

E3 Alliance[®]

THE NEXT CHAPTER STARTS WITH YOU:

Building on 20 Years of Collaboration



2024/25
ANNUAL REPORT



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E3 is 20!

As E3 Alliance marks 20 years of collective impact work, I am filled with gratitude, awe, and hope.

Two decades ago, Susan Dawson outlined a vision for expansive educational change. The goal was to ensure every student's journey from cradle to career fulfills both their individual potential and their community's dreams for them. Today, that vision continues to grow because of the extraordinary people who have made it real.

I want to thank Susan, our founder and my mentor, whose courage and foresight sparked this journey and inspired us all to be relentless in this pursuit of all students succeeding.

I want to thank all current and former E3 Alliance board members and chairs, especially our current chair, Dr. Charles R. Martinez, Jr. He has served as the 12th dean of the College of Education at The University of Texas at Austin. His steadfast leadership inspires us every day to be strategic, effective, and efficient.

I want to thank all former and current staff for their tireless dedication over two decades, which has continued to translate vision into action and lead to lasting change. Your passion, persistence, and belief in students and educators have created a legacy that transforms lives.

My own story as an immigrant is part of this journey. Citizens of my new home country opened their arms and, through its public institutions, gave me the chance to harness my potential. I have experienced firsthand how opportunity, support, and belief can change the course of a life.

To the students and educators of Central Texas: this work is for you. We exist because of you. We pledge to stand beside you, to provide the tools, guidance, and opportunities you need, and to help you navigate your journey from childhood to adolescence to adulthood. Your success will shape not only our region, but our state and nation.

Investing in the potential of every child goes beyond providing an education, though. It is the promise of a civil, democratic, and responsible society. For 20 years, E3 Alliance has honored that promise.

As we look ahead, we commit to continuing this work not only with data and collaboration but also with heart and courage. We invite you to join us in supporting and advocating for the well-being of our youngest community members, confident that together we can help our community thrive.



Richard A. Tagle
President and Executive Director, E3 Alliance



E3 Alliance[®]

20th

ANNIVERSARY



TEXAS THROUGH THE YEARS

2006 Susan Dawson launches E3 Alliance on May 1, 2006.

The TV show "Friday Night Lights" began filming its first season in the Austin area, including locations at local high schools.

2008 E3 Alliance brings together 150 community, education, and business leaders to develop The Blueprint for Educational Change™, our region's strategic plan to build the strongest educational pipeline in the country.

2010 British Petroleum's Deepwater Horizon oil spill devastates Gulf Coast ecosystems and affects six states, including Texas.

2012 Circuit of the Americas hosts its first-ever Formula 1 Grand Prix. Lewis Hamilton wins.

2015 The Texas Legislature approves a bill to create the A-F Accountability System for public schools.

The Centers for Disease Control and Prevention (CDC) recognizes an E3 Alliance-led initiative to address student absences related to illness as the premier in-school vaccination program in the nation.

2019 The 86th Texas Legislature passes House Bill 3, sweeping school finance legislation that raises the basic allotment, or the base per-student funding level, from **\$5,140 to \$6,160**.

2023 The Texas Legislature passes Senate Bill 2124, which E3 Alliance championed. It ensures that access to advanced math in middle school is equitable.

2025 Governor Greg Abbott signs Senate Bill 2, a landmark school voucher legislation that allows families to use public funds for private school tuition.

2026 E3 Alliance celebrates its 20th anniversary.



2011 The Texas Legislature cuts public education funding by **\$5.4 billion** in the face of a budget shortfall.



2014 The TV program "Austin City Limits" marks 40 years on the air.



A-F



2017 The University of Texas at Austin removes three Confederate statues located on campus.

2020 The COVID-19 pandemic brings life as we know it to a halt.



2024 Texas and Texas A&M football plays for the first time since 2011.

E3 Alliance®

20th ANNIVERSARY

About E3 Alliance

Founded in 2006, E3 Alliance operates on the principle that every student deserves a robust education leading to a thriving life. Because education drives economics, the goal is to transform the Texas student journey from a series of disconnected hurdles into one continuous, successful experience from pre-K to career.

The partnerships within our alliance—the educators, community partners, school district and campus leaders, institutes of higher education, researchers, business leaders, policymakers, students, and families—are imperative to our collective success.

Together, we research and identify areas where students encounter education and workforce barriers. Then, together, we find actionable solutions to the systems that impede students from doing their best work, thereby positively impacting students today and in the years ahead.

We also provide direct services to districts and campuses to research, design, and scale proven strategies that improve outcomes for educators and students.

Our Role as the Regional Backbone

As the backbone organization for education systems in Central Texas, our research, partnerships, funding mobilization, coalition leadership, and partner coordination fuels our community to change policies, practices, and conditions that limit student opportunity.

We get results working behind the scenes to produce optimal, consistent conditions for all students to succeed.

TRANSFORMING EDUCATION SYSTEMS THROUGH DATA AND COLLABORATION SO ALL STUDENTS SUCCEED.



20

Years of Leading with Data to Advance Student Success

Long before “collective impact” became a widely adopted framework for solving complex issues, E3 Alliance applied its core principles—shared data, continuous improvement, backbone support, and cross-sector accountability—to demonstrate how community-based work drives lasting change.

This model has shaped community engagement and education partnerships across the country, positioning E3 Alliance as a national leader in using data-driven collective action to improve outcomes from early childhood education through the workforce.





2008 - CURRENT

EARLY CHILDHOOD:

Increasing Kindergarten Readiness Through Early Learning

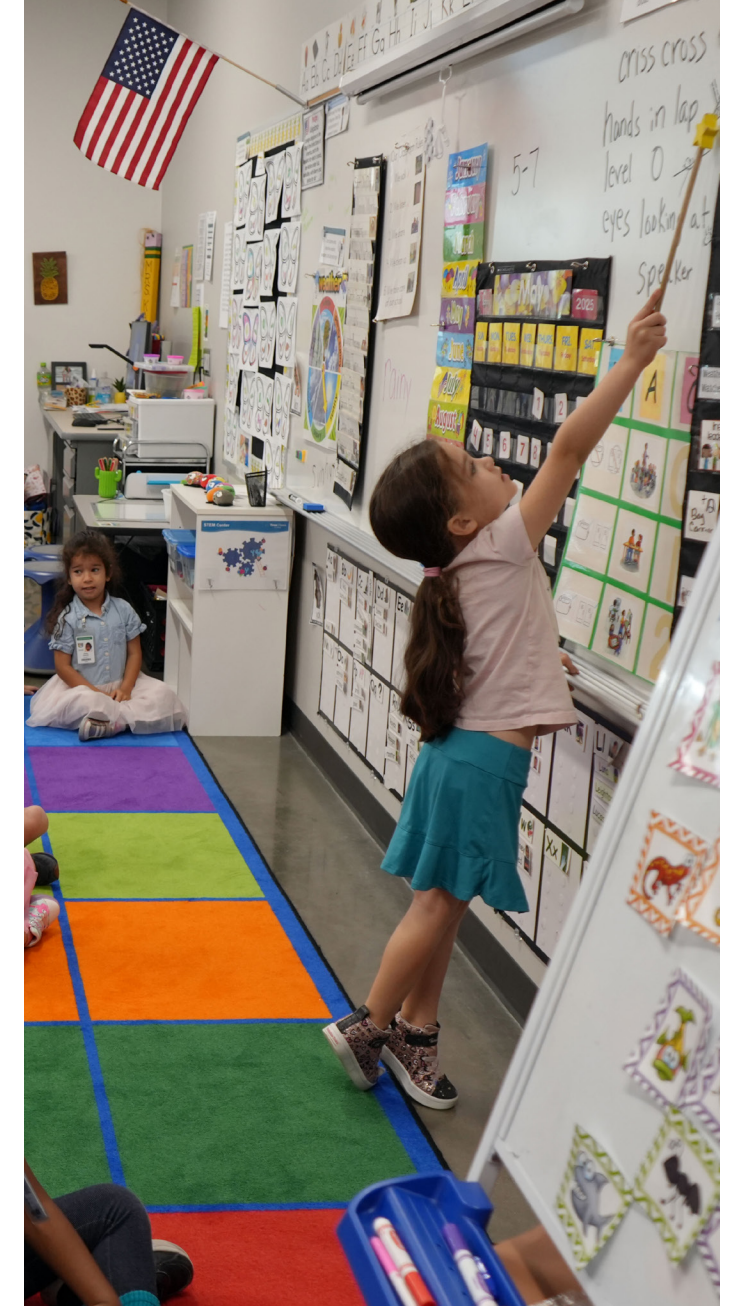
In 2008, E3 Alliance brought together community, education, and business leaders to establish a shared vision for student success. Of the four priorities identified, the community's first goal was to ensure all children enter school kindergarten ready.

