# Appendix
CONTENTS

## Section One: Student Achievement

## Section Two: Highly Effective Teachers

## Section Three: Internal Stakeholders

## Section Four: External Stakeholders

## Section Five: Community Perception

# Document A

## Implementing Academic Vocabulary

- School-wide Academic Vocabulary System - general academic vocabulary and domain specific vocabulary should be introduced and reinforced within all classrooms

### Choosing an Academic Vocabulary List:

Curriculum specialists and teachers create a general academic vocabulary word list by

- selecting from pre-made lists such as Coxhead's "A New Academic Word List."

- selecting high-frequency words from released TAKS tests.

Teachers create domain specific academic word list by

- selecting from pre-existing content areas word lists such as Marzano and Pickering's *Building Academic Vocabulary: Teacher's Manual* (2005).

- using the content text and selecting vocabulary words to introduce to students. A pre-test over the vocabulary words selected may prevent loss of instructional time on words already understood by students.

- allowing students to identify unfamiliar words from the text thus producing the vocabulary list. This option instills a sense of ownership not only towards the words but also in the classroom curriculum.

Academic Vocabulary Implementation:

Although there is no "one size fits all" academic vocabulary model, Flynt and Brozo (2008) provide

several guidelines for reference:

- be highly selective about which words to teach

- provide multiple encounters with targeted words

- provide direct instruction on how to infer word meaning

- promote in-depth word knowledge

- provide opportunities to extend word knowledge (p. 501).

Other resources to establish a school-wide academic vocabulary system:

- *Building Academic Vocabulary: Teacher's Manual* by Robert J. Marzano and Debra Pickering

- *Teaching Basic and Advanced Vocabulary* by Robert J. Marzano

- *Inside Words: Tools for Teaching Academic Vocabulary Grades 4-12* by Janet Allen

- *Building Academic Language: Essential Practices for Content Classrooms* by Jeff Zwiers

# Document B

## Getting Started Today using the Frayer Model

The Frayer Model is a graphic organizer divided into five parts, which guides students in understanding vocabulary by word and context analysis.

1. Word – students write the word in the center of the page

2. Definition – based on the context in which the word is found and using their own words students define the word

3. Characteristics – students list the characteristics of the word and/or they can draw a picture of the essential characteristics

4. Examples - students provide examples of the word in the model.

5. Non-examples – students provide explanation of what the word is not

Modeling the completion of the Frayer Model is strongly suggested the first time it is introduced to students. When students are familiar with the process, the Frayer Model may be used for independent or cooperative learning groups.

- Extra Tip – The Frayer Model can be adapted and used as an academic vocabulary review. Exclude the word in the middle, but provide students with a definition, the characteristics, examples and non-examples. Using the information provided, students identify the vocabulary word which fits the information.

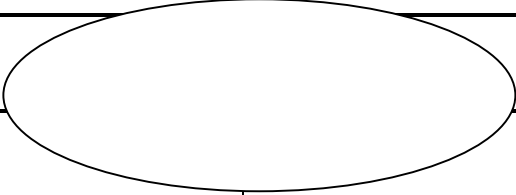Name _____          Date _____
                                          Class Period _____

# Frayer Model

| | |
|---|---|
| **DEFINITION –** use your own words | **CHARACTERISTICS –** list essential characteristics |
| **EXAMPLES/MODELS** | **NON-EXAMPLES** |

