

ACCELERATE CHANGE TOGETHER

2021
BLUEPRINT
REPORT



THE
Blueprint
for EDUCATIONAL CHANGE™



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BUILDING CONNECTION

"One of our biggest strengths is building rapport through in-person interactions. This luxury was not afforded to us in the 2020-21 school year, so we had to meet students virtually through all media platforms. This challenge was actually a blessing in disguise. We had to be creative and really step our game up. Our social media presence has grown, our meeting options have been expanded, and we have connected students with resources instantly in comparison to pre-pandemic. What we have learned will help us be better advocates for our Scholars moving forward."

– Jay McCullar

Partnership Director, My Brother's Keeper Scholars
MAYA Consulting



The last year has been a very painful and challenging one for so many. A year when livelihoods, stability, and homes were lost due to economic hardships and catastrophic storms. A year when inequities were illuminated like never before among our most vulnerable students, who were already negatively impacted by systemic injustices. A year when new understanding about injustices and violence that so many across our nation continue to face, solely because of the color of their skin, came to the forefront.

But so often, **times of change offer the greatest opportunities to leverage the moment.**

We also saw a year when educators and students adopted new and innovative ways to teach and learn, and school leaders and staff made continuous improvements. As a community, we strengthened our resolve to push equity to the forefront of our work. Now the challenge before us is to build on our strengths and concentrate on what matters most to keep improving our systems for ALL students.

We know that disparities have increased in student engagement and connectivity to our schools and community. However, we cannot allow ourselves to simply think in terms of loss. Doing so will mean that we are forever coming from behind and helping students “catch up,” perhaps even lowering our expectations for their success, rather than helping them prepare for their future and ensuring they have what they need socially, emotionally, and academically to thrive. Even as we acknowledge loss, we must narrow the focus to the most critical standards and lead with a mindset that transforms thinking to look forward and not backward for our students and ourselves. To do so, we must accelerate positive change.

In 2021 and beyond, as we move from reaction to recovery, we must take hold of this opportunity mindset. We must take advantage of the largest and most historical investment ever made in our state and catalyze opportunities to achieve equity and improve student outcomes. We must be relentless in addressing systemic inequities that harm students. We can accomplish this by eliminating disparities in outcomes through real systems change that will indeed accelerate learning for all students, no matter their zip code, family income, or racial identity.

Data must be the driving force behind identifying how to best seize the possibilities before us. We must collaborate more than ever. At E3 Alliance, that is our mission and commitment to you, our many dedicated and amazing partners, supporters, board and staff.

{TOGETHER, we must ACCELERATE CHANGE}

SUSAN DAWSON

PRESIDENT AND EXECUTIVE DIRECTOR,
E3 ALLIANCE

ABOUT E3 ALLIANCE



E3 Alliance is a data-driven education collaborative based in Central Texas and now expanding our work across the state. We are helping to build the strongest, most equitable educational pipeline in the country to drive economic prosperity. As a pioneer in collective impact, E3 Alliance partners with a broad range of community representatives to work together on achieving lasting systemic change.

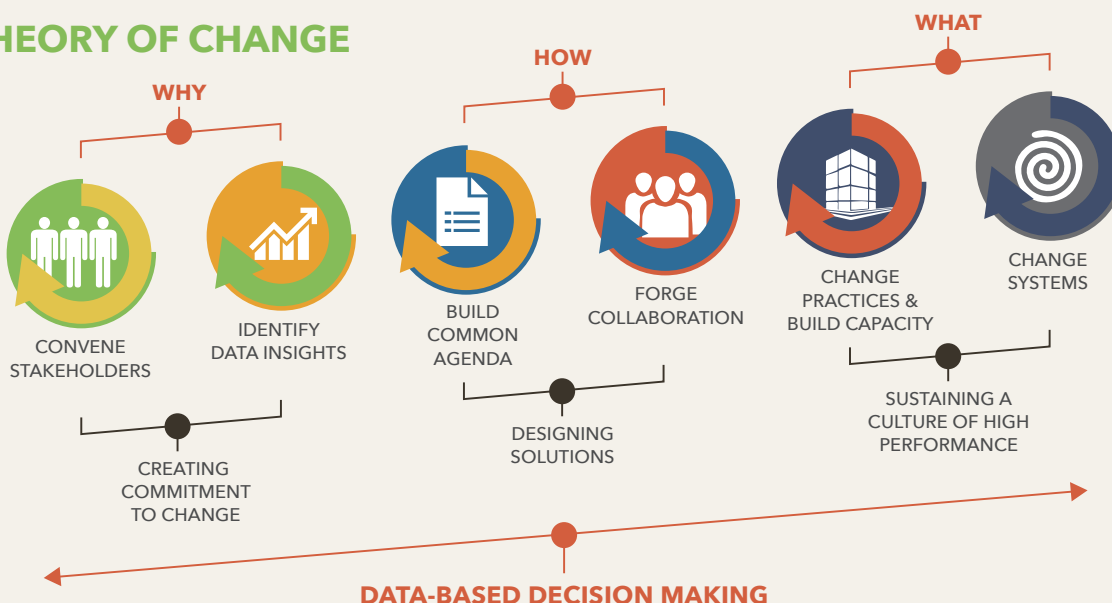
OUR WORK

Since 2006, we have worked collaboratively to change education systems, working directly with students and families to identify goals, partnering deeply with 15 school districts, eight institutions of higher education, and over 200 businesses, nonprofits, and policy leaders across Central Texas to address complex community issues in education. Our combined efforts seek to improve student outcomes across every demographic of our 600,000 children and students throughout the region – from cradle to career!

