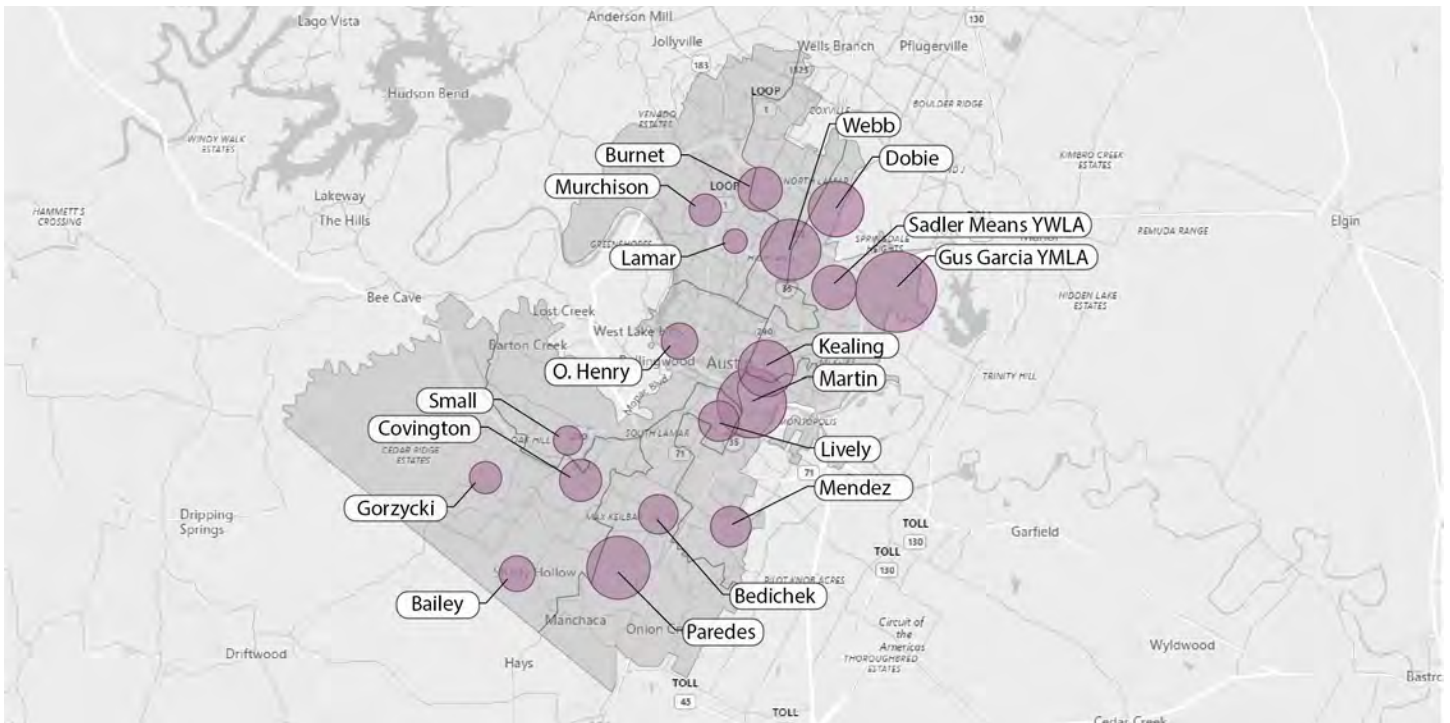
Supply and Demand Maps

Fine Arts and Creative Learning - Middle School

The following maps represent the density of Fine Arts course offerings per campus. See Part 4: Fine Arts and Creative Learning to for additional information.

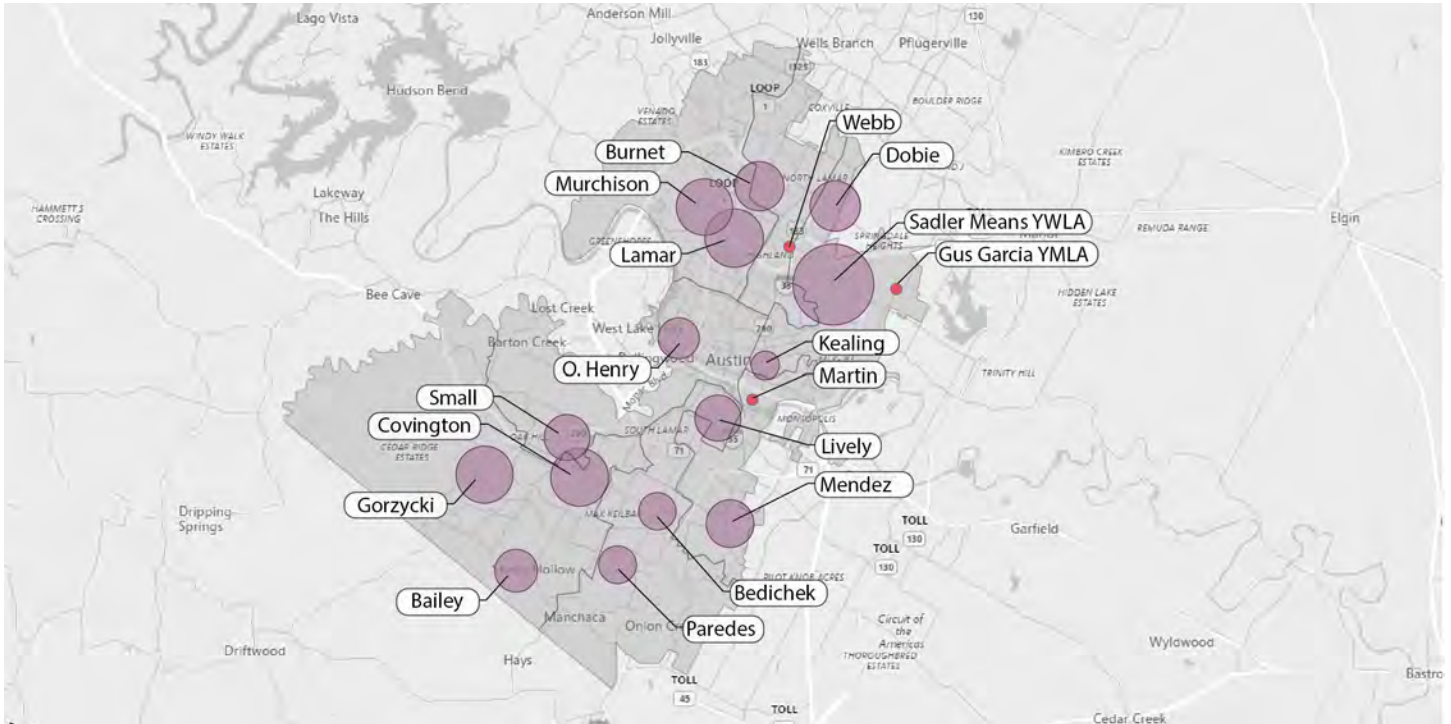
Note: The following information is gathered from the 2018-2019 District master schedules.

Map Legend:		Low	Med.	High	Circle size represents to density of course offerings (credit hours) at each campus
	No Course Offerings				

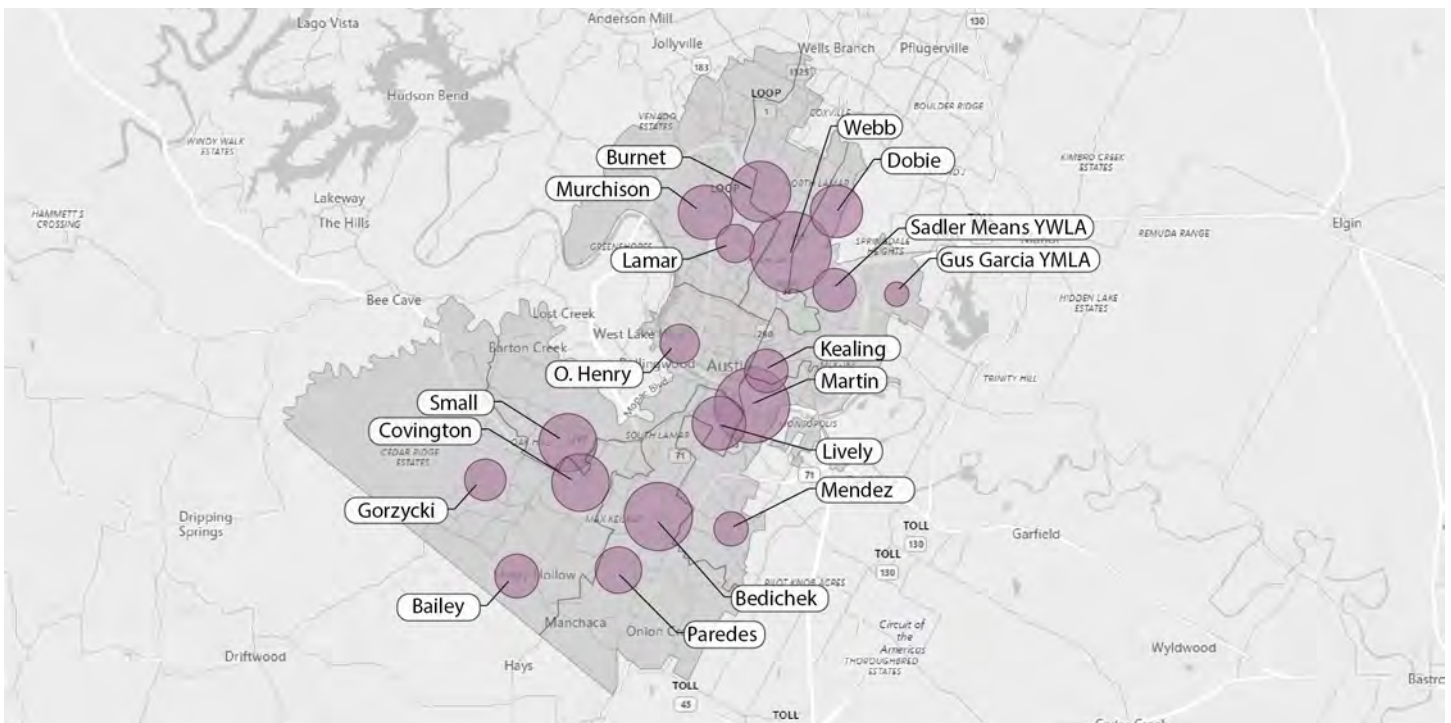
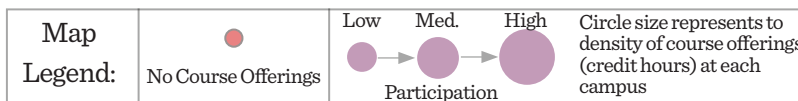


Middle School Band(Foundational Program)

Fine Arts and Creative Learning - Middle School

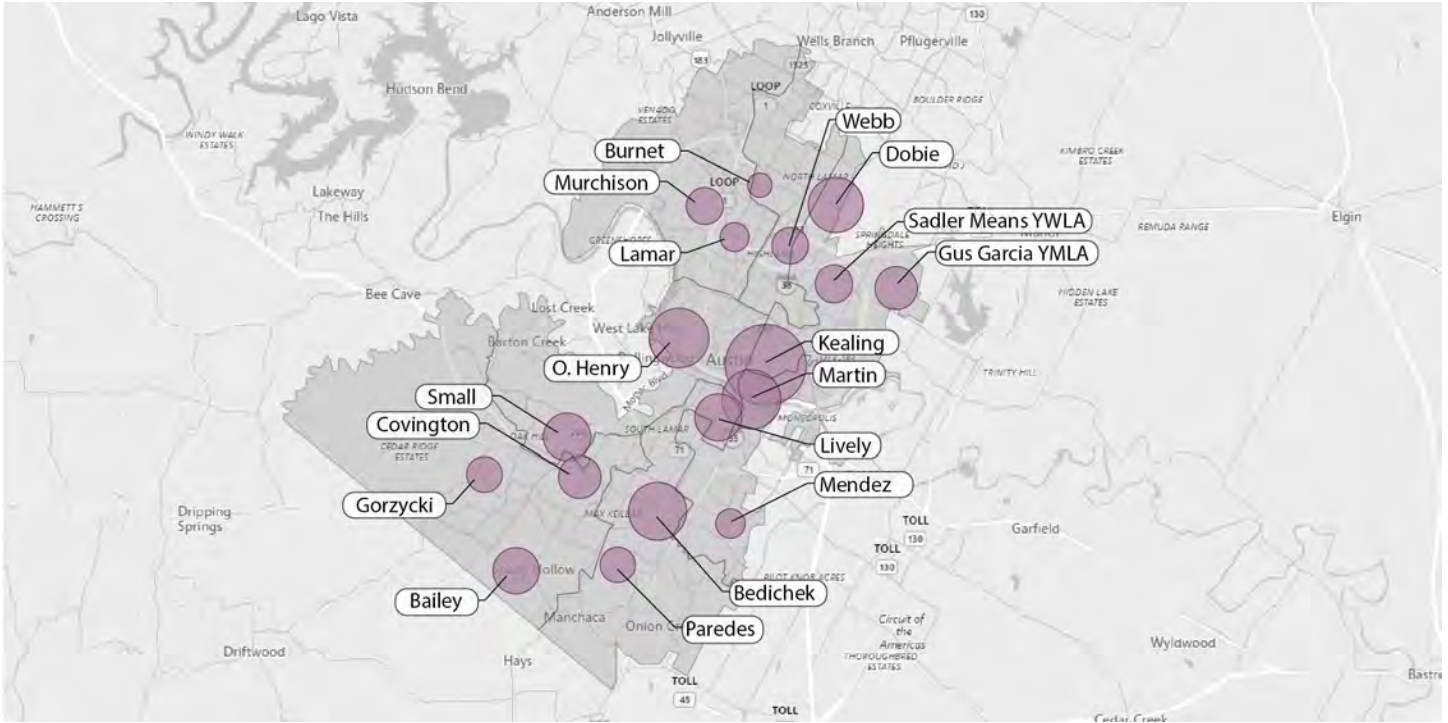


Middle School Dance (Foundational Program)

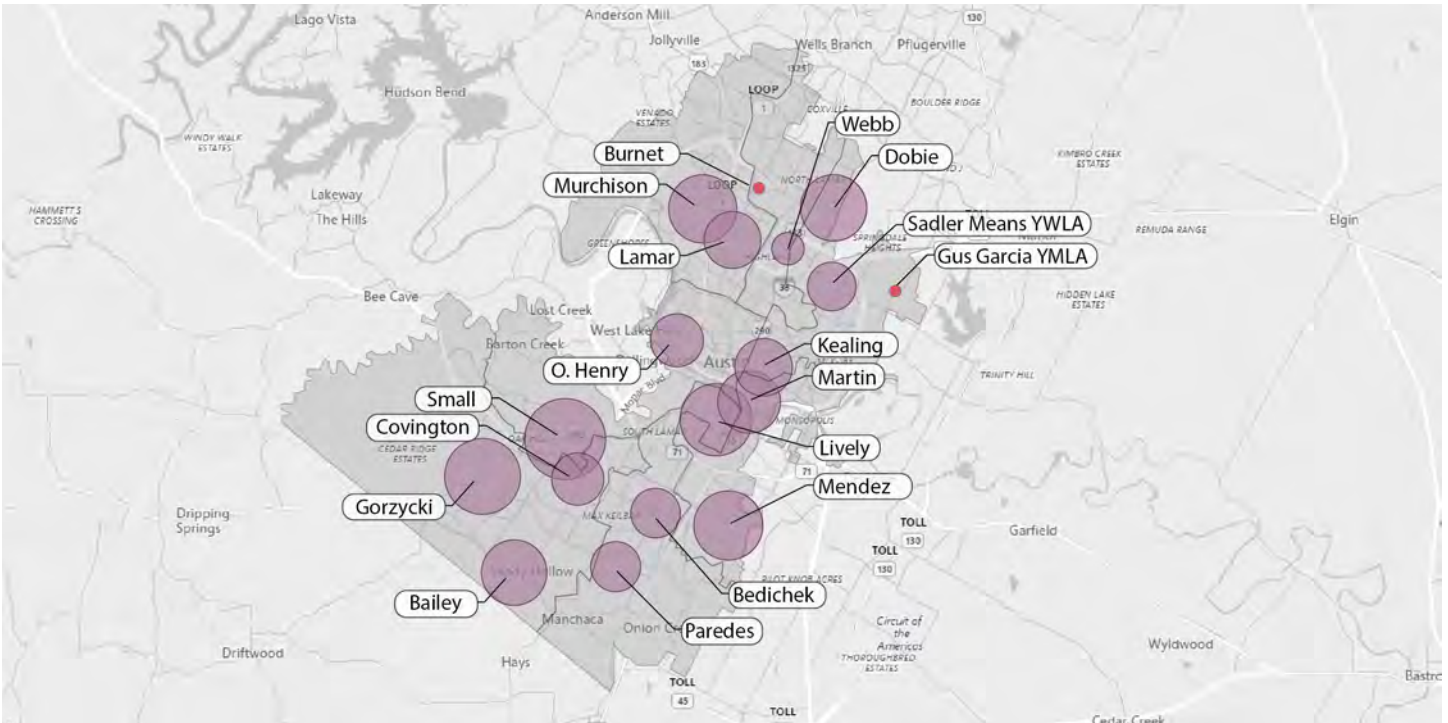
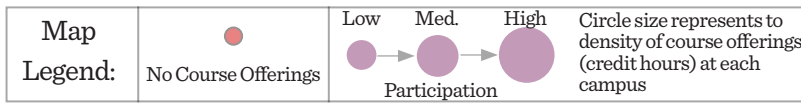


Middle School Choir (Foundational Program)

Fine Arts and Creative Learning - Middle School

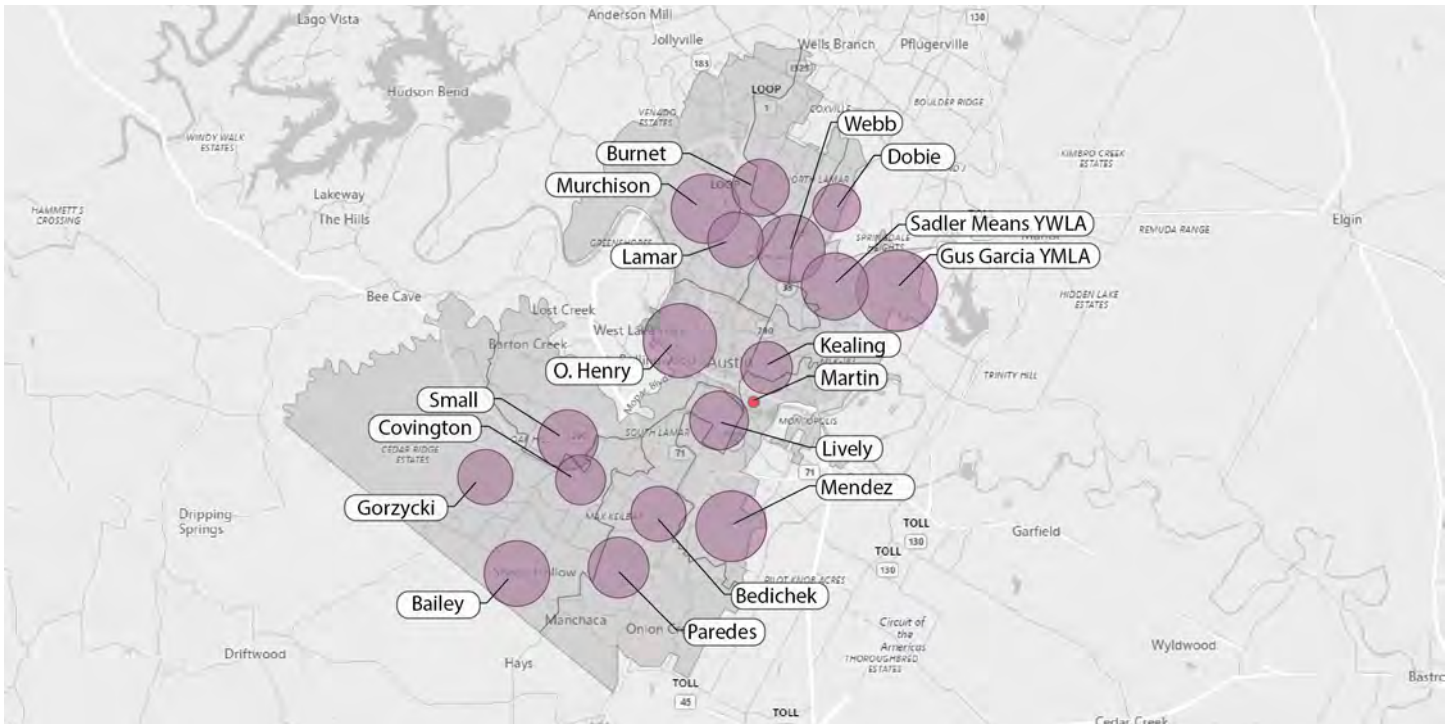


Middle School Orchestra (Foundational Program)

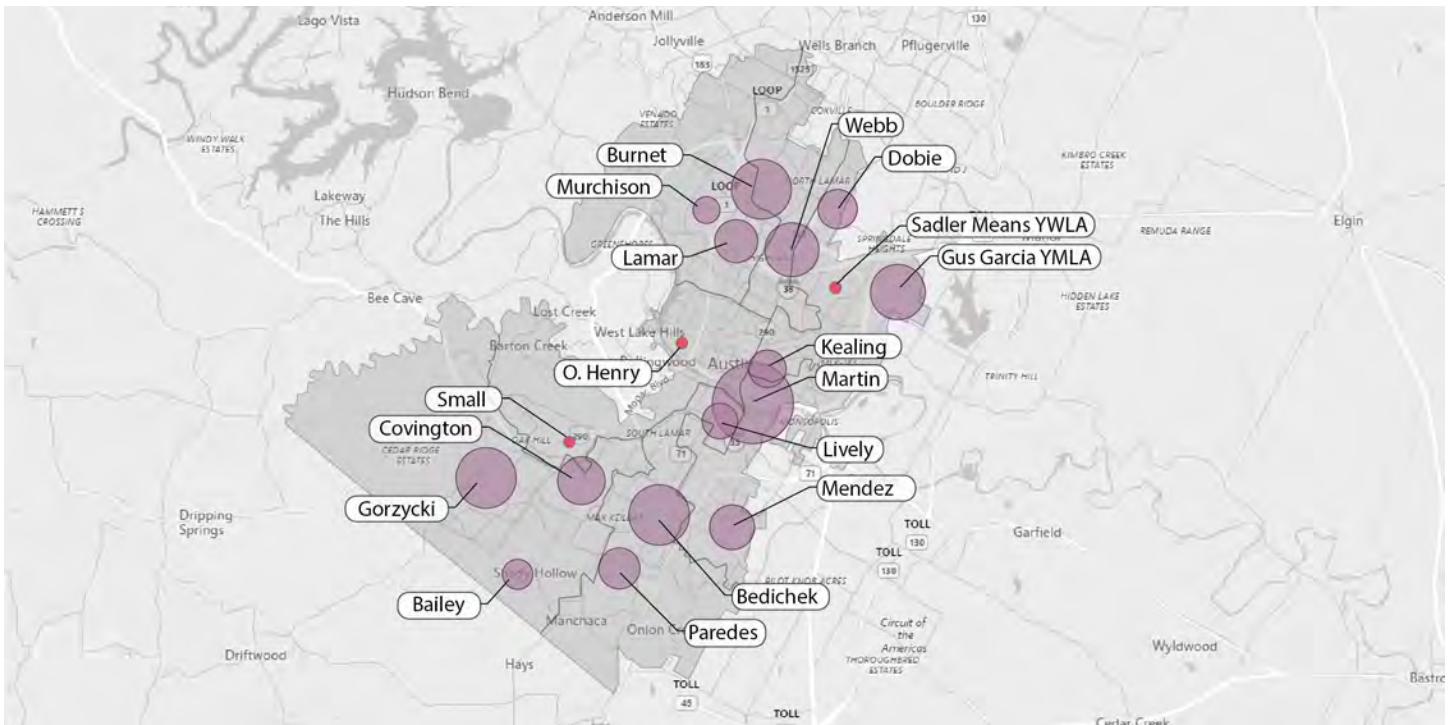
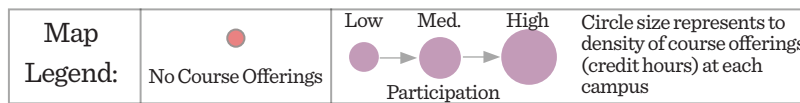


Middle School Theater (Foundational Program)

Fine Arts and Creative Learning - Middle School

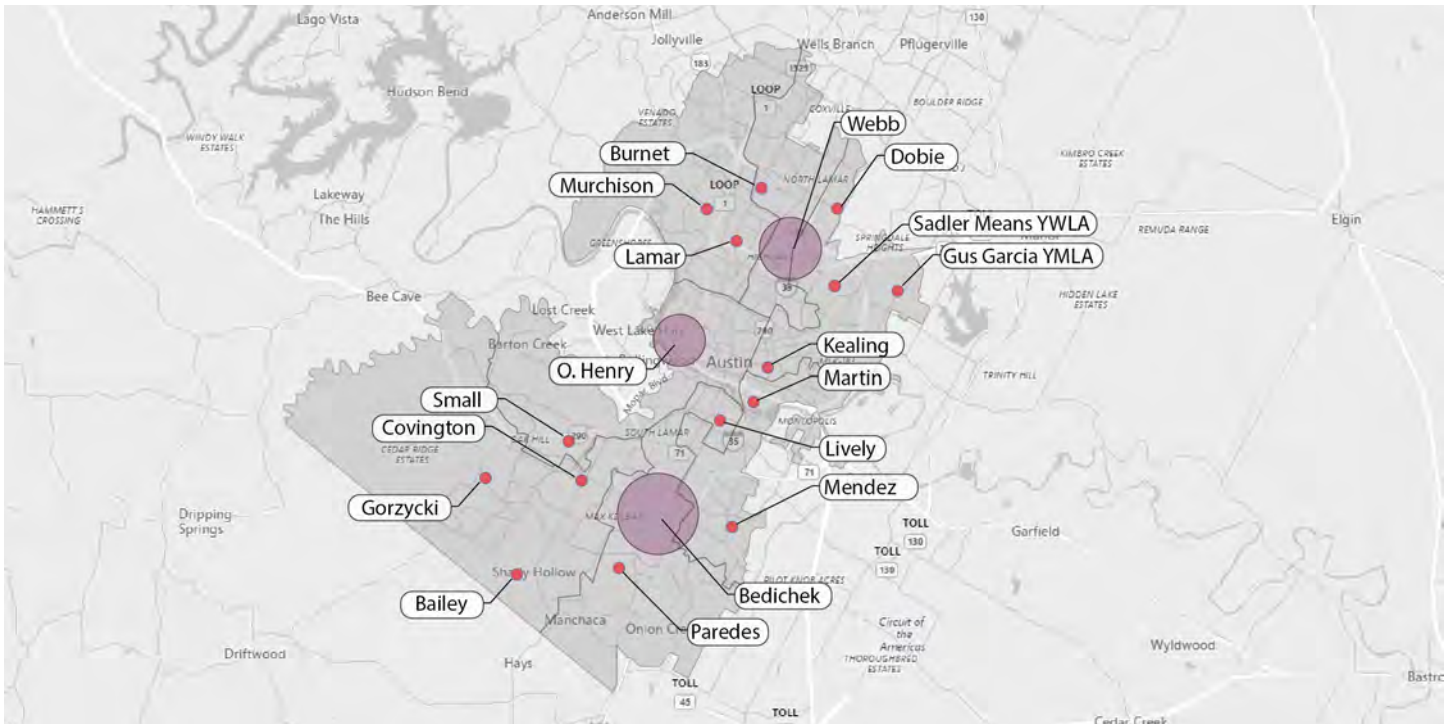


Middle School Visual Arts (Foundational Program)



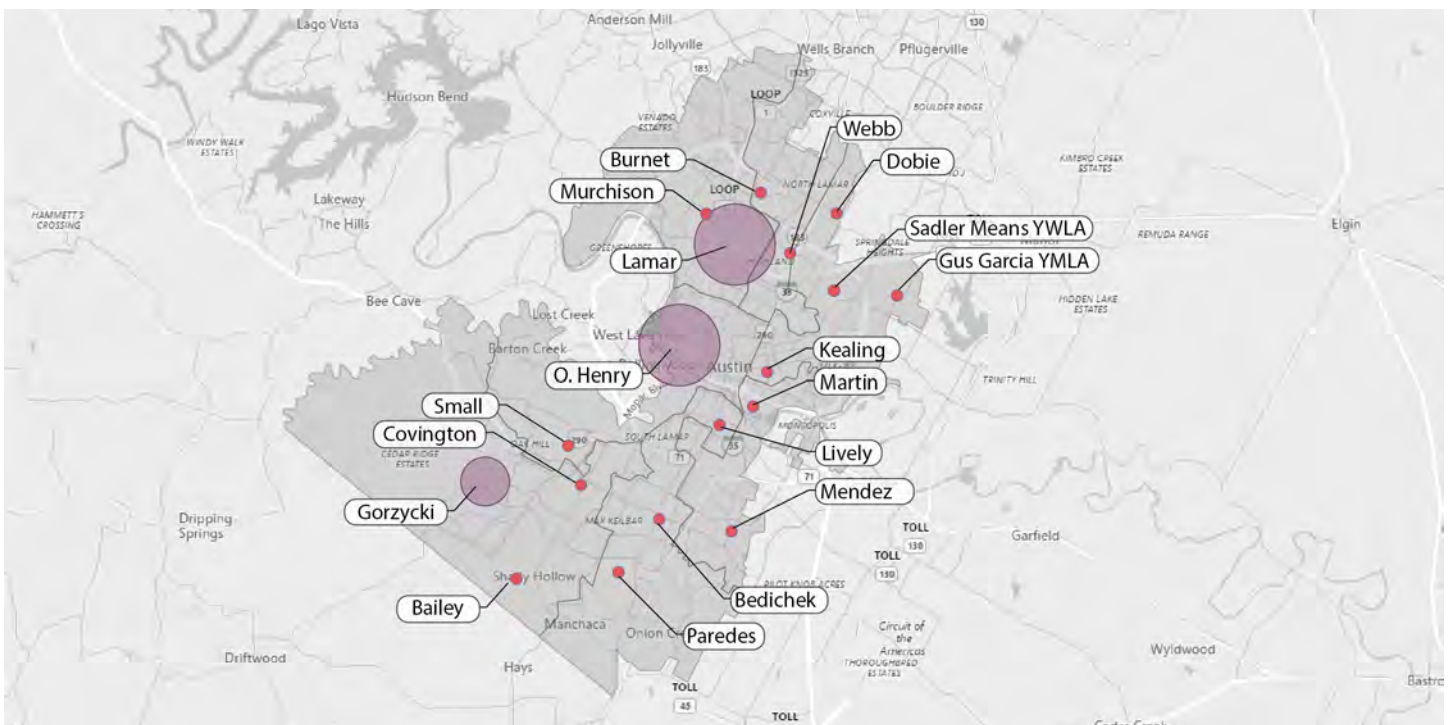
Middle School Guitar (Specialty Program)

Fine Arts and Creative Learning - Middle School



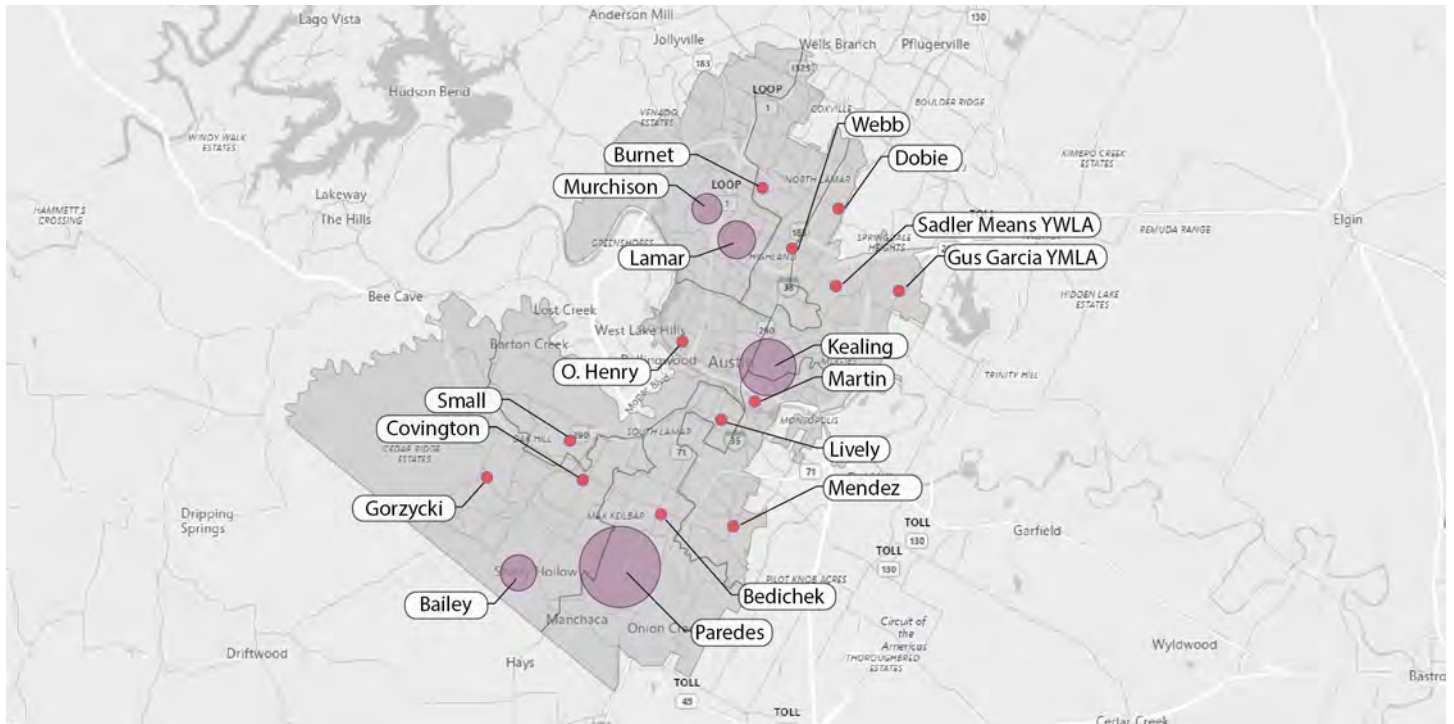
Middle School Mariachi(Specialty Program)

Map Legend:		Low	Med.	High	Circle size represents to density of course offerings (credit hours) at each campus
	No Course Offerings				



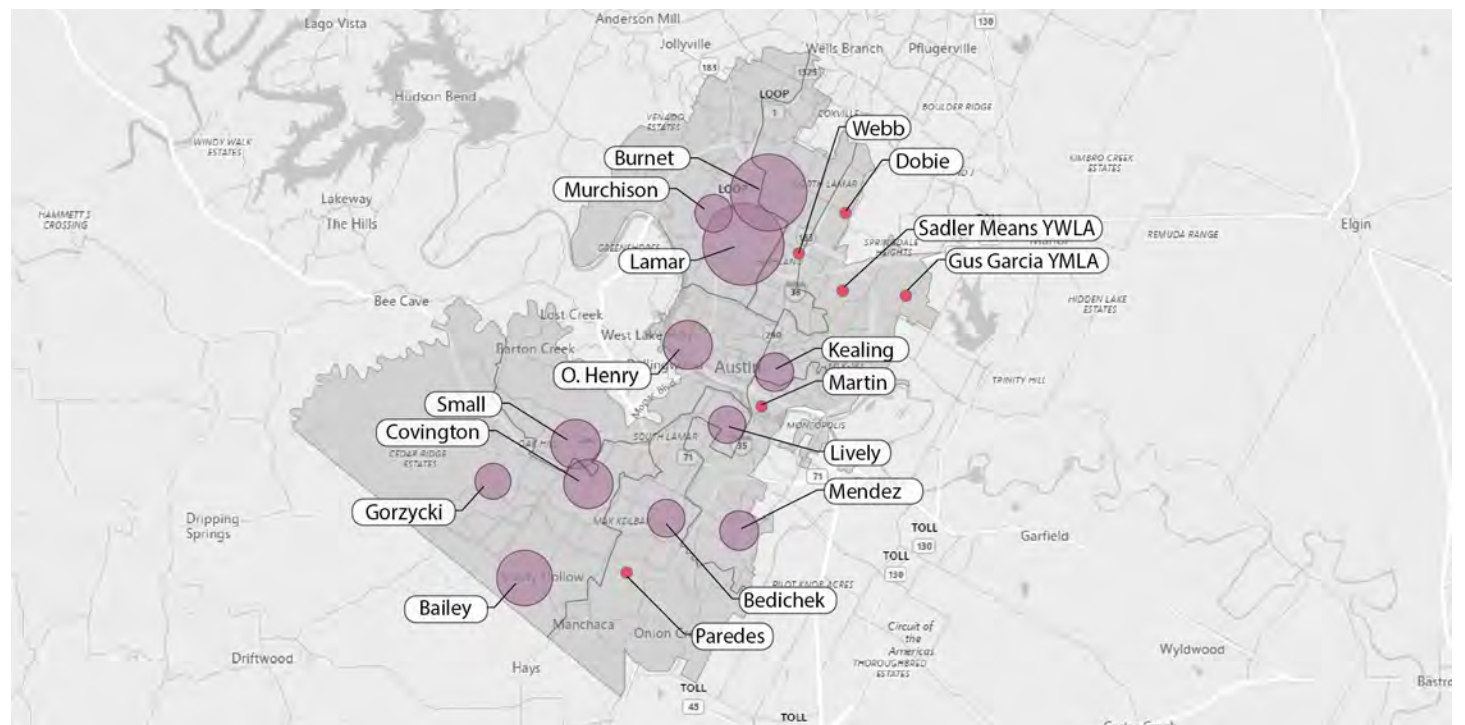
Middle School Piano(Specialty Program)

Fine Arts and Creative Learning - Middle School



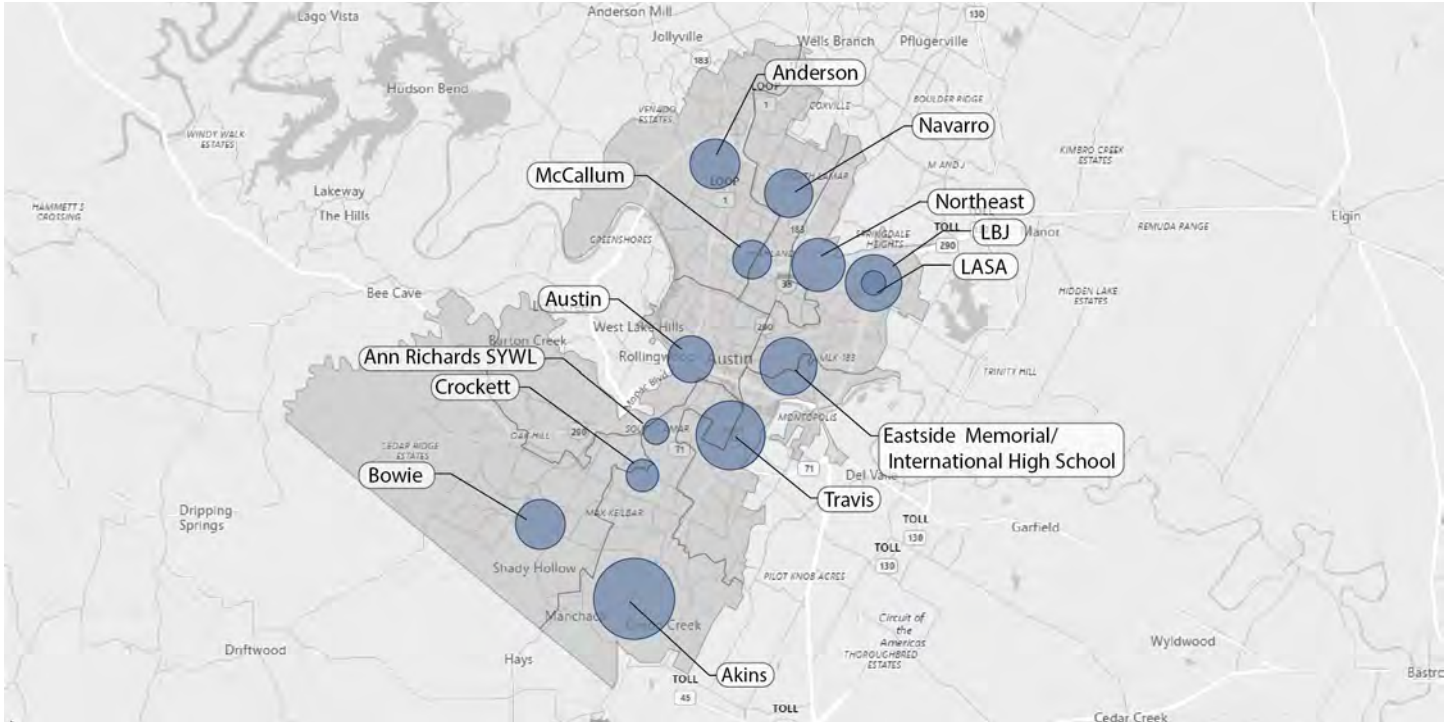
Middle School Theory and Music Studies (Specialty Program)

Map Legend:	No Course Offerings	Low	Med.	High	Circle size represents to density of course offerings (credit hours) at each campus
		Participation			

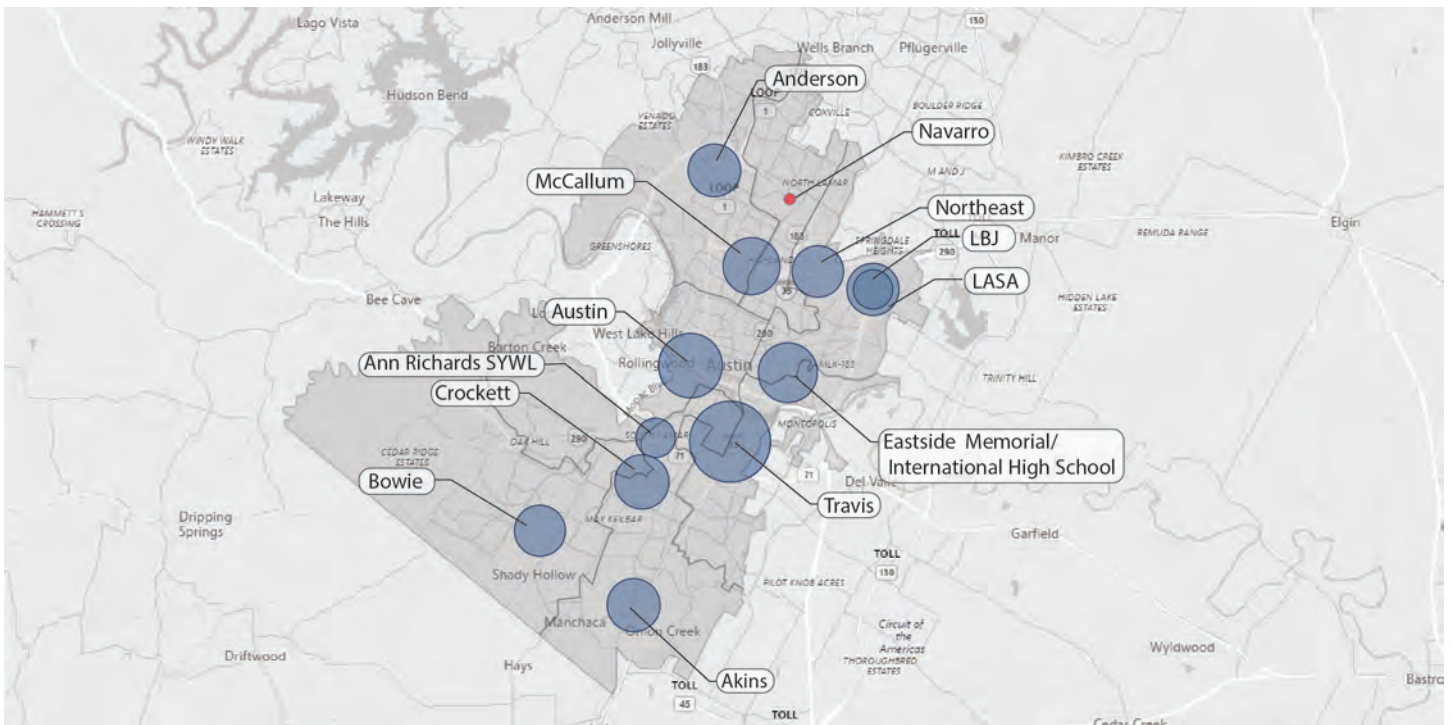
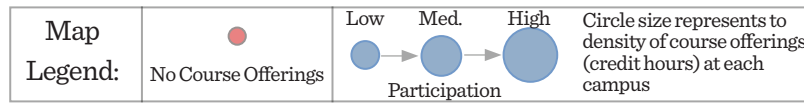


Middle School Ensemble (Specialty Program)

Fine Arts and Creative Learning - High School

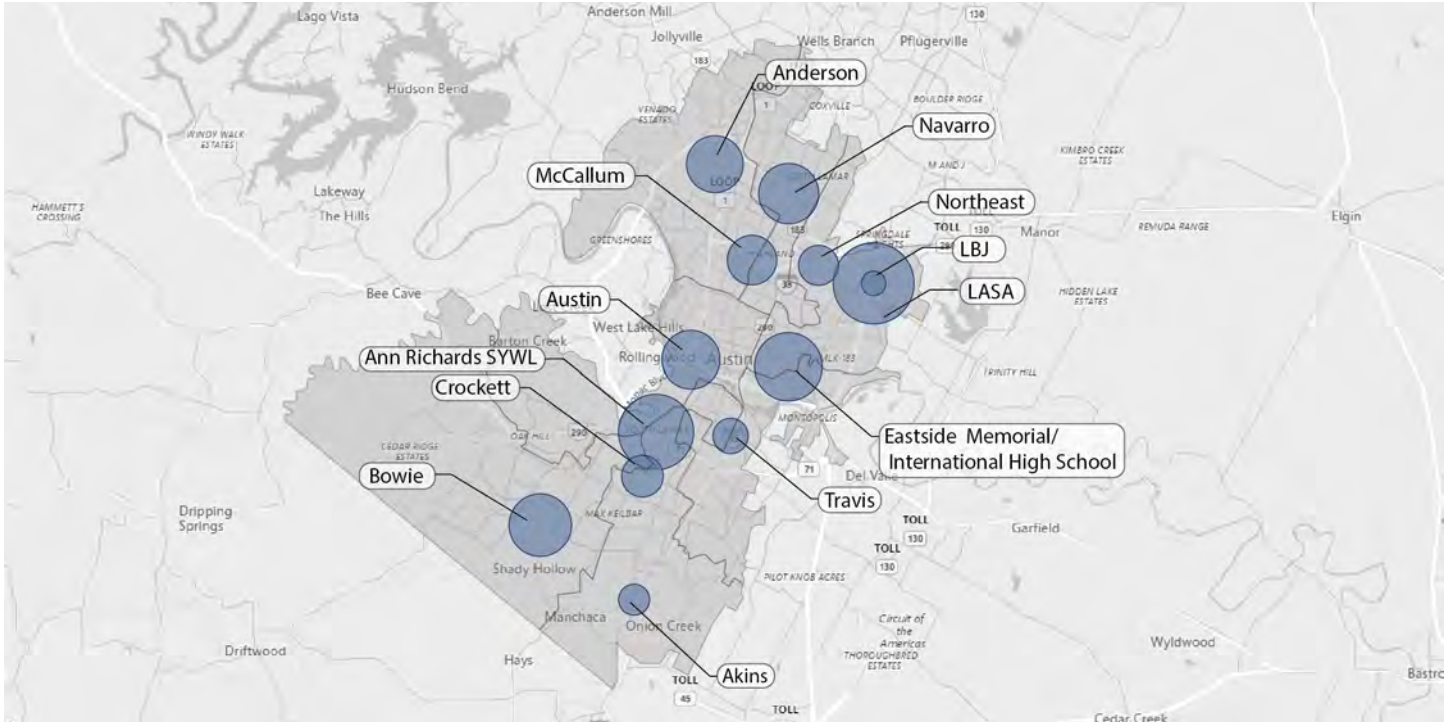


High School Dance (Foundational Program)







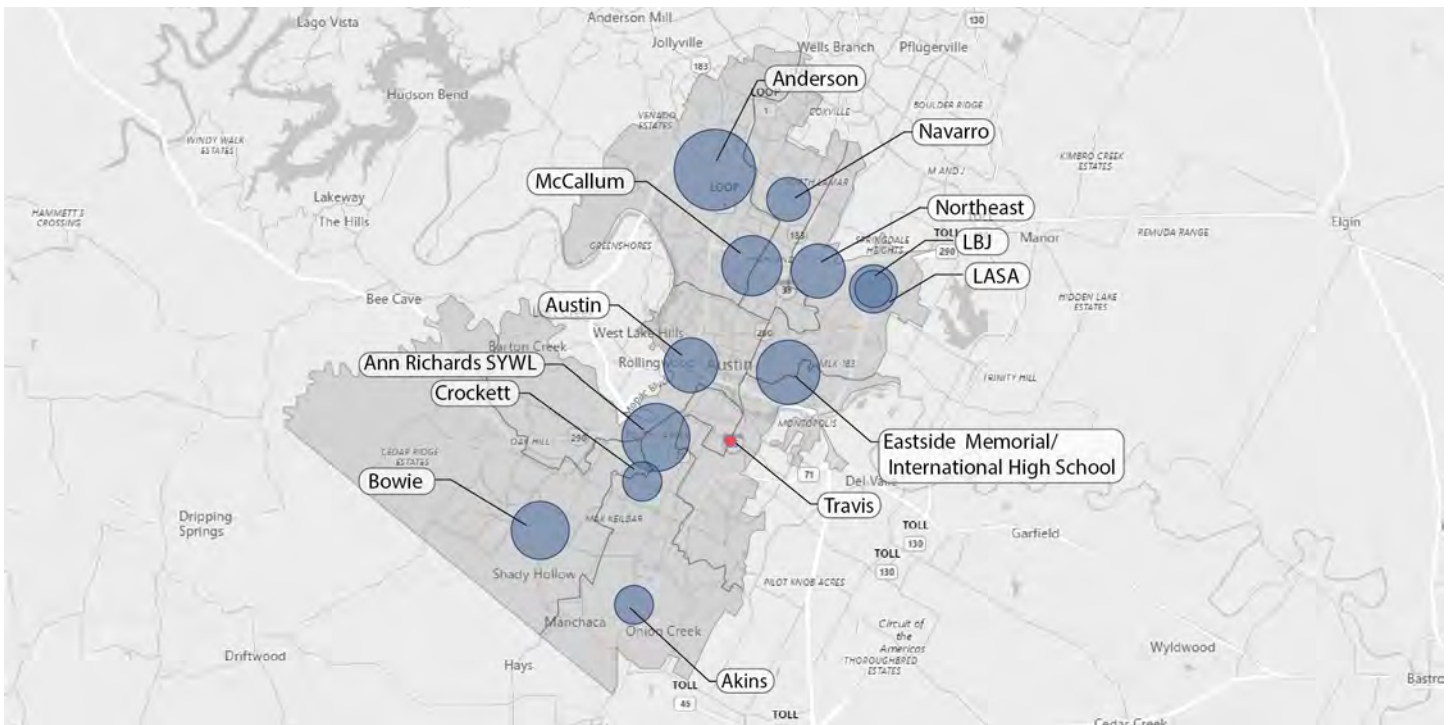
High School Guitar (Foundational Program)