Our research showed that students who start kindergarten prepared are more likely to succeed in reading and math by third grade. However, access to high-quality early learning opportunities varied widely. E3 Alliance documented significant inequities in school readiness tied to household income, race/ethnicity, language status, and access to pre-K programs¹.

At the time, Texas also lacked a clear definition of school readiness. In response, E3 Alliance convened pre-K and kindergarten teachers and early childhood education experts to create and administer the state's first student-centered, comprehensive assessment. The tool measured readiness across key domains, such as early literacy, language and communication, numeracy, and social-emotional development. Data from Central Texas classrooms revealed two key findings:

- Students who attended pre-K were more likely to enter kindergarten prepared.
- Program quality mattered. Full-day programs with lower student-to-teacher ratios produced stronger results.

¹ E3 Alliance analysis of Ready, Set, K! weighted data.





Students who attend pre-K are more likely to enter kindergarten prepared.

These findings drove a dual push to improve the quality of pre-K programs and increase pre-K enrollment.

E3 Alliance launched a regional enrollment campaign that increased participation by **7%** in partner districts, even as statewide enrollment remained flat.

From 2020 to 2025, E3 Alliance integrated early childhood into a broader cradle-to-career strategy, connecting early learning to long-term academic success, postsecondary readiness, and workforce participation. This work positioned early childhood education as a strategic investment with lasting impact.



Program quality matters. Full-day programs with lower student-to-teacher ratios produces stronger results.



2012-2017

MISSING SCHOOL MATTERS:**Addressing Attendance from Data to Community Action**

Regular school attendance is one of the strongest predictors of student success².

Significant national studies linked student absenteeism with a range of academic, economic, and community health challenges³.

By addressing chronic absenteeism, we aimed to solve two critical problems in Texas: rising student absences that reduce learning time, and a funding model that ties school resources to daily attendance, not enrollment.

Bottomline: Every missed school day costs students learning time and schools critical funding.

In the spring of 2011, community leaders and school district superintendents in Central Texas asked E3 Alliance to lead a regionwide effort to improve attendance.

At the core of the campaign, Missing School Matters, was our commitment to using data to guide a collective evidence-based response that reached beyond schools. We analyzed and shared regional attendance trends and district patterns, and coordinated action among educators, healthcare providers, businesses, nonprofits, and civic leaders. These partnerships expanded the campaign's reach and addressed barriers students and families faced. We began to see measurable results.

² E3 Alliance analysis of PEIMS data at The University of Texas at Austin Education Research Center.

³ Sheldon, S. B. (2007). Improving Student Attendance with School, Family, and Community Partnerships. *Journal of Educational Research*, 100(5), 267-275.

⁴ Wiseman, A & Dawson, S. (2015). Why Do Students Miss School? The Central Texas Absence Reasons Study. E3 Alliance.

⁵ E3 Alliance analysis of PEIMS data at The University of Texas at Austin Education Research Center.

Even as progress emerged, a key question remained. What were the primary reasons students missed school?

In 2013, E3 Alliance conducted a landmark Absence Reasons Study⁴. The findings identified that acute illnesses, such as colds, flu, or strep throat, accounted for nearly half (**48%**) of student absences.

This insight fundamentally shifted the regional strategy from reaction to prevention. E3 Alliance coordinated one of the largest in-school flu immunization efforts in Texas. Nearly **144,000** students in **13** districts participated in the Kick the Flu campaign.



The Centers for Disease Control and Prevention recognized the Kick the Flu campaign as the nation's premier in-school vaccination program.

Over four years, coordinated regional action improved attendance for the first time in decades, and Central Texas districts retained **\$37 million** to support instruction, staffing, and student services⁵.

2008 – CURRENT

CenTxCAN: Coordinating a Collective Effort Toward Postsecondary Success



Data shows that students who do not earn a postsecondary credential within six years of graduating from high school are significantly less likely to earn a living wage than their peers. Ensuring access to higher education and other postsecondary programs is not only an educational issue, but an economic one.

In 2008, E3 Alliance began serving as convener and lead facilitator to improve collaboration and align practices among college service providers in Central Texas.

The Central Texas College Attainment Network (CenTxCAN)⁶ sought to address persistent gaps in college enrollment, persistence, and completion—particularly for students from low-income households, first-generation college students, and students of color.

Through CenTxCAN, partners identify patterns, share data, and align proven strategies rather than operate in isolation. This approach shifted the region from anecdotal problem-solving to data-informed, system-level action.

CenTxCAN now anchors the region's cradle-to-career ecosystem, bridging students from high school to college and career. The network drives a shared commitment to scaled success, directing attention and resources to students and communities historically underrepresented in postsecondary education.

Since its launch, 16 community-based organizations and higher education institutions in CenTxCAN have supported over 20,000 Central Texas students through coaching support services.

⁶ Originally known as the Austin College Access Network (ACAN), the initiative rebranded in 2022 to reflect its reach. It's now known as the Central Texas College Attainment Network (CenTxCAN).

SPOTLIGHT

EMERGENCY BRIDGE GRANTS

Data gathered with our CenTxCAN partners revealed that even minor financial emergencies, like a flat tire or a brief illness, could derail a student's path to a postsecondary credential.

Existing systems often did not address these short-term emergencies.

E3 Alliance partnered with the Hispanic Scholarship Consortium to create an emergency bridge grant program. Students request small grants to cover urgent expenses that could otherwise interrupt their studies.

To date, E3 Alliance has awarded over **\$190,000** to more than **400** students. Nearly **90%** of grant recipients persisted in their studies the following semester.

Many of our postsecondary partners have also adopted or streamlined their own emergency grant policies to reach students when they need support the most.



2010-2020

RAISEup TEXAS:
Reframing Middle School as a
Critical Stage for Students

Ninety percent of all brain development happens in the first five years of life. A second development surge occurs between ages 11 and 14. Combined with the social and emotional pressures of early adolescence, these middle school years create both opportunity and vulnerability.

This makes middle school a pivotal transition point where strong teaching and effective learning shape a student’s trajectory in high school and beyond.

In 2010, we identified a model to accelerate middle school student engagement and performance. E3 Alliance adapted this approach into RAISEup Texas, a whole-school transformation model.

We analyzed regional and statewide data from students and educators to guide implementation.