OUR APPROACH

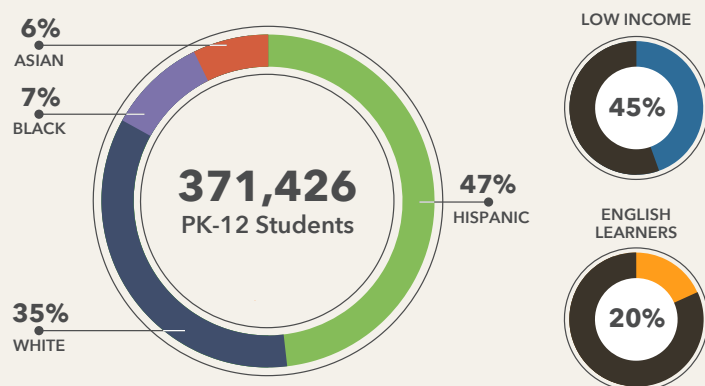
Every initiative of the ***The Blueprint for Educational Change™*** is powered by data and guided by our Theory of Change, which offers a clear path toward collective action and changes in practice, leveraging data with our Central Texas community to take action together. Forging collaboration was never more important than this past year, when new partnerships were created and existing partnerships strengthened as we abruptly shifted from in-person to virtual gatherings. Members of our community persisted through the year as everyone learned to navigate and communicate virtually to advance systems change to build a culture of high performance for our students.

