



PATHWAYS TO PROSPERITY: WHAT IS NEEDED FOR A SUCCESSFUL CAREER?

A summary report of findings from the 2019
E3 Alliance Deliberative Dialogues across the
Central Texas region on how to support student
success beyond high school.





EXECUTIVE SUMMARY

E3 Alliance launched the “Pathways to Prosperity” process to engage a diverse range of community members across Central Texas in deliberative dialogues to explore what college means to our region, and to address the underlying factors that are limiting student success. This is a vital conversation for our region, as research indicates that two-thirds of jobs by 2020 – and almost all living wage jobs – will require a postsecondary credential. E3 Alliance research also tells us that young adults without a postsecondary credential within six years of leaving high school have only a 12% chance of earning a living wage (~\$40,000/year*).

The 60x30TX higher education plan aims to foster a vibrant economic future for Texans, with a goal that 60% of Texas adults will have some type of postsecondary credential in 2030. However, after continuous efforts over the last decade by state and local leaders and practitioners, college enrollment has dropped, especially in lower income and traditionally underrepresented communities. Currently only 42% of Texas young adults have some kind of postsecondary credential, and only 14% of our low-income Central Texas high school graduates complete a postsecondary credential within six years of leaving high school.

E3 Alliance is a regional, data-driven education collaborative focused on transforming education systems through data and collaboration so all students succeed. In 2018, E3 Alliance engaged regional partners, including community groups, school districts, higher education institutions, chambers, faith-based groups and other stakeholders in five local communities, to spearhead a series of robust community conversations about the important connections between education and career success. This initiative entitled “Pathways to Prosperity: What is needed for a successful career?” had three targeted objectives:

- build a stronger regional culture of college and career success;
- develop regional change agents; and
- inform the strategic work of E3 Alliance and its partners in supporting more students to enroll and complete postsecondary credentials.

During the spring of 2019, E3 Alliance held events in five sub-regions of Central Texas. Each of the two-event deliberative dialogue series convened parents, students, educators, business leaders, policymakers and others in facilitated conversations designed to provide opportunities for participants to not only gain information about the strong connection between postsecondary credentials and economic mobility, but to also identify actions that could support student success beyond high school. A total of 275 people participated in the dialogues. Attendees ranged in age from teens to seniors, representing diverse backgrounds and geographic areas.

The dialogues enabled participants to delve into common narratives around postsecondary education, from a conception that college is always and only a four-year degree, to college is simply too expensive and not for everyone. By examining possible new stories about the multiple pathways that exist to postsecondary credentials, the return on investment that credentials provide for students’ futures, and the diversity among those pursuing higher education, participants were able to identify ideas and assets that could help students succeed in their education and careers.





Across the participants, three main themes emerged as important priorities from the dialogues:

- Better communication on the connection between postsecondary credentials and career success and providing information about education and job opportunities
- Support success of all students and connect students and families to the resources and opportunities they need
- Create more options and expand our partnerships with schools, businesses and community groups

At each of the dialogue events, participants generated a list of actions that could help create tangible progress around these themes. After each small group prioritized a set of three top actions, all of the event attendees were asked to vote on the actions they most supported. Of the 80 total priority ideas generated at the five events, a few strong trends emerged:

- Nearly 30% of the ideas related to communication, information sharing and creating messaging campaigns that would raise awareness of postsecondary credential and career pathways
- Another nearly 30% of the ideas related to online or in-person resource sharing (e.g. websites, online portals, in-person events, resource fairs, Café College-type workshops), so people had awareness of and access to relevant resources

Below are five ideas that received the highest number of votes across the five sub-regional events:

1. Better and more streamlined ways to connect people to resources and resources to people
2. Design a decentralized college and career success center in Central Texas
3. Consolidate information and resources
4. Produce a messaging campaign
5. Provide mentorships

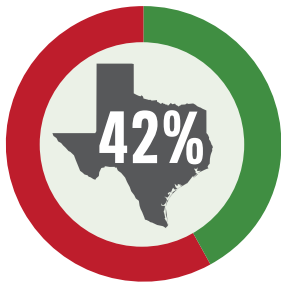
At the conclusion of the events, participants were asked if they would be interested in serving as delegates to a regional convening hosted by E3 Alliance in late summer 2019. These self-elected delegates would help to further develop the output of the sub-regional events into a set of strategic actions that can be incorporated into E3 Alliance's regional collaboration, and which can support local institutional and grassroots efforts. Fifty-eight people signed up to be delegates. This delegate summit will further the initiatives' aims of developing change agents and supporting a stronger college and career success culture.

The following report provides detailed information about the “Pathways to Prosperity” initiative and the output from the deliberative dialogues.

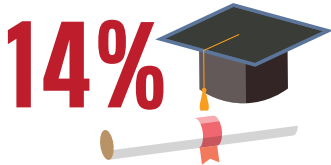
OVERVIEW



of jobs by 2020 will require some postsecondary credential, whether that's a workforce certificate, two- or four-year degree



of Texas young adults have some kind of postsecondary credential



of our low-income Central Texas students complete a postsecondary credential within six years of leaving high school



12%

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

ARE OUR CENTRAL TEXAS STUDENTS PREPARED FOR THE FUTURE?