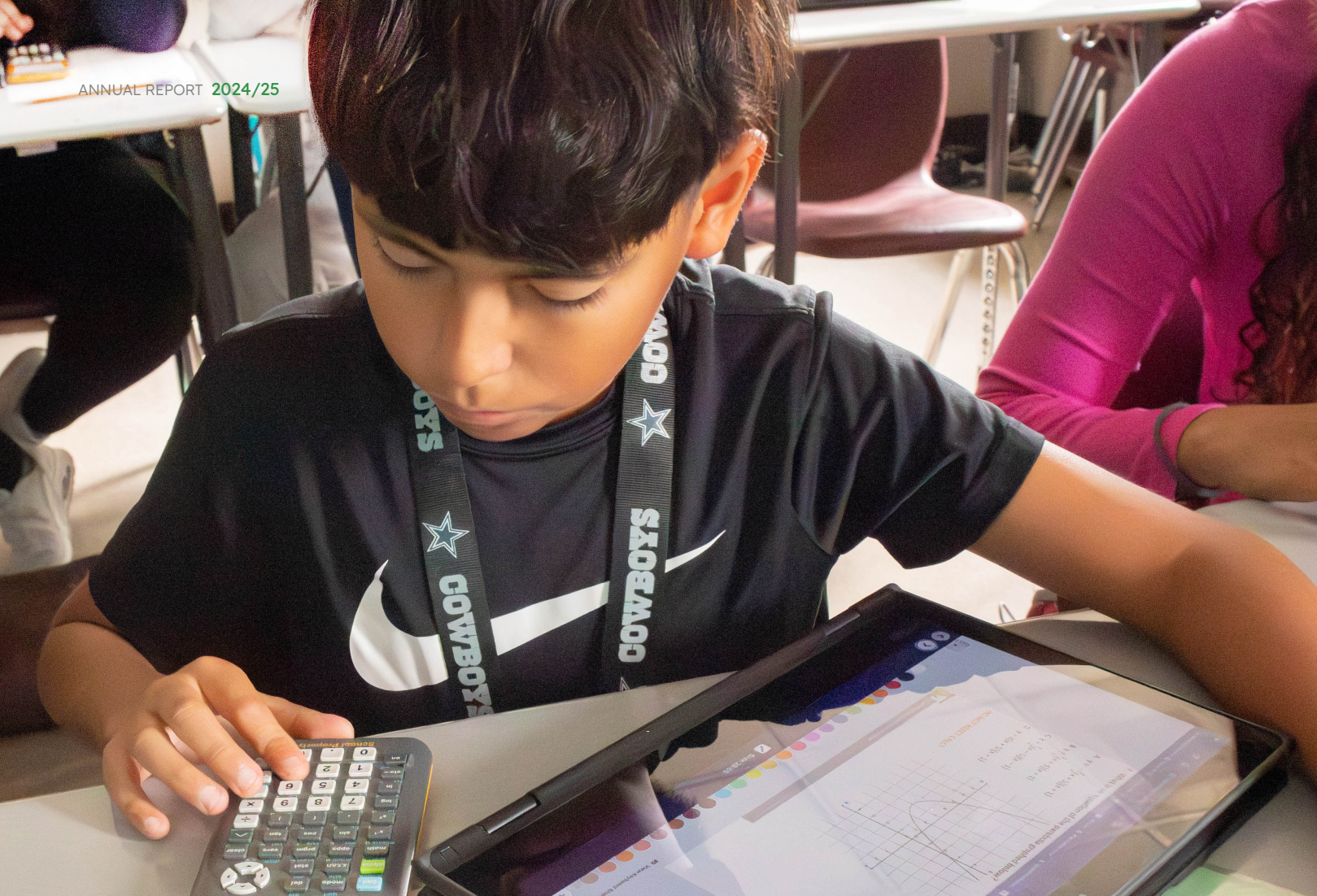
In addition, we created an academic measurement tool, 3D Growth™, to measure progress by student group and teacher, giving a clearer view of performance over time. This approach helps us identify high-performing educators and the practices that can be replicated in other classrooms.

Beyond academics, districts strengthened transitions from elementary to middle school, expanded student-centered and developmentally responsive practices, and aligned academic expectations with social-emotional supports.

RAISEup Texas elevated statewide understanding of middle school as a strategic intervention point for improving academic outcomes.

The work also reshaped E3 Alliance.

From this foundation, E3 Alliance launched its school transformation work, deploying teams across the state to provide direct coaching and technical assistance services that strengthen school culture, build transformative leadership, and improve teaching and learning practices.



2013 – CURRENT

SB 2124:

Creating Equitable Access to Advanced Math

E3 Alliance’s data exposed a persistent and troubling pattern: even when Black and Hispanic students demonstrated strong performance in elementary math, they enrolled in advanced middle school math courses at much lower rates than their White and Asian peers.

Traditional placement systems contributed to this disparity. Schools relied on parent advocacy, teacher recommendations, or opt-in processes to determine access to advanced coursework. These approaches introduced subjectivity and limited access. As a result, fewer students enrolled in Algebra I by eighth grade—a critical gateway to advanced STEM coursework, college readiness, and postsecondary success.

In response, E3 Alliance partnered with Central Texas school districts to test more equitable placement policies. Under an automatic enrollment model, students who demonstrated strong math proficiency enrolled in advanced math courses by default. Families retained the option to opt out.

The results were striking. Enrollment in advanced math increased, and racial and socioeconomic gaps narrowed. Seven years after Central Texas districts implemented the recommendation, the gap between high-performing White and Black students enrolling in and completing advanced middle school math closed by **91%**.

From Data to State Law

During the 88th Texas Legislature, E3 Alliance served as a trusted convener and policy partner, providing data that informed Senate Bill (SB) 2124. We worked closely with legislators, education advocates, and community partners to translate that data into actionable policy, including presenting research and recommendations to the Texas Senate Education Committee.

Using statewide longitudinal data, E3 Alliance analyzed how automatic enrollment policies would impact student access to advanced math. Because state data lags, 2021–22 was the first year we could fully assess how many students would have benefited from earlier policy adoption.

If Senate Bill 2124 had been in place in 2018–19, an estimated **52,099** additional Texas eighth graders would have been automatically enrolled in advanced math pathways in 2021–22. This analysis demonstrated the scale of opportunity and helped build the case for expanding equitable access to advanced coursework across Texas.

By pairing rigorous analysis with successful regional implementation, E3 Alliance and our partners helped position SB 2124 as a practical, evidence-based reform. Advocates built broad, bipartisan support by framing advanced math access as both an equity priority and an economic opportunity.

SB 2124 took effect in the 2024–25 school year, expanding access to advanced math courses for high-performing students across Texas.



Statewide Law Implementation

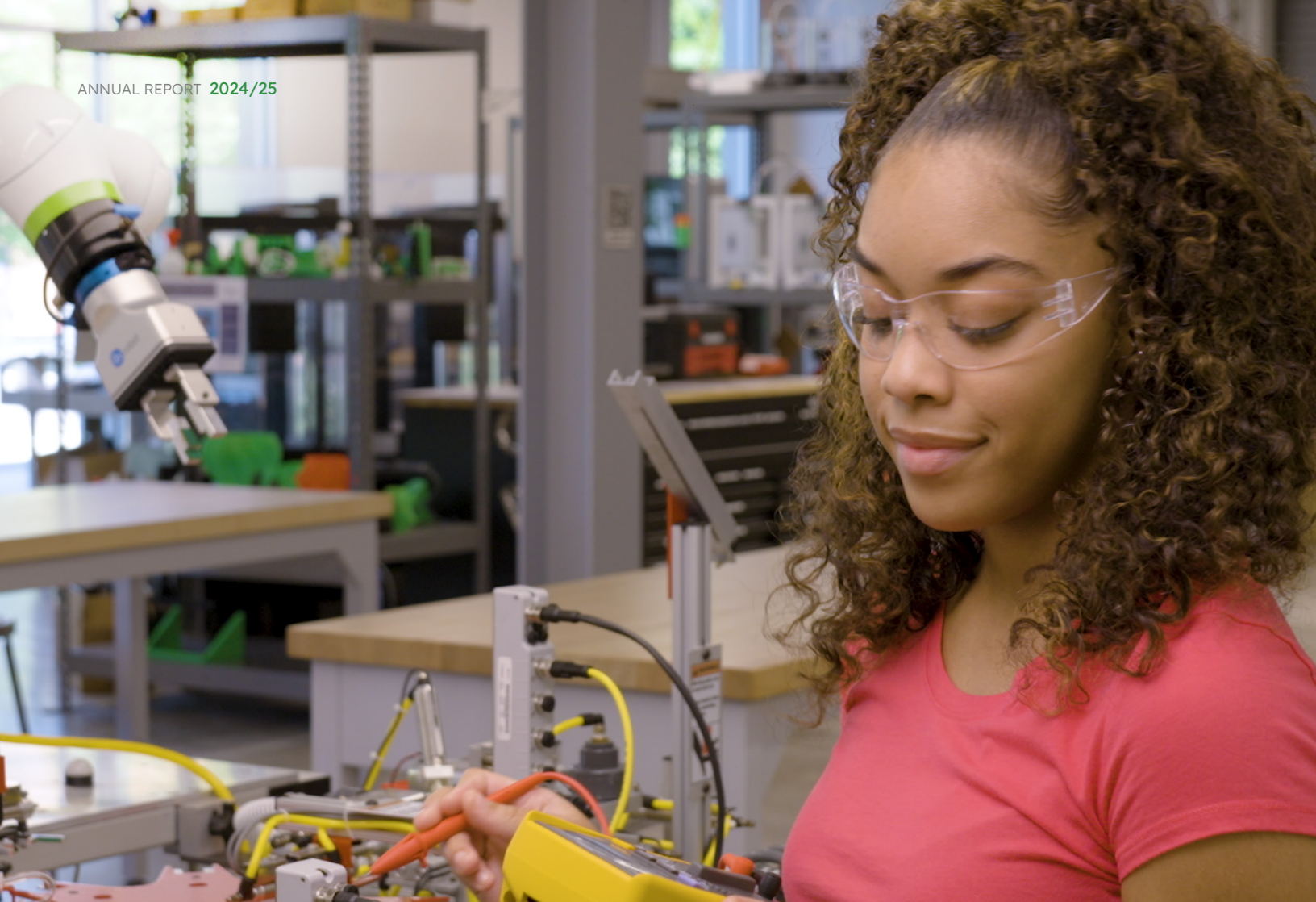
Following passage of SB 2124, E3 Alliance shifted to implementation support. We developed tools, guidance, and professional learning to help districts operationalize the law, including support for data use, family communication, instructional planning, and outcome monitoring.

