



A Future-Focused Committee to Advise the Board of Trustees

UPDATES & OBSERVATIONS

June 17, 2022

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Envision Eanes is an advisory committee charged by the Eanes ISD Board of Trustees to aid the administration’s review and implementation of matters as may be requested by the Board, providing feedback consistent with the Trustees’ direction. The content contained throughout this report are the observations of the committee and not specific administrative recommendations.

Charge to Envision Eanes

The Eanes ISD Board of Trustees approved 18 of the original community members that elected to continue to serve on the Envision Eanes advisory committee to advise how a broader strategic vision around possible future bond initiatives could be met. The focus will be on medium and long-term facility needs which could be met with the next bond election called by the Board of Trustees.

Areas of inquiry may include (a) new buildings and facilities, (b) new spaces and/or enhancements to existing facilities, (c) opportunities to reduce operational expenses, (d) new technology in support of educational programs, and (e) new facilities in support of educational programs.

<https://www.eanesisd.net/district/communitybuilding/current/envision-eanes>

Our Efforts

Some of the discussions and presentations during the previous six months during which the Envision Eanes committee met included the following:

- “Big Rocks” challenges presentation from Jeremy Trimble
- Brainstorming campus improvement ideas ([Envision Eanes Collaboration Worksheet](#))
- Presentation of recent award-winning public and private campus improvement projects and the districts’ intentions that were involved in the projects to make them successful from Alan Knox, Co-chair
- Presentation of ideas on how a phased campus or multi-campus rebuild might be approached, for conceptual reference purposes only from Tom Oehler, Stantec Architects and Community Member
- Campus and Program surveys
- Discussion with Kerry Taylor, Director, Fine Arts
- Discussion with Ashwin Jandhyala, eleventh grade student, Westlake High School

To better understand the facilities needs of the district, Envision Eanes sent out a survey to all campus administrators, including the Adult Transition Services (ATS) campus, and major programs to gain insight on what they believe their campus/program needs to grow and continue to be successful. Responses were received from all representatives to whom the survey was sent and were added to the Envision Eanes Collaboration Worksheet. We sincerely appreciate each individual’s time and thought. Based on feedback from administrators, the committee’s observations and conversations through campus visits and meetings held with administrators over the last three years, and the original Envision Eanes report submitted to the board in January 2021, the committee developed a list of recommendations. Of those previous recommendations, below is a list of the top priorities:

- Repair Existing Campus Critical Needs
- Staff Housing
- Reduce Maintenance and Operations (M&O) costs to increase available revenue
 - *The district's property tax rate consists of a maintenance and operations (M&O) tax rate and an interest and sinking (I&S) tax rate. The M&O tax rate provides funds for M&O money funds day-to-day expenses, such as teacher salaries and campus utilities. The I&S tax rate provides funds for payments on the debt that finances a district's facilities (Bonds).*
- Parking Garage/Expansion/Multi-use
- Career and Technical Education (CTE) Spaces
- WHS Expansion/Renovation
- Elementary Campus Modernization

Envision Eanes is not just thinking about “the next bond,” but rather - what should our educational environments look like 25 years from now? Should students still be learning in our facilities in their current form? There are more projects that can be covered in any one bond, but Envision Eanes believes that it is important to consider these ideas in relation to one another.

The answers to those questions should help frame the decisions that are made about projects through the next several bonds.

Bonds are only one of the ways to make progress. Enhancing public-private partnerships beyond district walls is vital as we prepare for the future. Envision Eanes did not fully tackle this challenge, given our charge and timeline, but wanted to highlight the interest in, and need, for further development of this concept.

On a personal note, we wish to thank Jeremy Trimble for his wealth of knowledge related to facilities and his positivity during meetings. We are also deeply grateful to all the administrators, other staff and invited guests who helped us collect data to support our work. And, we cannot say the following enough: “We love our teachers!”

We envision a district that provides an exemplary education to all students and attracts top talent bonded by a common pursuit of excellence.

To advance the charge of the board and study these priorities, Envision Eanes formed three subcommittees to dig deeper and submit their observations: **Teachers and Staff, District Programs**, and **Campus Modernizations**. Our specific observations are included in this summary report. We hope this information provides the Board ideas for consideration.



Sub-Committee Members

David Barrutia, Mo Greulich, Martha Hansen, Wolfgang Niedert, Lisa Palmer, Channing Wiese

Charge

Develop considerations for a future bond that supports teachers and staff members across EISD.

Introduction

Eanes ISD campuses have lost 100 teachers across the district since the beginning of the most recent 2021-22 SY data. Specifically, at the elementary school level 51 teachers, the middle schools lost 16, and the high school lost 32. The ATS lost 1. More specifically, 71 were teachers of general education and 29 were special education. This total, when compared to the 2018-19 (pre-pandemic) SY is a 14% increase.

The District saw an increased attrition rate during the 2020-21 SY, with 115 general education teachers and 36 special education teachers leaving. It would be speculative of us to list the specific reasons each teacher or staff member has left, some during the middle of the year, even risking their public educator licensing. However, there can be no doubt that teachers are struggling for a variety of reasons including the pandemic, lower pay (compared to other, similar districts), managing student stress, limited benefits, few incentives or a clear retention policy.

We recognize that there are organized efforts at every campus to honor teachers such as Teacher Appreciation Week, Golden Apple award, and monthly lunches. However, we suggest a more cohesive effort between EEF, booster clubs and district administration to recognize teachers and staff. It is worth noting that surrounding districts pay signing bonuses and/or stipends for positions that are chronically challenging to fill such as Special Education. Source: ([Austin ISD Compensation](#) example). Eanes has lost staff to other districts that offer more recognition and compensation. Still, other teachers leave the profession altogether for positions that offer higher pay and lower stress. Even more ominous is that teachers are willing to lose their licenses by leaving before their contracts are fulfilled. Source: "[Amid a teacher shortage, some Texas educators are losing their licenses for quitting during the school year](#)".

We recognize that Eanes ISD teachers are not alone in this growing crisis. Bill Walters, a high school principal from San Angelo ISD, succinctly addressed some of the issues and some potential solutions in a recent news article, "[Central HS Principal: Demands on teachers 'are reaching a breaking point'](#)." His final quote in the article: "There is no other profession that has these expectations without the support in the form of time, benefits, and compensation." Nevertheless, our subcommittee believes that we can work together to make Eanes ISD a place where teachers and staff find joy in teaching, are respected for their talents, and are compensated appropriately for their contributions. Our district continues to receive numerous accolades for its excellence in academics, extracurriculars, and special programs, thanks in large part to its renowned teachers and staff. We should aim for Eanes ISD to be also recognized as the best district in Texas in which to teach, work and live.