THEORY OF CHANGE



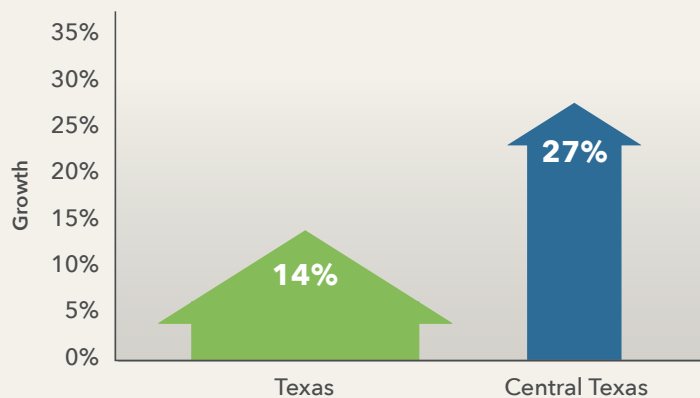
CENTRAL TEXAS BY THE NUMBERS

Central Texas Students



Student Enrollment Trends

POPULATION GROWTH GRADES PK-12
FROM 2009 TO 2019



Central Texas Schools



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





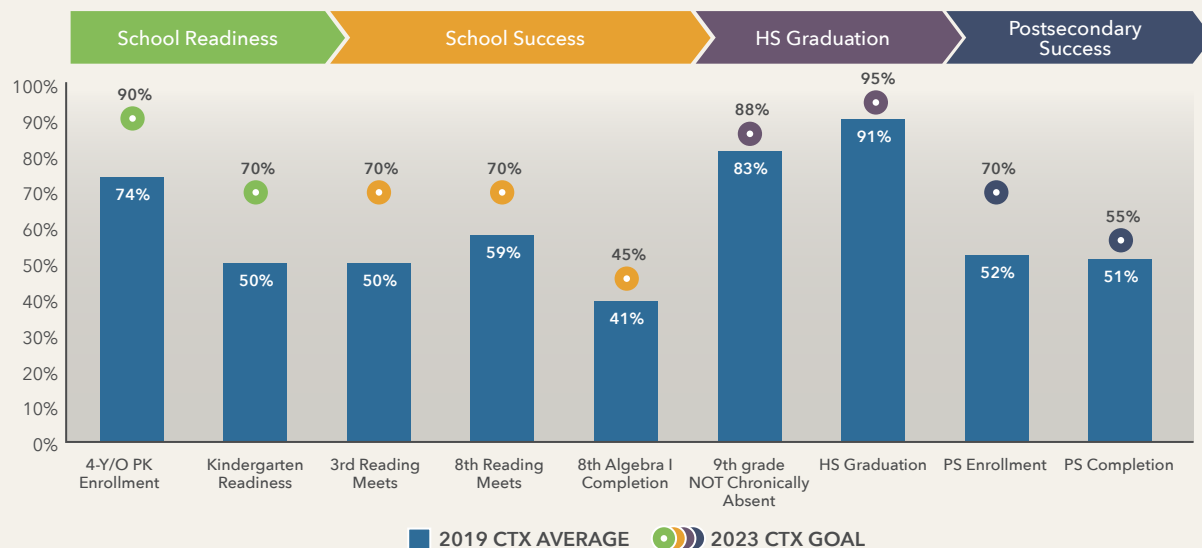
THE BLUEPRINT FOR EDUCATIONAL CHANGE™

Building the Strongest
Educational Pipeline in the Country

CRADLE-TO-CAREER OBJECTIVES

E3 Alliance and our partners have established measurable objectives to improve student outcomes and decrease inequity across the cradle-to-career pipeline by 2023. Many of these objectives rely on multiyear data sets that have now been disrupted, and some reflect data that lags behind the latest year. While these objectives still represent key student milestones to track for a better understanding of how our education system is working for students or could be improved, we recognize that 2020 was a highly unusual year. Nevertheless, we believe it is important to continue to share our 2023 Objectives based on 2019 data, not as immovable goals, but rather as a shared regional commitment to accelerate real systems change together.

2023 OBJECTIVES



School Readiness

1. 90% of eligible children enroll in Pre-kindergarten
2. 70% of children enter kindergarten school ready

School Success

3. 70% of all 3rd graders meet reading standards on STAAR
4. 70% of all 8th graders meet reading standards on STAAR
5. 41% of all 8th graders complete Algebra I

High School Graduation

6. 88% of all 9th graders are NOT chronically absent
7. 95% of students graduate high school on time

Postsecondary Success

8. 70% of students enroll in college within 1 year of high school graduation
9. 55% of high school graduates complete a postsecondary credential within 6 years

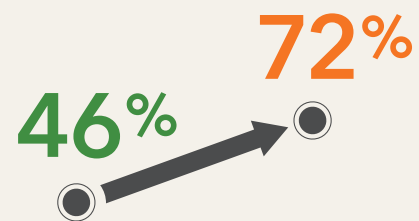
Pre-K enrollment, attendance, math course taking, high school graduation, and higher education enrollment data comes from E3 Alliance analysis of the Public Education Information Management System (PEIMS) and Higher Education Coordinating Board data at the UT Austin Education Research Center.



10 OUT OF 15 DISTRICTS



Number of districts actively designing and implementing recommendations to improve student Attendance, Commitment, and Engagement (ACE) as part of the ACE Task Force.



Increase from 2016 to 2020 of high-performing 5th graders on STAAR math who completed Algebra I by end of 8th grade.

Increase
in annual
Emergency
Bridge Grant
Awards

220%

From March 2020 to March 2021, E3 Alliance helped to fund over 100 Emergency Bridge grants, awarded to assist Central Texas college students with unexpected expenses due to COVID-19 and winter storms.





STRONG RELATIONSHIPS

"Education was transformed at the beginning of the pandemic in ways that tested us all. Educators, students, and families became stronger as relationships were built around keeping our students engaged and educated. We all shared how resilient we were and how persistence and grit will continue to drive us as we educate and guide our students forward."

– **Rocky Zepeda**

District Coordinator for At-Risk Student Services,
Del Valle ISD

SCHOOL READINESS



A VERY DIFFERENT YEAR

For Our Youngest Learners: How are the Children?

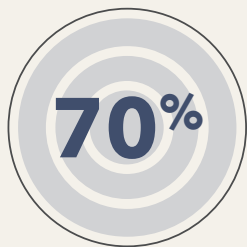
The traditional greeting of Africa's mighty Masai warrior, "How are the children?" reverberates around Central Texas as we also pay particular attention to the well-being of our youngest learners and the negative impacts the pandemic caused to their early start. Virtual pre-K started in the spring 2020 and continued throughout the new school year as we worked to safely hold in-person school and to deploy engaging teaching and learning practices both remotely and on campus for students in these earliest of grades. School systems, teachers, parents, and children pivoted again and again.

This year we saw 4,000 fewer students enrolled in public pre-K programs than the year before - a shocking 29% drop. Our Early Childhood Workgroup members expect a ripple effect from this under enrollment with the aftershock potentially affecting every grade level. Supporting students throughout the education pipeline is clearly more critical than ever.

2023 Targets



% OF ELIGIBLE
STUDENTS ENROLLED
IN PRE-K



% OF STUDENTS
ENTERING
KINDERGARTEN
SCHOOL READY

GROUNDING IN DATA

- E3 research shows that children who attend pre-K are far more likely to be prepared for kindergarten and perform better on 3rd grade reading and math STAAR tests.
- In the Spring of 2020, only 70% of our pre-K students remained engaged in school as reported by attendance crisis codes (the lowest percent for any grade level).
- In Central Texas, we saw a 29% drop in pre-K enrollment from 2019-20 to 2020-21, representing a larger percentage drop than in Texas as a whole.
- In 2020, Texas child care programs were operational at 29% of their licensed capacity. During the Texas Early Learning Council public meeting in January 2021, parents highlighted worries over health to be a primary factor in choosing to stay home, and concerns about competing family responsibilities to be a factor in choosing not to enroll in virtual pre-K.