# Document C

**Examples based on Marzano's (2001) Classroom Instruction that Works:**

| Example | Subject | Goal | Pattern | Members | Time | Roles |
|---------|---------|------|---------|---------|------|-------|
| 1. Students present a region: geography, weather, economy, and culture. | Social Studies | Create a presentation | Formal | Three | Several days | Leader or organizer, recorder, materials manager |
| 2. Students are place in groups based on the type of pets they like. | Science | Shared a common experience with animals | Base | Three to four | Semester or year | Leader or organizer, recorder, materials manager, presenter |
| 3. Students answer specific questions | Reading | Formulate a response and discuss it | Informal | Two or three | A few minutes | Recorder and presenter |
| 4. Students respond to a prompt | Writing | Create a summary | | | Class period | Recorder |
| 5. Students are in six-member groups for constitution projects | Media | Rearrange to use effective group patterns | Formal | Three | Several days | Leader, recorder, presenter |
| 6. Students create a product during a trade lesson | Social Studies | Decide on a product, design it, and create a marketing display | Formal | Three to four | Several days | Recorder, summarizer, technical adviser, and researcher |
| 7. Students greet each other, plan activities, form field day groups | Homeroom and advocacy | Know each other | Base | Three to four | Semester or year | Leader, recorder |

# Document D

## Marzano's (2001) Classroom Instruction that Works

Informal groups (e.g., pair-share, turn-to-your-neighbor) are ad hoc groups that last from a few minutes to a class period. They can be used to clarify expectations for tasks, focus students' attention, allow students time to more deeply process information, or to provide time for closure (p.89).

Formal groups are designed to ensure that the students have enough time to thoroughly complete an academic assignment; therefore, they may last for several days or even weeks. When using formal groups, the teachers designs tasks to include the basic cooperative learning components (p.90).

Base groups are long-term groups (e.g., for the semester or year) created to provide students with support throughout a semester or an academic year (p.90).

# Document E

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**How to Structure a Cooperative Learning Activity (Wong & Wong, 1998)**

1. Specify the group name.

2. Specify the size of the group.

3. State the purpose, materials, and steps of the activity.

4. Teach the procedures.

5. Specify and teach the cooperative skills needed.

6. Hold the individual accountable for the work of the group.

7. Teach ways for the students to evaluate how successfully they have worked together.

**Sample Activity**

In this activity you will be working in _____ groups of _____.  The reason you work in ____ groups is

because when you _____.

Background:

- Problem:

Support Group Jobs:

- Equipment manager, facilitator, reporter, recorder, and others.

Support Group Procedures:

1.                2.                3.                4.

Support Group Responsibilities

1.                2.                3.                4.

# Document F

Consider the following guidelines when implementing and planning for collaborative learning:

- Use collaborative learning examples to generate and modify ideas for each particular content area

- Determine how many students can work together on activities by selecting the appropriate group structure to maximize instruction and distribute student responsibility and roles.

- State the purpose, materials, and steps of the activity and teach the procedures while indicating the skills needed.  Assists in structuring cooperative learning and provides a sample activity.

- Additional suggestions are available in an excerpt from Cangelosi's (2000), *Top Points About Cooperative Learning Sessions*.

For further study, read *Cooperative Learning Is a Brain Turn-On* by Judy Willis and *Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement* by Robert J. Marzano, Debra Pickering, and Jane E. Pollock.

# Document G

## Ten Points about Cooperative Learning Sessions
### (Cangelosi pg.263-264)

1. Expect the sort of off-task behaviors, ... unless you clearly define not only tasks for each cooperative task group but also the individual responsibilities of each group member.

2. All group members should be jointly accountable for completing the shared task, with each member responsible for fulfilling an individual role.

3. Efficient routine procedures for making transitions into and out of small group activities, ... avoid the time-wasting chaos that follows a direction such as "Let's move our desks so that we have four groups of five or six each."

4. Task sheets and advanced organizers direct students' focus and provide them with an overall picture of what they are expected to accomplish in their groups.

5. To avoid interrupting cooperative group work to clarify directions the whole class should hear, specify the task and directions for everyone before attentions are turned to individual group activities.

6. Monitor groups' activities, providing guidance as needed without usurping individual students' responsibilities for designated tasks. ... from one group to another, cuing students on task without actually becoming a member of any one group.

7. Model active listening techniques. Students do not automatically know how to listen to one another without your showing them. From classes they have taken with other teachers, they may have acquired the misperception that anything of academic importance (that is, anything that will be on the test) is said by teachers, not peers. Thus, you should demonstrate that you intently listen to them and make use of what they say.