We begin by honoring the work already completed by the initial Envision Eanes Subcommittee report on Educators and Employees, presented in an official report to the Board of Trustees in January of 2021.

First, we recognize the progress that has been made on the first three recommendations:

- Recommendation: Prioritize better compensation and benefits. Progress: The Eanes ISD Board of Trustees approved pay raises in May, 2022.
- Recommendation: Develop enhanced communication strategies. Progress: The work between Claudia McWhorter and the previous Envision Eanes Community subcommittee allowed for collaboration on communication strategies.
- Recommendation: Develop an EISD Faculty/Staff Council. Progress: A Teacher Advisory Committee, composed of current and past Educators of the Year has been formed and meets six times a year.

We continue to endorse the two remaining recommendations at this time.

- Develop and implement a Parent Code of Conduct
- Respond to Specific Staff Requests (see 2021 Envision Eanes Report for details)

The current Sub-Committee on Teachers and Staff has focused on ideas related to the following observations and goals:

Observation 1: Develop and Implement Competitive Compensation and Benefits Package - SHORT TERM GOALS

Concept: First, we applaud the board members' sincere recognition and appreciation of teachers as noted in comments made during the May 10, 2022 Board Meeting, where they supported a 5 percent of midpoint pay increases to salaried employees, 6 percent of midpoint pay increases to hourly employees, and target increases for the lowest paid employees in certain areas. Despite these increases, Eanes still needs to be competitive with other districts; and, teachers will still be challenged to afford living in the Austin area. We believe the Districts' benefits packages for teachers and staff needs to be reviewed and upgraded.

Additional increases in compensation could be funded by savings from efforts to reduce M&O costs through Bond initiatives. One recent example of a reduction in M&O was the replacement of light fixtures with LED lights (the result of a previous bond), saving the district approximately \$250,000 per year, according to a statement in a recent board meeting. The installation of solar energy systems proposed for a future bond could also significantly reduce the district's energy bill (current electricity costs are approximately \$1 million per year).

- Restructure the salary schedule so that it is competitive with surrounding districts at key levels of experience. For example, the salary difference for a "new hire" teacher with 0 years of experience at LTISD and EISD is only \$50; however the delta for a [LTISD](#) teacher and an [EISD](#) teacher who start at the 5 year point is \$4,777 higher at LTISD. Hiring teachers with 5-10 years of experience is considered the "sweet spot" since they start Eanes with valuable experience.
- Continue to increase salaries and enhance benefits to be competitive with surrounding districts. A targeted area for enhanced benefits should be access to free or sliding scale counseling for teachers and staff.
- Implement a recruit and retain bonus program (Ex. [Austin ISD](#)). It may be helpful to view an AISD marketing piece, the [Austin ISD 22-23 Proposed Compensation](#) for comparison.
- Establish a New Hire Teacher Referral incentive (Ex. [Harris County Department of Education Blog](#)).
- Hire a dedicated "special ed sub" for each campus (as suggested by Board member Ellen Balthazar). If the substitute is not needed to fill in; they go to classes regardless to assist the teacher and/or provide the teacher time to work with students individually, or address other classroom needs.
- Compensate staff for their time for chaperoning and teaching at events such as Pace Bend and Sea World (several grade levels) that goes beyond stated job expectations.

Observation 2: Need for Affordable Staff Housing - MID AND LONG-TERM GOALS

Concept: Providing teacher and staff housing options (including discounted units and/or master leased units) is becoming an urgent need, as rental and purchase prices of single and multi-family homes and apartments continue to increase, and are not going down in the foreseeable future. This year alone, rental prices have risen almost 40 percent.

(["Report: Austin now No. 2 among cities with fastest-rising rent prices"](#)) Austin Affordable

Housing Example: [“Austin ISD to offer staff a chance at affordable housing.”](#) We note that some school districts in Texas have purchased apartment complexes and/or other housing types and rent strictly to teachers and staff. Midland Affordable Housing Example: [“MISD employee housing renovation continues.”](#) We believe a housing option would appeal to teachers and staff and greatly contribute to the fabric of the Eanes community.

Housing solutions can be subdivided into two categories, one that explores existing rental properties and one that considers new housing construction. We suggest both approaches to solve the housing issue.

Category 1:

- Match Staff with Discounted Existing Rental Apartment Units: Use existing multi-family rental properties in the district or immediately adjacent, Class B property. Locate units at several properties that would offer a discount on rent. Some examples include Spyglass, Waters of Barton Creek, and The Westerly. We propose that EEF (as a registered non-profit) be the master lessor where possible. This will provide stability to the property owners/managers if a renter needs to move-out early (i.e., a waitlist moves the next person up to the specific Eanes employee) and provides the tax deduction for the “less than fair market value (FMV)” rental rates.
- Work with VRBO and/or other similar services, to establish a “pairing tool” by which lessors can rent to EEF for a discount. They will be assured that only teachers and staff will be renting for the year, and possibly open to re-ups. Open negotiation for rates at 40% below FMV to arrive at 20-30% with tax benefits flowing back to property owners. The Sub-Committee has had preliminary discussions with a Business Incubator WHS student who is interested in developing an App to accomplish this stated goal.
- Leverage community resources to assist in these endeavors.

Category 2:

- Establish a Real Estate / Financing Mechanisms Committee to include the following two purposes:
 - Identify areas where staff/teacher housing could be built.
 - Investigate, provide due diligence and make recommendations regarding available federal, state and local funding models as to what makes sense for Eanes ISD. Some of this research has already begun, as noted in the next bullet point.
- Pursue collaboration with other real estate developers on possibilities of ground-up developments within district lands (portion of ‘Diamond’ baseball development tract near Bee Cave) and potential relocation of Administration Center to the same plot as Operations Center. Either location could provide enough acreage and coverage/height requirements to install ~70-100 units. A portion would be developed as 1/1’s (1 bedroom/1 bathroom) for recruiting purposes, at 20-40% below market rate (particularly since no property tax would be passed along to tenants). Another portion would be developed as 2/2’s or even 3/2’s for growing families of teachers and staff as they are retained, and perhaps begin shopping for home purchases. Ideally, a portion could be developed to lease at/above FMV to non-EISD employees. That leased portion would help off-set property maintenance costs, and bring additional families into the district where multi-family product is beyond scarce. Also consider the opportunity to include a

teacher meeting/conference space on site (which would be used as a typical multi-family events/rec space on weekends/evenings). We have begun deep research into funding mechanisms with Mr. Trimble, Dr. Arnett, and real estate experts. They include a Public-Private Partnership model currently deployed in Midland (Source: ["MISD employee housing renovation continues"](#)) and Florida ([Fishpond Living](#)) and/or Private Activity Bonds.