Fine Arts and Creative Learning - High School



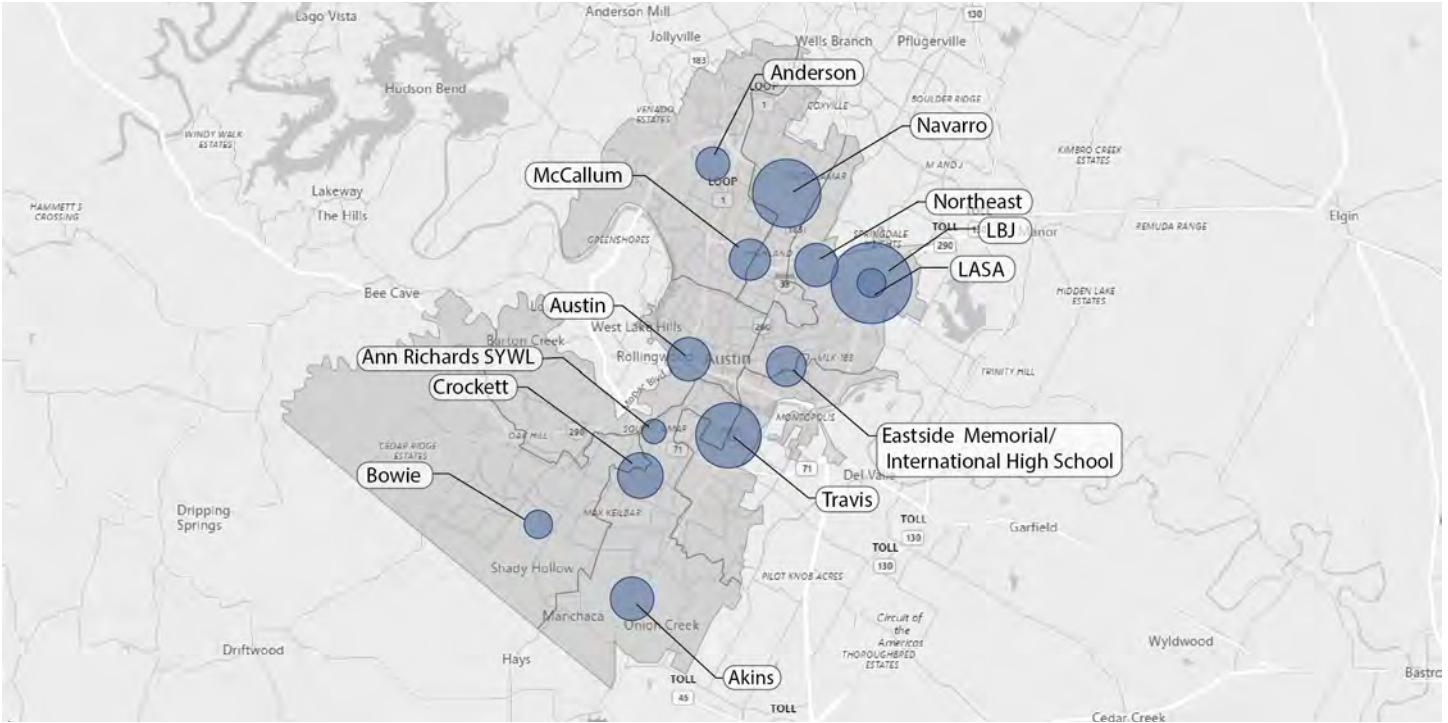
High School Band (Foundational Program)

Map Legend:		No Course Offerings	  	Low Med. High	Circle size represents to density of course offerings (credit hours) at each campus
				Participation	

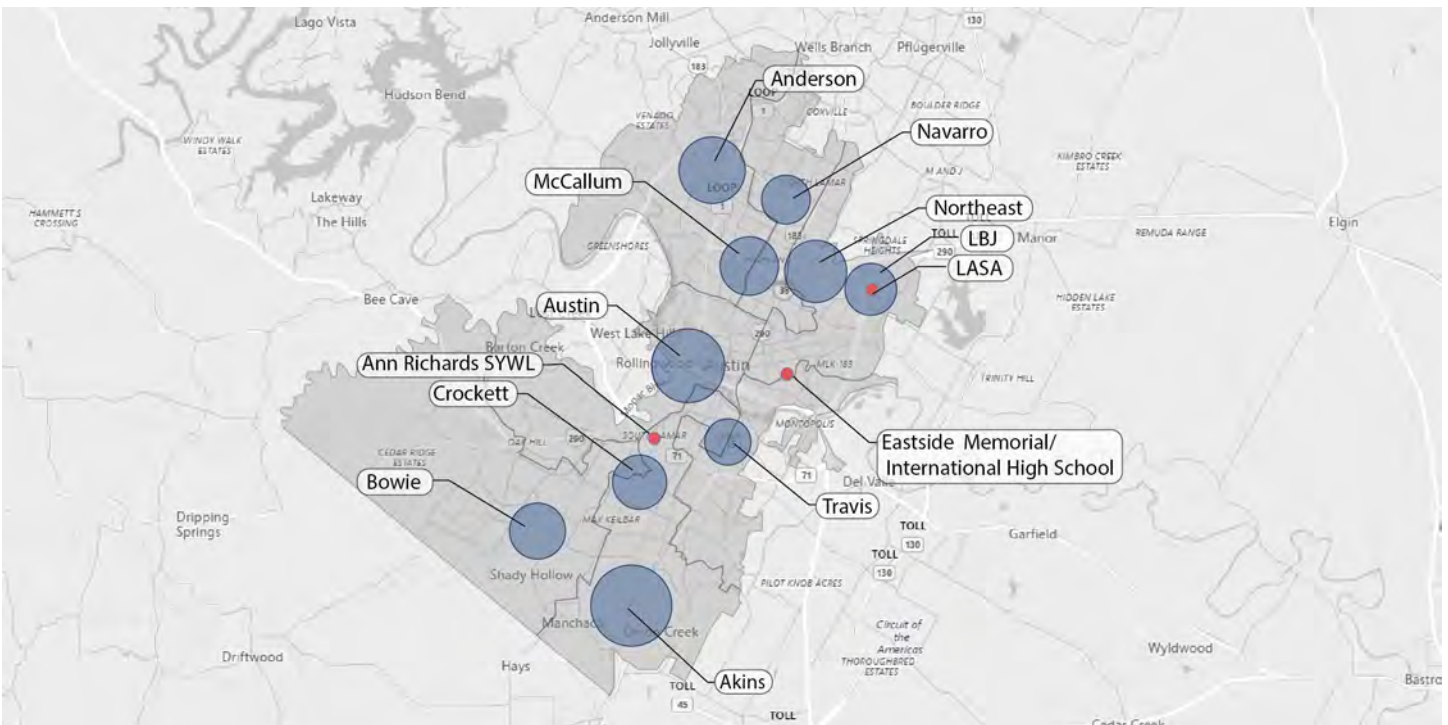
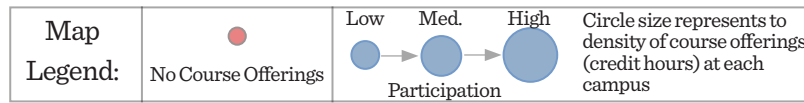


High School Choir (Foundational Program)

Fine Arts and Creative Learning - High School

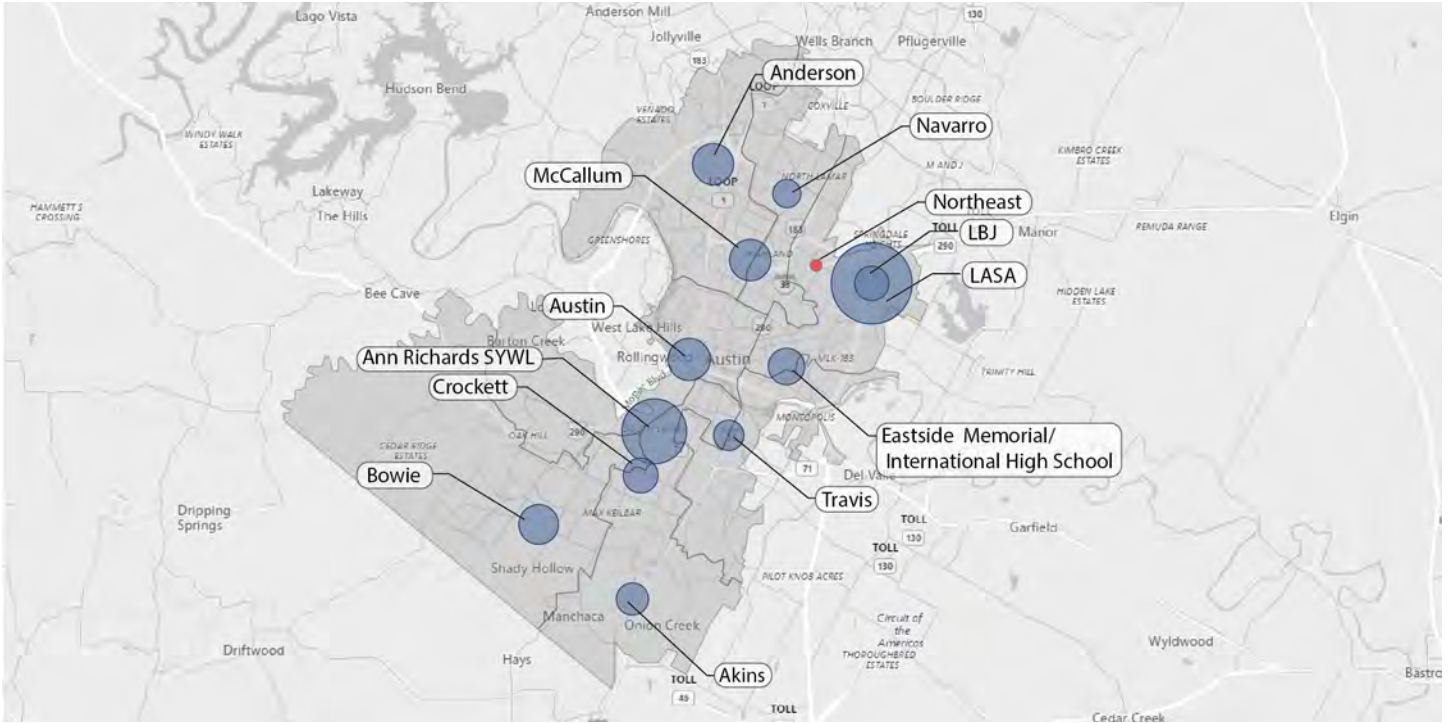


High School Visual Arts (Foundational Program)







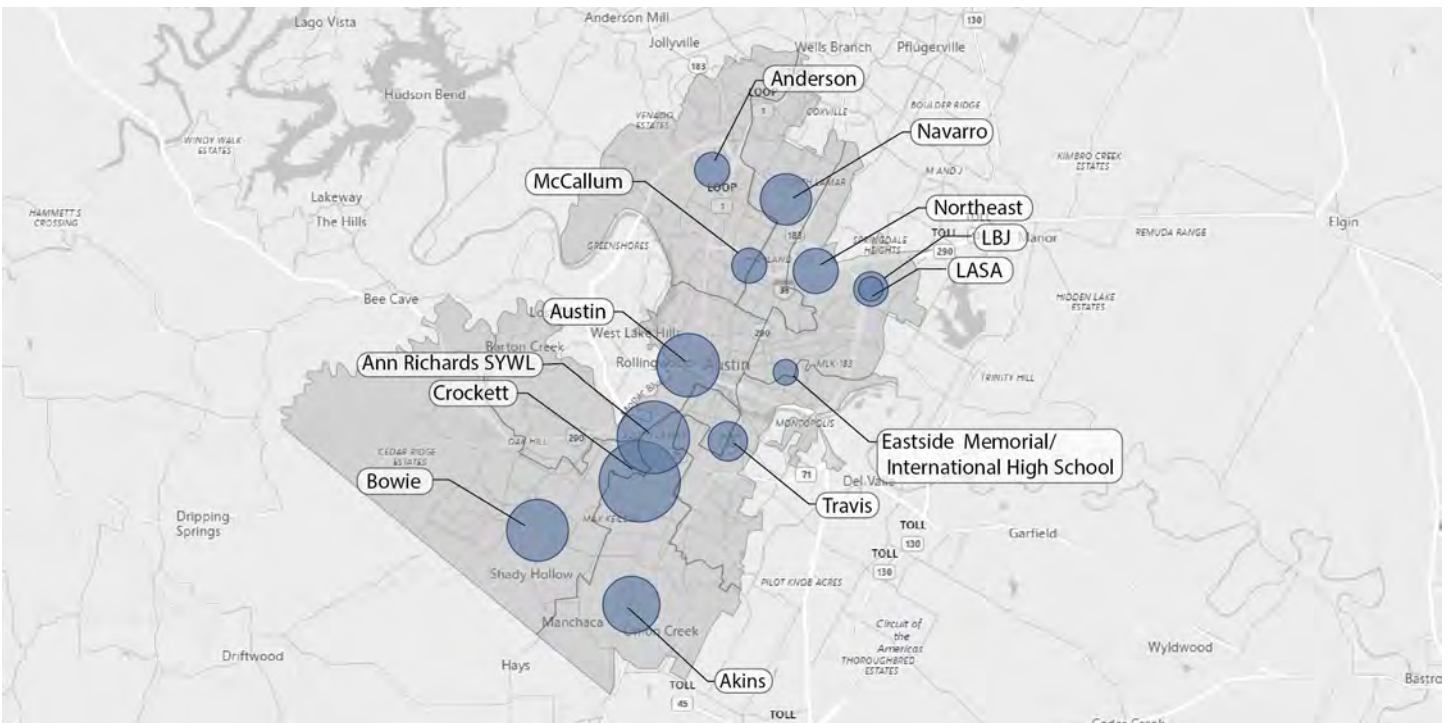
High School Ensemble (Specialty Program)

Fine Arts and Creative Learning - High School



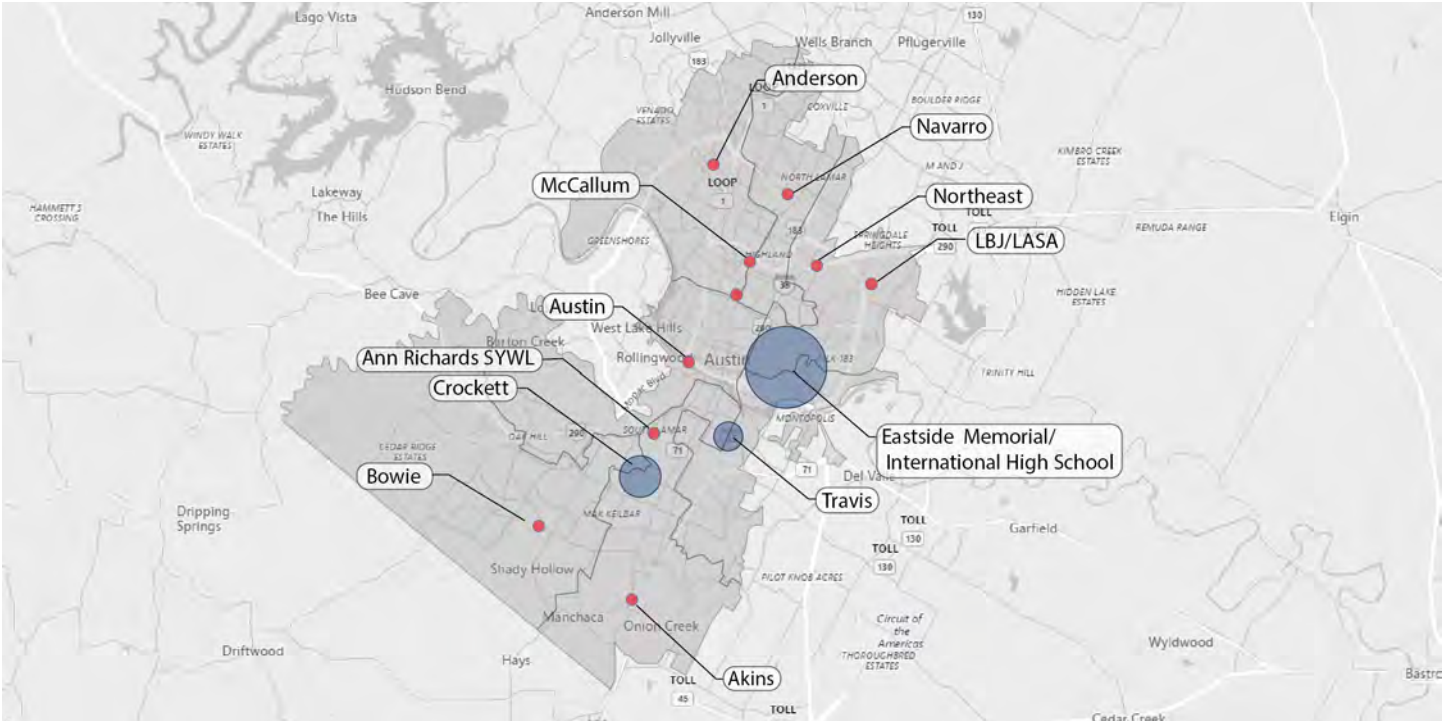
High School Orchestra (Foundational Program)

Map Legend:		No Course Offerings	  	Low Med. High	Circle size represents to density of course offerings (credit hours) at each campus
				Participation	

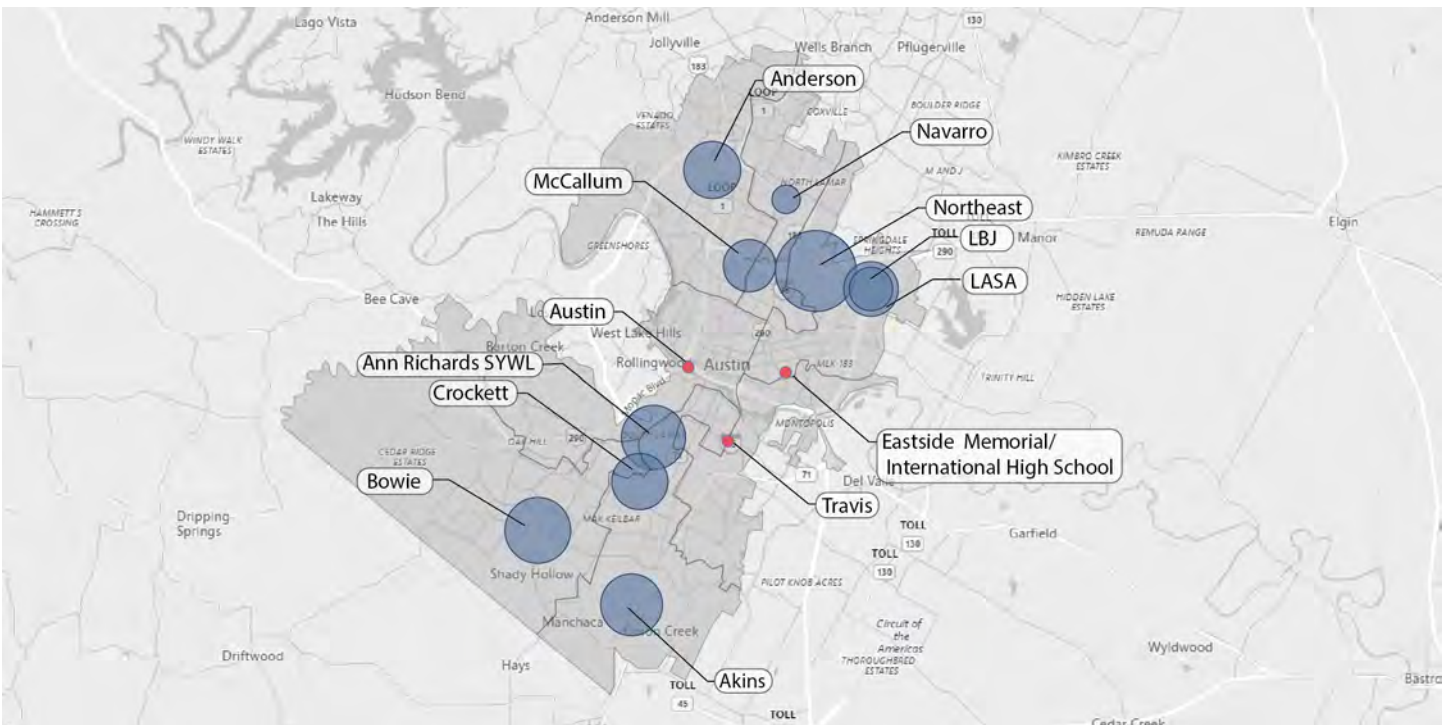
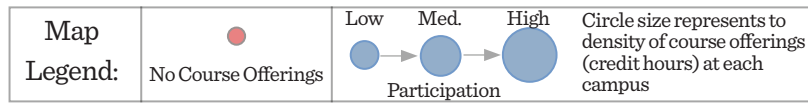


High School Theater (Foundational Program)

Fine Arts and Creative Learning - High School

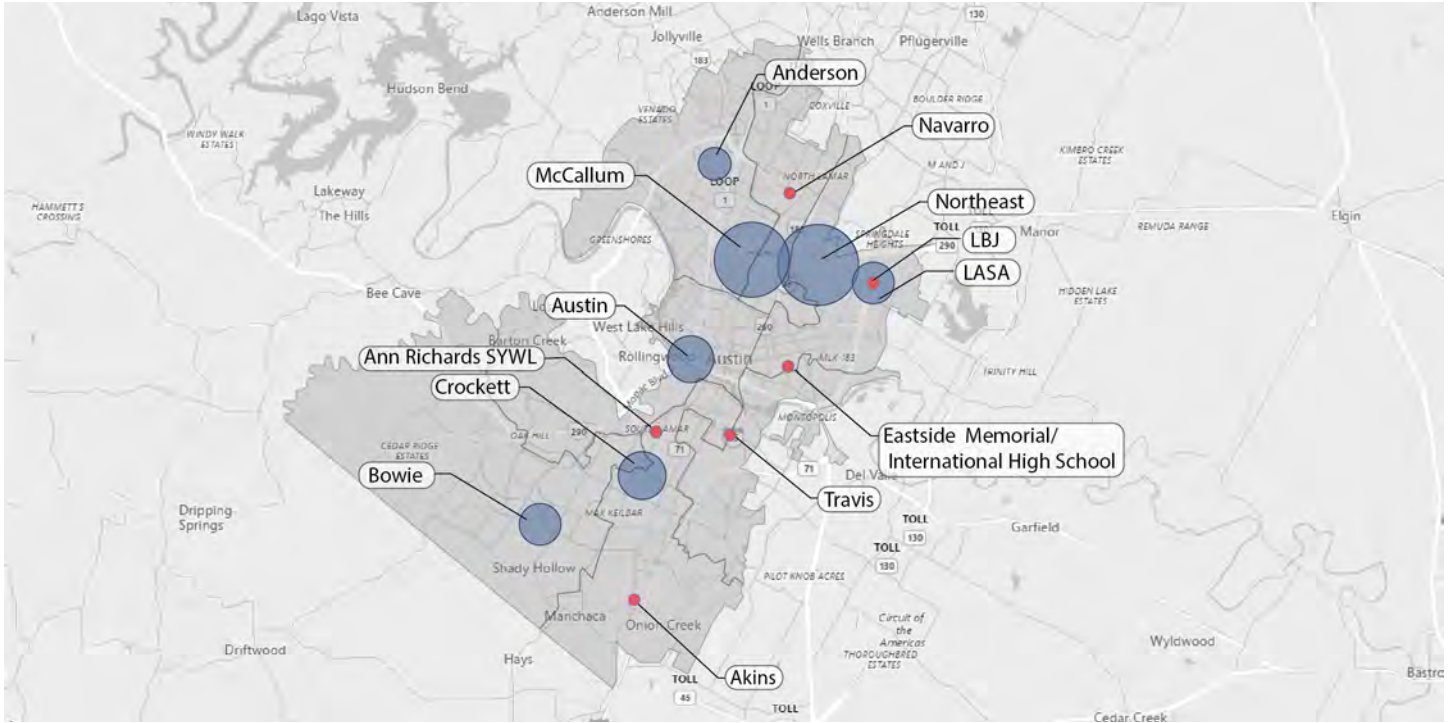


High School Mariachi (Specialty Program)



High School Piano (Specialty Program)

Fine Arts and Creative Learning - High School



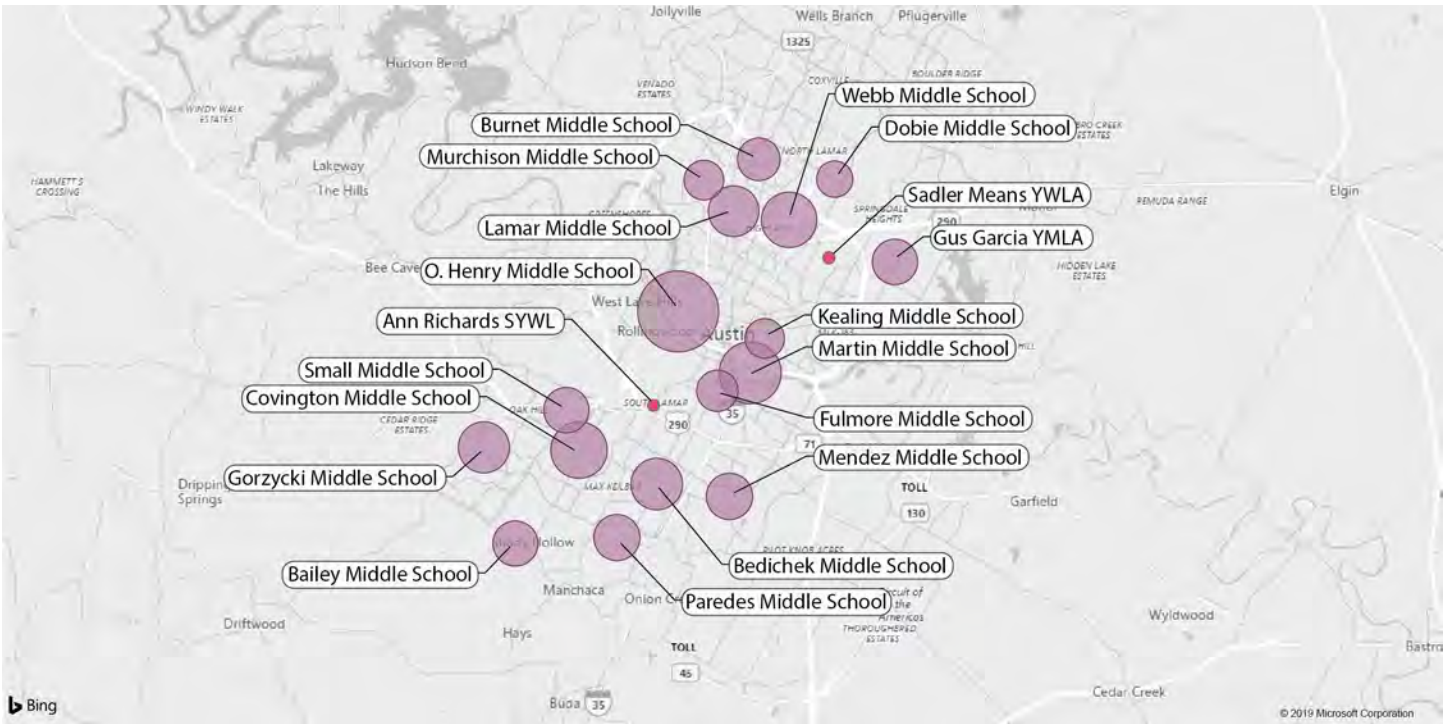
High School Theory and Music Studies (Specialty Program)

Map Legend:		No Course Offerings								
	<table border="0"> <tr> <td>Low</td> <td>Med.</td> <td>High</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center;">Participation</td> </tr> </table>	Low	Med.	High				Participation		
Low	Med.	High								
Participation										



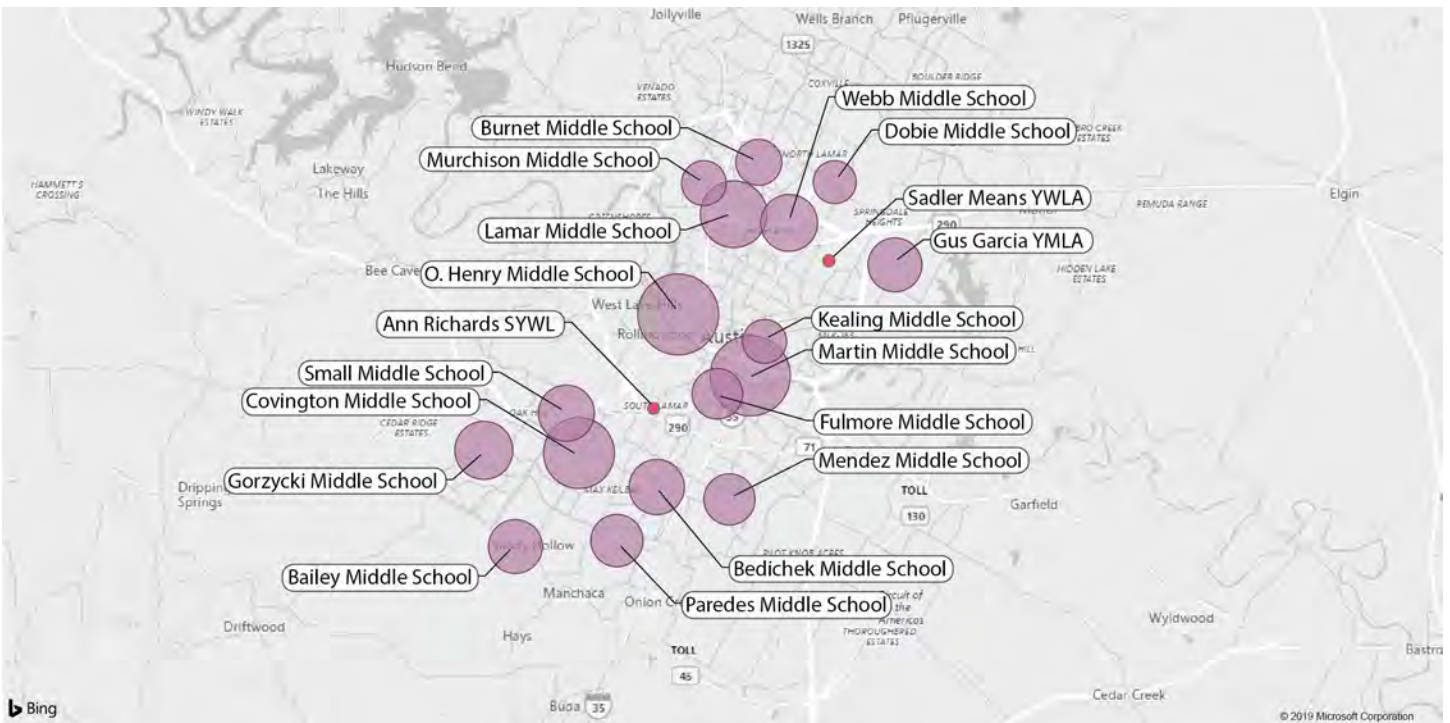
AISD Band program

Athletics and Wellness - Middle School



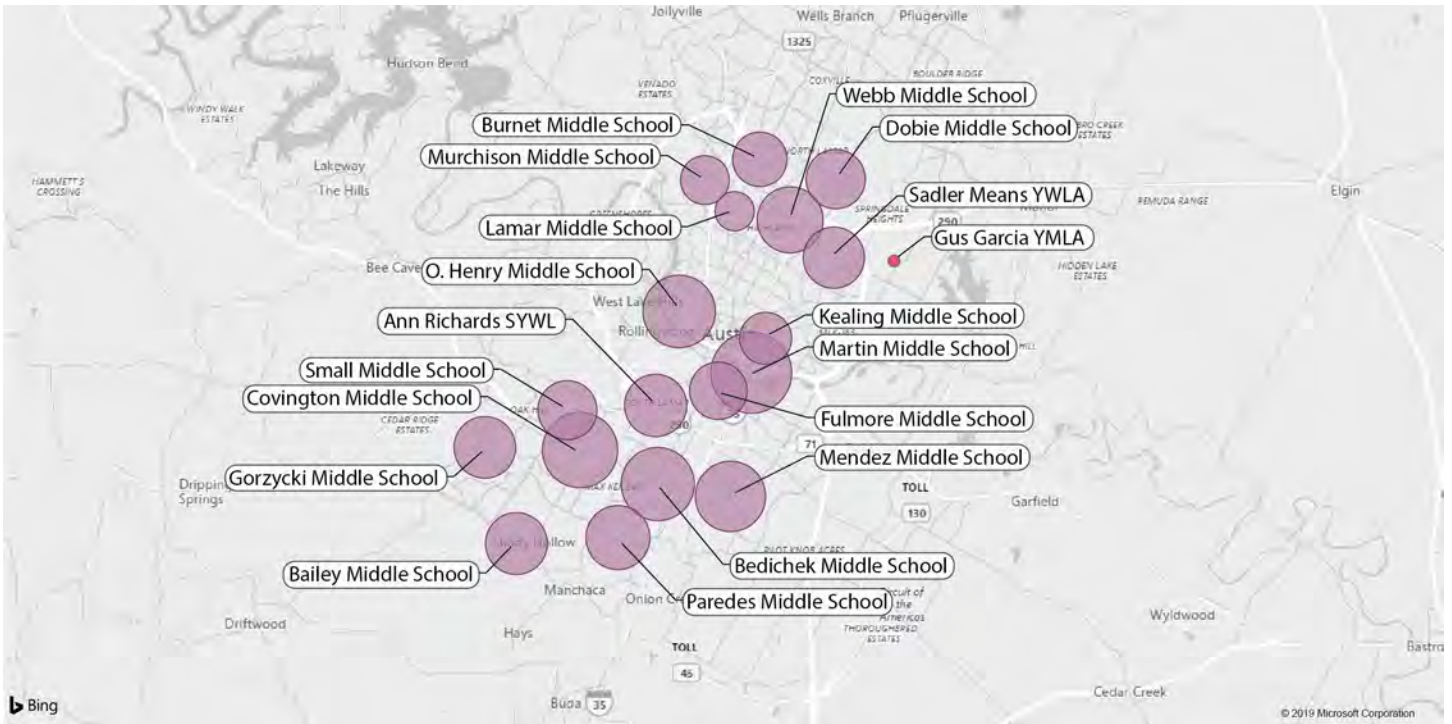
7th Boys Basketball

Map Legend:		No Course Offerings	 Low Med. High Participation	Circle size represents to density of courses (credit hours) offered at each campus



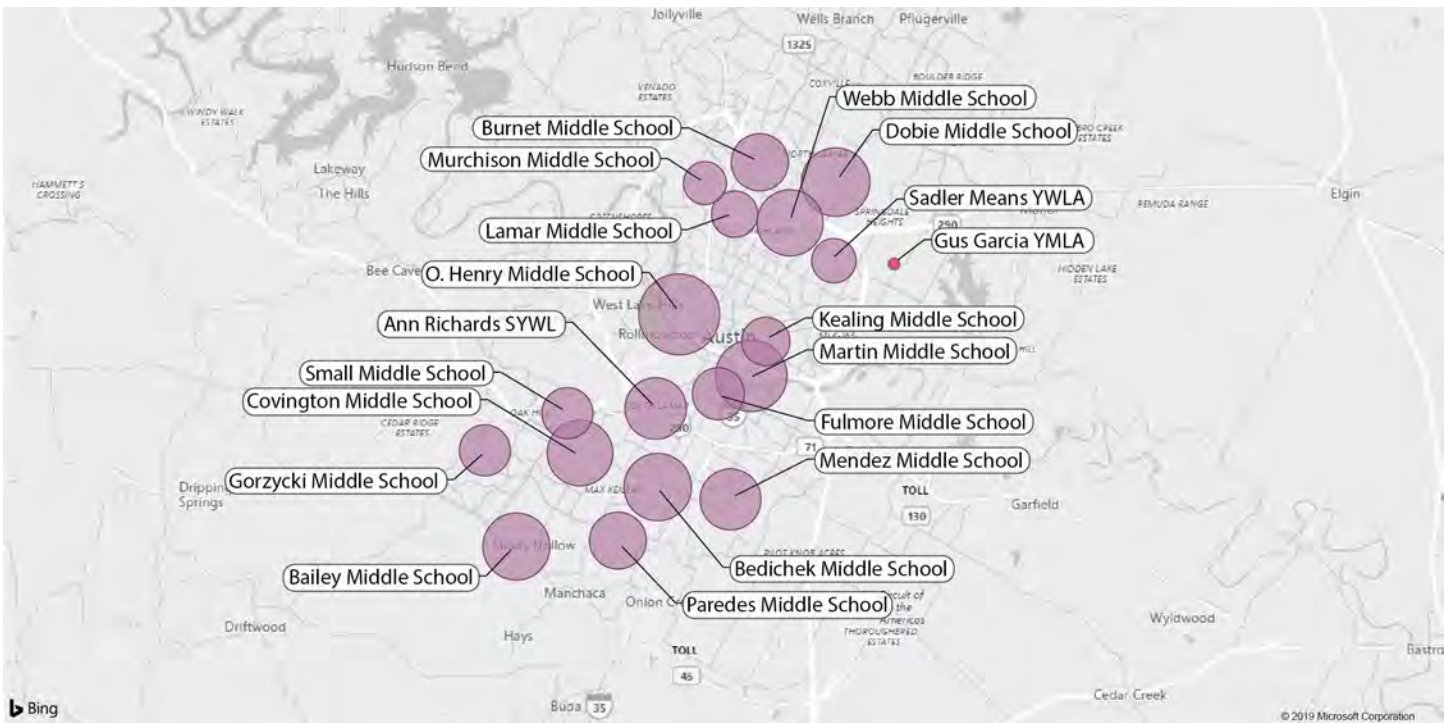
8th Boys Basketball

Athletics and Wellness - Middle School



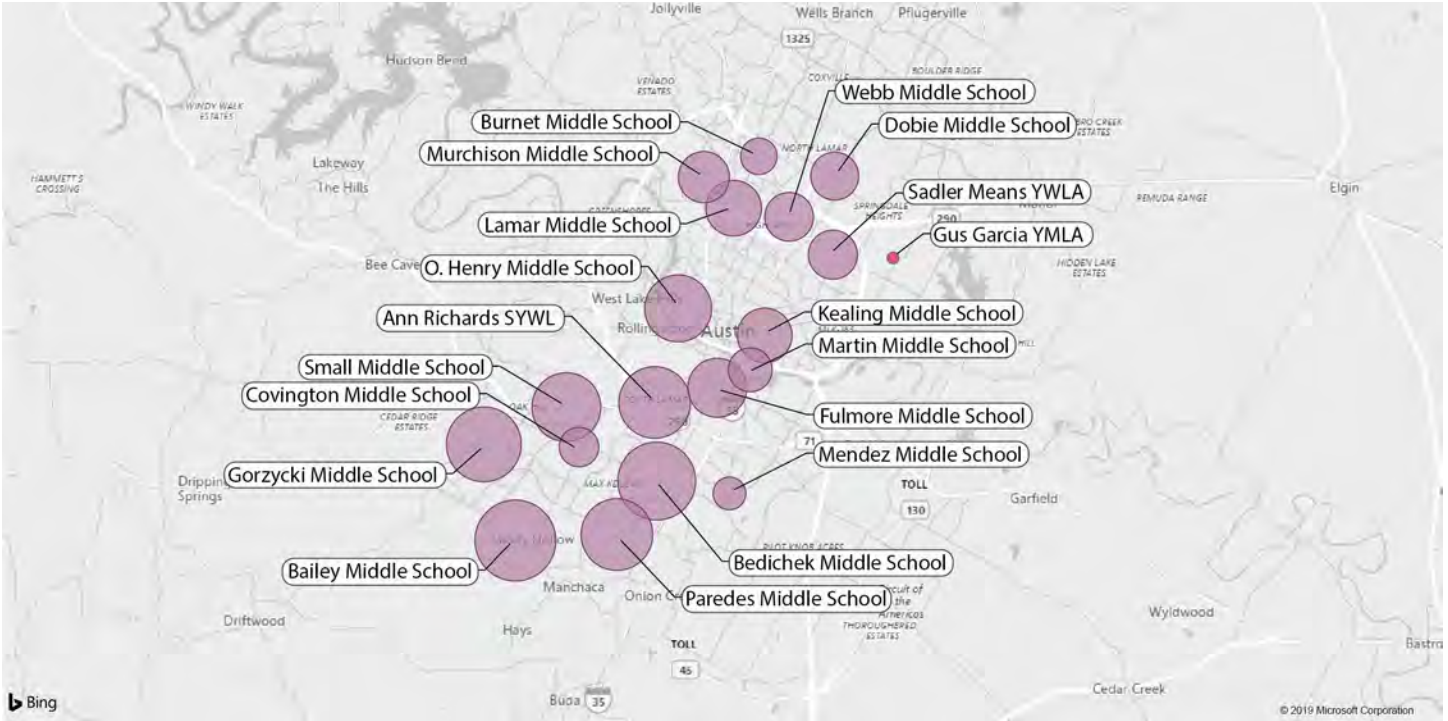
7th Girls Basketball

Map Legend:		No Course Offerings	 Low Med. High Participation	Circle size represents to density of courses (credit hours) offered at each campus



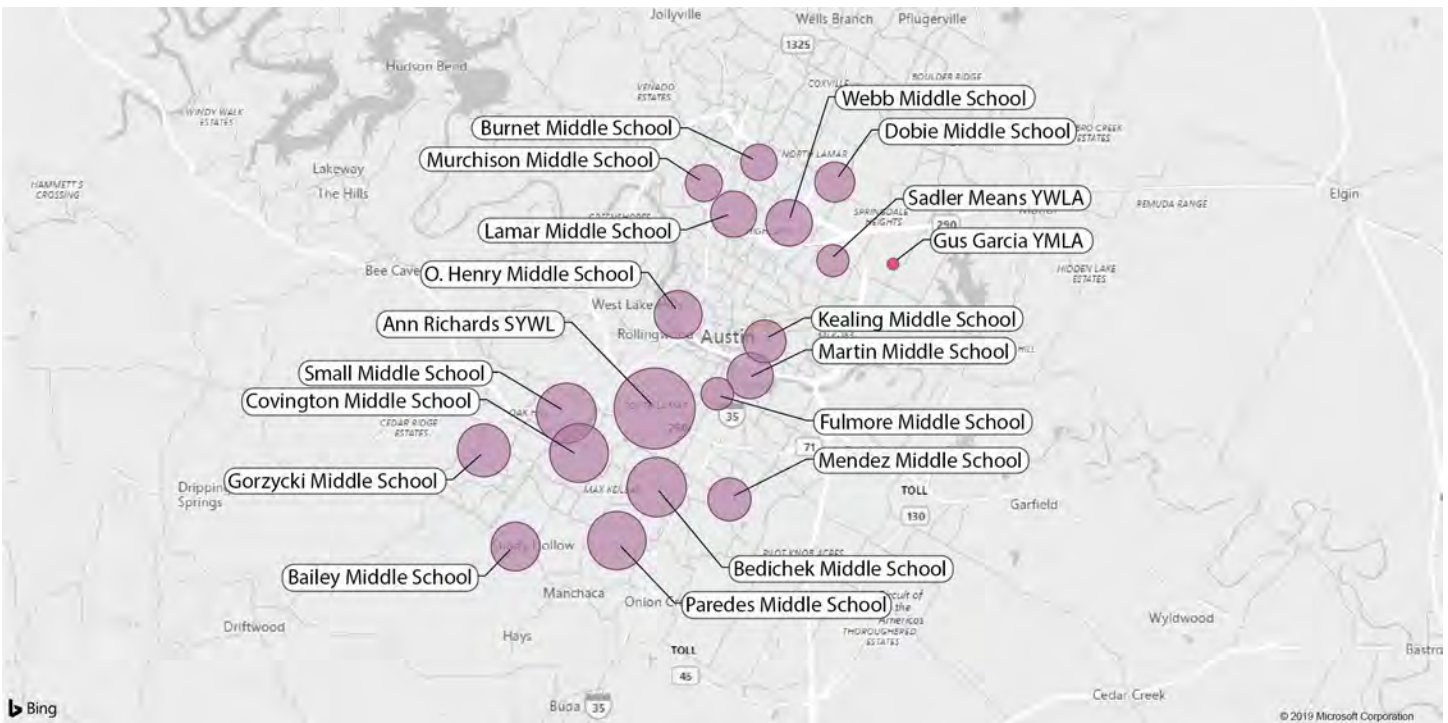
8th Girls Basketball

Athletics and Wellness - Middle School



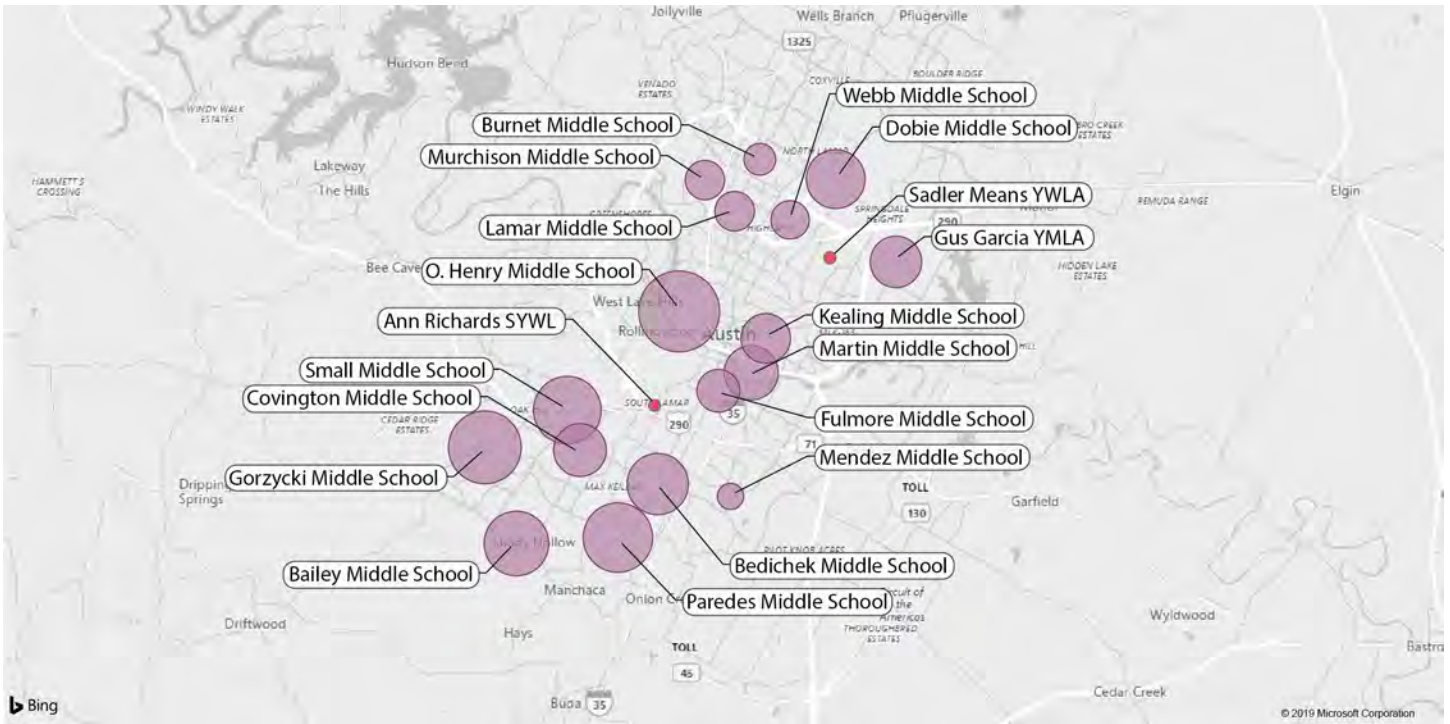
7th Girls Track

Map Legend:		No Course Offerings	 Low Med. High Participation	Circle size represents to density of courses (credit hours) offered at each campus