Drop in Pre-K Enrollment
in Central Texas,
2020-2021 School Year

**TOGETHER
WE CAN
ACCELERATE**

**PRE-K
ENROLLMENT**





INITIATIVES

- E3 Alliance worked with families and community partners to develop a social media toolkit promoting pre-K enrollment during the month of April 2021, in a coordinated regional effort that resulted in an increase in families requesting registration information across Central Texas school districts.
- Early Matters, a group of communities from across Texas working to promote pre-K, created an opportunity for district staff to learn best practices for both in-person and virtual instruction during the Early Matters Statewide Webinar Series.
- The Pre-K Workgroup of United Way's Success by 6 raises kindergarten readiness by strengthening the accessibility and quality of pre-K. Members include leaders from Travis County school districts, the City of Austin, E3 Alliance, and other key organizations in the region.
- The Kindergarten Readiness Peer Learning Network identified and shared best practices across schools and districts to amplify early learning in targeted network campuses.

Leander ISD Supports Families and Students Through School Structures

Research shows that high-quality early learning experiences positively impact a child's development all the way through adulthood. Public school pre-K provides opportunities for intentional learning outside of the home in a play-based, safe environment for children.

"We made the commitment prior to the pandemic to move to a full-day pre-K model," explained Kendra Winans, Senior Executive Director of Early Childhood. "Even through the barriers this year, we were able to connect with families and provide support and stability for our youngest learners. School is not just about teaching and learning; it is about community."

Central Texas pre-K enrollment declined by 29%, while Leander ISD saw enrollment increase by nearly 20%. "Participation in regional efforts, including Success by 6, a workgroup focused on raising kindergarten readiness, helps us better understand the opportunities for increasing support for students and families within our own district," said Sarah Walker, Coordinator of Early Childhood.

This year as the pandemic continued, the district redoubled its commitment to its youngest learners. Superintendent Bruce Gearing stated, "In Leander ISD, we believe that early childhood education is the key to lifelong learning and success. We start by working with our Parents as Teachers program to educate and encourage parents in our community to provide outstanding experiences for their children. We partner with Early Head Start and Head Start to connect to our next youngest learners. We know that actions speak louder than words. We invite everyone to come see what we are doing to ignite excitement in our youngest learners."

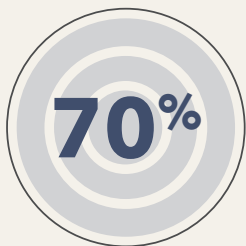
SCHOOL READINESS



2023 Targets



% OF ELIGIBLE
STUDENTS ENROLLED
IN PRE-K



% OF STUDENTS
ENTERING
KINDERGARTEN
SCHOOL READY

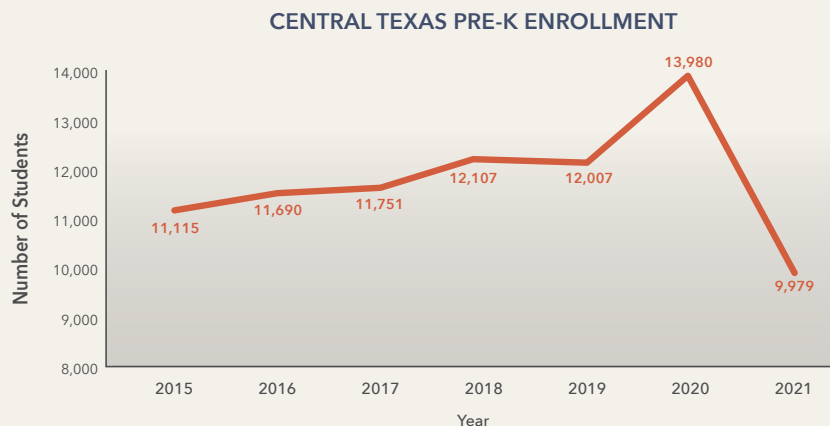
ACCELERATE TOWARDS EQUITY

In selecting our equity metric to close the kindergarten readiness gap between students from low-income and non-low-income households, our primary strategy was to increase the number of students from low-income households enrolled in high-quality pre-K settings in Central Texas. We saw more pre-K students in 2019 enrolled in full-day, low-ratio programs than ever before, but COVID-19 stalled that progress. In spring 2020, students attended fewer days of pre-k, and in the fall of 2020, we simply were unable to reliably assess this metric due to drastic changes in our school models at the beginning of the academic year.

What do we know? Inarguably, we must focus more intently than ever before on ensuring children in Central Texas are ready for school and schools in Central Texas are ready for children. Education experts studying this highly unusual year believe this means looking at kindergarten as a way to accelerate learning for students who missed attending pre-K this school year.

DATA TRENDS

Central Texas pre-K enrollment dropped 29% in the 2020-21 school year as statewide pre-K enrollment dropped 21%.

