

BRIGHT SPOTS FOR BIG IMPACT

2022
BLUEPRINT
REPORT



THE
Blueprint
for EDUCATIONAL CHANGE™



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School Readiness.
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High School Graduation.
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LEADERSHIP

PARTNERS

INVESTORS

final numbers to come.



"In our review of regional and local institutions and entities, it's clear that E3 Alliance is a true stand out - not only in their data and research capability, but in effectively leveraging data to drive action to improve student outcomes. By replicating E3's lessons and building a more robust state infrastructure, we can help many more Texas students succeed."

– **Christi Martin**

Principal,
Martin Consulting Group

Winston Churchill taught us to never let a good crisis go to waste. The pandemic, together with economic shocks, racial awakening, and divisiveness, has disrupted education systems as never before, affecting our vulnerable students the most. Those working in our education systems have been compelled to be more resilient, more responsive, and more resourceful. It is a tremendous challenge, a challenge brought forth by crisis, one that requires us to be inspired and innovative, to work collaboratively to bring the best ideas forward to help all students succeed.

In 2008, our community came together around The Blueprint for Educational Change™ - our regional strategic plan to focus efforts and resources on profoundly changing Central Texas education systems, to strengthen regional education from early childhood through workforce success so that children reach their highest potential and in turn secure Central Texas' economic prosperity. The plan was based on fundamentals including data-driven decision making, focused community collaboration, and shifting cultures and mindsets to create lasting and equitable systemic change for ALL Central Texas students.

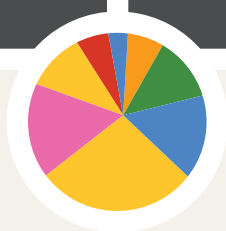
Using the Blueprint as a guide, we have made tremendous progress in our region. We have gone from having the lowest graduation rate in the state for students from low-income households to having almost the highest. We have closed the gap between Black and White students completing math courses that can put them on a college track by over 85%, and we have increased the percentage of high-quality pre-K classrooms nine-fold. Then the pandemic slowed or turned back many regional advances. Still, educators across Central Texas have leveraged opportunities during the COVID-19 crisis to create silver linings during a deeply challenging time. Alliance partners at district and postsecondary levels and across the community are working every day to redesign more resilient education structures and policies to become more equitable and inclusive.

In 2022 we celebrate the many partners across the region who have been informed by learners themselves, are reimagining systems and demonstrating **Bright Spots for Big Impact**. Together, we can leverage these Bright Spots, replicating and scaling what is working, especially for our students of color and those from low-income households. We cannot let this crisis go to waste by turning it into lasting systemic change.

SUSAN DAWSON

A handwritten signature in black ink, appearing to read 'Susan Dawson'.

PRESIDENT AND EXECUTIVE DIRECTOR,
E3 ALLIANCE



ABOUT E3 ALLIANCE

Info to come.

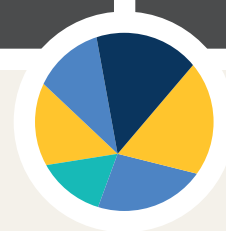
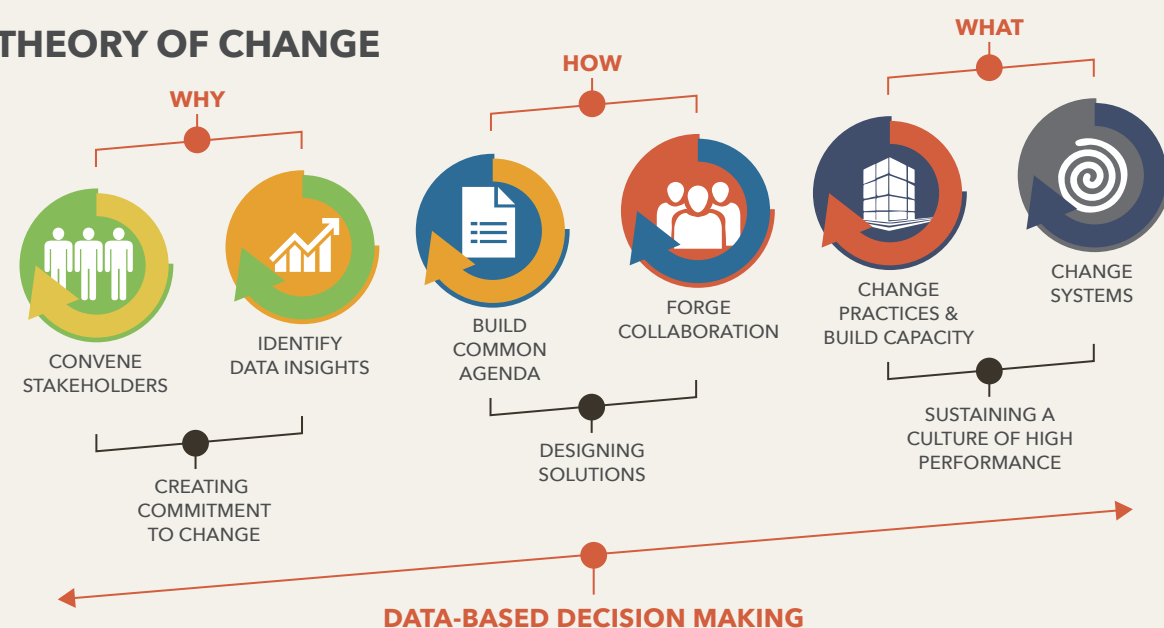
OUR WORK

Info to come.

OUR APPROACH

Info to come.