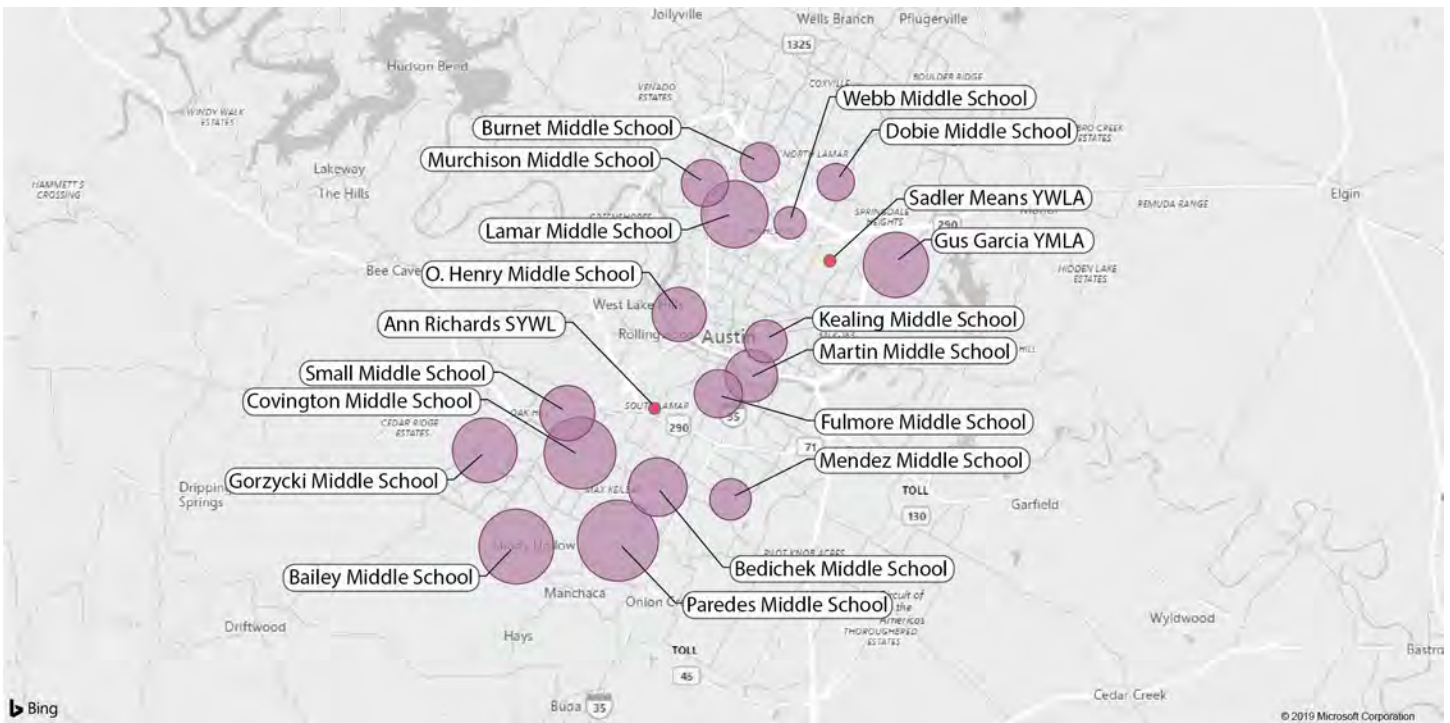
8th Girls Track

Athletics and Wellness - Middle School



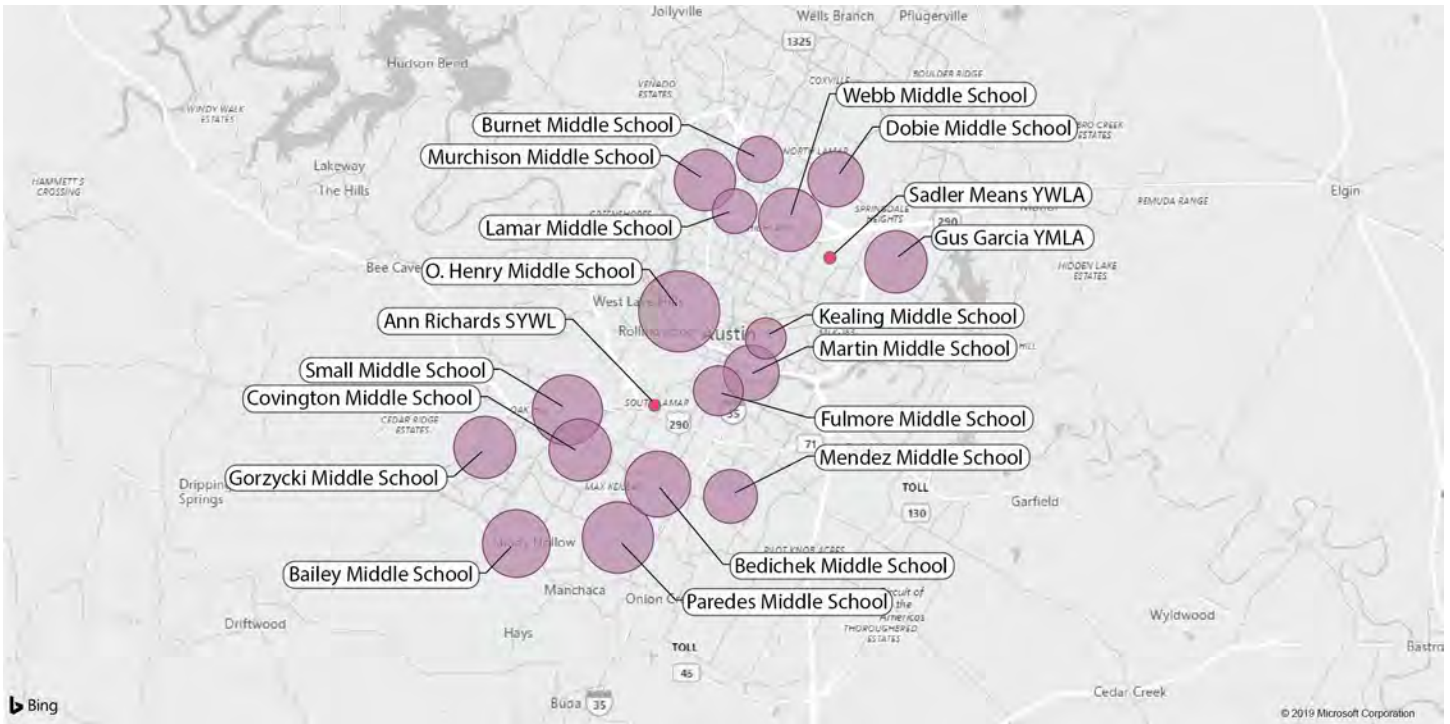
7th Boys Track

Map Legend:		No Course Offerings	Low	Med.	High	Circle size represents to density of courses (credit hours) offered at each campus



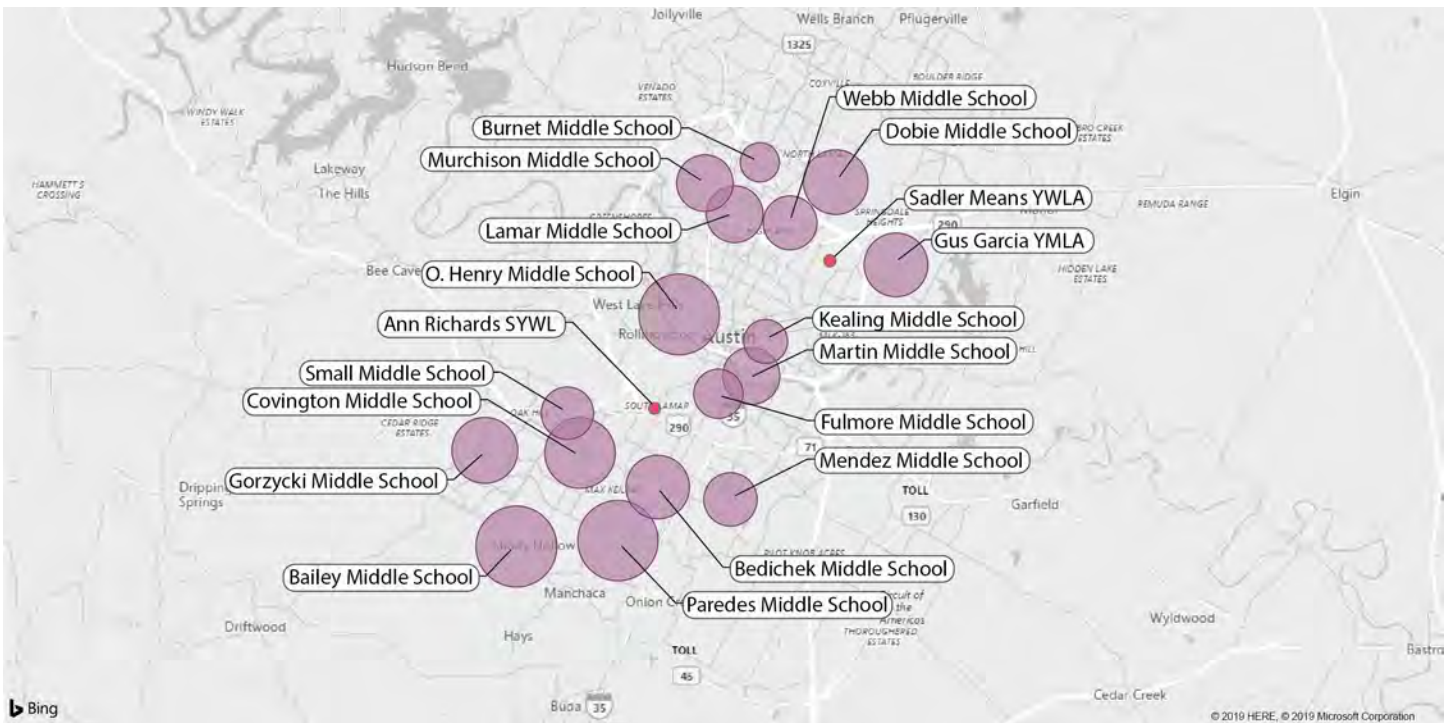
8th Boys Track

Athletics and Wellness - Middle School



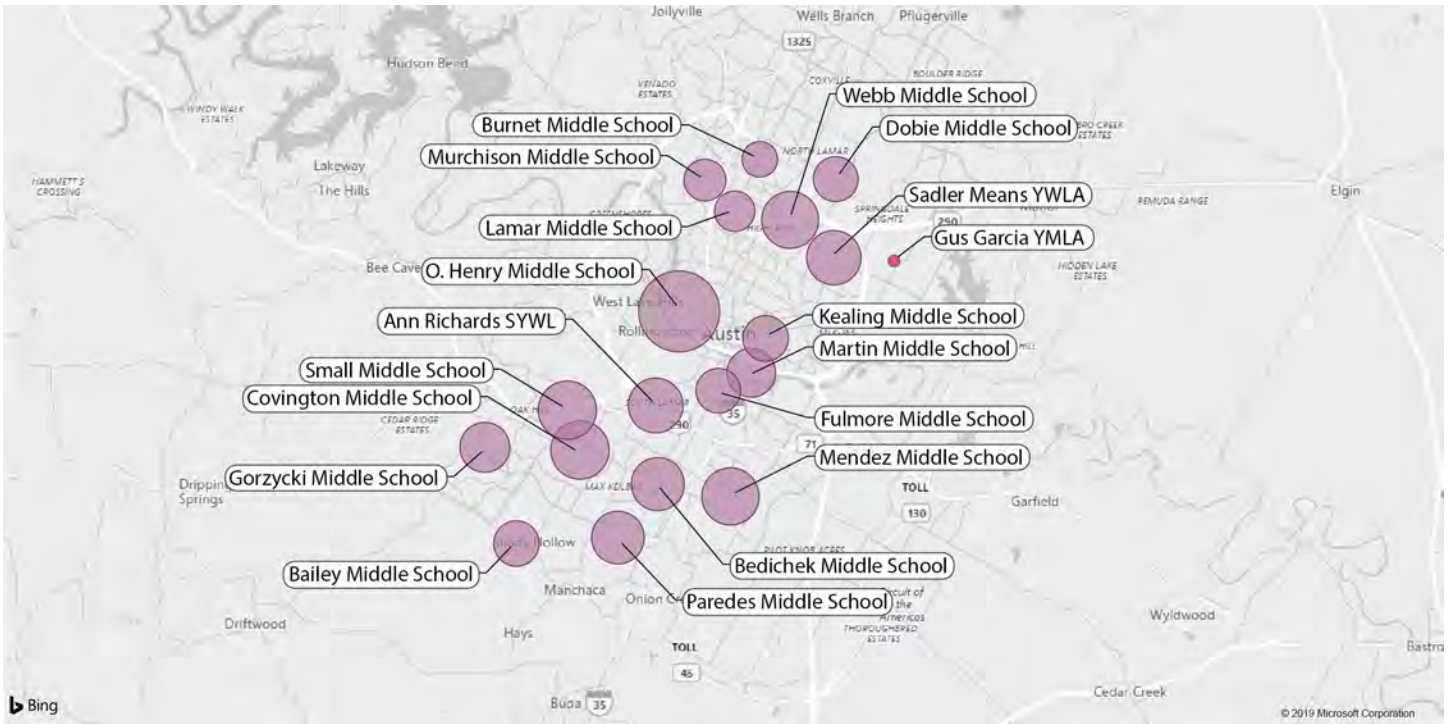
7th Football

Map Legend:		No Course Offerings	 Participation	Circle size represents to density of courses (credit hours) offered at each campus



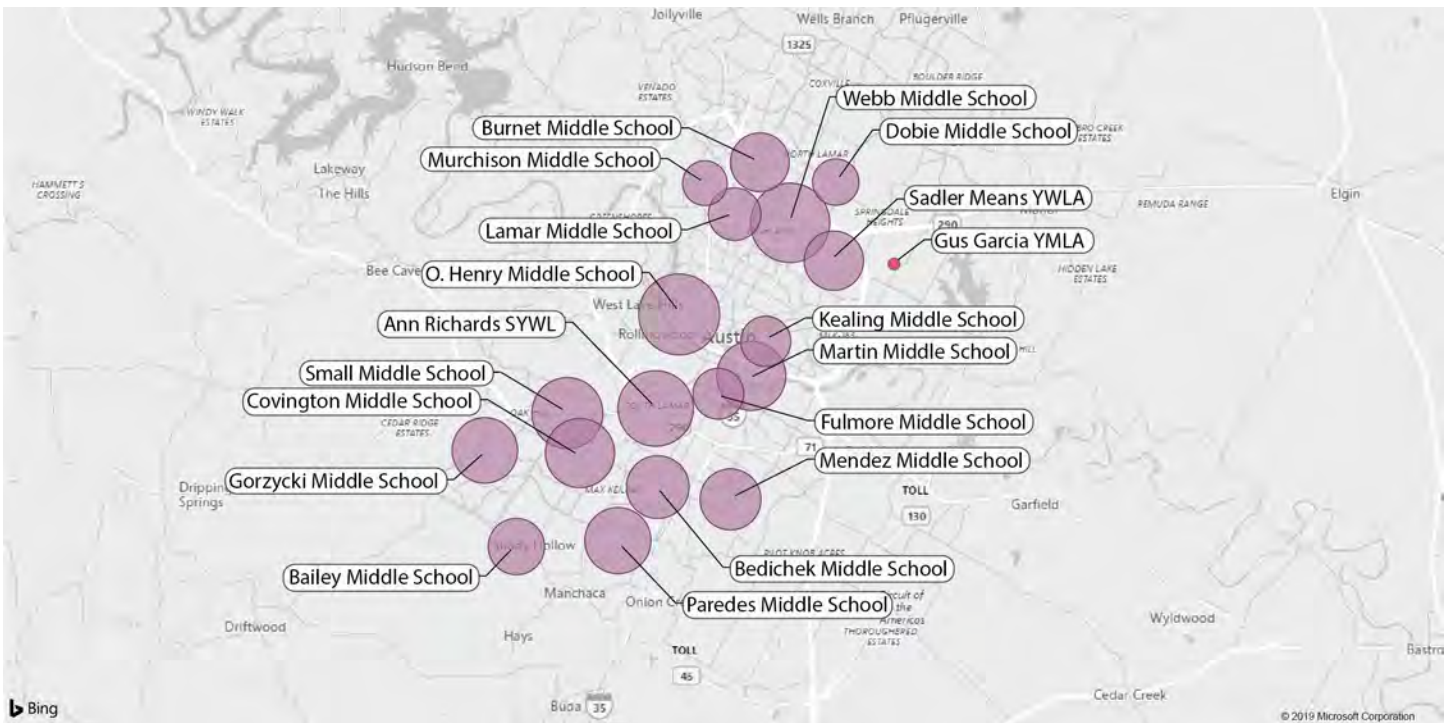
8th Football

Athletics and Wellness - Middle School



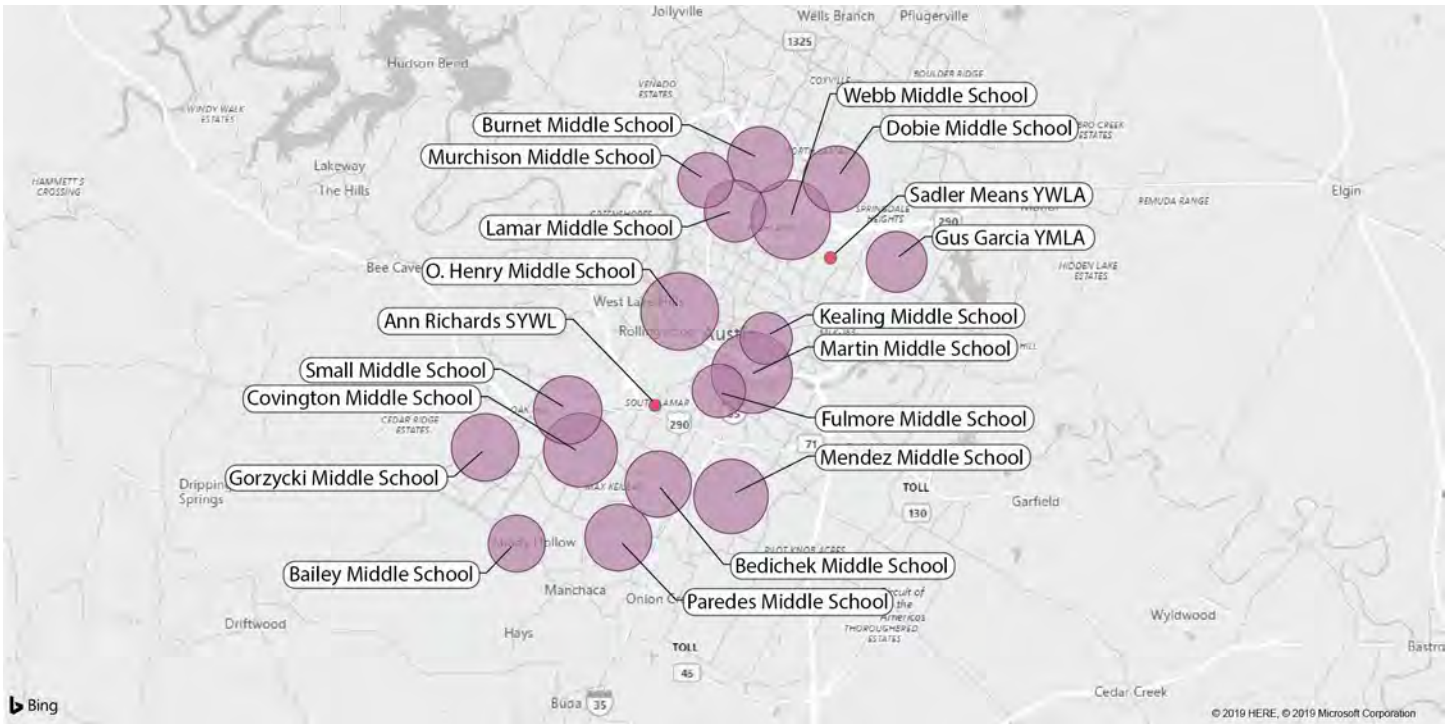
7th Volleyball

Map Legend:		No Course Offerings		Low Med. High	Circle size represents to density of courses (credit hours) offered at each campus
				Participation	

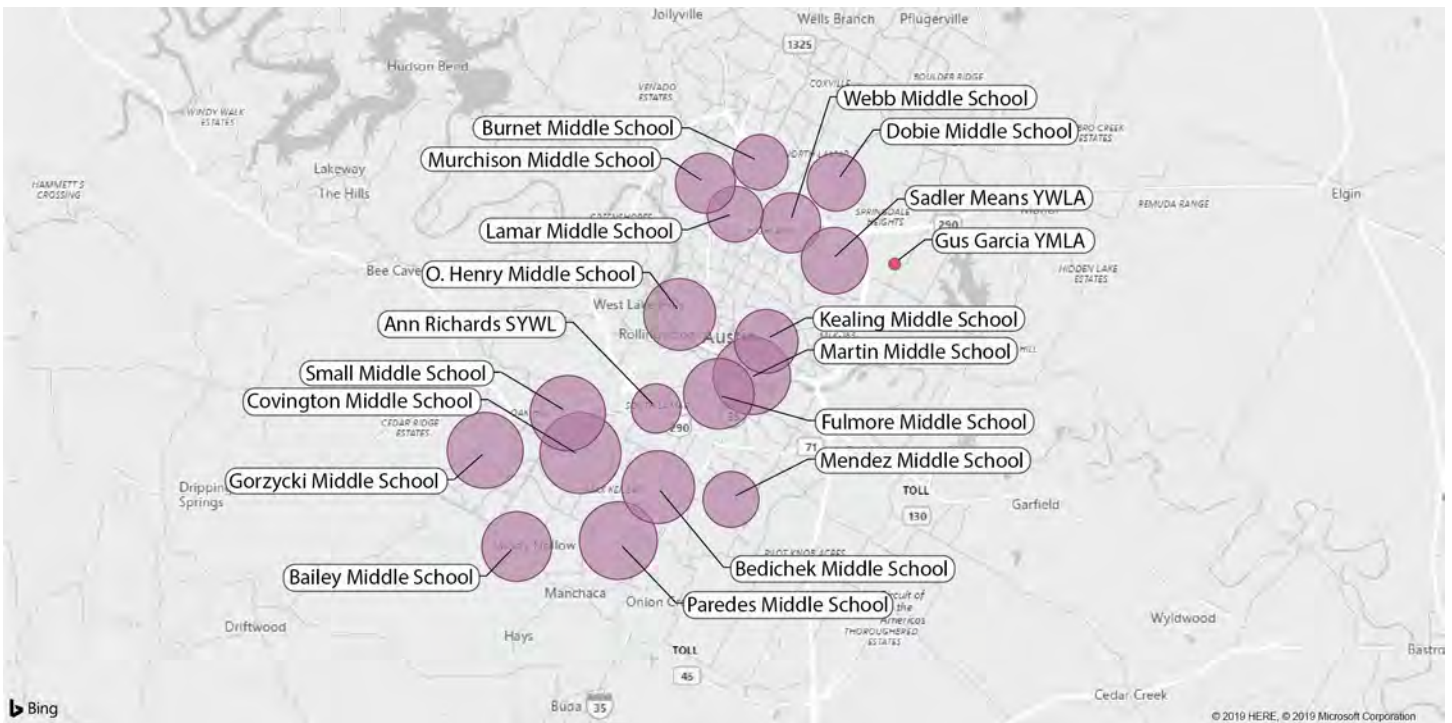


8th Volleyball

Athletics and Wellness - Middle School

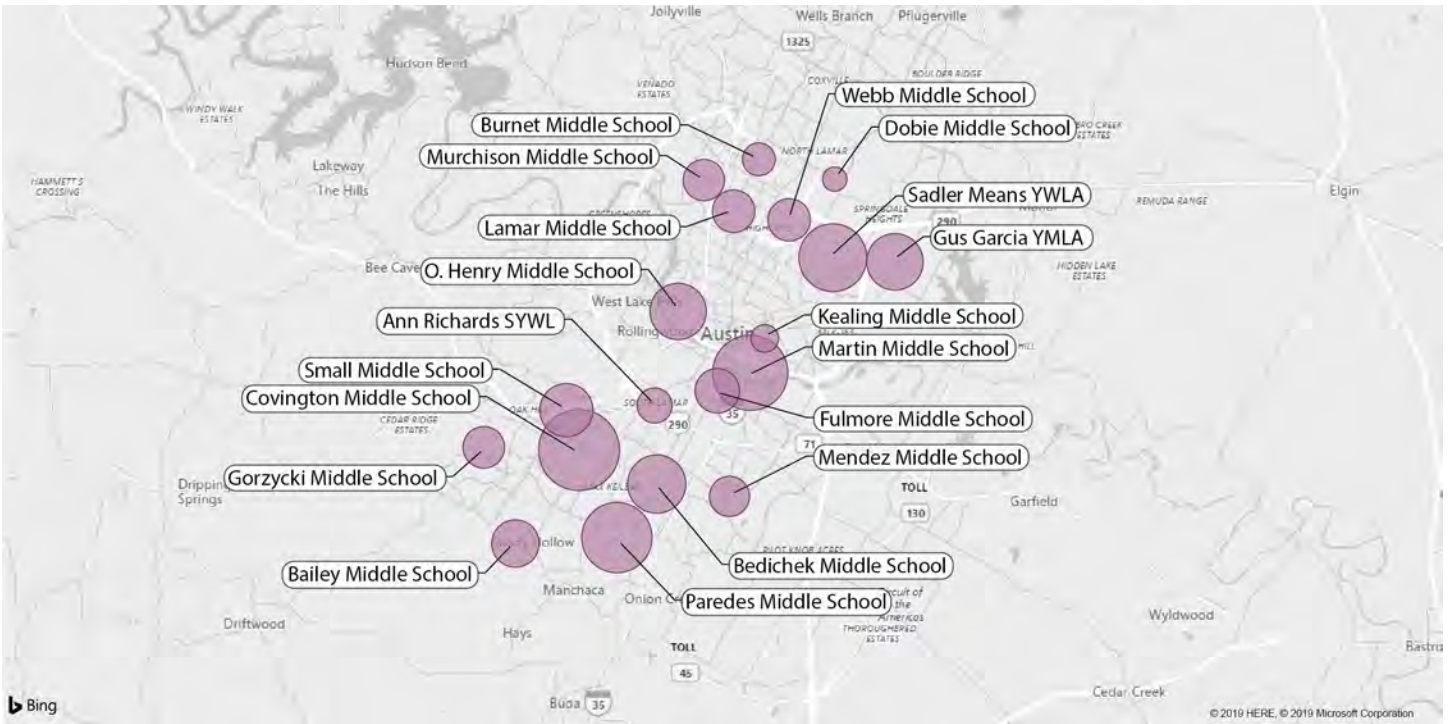


Boys Soccer







Girls Soccer

Athletics and Wellness - Middle School

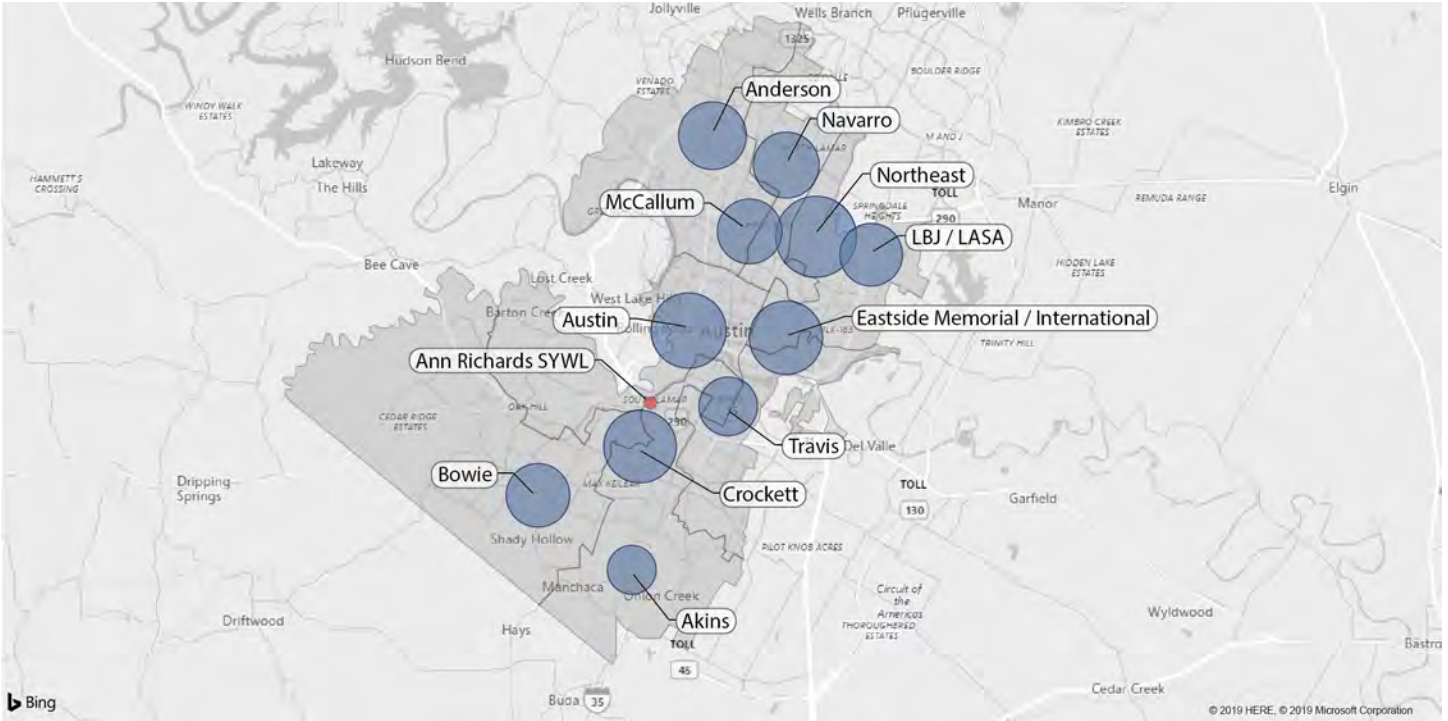


Boys & Girls Tennis

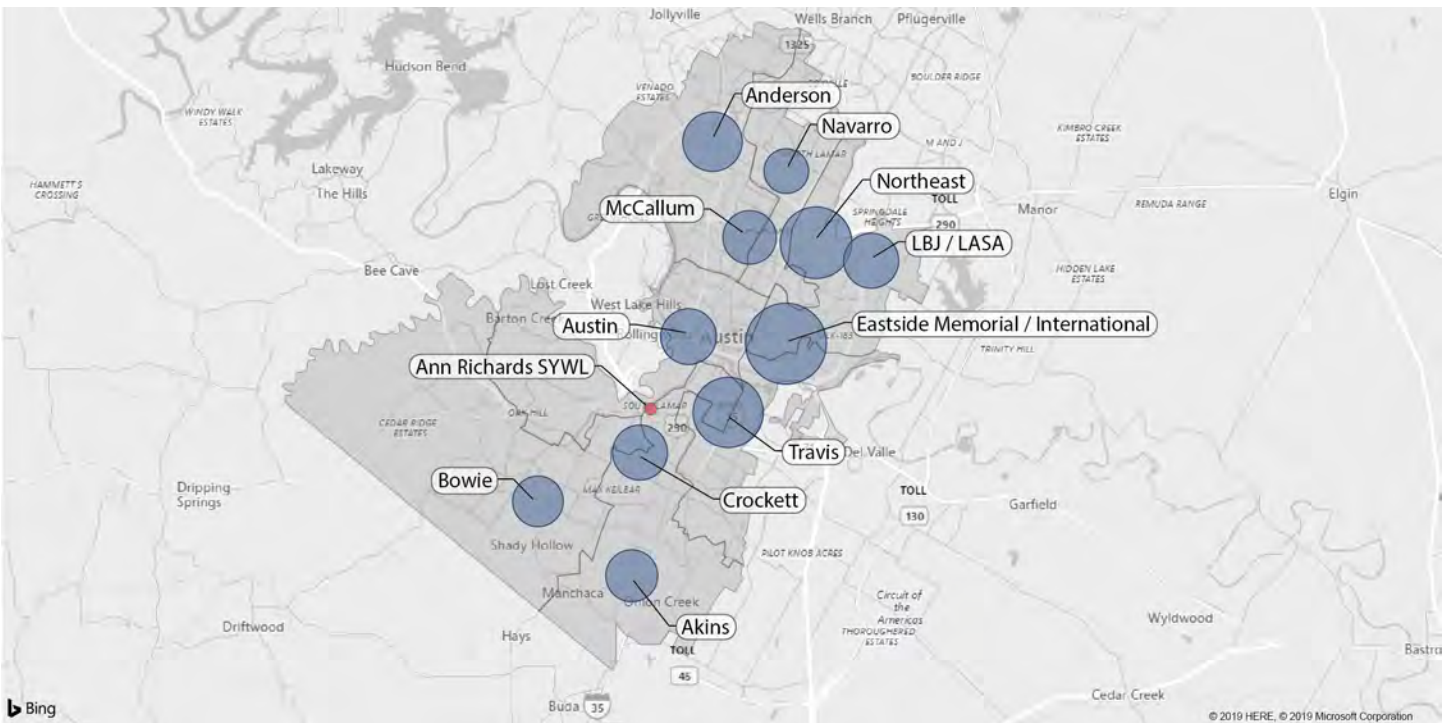
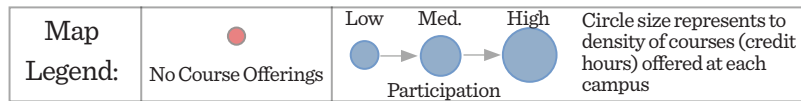
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	No Course Offerings				



Athletics and Wellness - High School

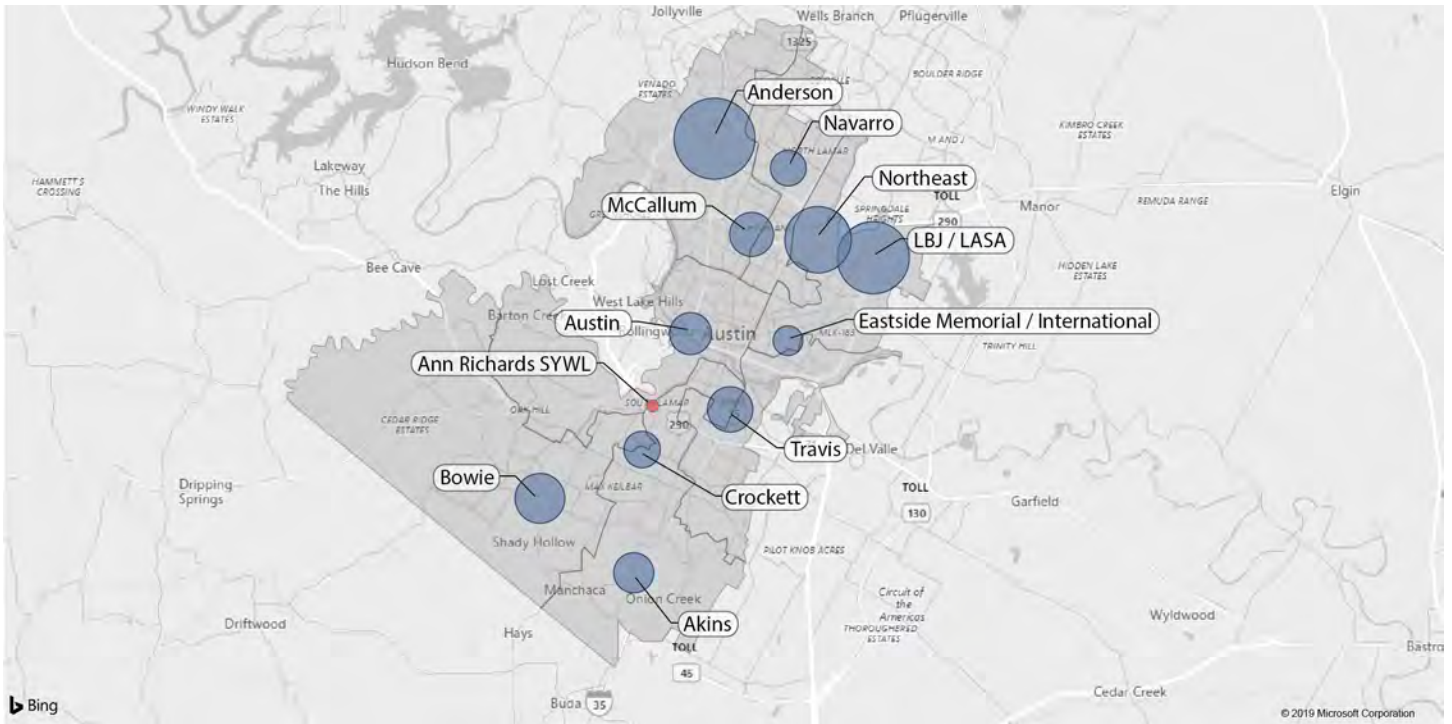


Baseball

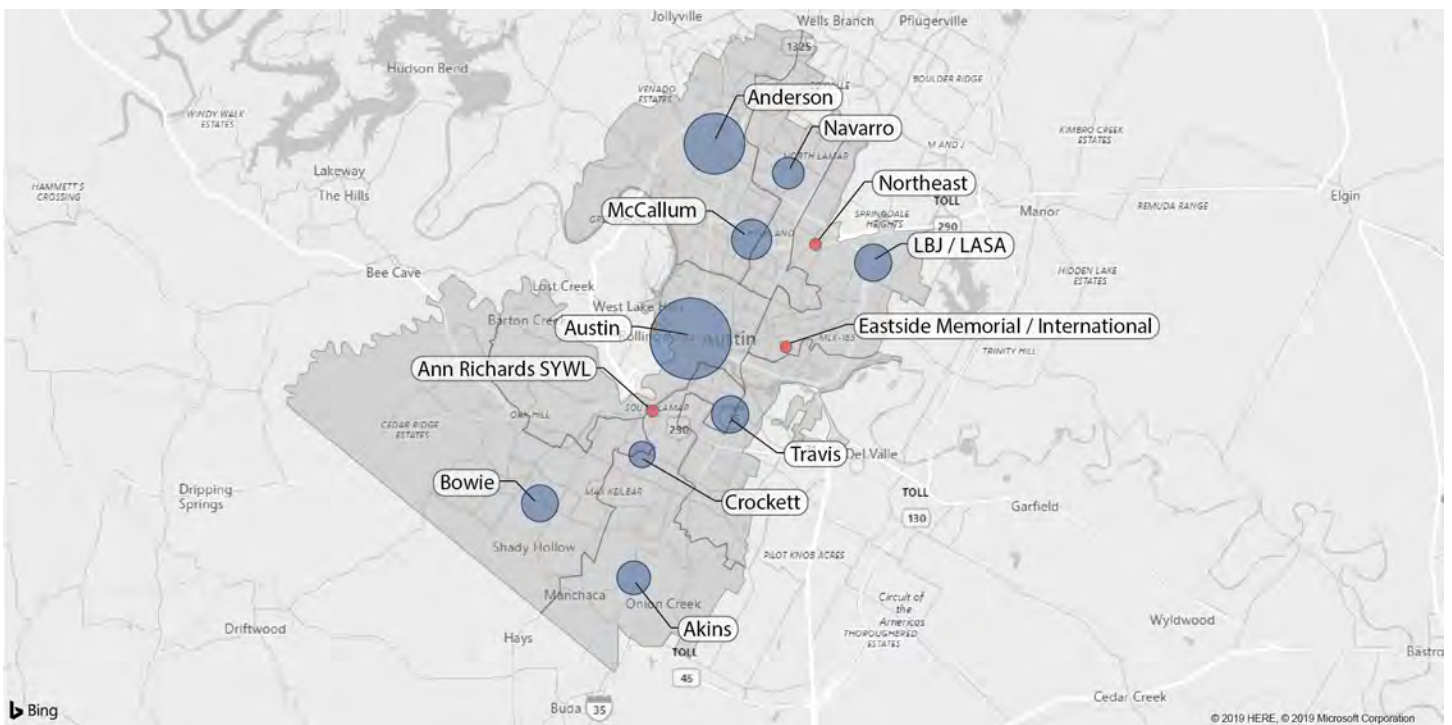
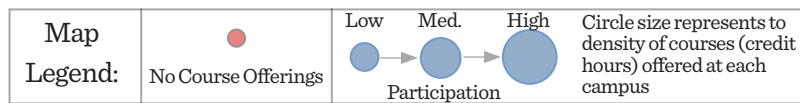


Boys Basketball

Athletics and Wellness - High School

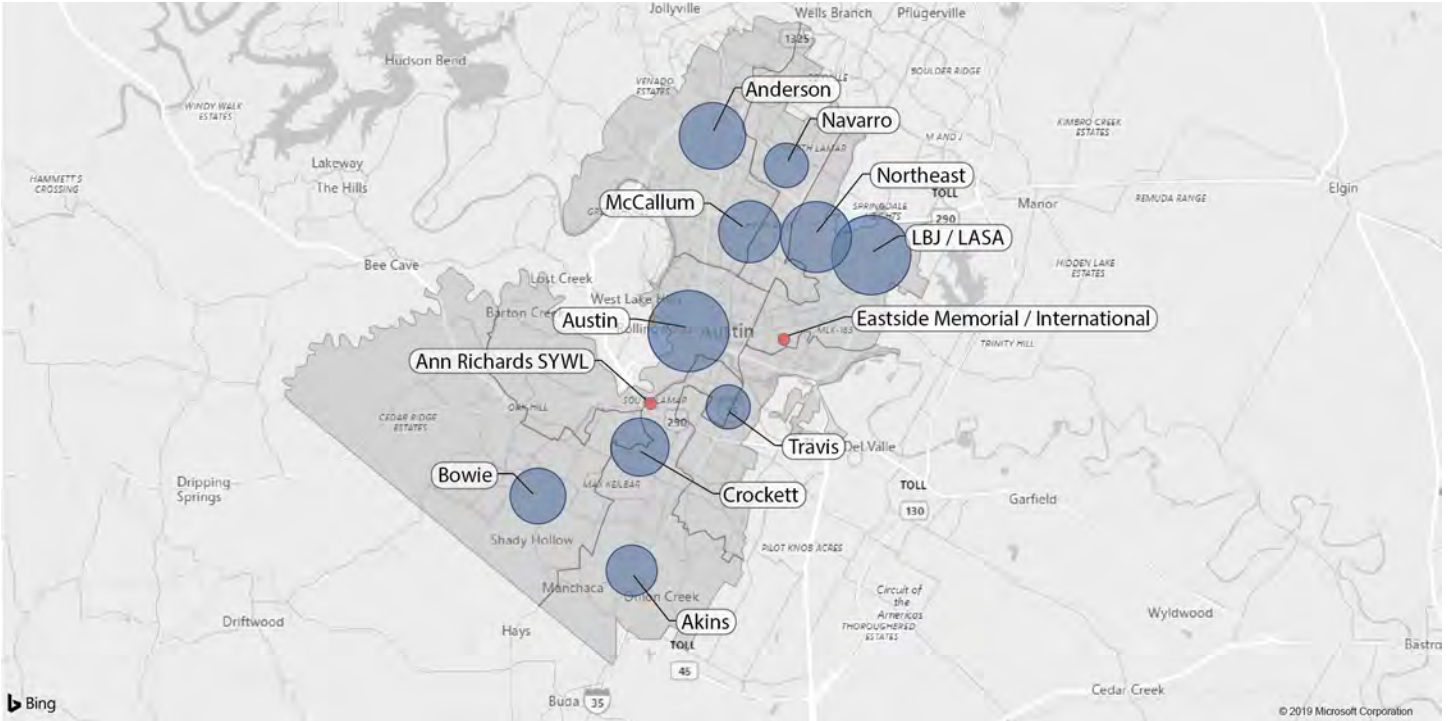


Boys Cross Country

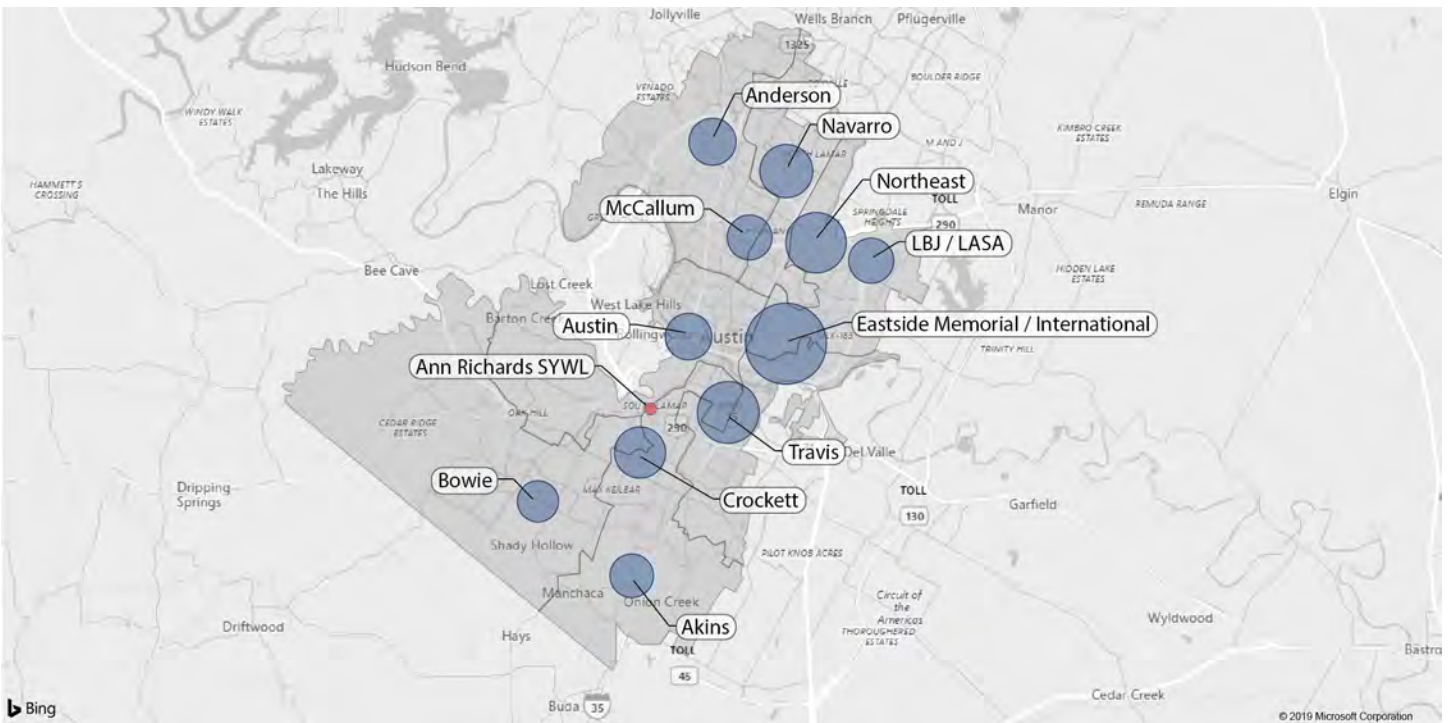
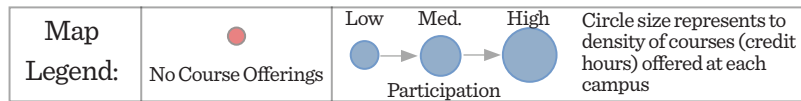


Boys Golf

Athletics and Wellness - High School

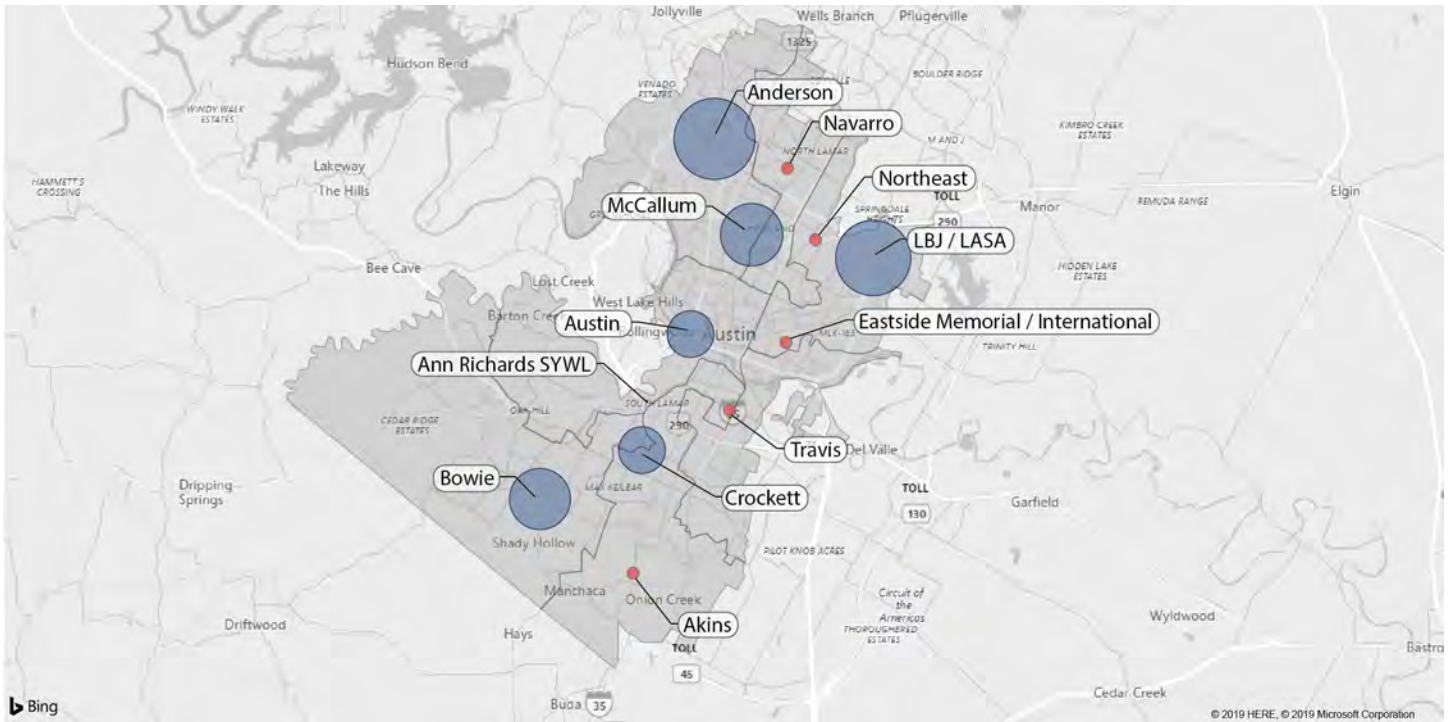


Boys Individual Tennis

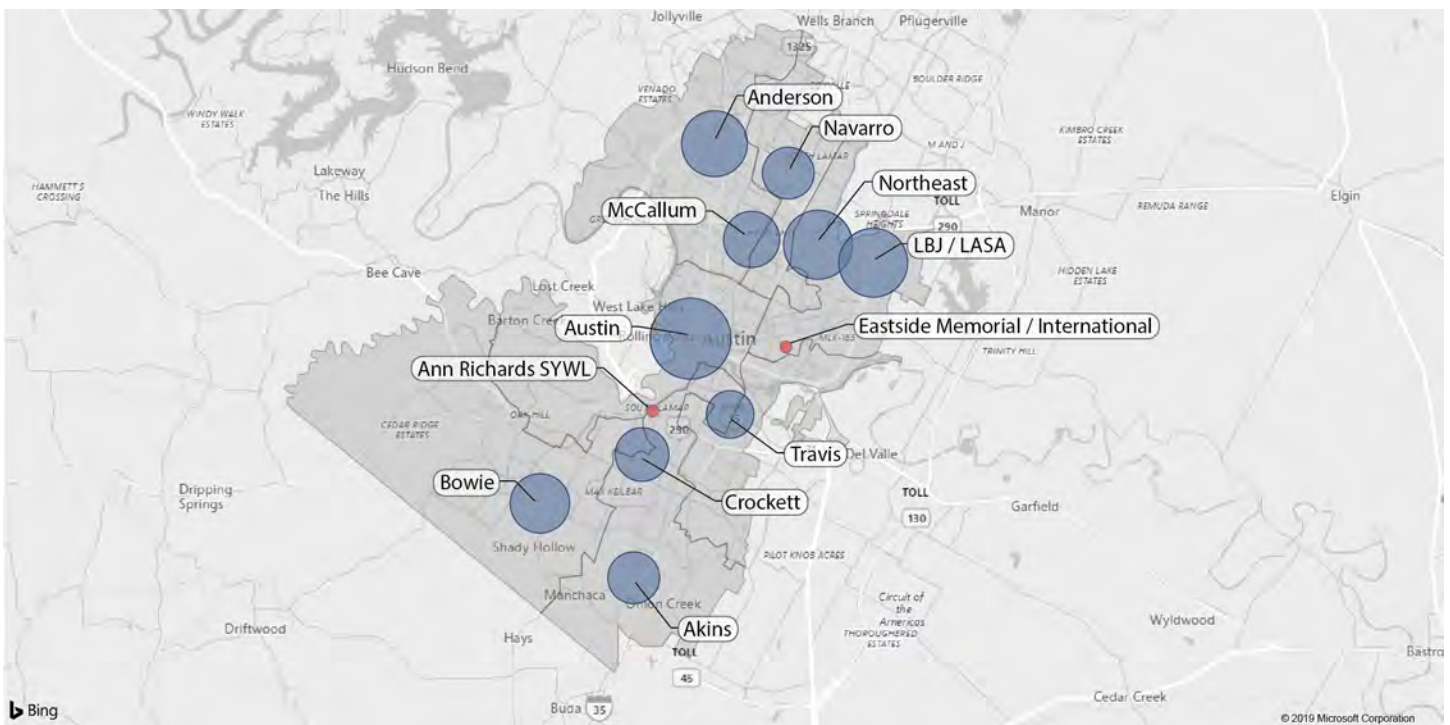
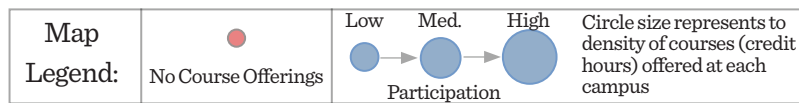