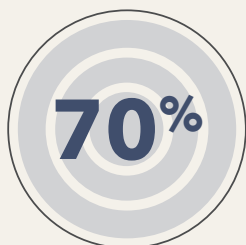




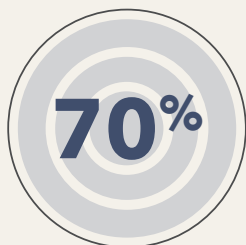
STUDENT ENGAGEMENT



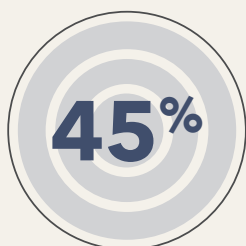
2023 Targets



**% OF STUDENTS MEET
3RD GRADE READING
STANDARD**



**% OF STUDENTS MEET
8TH GRADE READING
STANDARD**



**% OF STUDENTS
COMPLETE ALGEBRA I
BY 8TH GRADE**

A VERY DIFFERENT YEAR

Student Engagement Takes on New Meaning

As the pandemic compels educators to confront challenges with delivering high-quality instruction in both remote and on-campus modalities, students and families similarly face their own challenges with how to stay fully engaged. Reflecting on a very different academic year, there have emerged as many triumphs as tribulations when considering efforts made to positively influence student engagement in Central Texas.

After almost three semesters of disrupted learning, both anecdotal and quantitative data are telling us that far fewer students are enrolled and effectively engaging in learning. Going forward, we must accelerate their academic, social, and emotional engagement to increase the likelihood of all students:

- graduating high school college ready;
- enrolling and persisting in higher education; and
- completing a postsecondary credential.

GROUNDING IN DATA

Enrollment in advanced math remains a priority so all students have equitable access to rigorous courses and the chance to master higher skills. However, taking a holistic look at enrollment, engagement, and attendance in general is equally meaningful when using data to drive action so schools and communities can support students and families moving forward.

- Central Texas saw a 27% growth in student enrollment in the last decade, but early data for the 2020-21 academic year shows us that enrollment has declined for the first time.
- In the spring of 2020, the percentage of students who were responding to requests from administrators and teachers and completing assignments (defined as “engaged” by TEA), differed by 13 percentage points for students from low-income (79%) vs. non-low-income households (92%).
- Of the students who are completing a college-aligned math course in high school, there are inequities in race and income that must be addressed moving forward.
- Of students who are not chronically absent, the percentage is consistently smaller for students from low-income households across all student groups over time.



**TOGETHER
WE CAN
ACCELERATE**

**{ EQUITABLE
OUTCOMES**





INITIATIVES

Ongoing collaboration with multiple stakeholders in various initiatives will help accelerate the change we hope to see so that equitable student outcomes in engagement and achievement prevail.

- The Central Texas Math Alignment Taskforce (CTXMAT) is advancing toward the next stage of alignment work across the P-16 continuum so that students have access to appropriate math courses that align with their career aspirations.
- The English Learners Collaborative convenes four times a year using collaborative inquiry as a methodology to identify best practices for fostering an asset mindset within school culture toward English Learner students and families.
- The Chronic Absence Peer Learning Network is identifying new ways to engage students and families this school year and beyond.

Collaborative Efforts Seek to Advance Change for Student Engagement

E3 Alliance's Pathways of Promise (PoP) is a Central Texas research and implementation initiative designed to strengthen career and mathematics pathways to help students succeed in college, career, and life. PoP 4.0, the most recent iteration of this initiative, is a wonderful example of our partners' steadfast commitment to providing access to advanced math courses for all students, in spite of the year's challenges. We are collaborating together to accelerate equitable outcomes in math in these ways:

- Three returning and two new PK-12 districts are engaging in professional learning opportunities targeted at removing inequities within math pathways as part of our ongoing partnership with the National Alliance for Partnerships in Equity (NAPE).
- Two institutions of higher education and four PK-12 districts participated in the inaugural Culturally Responsive Pedagogy cohort to gain new knowledge around how best to support our diverse populations of students and families.
- Thirteen partnering school districts have adopted policies based on E3 research to improve outcomes and equity in math pathways.
- An initial round of focus group interviews with middle school Algebra I teachers, students, and parents has illuminated the accelerated math experience from three different stakeholder perspectives.

Lisa Brown, a professional learning specialist at the University of Texas at Austin's Math Dana Center shares, "What a wonderful structure for regional, ongoing virtual professional learning to implement culturally responsive practices and applications – a rare opportunity to get to know leaders and educators throughout Central Texas with the common goal of reaching and supporting more students to attain the goals they have for themselves and their communities."

**TOGETHER
WE CAN
ACCELERATE**

**ATTENDANCE,
COMMITMENT,
ENGAGEMENT**

**SHOW UP,
SHOW OUT,
SHINE,
REPEAT.**

**LIFE'S A TEST
LET'S ACE IT!**

—SAUL PAUL

ace.e3alliance.org



1

ATTEND.