8. Use formative feedback to regulate activities.  Engaged behaviors during cooperative task-group sessions are observable because students should be involved in discussions and working on a specified task.  Thus, formative feedback for regulating the activities is relatively easy to obtain.

9. Closure points are needed for lengthy sessions.  As with other types of sessions, students need to experience climactic moments to reinforce engagement positively.  Having a sequence of subtasks rather than one overall task facilitates this need if you provide students with feedback as they complete the subtasks.

10. Individual group work should be followed up and used during subsequent learning activities.


Cangelosi, J. S. (2000). *Classroom Management Strategies: Gaining and Maintaining Students' Cooperation.* New York: John Wiley & Sons Inc.

# Document A
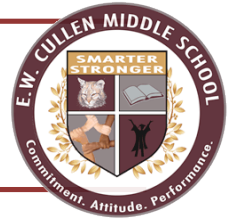
## CMS Student Information Sheet

Date:_____    Name: _____ Date of Birth: _____

*Favorites*

Subject:    _____

Food:    _____

Television Show:

Movie:    _____

Music:    _____

Book:    _____

Sport:    _____

**Future Goals:**

One Year:    _____

Three Years:    _____

Five Years:    _____


Summarize any special skills and/or interests you would like to develop or pursue this school?

_____

_____


What are some of your strengths and weaknesses at school?

_____

_____

# Document B

*Home of the "Mighty" Bobcats*
**Cullen University**
**Eighth Grade Cluster Meeting     Friday, September 23, 2009**
AGENDA
## The 8th Grade UT Cluster

| | |
|---|---|
| I. | Introduction |
| II. | Great Job, **Green** Team! |
| III. | How is everything going? |
| - | Positive Happenings |
| - | Student Concerns |
| - | No Students in the Hallways |
| IV. | *"Lets Get Them Together, Longhorn Cluster"* |
| - | Eighth Grade Assembly |
| - | Cluster Conference/Parent Contact /Conference |
| - | Contract & No Activities!!! |
| - | After School Detention |
| V. | Student Cluster Awards |
| VI. | Collaboration/Cross-Curricular/Best Practices |
| VII. | Literacy Strategies/Cluster Word Wall/Technology- Ms. Davis |
| VIII. | Goal Setting Activity with Video Link |
| IX. | Wednesday Fellowship (September 30, 2009) |
| X. | **Closure** |

*Cluster Member*

| | |
|---|---|
| Davis | Adams |
| Graham | Guillory |
| Bivens | Bernhardt |
| K. Johnson | Washington |
| Samuel | B.Young |
| Thomas | Fortune |
| Cerf | Falu |
| Allen | Perez |

**NOTES**

_____
_____
_____
_____

**"Every Child, Every Way, Every Minute, Every Day"**

# Document C

**Campus Data Dialogue Protocol 1**
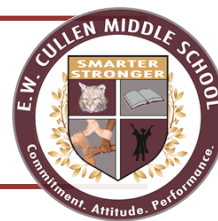[http://uthouston.weebly.com/uploads/8/3/0/2/8302794/campus_data_dialogue_protocol_1.doc](http://uthouston.weebly.com/uploads/8/3/0/2/8302794/campus_data_dialogue_protocol_1.doc)

**Campus Data Dialogue Protocol 2**
[http://uthouston.weebly.com/uploads/8/3/0/2/8302794/campus_data_dialogue_protocol_2.doc](http://uthouston.weebly.com/uploads/8/3/0/2/8302794/campus_data_dialogue_protocol_2.doc)

# Document A

## Resources for After School Programs

**Jonnelle Hollins**,
Manager of Curricular Activities for HISD
713-556-6927
jhollins@houstonisd.org

**Karen P. McWhorter, LMSW-IPR, CPS**
Consultant
Communities in Schools of Houston
713-654-1515 ext. 121
kmcwhorter@cis-houston.org

### Resources for SWPBS

**Jane Ross, PH.D.**
Positive Behavior Support Coach
District Advisory Council Co-Chair
512-414-0116
jross@austinisd.org

### Documents created by Dr. Ross:

Active Supervision PowerPoint: This document outlines what active supervision looks like in a campus.