Boys Soccer

Athletics and Wellness - High School

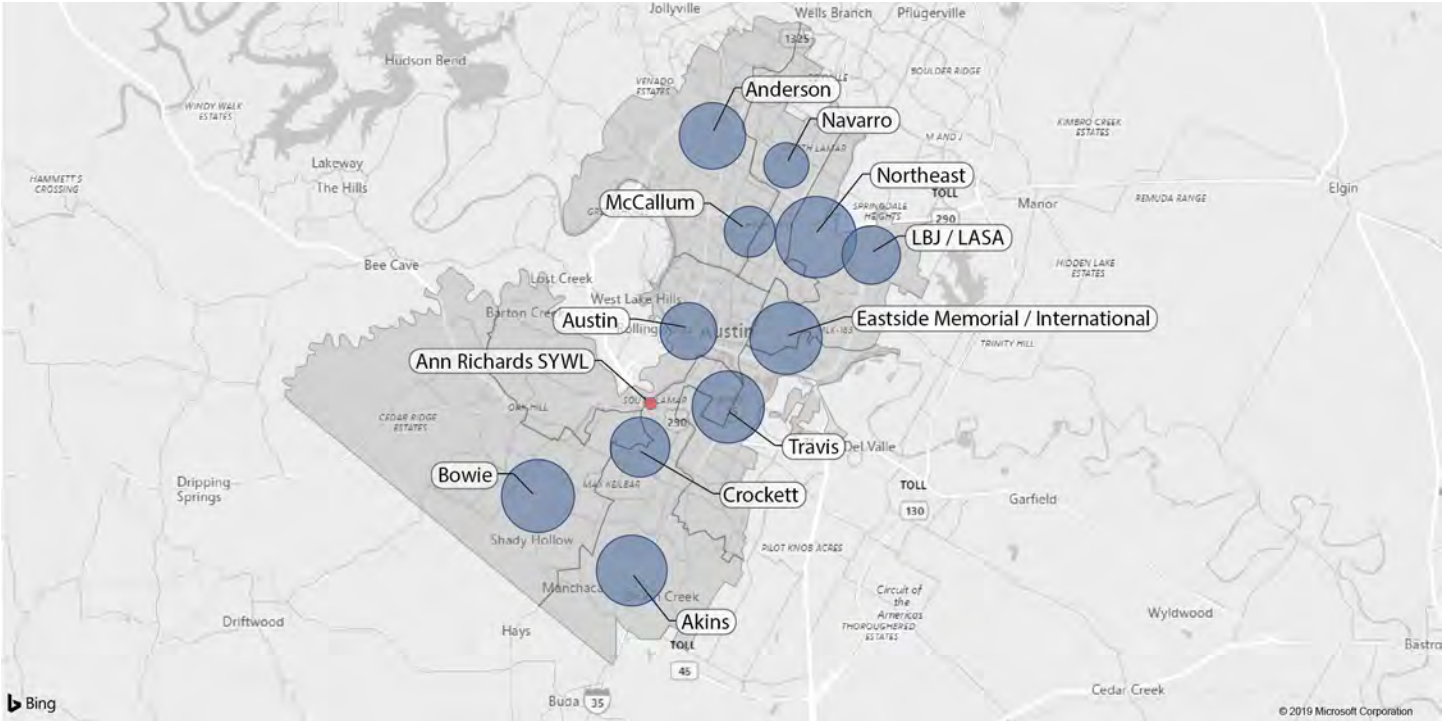


Boys Swimming

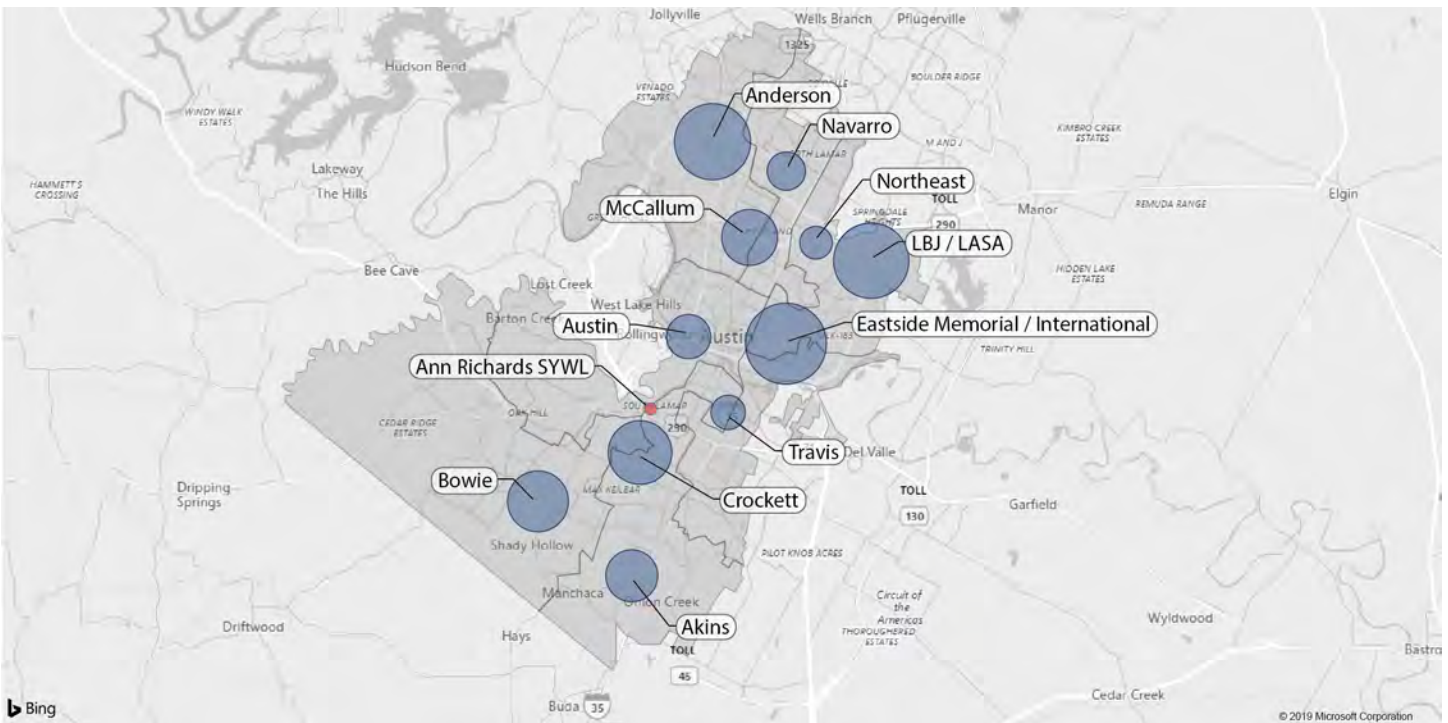
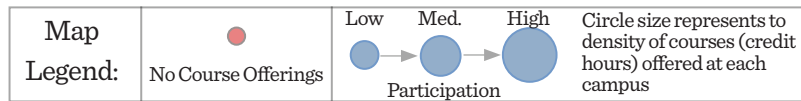


Boys Team Tennis

Athletics and Wellness - High School

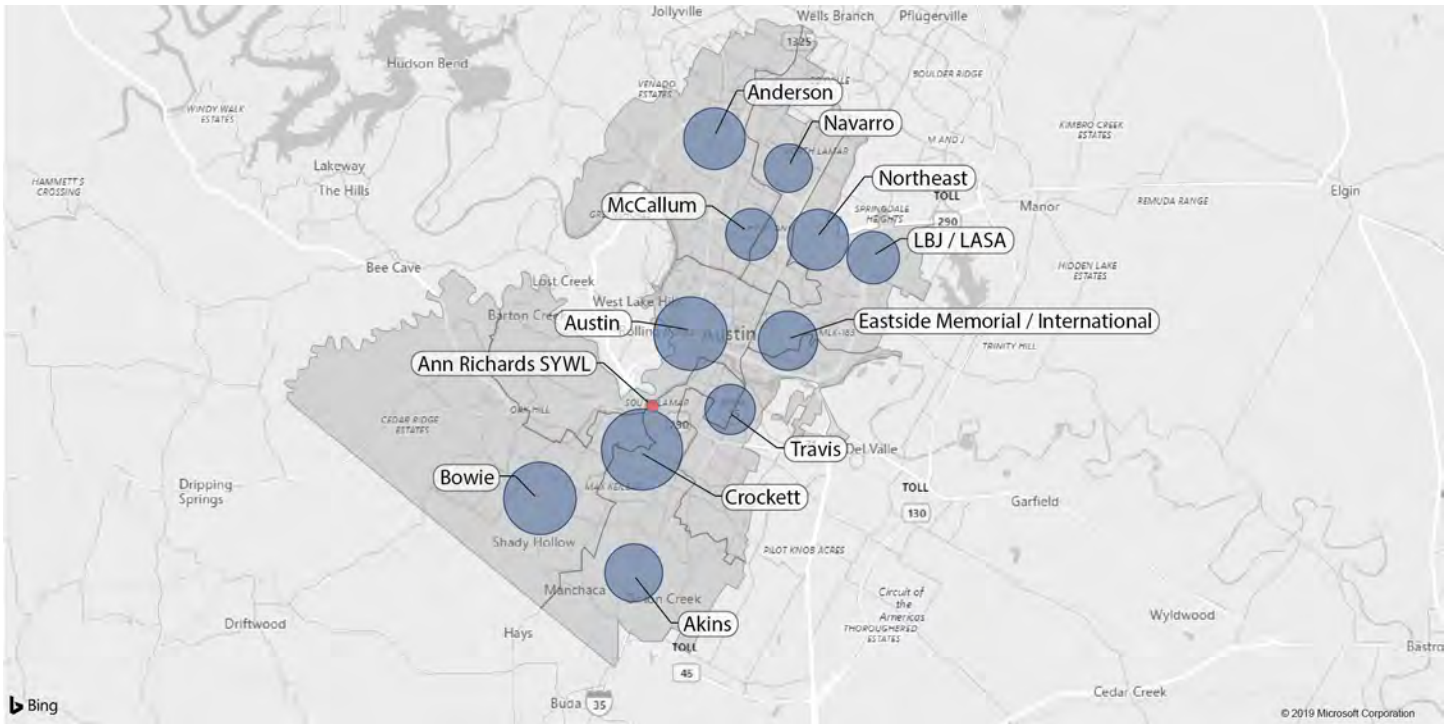


Boys Track

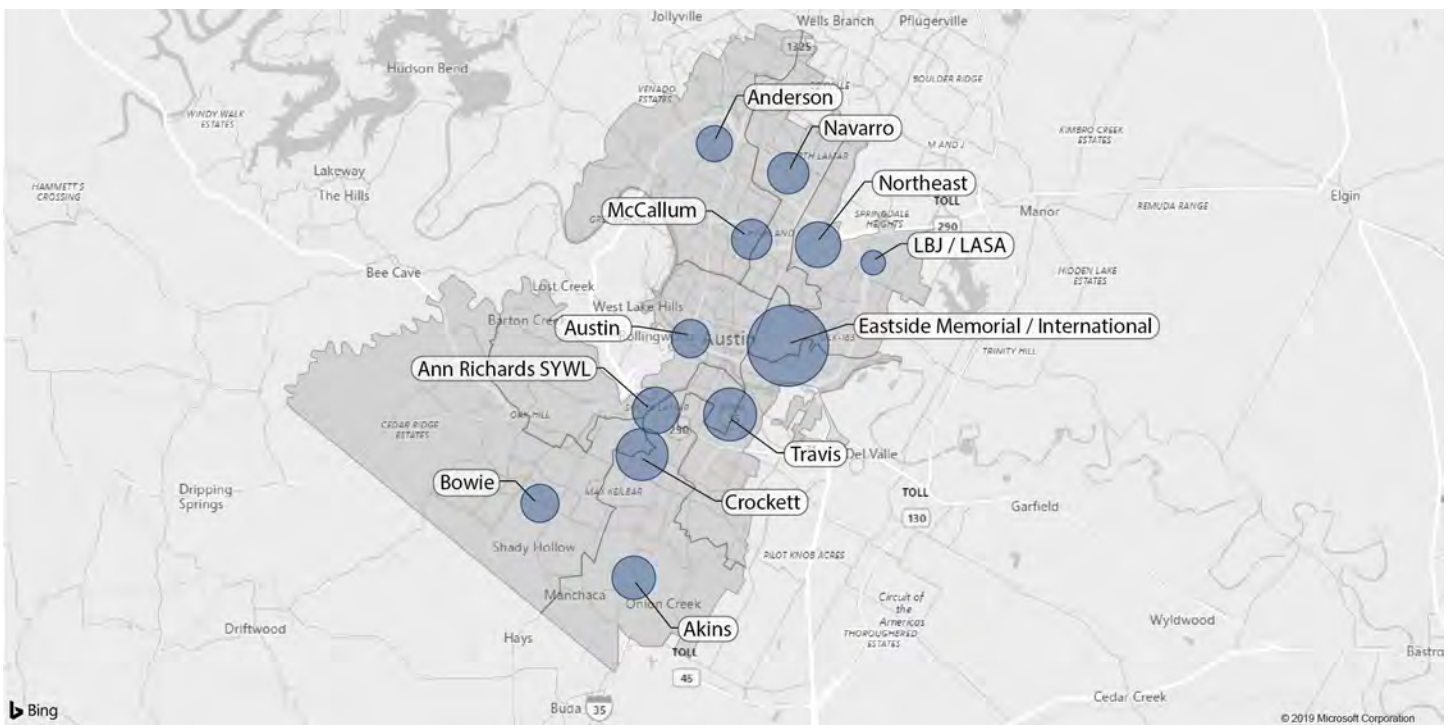
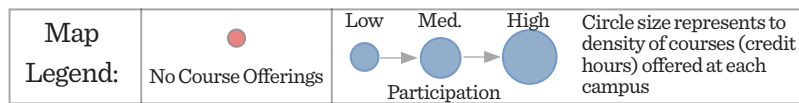


Boys Wrestling

Athletics and Wellness - High School

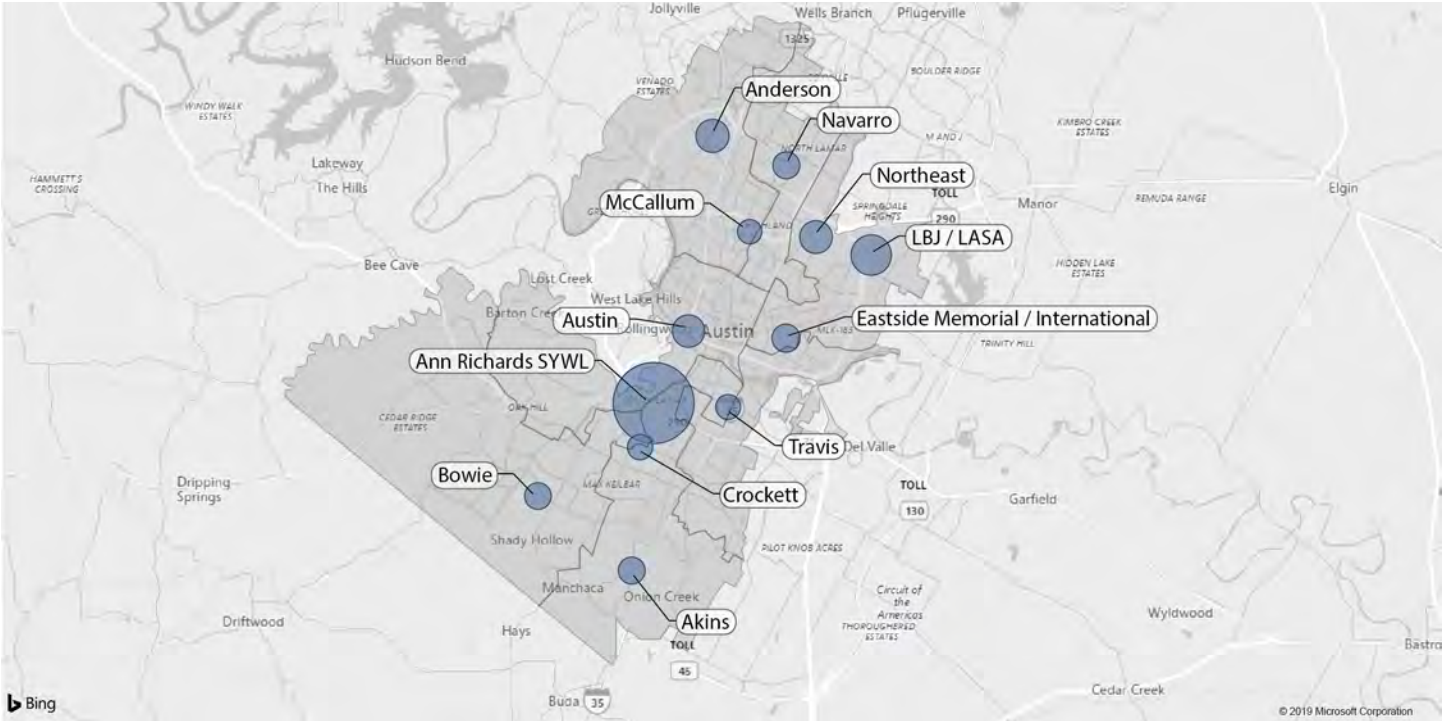


Football

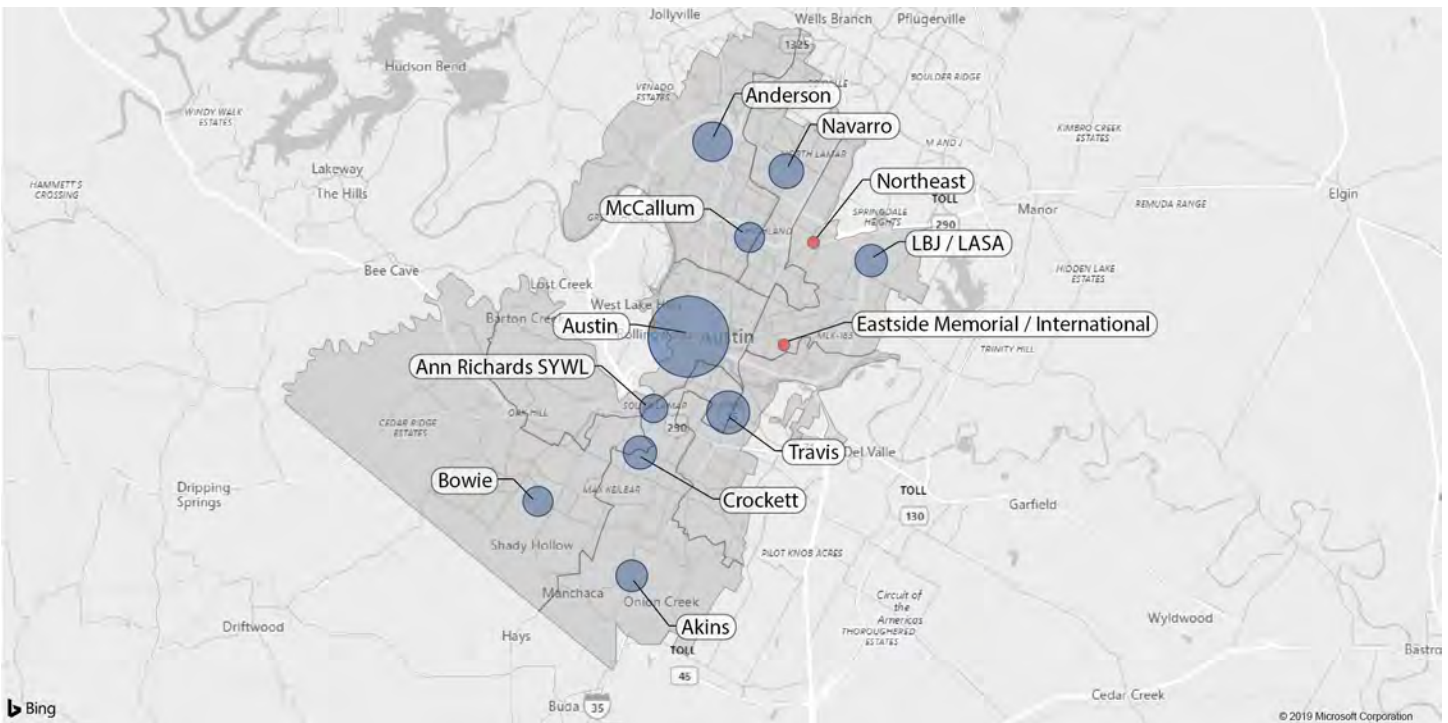
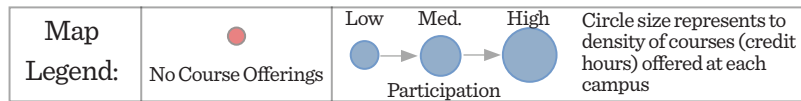


Girls Basketball

Athletics and Wellness - High School

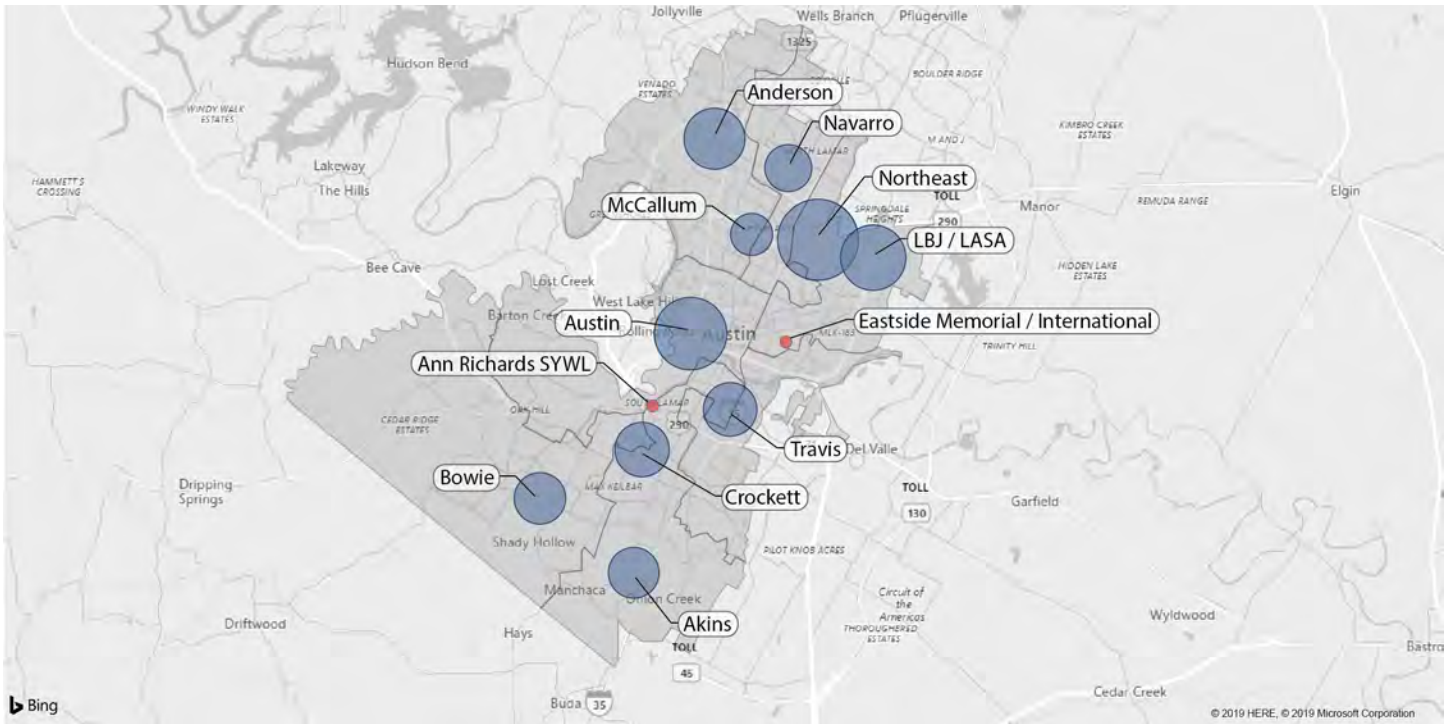


Girls Cross Country

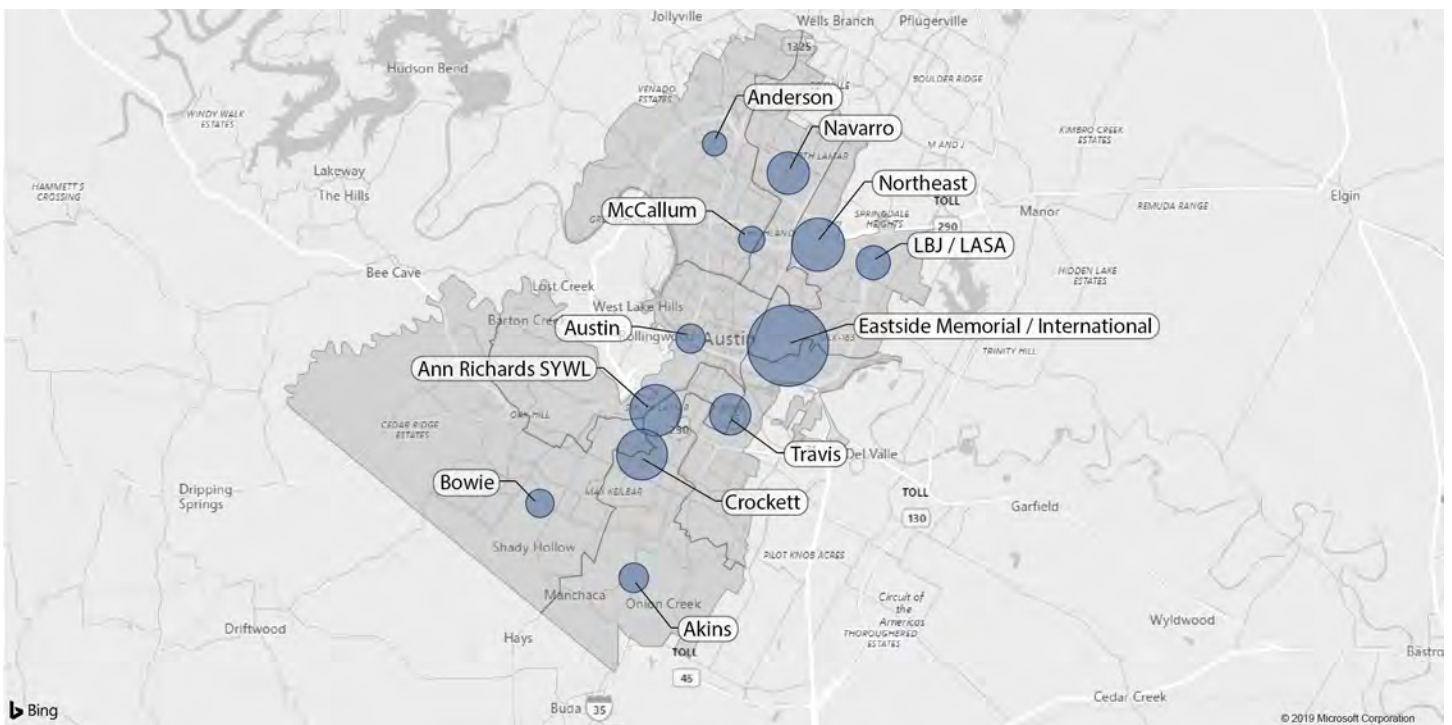
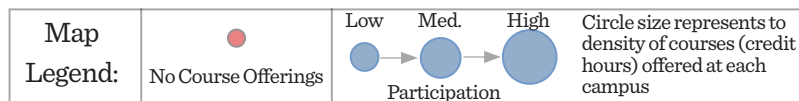


Girls Golf

Athletics and Wellness - High School

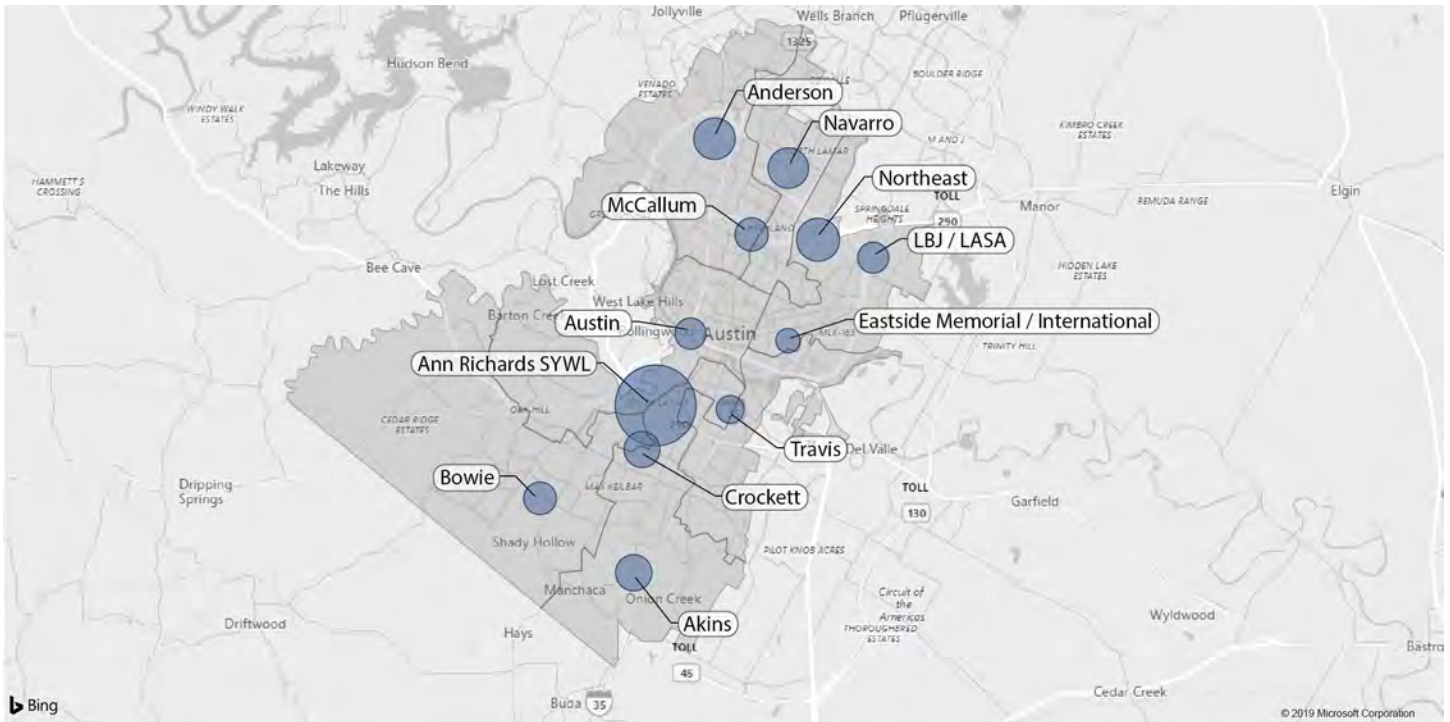


Girls Individual Tennis

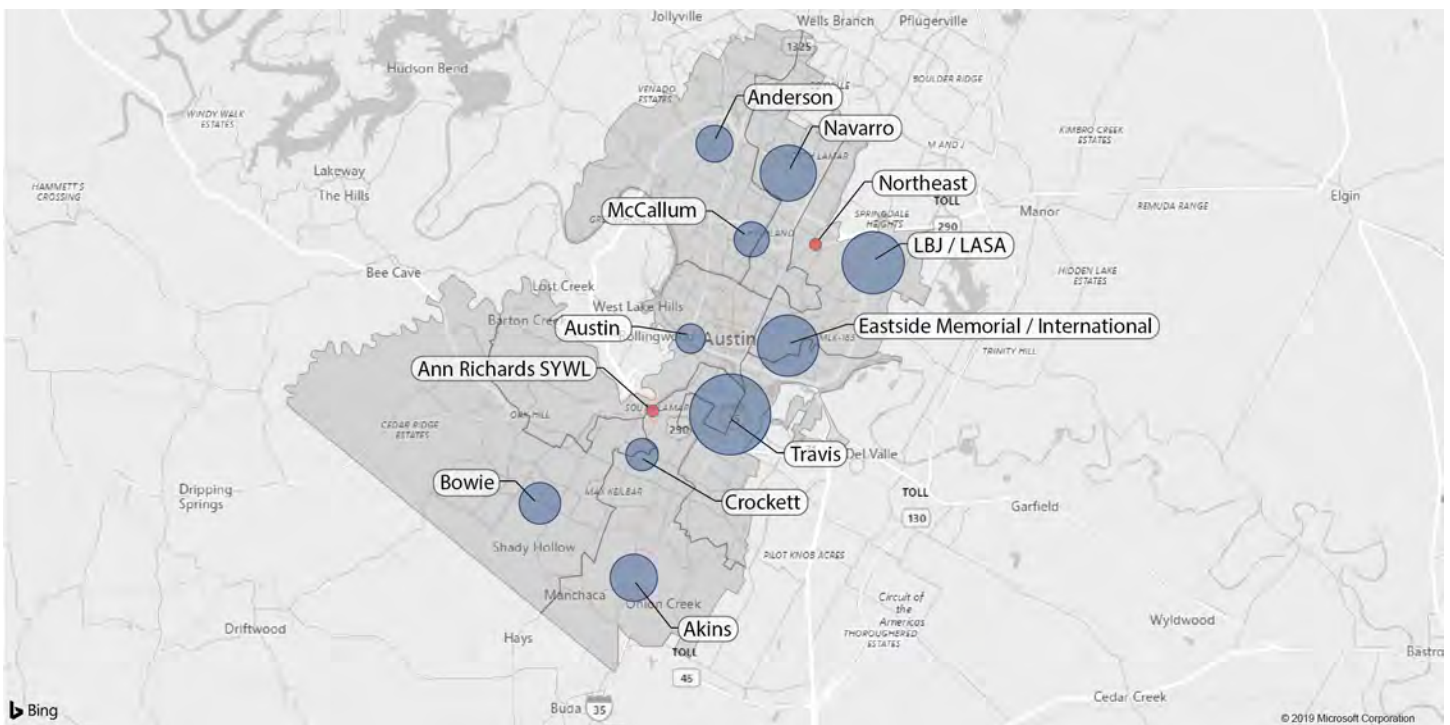
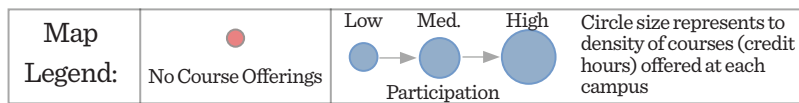


Girls Soccer

Athletics and Wellness - High School

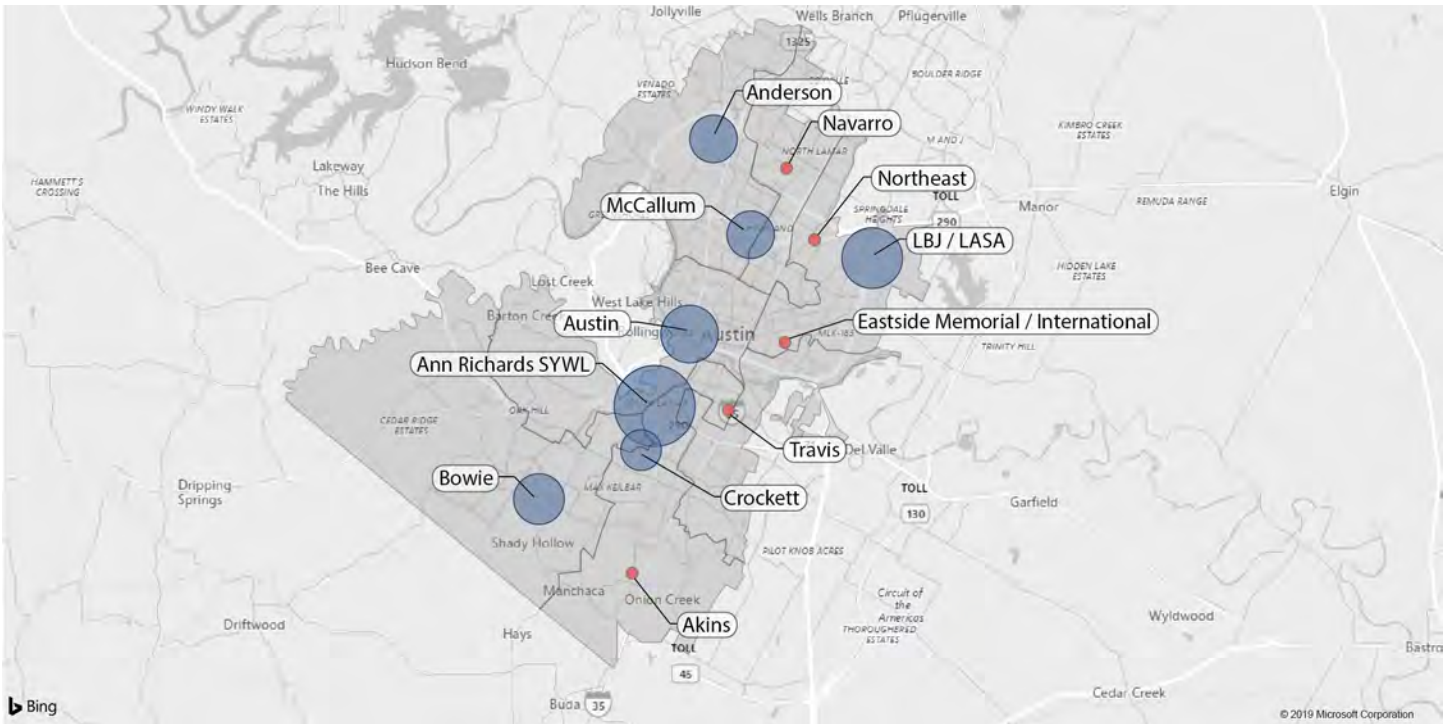


Girls Track



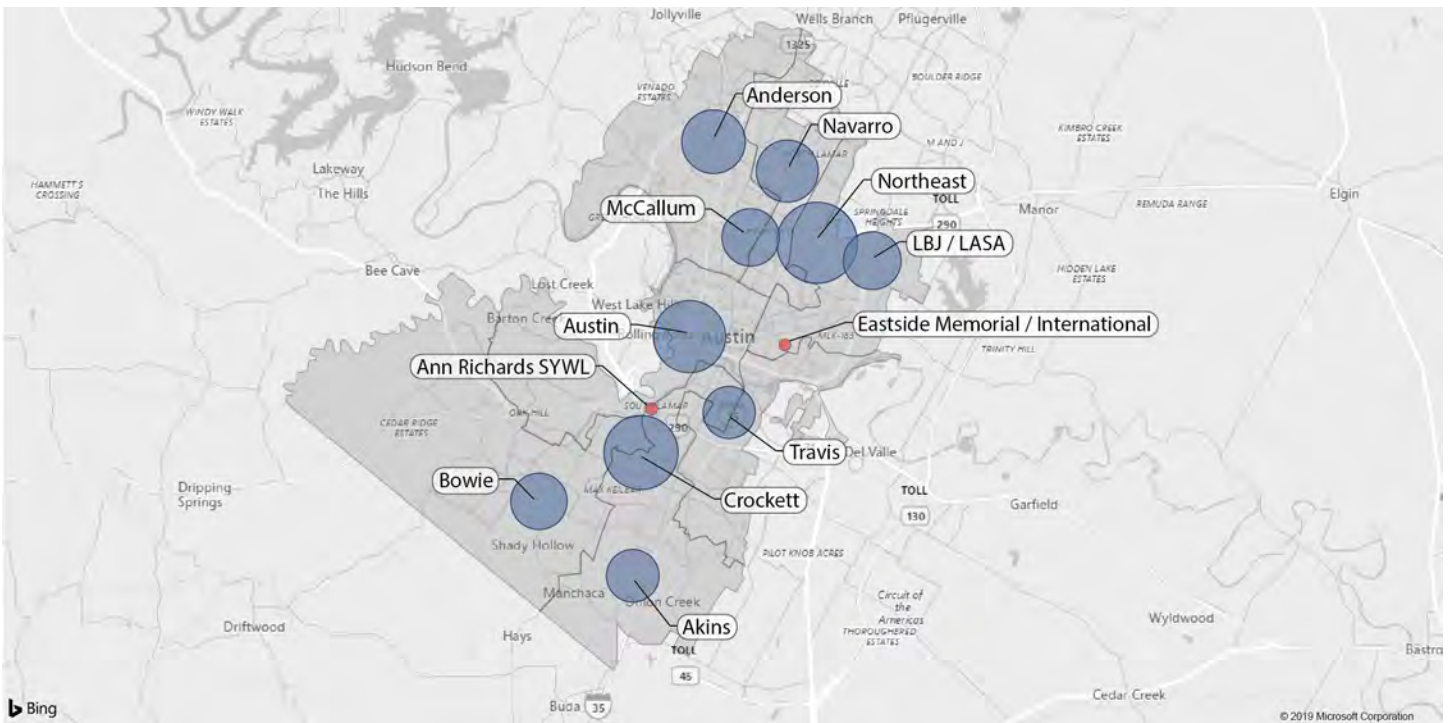
Girls Wrestling

Athletics and Wellness - High School



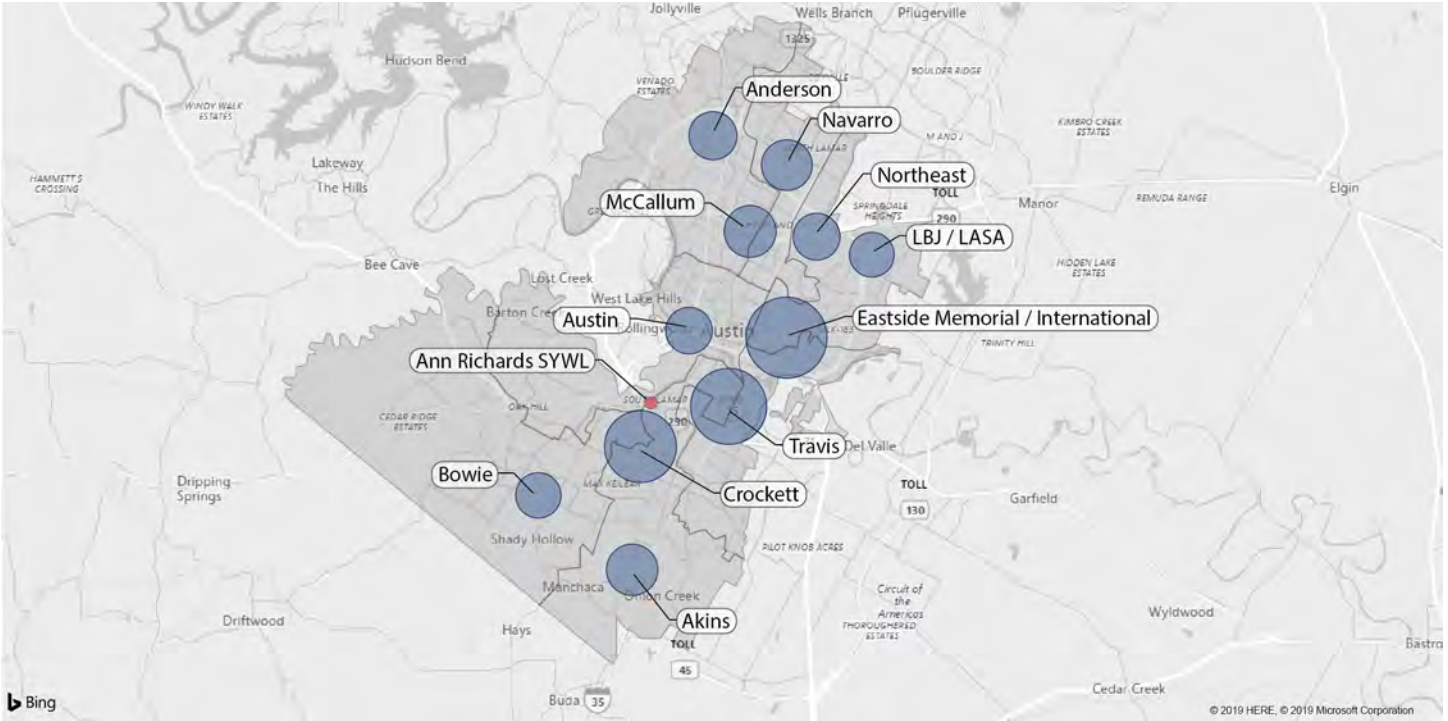
Girls Swimming

Map Legend:		No Course Offerings	Low	Med.	High	Circle size represents to density of courses (credit hours) offered at each campus

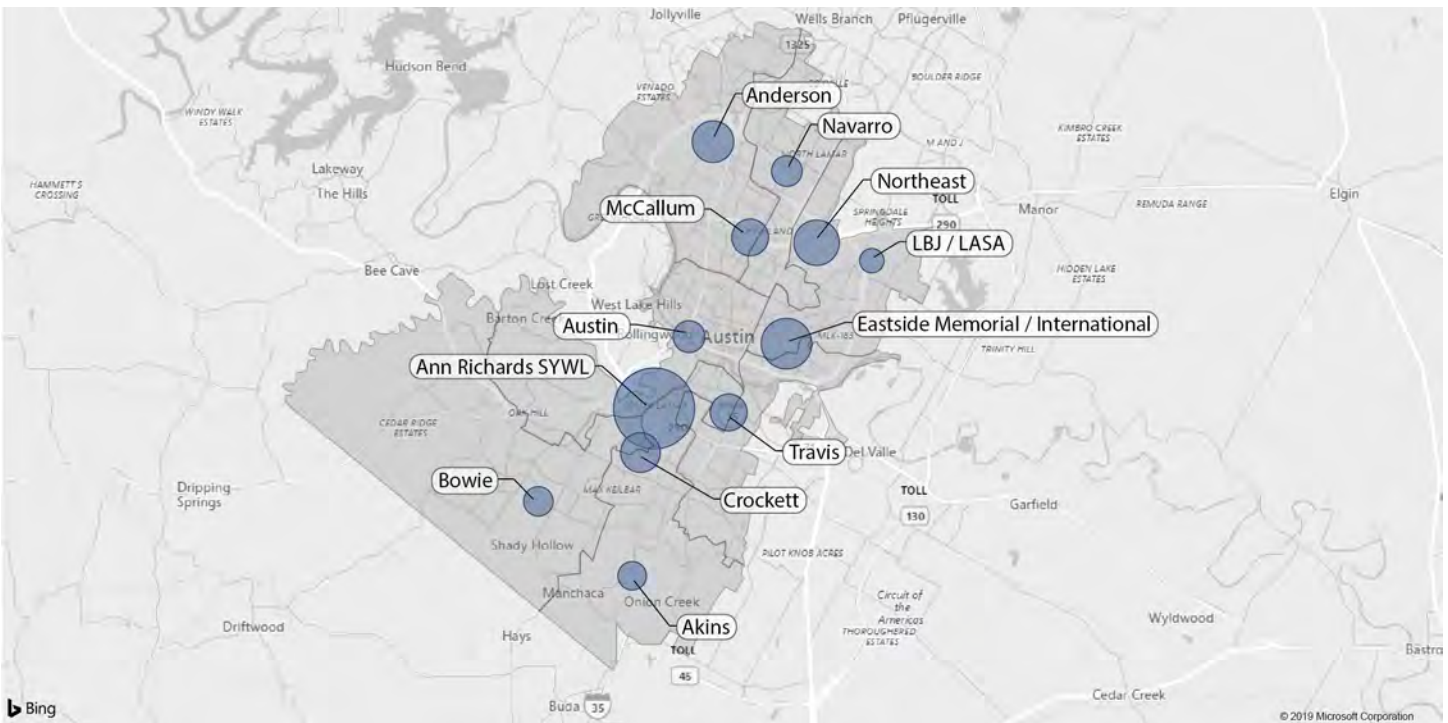
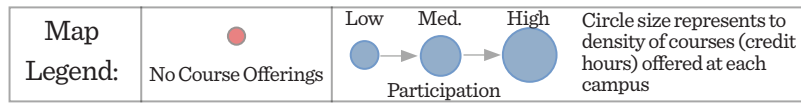