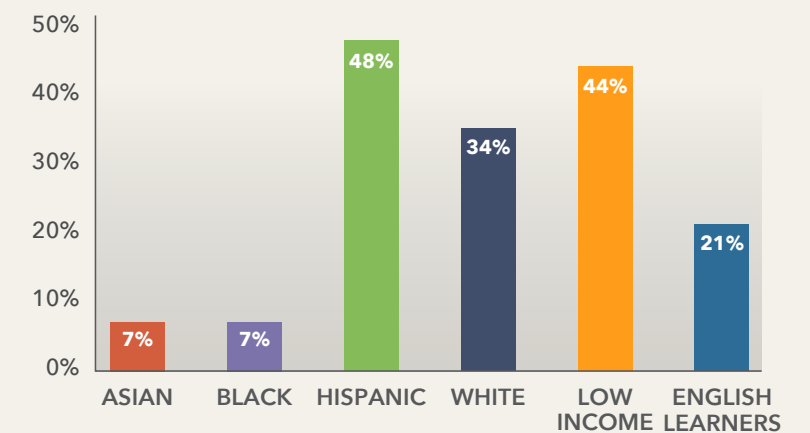
THEORY OF CHANGE



CENTRAL TEXAS BY THE NUMBERS

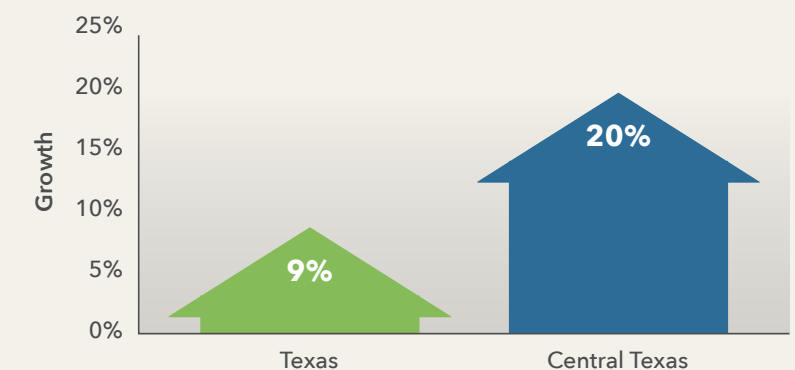
Central Texas Students

363,035 PK-12 STUDENTS



Student Enrollment Trends

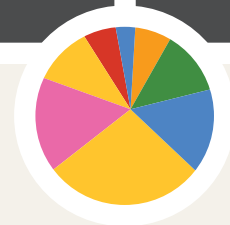
POPULATION GROWTH GRADES PK-12 FROM 2011 TO 2021



Central Texas Schools



- 276 Elementary Schools
- 88 Middle Schools
- 91 High Schools
- 8 Institutions of Higher Education

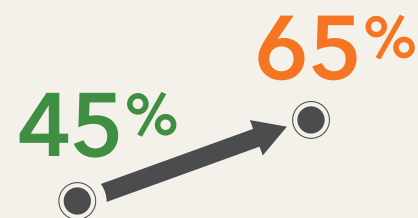


IMPACT

5 OUT OF 8 INSTITUTIONS OF HIGHER EDUCATION (IHE)



Number of IHEs actively designing and testing systems transformation strategies to impact postsecondary enrollment, transfer, and first-year experience as part of the Postsecondary Peer Learning Network.

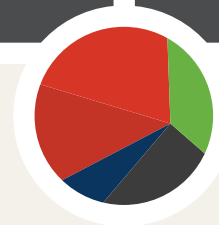


Increase from 2016 to 2021 of high-performing 5th graders on STAAR math from low-income households who completed Algebra I by end of 8th grade.

Increase in annual Emergency Disbursement 220%

3rd infographic still to come.

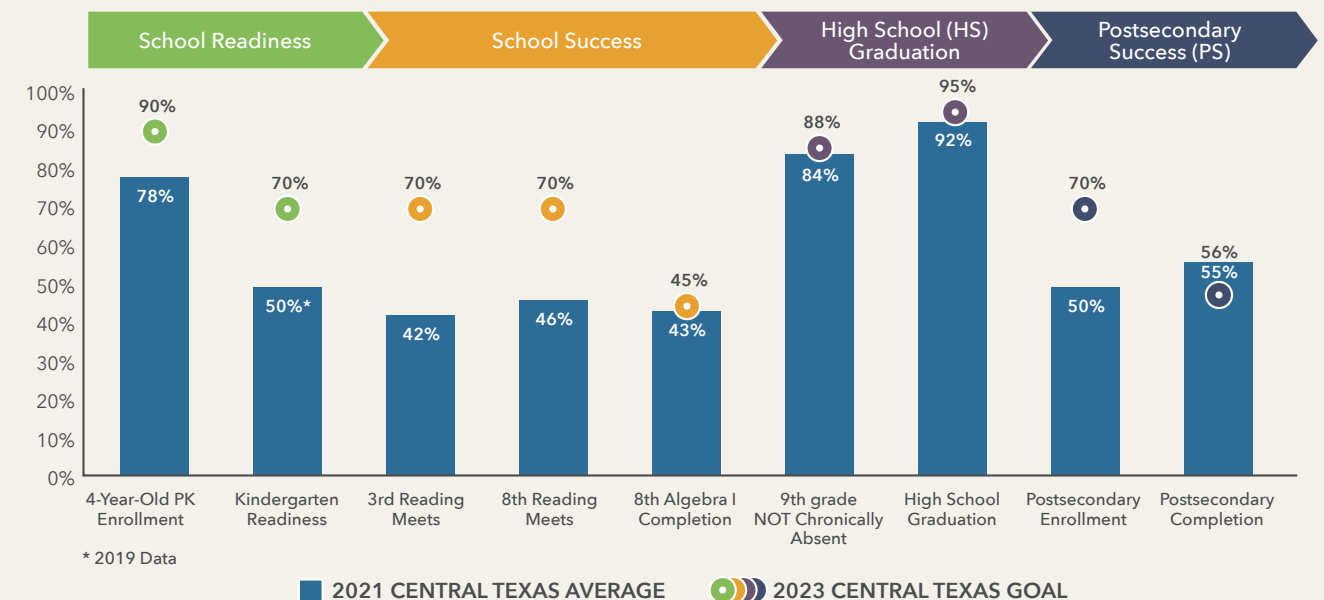
assist Central Texas college students with unexpected expenses due to COVID-19 and winter storms.



CRADLE-TO-CAREER OBJECTIVES

E3 Alliance and our partners established measurable objectives to improve student outcomes and decrease inequity across the cradle-to-career pipeline by 2023. No one could have foreseen the pandemic or its impact on education systems when we set these objectives in 2017. While more data on each of these indicators are available in 2021 than 2020, interpreting that data is a continuing challenge. We present the data below with consistent calculations and methodology as in prior years. We believe that it is important to report the data used to measure our objectives, even when we know the data is less valid and reliable than usual. Our goal is to make meaning of the data as we move forward as a region.

2023 OBJECTIVES



School Readiness

- 90% of eligible children enroll in Pre-kindergarten
- 70% of children enter kindergarten school ready

School Success

- 70% of all 3rd graders meet reading standards on STAAR
- 70% of all 8th graders meet reading standards on STAAR
- 41% of all 8th graders complete Algebra I

High School Graduation

- 88% of all 9th graders are NOT chronically absent
- 95% of students graduate high school on time

Postsecondary Success

- 70% of students enroll in college within 1 year of high school graduation
- 55% of high school graduates complete a postsecondary credential within six years

Pre-K enrollment, attendance, math course taking, high school graduation, and higher education enrollment data comes from E3 Alliance analysis of the Public Education Information Management System (PEIMS) and Higher Education Coordinating Board data at the UT Austin Education Research Center.