Observation 3: Improve Quality of Work Life - SHORT TERM GOALS

One way to attract and retain teachers and staff is to consider how to improve the quality of their daily lives at work.

- Build/refurbish staff restrooms that are easily accessible and appropriate. The details of this need should be determined at the campus level.
- Construct shade covers over areas used for car arrival and dismissal at campuses in need of this coverage for staff and children. Before school and after school car duties require staff to be in the elements for 15-30 minutes.
- Complete Phase III of the furniture replacement packages for classrooms. If this is not part of this next bond, at a minimum, replace the ergonomic teacher desk and chair. Teachers often spend their own money to purchase a comfortable "office" chair for their room.
- Invest in digital scanning carline software for more efficient dismissal. This would also reduce duty times, allowing more planning time.

Additional Ideas:

We recognize that the following suggestions are not directly related to the bond package, but we believe they should still be considered.

Now, more than ever, partnering with Booster Clubs/PTOs, the Eanes Education Foundation, community businesses, and the Eanes ISD administration is vital to attract and retain top talent. Bond packages alone will not solve our problems. Thinking innovatively to enhance partnerships also addresses the needs of teachers and staff.

We recognize the strong support that teachers and staff receive from Booster Clubs/PTOs. We offer these ideas for review:

1. Offer staff a trainer/yoga instructor/massage therapist on a regular basis to provide services to staff. These types of services were offered at some campuses years ago and discontinued for a variety of reasons.
2. Provide monthly gift cards to all staff (gas, grocery, fitness centers, restaurants, recreation, etc.).
3. *Sponsor a Teacher* by advertising to community families with guest houses or rental property willing to offer a teacher a guest house/home to rent at a lower cost. Booster Clubs/PTOs could be in charge of this communication.

We recognize the strong monetary, and other, support that the Eanes Education Foundation provides Eanes year in and year out. Their team has worked tirelessly to fund teacher positions that are vital to the District. We commend their recent efforts to modify their funding model. This year EEF has given a check to the district for \$2.75 million which will fund 55 teaching positions for the 2022-'23 year. Recognizing the need to help retain existing teaching staff, the EEF Board also approved an "EEF Board-Donated Gift" totaling \$225,000, to be distributed to all educators in EISD.

- Utilizing this funding model, donations that exceed the target amount could fund retention bonuses, to be distributed to all staff. Although the amount may vary based on the EEF donations for the year, this strategy is not dependent on the Eanes ISD budget and is more sustainable long term.
- Identify sources to grow EEF's endowment and supplement the work EEF has started in this area.

The Westlake Chamber of Commerce remains a great advocate of Eanes ISD staff. Project Graduation 2022 donations for prizes is a recent example of the members' boundless generosity to support students. One example of their support to teachers and staff this past year were local restaurant discounts offered to attendees at the August 2021 two-day training session. After an initial discussion with the President of the Westlake Chamber of Commerce, Cathy Hoover, we propose an expansion of that concept for their official review.

- Reinstate the previous discount card offered to staff at local businesses. Currently, teachers receive discounts from businesses such as Michaels and Office Depot. An updated version of this idea might include all staff and be as simple as showing a Staff ID. Staff could be directed to a District webpage that lists and recognizes the businesses, making this campaignable. In addition, a sticker/sign designed and paid for by Eanes ISD could be posted in the business's window (We love Eanes ISD, for example) to advertise that the business supports Eanes staff.

The administration has the opportunity to support teachers in ways that do not have a negative financial impact on M&O. We suggest the following ideas for review.

- Further reduce tuition rate of daycare for staff. Currently, approximately a 20% discount is offered to staff, with eight children of staff members on a waitlist. One way to compensate for additional discounts (and generate more revenue) is to raise the tuition for children from the community. Another idea is to consider expansion of the Early Childhood Education services at Valley View Elementary. There are currently 248 children from the community on the waitlist. Also, enhance the promotion of this benefit to recruit teachers.
- Encourage teachers to earn their [National Teacher Certification](#) in order to earn an additional annual bonus.
- Permit designated staff on a rotating basis to leave early from campus on Fridays (after bell and completed duties).

- When possible, allow for flexible hours for A.M. and P.M. that are not during teaching hours to allow for tutoring for pay. Even tutoring two hours per week could add up to more than \$3000 per school year. This is separate from any tutoring required by the district.
- We applaud administrative staff who have stepped up in times of need to cover an array of positions when the district has been short staffed, including crossing guards, lunch monitors, and Early Childhood Education personnel. A special “shout out” to the “Flywheel Group” (spearheaded by Jeremy Trimble) whose members model what it means to jump in where needed. We continue to encourage administrative staff from central office (all departments) to rotate to campuses to relieve staff of duties such as recess/lunch/playground. In special education rotate upper administration to cover special education classes on a rotational basis and/or when substitute teachers cannot be found. This type of community building is inspirational and to be commended.
- Celebrate and give special recognition to the “big” work anniversaries like 5 years, 10 years, etc.
- Prioritize and set limits on required training hours to give teachers more class time and offer stipends for exceeding maximum hours to attend expected training. A recent example of financial compensation was the \$2,000 stipend for Reading Academy (60 hours of training).
- Partner with high school students who wish to earn community service hours for free after school care on faculty meeting days (group of children in designated space with two or more students), or EasyCare.
- Partner with the Aquatics Center to offer a “family day/afternoon” once a month to staff.
- Actively promote teacher “[Perks](#)”.

Other ideas that our committee explored are, or will be, addressed in District Programs and Campus Modernization sub-committee reports, but we would like to express our support as well. These include adequate and appropriate parking at the high school and the improvement and/or addition of Fine Arts facilities at the high school. Further, we suggest the District appoint a task force to develop an array of materials and strategies to promote our district and recruit top talent.