Girls Team Tennis

Athletics and Wellness - High School

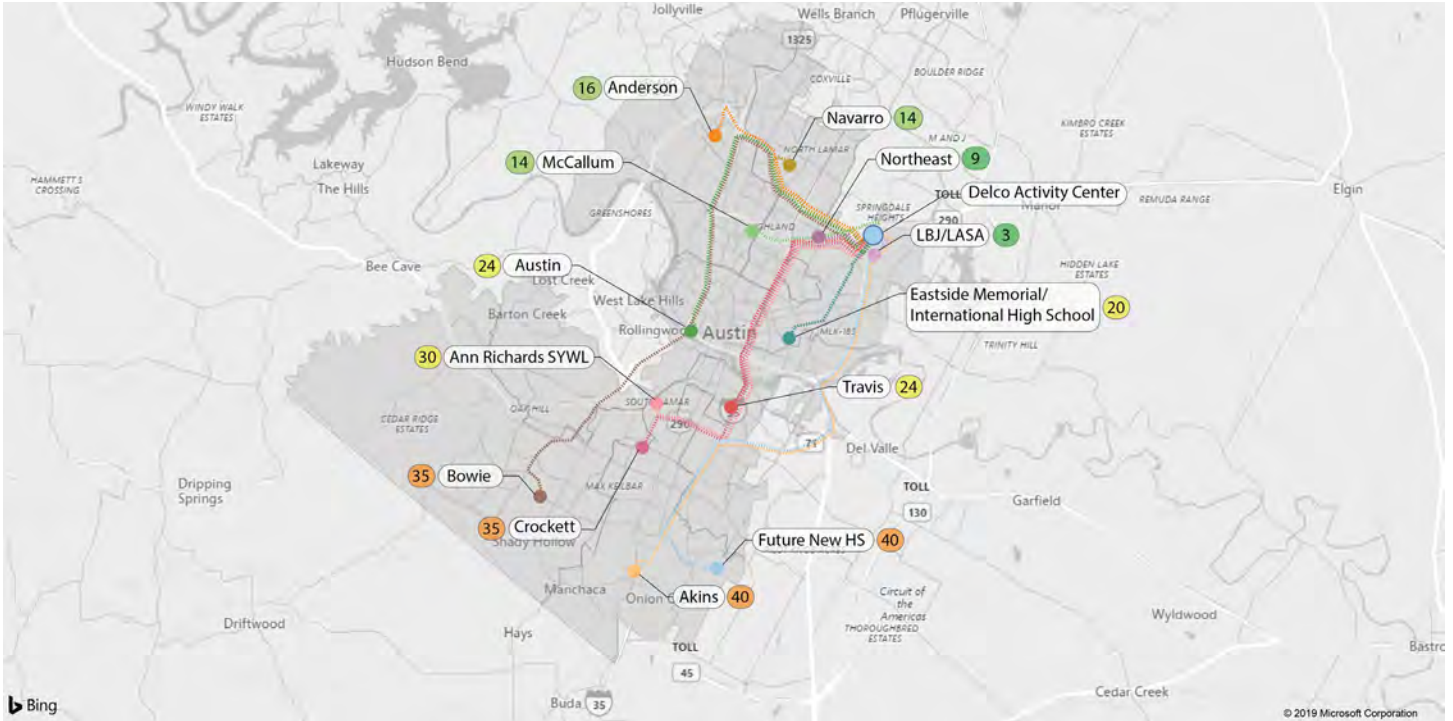


Softball



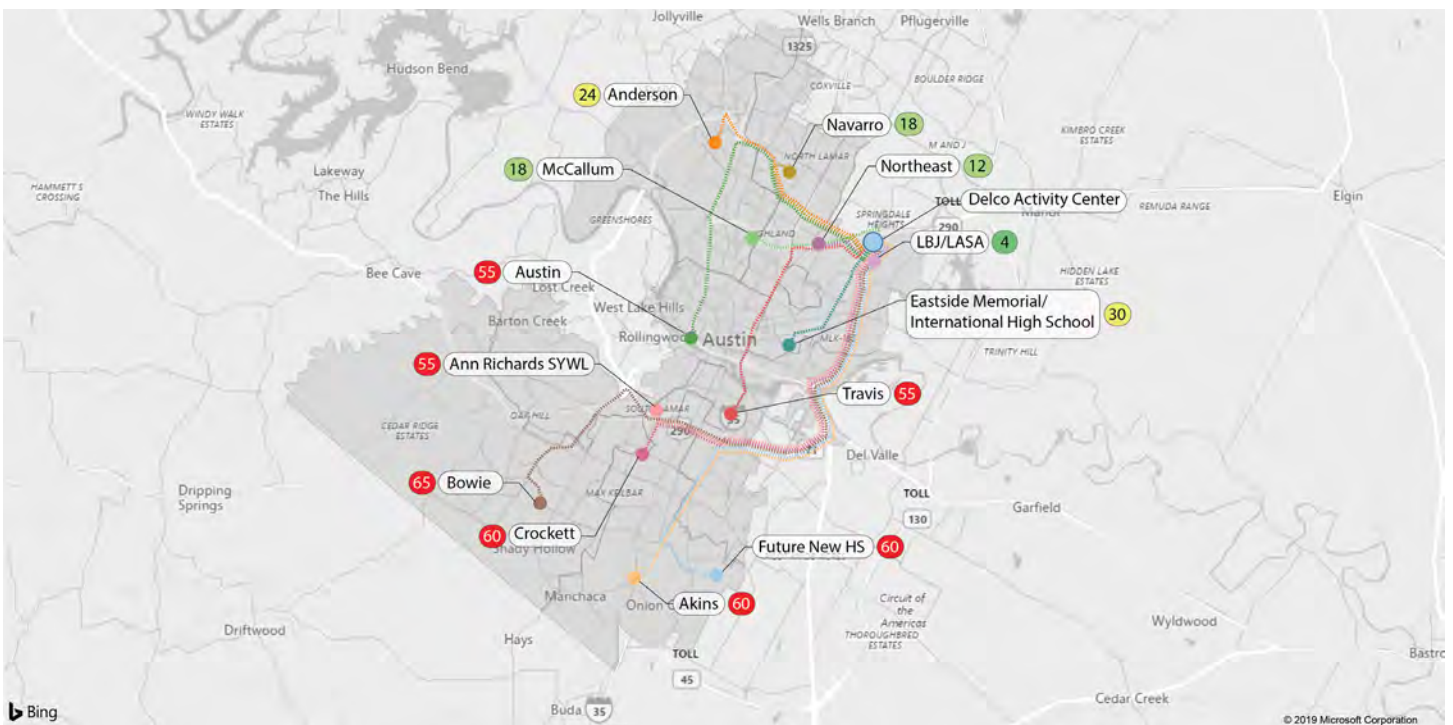
Volleyball

Transportation Maps



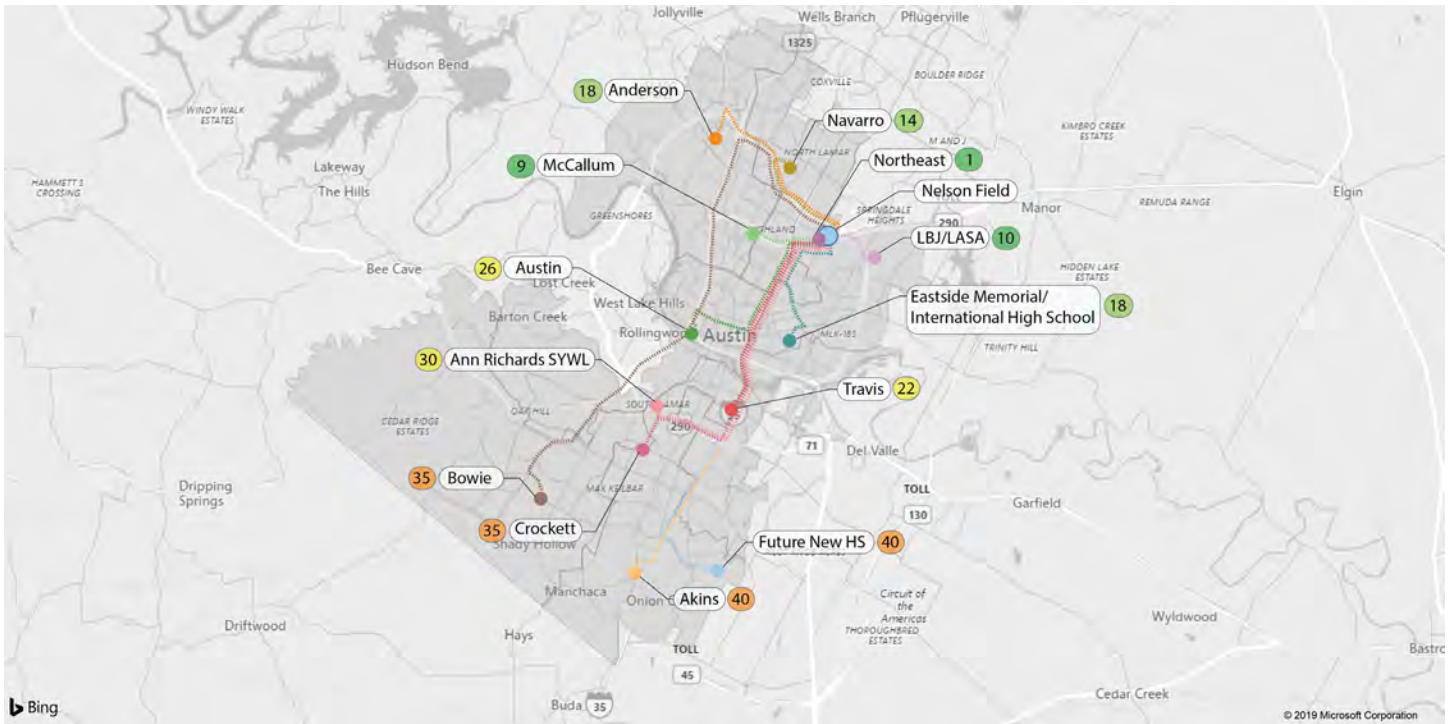
Wilhelmina Delco Center - 2:30 PM Travel Time

Map Legend:	Excellent: 0-9 Min.	Good: 10-19 Min.	Average: 20-29 Min.	Poor: 30-44 Min.	Very Poor: < 45 Min.	Path of Travel

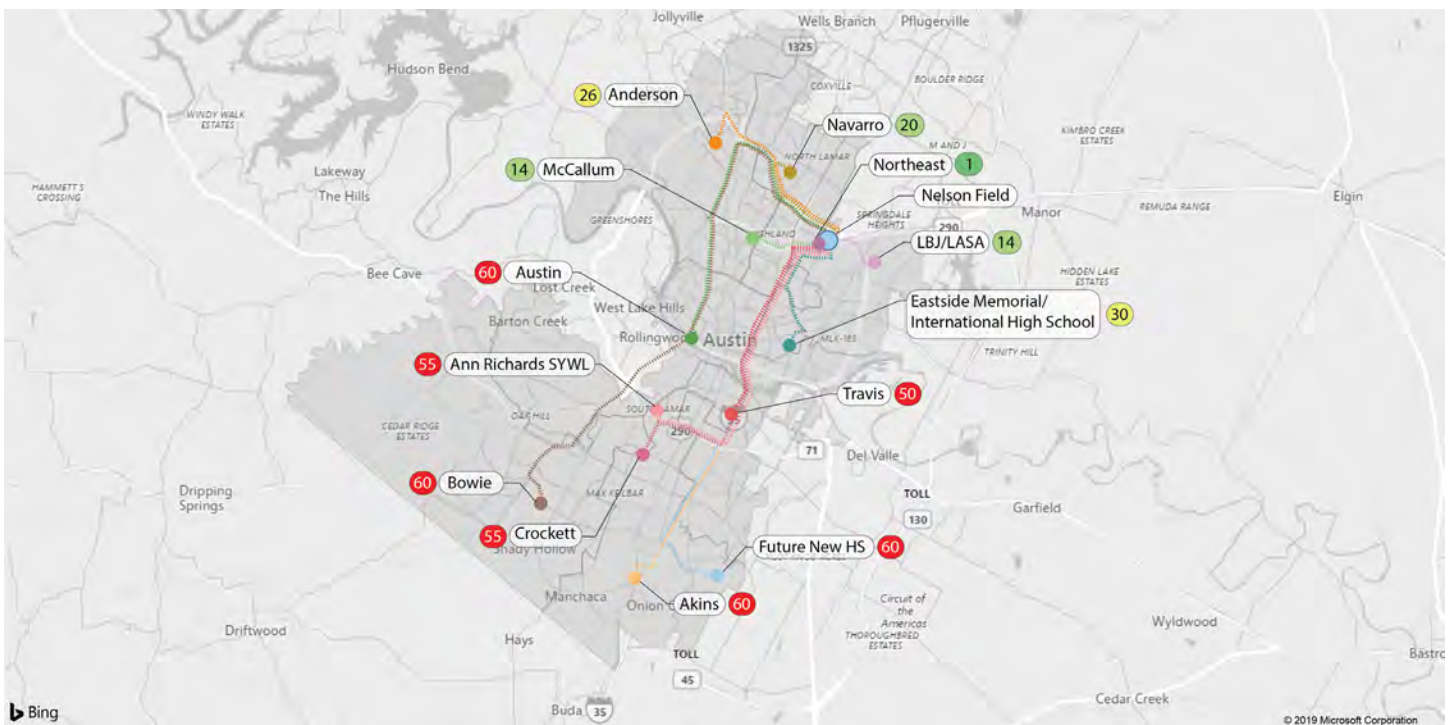
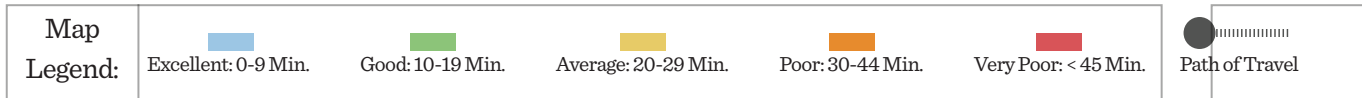


Wilhelmina Delco Center - 5:30 PM Travel Time

Transportation Maps

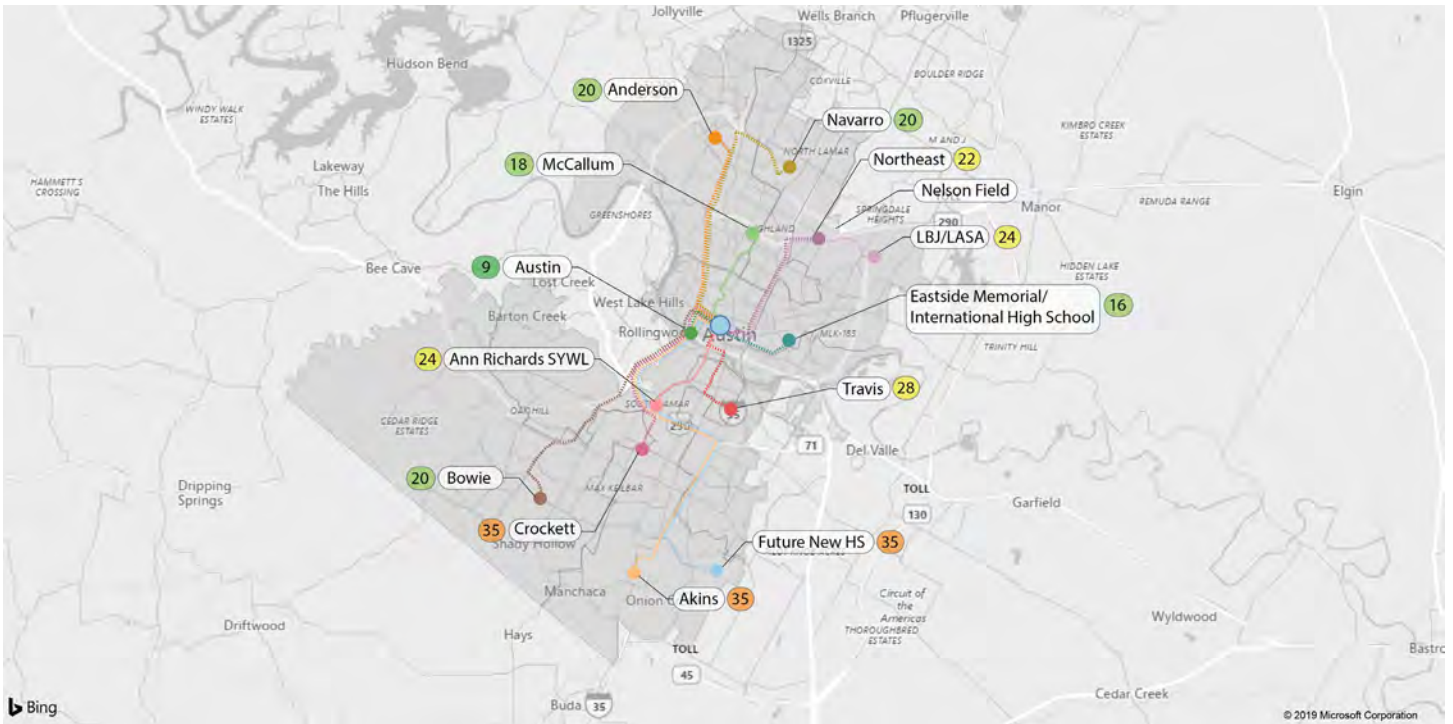


Nelson Fields - 2:30 PM Travel Time





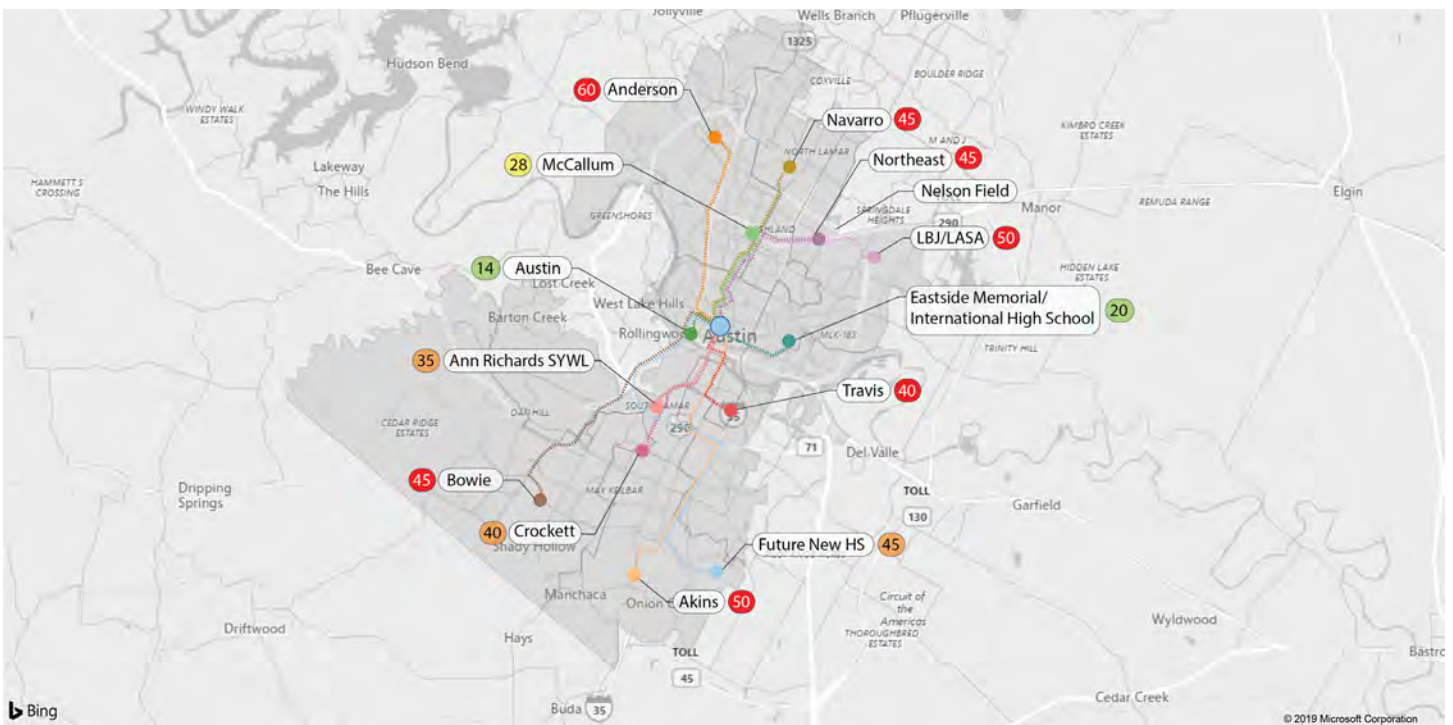
Nelson Fields - 5:30 PM Travel Time

Transportation Maps



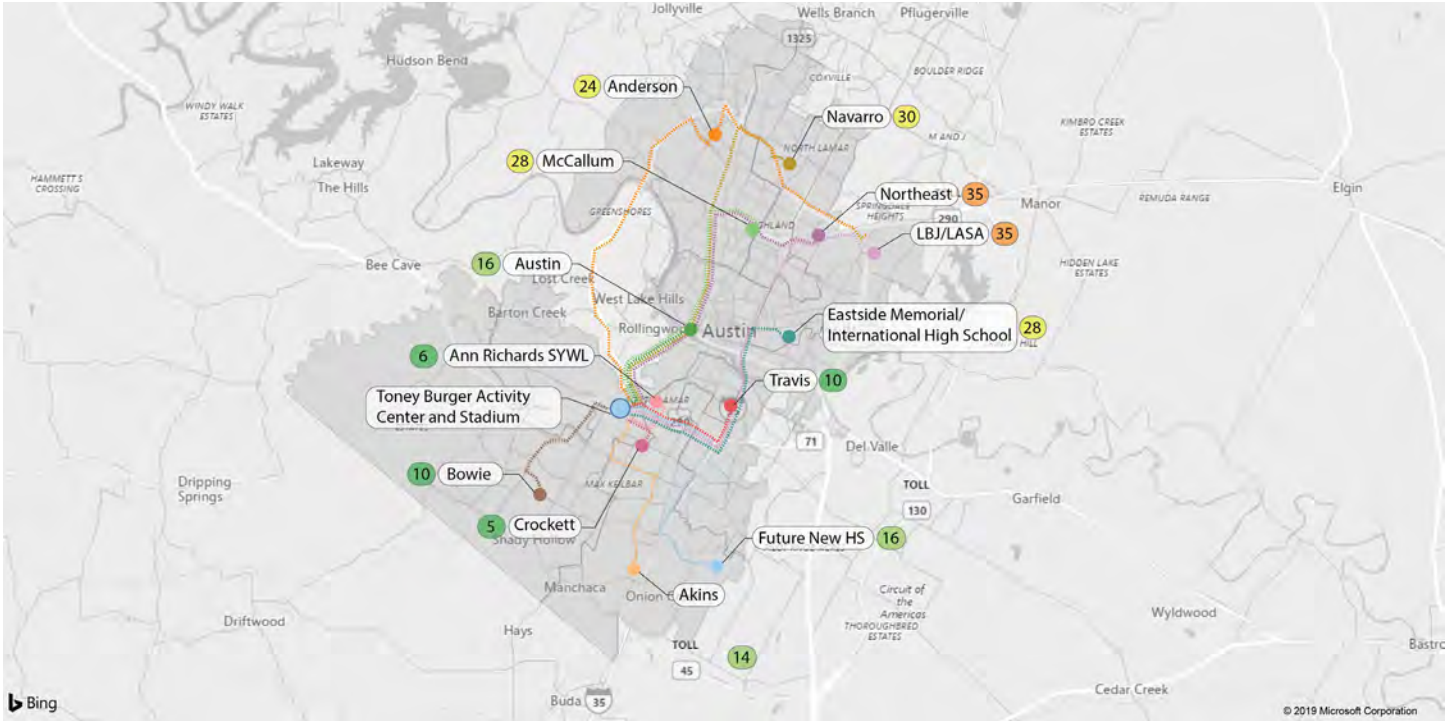
House Park - 2:30 PM Travel Time

Map Legend:						
	Excellent: 0-9 Min.	Good: 10-19 Min.	Average: 20-29 Min.	Poor: 30-44 Min.	Very Poor: < 45 Min.	



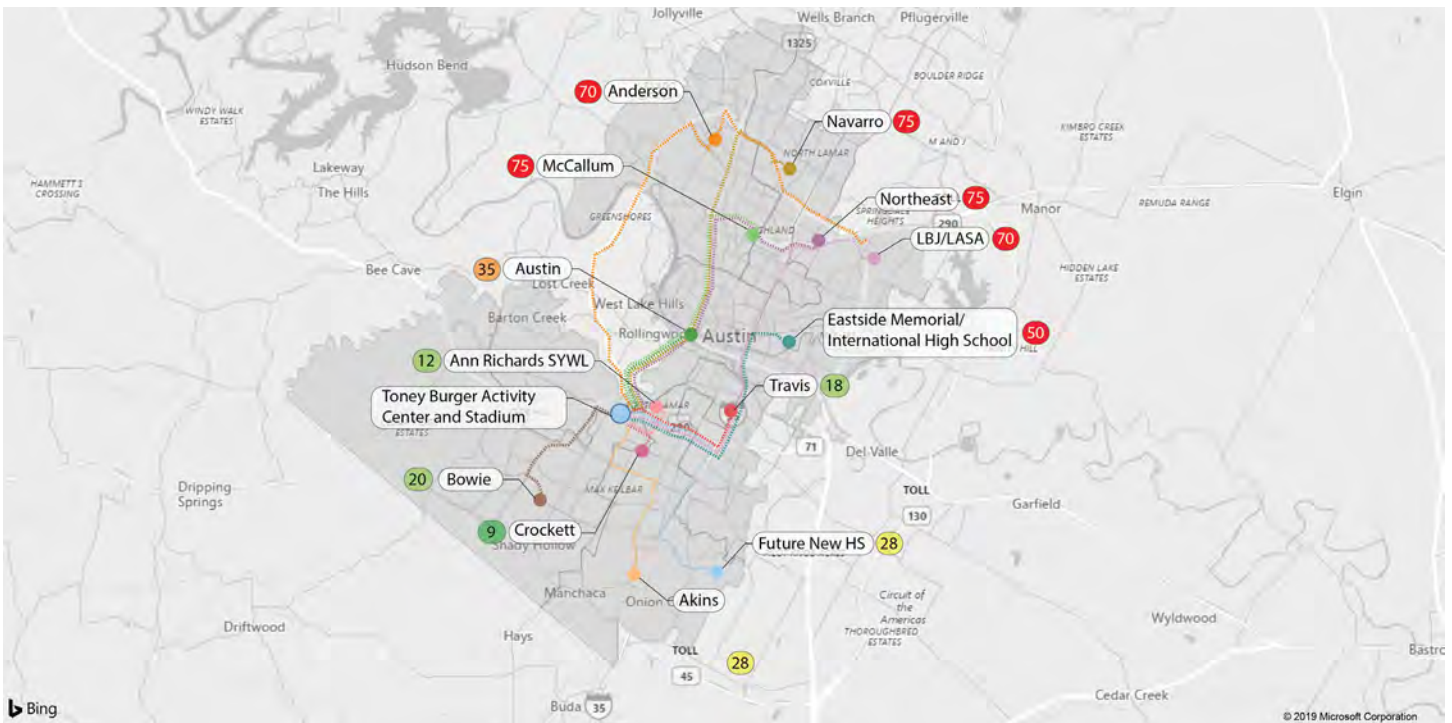
House Park - 5:30 PM Travel Time

Transportation Maps



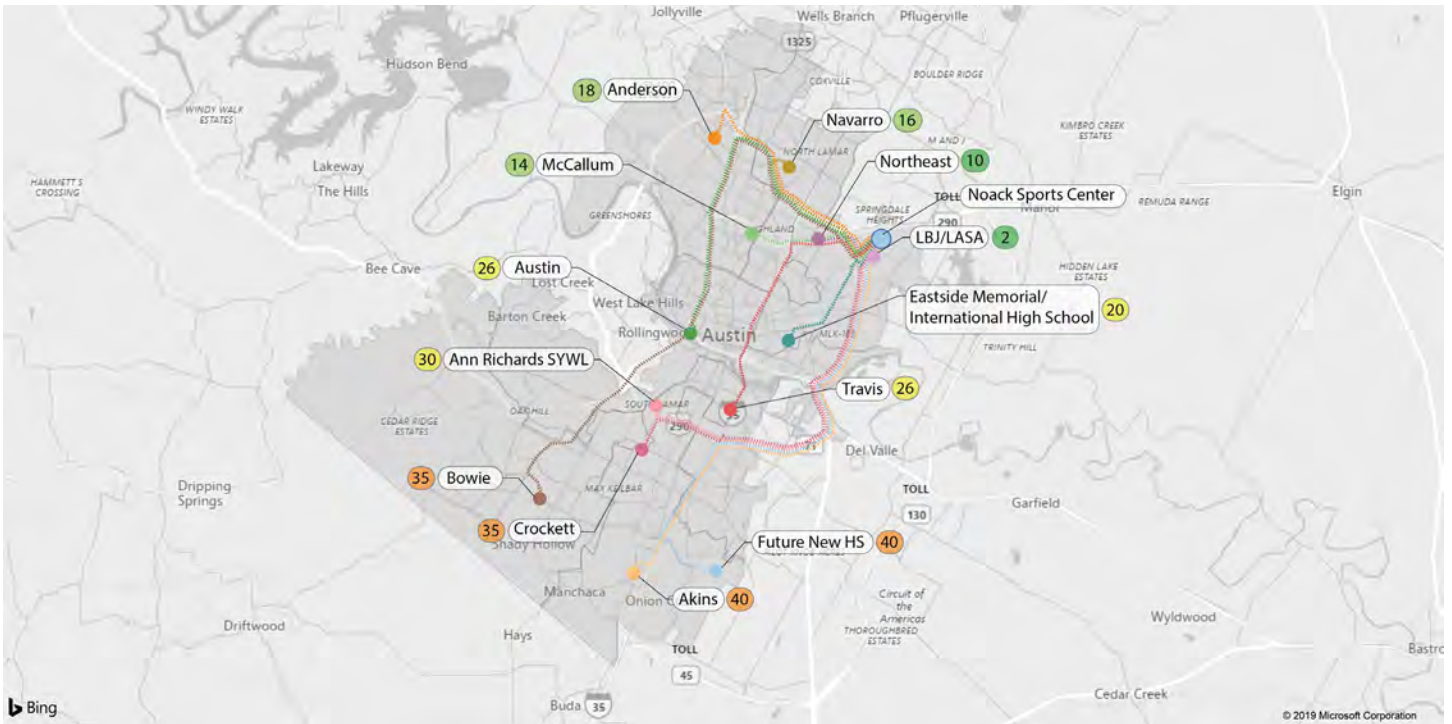
Toney Burger Activity Center - 2:30 PM Travel Time

Map Legend:	Excellent: 0-9 Min.	Good: 10-19 Min.	Average: 20-29 Min.	Poor: 30-44 Min.	Very Poor: < 45 Min.	Path of Travel



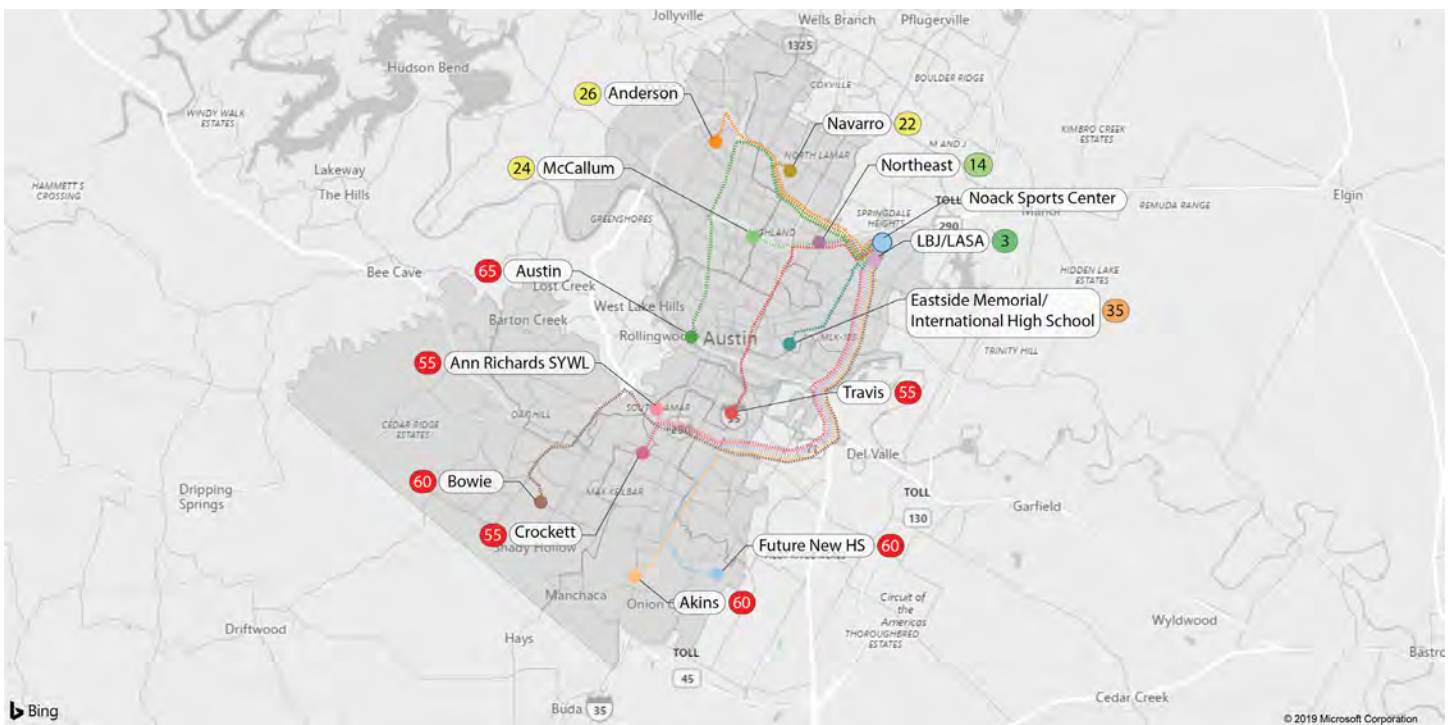
Toney Burger Activity Center - 5:30 PM Travel Time

Transportation Maps



Noack Sports Complex - 2:30 PM Travel Time

Map Legend:	■ Excellent: 0-9 Min.	■ Good: 10-19 Min.	■ Average: 20-29 Min.	■ Poor: 30-44 Min.	■ Very Poor: > 45 Min.	Path of Travel
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Noack Sports Complex - 5:30 PM Travel Time

Agriculture, Food, and Natural Resources

Income Analysis per Cluster

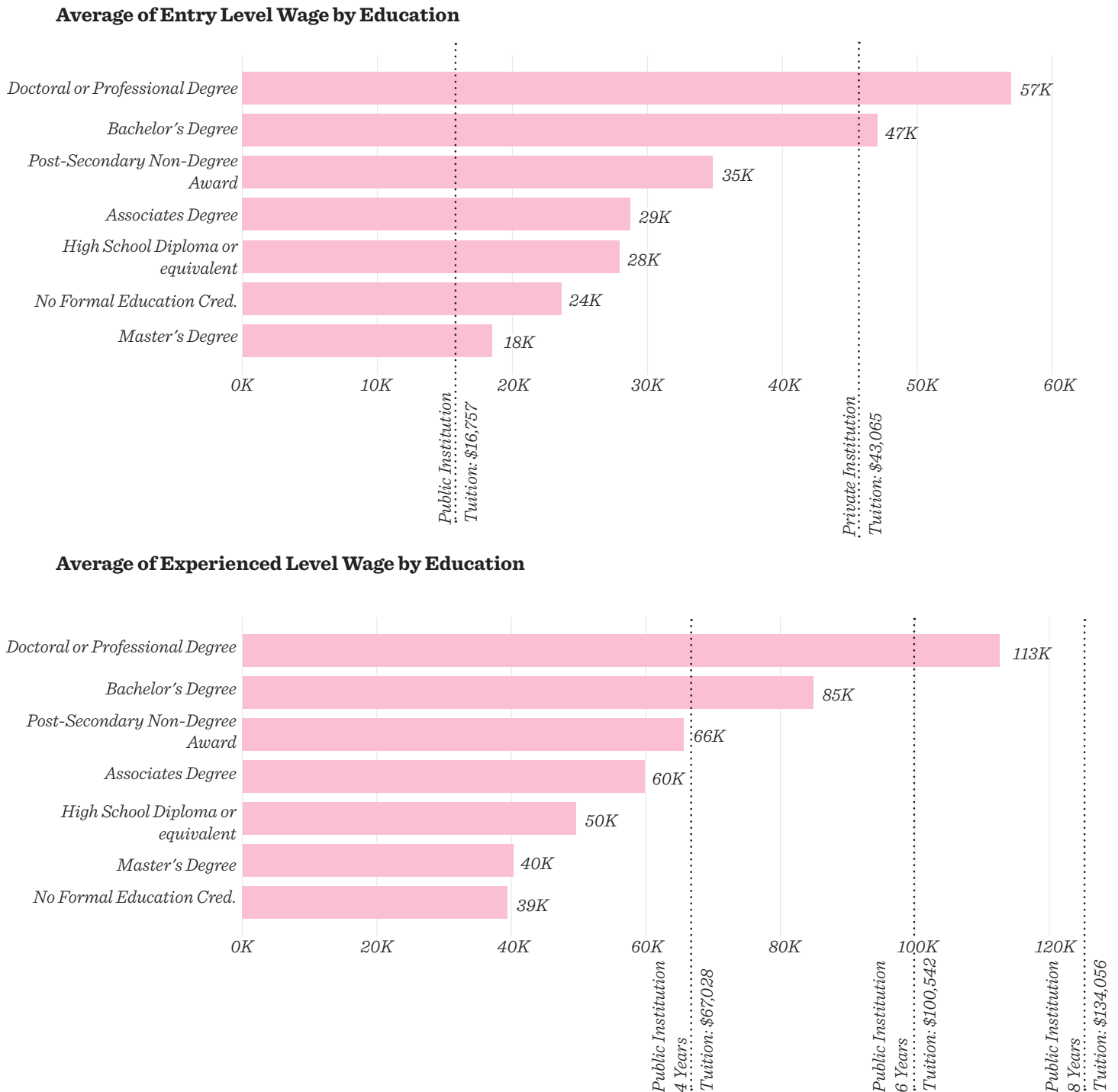
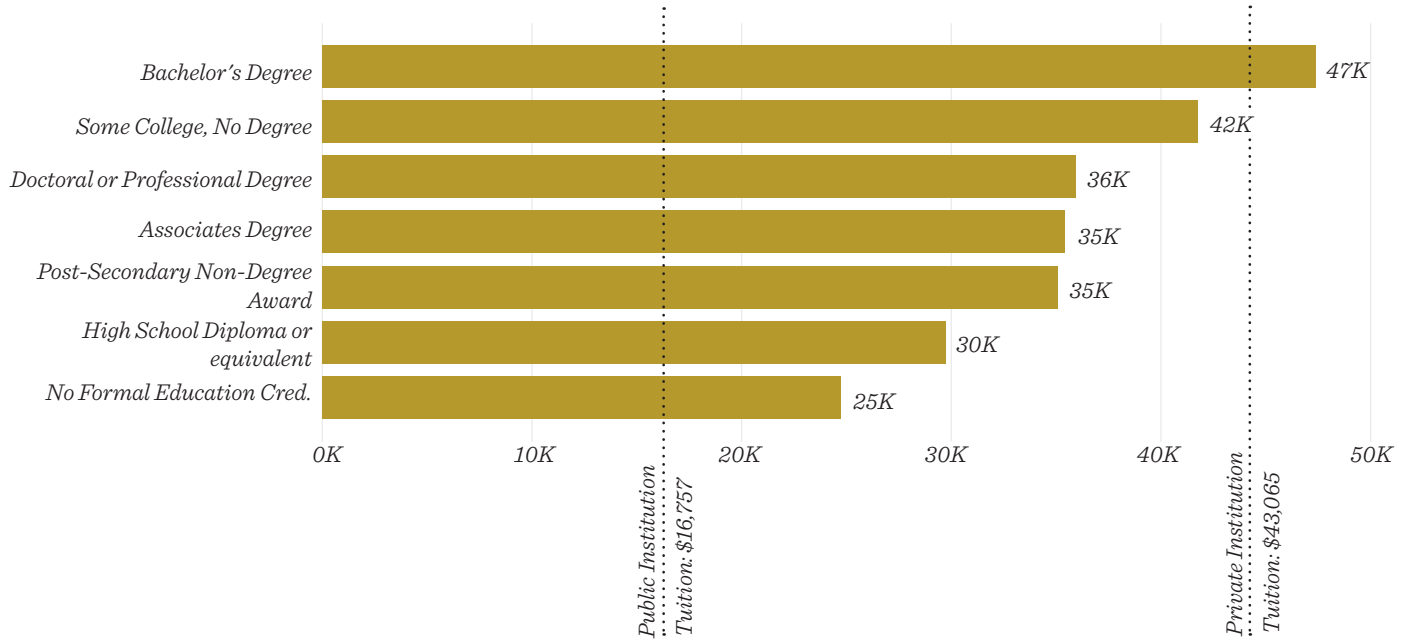


FIGURE 5.2.6 - Average of Entry and Experienced Level Wage by Education - Agriculture Cluster

Architecture and Construction

Income Analysis per Cluster

Average of Entry Level Wage by Education



Average of Experienced Level Wage by Education

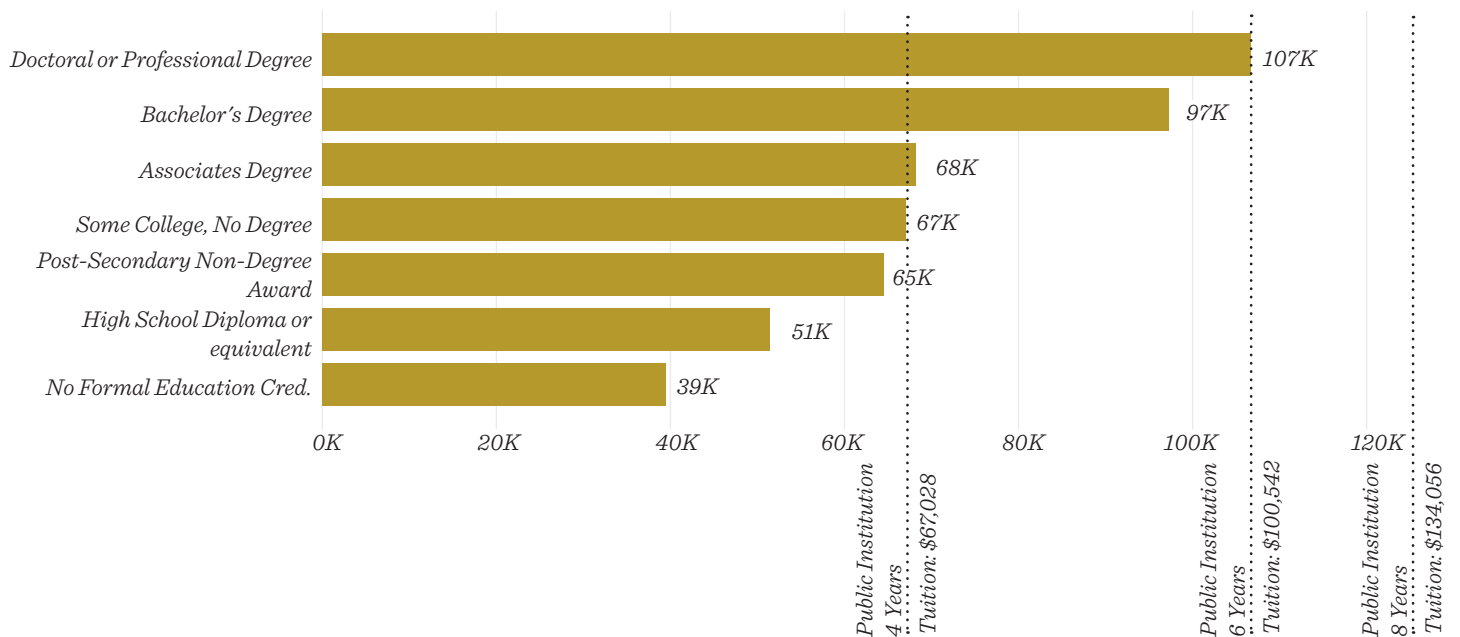
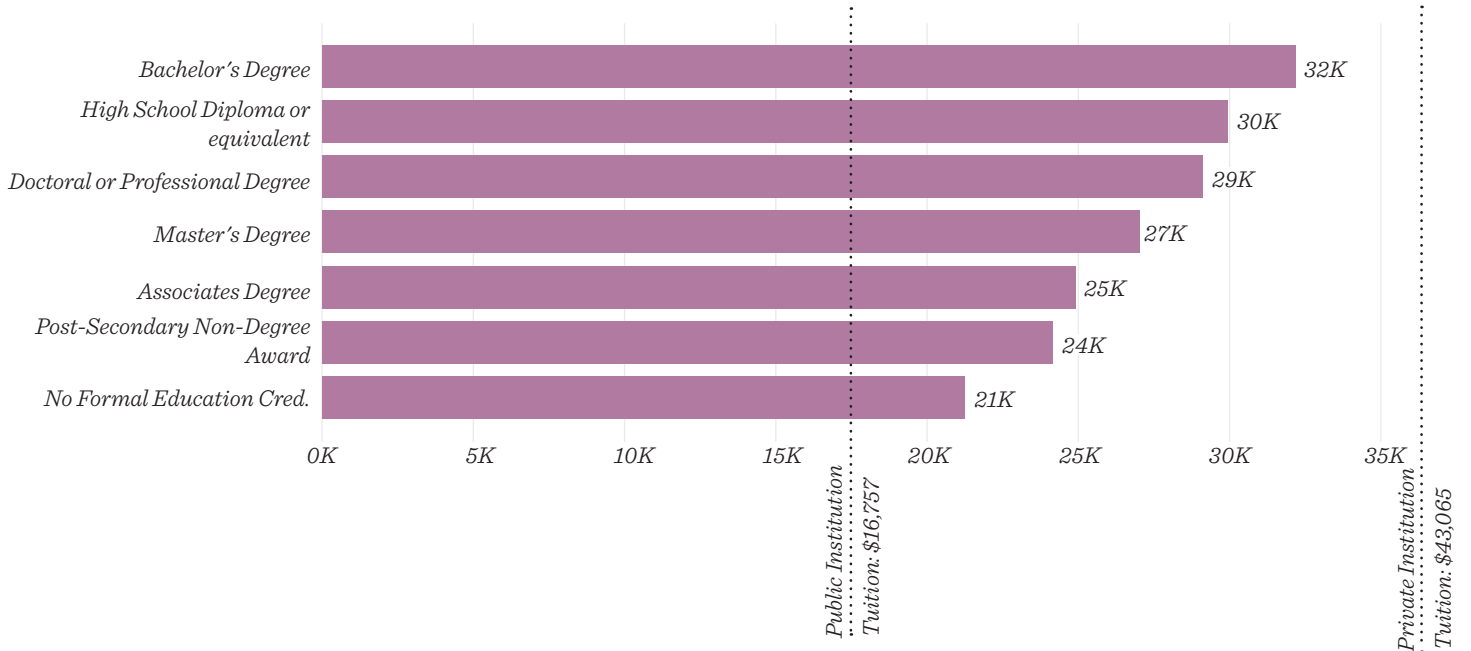


FIGURE 5.2.7 - Average of Entry and Experienced Level Wage by Education - Architecture Cluster