School-wide guidelines for success, expectations and procedures: an example of what another middle school in Austin used. This document outlines students and adults expectations and procedures.

Classroom Management: This is a sample of a management plan for a middle school classroom that includes students' expectations, rewards, and corrective actions, as well as response protocols.

Classroom Expectations posters: These posters are an example of what is used in the classroom to highlight expectations and procedures.

Each of these documents can be found in the following website:
http://uthouston.weebly.com/cullenms.html

# Document A
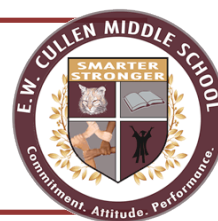
## Job Description

The Cullen Home and School Liaison Specialist (CHSLS) is tasked with performing child-centered work that builds a positive partnership between Cullen Middle School (CMS) and families in order to support the development and academic success of all students. The job of the CHSLS includes the following functions:

| | Tasks | Examples of Activities |
|---|---|---|
| 1 | Help CMS to develop a family-friendly school climate. This should be done in cooperation with the principal, teachers, parent organization, and other staff. | a. Coordinate an annual open-house in the third week of the Fall Semester to provide parents an opportunity to explore the campus, feel assured that CMS welcomes families and treats them with respect, receive parent feedback, and meet teachers and administrators.<br>b. Organize and promote the growth of a Parent Teacher Student Association (PTSA).<br>c. Work to ensure that the existing parent-resource room is a comfortable place where families can meet, get to know each other, discuss their interests and concerns, and access an adequate supply of learning materials.<br>d. Develop, in consultation with the principal, parents and teachers, a CMS family involvement policy that satisfies the requirements of NCLB Title 1 policy on parent involvement.<br>e. Perform such duties as the principal may assign. |
| 2 | Develop programs and activities designed to engage families in improving student achievement. Plan these in collaboration with families, teachers, the PTSA, business-community partners, and the principal. | a. Design two family involvement programs for the Fall Semester and one program for the Spring Semester, to help families interact with faculty and staff, and participate more effectively in improving their children's learning. Programs may include information sessions on choosing an appropriate high school and college for given career paths, a Christmas pageant, Strategies for supporting school based learning, STAAR Information session, etc.<br>b. Help families understand school report cards, standardized test scores, rubrics, disciplinary notices, etc.<br>c. Collaborate with teachers to track changes in the achievement of students whose parents are actively engaged with the school.<br>d. Collaborate with CMS staff, community members including churches, the district office, and families to develop programs and activities to reach families who are underrepresented because of economic, racial, social or language barriers.<br>e. Facilitate and organize workshops to train parents how to advocate for their children and the school. This may include training in how to conduct PTSA meetings, call their elected officials, address the school board, communicate with teachers, conduct fundraising activities, etc. |