SCHOOL READINESS

ILLUMINATIONS

Rapid Pre-K Enrollment Increase After Rare Drop

Children enter the world learning. Their natural curiosity helps to focus their boundless energy on crawling, walking, speaking, and socializing. Research shows quality early childhood programs equate to greater kindergarten readiness and school success, particularly for emerging bilingual students and students from low-income households.

We must recognize the far-reaching, adverse impacts of the pandemic on systems that support early learning. The lives of many young children shifted, especially time spent outside the home.

While pre-K enrollment in 2020-2021 dropped to record lows, 2021-2022 enrollment rebounded significantly, and we hope to reach pre-pandemic levels next year. Early Austin ISD 2022-2023 registrations already indicate improvements happening. Pre-K registrations are up 188% compared to 2021, with kindergarten registrations up 123%.

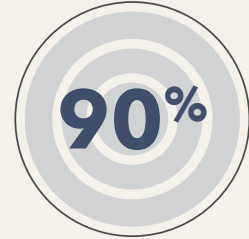
GROUNDING IN DATA

Impact on Kindergarten Readiness Needs More Data

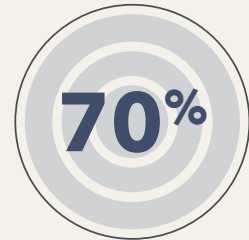
School districts experienced landmark drops in attendance for all grades in 2020-2021 but most negatively for their youngest learners. Our region continues to recover and understand the long-term impact of the pandemic.

- Pre-K enrollment for eligible students increased 6% in 2019-2020. In fall 2020, enrollment overall dropped by 29%, then increased rapidly in fall 2021, but still not to pre-pandemic levels.
- Central Texas school districts report pre-K enrollment depends on the perceived safety of children in school, especially in light of COVID and the unavailability of vaccines for children under 5.
- We continue to determine the impact of lower enrollment on kindergarten readiness. Longitudinal data from fall 2020 and 2021 are not available.

2023 TARGETS



PERCENT OF
ELIGIBLE STUDENTS
ENROLLED IN PRE-K



PERCENT OF
STUDENTS ENTERING
KINDERGARTEN
SCHOOL READY

EQUITY INDICATOR

While we eagerly anticipate positive swings in pre-K enrollment that return our region to pre-pandemic numbers, we continue to dig into available data and work alongside the community to determine how our system is preparing students for kindergarten and reimagining the systems that support students once they start schools, so that our schools are ready for our children.



INITIATIVES

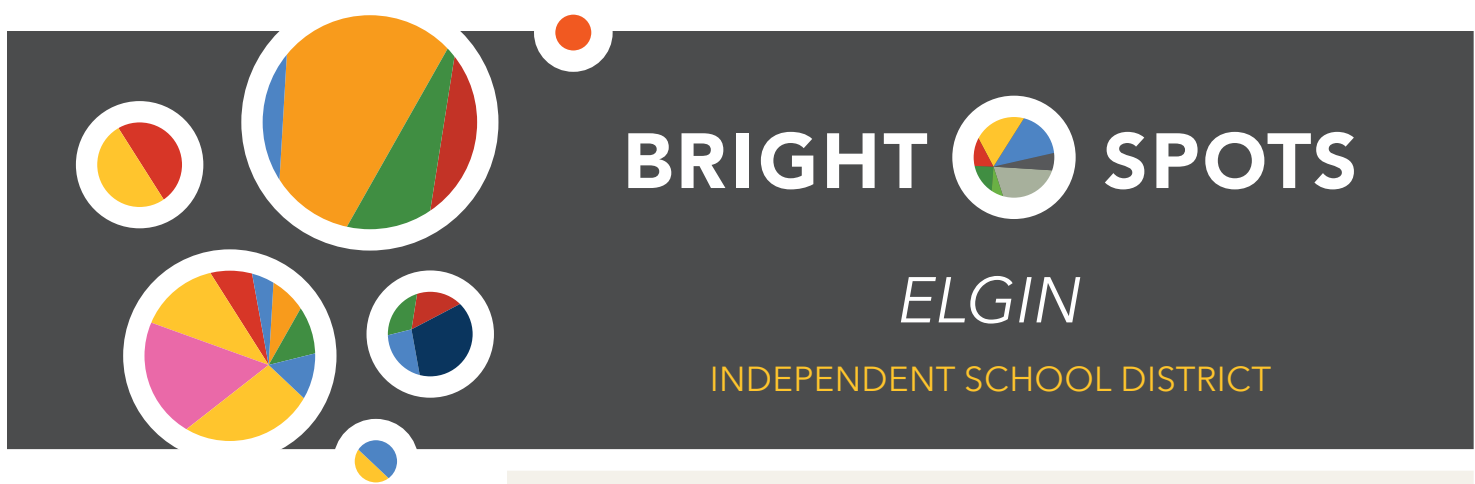
- In 2018, United Way for Greater Austin and E3 Alliance formed Early Matters Greater Austin to mobilize and unite the local business community around ensuring children enter kindergarten prepared for school success. More recently Early Matters launched resources that encourage employers to adopt family-friendly policies and receive designation as a “Best Place for Working Parents”. Supportive workplace policies increase organization productivity while benefiting the physical and emotional health of employees and their families.
- A coalition of advocates from Travis County school districts, the City of Austin, and other key regional organizations constructed the Success by 6 Strategic Plan to raise kindergarten readiness. Co-chaired by United Way for Greater Austin and E3 Alliance, today the group continues to strengthen the accessibility and quality of pre-K.

Student Voice Helps Drive Systems Change

Info to come.

Info to come.





INITIATIVE

- Lift Literacy Up added six new elementary campuses to participate in training, coaching, and collaboration on the three components of E3 Alliance's Literacy Framework: Leadership, Instructional Framework, and Standards-Focused Instruction. Teachers and staff will apply this work to identify ways of improving their own systems and enhancing early literacy development for their young learners.

Lift Up Literacy Bolsters Practices Districtwide

E3 Alliance research on 3rd grade reading in 2020 revealed campus literacy rates varied greatly across Central Texas, even when accounting for demographic differences. With students adapting to virtual and in-person instruction, we knew now was the time to elevate support for literacy best practices.