In East Texas, we partner with the Charles A. Dana Center at The University of Texas at Austin to support eight school districts. Participating districts report expanded access to advanced math, stronger student readiness, and deeper collaboration.

Our Research & Data Systems team is also studying the long-term impact of SB 2124, including the relationship between Algebra I course-taking policies and student participation in advanced STEM courses. This is in partnership with researchers at the Texas Advanced Computer Center.



If Senate Bill 2124 was already law in 2018-19, 52,099 more Texas eighth graders would have been automatically enrolled to advanced math pathways in 2021-22.



In 2022, E3 Alliance launched Pathways to Prosperity, a study to identify the courses and pathways that best predict student career success.

Building on this research and input from industry partners, we identified significant workforce shortages in our region compared to the number of skilled workers emerging from local education systems.

Advanced manufacturing in Central Texas showed the largest gap between this supply and demand.

In response, E3 Alliance set out to strengthen the advanced manufacturing workforce pipeline, raise awareness about job opportunities, and invest in our regional workforce.

The work accelerated in 2024 when the Ballmer Group and the Michael and Susan Dell Foundation awarded more than **\$2.5 million** to establish a robust, sustainable pipeline of students with the credentials and skills needed to enter advanced manufacturing after postsecondary completion.

Partnerships with local school districts, institutions of higher education, and industry leaders—including the Austin Regional Manufacturing Association (ARMA)—drive this essential work.

In the first year, the initiative aimed to enroll **1,750** students and adult learners in postsecondary programs. E3 Alliance and our partners surpassed that target, reaching **3,300** enrollees. The effort is on track to scale to **10,000** or more learners over five years.

Our work continues as we extend this approach to other industries.

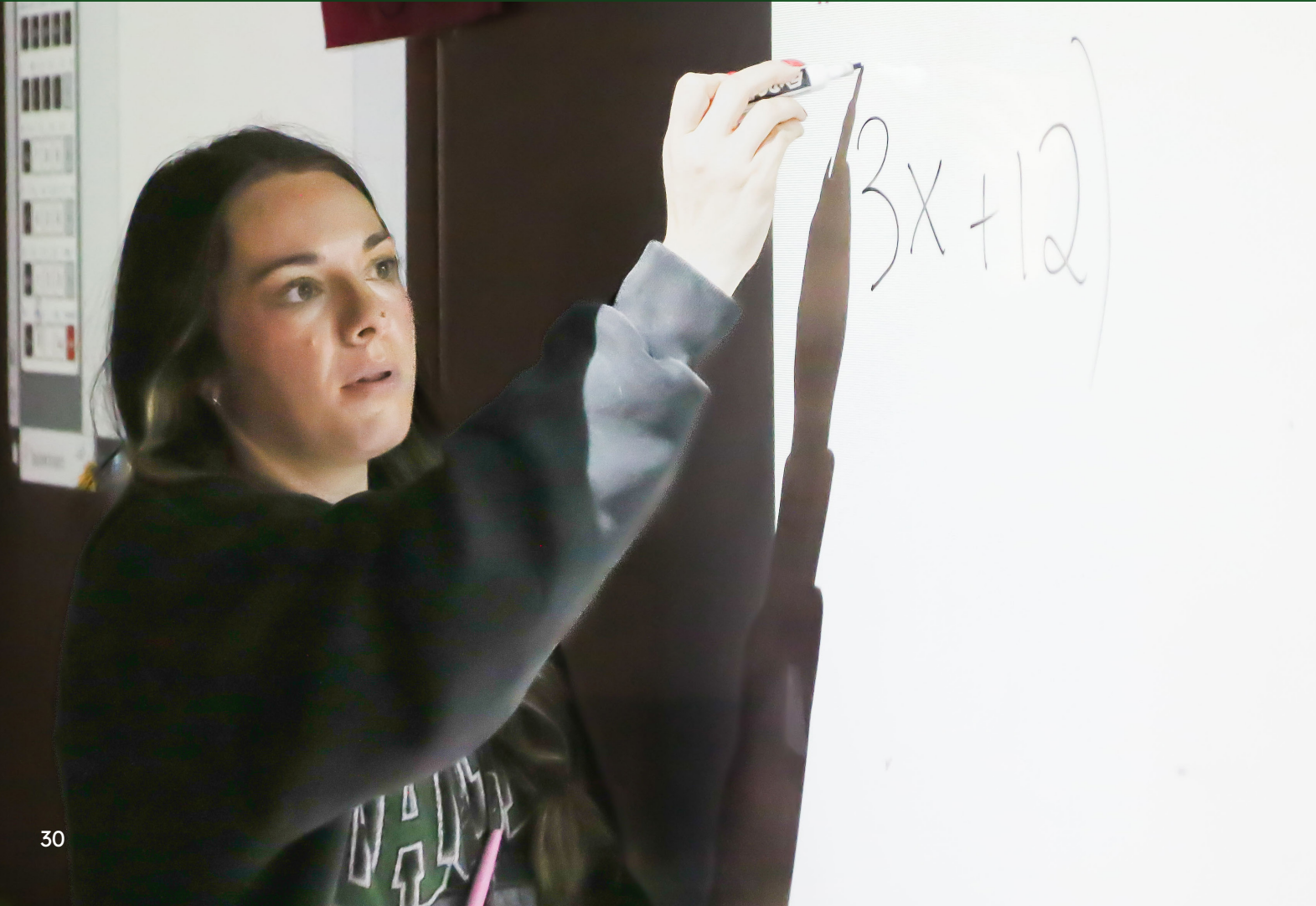
2022 - CURRENT

Aligning Education and Industry to Meet Workforce Demand in Advanced Manufacturing



2023 - CURRENT

Understanding Teacher Retention to Address Workforce Shortages



It is critical to recruit and retain high-quality educators for student achievement. While Texas has long faced teacher shortages, the COVID-19 pandemic intensified the crisis.