| 3 | Help teachers and families to develop strong partnerships. | 1. Organize tours of the community for CMS staff to get to know families and the neighborhood better and better understand the array of forces that shape the lives of students and parents.<br>2. Encourage and support CMS staff to reach out to families by creating ways for teachers and families to meet face to face and to know each other. This may include class meetings, breakfast with the principal and teacher presentations at PTSA meetings.<br>3. Maintain six-week family contact logs, with the updated telephone numbers of families, to enable teachers to contact families at least once each grading cycle.<br>4. Be a liaison between families and CMS when problems arise, when parents or CMS need more information from each other, or cultural differences are a barrier.<br>5. Arrange for translation and interpretation services for meetings, notes to be sent home, telephone calls, etc.<br>6. Provide the principal with a weekly written report about parents' ideas, suggestions and concerns.<br>7. Develop information linkages with the community so that the school can be aware of significant developments in the community. |
|---|---|---|
| 4 | Develop and implement effective family involvement strategies to empower students and their families | 1. Invite parents to participate in CMS committees, including the SDMC and the PTSA and to support the participation of other parents in these committees.<br>2. Document parent/community activities through visual portfolios, sign-in sheets, flyers, pictures, etc.<br>3. Ask parents to evaluate parent meetings, workshops and other programs or activities.<br>4. Conduct surveys to assess the effectiveness of parent-school-community partnerships. |
| 5 | Participate in and support district programs for families | a. Collaborate with the HISD Department of Parent Engagement to promote activities that support the district's core value: "Parents are Partners".<br>b. Publicize and promote district programs for families such as HIPPY, Even Start, and the Parent Prep Academy.<br>c. Prepare and file reports on family involvement at the end of each grading cycle. |
| 6 | Help recruit partners to become part of the CMS family involvement program. | a. Reach out to local businesses, non-profits and community groups to learn how they may support family involvement in your school.<br>b. Facilitate programs or activities that allow parents to use CMS facilities such as the swimming pool, auditorium, etc.<br>c. Work with community partners and families to identify resources for families in the community and make that information accessible in a format that teachers and counselors can readily offer to families.<br>d. Attend community meetings that will help to connect the school and community. |
| 7 | Participate in opportunities for professional development. | a. Attend all CMS staff meetings, and district level meetings and trainings for parent engagement specialists.<br>b. Keep the CMS staff informed of all district family involvement activities.<br>c. Maintain a portfolio of all professional development activities attended. |

# Cullen MS Home and School Liaison Specialist Qualifications

1. High school diploma/GED required. Some college preferred.

2. Thinks and acts in ways that respect ethnic, cultural and language diversity.

3. Communicate successfully with teachers, families, district administrators, including bilingual if needed.

4. Is computer literate and able to operate basic office equipment such as copiers and fax machines.

5. Has experience organizing training programs for adults.

6. Possesses good interpersonal and organizational skills.

7. Is capable of advocating for children and parents.

8. Ability to interpret student attendance data.

9. Ability to make frequent home visits using own transportation.

10. Ability to work evening hours when necessary.

11. Knowledge of local social service agencies.

# Document B

## Cullen MS Home and School Liaison Specialist Goals

Short Term Goals (Fall Semester)

- Coordinate an annual open-house in the Fall Semester

- Increase the parent participation rate of underrepresented families in school

  programs and activities

- Organize staff tour for a community observation

Long Term Goals (Beyond Fall Semester)

- Grow enrollment in PTSA and attract support from business partners

- Identify and participate in professional development

- Facilitate parent led PTSA meetings

- Set additional goals for the CHSLS position based on results

# Document C

## Cullen MS Home and School Liaison Specialist
## Job Performance Metric

In the principal's evaluation of this new position, we recommend considering whether the CHSLS achieves the following objectives. The following checklist may be used, or the principal may want to use other criteria for evaluation.

| The CHSLS... | Rating |
|---|---|
| Recruited, organized and documented a committee of parent volunteers (PTSA). | |
| Through appointment or elections, identified a recording secretary, treasurer, and sergeant-at-arms. | |
| Documented parent and business interactions and kept detailed records, including dates, number of hours, names, phone numbers, email addresses, nature of contact, and physical addresses of meetings. Records were kept digitally in a program like Excel that allows them to be easily searched and analyzed. | |
| Generated sign-in process for all scheduled meetings with parents/business partners indicating participants' names, email addresses and contact numbers. | |
| Conducted parent meetings, whether in Cullen's parent room or an offsite facility (church, apartment complex, etc.) | |
| Kept detailed minutes of all hosted parent and business partner meetings. Minutes were entered in the computer file for archiving and distribution, and were forwarded to the principal for inspection. | |
| Demonstrated progress in continually increasing attendance and participation rates at PTSA meetings and activities. Set realistic goals and provided evidence that strategies for meeting future attendance goals were likely to be successful. (Example: if on the first meeting there were 10 participants that attended the PTSA meeting then for the second meeting strive to have 15 participants in attendance). | |