We launched Lift Up Literacy in early 2021 and worked with 10 Central Texas districts and the University of Texas Meadows Center to develop an evidence-based Literacy Framework aligned with the Texas Reading Academies. Today, teachers and staff throughout our region turn to Lift Up Literacy for professional learning and literacy tools to positively impact planning, increase time for enrichment, and improve student reading.

Elgin ISD jumped on board with three elementary campuses fortifying existing literacy practices using the E3 Alliance Literacy Rubric Framework. Leshell Reeves, Director of Literacy Programs for Elgin ISD explained that recent requirements in early literacy at the state level urged their teams to ensure literacy plans aligned across the district.

"While each of our campuses already had strong literacy practices in place, The E3 Alliance Literacy Rubric was instrumental in helping us bolster the plan and align districtwide," she said. "Today we are closing gaps and solidifying literacy instruction and practice so all of our students read well."



SCHOOL SUCCESS

ILLUMINATIONS

Commitment to Recommendations Accelerates Systems Change

Regional data indicates needed shifts in practice and policy to promote equitable, accelerated math pathways for students. The Pathways of Promise (PoP) Steering Committee, which guides our math pathways work, developed district recommendations for this purpose.

District partners following these recommendations are employing inclusive acceleration strategies, which avoid systems creating disparities in access to advanced math courses. Since we know that students who take math courses beyond Algebra II are better positioned to succeed in postsecondary pursuits, many districts are now focused on increasing the number of students completing Algebra I by middle school and taking a college-aligned math course before finishing high school.

We look forward to sustaining this collective commitment to improve student outcomes for our most underserved populations.

GROUNDING IN DATA

Sustaining Commitment Key to Equitable Math Pathways

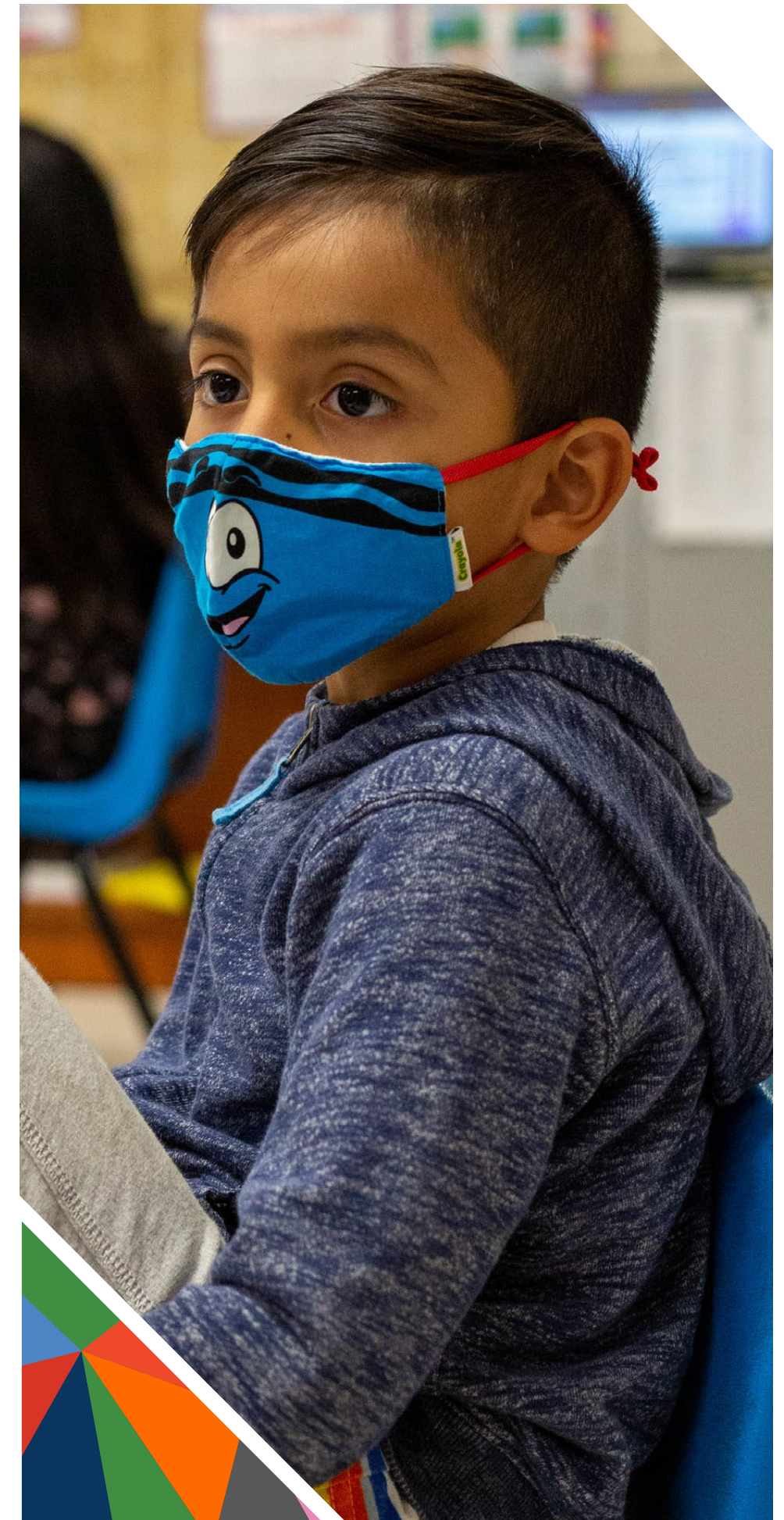
Equitable access to and successful completion of advanced math courses in PK-12 remains a priority for postsecondary success.

- Since school districts started implementing policy recommendations, the 8th grade Algebra I completion rate increased to 43%, continuing the rising trend for our region since 2017. Central Texas' completion rate for 2021 was the highest in the state and only two percentage points from our regional objective of 45%.

Watch our educator video on Math Matters for Everyone and share it with colleagues.



- Over the last several years, disparities between high-performing student groups reduced significantly. However, disparities in the last year did not show the same improvement, with Asian and White high-performing students' 8th grade Algebra I completion rates increasing and no significant change for Black and Hispanic students. This indicates that full implementation of recommendations is necessary across the region.
- College-aligned math course completion rate for Black students in high school increased from 16% to 19%, and 32% of all students in the class of 2021 took college-aligned math. However, the most recent data illustrates a 43-percentage point difference in postsecondary completion rates for the class of 2015 who completed a college-aligned math course as compared to those who only met the minimum state requirement of Algebra II completion.