Attend by being present for remote or on-campus learning with a feeling of wellness, safety, and belonging

#ACEIT

2

COMMIT.

Commit by showing dedication to learning with a feeling of connection to what is being taught

#ACEIT

3

ENGAGE.

Engage by displaying academic progress with a feeling of confidence and accomplishment

#ACEIT

Central Texas School Districts Create New Attendance Campaign

In planning for the new academic year, we recognize the great potential in redefining the look and feel of attendance amid new realities and possible spaces for transformation. Many educators spent their year pivoting and collaborating with partners and colleagues. Clearly, amplifying this shared effort is mission critical, if we are to accelerate change together.

An excellent example of this collective work happened with the ACE Attendance Task Force. Educators from Central Texas schools convened to relaunch the former Missing School Matters campaign. They co-constructed solutions and devised a framework to strategize and operationalize recommendations under the new campaign ACE – Attend. Commit. Engage. Using their vision, E3 Alliance created free resources for school and family communities and enlisted the talent of Grammy-award nominated artist SaulPaul to produce a youth-inspired music video, all available for downloading from a new, more robust website.

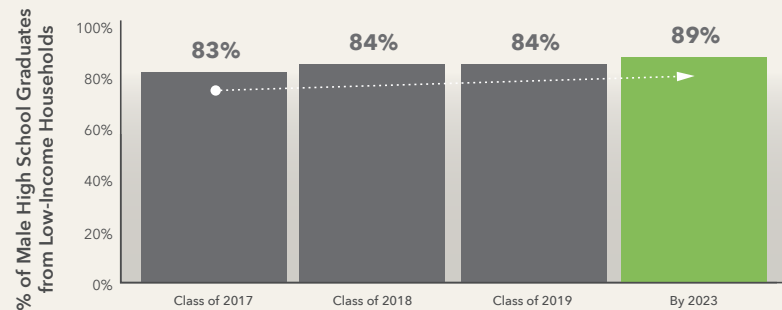
“The attendance data shared with the Task Force throughout the year helped districts immediately see where interventions were working and what areas needed to be addressed,” said Cathy Booker, Attendance Officer at Round Rock ISD. “The ACE website resources have proven invaluable in my district. I have used these resources to help advocate for improved attendance messaging at the district level by showing the SaulPaul video and the other resources that made implementing a campus campaign seamless.”

Next steps for the ACE Task Force involve rigorously implementing recommendations to bridge family culture with school culture, such as prioritizing student success, appreciating family dynamics, and nurturing relationships of trust. We believe that if educators better understand the need to transform local practices to increase attendance, commitment, and engagement, then students will feel more inclined to show up, show out, and shine.

STUDENT ENGAGEMENT



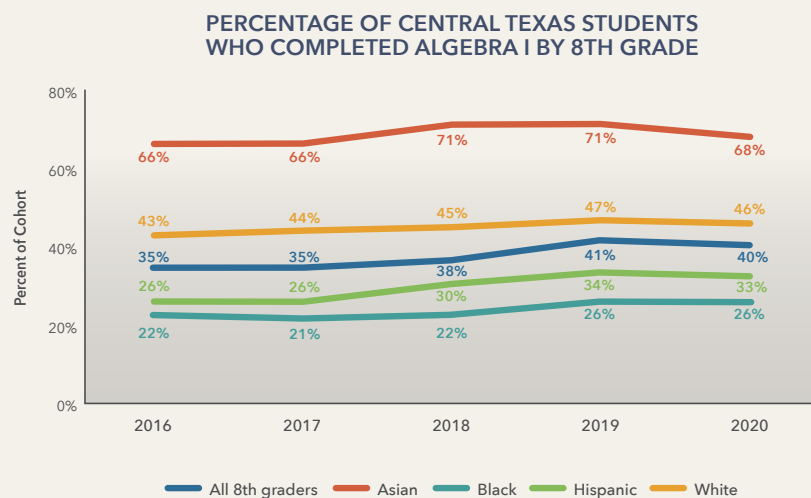
ACCELERATE TOWARDS EQUITY



Increase four-year, on-time high school graduation rates of males from low-income households from 83% to 89% by 2023.