# Document A
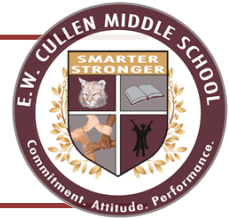
## Tools for Developing the Marketing Plan

| Name | Contact Information | Services / Website |
|---|---|---|
| **HISD Media Relations contact information** | E-mail: news@houstonisd.org Phone: 713-556-6393 Fax: 713-556-6396 Campus Mail: HISD Media Relations Department, Route 10 Senior Media Relations Specialist: Norman Uhl, nuhl@houstonisd.org | http://www.houstonisd.org/portal/site/Communicati onServices/menuitem.6b1cc47cd779bdb86342df73 e041f76a/?vgnextoid=f20b57ebf04ef010VgnVCM1 0000028147fa6RCRD&vgnextfmt=default |
| **Washington Reading Corps: A Guide to Community and Partnerships with the Media** | | http://www.servicelearning.org/filemanager/downlo ad/125/Toolkit%20Module%203%20- %20Community%20Partnerships.pdf |

# Document B

## Resources for Establishing a Coalition: City and District Officials

In a case study of Mumford Academy, an inner-city school with similar conditions as CMS, in a "community inundated with crime, drugs, absentee landlords of rental property, violence, single-parent households and very poor," Mumford's Principal Dr. Hubbard took the initiative to diminish the negative impact of drug trafficking on the school's premises (Brooks, 2009, p.64). Principal Hubbard organized a meeting to form a coalition with parents, members of the community, law enforcement, city council and media. Few parents attended the meeting; however, Police authorities, council members and media did show up. Although parents did not show up for the meeting, Principal Hubbard sent flyers home asking parents to call city and board officials to complaint about the lack of safety and drug trafficking in the area. In a week, teachers and parents made over 5,000 phone calls. Media contributed to the process by televising the playground conditions. Through these actions, Principal Hubbard facilitated the creation of a partnership between community members and the police department that led to the creation of the first Block Watch in the city of Bivens and in few months, drug activity decreased dramatically on the school surroundings.

| Name | Contact Information | Services / Website |
|------|--------------------|--------------------|
| **HPD Palm Center storefront office** | 713 845-24885330 Griggs, 713-845-2488 10:00 AM-2:00 PM Mon-Thursday | http://www.houstontx.gov/police/contact/substations.htm |
| **HISD Police** | Houston ISD Police Department Jimmy L. Dotson, Chief of Police 3500 Tampa Houston, Texas 77021-1244 District Mail Route 2 **Main:** 713-842-3715 **Fax:** 713-842-3752 | HISD Police offers faculty and staff training on how to handle and report criminal activity<br><br>http://www.houstonisd.org/portal/site/Police/menuitem.32752d7da4933a371a9c5010e041f76a/?vgnextoid=d0c1f81fa10e0110VgnVCM10000028147fa6RCRD&vgnextchannel=4e0b210fa27ee010VgnVCM100000028147fa6RCRD |
| **City Council District D Wanda Adams** | | Council Adams a communication to request a meeting highlighting the importance attention to CMS http://www.houstontx.gov/council/d/request.html |
| **18th District Congresswoman Sheila Jackson Lee** | | http://jacksonlee.house.gov/Contact/ |

Another way to confront drug consumption and trafficking among CMS students is to present to them real testimonies of the negative consequences that these practices may bring to their lives. There are several outreach programs offered by governmental and non-profit organizations that specialized in educating youth about the negative consequences of drug trafficking and drug consumption. The

following list provides contact information from several organizations that can help subside drugs activity in and around CMS.