2023 TARGETS

70%

PERCENT OF STUDENTS
MEET 3RD GRADE
READING STANDARD

70%

PERCENT OF STUDENTS
MEET 8TH GRADE
READING STANDARD

45%

PERCENT OF STUDENTS
COMPLETE ALGEBRA I
BY 8TH GRADE

INITIATIVES

- The Emergent Bilinguals Collaborative convenes four times a year using the collaborative inquiry methodology to identify best practices for fostering an asset mindset within school culture for English Learner students and caregivers.
- The Central Texas Math Alignment Taskforce (CTXMAT) is advancing toward the next stage of alignment across the P16 continuum through a grant from the Michael and Susan Dell Foundation. Extending the work launched at the Central Texas Math Summit last fall, higher education staff are aligning with districts to determine what they need to transform internal systems. The foundational goal is to ensure all students have access to appropriate math courses that align with their career aspirations.

Student Voice Helps Drive Systems Change

Student voice is an integral element to accelerate systems change. Two partner districts are taking the initiative to incorporate youth perspectives into the decision-making process.

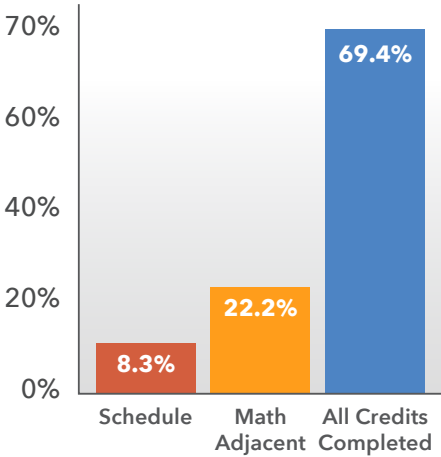
Manor ISD engaged in root cause analyses to identify barriers related to opportunity gaps regarding access to advanced math courses for middle school scholars. District and campus staff coordinated efforts to uncover student perceptions. District leadership conducted focus groups to gather insights from scholars; campus staff employed empathic interviews to illuminate their lived classroom experience.

As Manor ISD implements its new opt-out policy for 6th grade math in the coming year, we are optimistic that such a shift will honor the insights of their scholars. “Our partnership with NAPE and E3 Alliance has reminded us of the power of scholar voice,” said Dr. Alejandro Góngora, Chief Academic Officer of Manor ISD. “We must gain their insight to continue our equity work and in Manor ISD, we hear their voices loud and proud!”

We know that students who take four years of high school math are more likely to experience postsecondary success. Leander ISD uses electronic surveys to engage seniors to better understand their reasoning behind math course choices. This multi-year study seeks to unveil what motivates their senior class to pursue a fourth year of math.

Results are preliminary, but they indicate the need for innovative courses that will entice students to study math in their senior year despite completing their required math credits. See the chart on page 17 for a summary of Leander ISD’s findings.

What were your reasons for taking a year off of math?



POLICY

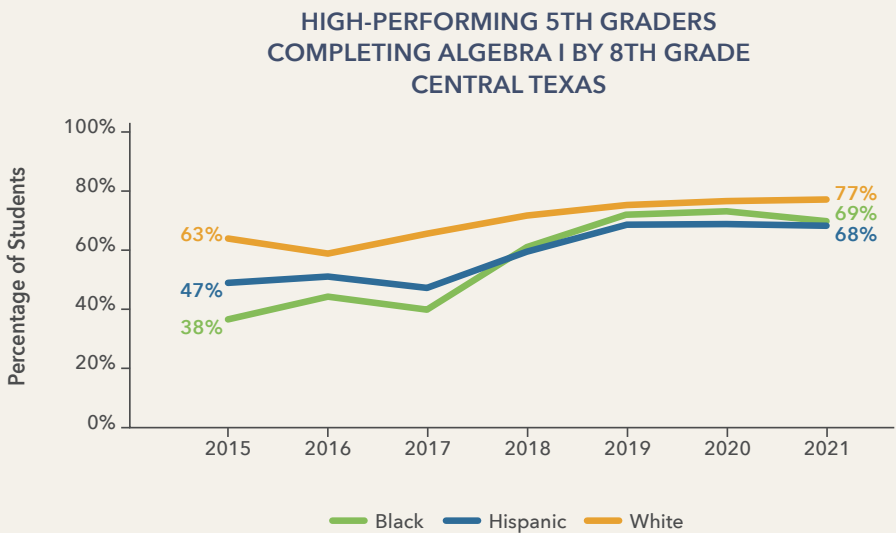
E3 Alliance and The Charles A. Dana Center at the University of Texas at Austin created and shared with legislators a state policy brief titled *Increase Advanced Math Access: Setting Students on Pathway to Success in College, Career, and Life* that outlines recommendations for accelerating students on a pathway to a postsecondary degree or credential aligned with high-wage, high-skilled jobs to scale successes seen in Central Texas to students across the state.



SCHOOL SUCCESS

EQUITY INDICATOR

While we celebrate the gains made to reduce the disparity between student groups completing Algebra I by 8th grade, we understand the need to sustain momentum through the commitment of our partners and scale bright spots across the region and beyond.





HIGH SCHOOL GRADUATION

ILLUMINATIONS

Graduation Rates Holding Steady

As we enter year three of this historic disruption to student learning, we are encouraged that on-time Central Texas high school graduation rates remain at the 10-year high of 92%, regardless of instructional modality. We applaud the hard work involved, while also recognizing that student disconnectedness and empathy for their difficult situations may have led to a lowering of expectations required for graduation.

As a pivotal first step toward postsecondary enrollment and completion, high school graduation requires end-of-course exams, college readiness assessments, and endorsements. Since the inception of Texas House Bill 5 in 2013, all student cohorts continue to increase and at least maintain their growth in graduation completion.