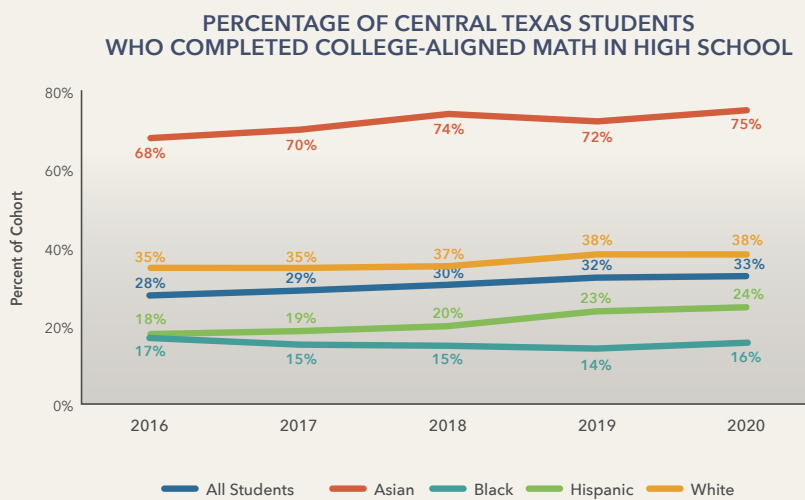
DATA TRENDS

The total percentage of 8th grade students completing Algebra I has dipped slightly for the 2019-20 school year. With the exception of our Black students whose percentage remains constant at 26%, the percentage of Asian, Hispanic, and White students also decreased. These continuing disparities in outcomes highlight the equity issue and importance of stepping up our momentum around improving student engagement.





In the absence of state performance assessment data, we must be preemptive in our efforts toward changing the narrative in favor of our most underserved student populations. Knowing that the percentage of our Black and Hispanic students completing a college-aligned math course in high school is significantly less than our White students, there is still much work to do. We must ensure equitable access and instruction for success at the secondary level and into higher education.



POSTSECONDARY SUCCESS



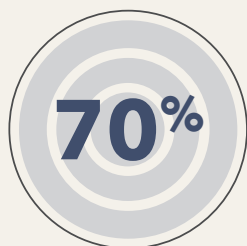
A VERY DIFFERENT YEAR

Connecting the Dots from High School to College

As the world changed in the spring of 2020, no one felt affected as much as our high school seniors. The seminal events that capture a senior year - Virtual Prom, Virtual Graduation, Virtual College Visits - were adapted to online experiences. Suddenly the idea of starting a new chapter in an educational journey became even more daunting.

College-going and certification-seeking students had to weigh the costs vs. benefits of paying for virtual vs. in-person classes at a time when finding jobs and balancing employment with paying for postsecondary tuition was top of mind. First-time college students were isolated from systems of support that typically assist with transitioning to and persisting through postsecondary education. Shifting priorities, opportunities, and access in a world that was already hard to navigate has made postsecondary success this year more challenging than ever.

2023 Targets



**% OF GRADUATES
ENROLLED IN HIGHER ED
WITHIN ONE YEAR**



**% OF ENROLLEES
COMPLETE A CREDENTIAL
WITHIN 6 YEARS**

GROUNDING IN DATA

Enrollment rates in institutions of higher education have been steadily decreasing among Central Texas students even before the pandemic, and the disparity between students from low-income and non-low-income households remains consistent. Fortunately, enrollment drops during the pandemic were far less in Central Texas than across the state.

- Sixty-five percent of Central Texas high school graduates from low-income households who enroll in institutions of higher education directly from high school enroll in colleges or universities located in the Central Texas region.
- The percentage of Central Texas high school graduates enrolling in a postsecondary option has declined each year since 2014, although the actual number of students enrolled has increased during this same time period.
- There is a 20-percentage point disparity between students from low-income and non-low-income households enrolling in postsecondary education.



**TOGETHER
WE CAN
ACCELERATE**

**RENEWED
COMMITMENTS**



INITIATIVES



- Austin College Attainment Network (ACAN) members are dedicated to improving first-generation college success by working with local school districts and institutions of higher education to support student enrollment and persistence in college.
- Emergency Bridge Funding supports students from stopping out of school by providing a small grant to Central Texas undergraduates to ensure persistence when small financial crises arise.
- E3 and ACAN, with support from the Bill & Melinda Gates Foundation, launched an effort to transform outcomes for our students of color and first-generation students in area institutions of higher education.
- The Central Texas Math Alignment Taskforce, charged with the alignment of math course-taking and expectations focusing on the transition between the secondary and postsecondary, is moving into its next phase of collective impact work developing concrete regional goals.
- Launching in fall 2021, the Make It Movement is a multi-tiered public awareness campaign highlighting the value of education and training beyond high school to higher learning and higher income. Make It hopes to clear up the misconception that there is only one path to a successful, purposeful life.

New Network of Support for College Students

As the nation responded to the pandemic, many traditional ties to students and their families were severed. Our first-generation college students were tremendously affected along with students of color and students from low-income households. For years, the work of the Austin College Attainment Network (ACAN) has substantiated the direct benefits of in-person mentoring. Except outreach events typically employed were no longer an option in the spring and summer of 2020.

ACAN partner College Forward moved quickly to deploy a team of college coaches to case-manage procedural and financial aid-related crises that students encountered throughout this extraordinary period. AmeriCorps coaches guided students through individualized, college-going knowledge. Because coaches are recent college grads, their close-lived experience proved an asset to students experiencing similar challenges, including showing students how to check financial aid and complete applications and admissions processes.

Through support from the Michael & Susan Dell Foundation and Trellis Foundation, these Virtual Transition Mentors helped to mitigate some of the fallout associated with the widespread disruption. In addition to their regular student body of 5,200, College Forward coached up to 1,250 more students through the 2020 summer, helping them maintain progress toward a degree.