We believe we are at an inflection point in this district. We can offer smaller incentives to let teachers and staff know they are valued. We can also offer larger incentives such as housing assistance, as well as appreciable upgrades to facilities, stipends, and schedules. Let’s keep our teachers and staff. That’s the only thing we can truly influence.



Sub-Committee Members

Andrea Bradford, Pam Horn, Anne Monnig, Laura Suggs, Maggie Suter

Charge

Consider short-term, mid-range and long-term goals for program improvements, expansion and innovation across EISD for a future bond.

**Note - In December 2013, a master plan for facilities was developed for a bond that did not pass. Some of the recommendations that were made have been addressed over the years while others have not. This summary includes many of the same facilities recommendations made 10 years ago, some of which have become more critical over time and as enrollment increases.*

2013 Master Plan Upgrade recommendations:

Upgrade learning spaces at every school throughout the district for 21st Century Learning including space for collaboration, critical thinking and project-based learning, as well as flexible learning environments that are embedded with technology. ¹

Build a considerable addition at Westlake High School to unify the campus and accommodate a variety of unmet academic and enriching activity needs. Includes creation of flexible and collaborative learning environments, additional classrooms and increased space for programs such as Robotics, **Dance, Band, Wrestling and Choir.**

2013 Recommendations for common elements across all campuses -

A common recommendation for site improvements is development of one or more intentional outdoor learning environments. Whether a garden or an outdoor gathering area, such a space is desirable to support science or other learning and help students make connections with the world around them.

Learning Centers, collaborative learning areas that enable both small-group work and larger group gatherings, are proposed as part of neighborhoods within each school.

STEM/ CTE (Science, Technology, Engineering, and Mathematics)/ (Career and Technical Education)

According to labor projections, Texas is expected to have the second-highest percentage of the nation's future STEM job opportunities. ²

*The prior, 2021, Envision Eanes report identified multiple recommendations for curricular reform. Two are shown here regarding STEM and CTE.

1. **Increase CTE opportunities** (professional and certification programs) to meet current workforce trends and student needs. This effort demonstrates a recognition of diverse paths students may choose after graduation, and provides relevant, supportive experiences.
2. **Boost experience-oriented STEM curriculum** within schools by providing the developed content, materials and teacher training and support throughout the year.

¹ EISD Facilities Master Plan, Final Report 2013

²<https://tea.texas.gov/academics/college-career-and-military-prep/science-technology-engineering-and-mathematics-education-stem>

Current Goal: To employ modern learning science environments to increase the effectiveness of STEM and CTE education in the district. STEM and CTE emphasize and benefit from hands-on, experiential teaching and learning. Providing opportunities to apply academic content by creatively solving real-world problems with innovative design-based thinking, preparing students for future career opportunities.

Background on Funding - STEM education and CTE have different funding models by the state.

For **STEM** (K-12) there is a “classroom set” model. This means that for each grade level there is one classroom set of equipment/supplies to share. While this model may work well at the primary level when there are just four grade level classes of students sharing a single set, it becomes problematic at the secondary level. For example, there are 35 microscopes available for 16 biology classes of 20+ students to share. This model equates to less than \$4 per student for equipment.

Drawbacks: We are hindered in what can be taught, particularly at the secondary level, because we only have one set of everything. Sometimes teachers are buying supplies on their own or using campus PTO. For example, sometimes a lab has to be completed in a single class period in order to provide students in other classes the time they need with equipment. This does not allow for proper scientific progression of observation, testing, modification and reteaching/retesting as needed.

Some examples of sets needed for STEM: At the primary level, examples include Legos, wire, weights, books, popsicle sticks, circuits, plastic cups, bread ties, playing cards, dominoes, tubing, magnets and other simple items. More advanced STEM education supplies for secondary students may include software, computers, robots, lab equipment and 3-D printers.

The CTE model can be more costly and is based on “programs of study.” This is a coherent sequence of four levels (I-IV) of coursework. Funding is based on how many programs of study are offered and how many students complete at least three levels.

Drawbacks: Offering levels III and IV coursework can be problematic. These have greater risk of not “making” (enough students enrolled for the class to be held). These classes often require outside time (ie, robotics or an internship).

Considerations for STEM/CTE

Needs:	Wants:
<ul style="list-style-type: none"> ● <i>Protect teacher’s time</i> ● <i>Be fiscally responsible</i> ● <i>Have a longitudinal, coherent K-12 curriculum</i> ● <i>Create both small and large collaborative spaces</i> ● <i>Consider landscape (runoff, floodplain, etc)</i> ● <i>Abide by impervious cover restrictions</i> 	<ul style="list-style-type: none"> ● <i>Prioritize hands on learning</i> ● <i>Contain both wet (ie – biology, chemistry, health science) and dry (ie – computers, maker/breaker, electronics) space types</i> ● <i>Connection to nature/ outdoor spaces</i> ● <i>Ensure equitable learning spaces at all campuses</i>

STEM/CTE GOALS

Short Term:

Dedicate a pool of funds for equipment to support STEM at the secondary level, and to a lesser extent at the primary level.

- Update STEM materials with adequate quantities and proper versions of equipment at the secondary level.
* See Chad's list.
- At the elementary level, schools generally don't have a dedicated classroom for STEM. Campuses need storage, a lego or tile table set, refrigeration/incubators and other equipment. It could be mobile. This year at BPE, the Booster Club turned an empty classroom into a maker space called "The Collaboratory." It's a good model of what a designated maker space can look like in an elementary facility.

Mid Term:

Provide funding for new space and resources to enhance and expand our CTE program offerings.

- Expand/support program offerings including health science, business incubator, audio video electronic media, manufacturing and automotive.
 - For example, for the film editing certification that we would like to offer, we need to have the right software.
 - Space and equipment for these programs is required.
 - It could be possible to combine/share robotics, and manufacturing equipment to offer more level III/IV courses.
- Research and consider employment trends. We can be visionary/ future focused and prepare students for future employment needs. Refer to current labor market data and statistics.³
- Consider combining TLC and CTE programs? Could dual credit be made available? Career certifications for a "middle group" of students who could benefit from both TLC and CTE.

Long Term:

Need intentional physical spaces at the primary and secondary levels to offer more hands-on STEM/CTE programming for students.

- Create maker/breaker spaces across campuses with district-wide support. The benefits of these maker/breaker spaces include building creativity and problem-solving skills, critical thinking, and providing students an environment and space to be in during off-time. The space also has the potential to be a place for community education classes (income-producing); and offering a stress reducer for many kids.
- Place an EANES LAB™ on every campus.