Arts/AV Tech and Communications

Income Analysis per Cluster

Average of Entry Level Wage by Education



Average of Experienced Level Wage by Education

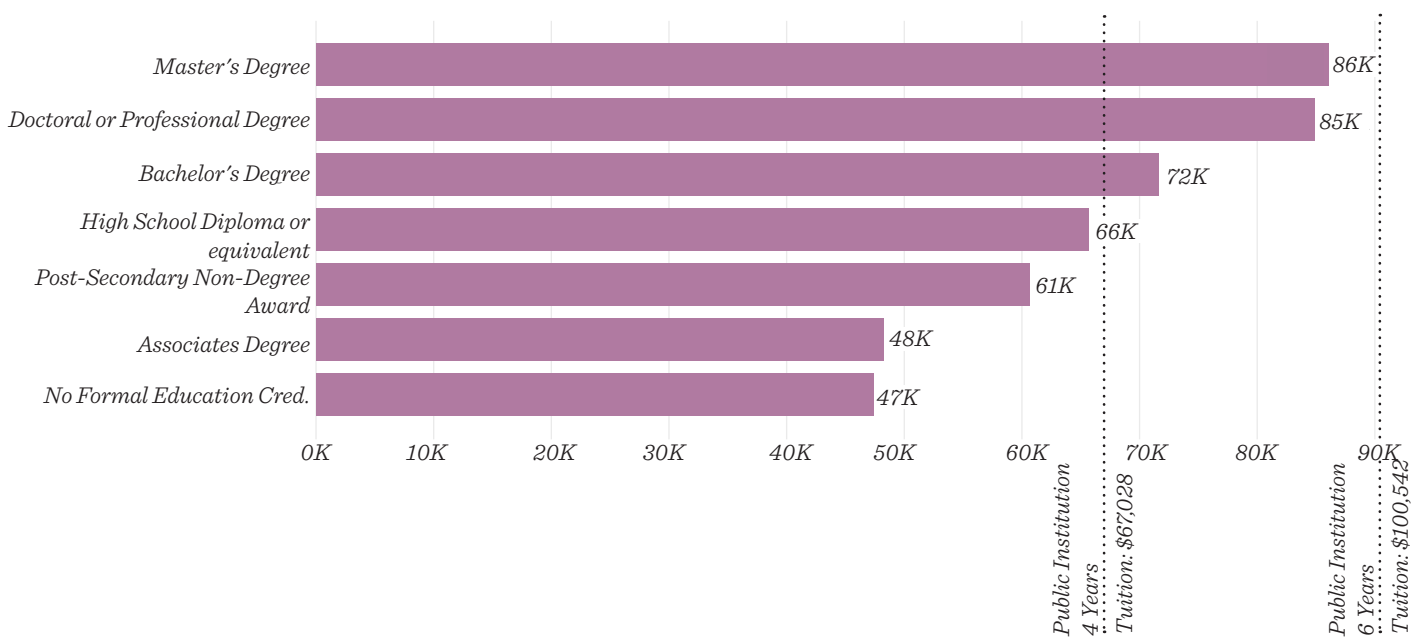
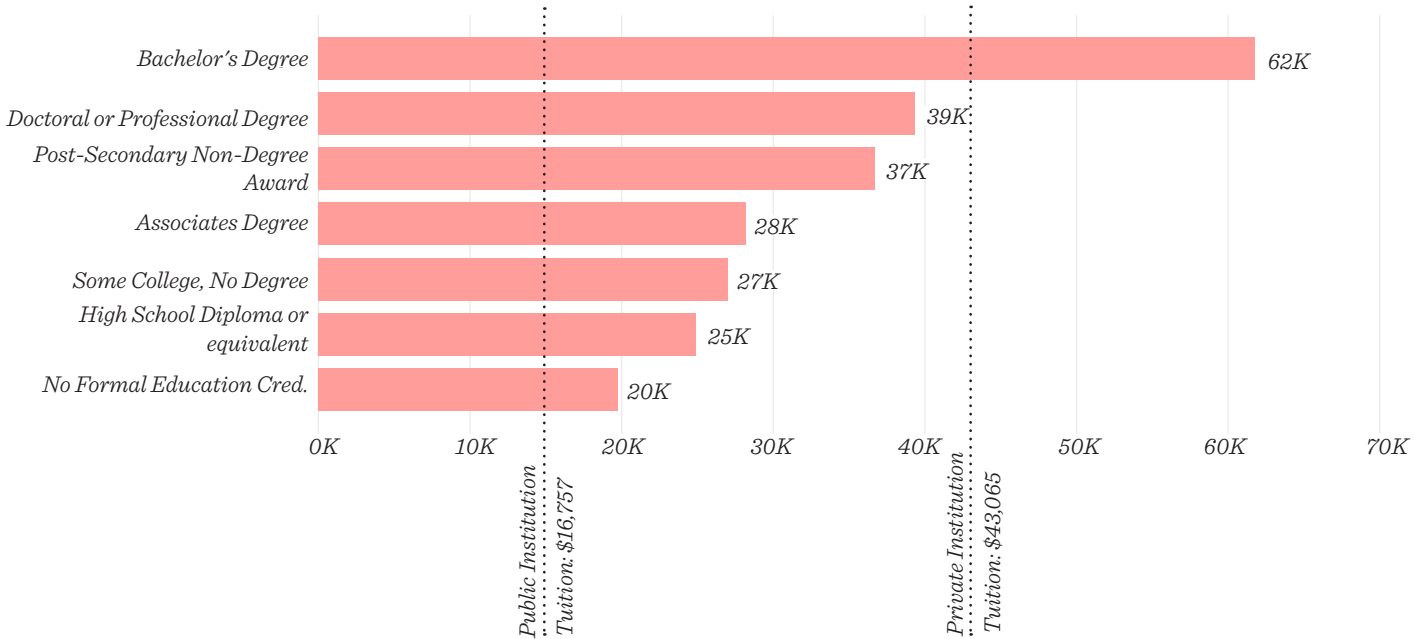


FIGURE 5.2.8 - Average of Entry and Experienced Level Wage by Education - Arts and A/V Cluster

Business, Management and Administration

Income Analysis per Cluster

Average of Entry Level Wage by Education



Average of Experienced Level Wage by Education

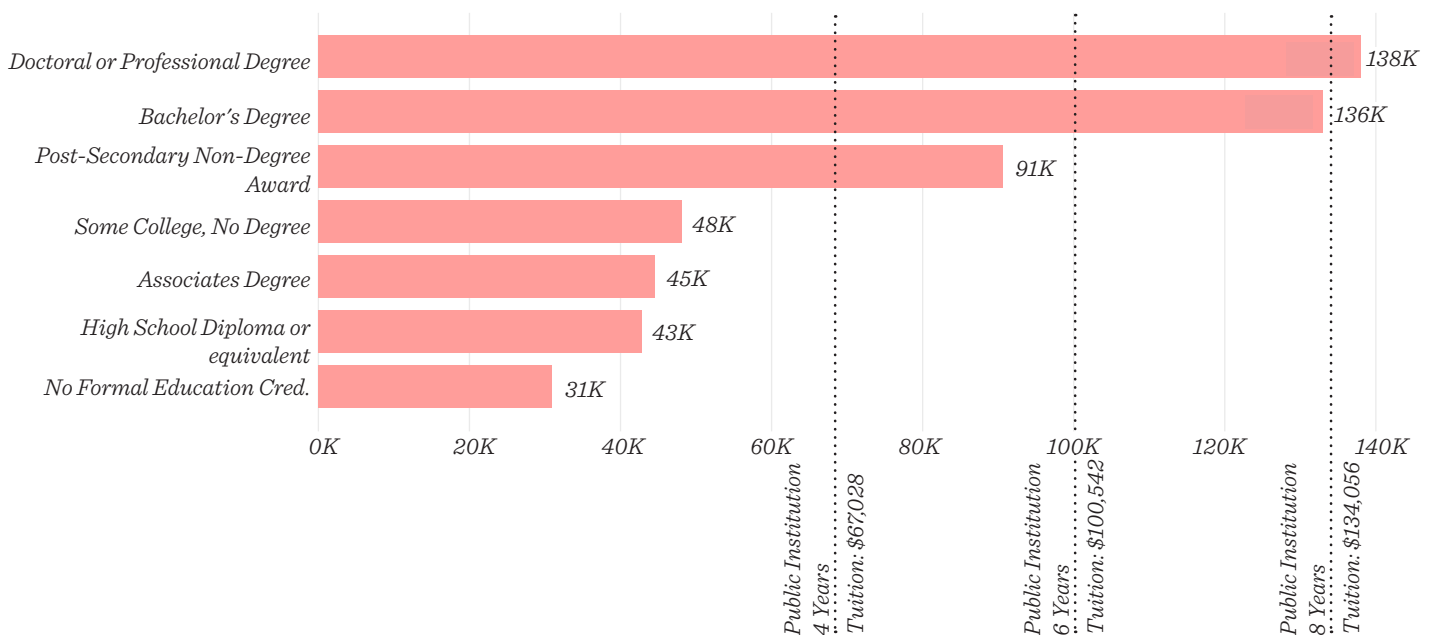
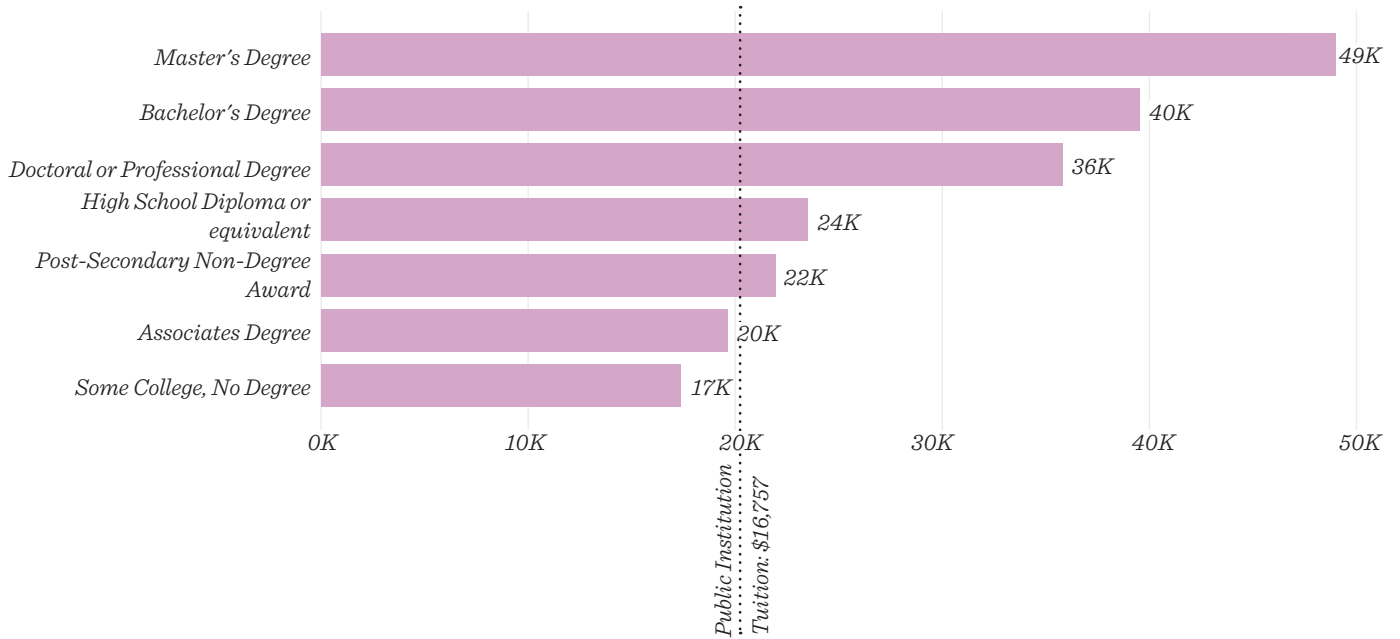


FIGURE 5.2.9 - Average of Entry and Experienced Level Wage by Education - Business Cluster

Education and Training

Income Analysis per Cluster

Average of Entry Level Wage by Education



Average of Experienced Level Wage by Education

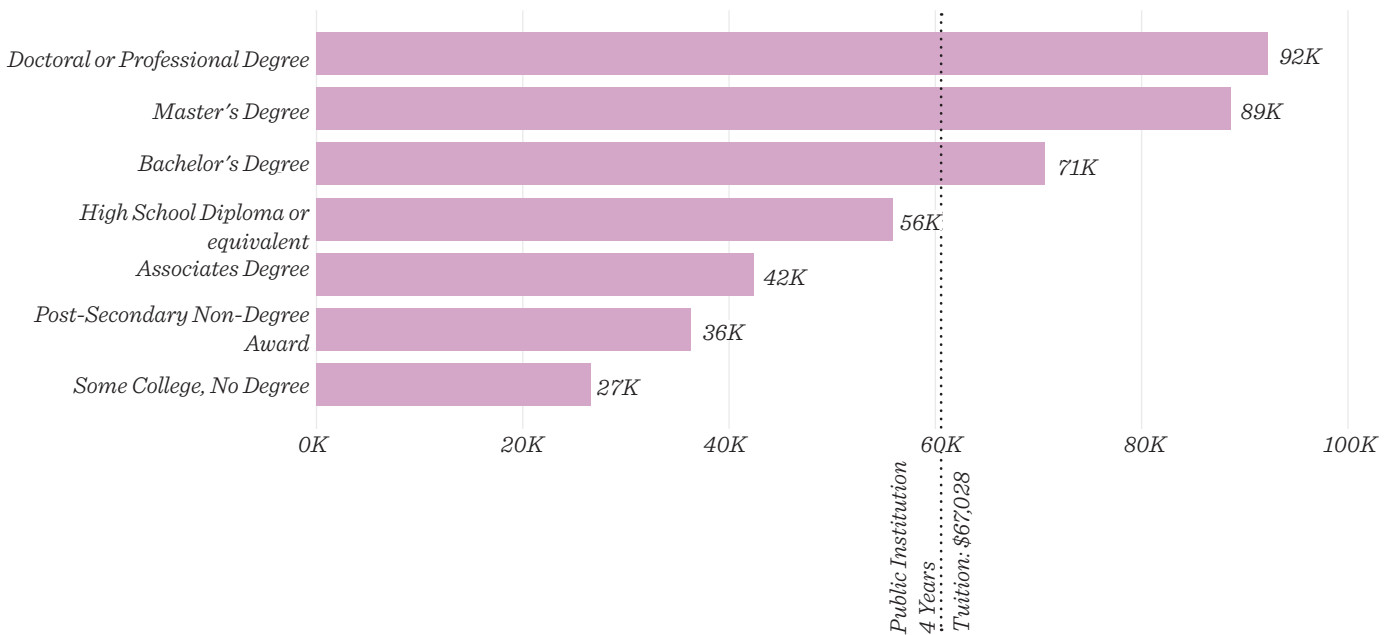
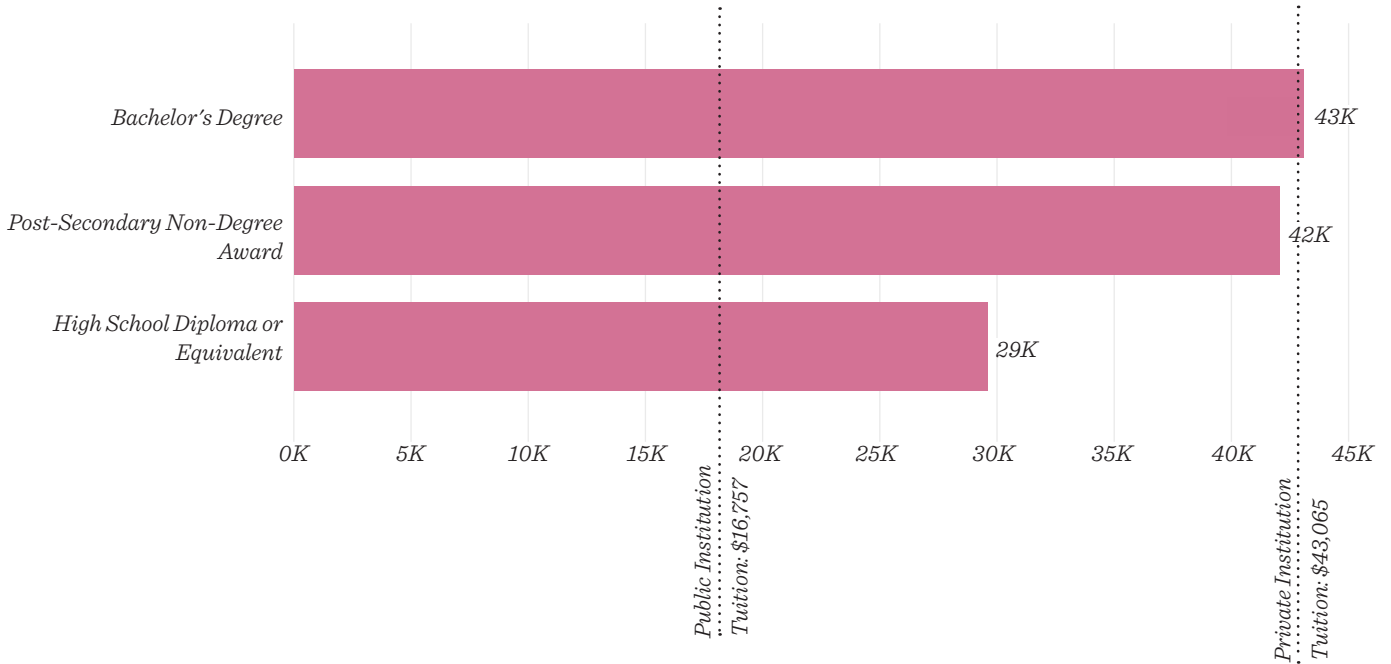


FIGURE 5.2.10 - Average of Entry and Experienced Level Wage by Education - Education Cluster

Finance

Income Analysis per Cluster

Average of Entry Level Wage by Education



Average of Experienced Level Wage by Education

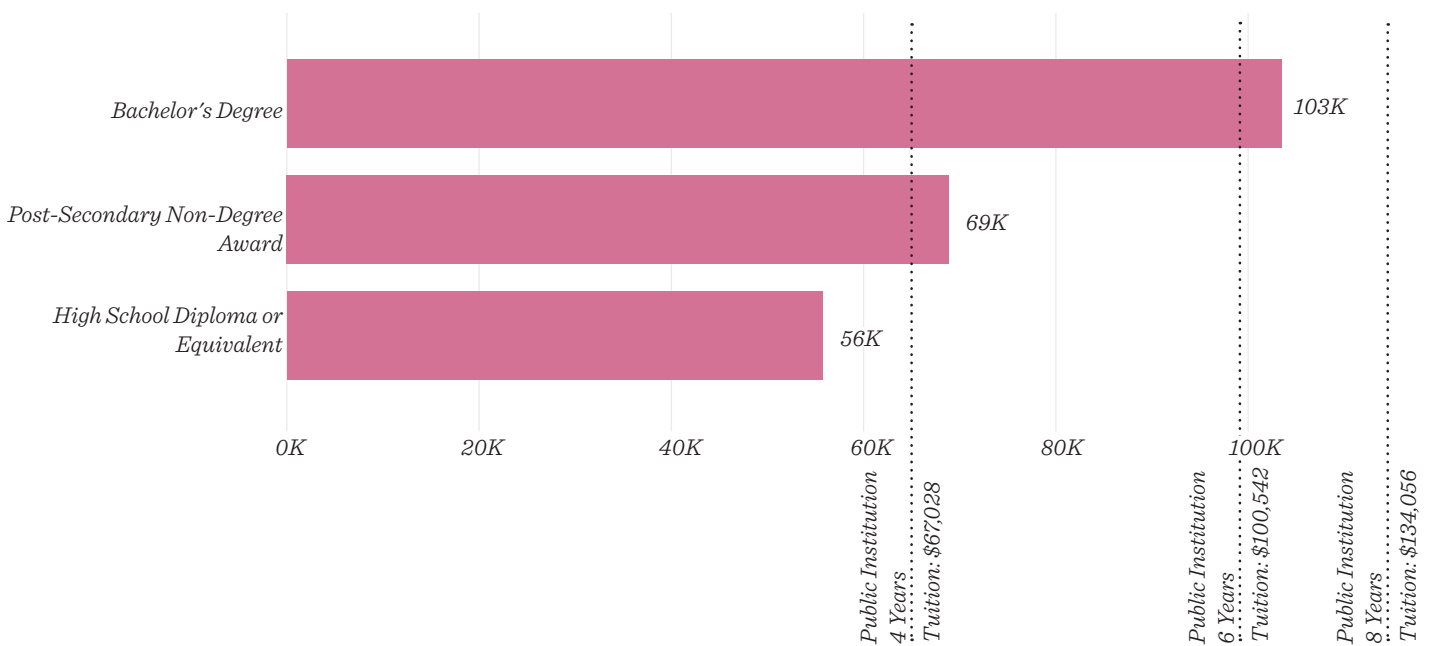
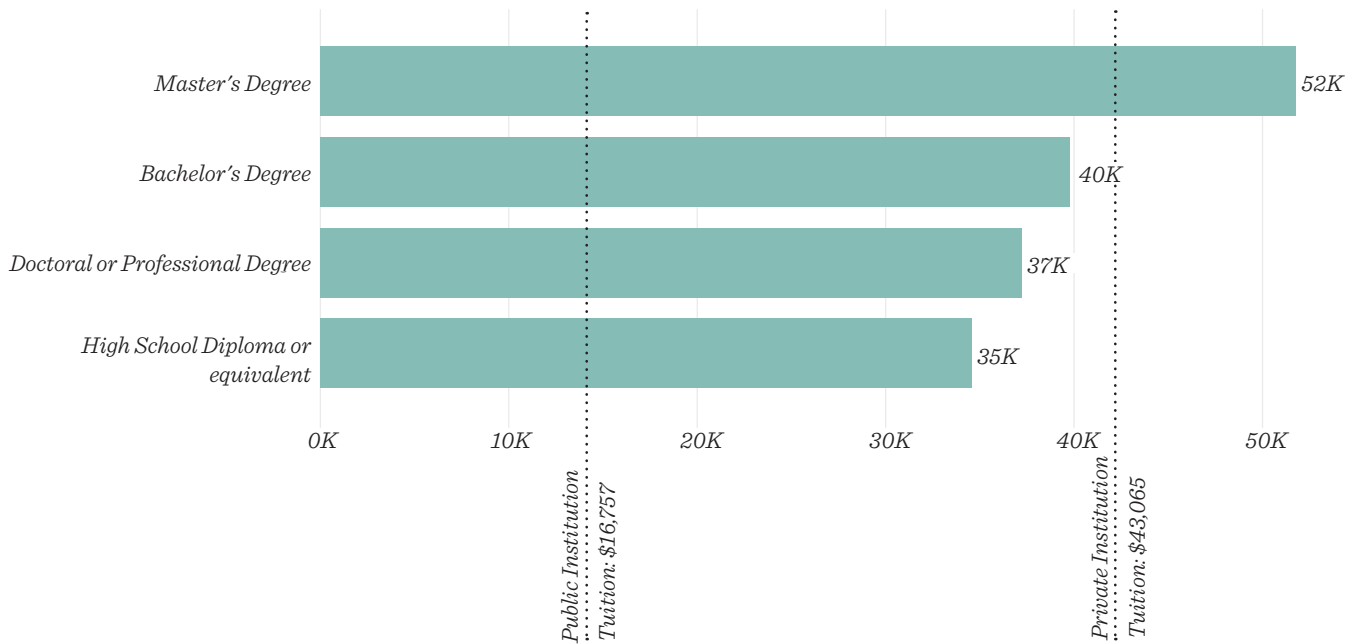


FIGURE 5.2.11 - Average of Entry and Experienced Level Wage by Education - Finance Cluster

Government and Public Administration

Income Analysis per Cluster

Average of Entry Level Wage by Education



Average of Experienced Level Wage by Education

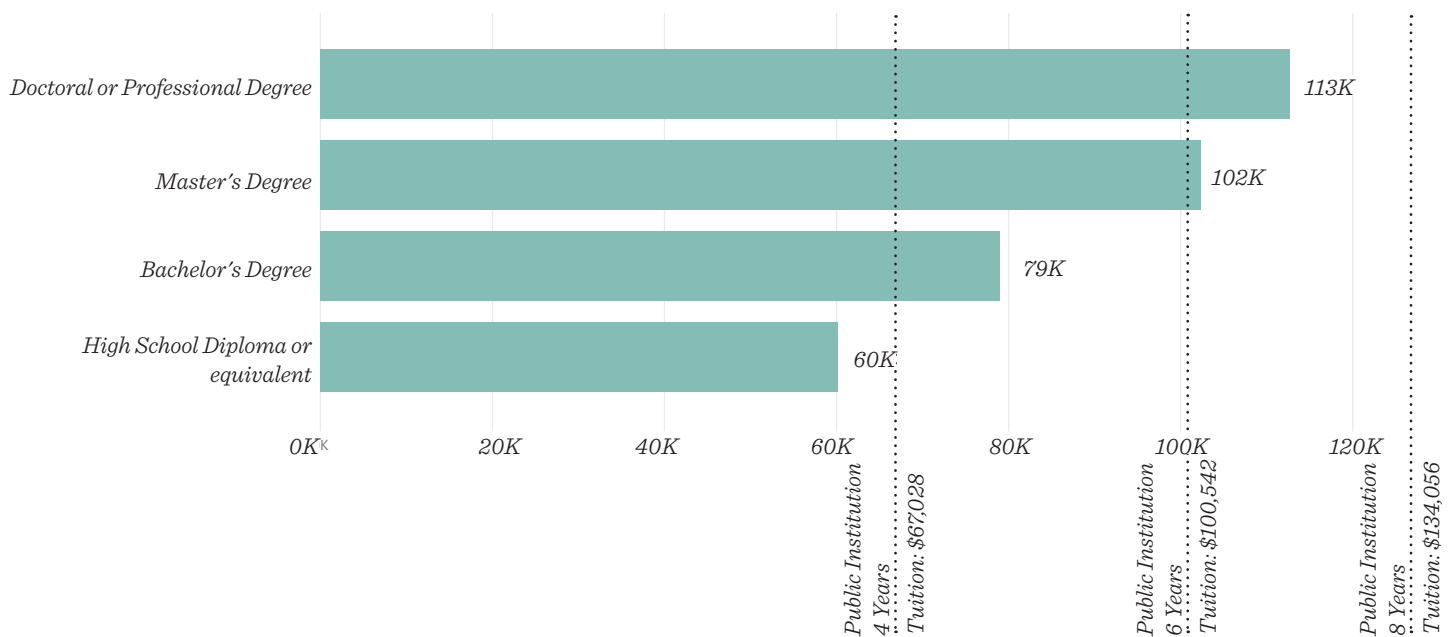
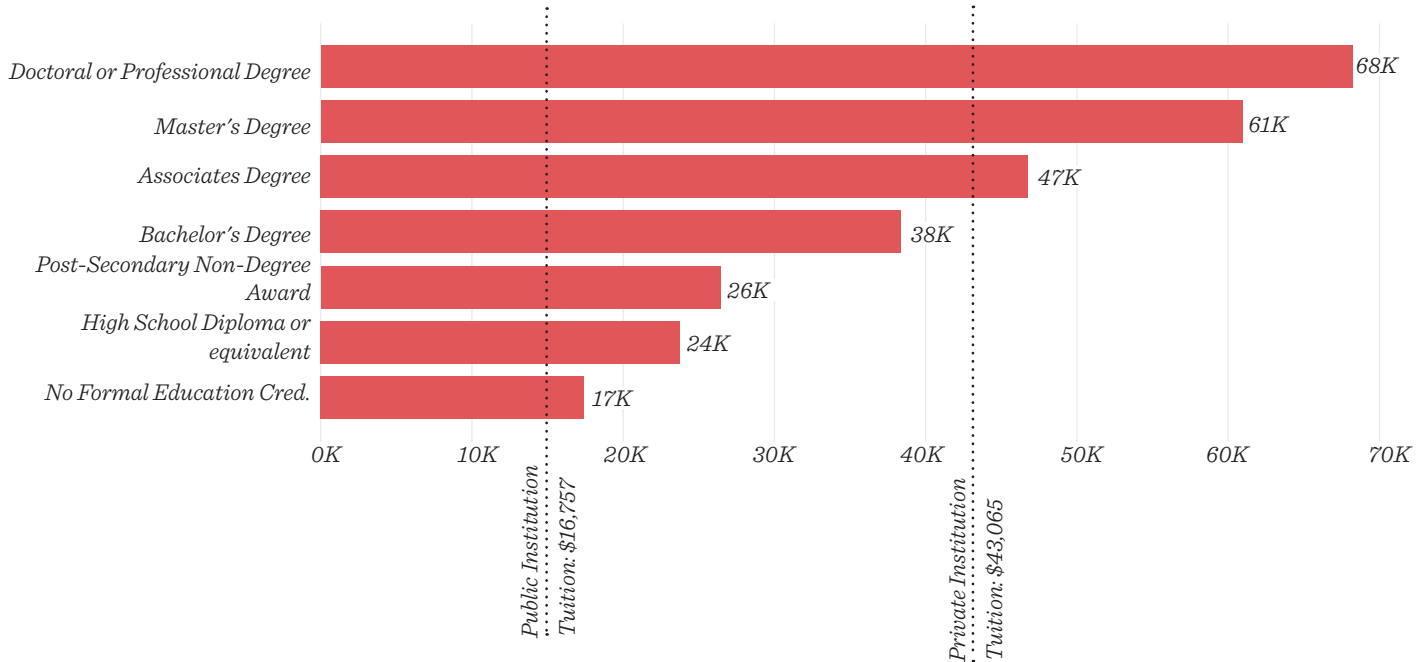


FIGURE 5.2.12- Average of Entry and Experienced Level Wage by Education - Government Cluste

Health Science

Income Analysis per Cluster

Average of Entry Level Wage by Education



Average of Experienced Level Wage by Education

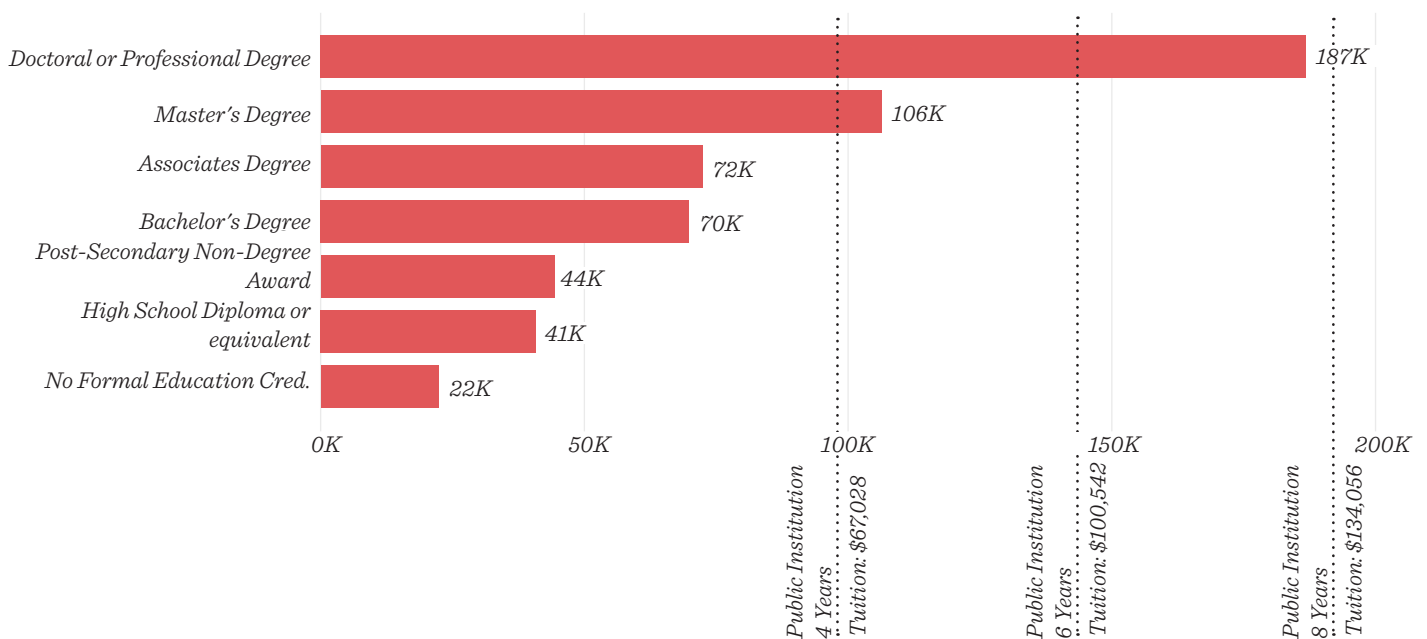
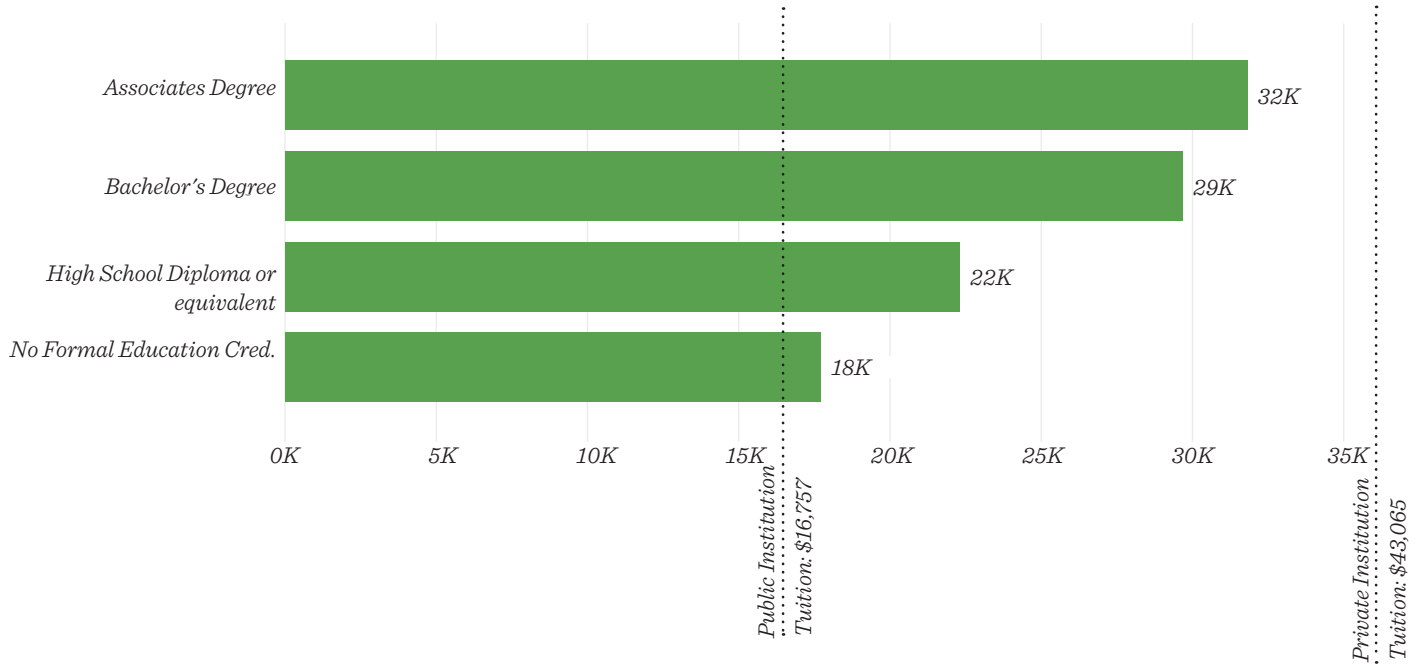


FIGURE 5.2.13 - Average of Entry and Experienced Level Wage by Education - Health Science Cluster

Hospitality and Tourism

Income Analysis per Cluster

Average of Entry Level Wage by Education



Average of Experienced Level Wage by Education

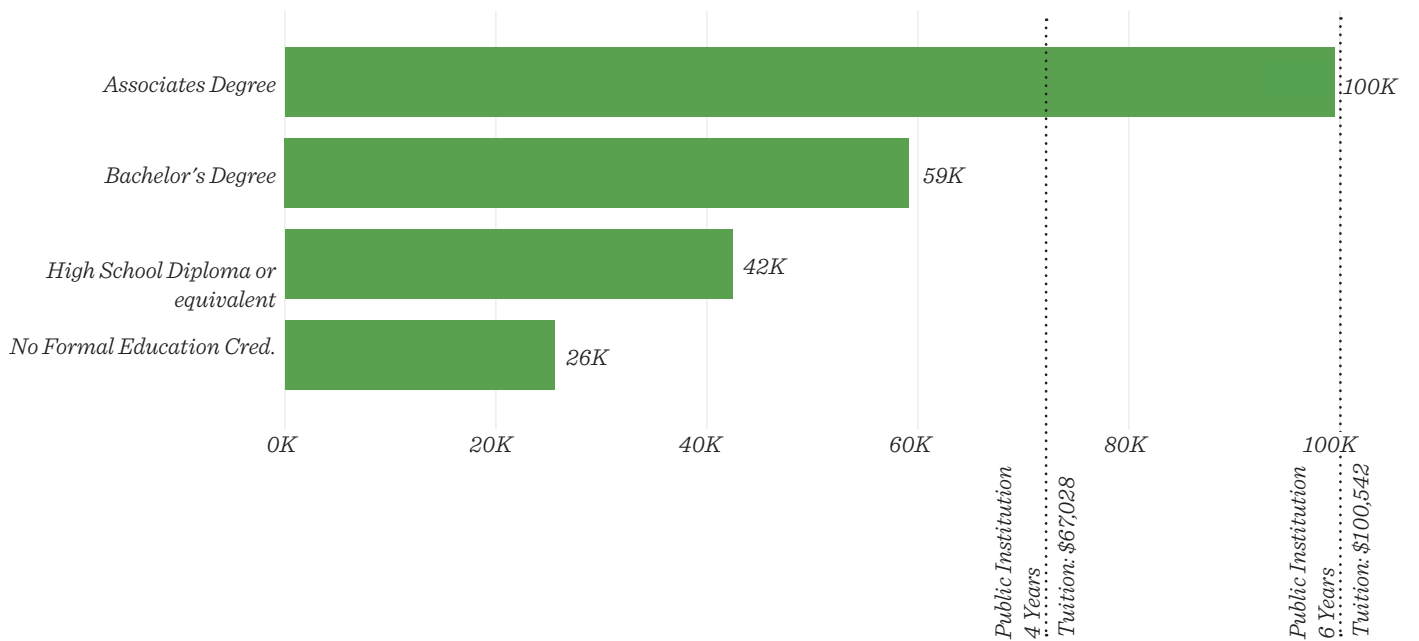
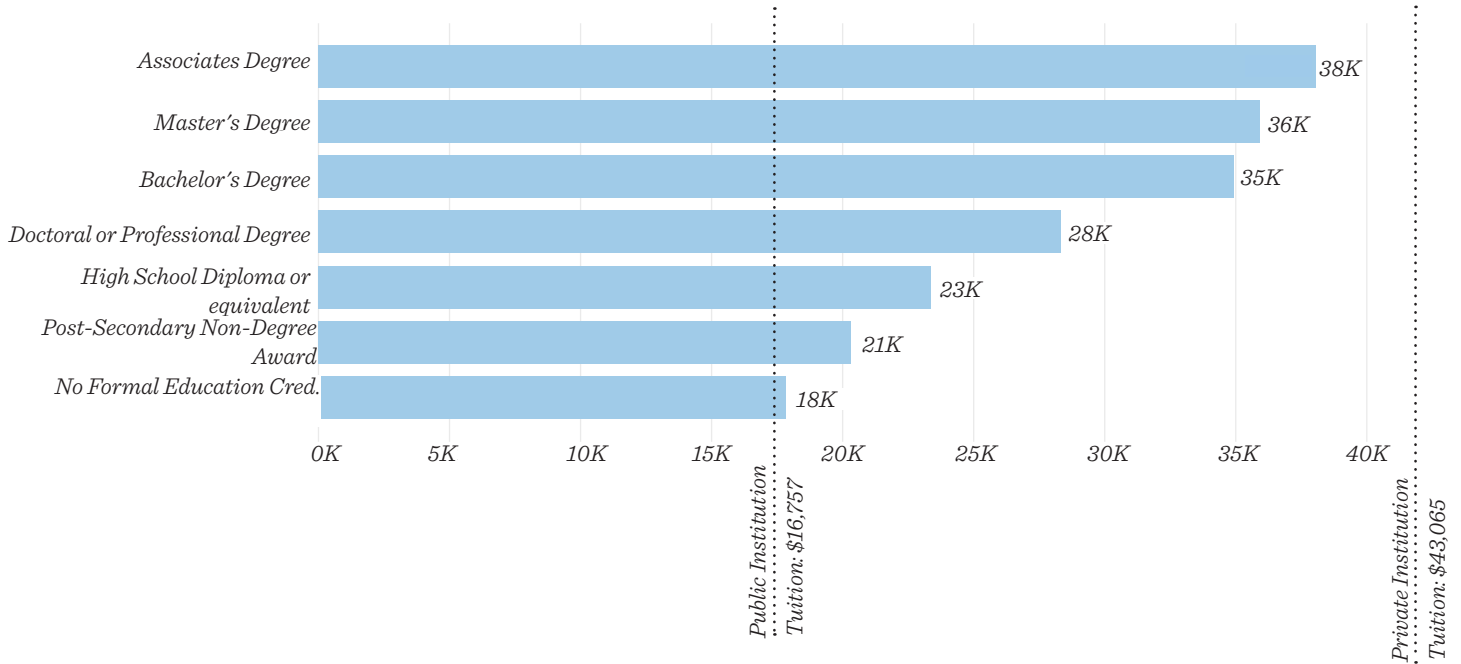


FIGURE 5.2.14 - Average of Entry and Experienced Level Wage by Education -Hospitality Cluster

Human Services

Income Analysis per Cluster

Average of Entry Level Wage by Education



Average of Experienced Level Wage by Education

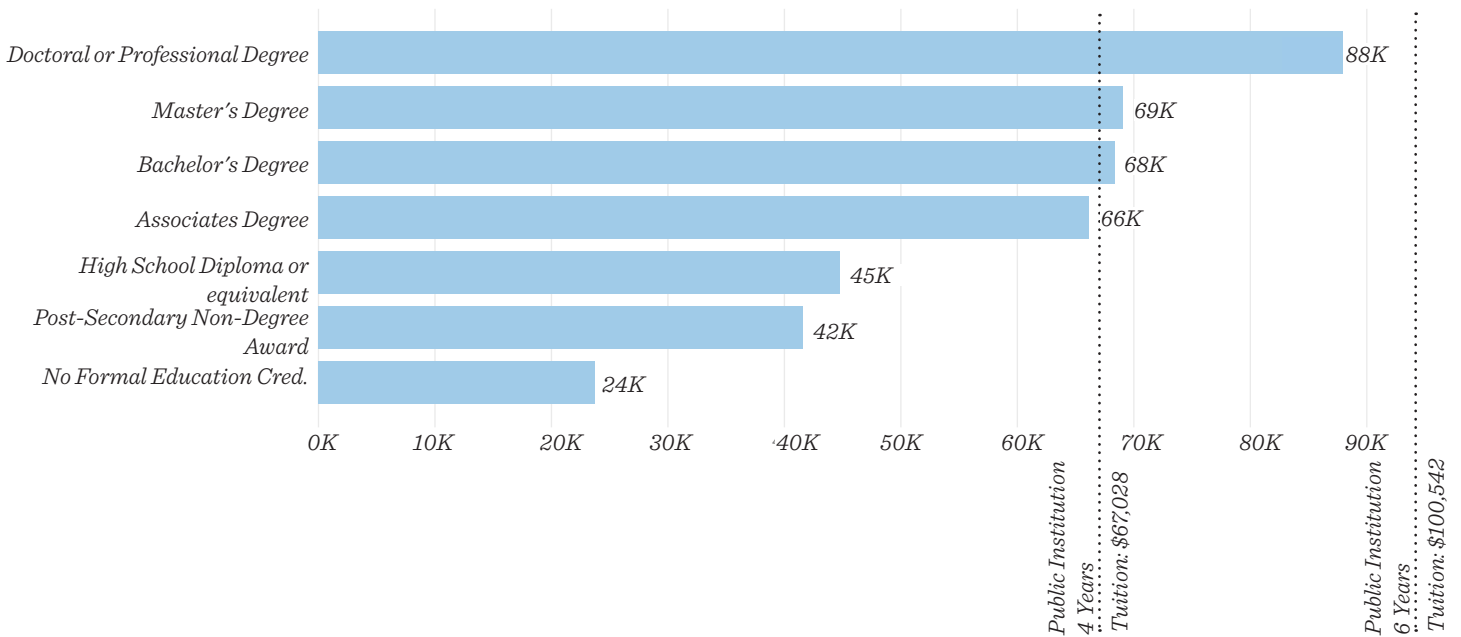
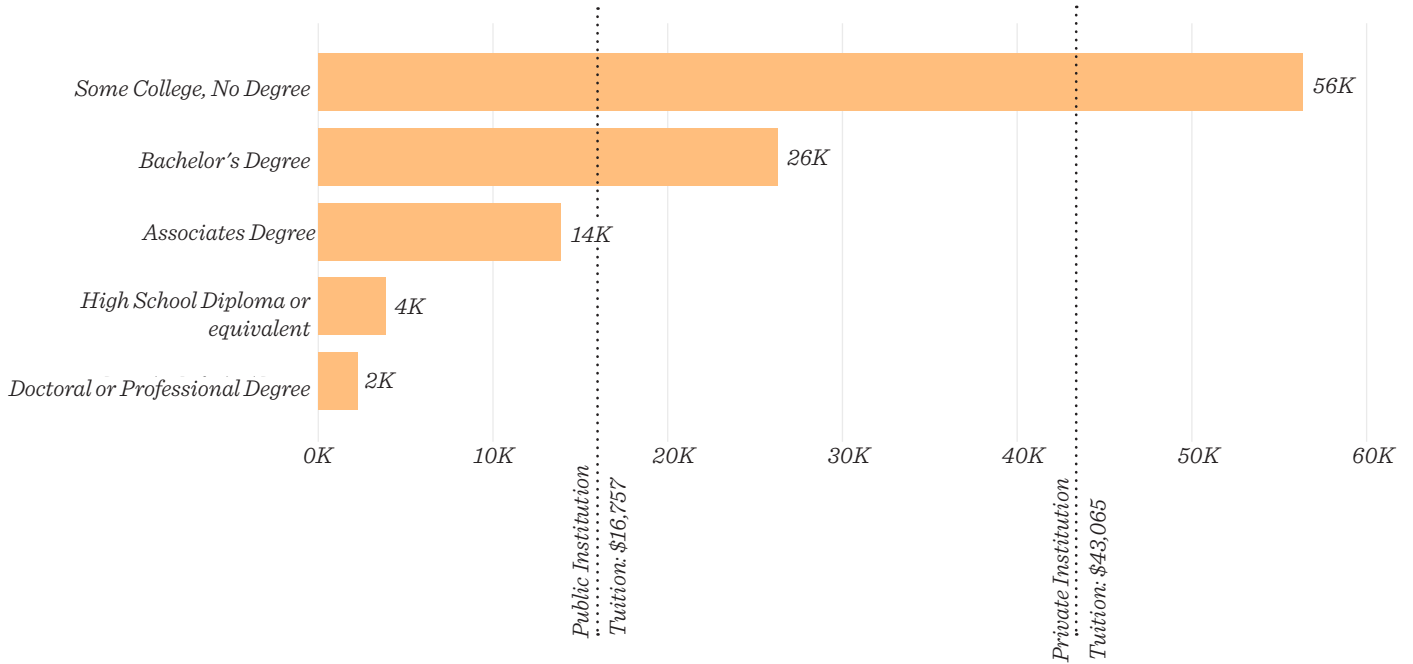


FIGURE 5.2.15 - Average of Entry and Experienced Level Wage by Education - Human Services Cluster

Information Technology

Income Analysis per Cluster

Average of Entry Level Wage by Education



Average of Experienced Level Wage by Education

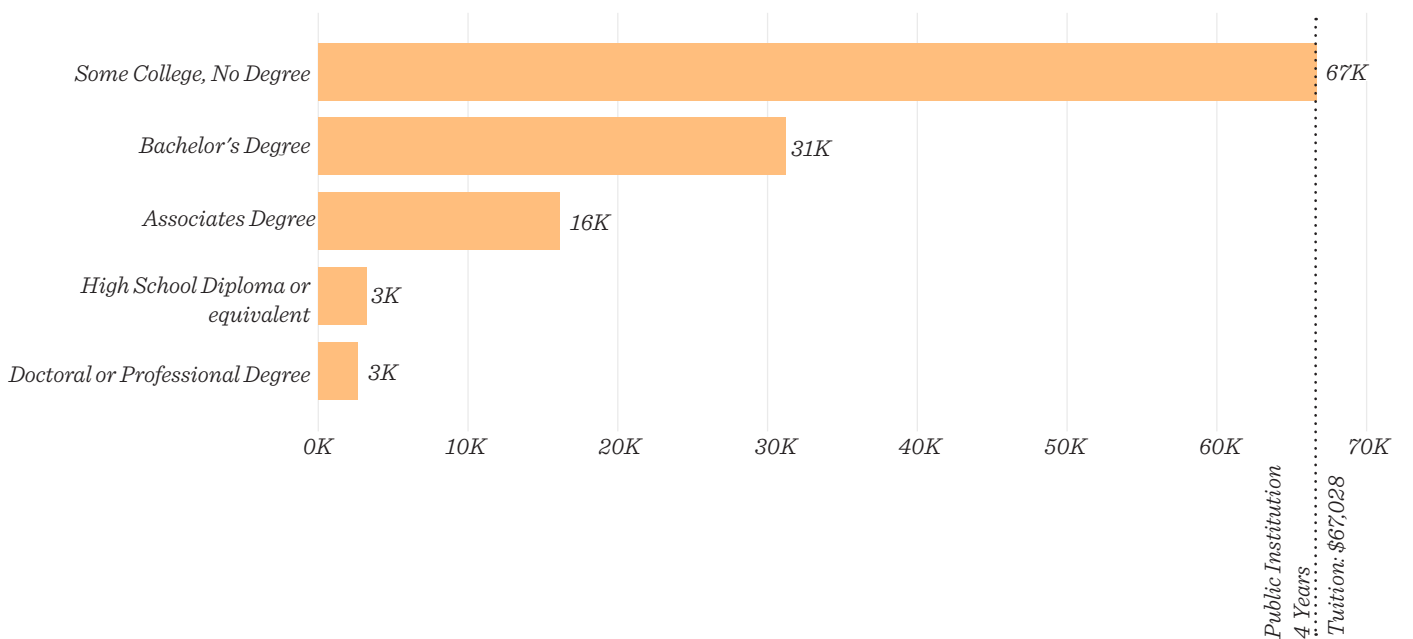
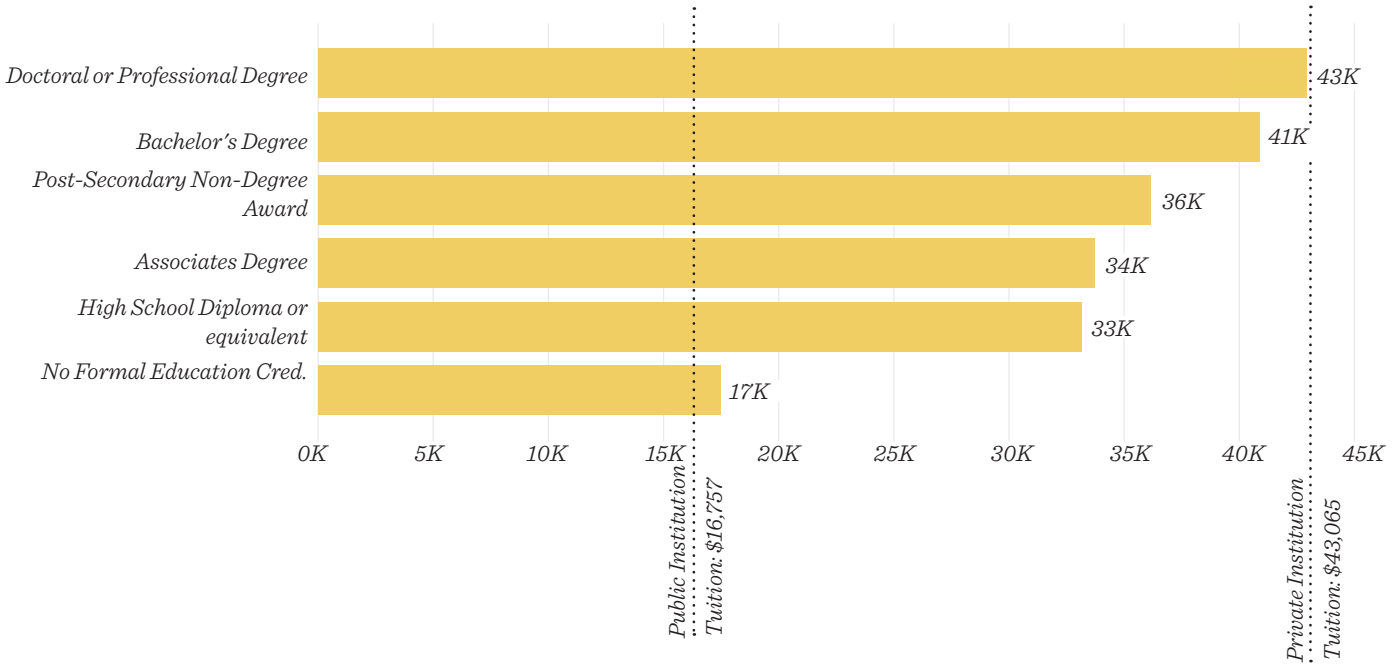