Economic projections show that over two-thirds of jobs by 2020 – and almost all living wage jobs (~\$40,000/year*) – will require a postsecondary credential. In 2015, Texas launched 60x30TX, a higher education plan that aims to put Texas among the highest achieving states in the country and maintain its global competitiveness. The goals of this plan include:

- 60% of Texas adults will have some type of postsecondary credential by 2030
- 550,000 students will complete a postsecondary degree by 2030
- 80% of postsecondary graduates will have a job within one year of completion in 2030

However, after multiple efforts over the last decade by state and local groups, college enrollment has dropped, especially in lower income and traditionally underrepresented communities. This has had an outsized impact on this historically underrepresented and underserved group, as structural inequalities and lack of access and investment further constrain their opportunities for learning and earning, and ultimately their ability to contribute to their own and society's financial wellbeing.

In the community, there are persistent perceptions and beliefs about college that are important to examine. Many hold the view that going to college is not necessary to have a successful life, or that college is simply not for me. Others think that college may be important, but that it is not important for everyone's kids. Often students are put on tracks, in which some are viewed as college-going material and others are not. This has major equity and economic mobility implications for individuals, and for the broader community's long-term social and economic vitality. Another issue is rising costs. Some weigh the cost-benefit analysis and determine that the costs are too high when compared against perceived gains. Still others believe that college "always and only" means getting a four-year degree from a university. While there are many pathways to success, those alternative paths (such as two-year degrees, certifications in a trade, etc.) remain underutilized.

*Austin Metro Area Master Community Workforce Plan (2017) (p.7)

E3 Alliance is a regional, data-driven education collaborative focused on changing education systems to create higher outcomes for all students and sustainable economic prosperity. As the steward of The Blueprint for Educational Change™ – the region’s strategic plan for building the strongest educational pipeline in the country – E3 has the unique role of gathering and sharing objective education data, while fostering innovation and collaboration with key stakeholders, to make progress on the Blueprint’s goals.

In 2018, the Blueprint was created from deliberative dialogues across the region that uncovered shared values and set priorities to strategically align actions and establish measurable outcomes. Important progress has been made, as high school graduation rates have increased rapidly over the last decade and completion rates are rising for those students who have enrolled in any postsecondary institution. Yet higher education enrollment rates have dropped for all student groups.

To understand and begin to reverse these trends, E3 and its partners believed the time was right to re-engage communities in a deliberative dialogue on this issue. Entitled “Pathways to Prosperity: What is needed for a successful career?” these community conversations brought

together people from diverse backgrounds and experiences to understand the important connections between education and career success and address the barriers that are limiting student success beyond high school. The three targeted objectives are to support a stronger college-success and career-ready culture, develop regional change agents, and inform the strategic work of E3 Alliance and its partners, as we work to support more students enrolling and completing postsecondary credentials.

During the spring of 2019, E3 Alliance convened these two-part deliberative dialogue events in five sub-regions of Central Texas. Hosted by local Community Based Teams, these gatherings took place around the region and participants included parents, students, educators, business leaders, policymakers and others. Nearly 300 people attended these facilitated conversations to learn new information, explore aspirations and concerns, and identify actions for moving forward. This report provides details about the process and the outcomes resulting from these dialogues, highlighting the key themes that emerged and the priority actions developed in each community.



PROCESS

E3 Alliance launched the “Pathways to Prosperity” process in the fall of 2018 with the creation of an External Planning Committee composed of people from a diverse range of organizations across the region, including school districts, higher-education institutions, nonprofits, and community, faith-based and business groups. This 20-member committee reviewed data, established the project approach and spearheaded the creation of five Community Based Teams. In the winter of 2019, the Community Based Teams began the critical work of event planning, volunteer recruitment and community outreach in each of their respective communities. Deliberative dialogues were implemented in the following communities in the spring of 2019:

SUB-REGION	2019 DATES	LOCATION
EAST	3/27 & 4/3	Weiss High School
SOUTH	4/4 & 4/11	San Marcos Activity Center
NORTH	4/15 & 4/29	Round Rock High School
WEST	4/25 & 5/2	Riverbend Church
CENTRAL	4/27 & 5/4	Huston-Tillotson University

A core aim of the process was to provide community members with current data about how Central Texas students are faring when it comes to postsecondary enrollment and completion rates compared to others in Texas. Additionally, data was provided around the disparities in earning potential of students with and without some kind of postsecondary credential. E3 also shared information from “The 101: The Higher Ed Poll of Texas,” a 2019 survey commissioned by the nonprofit, accredited online university WGU Texas, the Independent Colleges & Universities of Texas (ICUT), and the Texas Association of Community Colleges (TACC). The survey examined Texans’ attitudes about higher education statewide.