EANES LAB™ - What is it?

- A facility with a mix of spaces including large open spaces for collaborative learning and smaller spaces for group work.

³<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/lwda-labor-market-information-and-resources>

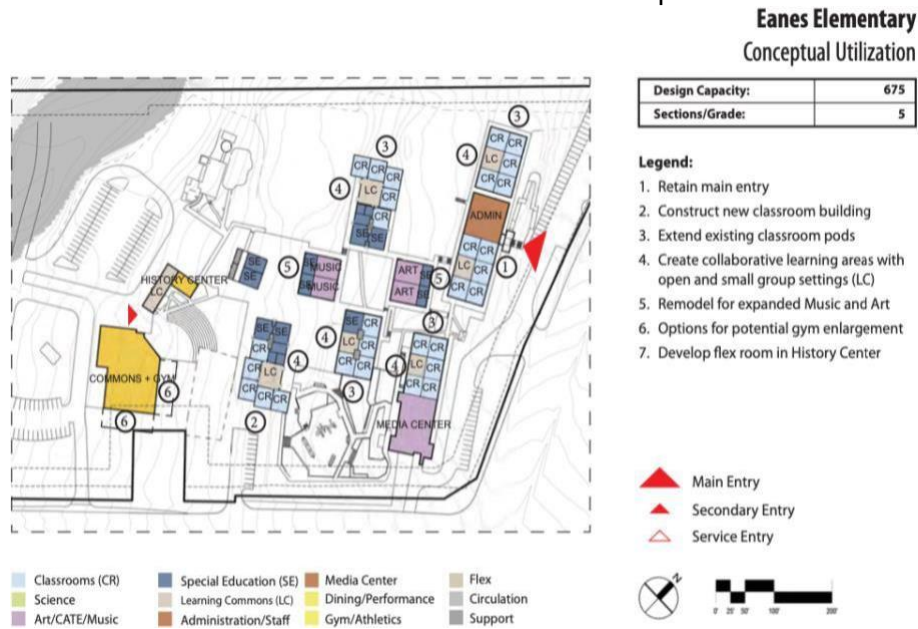
- Equipment for project-based, hands-on science and technology
- Space would be tailored for each campus but have consistent resources at each grade level across campuses.
- Resources and equipment would be aligned with STEM/CTE offerings from the primary through secondary levels but tailored for each specific grade level.
- Each campus would house one or more Eanes LABs™ and this would be a flagship facility for each campus.
- This space would be a symbol of the type of innovative education students receive at Eanes.

*Bridge Point Elementary installed a maker space this last spring and Eanes Elementary is currently installing one this summer. These types of facilities are in line with Eanes Lab™, however the lab would provide a dedicated, collaborative learning environment for STEM/CTE that encompasses both science instruction, maker/breaker equipment and other hands-on learning activities associated with career and technical education.

***Recommendation - Pilot Eanes Lab™ on the Eanes Elementary campus.**

The uniqueness of EISD is the placement of an urban school within the context of the central Texas landscape. Eanes Elementary is particularly unique in its connection to nature.

1. Proposed Features:
 - Additional Restrooms
 - 2 large collaborative spaces
 - 4-6 smaller meeting room spaces
 - “Wet side / “Dry” spaces
2. Remove portables
3. Eanes Lab™ at Eanes Elementary would make use of a strong connection to nature both physically and pedagogically. Incorporation of a green roof, gardens or courtyards could allow for instruction in plant biology, nutrition, meteorology, renewable energy, and other STEM/CTE topics.
4. Placement would be similar to #2 from 2013 master plan **see below*



Proposed Curriculum Areas of CTE and software/ hardware/ equipment at the primary (elementary and middle school) levels demonstrating alignment from K-12. (*denotes current CTE sequence at the high school)	
Dry Lab	<p>Digital Communications* - Comic Life, Frames, Garage Band, Google Sites, Premiere Elements</p> <p>Design and multimedia arts*- Pixlr, Photoshop, Sketchup, Tinkercad, 3D printers</p> <p>Circuitry - Arduinio, Digital Sandbox, Snap Circuits, Makey Makey</p> <p>Mechanics and Structures - Bridge Designer, Engino, Fishertechnik, IQ Key, K'Nex</p> <p>Robotics and Control Technology - Ozobots, Lego Mindstorm EV3s</p> <p>Engineering and Data Analysis* - Google Earth, Stellarium, Vernier Sensors</p> <p>Programing and Software*- Stencyl, Scratch</p>
Wet Lab	<p>Nutrition – calorimeters, thermometers, centrifuge, IR camera</p> <p>Exercise Science* – ergometer, force plates, accelerometer</p> <p>Health Technology* – respirometer, blood pressure cuff, IR thermometer</p> <p>Plant biology – glassware, spectrophotometer</p> <p>Chemistry – glassware, stir plates, pH meter, water baths</p> <p>Recyclable plastics – oven, lyophilizer, fume hood</p> <p>Renewable Energy*- Hydrogen Fuel Cells</p>

FINE ARTS

Goal: Provide ample space and resources for rapidly growing fine arts programs in dance, band, choir and orchestra. Resolve safety issues for band students and dance students.

What has been proposed in the past for fine arts?

Previous Bond Proposals had included some options for fine arts at Westlake High School. Ultimately they did not all make it into the final bond initiative for vote. Some ideas that were considered at that time:

- Build a new band/orchestra space in the PAC parking lot.
- Move band/orchestra across Westbank Drive to the practice fields. Problems include: no good way to get students across the street (skybridge or tunnel); places students even further away from PAC and stadium.
 - Place band/orchestra to the top of a parking garage

Present facilities and program participants:

Dance/ Hyline/ Star Steppers (160 students minimum)

- Currently, they are all in the PE gym, and need a full-size basketball court. They share some of this space (and associated changing areas) with baseball, soccer, and cheerleaders including with visiting teams. This facility is in use year-round for different program seasons.
- While the footprint is adequate, the flooring and dressing areas are problematic. Specifically, the floor is not designed for dance / Hyline and there have been documented injuries.

Elite Visual Ensemble “EVE” (color guard) /Zenith (50-60 students)

- They are wildly successful at competition – just placed 3rd in the nation, but do not have any dedicated space to practice.
- While they are only 1 period and could potentially share space with other groups, they need at least a 20' ceiling.