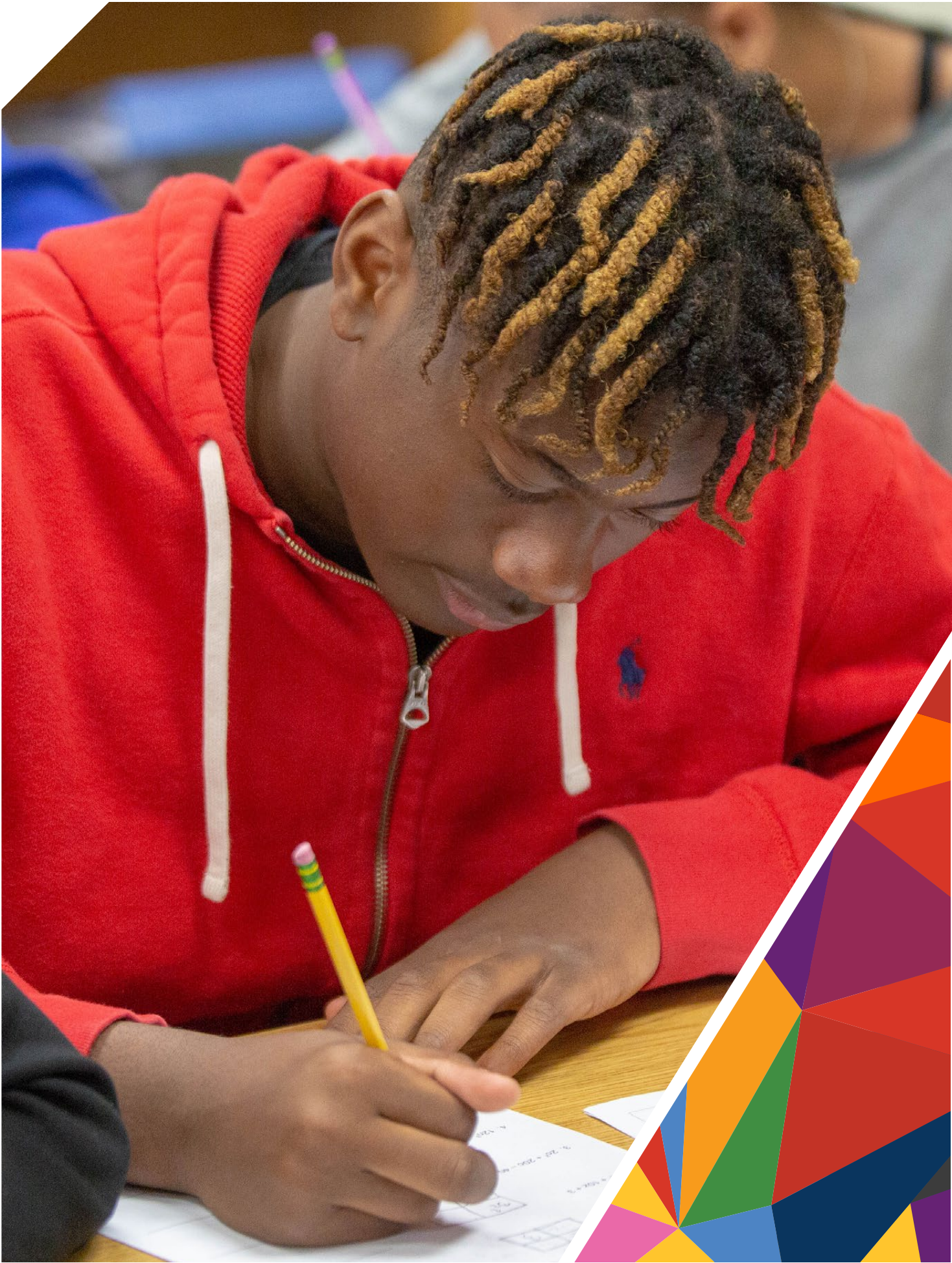
Looking ahead, improving the transition to postsecondary requires innovative thinking. Trailblazing initiatives are underway, including collective impact work with industry experts and business professionals.

GROUNDING IN DATA

Specific Student Group Supports Still Needed

During the past five years, high school graduation completion rates for all students have steadily increased. However, some student groups, notably Hispanic students, students from low-income households, and male students from low-income households saw a slight decrease in the class of 2020 completion rates.

- Graduation rates for Hispanic students and students from low-income households fell slightly by 1% from 2019 to 2020.
- Male students from low-income households experienced a 2% decrease after an eight-year run of continued growth and sustainability.
- In contrast, female students from low-income households continued to increase their graduation rates by 3% from last year.





INITIATIVE

- ACE Task Force members and E3 Alliance are launching a new ACE (Attend. Commit. Engage) Student Ambassador Peer-to-Peer Mentor initiative to help identify academic resource needs, barriers to attending class, and campus-based interests. They will also design and host peer-influencer events campuswide to share ACE messaging.



Hutto ISD Pioneers New Approaches to Student

As students returned to campus last year, Hutto ISD leaders at the 9th Grade Center understood the magnitude of ensuring freshmen **attended, committed, and engaged (ACE)** in school. Joe DeLeon, Parent Support Specialist, pursued new approaches to student engagement. While he and his team continued to tailor resources from the ACE website, launched in spring 2021, they also stayed active with the ACE Task Force. Today, DeLeon is the co-chair of this collective impact group led by E3 Alliance.

In November, Hutto also partnered with E3 Alliance and Grammy-nominated artist SaulPaul for an inspirational event to help students find a pathway with a purpose beyond high school. Students learned about the Make It Movement, a campaign helping students discover high-skill, high-income careers in Central Texas.

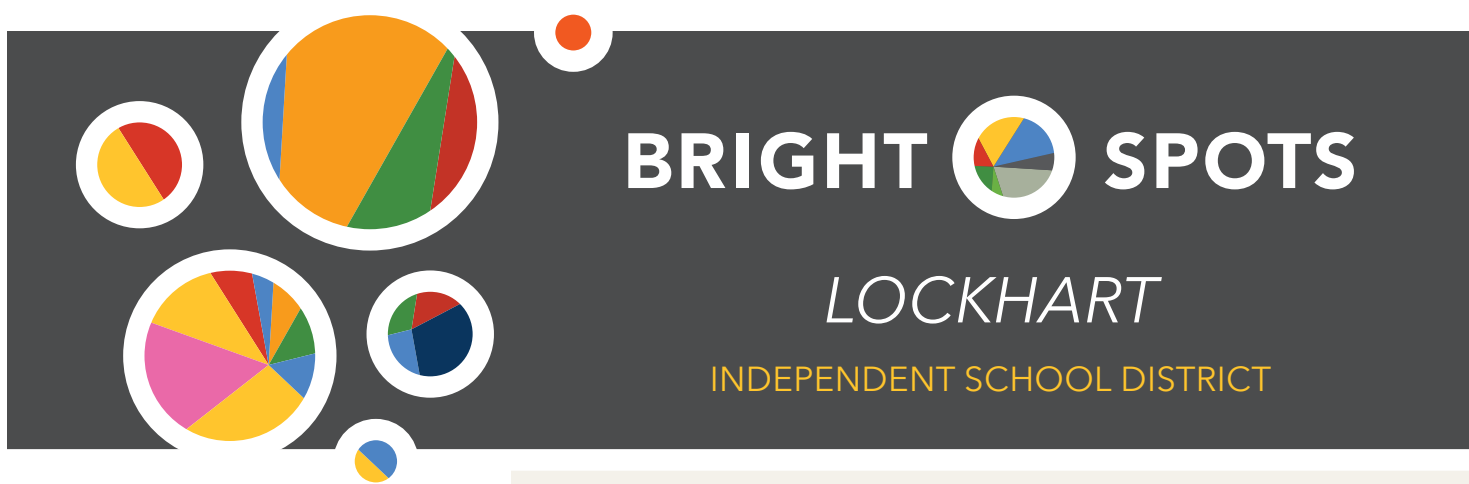
Students responded wholeheartedly. “I wish they could have events like this every day because I would want to attend school more,” said one 9th grader.