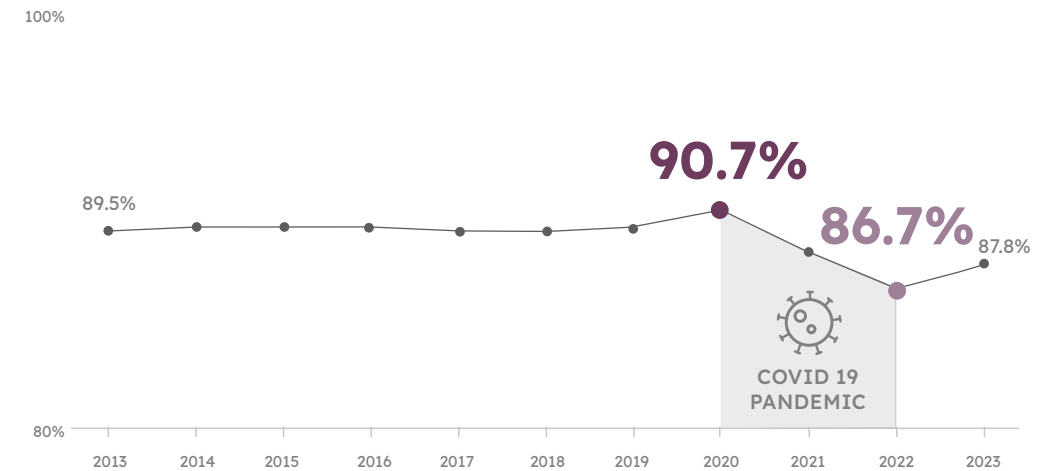
E3 Alliance analyzed a decade of state data to look at which teachers were most likely to continue teaching. This work informed the report “Trends in Texas Teacher Retention 2013-2023: Should I Stay or Should I Go?” released in November 2025.

Our research represents an early stage in a broader effort to address teacher retention. It establishes a foundation for continued research and analysis to better understand what drives retention and how to scale effective strategies statewide.

Trends in Texas Teacher Retention Report Summary

The study reveals that teacher retention remained stable before the pandemic, but declined during the COVID-19 era, with a modest rebound in 2023. About **90%** of Texas teachers returned to the classroom each year from 2013 to 2020. Retention fell to **86.7%** in 2022 before increasing by **1.1%** in 2023.

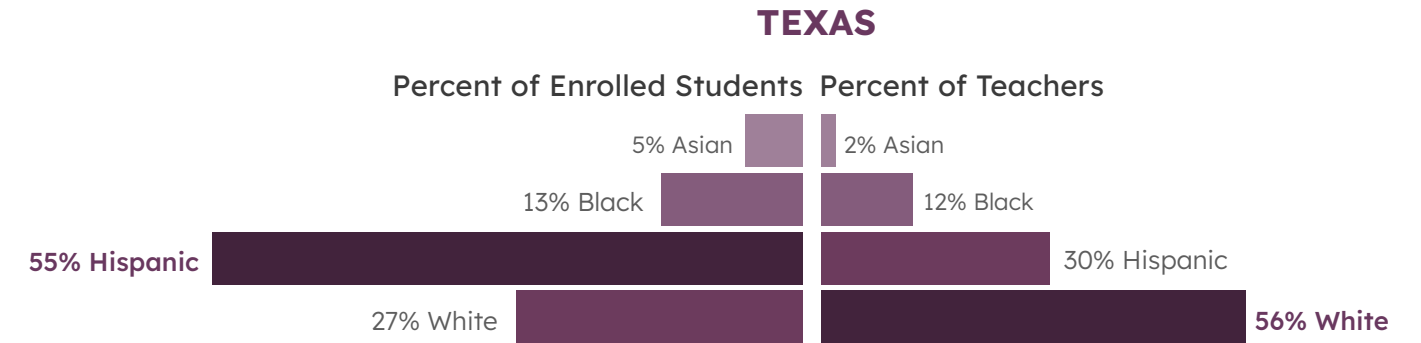
AVERAGE YEARLY PERCENT OF TEXAS TEACHER RETENTION





Teachers of color are more likely to remain in the classroom than White teachers⁷. Hispanic educators are 39% more likely to stay, while Black educators are 8% and Asian educators are 7% more likely to stay compared to White educators.

COMPARING RACE/ETHNICITY OF STUDENTS AND TEACHERS IN TEXAS, 2023



Attrition is highest among Texas teachers with “No Known Certification.” Although they represented less than **1%** of the state’s teacher workforce in 2013, this group grew to **6.1%** by 2023. These teachers are **70%** less likely to stay in the classroom than those who earned a standard certification.

Together, these findings highlight clear, data-informed opportunities to improve teacher retention and strengthen the educator workforce across Texas.

Building on this research, E3 Alliance will support policies during the 90th Texas Legislature in 2027, including investments in the Preparing and Retaining Educators through Partnership (PREP) Allotment, higher standards for teacher preparation, and improved statewide data transparency on the teacher workforce and shortages.

⁷ White teachers are the reference group as they represent the largest demographic among Texas teachers.



Scan the QR code to read the full report



tinyurl.com/TeacherLeaverStudy

2025

Year in Review

This past year has been a testament to the unwavering resolve of the Texas education community. As a cradle-to-career backbone organization, E3 Alliance is proud to provide research, regional context, collaboration, and cross-sector infrastructure to provide all Texas students with a robust, rigorous education that serves their goals.

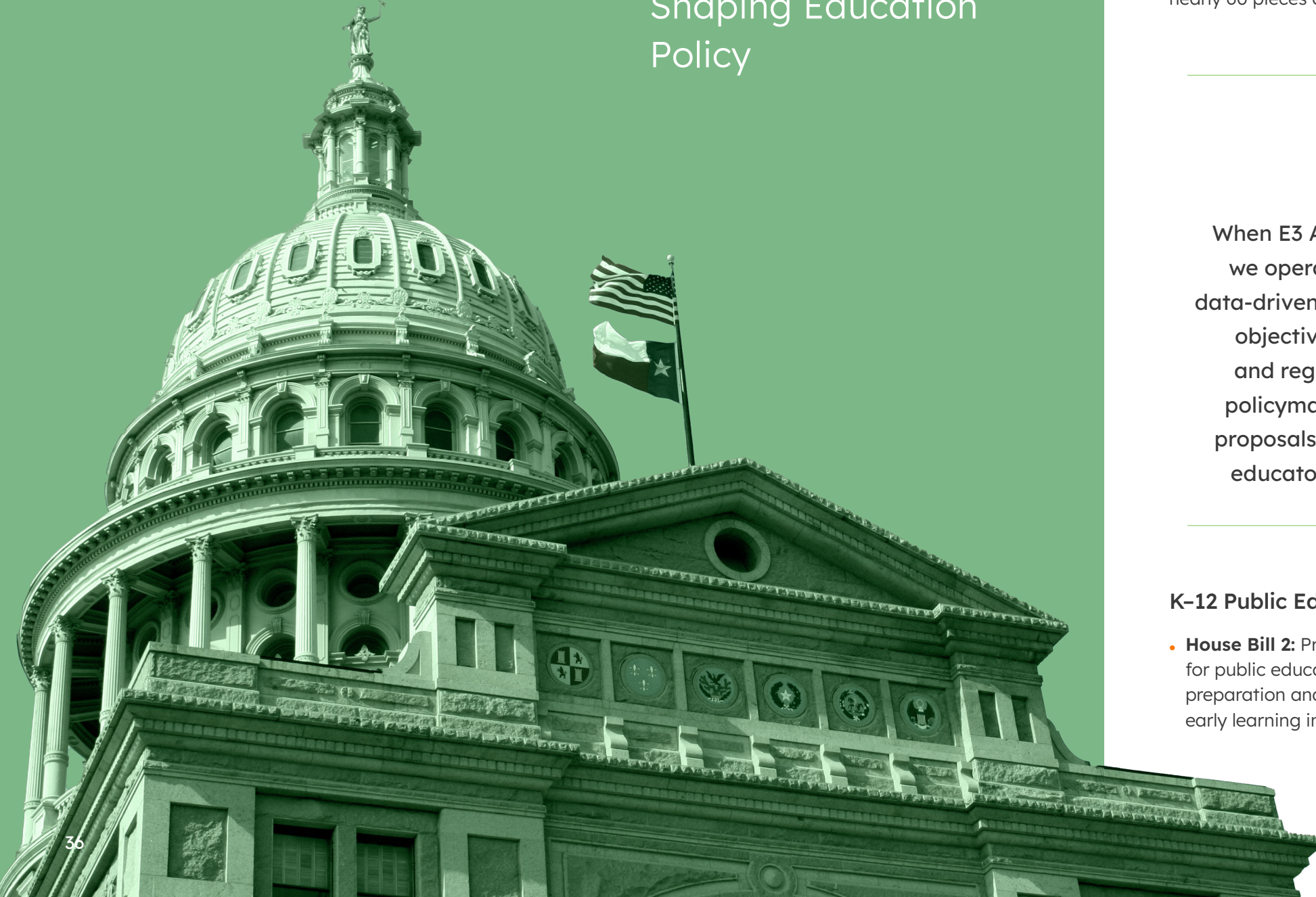


Public education... we have to rally together. Families have lots of options, and we know that public education is the best option. And so, working together as a Central Texas public education system, as a state public education system, and as a national public education system is the right thing to do so that we really ensure access for all."