Band (270 students) / Orchestra (150 students)

- Marching, Concert and Jazz Band is one of the most successful components of EISD's Fine Arts Program. The Concert Band placed #1 international competition. The Jazz Band is ranked #1 in the state of Texas. The marching band placed 10th in the State of Texas at UIL in 2021.
- This area was designed in 1984 for 79 students. There are now ~270 students and the space is not nearly big enough. The storage areas are insufficient. Practice space is also inadequate. There are too few practice rooms, and because there is not enough storage space, three practice rooms have had to be converted to instrument storage. There is no storage for percussion, a significant portion of the band's needs. The loading dock area poses a significant safety risk and requires updating and expansion.
- There are very serious safety issues that need attention. During summer band camp, marching season and football season, there are ~250 students crossing Westbank for rehearsal, loading and unloading buses and their equipment trailer, sometimes very late at night and in the dark, on Westbank. Parents dropping off or picking up students line Westbank and traffic can back up to the Library. There are only two crossing points, one near People's Pharmacy. Almost all band students cross there with the hope that cars will stop (there is no crossing light) and then walk along the shoulder, or in the grass to Field 3 for rehearsal, with their instruments, and back.

Orchestra (150 students)

Orchestra shares space in the Band Hall. They need space that is more instructional-friendly (and storage).

Westlake Technical Entertainment Crew (TEC) (40 students)

The TEC is a student-run organization, with its own broadcast crew who televise every WHS football game, Nutcracker Spectacular, dozens of band, orchestra and choir performances in the PAC, as well as Black Box Theater productions. The crew is in need of its own area to produce shows. Currently they are sharing space with the props crew. Little known fact, the TEC is paid to clean the WHS football stands and stadium after every home football game. It is the only fundraising they do.

Theater

- West Ridge Middle School has a small theater area that connects to the stage. If it's possible to move the mechanical room that is next to their theater area it would provide more adequate space.
- Hill Country Middle School's theater area needs expansion and more storage for costumes. Students end up storing materials in the hallway outside the theater room and often have to rehearse in the hallways.

GOALS

Short Term:

Need to upgrade the flooring and dressing areas for dance/Hyline/steppers.

Mid Term:

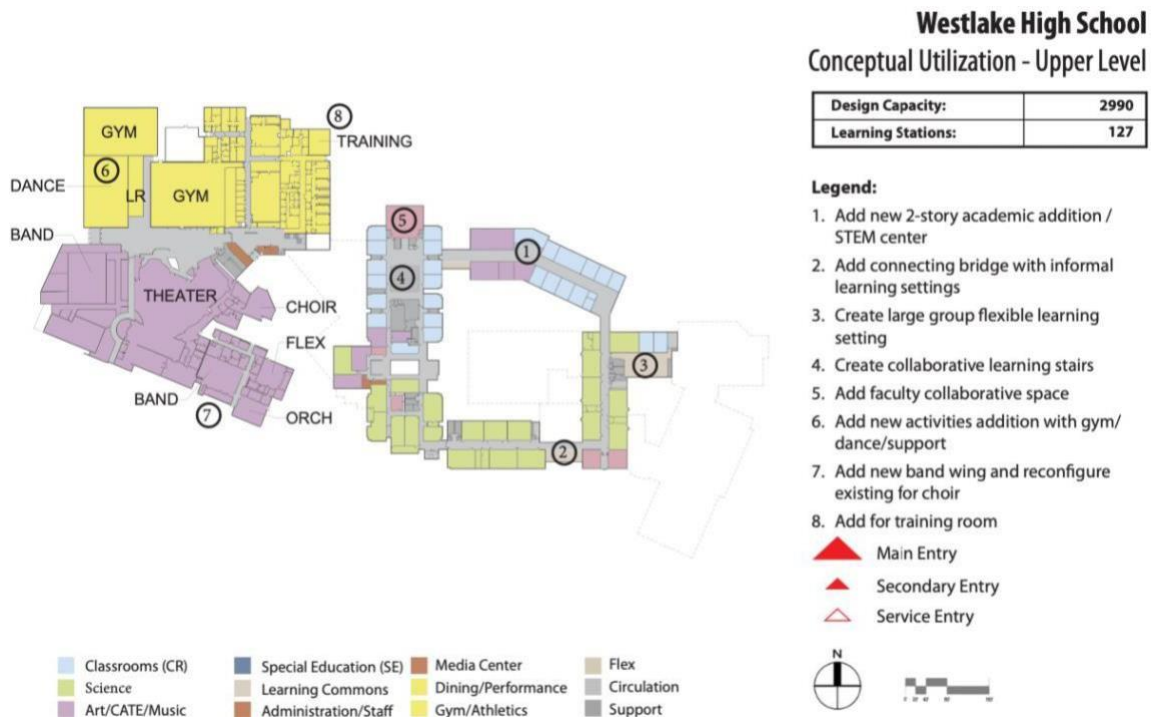
Mr. Taylor said their inventory at present is adequate. Need to dedicate a funding to replace / upgrade equipment (instruments, etc.) to support fine arts at the secondary level, and to a lesser extent at the primary level. Many of the larger instruments are loaned to students throughout the year. Wear and tear on the instruments becomes an issue very quickly. Need to expand space for band and dance/EVE without changing current facilities footprint. Need to re-design and expand the loading dock to address safety concerns..

Ideas from Kerry Taylor and the committee:

- Could build the band/orch area out flush with Westbank.
- Could make the band office area 2 stories.
- Could modify the PE gym to be 2.5 stories with changing area or storage on top with greater ceiling height.
- Could enclose the small courtyard off the band area for office/changing/storage.

Long Term:

Need to design a modern fine arts space with room and appropriate facilities for all activities. Could likely capture some of the current PAC parking lot as shown in #7 of the 2013 Master Plan. Other locations are less desirable for band/ EVE as they need proximity to the PAC, the stadium and the practice fields (and sometimes the WACC). Consideration should be taken in the context of a redesigned PAC parking garage.



TLC (The Learning Center)

Goal:

Increase space for TLC in order to expand program availability to 9th and 10th grade students , explore expansion of TLC to include CTE programs and dual-credit programs, and explore co-located space with other programs. (This goal is in line with 2022 board priorities.)

Current facilities and number of participants:

- The Design Lab at Westlake High School was completed as part of the 2015 Bond Updates. EISD was able to expand the coding program, among others, with the addition.
- The Robotics building provides expanded space for an award-winning existing program.
- HOSA club offers some CTE in health professions, but additional space is necessary to continue programs like pharmacy technician and expand to include programs such as EMT or CNA certifications. Possibly partner with community members such as Ascension Seton or St. David's Healthcare.