More exciting plans are on the horizon for DeLeon’s team. In 2022-2023, they will pilot the new ACE Student Ambassador Peer-to-Peer Mentor initiative. Ambassadors will meet one-on-one with 9th graders to identify academic resource needs, barriers to attending class, and campus-based interests. Together, they will design campuswide events to share ACE messaging.

“The greatest thing I look forward to is seeing students working together,” said DeLeon. “Being mentored by a fellow student who has a great desire to see their peers succeed in attendance and academics is truly inspiring.”

Scan QR code for more information:





INITIATIVES

- In alignment with district goals, resources, and strategies, the Educator Quality Impact Coalition is developing a comprehensive, impactful, and sustainable educator quality improvement plan. Areas of interest include Teacher Incentive Allotment (TIA) planning using best practices and student growth measures to more effectively evaluate teaching.
- The Bill & Melinda Gates Foundation awarded E3 Alliance and Austin Community College an Accelerate[ED] grant focused on crafting an improved design of P-TECH (Pathways in Technology Early College High School) partnerships. This work will ensure more Black, Hispanic, and students from low-income households graduate with an associate’s degree by year 13, making them well prepared for a high-value, high-earning job or for further education towards a bachelor’s degree.
- District officials, community members, and educators of the the College, Career, Military Readiness (CCMR) Coalition continue to develop plans aligned with the vision and goals of their districts to strengthen systems that will increase and sustain CCMR outcomes across Central Texas.

Building a Legacy of Excellence

In 2021, a workforce report highlighted nearly half of Texas educators who started teaching in 2010 had left the profession by 2020 due to low pay, high stress, and little to no support. Lockhart ISD noticed similar trends within their own data. They experienced a 22% teacher turnover rate in 2018, followed by a first-year teacher turnover rate of 32% in 2019.

In response, Lockhart ISD launched a “New to the Professional Academy,” designed to support first-year teachers. The district also asked staff to identify their priorities and shared values. From this feedback, they developed these core values: having a LockHeart for People, being Locked on Excellence, and UnLocking Potential of students and staff.

Lockhart ISD then launched a shared leadership model called Lever Leaders, with 66% of campuses implementing by the fall and 100% in two years. To retain, greater compensate, and empower their high-quality teachers, Lever Leaders offers opportunities for non-administrative and administrative leadership roles, while also distributing leadership so teachers share responsibility, increase their levels of influence with decision making, and attain excellent and equitable student outcomes.

“In Lockhart ISD, we recognize that our staff is the most valuable resource in our work to empower every student to thrive,” said Superintendent Mark Estrada. “By investing in them through professional development and opportunities to grow, we helped unlock their potential in ways that better equipped them to unlock potential in others.”

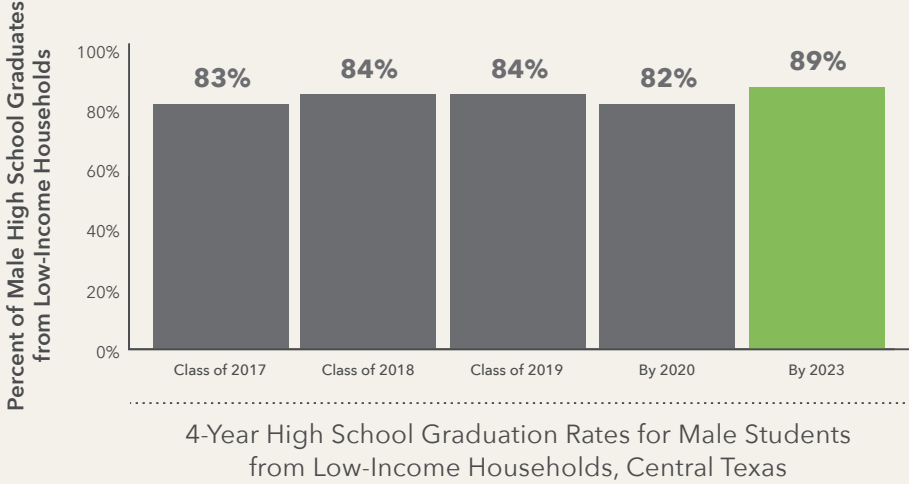
By remaining grounded in data, Lockhart identified the problem, invested the time to investigate, and worked with staff to improve the culture. In 2021, the Lockhart ISD teacher turnover rate was only 12%. For first-year teachers in 2021, the turnover rate was only 10%.



HIGH SCHOOL GRADUATION

EQUITY INDICATOR

The percentage of male students from low-income households graduating from a Central Texas high school in four years has decreased for the first time in eight years. This highlights the ongoing impacts of the pandemic on different student groups and the need for more targeted systems transformation utilizing regional bright spots.





POSTSECONDARY SUCCESS

ILLUMINATIONS

Central Texas Colleges Lead Systems Change

As school districts and institutions of higher education (IHEs) braced for another challenging school year, many took this opportunity to more deeply engage in systems transformation around enrollment, transfer, retention, and math pathways. One of their top concerns was the drop in college enrollment for students from low-income households.

Several IHEs are working closely with the Dana Center, Central Texas Math Alignment Taskforce, Austin College Attainment Network (ACAN), and E3 Alliance's Peer Learning Network to create real transformation.

We applaud Texas State University, Huston-Tillotson University, Austin Community College, St. Edward's University, Concordia University, Southwestern University, Temple College, and The University of Texas at Austin for joining this collective impact work. With a focus on college access and systems, we expect efforts to expand to other IHEs and community-based organizations in late 2022.