| Name | Contact Information | Services / Website |
|---|---|---|
| HPD Palm Center storefront office | 1 Justice Park Drive Houston, TX 77092 phone: (713) 693-5000 fax: (713) 936-8900 E-mail: Houston.Texas@ic.fbi.gov | The Federal Bureau of Investigation (FBI) has an outreach program called Adopt a School. FBI Houston Division employees participate in a collaborative community outreach initiative with I Have A Dream® - Houston. Volunteer FBI employees participate in various after-school mentoring activities with an assigned "Dream Partner," serve as chaperones on field trips, and give presentations on topics such as anger management, Internet safety, and career choices http://www.fbi.gov/houston/contact |
| Houston Crackdown is a division of Mayor Annise D. Parker's Office for Public Safety and Drug Policy | Phone: (713) 247-8888 | Coordinates and supports volunteer projects in the areas of substance abuse prevention, treatment and law enforcement. Houston Crackdown division can participate in community meetings and can provide educational materials and collaborative funding opportunities http://www.houstontx.gov/publicsafety/crackdown/ |
| The City of Houston also (Patricia Harrington) | Director P.O. Box 1562 Houston, TX 77251 Phone: 832.393.0931 Fax: 713.247.1340 | Educates youth on the dangers and consequences of gang membership before they become involved. Educating parents, teachers, and service professionals on how to recognize and address gang involvement. Educating community residents on how to identify and report gang activity in their neighborhoods. http://www.houstontx.gov/publicsafety/antigang/index.html |

# Document C

## Resources for Establishing a Coalition: Businesses and

## Professional Non-Profits

| Name | Contact Information | Services / Website |
|---|---|---|
| McDonald's | 3820 Old Spanish Trail, Houston, TX 77021 Phone: (713)748-1375 | Requests for local donations should be directed to the neighborhood franchise. http://www.aboutmcdonalds.com/mcd/ |
| H-E-B Grocery Store | 6102 Scott St, Houston, TX 77021 Phone: (713) 747-7383 | HEB favors activities, projects, and causes that make a visible and positive difference. Contributions may contribute either product or cash, depending on the need. Send correspondence to: Cyndy Garza-Roberts, Director, Public Affairs 4301 Windfern, Houston, TX 77041 Phone: (713) 329-3920 http://www.heb.com/sectionpage/about-us/community/investment-program/ |
| Fiesta | 5600 Mykawa, Houston, TX 77033 Phone: (713) 644-1611 | To start raising money for your favorite sports team, call the Sports Club Hot Line today at (713) 284-1042. http://www.fiestamart.com/html/community/ |
| SONIC | 3626 Old Spanish | Contact Your Local SONIC Drive-In Please feel free to |

| | | |
|---|---|---|
| **Drive-In** | Trail, Houston, TX, 77021 Phone: (713) 747-0324 | contact the manager of your local SONIC Drive-In to find out what programs he or she is supporting. |
| **The Houston Aeros** | Requests must be received through our online request form. | Hockey Player Appearance<br><br>Upon submission of the online request form, you will see a confirmation on the webpage. We will review your request and notify you by email or telephone as soon as possible. |
| **The Houston Dynamo** | Email Freddy Tuggle at ftuggle@houstond ynamo.com | Score at School, presented by Statoil, is an in-class incentive program designed to help motivate students to achieve educational success. It's a simple and rewarding experience and best of all, it's *FREE*! |
| **The Houston Astros MLB Urban Youth Baseball** | 2801 S. Victory Drive Houston, Texas 77088 Phone: (281) 260-9166 Or Daryl Wade at dwade@astros.com | Diversified programs for students that will not only concentrate on baseball and softball, but educational opportunities as well. |
| **Houston Texans** | http://www.houston texans.com/commun ity/appearance-request.html | Cheerleader Appearances |
| **Houston Texans** | playerappearance@h oustontexans.com | As part of the Houston Texans' community outreach efforts, players will make non-gratuitous appearances for non-profit organizations, schools and civic functions based on their availability. |
| **Houston Rockets** | Dominic Davila Phone: (713) 758- | Mascot Appearances deliver the message of "EDUCATION IS #1!" and inspiring them to a better |

| | 7357 | future, whether preparing for the STARS, staying away from drugs & alcohol, or simply picking up a book more than the remote. |
| | dominicd@rocketball.com | |
| **Houston Livestock Show and Rodeo** | Suzanne Brack Phone: (832) 667-1065 brack@rodeohouston.com | Speakers - Celebrating Agriculture, Education, Entertainment & Western Heritage |