—DR. LAURA CARLIN-GONZALEZ
EXECUTIVE DIRECTOR OF TEACHING AND
LEARNING, ROUND ROCK ISD



Texas Legislature: Shaping Education Policy



Education took center stage during the 89th Texas Legislature's regular session and two special sessions in 2025. E3 Alliance researched, tracked, or supported nearly 60 pieces of legislation.



When E3 Alliance supports a bill, we operate as a nonpartisan, data-driven organization, providing objective research, analysis, and regional context to help policymakers understand how proposals may impact students, educators, and communities.

K-12 Public Education

- **House Bill 2:** Provides \$8.5 billion in new funding for public education. Provisions include new teacher preparation and retention allotments, expanded early learning investments, special education

funding reforms, career and technical education enhancements, and workforce readiness initiatives.

- **House Bill 8 (Special Session):** Replaces the single high-stakes STAAR® exam with three shorter, instructionally supportive assessments administered during the school year. Implementation begins in the 2027–28 school year.
- **House Bill 1481:** Requires school districts to adopt policies restricting student cell phone use during the school day, with specified exceptions.

College, Career, and Workforce Readiness

- **House Bill 20:** Creates an Applied Sciences Pathway program allowing students to earn a high school diploma and an industry-recognized credential or postsecondary certificate through partnerships with higher education institutions.
- **House Bill 120:** Expands access to career and technical education programs.

Higher Education

- **Senate Bill 1786:** Significantly revises community college funding by strengthening transfer outcomes, expanding free dual credit for students from low-income households, and refining credentials of value metrics.
- **Senate Bill 2231:** Establishes an annual statewide week during which students may apply to Texas public institutions of higher education without application fees.



GREATER AUSTIN READING COALITION: Ensuring Every Child Reads on Grade Level

The Greater Austin Reading Coalition (GARC) unites and supports the early literacy community in Greater Austin to ensure all children are proficient and engaged readers by third grade.



United Way for Greater Austin founded GARC in 2021. Leadership transitioned to E3 Alliance in 2025.

United Way's former Director of K-3 Education, Michelle Hutson-Crawford, emphasized the value of this shift: "E3 Alliance has been a vital partner since the beginning. We're confident this transition will bring the infrastructure and data-driven strategy needed to scale our impact."

With E3 Alliance leading the coalition, partners will continue to expand literacy opportunities and strengthen support systems that help Central Texas students succeed.

ATTENDANCE PEER LEARNING NETWORK:

Reducing Chronic Absenteeism through Cross-District Collaboration

Over the two-year Attendance Peer Learning Network (PLN), E3 Alliance and district partners shared data and implemented targeted data-informed strategies to improve attendance, especially among students from low-income households.

- Austin ISD lowered chronic absenteeism to **20%** by May 2025, surpassing its 2026 goal ahead of schedule.
- Hays CISD increased attendance at a targeted elementary campus, where nearly **four out of five** students attended school regularly by fall 2025.
- Pflugerville ISD reduced chronic absenteeism from **20% to 16%** by May 2025 and to **12%** by fall 2025.

Dr. Amanda Castro, director of student affairs for Pflugerville ISD, described the experience as "eye-opening." Castro said, "It has just been the support network that we need nationally. I'm excited to see where that goes and how it impacts our district."

The work also gained national recognition. E3 Alliance and Pflugerville ISD joined the National Attendance & Engagement Meta Network, a cross-sector initiative

focused on reducing chronic absenteeism nationwide. We both participate in the network's second cohort.

Participating Districts

- Austin ISD
- Hays CISD
- Manor ISD
- Pflugerville ISD
- Seguin ISD



Peer Learning Networks are communities of education peers committed to improving learning environments. Participants analyze data across systems to uncover barriers, test strategies within their institutions, and identify what works. These efforts generate promising practices that expand across districts and can inform statewide policy.

Driving Instructional Systems that Deliver Results for Texas Schools



E3 Alliance partners with districts in nearly every region of Texas to strengthen instructional systems and improve student outcomes.

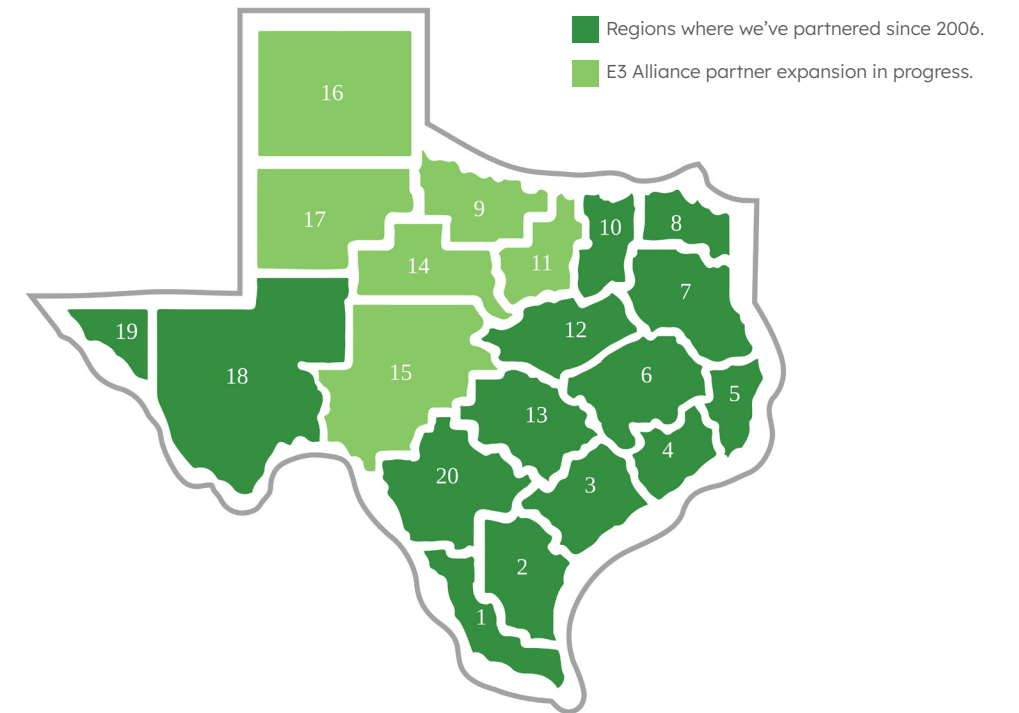
In 2025, we advanced instructional systems work across 13 Texas school districts through the Effective Schools Framework (ESF), Strong Foundations grants, as well as instructional leadership, and high-quality instructional materials (HQIM) initiatives.

The Texas Education Agency (TEA) also recognized E3 Alliance as a leader in instructional systems

improvement, naming it as one of only 47 approved providers for the Leadership & Instructional Foundations for Texas (LIFT) Grant.

LIFT is a three-year, capacity-building program. Through LIFT, approved providers like E3 Alliance help schools implement high-quality instructional materials (HQIM) and build sustainable systems for success.

E3 ALLIANCE IS A TEA-APPROVED PROVIDER IN ALL 20 EDUCATION SERVICE CENTER REGIONS.





SPOTLIGHT

ALICE HIGH SCHOOL JUMPS TWO LETTER GRADES AFTER IMPROVING INSTRUCTIONAL PRACTICES



From 2023 to 2025, Alice High School, located in South Texas, partnered with E3 Alliance and saw sustainable systems change on their campus.

TEA identified the campus for Comprehensive Support and Improvement after receiving low ratings under state and federal accountability systems. The district applied for and received the TEA's Effective Schools Framework Focused Support Grant for 2023-2025 and engaged E3 Alliance to strengthen leadership systems and instructional practices.