GROUNDING IN DATA

Equitable Enrollment First Step to Improving Outcomes

Overall, direct-to-college enrollment continues to decline across the region with the disparity between Central Texas students from low-income households and students from non-low-income households widening slightly.

- From the class of 2021, 50% of Central Texas high school graduates directly enrolled in a Texas postsecondary institution after graduation.
- A 24-percentage point disparity exists between Central Texas students from low-income households and non-low-income households enrolling in postsecondary education.
- Fifty-six percent of Central Texas graduates who enrolled in Texas postsecondary institutions completed their postsecondary credential within six years of graduation, continuing an upward trend with the highest percent of completers in the past five years.



2023 TARGETS



70%

PERCENTAGE OF
GRADUATES ENROLLED
IN HIGHER ED
WITHIN ONE YEAR



55%

PERCENTAGE OF
ENROLLEES COMPLETE
A CREDENTIAL
WITHIN 6 YEARS



BRIGHT SPOTS

HUSTON-TILLOTSON

UNIVERSITY

INITIATIVES

- With support from the Bill & Melinda Gates Foundation, E3 Alliance and ACAN are working alongside our regional IHEs to broaden use of the first of its kind, FERPA-compliant data-sharing process between IHE and community partners. Students of color and first-generation students are the primary focus. Now with more integration of information, educators can better support these students to and through their first year of enrollment and transfer process.
- **Emergency Bridge Grants provide funds for students to ensure support when small financial crises arise.** From March 2021 to March 2022, ACAN delivered \$43,000 in grants to students who experienced further unexpected expenses due to COVID and severe storms.
- The Make It Movement transitioned into the implementation phase, hosting several events for students and crafting an ad campaign and presence to inform and inspire students to seek their passion in the opportunities available in Central Texas for high-skilled, high-paying careers.

Changes in Math Department Helps Students Persist and Complete

A major challenge facing many college students is the lack of academic preparedness, especially in college-level math. Entering postsecondary unprepared not only poses an obstacle for math success, but failure can impact prerequisite requirements for subsequent courses and completion. E3 Alliance research affirms the problem. Students completing one year of math beyond Algebra 2 in high school were twice as likely to achieve a college degree or certificate.

Huston-Tillotson University (HT) recognized that the last course a student completed prior to enrollment was a key predictor of persistence and completion. Given this impact, HT strategically made innovative changes.

“HT looks very closely at the math preparation of incoming students and places students onto one of three tracks for College Algebra,” explained Dr. Michael L. Hirsch, Dean of the College of Arts & Sciences. “Students with weak math skills go into Introduction to Algebra. Those with intermediate skills shift into a co-req model, and stronger students move directly into College Algebra or a higher-level math. Our goal is to match students’ skills with a learning path to maximize success and matriculation.”

Rather than advising most freshmen into College Algebra, they now intentionally target math selection to students’ major and career aspirations.

“For social science and humanities majors we direct most students to Math for Liberal Arts as opposed to College Algebra,” said Hirsch. “This meets their professional needs and removes Introduction to Algebra as a prereq.”

HT transformed the way math curriculum and faculty align across the institution. They meet students where they are while providing support and resources necessary for graduation.

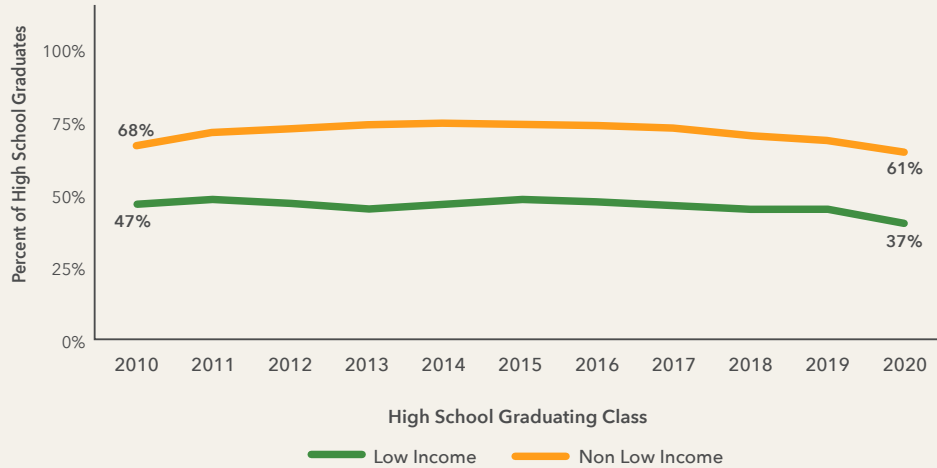


POSTSECONDARY SUCCESS

EQUITY INDICATOR

While we celebrate the gains made with students completing a postsecondary credential within six years of graduation, we also recognize a 10-year decline in Central Texas graduates enrolling in a Texas IHE within one year. This alarming drop spotlights the urgency to work collectively as a region to help students better navigate the high school to postsecondary transition.

PERCENT OF CENTRAL TEXAS HIGH SCHOOL GRADUATES ENROLLED IN TEXAS HIGHER EDUCATION INSTITUTIONS WITHIN ONE YEAR, BY INCOME STATUS





“Our partnership with E3 Alliance has been (and continues to be) invaluable, particularly with their ability to bring the right people together, with a shared vision and goal, to improve student outcomes. In Elgin ISD, that coordination and collective work has allowed us to transform systems and increase access to postsecondary opportunities for our future leaders.”

– Jodi Duron
Superintendent,
Elgin ISD

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“The collaboration with the PK-12 districts helped me make changes to my classroom, to understand how I can better support students. Sharing this knowledge is important and moving forward is the key. Within our department, we started conversations to see how we can apply the new information to our work, how we can help students with other essential tasks like goal setting and self-regulation, to help them realize it is fine to be confidently wrong in math.”

– Hoda Tavakoli
Assistant Professor of Mathematics
Huston-Tillotson University

E3 Alliance is a nationally recognized, data-driven collaboration of 15 school districts, eight Central Texas higher education institutions, and over 200 community and industry partners advancing the goals and strategies of The Blueprint for Education Change™.

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“E3 Alliance has been an outstanding partner for seven years, working to align math pathways and showing results that are national exemplars. When schools we have worked with to implement strategies, continuing to build on this partnership has allowed positive momentum to continue in this critical work!”

– Leslie M. Gurrola
Director of Programs & Strategy
Greater Texas Foundation

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