Background:

Currently, [The Learning Center](#) is a by-choice alternative learning program only available to 11th and 12th graders. It is housed in a small building across Westbank Drive from the main high school facility. Expansion of TLC to grades 9 and 10 would provide more opportunities to students in the lower grades who need or would benefit from an alternative learning program.

Expansion of TLC could allow Westlake to offer more robust Career and Technical Education and dual credit programs. One issue with the current offerings, as mentioned above, is that within a given Program of Study (POS), there are four levels of curriculum. Because CTE at Westlake is limited, students are often not able to complete all four levels of a given POS, and thus, are not able to achieve the full promise of a program, or to acquire a capstone certification that would provide a career pathway.

Many CTE programs are grounded in a science or math curriculum, and by pursuing and offering a science or math-based CTE program, EISD may avail itself of CTE funding separate and apart from ADA and other traditional state-based funding mechanisms. An expanded CTE offering could be net income positive for the district. Health Sciences and Engineering in particular have proven popular. Science and math programs serve approximately 8,000 students each year in EISD as part of the core curriculum. In contrast, the existing Robotics program serves approximately 200 students per year; likewise, existing CTE programs serve around the same (100 students/year). The CTE program in Computer Science is eligible for a [Perkins grant](#).

Likewise, the January 2021 Envision Eanes report to the Board of Trustees recommended the district increase CTE opportunities to meet current workforce trends and student needs. Career Academies at Austin Community College offer a partnership between ACC and employers to increase hiring for high-demand technical jobs. Students who complete a short list of courses earn entry-level certification to enter the labor force immediately. Certificates are available in Information Technology, Phlebotomy, Emergency Medical Technician, and Pharmacy Technician. The current EISD-ACC CTE program is inadequate to allow students to achieve any of these certifications, since the course offerings for 2021-2022 include only these "one-off" courses:

APPROVED ARTICULATION REQUESTS FOR 2021-2022

District Name: Eanes

ACC Program Area	College Course	Credit Requirements	High School Course Name	PEIMS Number	PEIMS Abbreviation	Grade Level
Accounting	ACNT 1403 Introduction to Accounting 1	ACC Final Exam	Accounting	13016600	ACCOUNT 1	10th
Allied Health	HPRS 1206 Medical Terminology	ACC Final Exam	Medical Terminology	13020300	MEDTERM	9th & 10th
Biotechnology	BITC 1411 Introduction to Biotech 1	ACC Final Exam	Biotechnology I	13036450	BIOTECH 1	11th
Business Studies	BUSG 1304 Personal Finance	ACC Final Exam	Personal Financial Literacy	3380082	PFL	10th
Child Care & Development	CDEC 1321 The Infant & Toddler	ACC Final Exam and Classroom Observations	Child Development	13024700	CHILDEV	10th
Marketing & Finance	BUSG 1304 Financial Literacy	ACC Final Exam	Personal Financial Literacy	3380082	PFL	10th
Radio, Television, Film	RTVB 1305 Introduction to TV Tech	ACC Final Exam/Project	Film Production I	13008500	TAVIDTEC	9th & 10th
Visual Communication	ARTC 1302 Digital Imaging	ACC Final Exam/Project	Digital Graphics and Animation	13008300	ANIMAT 1	9th & 10th

Goals

Short Term:

Expand offerings through TLC to 9th and 10th grade students. Expand CTE and dual-credit offerings through TLC, with co-housing of programs such as Engineering housed in Robotics Center or expanded Radio, Television Film in TEC Theater/PAC space or Visual Communications in the Design Lab.

Mid Term:

Need to provide funds and new space and resources to enhance and expand The Learning Center

- Design a TLC building to house all years/all programs with adequate space for CTE / dual- credit programs.
- To expand the programs offered and to all grades, we need space and equipment for these programs.
- We could partner with others such as Ascension Seton / St. Davids to offer instruction and practical experience based in classroom spaces.
- Pursue Perkins Grants and other funding not utilized now.
- EISD receives extra funds for students with disabilities enrolled in CTE courses. Encouraging students with disabilities to take part in CTE could result in even more funds for the district and future opportunities for students. There are currently 125 students receiving special education services with modified curriculums who are not eligible for TLC and good candidates for enrollment in the CTE program.

Long Term:

Design a State-of-the-Art Learning Center with offerings in several Allied Health certifications (9-12th grade) including EMT, Phlebotomy, Pharmacy Technician, and CNA. Offer new, innovative programs with emerging technologies such as Rocketry, or Renewable Energy (Solar & Wind) or Certified Repair Technician for Animated Robots by partnering with companies like Tesla.



Members

Jenny Aghamalian, Chris Grammar, Alan Knox, Laurie Maccini, Monique Pikus and Jeff Ulmann

Charge

Develop considerations on modernizing Eanes campuses to better support the education of students, health and safety of students, staff and administration, and support teachers and staff.

Introduction

Eanes ISD is known for its exemplary education as can be seen in [US News & World Report](#), [Niche](#) rankings, various awards, and numerous recognitions. Families move to Eanes because of the reputation of its schools. This is due to the outstanding work of its teachers, administrators and students with support from families and the larger Eanes community. Despite the extraordinary academic success of Eanes students, many of the District's campuses need improvements to enhance the quality of education occurring within its walls, support the emotional and social well-being of students, teachers and staff, ensure the health and safety of each and every student, and bring each campus up to par with other similar districts. We are currently being challenged to fulfill the mission of the district. We have an opportunity to address urgent needs at our campuses, as well as develop a long-range plan to overhaul our facilities that achieves the Eanes standard of excellence.

While it is impossible for a bond to address all known needs of the District at this point in time, we believe that foundational education is key to the continued success of the district and hope that all campuses levels, not just secondary, are considered for improvements based on our findings, as well as needs and goals that were not accomplished in the [EISD Facilities Master Plan Final Report 2013](#).

Given the cost of facility improvements, it will be important to develop a strategic plan for each campus. Smaller, short-term campus improvement projects may be a band-aid that costs money and complicates a more permanent solution. Based on observations and district input, we acknowledge that each campus is unique with its own strengths and weaknesses; however, some campuses have more critical needs than others.