Today, the 14 ACAN-member organization, along with E3 Alliance, are working toward more streamlined data sharing and use for long-term supports and interventions. Efforts during summer 2020 opened an opportunity to provide even more targeted support to students who otherwise would have been left adrift, fill significant gaps for underserved learners, and jumpstart renewed progress in bolstering partnerships to serve even more students in 2021 and beyond.

POSTSECONDARY SUCCESS



12%

Young adults without a postsecondary credential within six years of leaving high school have just a 12% chance of earning a living wage.

ACCELERATE TOWARDS EQUITY

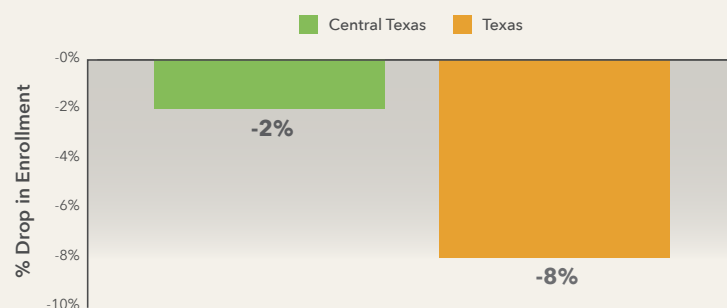
We adopted the equity metric to increase direct-to-college enrollment of graduates from low-income households from 40% to 50%. We also made significant inroads into understanding the systemic barriers our students are facing, including course selection counseling, coursework alignment from secondary to postsecondary, and higher education systems working more effectively to meet the needs of minoritized students.

Even with this effort we are still seeing college enrollment for students from low-income households drop for the most recent high school graduating class for which we have data: the class of 2019. We know that young adults without a postsecondary credential within six years of leaving high school only have a 12% chance of earning a living wage. We need to do better.

DATA TRENDS

Despite the challenging year, we have good news. Central Texas higher education enrollment decreased much less compared to the statewide decrease. Higher education enrollment across Texas dropped by 8%, while Central Texas enrollment dropped by less than 2% from fall 2010 to fall of 2020.

**DROP IN HIGHER EDUCATION ENROLLMENT
FALL 2019 TO FALL 2020**







EXCEEDING EXPECTATIONS

"I have been overwhelmed by the incredible perseverance and commitment of Central Texas districts and higher education institutions. In the midst of the daily fires related to pandemic learning, leaders still wildly exceeded my pre-pandemic expectations on the progress they would make to improve mathematics alignment in our region. What an incredible group of leaders, practitioners, and our invaluable Central Texas organizer, E3!"

– Lindsay Fitzpatrick

Cross-Team Lead, Transition Initiatives
Charles A. Dana Center at The University of Texas at Austin

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PASSION AND PERSEVERANCE

"In this past year many families have continued to persevere through challenges. Teachers' resiliency has allowed for learning to continue in and out of the classroom. I believe as we welcome students back in the fall, these two characteristics will sustain both students and teachers. Passion and perseverance will take our students, teachers, and staff into the next era of equitable education and be the driving force of success."

– Carrie Tawil

**Attendance and Student Welfare Specialist,
Pflugerville ISD**

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™.

CENTRAL TEXAS SCHOOLS DISTRICT PARTNERS

Austin ISD
Bastrop ISD
Del Valle ISD
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Elgin ISD
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Lockhart ISD
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Round Rock ISD
San Marcos CISD
Taylor ISD

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American YouthWorks
Austin Achieve Public Schools
Crandall ISD
East Austin College Prep
East Central ISD
IDEA Public Schools
KIPP Austin Public Schools
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Lyford CISD
Mainspring Schools
Nacogdoches ISD
North East ISD
NYOS Charter School
Premier High Schools
Rice CISD
Southside ISD
Southwest ISD
The Goodwill Excel Center
University of Texas Elementary
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Wayside Schools

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Texas Association of School Administrators
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Texas Business Leadership Council
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Texas College Attainment
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Texas Education Grantmakers Advocacy Consortium
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Any Baby Can
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Breakthrough Central Texas
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College Forward
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Community Action, Inc.
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Raise Your Hand Texas
Ready by 21 Coalition
Skillpoint Alliance
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Sustainability Indicators Project
Texans Care for Children
United Way for Greater Austin
United Ways of Hays & Caldwell Counties
United Ways of Texas



"E3 Alliance has been an outstanding partner for seven years, working to align math pathways and showing results that are national exemplars. When schools went remote, math proved one of the most difficult subjects in which to effectively engage students. E3 worked with districts to pivot engagement strategies and provide outreach to teachers, counselors, and families, continuing to advance the initiatives even during COVID. The persistence of 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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StriveTogether





On behalf of all the Central Texas leaders who have journeyed with us these past 15 years, spending countless hours doing the difficult work of changing systems, we thank you for your relentless efforts to ensure all students succeed.



SAVE THE DATE

GEEKS *in* BOOTS

15 Years of Transforming Education in Central Texas

November 3, 2021 at 6pm