Dr. Marissa Kubala was in her first year as the Alice High principal when she began working with E3 Alliance.

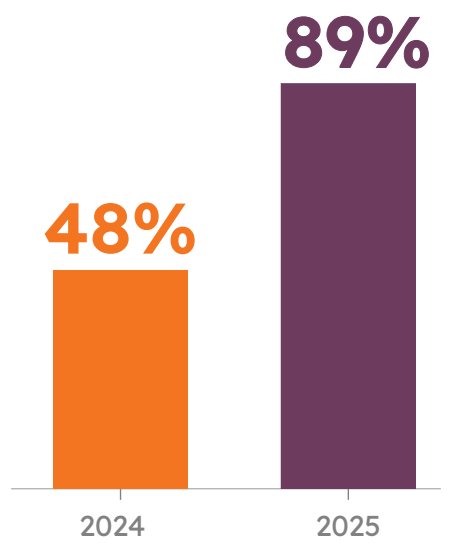
“We worked hand-in-hand in building a partnership, and that partnership included coming up with a framework and systems that help drive our teachers and our campus forward,” she said.

E3 Alliance co-developed systems and delivered targeted training to administrators and teachers, which translated directly into classroom practice. These efforts produced measurable gains.

Students' academic outcomes improved, including higher test scores in core subjects. The percentage of students identified as college-, career-, and military-ready (CCMR) rose from **48%** in 2024 to **89%** in 2025.

Under Texas' A-F Accountability System, Alice High School raised its overall rating from a “D” in 2024 to a “B” in 2025. TEA also awarded the school two distinction designations for academic achievement in reading/language arts and science.

PERCENTAGE OF ALICE HIGH SCHOOL STUDENTS WHO MET TEXAS CCMR CRITERIA



Expanding Access to Advanced Coursework for Emergent Bilingual Students



Since 2023, the Emergent Bilingual Steering Committee has worked to expand access to advanced high school coursework for emergent bilingual students, an essential step toward postsecondary success.

E3 Alliance combined quantitative analysis with qualitative research, partnering with Con Mi MADRE to better understand how emergent bilingual students access advanced coursework. Insights from educators and families revealed how policies, procedures, and school experiences shape access and outcomes.

This work deepens understanding of student, family, and educator experiences and guides the design of more effective supports.

Janeth Medrano, Austin ISD’s director of secondary multilingual education, noted that the collaboration strengthened districtwide awareness and created valuable opportunities for peer learning.

“I think that was the best part... being able to connect with people who are doing the same work and talk about the different approaches, the different contexts that they’re facing, the different ideas,” said Medrano.

We will release a full report on the Emergent Bilingual Steering Committee work in 2026.



Participating Partners

- Austin ISD
- Con Mi MADRE
- Del Valle ISD
- Education Service Center Region 13
- Hays CISD
- Latinitas
- Lockhart ISD
- Manor ISD
- Pflugerville ISD
- Todos Juntos Learning Center



Connecting Students with Disabilities to Career and College Pathways

E3 Alliance and the NAPE Education Foundation launched an initiative to expand career opportunities for students receiving special education services. We provide research and data analysis that guides strategy and improves outcomes for participating students.



LONESTARP3: Translating Research into Action Across Texas

E3 Alliance is proud to be a member of LONESTARP3, a statewide network of researchers, practitioners, and policy advocates who work together to design, generate, and translate research into actionable solutions.

Our researchers co-lead a dual credit research collaborative with The University of Texas at San Antonio, Texas Tech University, and The University of Texas at El Paso. The team analyzes access to and participation in dual credit, Advanced Placement (AP), and International Baccalaureate (IB) courses, with a focus on identifying factors that influence student participation in dual credit.



AUSTIN COLLEGE PROMISE:

Opening Pathways to Postsecondary Access

E3 Alliance helps expand postsecondary access for Central Texas students through Austin College Promise, a regional initiative led by Austin 2030.

We co-chair the initiative's Data Work Group and provide pro bono data and research to guide strategy and support implementation.





Strengthening Postsecondary Enrollment for First-Generation and Transfer Students

In 2025, E3 Alliance launched the Postsecondary Enrollment Grant to expand access to higher education for first-generation and transfer students.

Through a competitive process, we selected four initiatives to pilot student-centered enrollment strategies:

- Austin Community College (ACC) and Austin Partners in Education (APIE)⁸
- Breakthrough Central Texas
- Huston-Tillotson University
- Texas State University

⁸ Austin Partners in Education was formerly a standalone nonprofit organization, but now its programs are part of Austin ISD.



SPOTLIGHT

AUSTIN COMMUNITY COLLEGE & AUSTIN PARTNERS IN EDUCATION/AUSTIN ISD

A partnership between ACC and APIE helped Austin ISD early college high schools enroll in ACC’s free tuition pilot program. Of the 30 participating seniors, 24 (80%) enrolled in the fall 2025 semester.

APIE staff provided advising, mentoring, and personalized guidance that helped students navigate the transition from high school to college.

Students reported feeling more confident and better prepared to start their postsecondary journey.

Participating Schools

- Akins High School
- Crockett High School
- LBJ High School
- Navarro High School
- Northeast High School
- Travis High School



Advancing Workforce Development in Healthcare

Building on our success in advanced manufacturing, we expanded our workforce initiatives in 2025 to include another in-demand industry: healthcare.

Together, E3 Alliance and Texas Health Institute (THI) co-lead a multiyear regional initiative to reduce healthcare workforce shortages in communities by removing barriers for students to enter a career in healthcare.

This initiative aims to enroll more than 1,200 learners annually in allied health credential programs.

Collectively, these efforts strengthen the regional talent pipeline, improve alignment between education and labor market needs, and advance equitable access to high-demand careers.



SUSAN DAWSON FELLOWSHIP: Building a New Generation of Leaders Committed to Educational Equity

In January 2025, E3 Alliance invested in a new opportunity for Central Texas students with the launch of the Susan Dawson Fellowship.

The rigorous, 10-week fellowship combines hands-on projects, structured learning, and individualized mentoring to help students explore careers in education-focused nonprofit work.



This Fellowship is fun, engaging, and educational. You go to a speaker series, go to events that are fun, and you are constantly engaged in E3's mission to improve the education system."

In 2025:

122	APPLICATIONS
7	STUDENTS PARTICIPATED ACROSS 3 COHORTS
2	FROM AUSTIN COMMUNITY COLLEGE
1	FROM CONCORDIA UNIVERSITY TEXAS
4	FROM THE UNIVERSITY OF TEXAS AT AUSTIN
75%	NEARLY 75% OF THE FELLOWS IDENTIFY AS FIRST-GENERATION COLLEGE STUDENTS
\$32,000+	STIPENDS DISTRIBUTED TO FELLOWS

Hear directly from our 2025 fellows:



The Fellowship is a huge learning opportunity. Opens major doors for students to explore their talents and capabilities."



The most valuable part of the Fellowship was my check-ins with my leads. Their optimism set the tone for the week's work. They provided the necessary resources and emphasized how this work fits into E3's mission and my personal goals and objectives. They made me feel more than capable to do it."



I would describe the Fellowship and experience to another student as fun and educational. As students, we get intimidated when applying for such an incredible opportunity. I would emphasize that there is a lot of joy in this experience and that they'll walk out of the Fellowship with more knowledge. I would also describe the experience as invigorating. As students, we feel lost about our future and need that boost of encouragement. I feel this Fellowship makes me more excited about the future."

Looking Ahead:

Evolving Our Approach to Drive Student Success

The Foundation

For two decades, E3 Alliance has been defined by two constants: a relentless use of data and an unwavering commitment to working in collaboration with education and community partners.

While we have achieved significant results, a quiet, systemic barrier has emerged: a growing gap in trust and collaboration between students, families, and educators. We have learned that while data can point the way, trust moves communities forward.

In the past, our strategies—from Peer Learning Networks to School Transformation Services—often operated as separate initiatives. While effective, they lacked the connective tissue of a sustained, aligned system built in collaboration between those most impacted.