FIGURE 5.2.16 - Average of Entry and Experienced Level Wage by Education - Information Technology Cluster

Law, Public Safety, Corrections and Security

Income Analysis per Cluster

Average of Entry Level Wage by Education



Average of Experienced Level Wage by Education

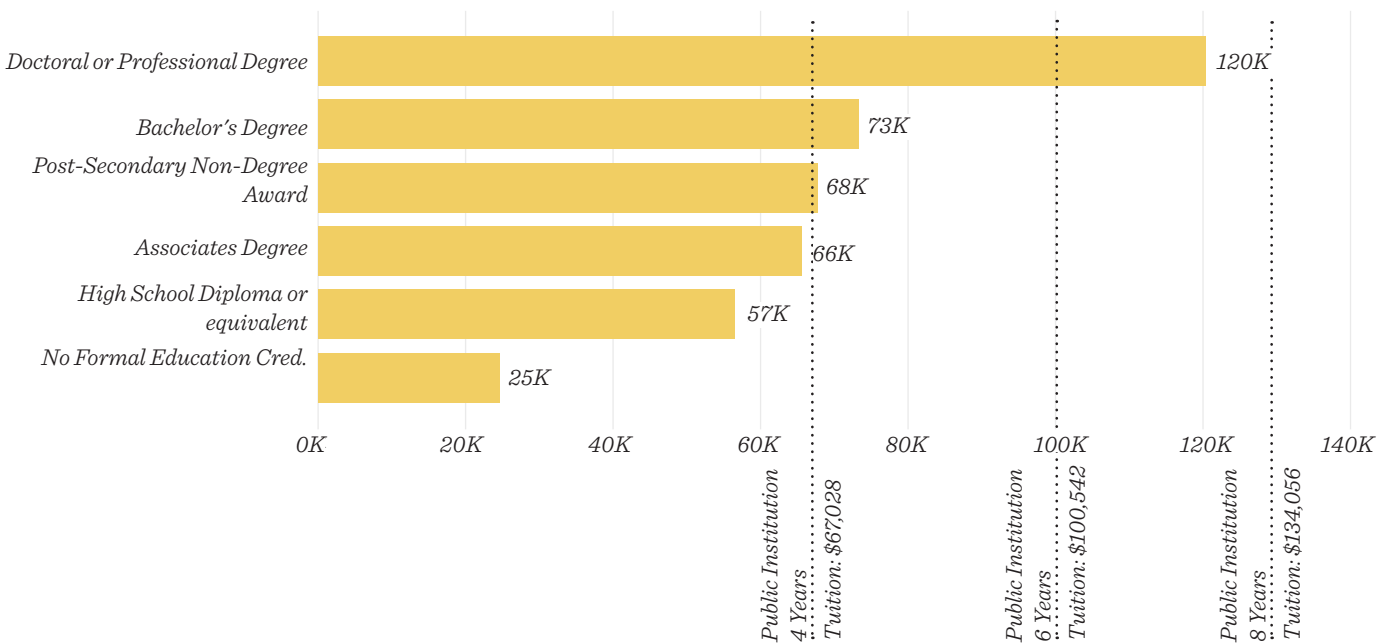
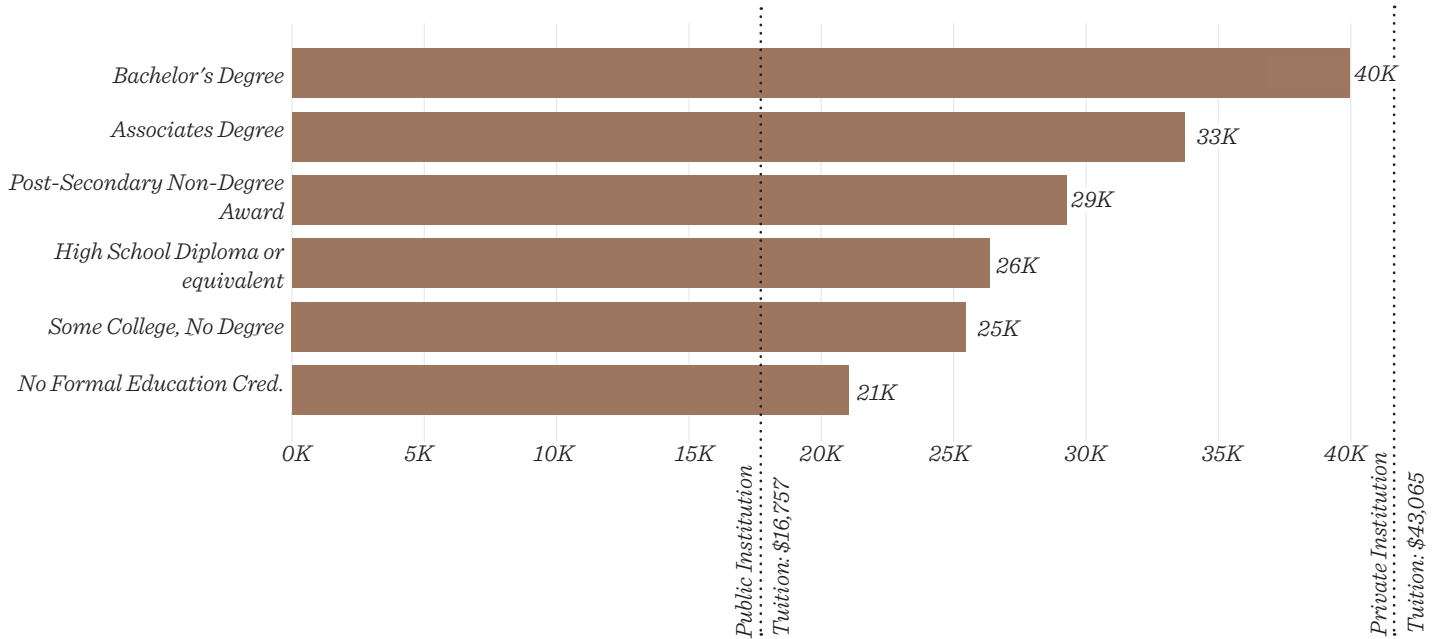


FIGURE 5.2.17 - Average of Entry and Experienced Level Wage by Education - Law Cluster

Manufacturing

Income Analysis per Cluster

Average of Entry Level Wage by Education



Average of Experienced Level Wage by Education

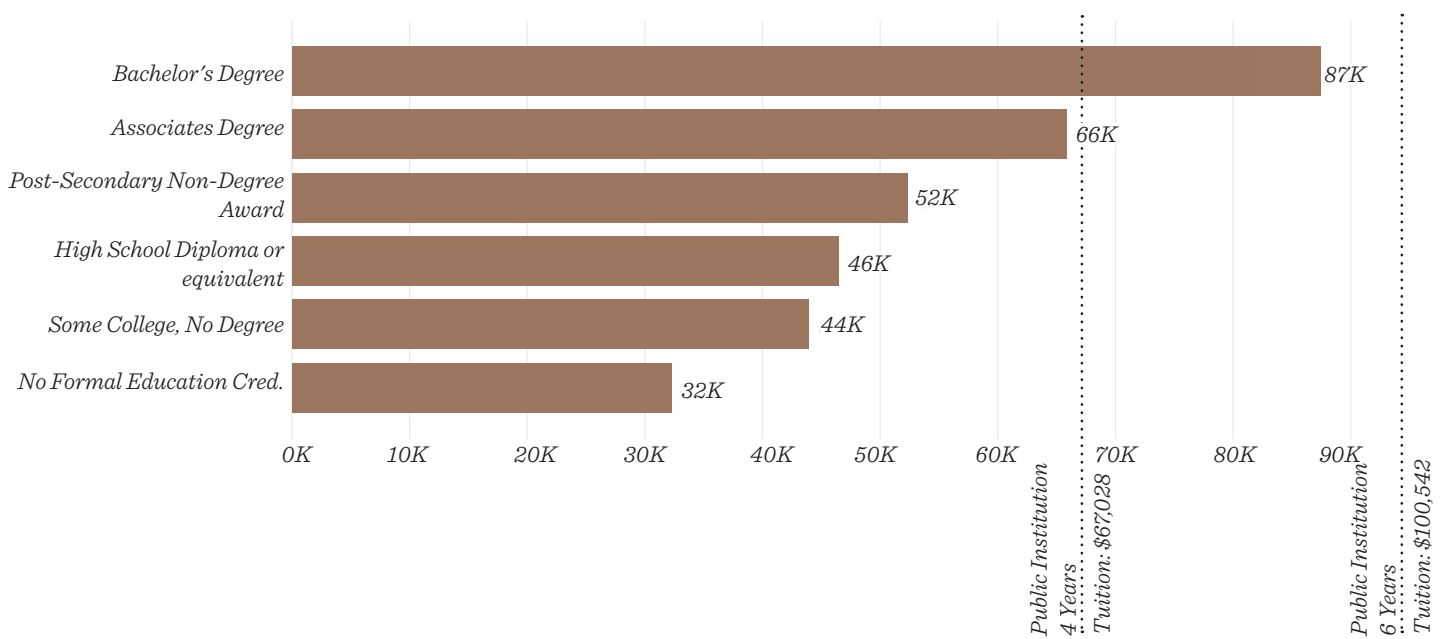
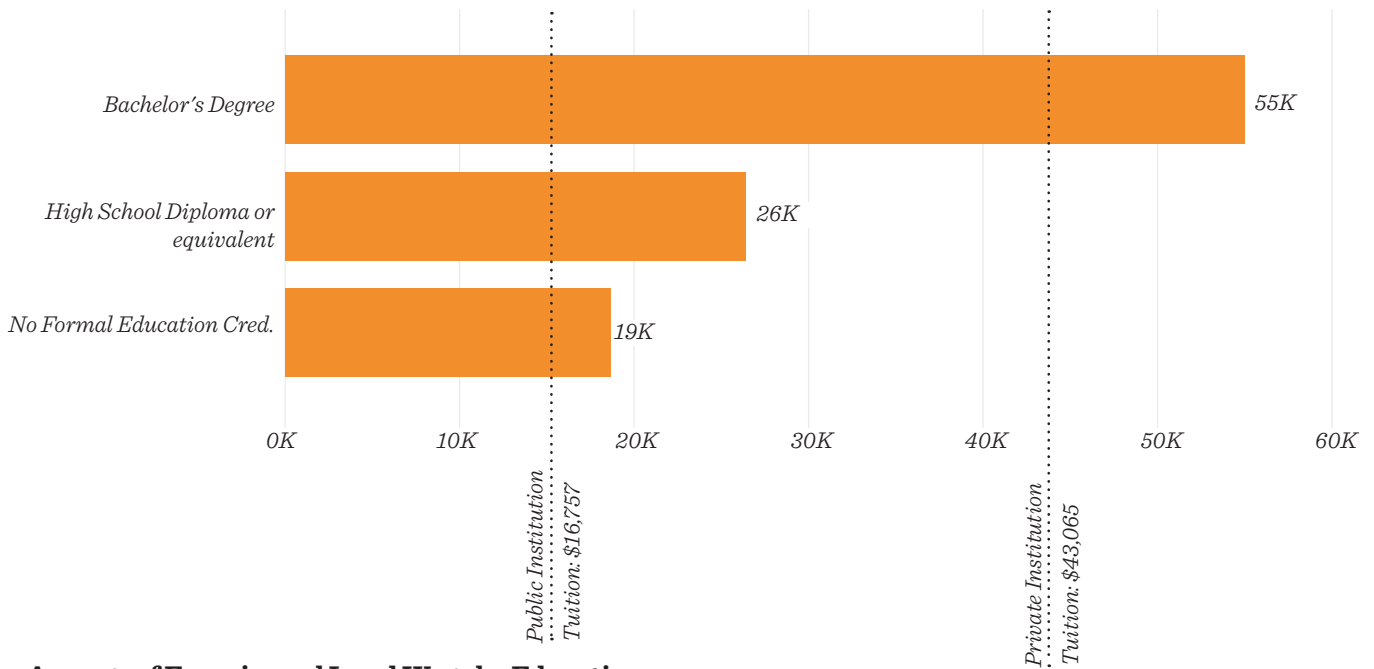


FIGURE 5.2.18 - Average of Entry and Experienced Level Wage by Education - Manufacturing Cluster

Marketing

Income Analysis per Cluster

Average of Entry Level Wage by Education



Average of Experienced Level Wage by Education

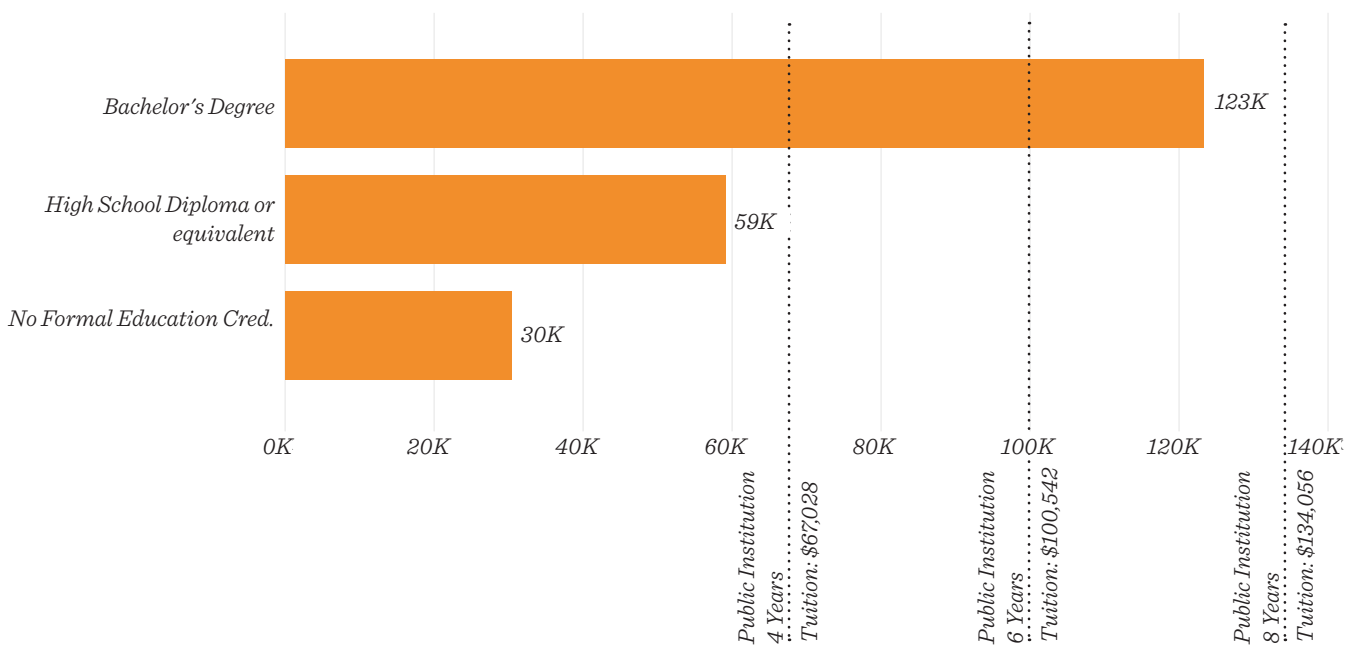
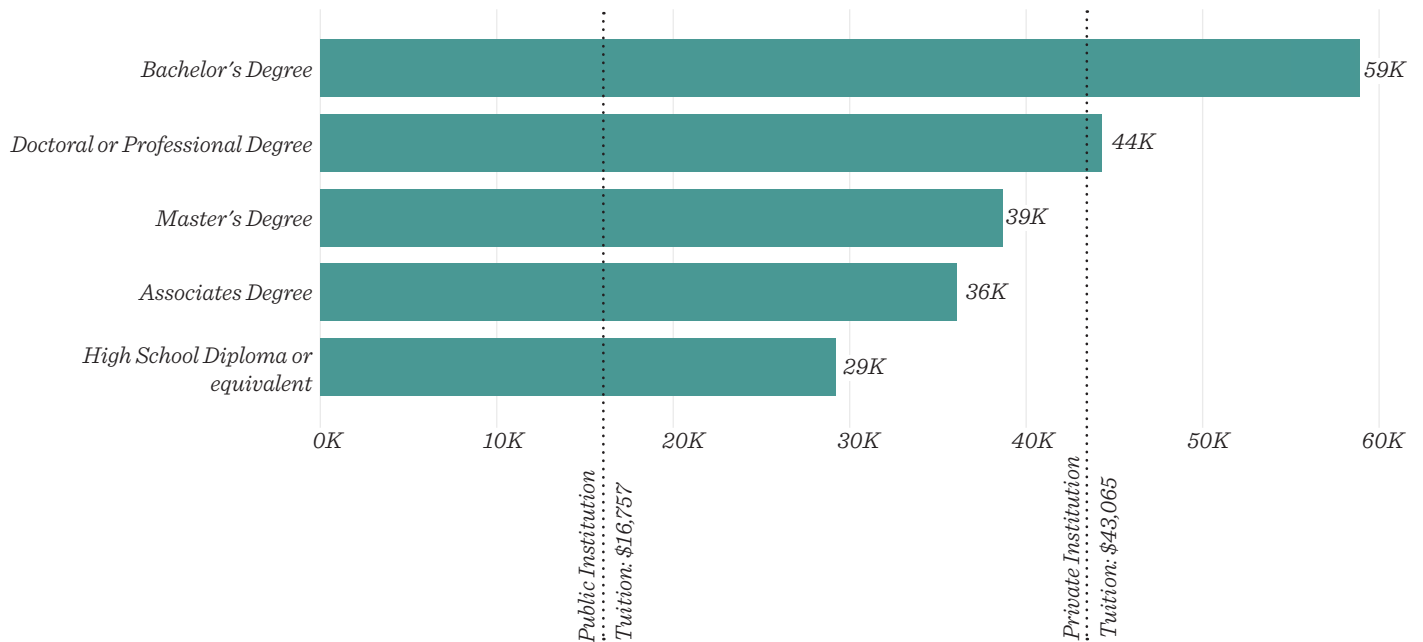


FIGURE 5.2.19 - Average of Entry and Experienced Level Wage by Education - Marketing Cluster

Science, Technology, Engineering, and Mathematics

Income Analysis per Cluster

Average of Entry Level Wage by Education



Average of Experienced Level Wage by Education

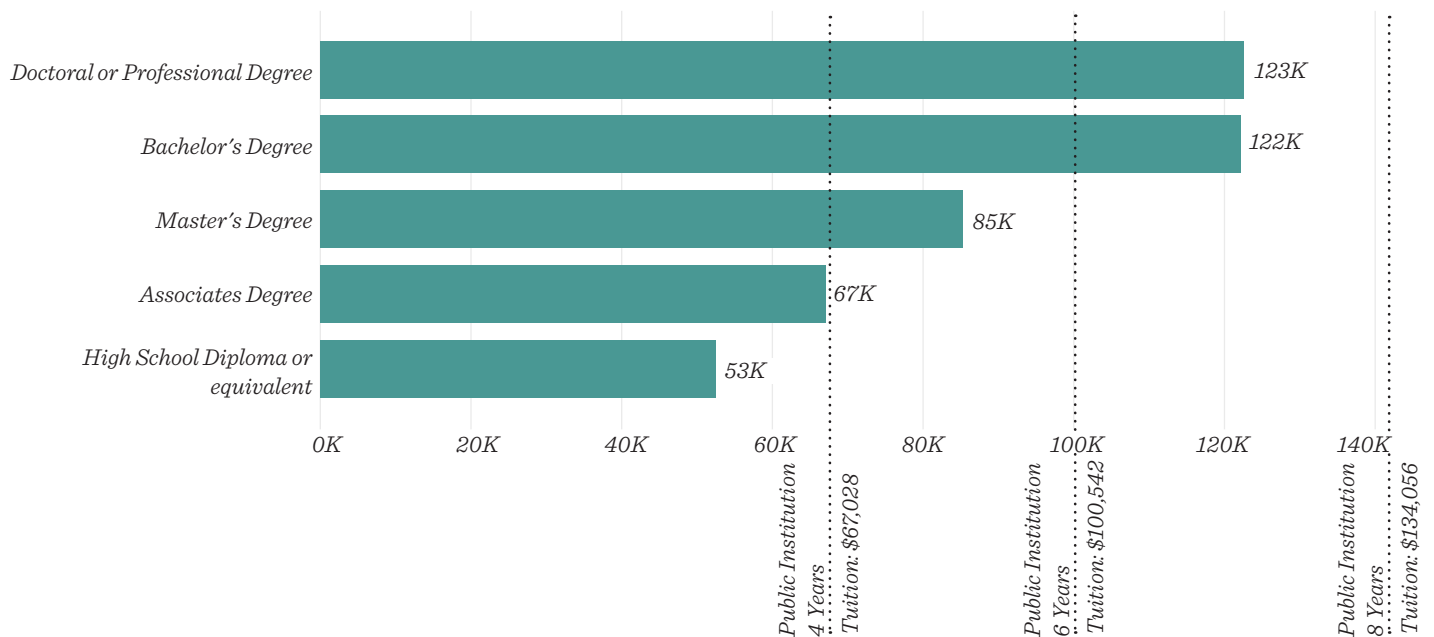
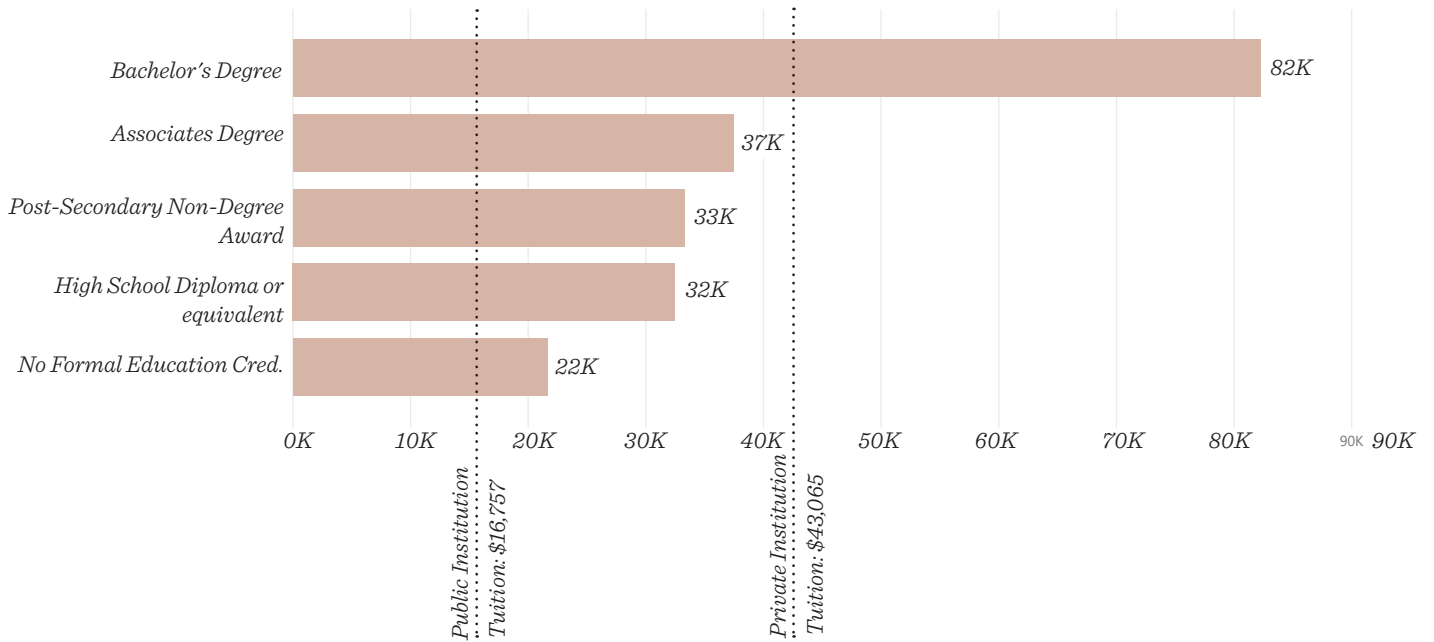


FIGURE 5.2.20 - Average of Entry and Experienced Level Wage by Education - STEM Cluster

Transportation, Distribution and Logistics

Income Analysis per Cluster

Average of Entry Level Wage by Education



Average of Experienced Level Wage by Education

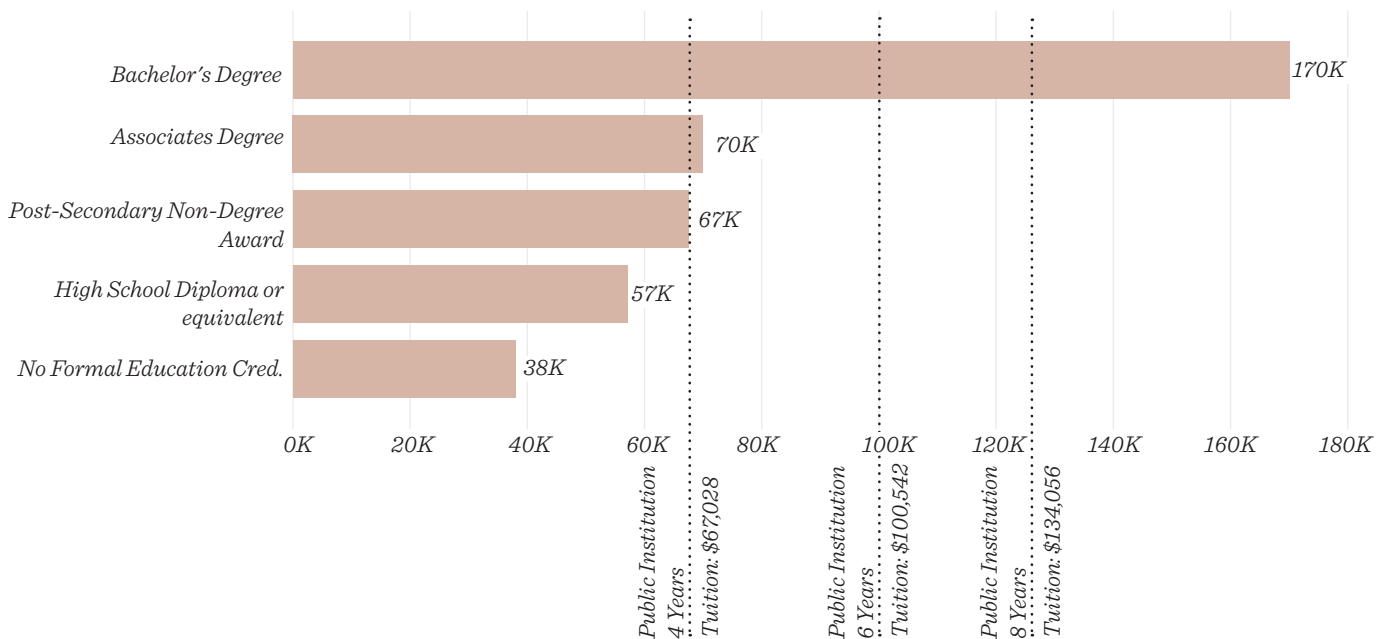
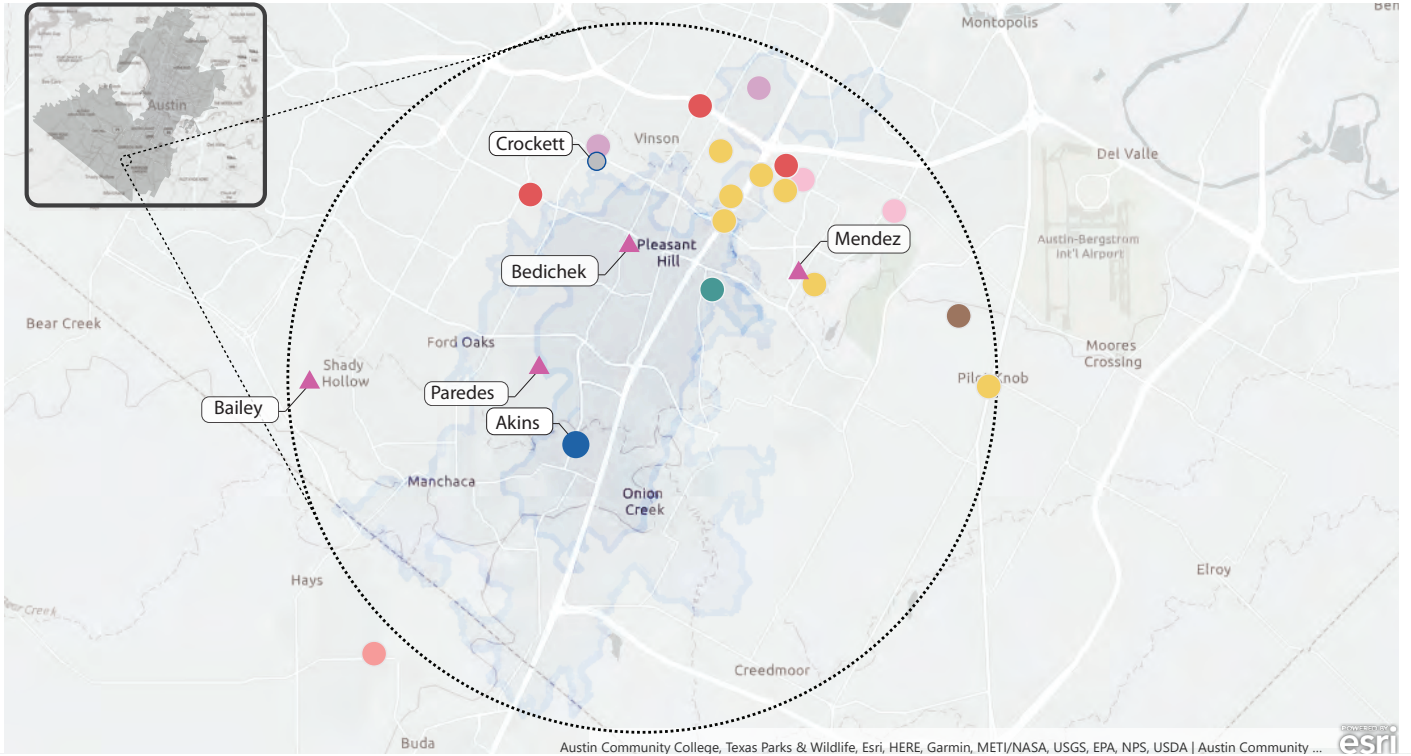


FIGURE 5.2.21 - Average of Entry and Experienced Level Wage by Education - Transportation Cluster