A common theme surfaced that any campus improvement project should take into consideration the reduction of Maintenance & Operation (M&O) costs to the extent possible. Short-term goals include immediate considerations that will meet urgent facilities needs as well as those that help save M&O funds by increasing energy efficiencies and other mechanisms. Mid-term goals modernize our elementary campuses and meet the programmatic needs of other campuses.

Long-term goals improve facilities of Eanes ISD campuses so that they continue to be an exemplary learning environment in the future.

Observation 1: Address critical needs across all facilities and programs - Short-Term Goals

Short-term goals focus on critical needs across all facilities and programs. Some of these are in the scope of known facility and program needs as identified by District Administrative processes, and are a practical foundation for a bond. Some of those same priorities were also identified through this committee's evaluation and, thus, we endorse the following:

- Implement energy efficiency strategies (i.e., Solar, etc.)
- Modernize libraries
 - Specific examples include Bridge Point Elementary's library that does not have enough space to hold faculty meetings that allow all staff to be seated. Barton Creek's library needs moveable story steps to increase space. We also ask whether it is possible to modernize the library at HCMS to allow for more meeting space.
- Upgrade security cameras and door access controls
- Implement Phase III of the Flexible Furniture Package due to the age of the current furniture
- Conduct a campus utilization study with regard to number of students per facility efficiencies
- Explore the purchase of additional real estate to help with impervious cover issues.
 - For example, could the tract of land adjacent to West Ridge Middle School, the Baldwin Tract, be utilized given the lack of progress with the Lessee?
- Upgrade faculty and student restrooms where needed, as repeatedly noted in feedback this Committee and the District has received over the past three years.

Observation 2: Modernize elementary campuses and support programmatic needs of other campuses - Mid-Term Goals

We recognize the uniqueness of each campus and know parents and students are passionate about their schools. We also recognize the need for some commonalities across elementary campuses to ensure all students are prepared for Eanes middle and high schools. The following includes areas to be addressed with these two perspectives in mind.

- Construct an Eanes Lab at each campus: Flexible STEAM spaces. (See programs section, Bridge Point Elementary [Collaboratory](#))
- Create or Expand Existing Maker-Breaker Spaces at all elementary schools. (See Envision Eanes Report January 2021)

- Design movable walls in at least one area for small group instruction to maximize space on each elementary campus. This would free up classroom space for a potential collaborative area for teachers or other needs.
- Work with Campus Leadership Teams to identify and address unique needs of each campus. Some known examples include:
 - Enclose the upper part of the nest at Cedar Creek Elementary
 - Replace the portables at Eanes Elementary with Learning Studios that have running water
 - Expand the auxiliary gym at WRMS for needed seating at events
 - Expand theater storage space at HCMS
 - Remodel the kitchen at the ATS campus to accommodate current needs
 - Expand the music room at BCE to fit class sizes of 30+ students
 - Reconfigure the triangular classrooms into rectangles and add windows at Cedar Creek Elementary.
 - Add windows and/or skylights to Valley View elementary for additional natural light.
 - Construct a parking garage at Westlake High School to address extremely limited parking for its approximately 2,800 students and 200 teachers and staff. A dedicated parking space reduces the stress students feel in trying to get to class on time. This project needs to be considered with regard to other long-term goal ideas, such as the potential complete renovation of Westlake High School. The garage should be constructed as an adaptable structure that could be repurposed in the future if parking becomes less of a concern.

We also support programmatic specific facilities improvements at the secondary level centered on the goals outlined below and discussed in other sections of this report. The goals are:

- Employ modern learning science environments to increase the effectiveness of STEM and CTE education in the Eanes district.
- Provide ample space and resources for rapidly growing fine arts programs in dance, band, choir and orchestra.
- Increase capacity at The Learning Center (TLC) in order to expand program availability to 9th and 10th grades; explore expansion of TLC to include CTE programs and dual- credit programs, and explore co-located space with other programs. This goal is in line with the [2021-2022 Board Priorities and Administrative Goals](#).

Observation 3: Plan strategically to improve facilities so that they continue to be an exemplary learning environment - Long-Term Goals

The following ideas need more in-depth study with input from a broad spectrum of stakeholders. They include modernization, alleviating ongoing issues and being proactive on real estate opportunities. Strategic planning has a better chance for desired results and saves the district money.

- Modernize Eanes Elementary School. Eanes Elementary (EE) school is the oldest running elementary school in the state of Texas and the namesake of our district. While the district has previously improved the conditions on campus, many of its facilities remain in need of critical upgrades (ie. restrooms, plumbing, erosion). We recommend that the campus be completely updated while respecting the nostalgia of the original campus organization. The modernization of EE should be done with the input of the Campus Leadership Team, student and parent community, district leaders and the board.
- Create additional space for various Athletics & Fine Arts programs at Westlake High School. (See Special Programs section of this report). Building projects such as these need to be considered with respect to cost and location on campus so as to not become an impediment to the future campus needs, such as an extensive renovation of the campus.
- Plan strategically for potential changes at Barton Creek Mall in the next decade. According to the [Austin American Statesman](#) article,(July 11, 2019) the Austin Strategic Housing Blueprint has plans for affordable housing units at the current mall. The impact of an influx of families/students should be considered in long- term planning. The real estate opening of Barton Creek Mall could also afford new opportunities for cooperation in the development of district-use resources to meet needs and opportunities (e.g., athletics, fine arts, preschool, etc.).
- Consider an extensive renovation of Westlake High School. WHS has grown in footprint over the years through a series of additions that addressed localized issues at the time of their implementation, or were intended for uses that are different than today's needs. The current state of the facility experiences inefficiencies in size, circulation, and energy usage. The long term outlook of the campus is that it is falling behind as a facility against the high school facilities at peer school districts.
 - Co & Extra Curricular Program space expansions
- Conduct an in-depth review of all elementary campuses to create greater efficiencies through potential expansion, re-zoning, commute time reductions, etc. as future enrollment and spatial needs vary.

In conclusion, we believe that addressing the observations outlined here will assist Eanes in remaining one of the top districts in the state and provide the best learning environment for students while supporting the tremendous work of our teachers. The short-term goals will address urgent needs of campuses while simultaneously reducing M&O costs. The more mid- term goals will provide greater uniformity across our elementary schools which will equally prepare all students for middle and high school. Finally, while the long-term goals require much more research and community input, beginning on this path will set the standard for how campus modernization can provide the best setting for the exemplary education Eanes ISD provides.