Today, E3 Alliance is evolving its role as the regional cradle-to-career backbone. We are moving from coordinating separate initiatives to facilitating a unified, cradle-to-career cohort strategy. In this cohort model, we create a community-wide culture of systems thinking, ownership, and accountability.



The Cohort Model: Every Voice as an Architect

As a convener and guide, E3 Alliance brings students, families, and educators together to understand and use the data that shapes their lives.

This inaugural cohort is focused on four critical focus areas:

- Early Childhood Education
- Attendance and Engagement
- High School to Postsecondary Readiness
- Workforce Attainment

E3 Alliance facilitates collaboration among students, families, educators, and nonprofit partners in the cohort based on these focus areas. These groups meet regularly to review data together, identify shared challenges, and co-design system-level improvements.

This deeper collaboration model will produce community case studies that pinpoint promising practices for other communities to test and replicate. From those promising practices, we will more clearly identify best practices to scale statewide and nationally.

By aligning these efforts and voices, we ensure everyone—from pre-K to the workforce—is moving in the same direction toward a shared goal.

Cohort 1 Participating Focus Area School Districts

Early Childhood Education

- **Pflugerville ISD:** Copperfield Elementary, Delco Elementary, Northwest Elementary, River Oaks Elementary, Ruth Barron Elementary, and Spring Hill Elementary

Attendance & Engagement

- **Hays CISD:** Lehman High School
- **Lake Travis ISD:** Lake Travis Middle and High Schools
- **Lockhart ISD:** Lockhart Junior High and High School
- **Pflugerville ISD:** River Oaks Elementary and Westview Middle School

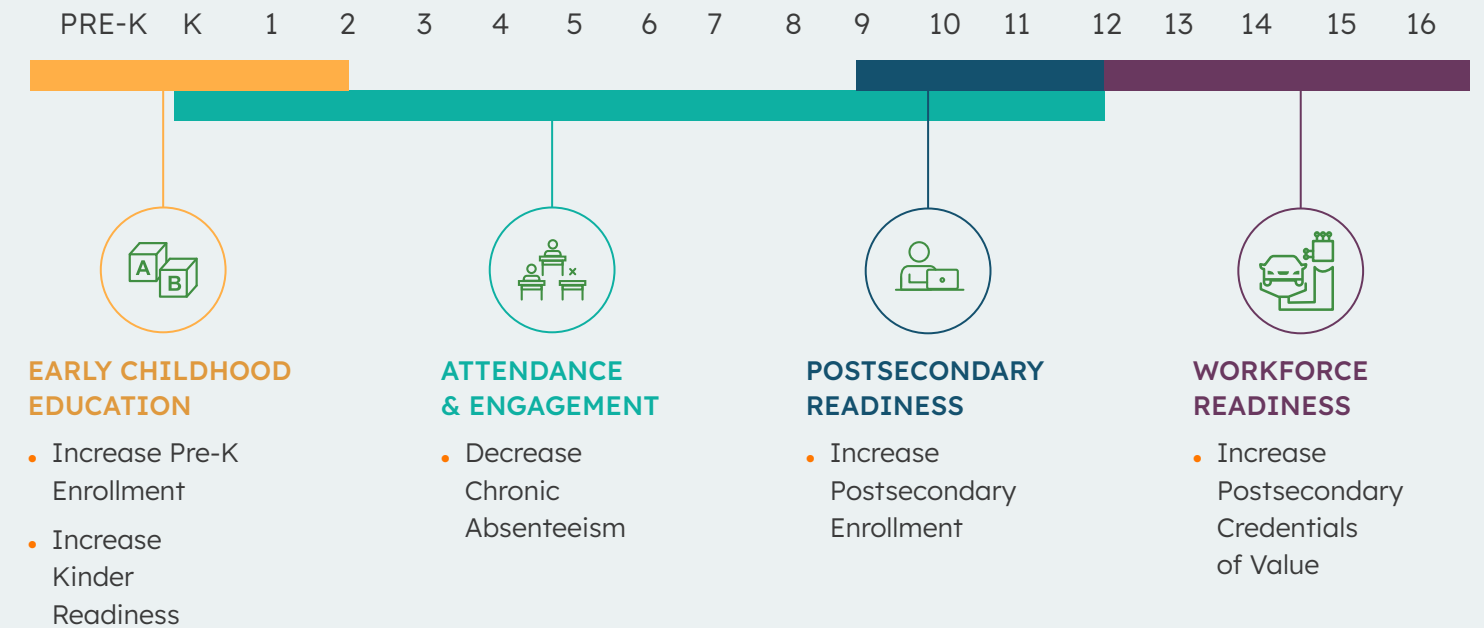
Postsecondary Readiness

- **Hays CISD:** Hays, Johnson and Lehman High Schools
- **Lockhart ISD:** Lockhart High School
- **Manor ISD:** Manor High School

Workforce Readiness

- **Austin ISD**
- **Elgin ISD:** Elgin High School
- **Lockhart ISD:** Lockhart High School

FOCUS AREAS COHORT 1 (2026-2033)



The Vision for Texas

Our ambition is to ensure that Texas education rules, customs, and laws produce optimal conditions for every single student. By shifting to this unified cohort model, we accomplish three vital objectives:

1

Rebuild trust between the classroom, the home, and the community.

2

Center these groups around data-informed decision-making.

3

Empower those most impacted to act as the architects of systemic change.

This is a commitment to a culture shift.

When students, families, and educators trust each other, own their data, and commit to building the education system that works for them, we assert that true collective impact will happen.

They don't just change the system for themselves. They change it for everyone who follows.

As we scale this model across Texas and beyond, we are showing that when a community works as one, the path from "cradle to career" becomes clear for every child.



The biggest takeaway for me is what would happen if we could all come together as a community, seven school districts, over nine counties, and we really align around these North Star goals? We could move the needle for the entire region.”

SHARON VIGIL
CEO, COMMUNITIES IN SCHOOLS OF CENTRAL TEXAS



Cluster	Students	Ag
COHORT	590	8%
Low Income	206	5%
SPED	247	6%
EB	37	8%
Asian	65	5%
Black	75	7%
Hispanic	150	7%
White	280	10%
Two or More	45	5%

Financials

Statement of Activities

Revenues and Net Assets	FY23	FY25
Grants and contributions	\$1,596,699	\$4,618,323
Contracts	\$1,430,336	\$1,624,750
Other	\$86,915	\$105,026
Total revenues and net assets	\$3,113,950	\$6,348,099
Expenses		
Program services	\$3,662,166	\$4,893,858
Management and general	\$598,534	\$606,844
Fundraising	\$339,874	\$490,299
Total expenses	\$4,600,574	\$5,991,001
Change in net assets	(\$1,486,624)	\$357,098
Net assets, beginning of year	\$5,169,477	\$4,477,087
Net assets, end of year	\$3,682,853	\$4,834,185

Fiscal Year Ends August 31

Statement of Financial Position

Assets	FY23	FY25
Cash and cash equivalents	\$4,542,785	\$3,890,974
Accounts receivable	\$126,700	\$158,975
Grants and contributions receivable	\$250,204	\$2,046,249
Prepaid expenses	\$0	\$47,202
Total Assets	\$4,919,689	\$6,143,400
Liabilities and Net Assets		
Liabilities:		
Accounts payable	\$126,168	\$65,952
Accrued liabilities	\$286,315	\$137,340
Compensation payable - related party	\$824,353	\$1,105,923
Total Liabilities	\$1,236,836	\$1,309,215
Net Assets:		
Without donor restrictions	\$2,345,235	\$806,523
With donor restrictions	\$1,337,618	\$4,027,662
Total Net Assets	\$3,682,853	\$4,834,185
Total Liabilities and Net Assets	\$4,919,689	\$6,143,400

E3 Alliance Partners

Systems transformation would not be possible without our **alliance** of community and business leaders, contributors, champions, educators, funders and investors, policymakers, researchers, and staff.

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TRANSFORMING
EDUCATION SYSTEMS
THROUGH DATA AND
COLLABORATION
SO **ALL** STUDENTS
SUCCEED.

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