Partnership Maps^{5.10}



Akins High School CTE Partners

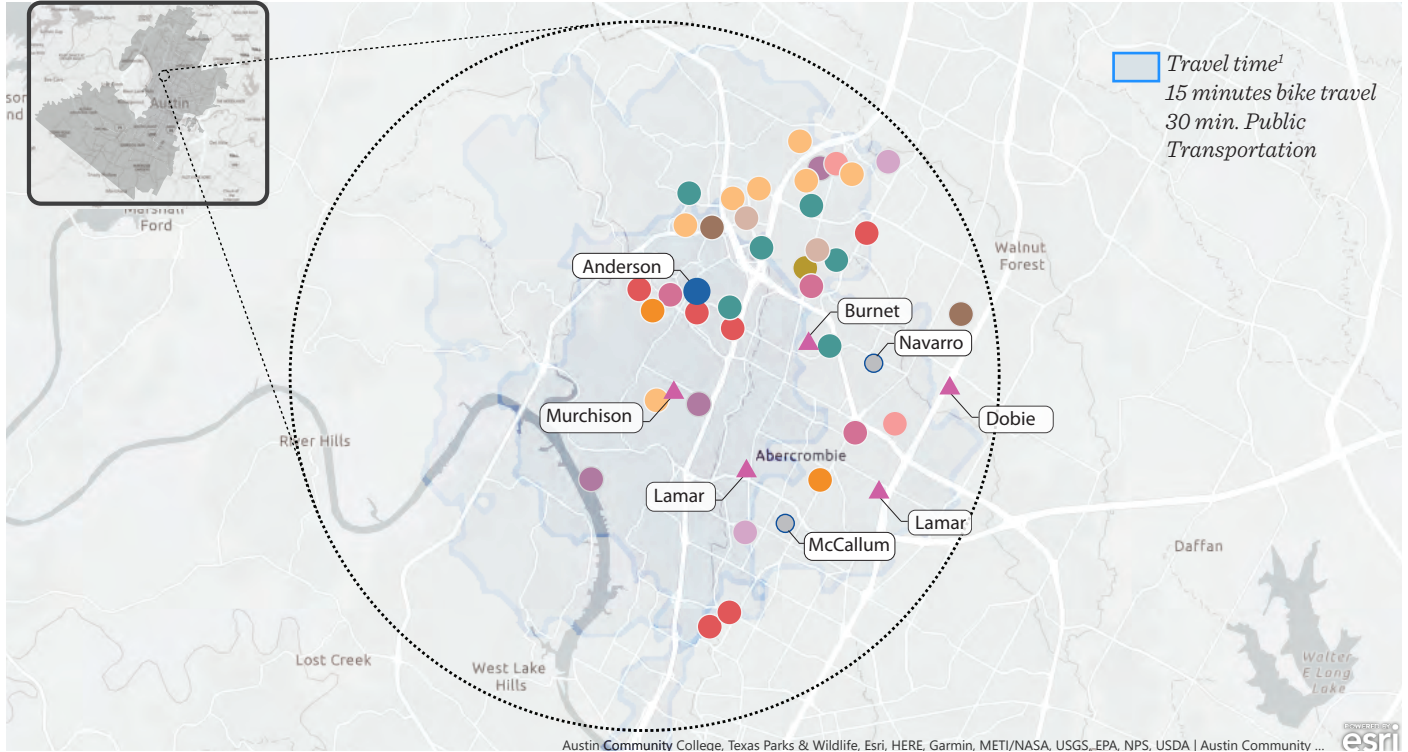


Partnership Count per Cluster



New Caney Ag Science Center, New Caney ISD - Stantec

Partnership Maps^{5.10}



Anderson High School CTE Partners

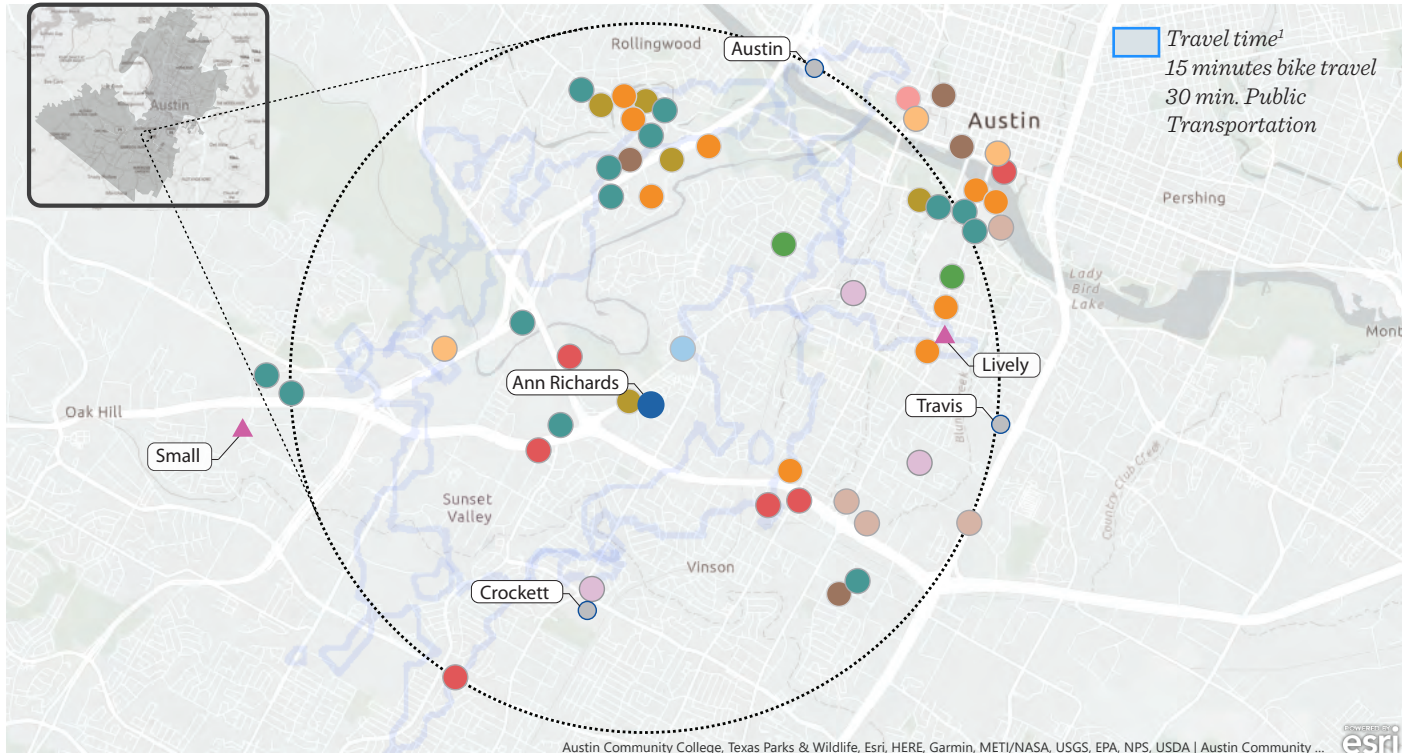


Partnership Count per Cluster



Miller Career and Technology Center - Stantec

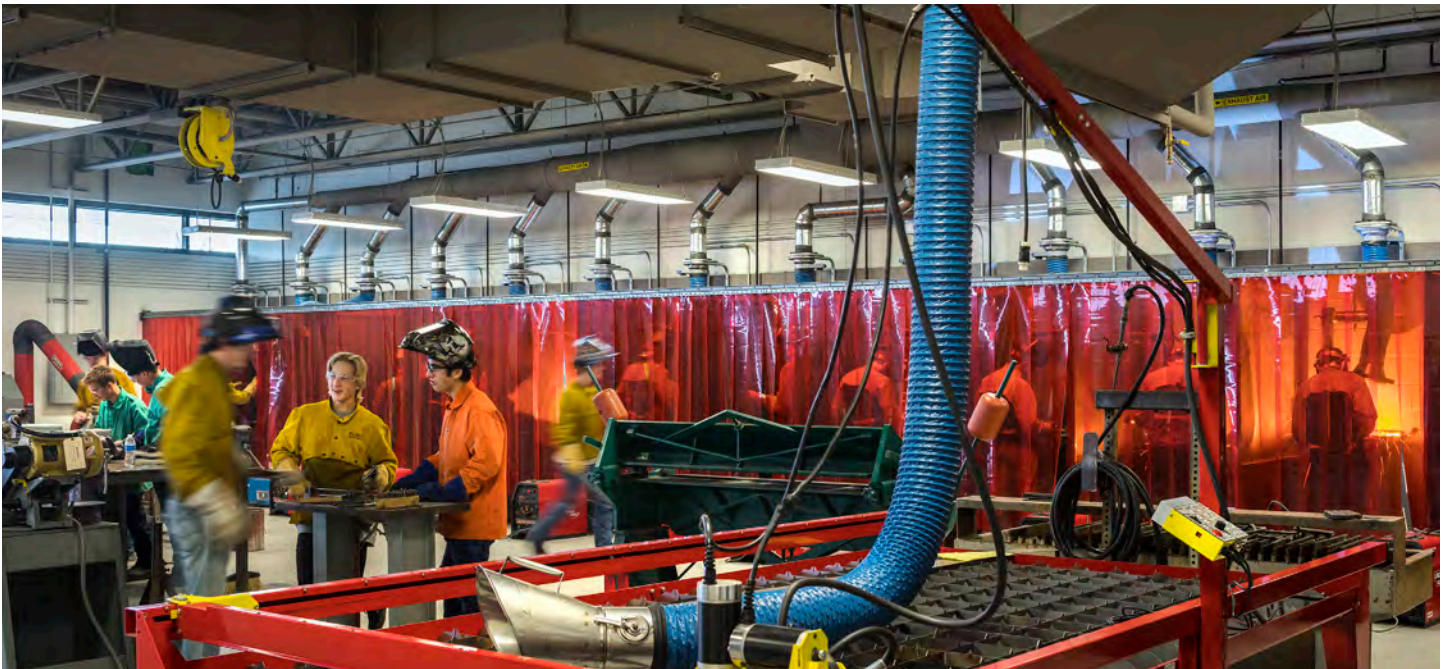
Partnership Maps^{5.10}



Ann Richards School for Young Women Leaders CTE Partners

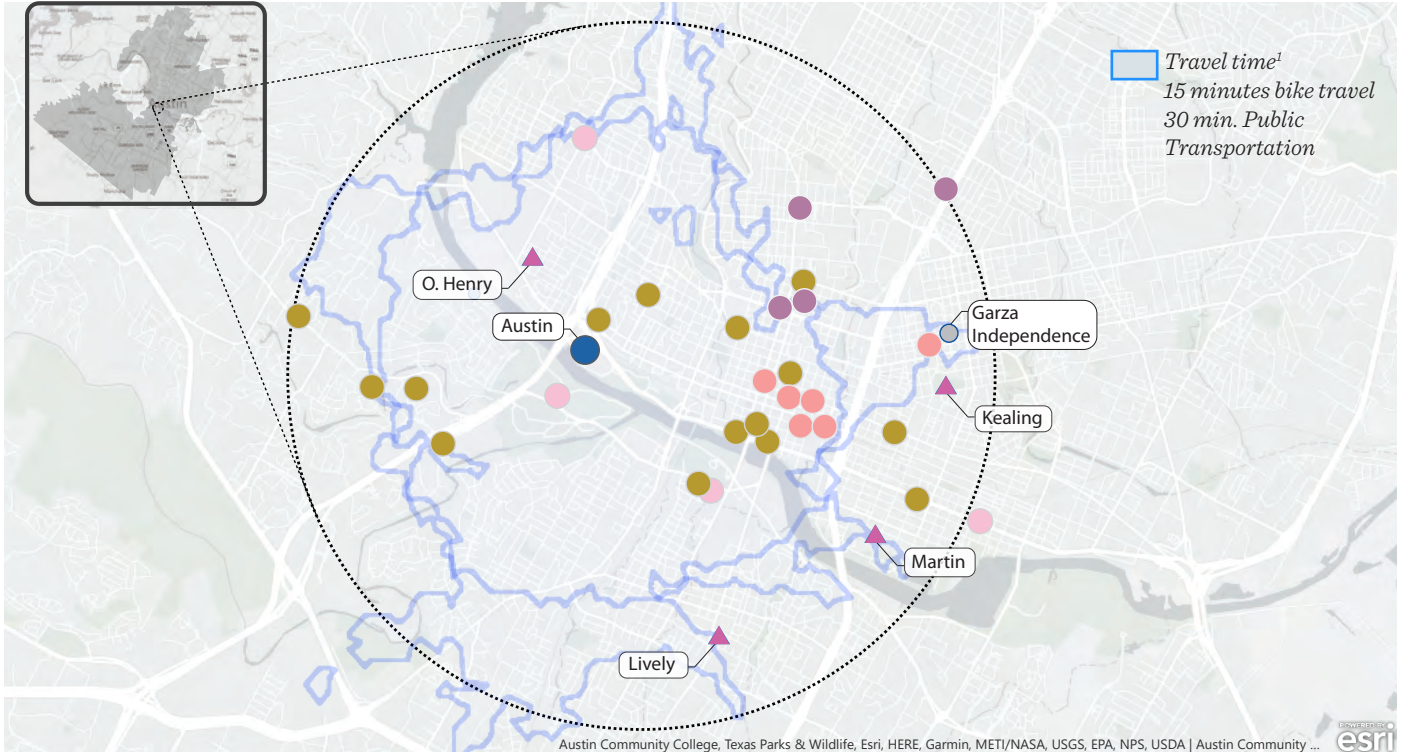


Partnership Count per Cluster

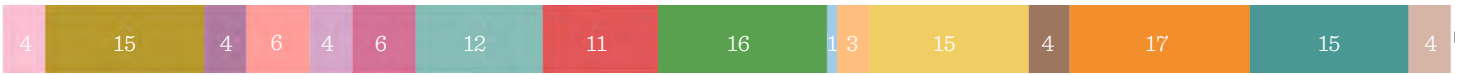


Genesee Career Institute, Genesee ISD, Stantec

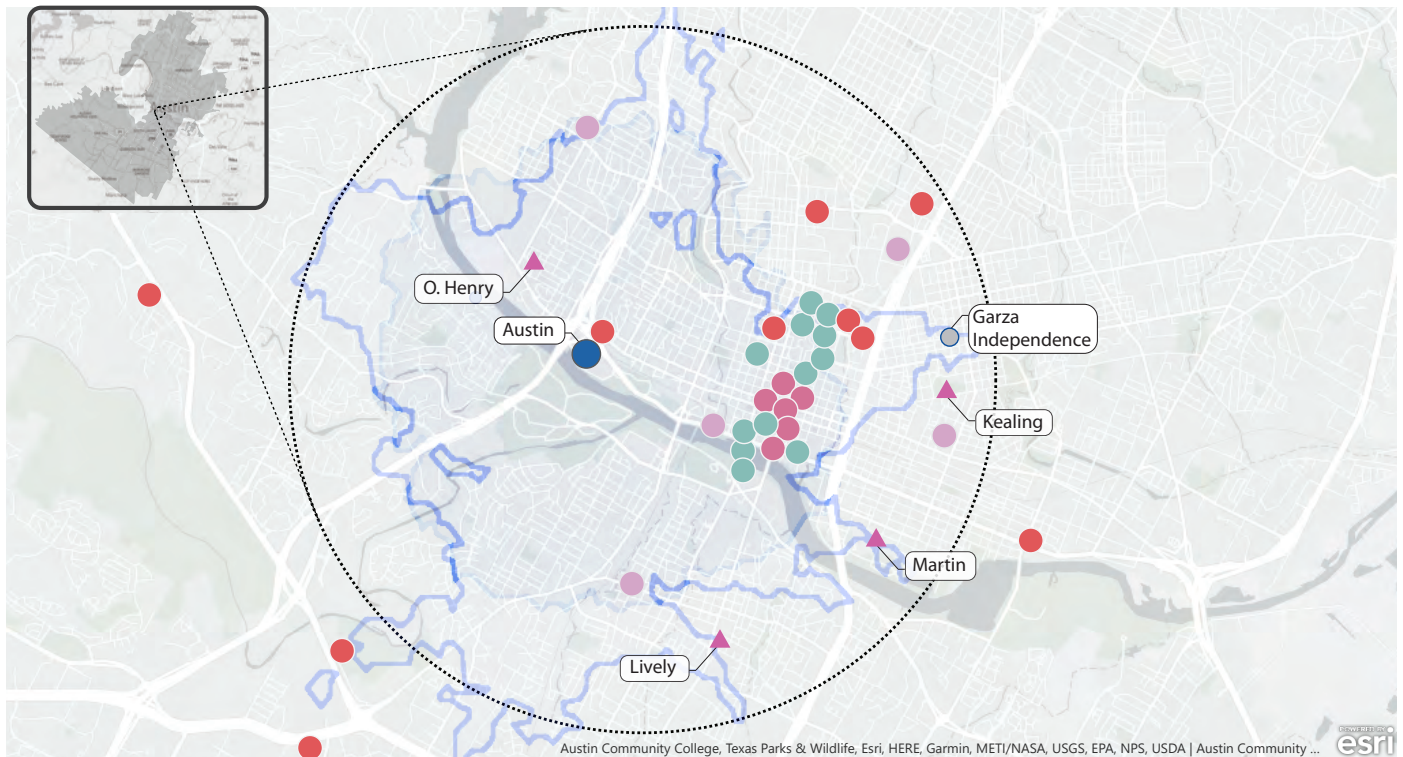
Partnership Maps^{5.10}



Austin High School CTE Partners Clusters 1-4

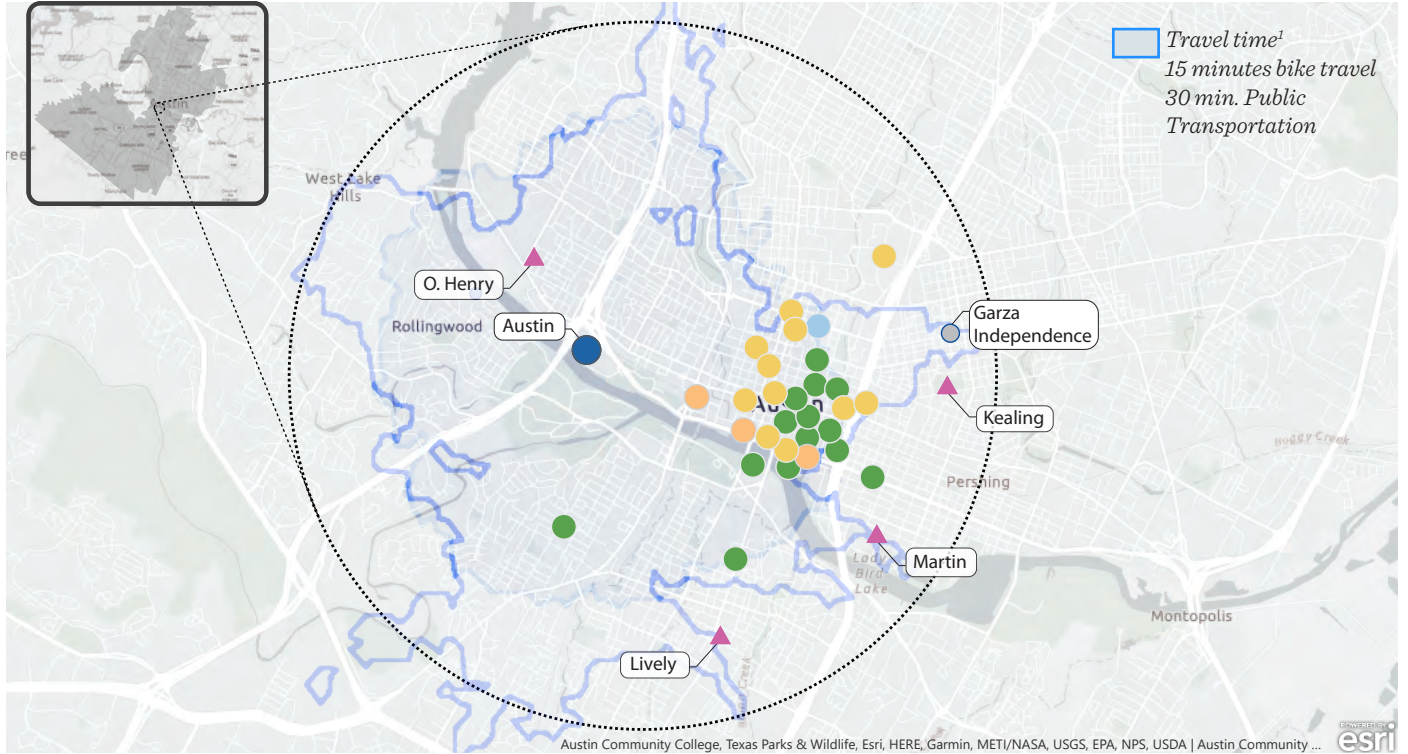


Partnership Count per Cluster

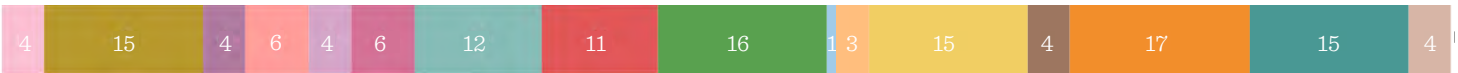


Austin High School CTE Partners Clusters 5-8

Partnership Maps^{5.10}



Austin High School CTE Partners Clusters 9-12

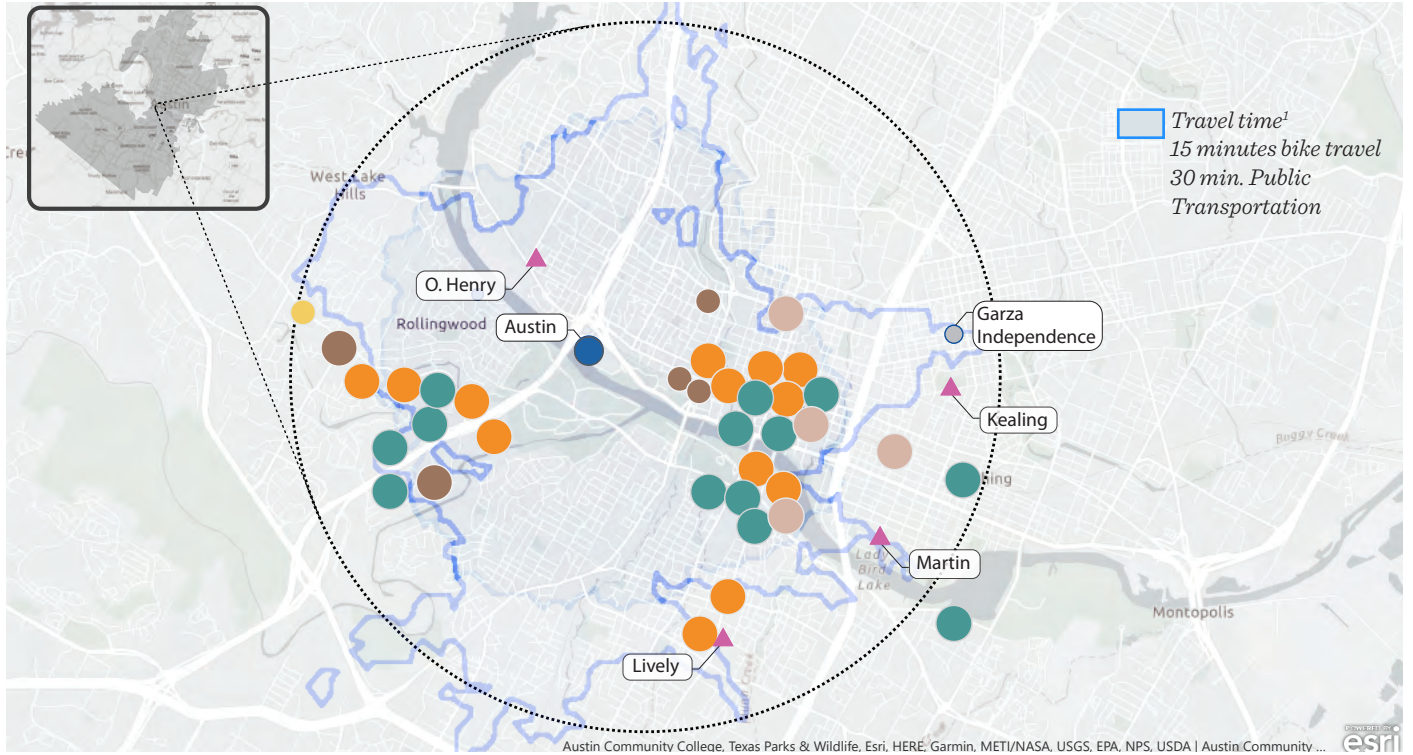


Partnership Count per Cluster



Lewisville Career and Technical Education - Stantec

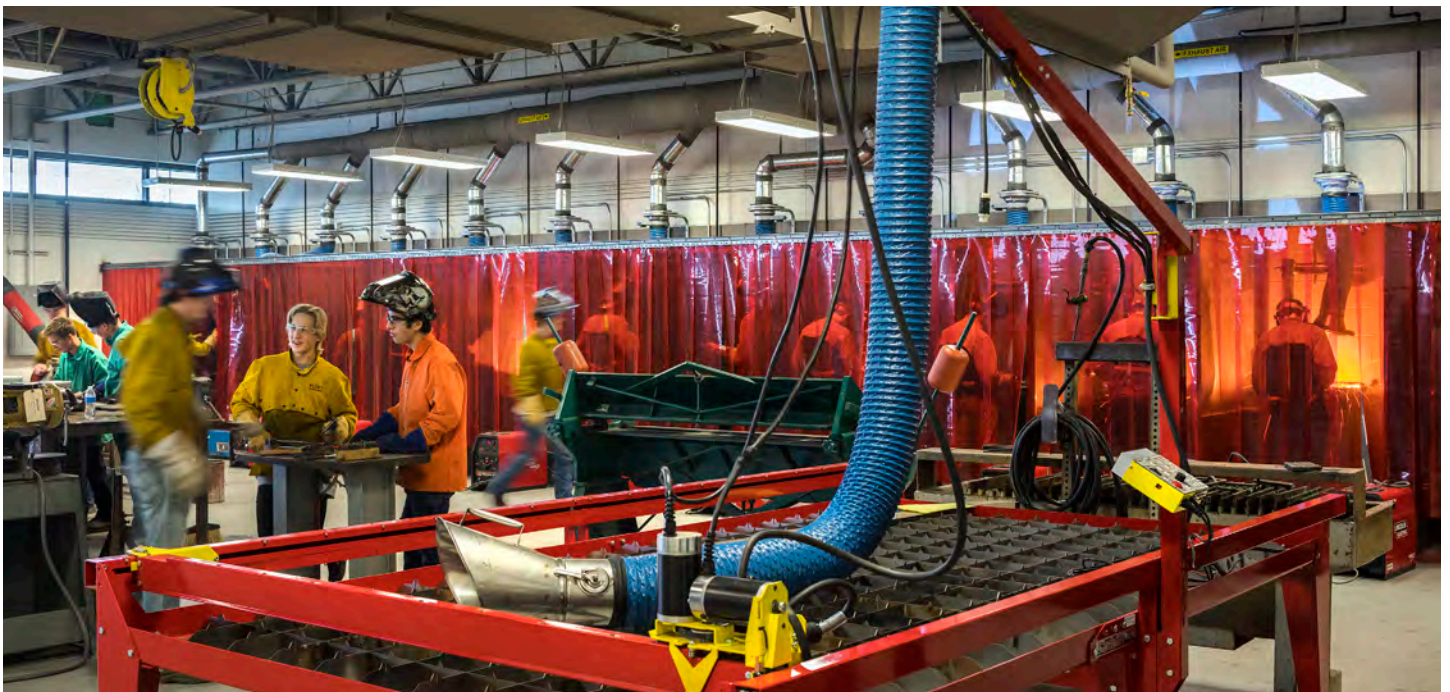
Partnership Maps^{5.10}



Austin High School CTE Partners Clusters 13-16

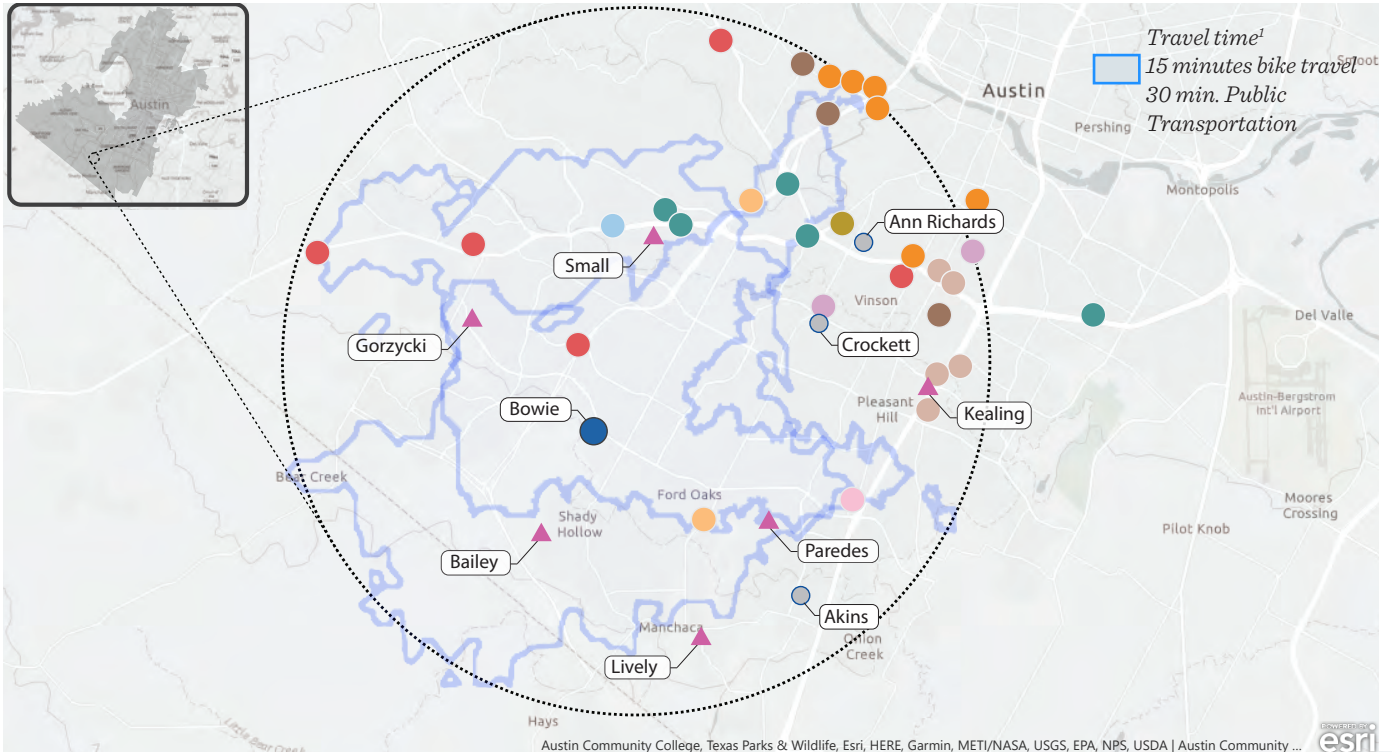


Partnership Count per Cluster



Genessee Career Institute, Genessee ISD, Stantec

Partnership Maps^{5.10}



Bowie High School CTE Partners

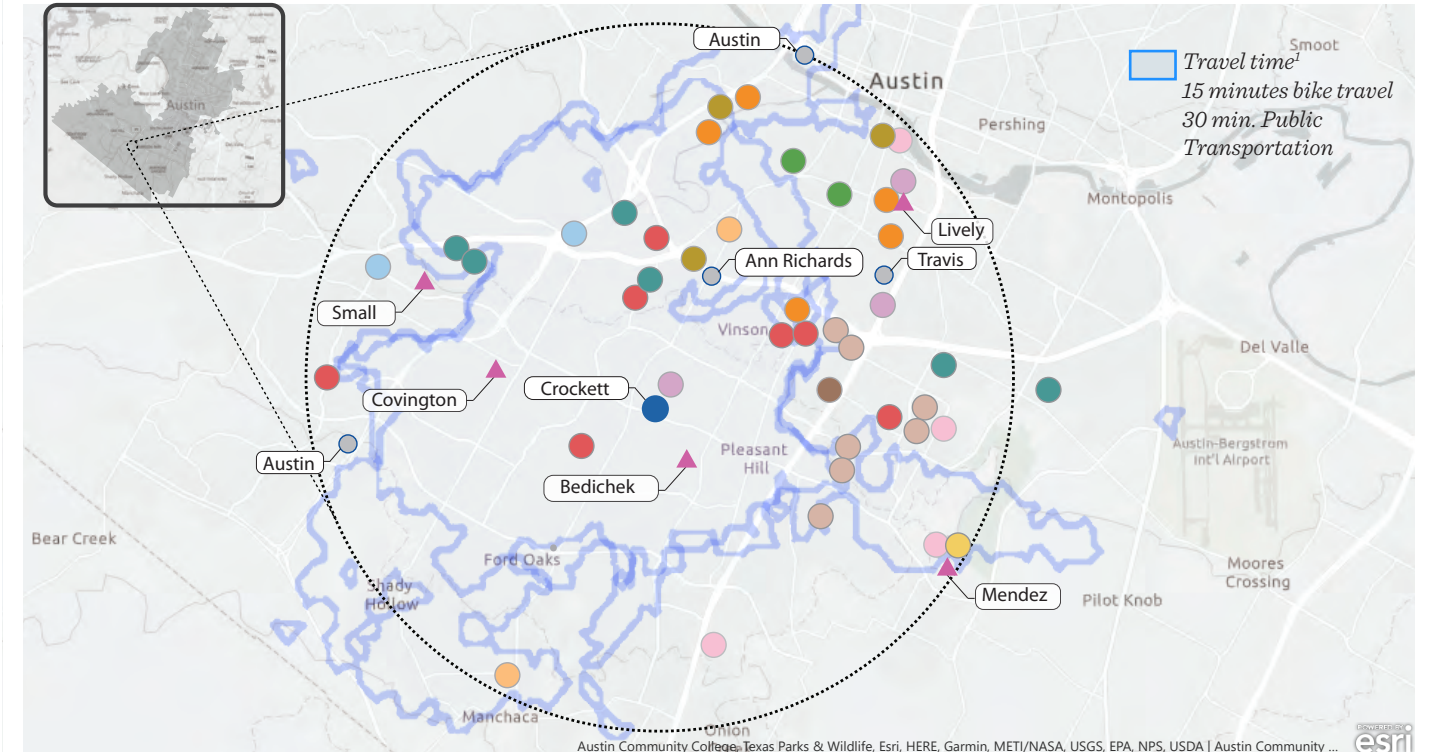


Partnership Count per Cluster



Lewisville Career and Technical Education - Stantec

Partnership Maps^{5.10}



Crockett Early College High School CTE Partners

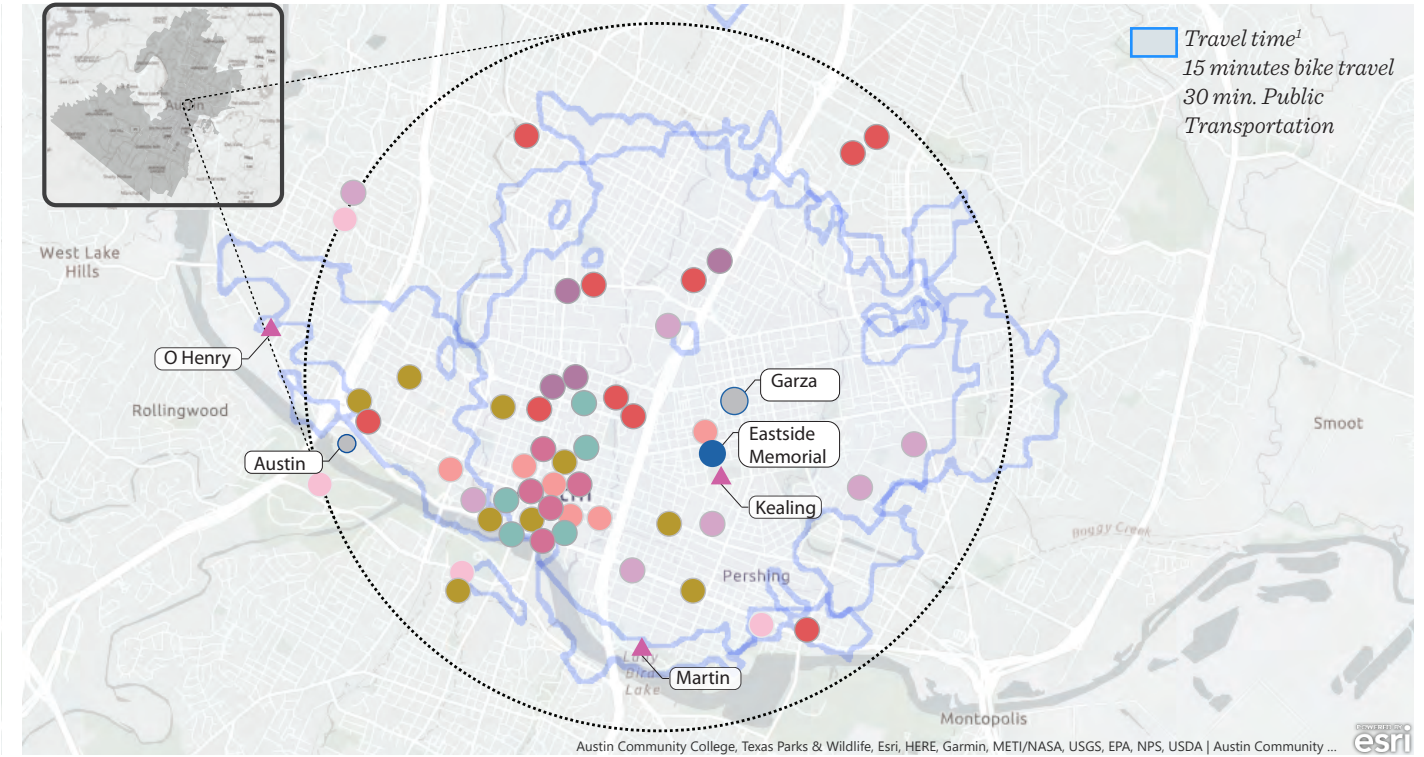


Partnership Count



Lewisville Career and Technical Education- Stantec

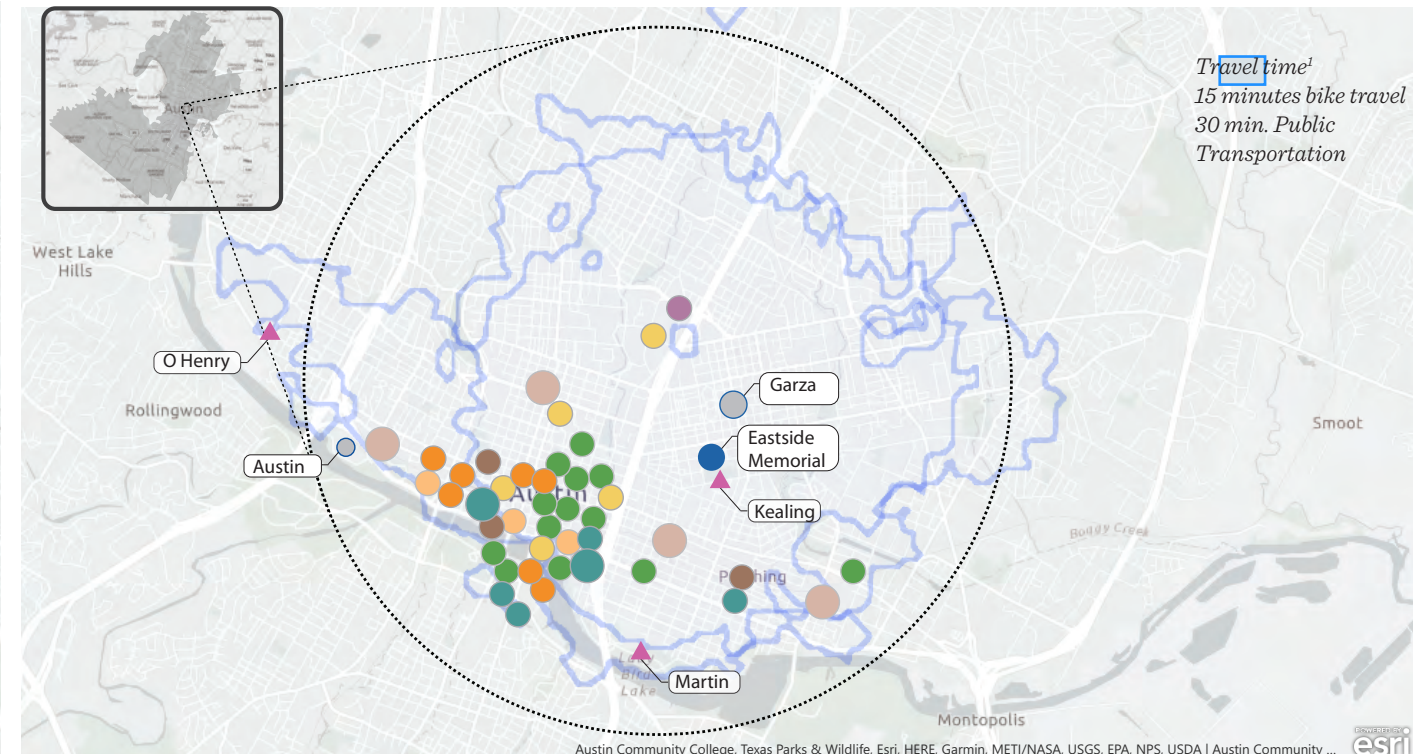
Partnership Maps^{5.10}



Eastside Memorial CTE Partners 9-16

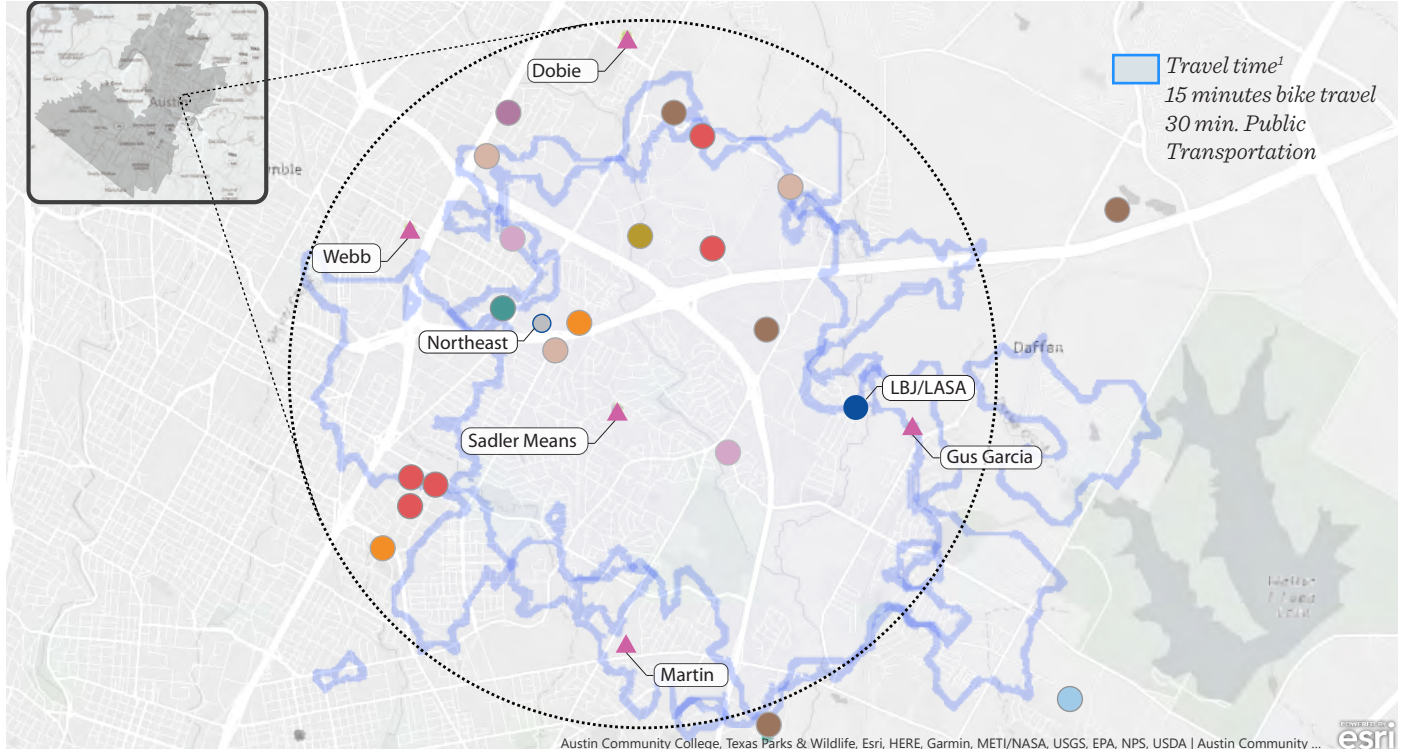


Partnership Count per Cluster



Eastside Memorial CTE Partners 9-16

Partnership Maps^{5.10}



LBJ Early College High School/ LASA CTE Partners

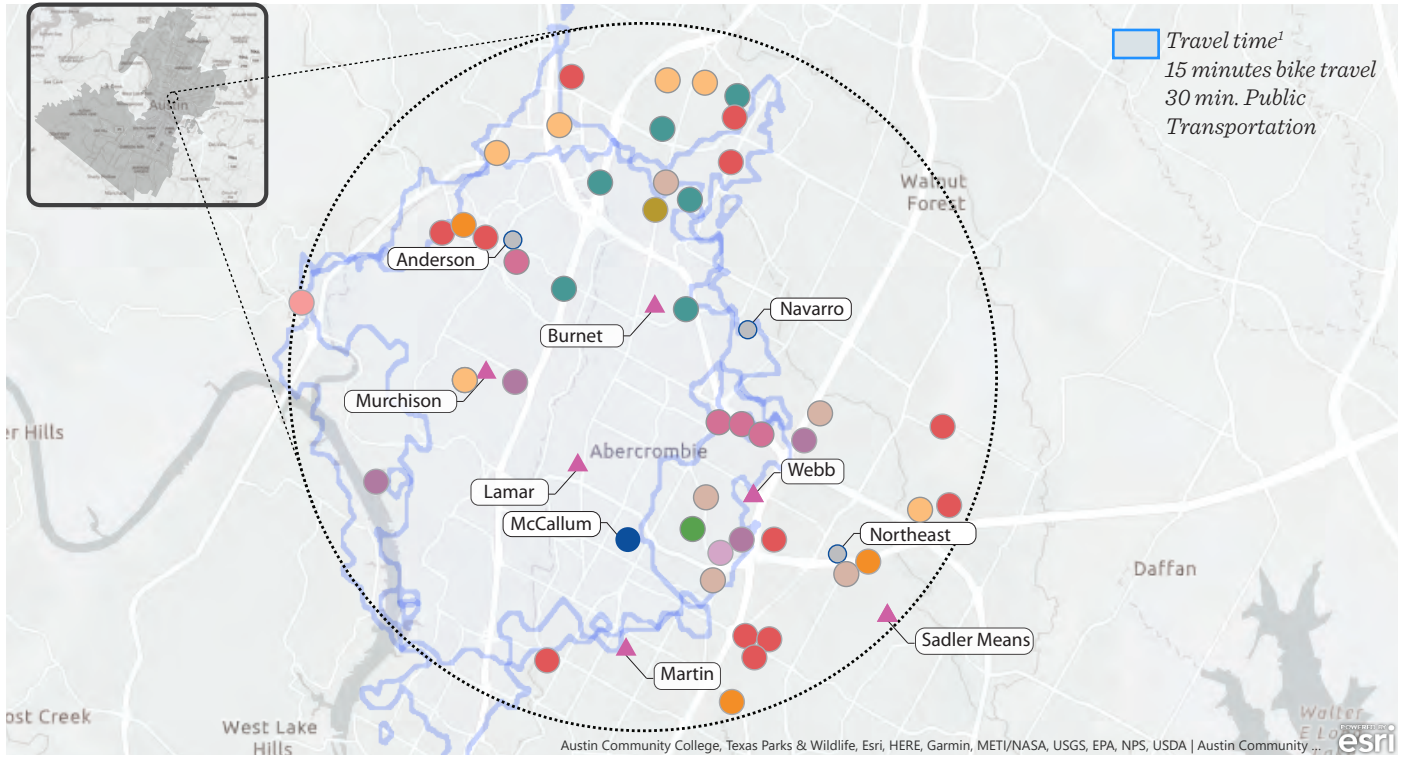


Partnership Count per Cluster



Frisco Career and Technical Education, Frisco ISD, Stantec

Partnership Maps^{5.10}

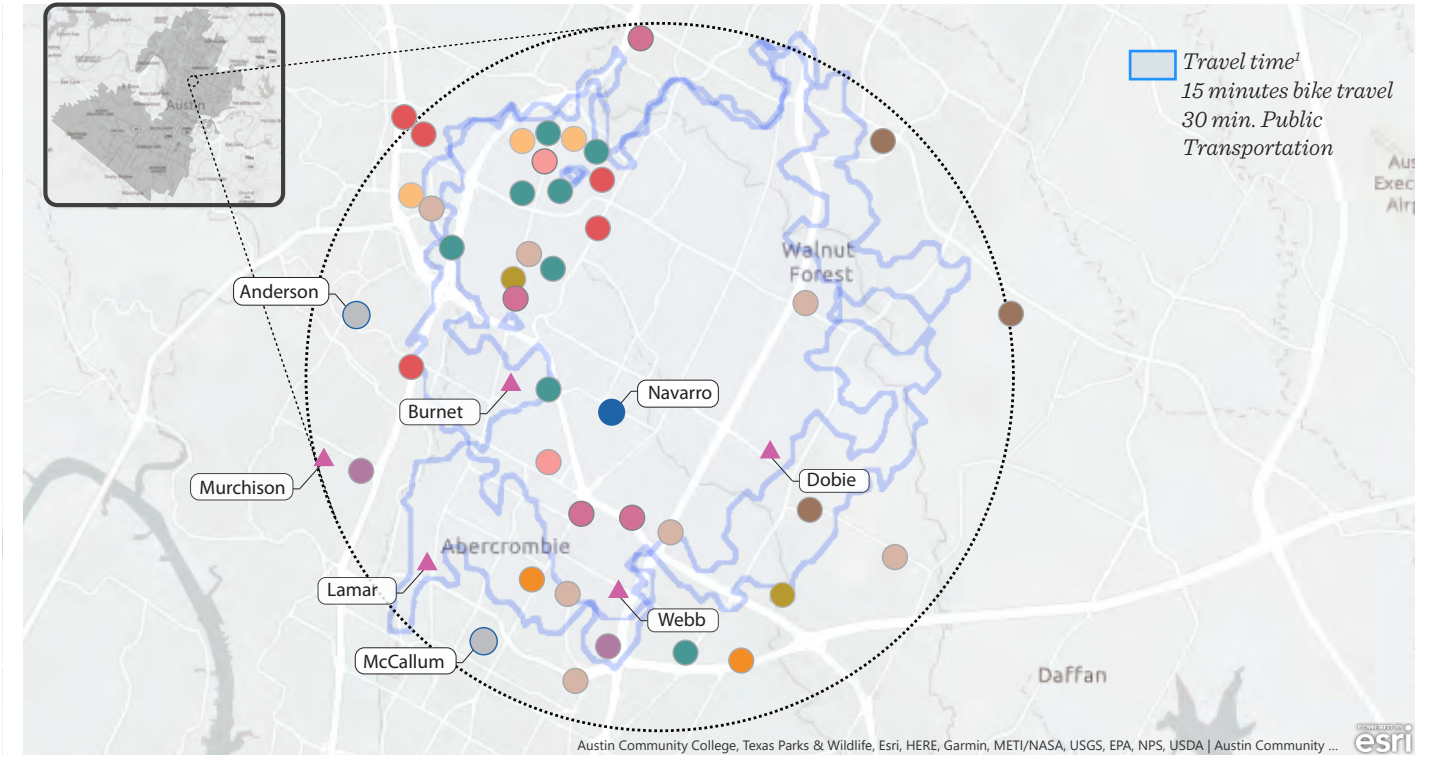


McCallum High School CTE Partners

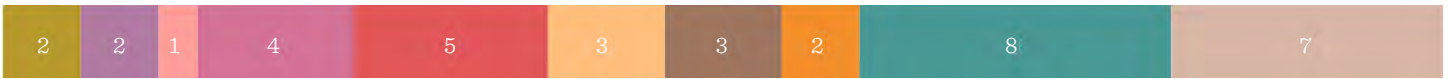


Partnership Count per Cluster

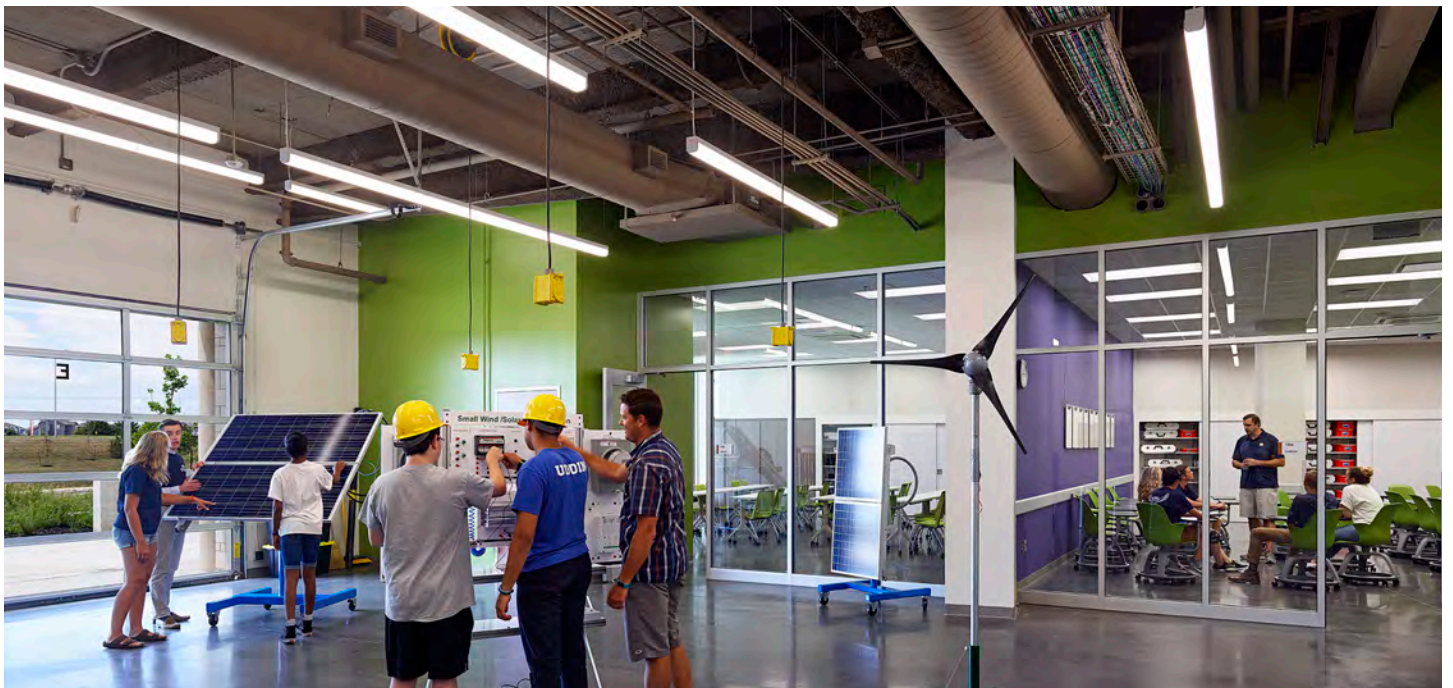
Partnership Maps^{5.10}



Navarro Early College High School CTE Partners

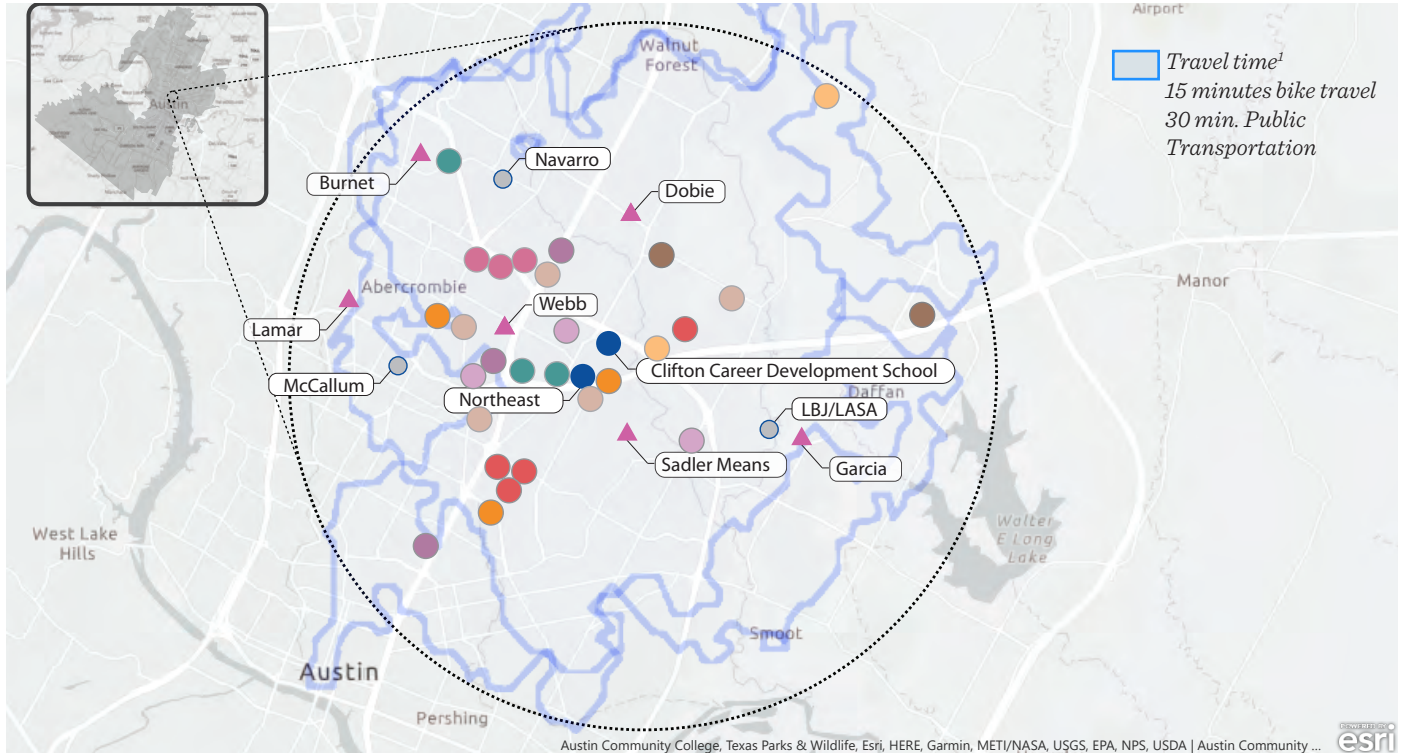


Partnership Counts per Cluster



Olathe West High School, Olathe Public Schools - Stantec

Partnership Maps^{5.10}



Northeast Early College High School/ Clifton Career Development School CTE Partners

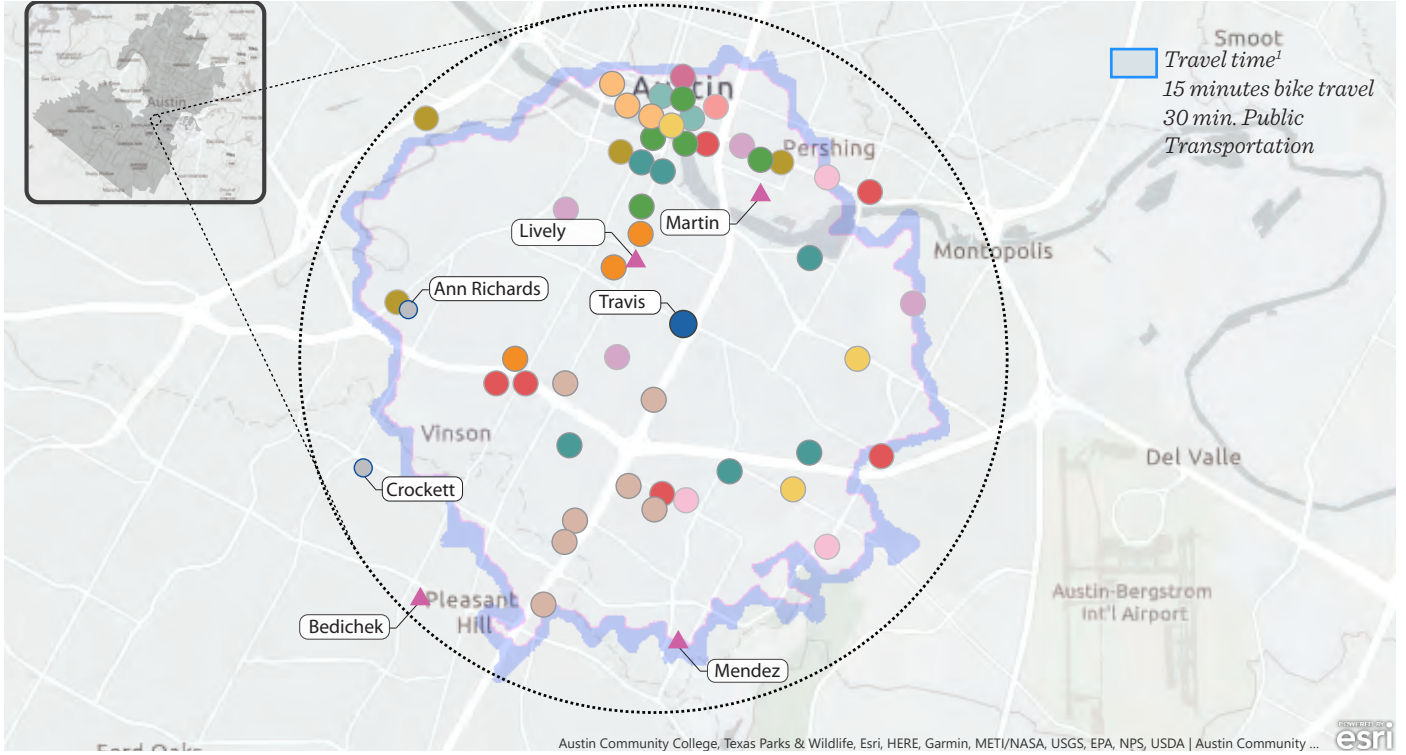


Partnership Count



Sterling Aviation ECHS, Houston ISD, Stantec

Partnership Maps 5.10



Travis Early College High School CTE Partners



Partnership Count per Cluster

Executive Advisory Board Structure

<i>AISD Board of Education</i>
<i>AISD Administration</i>
<i>Potential EAB Members</i>
<p>Mayor</p> <p>AISD Board President</p> <p>AISD Superintendent of Schools</p> <p>Austin Chamber of Commerce President</p> <p>University of Texas Leadership</p> <p>Austin Community College Leadership</p> <p>TEA/State Board of Ed Representative</p> <p>Business Leadership Representatives</p> <p>Top five (5) most influential employers</p> <p>Community Organization Leadership Representatives</p> <p>Top five (5) most important Community Groups and Organizations</p> <p>Historically Disadvantaged Business (HUB) and Disadvantaged Business Enterprise (DBE)</p> <p>Representation</p> <p>Foundation Leadership Representatives</p> <p>Top five (5) most important Foundations</p> <p><i>Austin Economic Development Corporation Representatives</i></p> <p>Other School Districts in the Austin Region (Others)</p> <p>Partnership Advisory Board Representatives (3)</p>

<i>EAB Recommendations</i>
<p><i>Meeting Frequency:</i></p> <p>2 Times per Year.</p> <p><i>Primary Purpose:</i></p> <p>High level large scale partnership development and strategies for all three programs.</p> <p>Connectivity, Networking and High level relationships to focus and coordinate efforts to provide commitments for the benefit of the entire region and community.</p> <p>Develop and implement overall strategic plan for partnership growth and development.</p> <p>Resolve inter agency and inter-institutional conflicts and streamline the ability for large scale partnership commitments.</p> <p>Provide Leadership to galvanize community support and achieve regional goals and outcomes.</p> <p>EAB President Reports to AISD Board.</p>

Advisory Sector Committees

Fine Arts and Creative Learning

Career Technical Education and Career-Connected Learning

Athletics and Wellness

Potential PAB Members

Potential PAB Members

Potential PAB Members

AISS Partnership Development
Director

AISS Partnership Development Director

AISS Partnership Development
Director

AISS Program Director

AISS Program Director

AISS Program Director

Advisory Sector Committee Chairs

Advisory Sector Committee Chairs

Advisory Sector Committee Chairs

PAB Recommendations

Meeting Frequency:

3-4 Times per Year.

Primary Purpose:

Review and Approve all Sector Partnership Agreements and Commitments.

Provide oversight responsibilities for all Sector Committees, with specific regard to curriculum, program and resource commitments and goals.

Establish overall goals and review progress of all Sector Committees.

Continually review overall regional economic indicators and job market.

Work directly with Post-Secondary Partners to achieve alignment and synergies.

Make Recommendations to EAB and Implement EAB Strategies and Objectives.

PAB Chair serves on EAB.

Advisory Board Recommendations

<i>Fine Arts and Creative Learning</i>	<i>Career Technical Education and Career-Connected Learning</i>	<i>Athletics and Wellness</i>
<p><i>Advisory Sector Committees (ASC)</i></p> <p>Potential ASC Membership</p> <p>AISD Directors and Staff</p> <p>Parents</p> <p>Students</p> <p>Business, Community, Governmental, Post-Secondary Partners Specific to Each Sector</p> <p>Potential Sector Committees (TBD)</p> <p>(Others)</p>	<p><i>Advisory Sector Committees (ASC)</i></p> <p>Potential ASC Membership</p> <p>AISD Directors and Staff</p> <p>Parents</p> <p>Students</p> <p>Business, Community, Governmental, Post-Secondary Partners Specific to Each Sector</p> <p>Potential Sector Committees</p> <p>Agricultural Sciences/Natural Resources</p> <p>Arts/AVTECH</p> <p>Business Management + Administration</p> <p>Education + Training</p> <p>Finance</p> <p>Government + Public Administration</p> <p>Health Sciences</p> <p>Hospitality and Tourism</p> <p>Human Services</p> <p>Info Tech</p> <p>Law + Public Safety</p> <p>Manufacturing</p> <p>Marketing, Sales and Services</p> <p>STEM</p> <p>Transportation, Distribution and Logistics</p> <p>Energy</p> <p>(Others)</p>	<p><i>Advisory Sector Committees (ASC)</i></p> <p>Potential ASC Membership</p> <p>AISD Directors and Staff</p> <p>Parents</p> <p>Students</p> <p>Business, Community, Governmental, Post-Secondary Partners Specific to Each Sector</p> <p>Potential Sector Committees (TBD)</p> <p>(Others)</p>

ASC Recommendations
<p><i>Meeting Frequency:</i></p> <p>6-8 Times/Year.</p>
<p><i>Primary Purpose:</i></p> <p>Maintain, Develop and Target Partnerships within the Sector (Levels I-V).</p> <p>Coordinate with Level III, IV and V Sector Partners with regard to curriculum, program, and certification structure and goals.</p> <p>Coordinate and establish mentorship, internship and apprentice opportunities with Level III, IV and V Sector Partners (Including Job Market Projections and Needs).</p> <p>Coordinate teacher training and externships, and provision of adjunct teachers and faculty from Sector Partners.</p> <p>Allocation and use of Sector Partner resources, equipment and from and in Partner Facilities.</p> <p>Each Sector Committee Chair serves on Partnership Advisory Board.</p>