To utilize this information in the deliberative dialogues, E3 developed a discussion guide called a Data Map that provided participants with this key data and served as a framework for discussion. The Data Map was organized into three common stories or perceptions held by people regarding postsecondary education. The first story looked at the common conception of college as always and only a four-year degree, when in reality multiple pathways exist to postsecondary credentials with value in the workplace. The second story explored the view that college was simply too expensive, and while true that college is more expensive than ever, it offers one of the biggest returns on investment for a student’s future. The third story explored the perception that college is just for some people or a privileged few, not for everyone, when in reality higher education is more diverse than ever, with more than a third of Texas undergraduate enrollments being first-generation students.



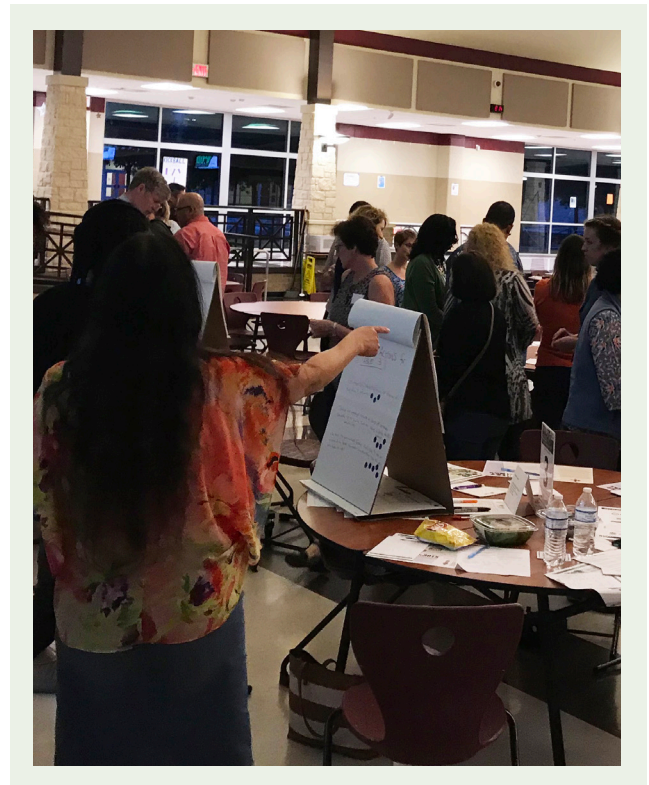
The deliberative dialogue series was designed to provide opportunities for participants to not only gain information about the strong connection between postsecondary credentials and economic mobility, but to also share their experiences and aspirations and learn more about the concerns and priorities of others. These events were free, open to the public, and held at venues that were familiar and accessible to participants. Each event started with a meal, followed by a two-hour facilitated conversation with participants in small groups of 6-10 people per table.

During the first event, E3 shared both quantitative (trends and outcomes) and qualitative (survey) data that provided a common foundation for discussion. Attendees then explored their views about each of these three stories around postsecondary education, and deliberated on what they felt were both positive and concerning aspects of each. They then identified other options they thought could help students succeed in their education and careers. Event one concluded with a discussion of the guiding principles and considerations that participants felt were important to keep in mind when developing priority actions at event two.

The second event began with a recap of the themes from event one and an exploration of assets that each community could build on to foster student success. E3 Alliance provided a brief overview of the organizations, programs and initiatives that exist across the region and in communities, which are dedicated to improving education and career outcomes for young people. Participants then worked together at their tables to identify the specific assets they are aware of, such as organizations, people, places, programs, policies and more. They also identified their respective, individual assets (knowledge, skills, talents) that can help support change. The groups then generated ideas for actions at the community and regional level, which could leverage their identified assets and resources, and build upon the options they

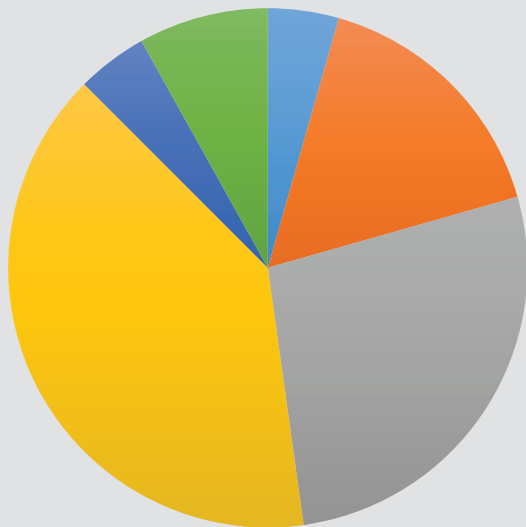
identified for moving forward. Each group prioritized a set of three top actions for their table, which were shared with all of the event attendees. Each person received five colored stickers and were asked to review the output of all of the groups and indicate the actions they most supported by placing a colored dot next to that action. The events concluded with participants completing a brief questionnaire and indicating if they would like to serve as a delegate to a regional summit later in 2019 that would bring together people from across the five sub-regions to develop an action plan to implement.

To support the success of the dialogues, volunteers were trained to facilitate the discussion process. Civic Collaboration conducted a two-hour facilitation training for over 50 volunteer facilitators. During the dialogues, facilitators helped ensure that everyone had the opportunity to participate, asked questions to spark deliberation, encouraged respectful discourse, and captured detailed notes of the output from each table's conversations.



PARTICIPANTS

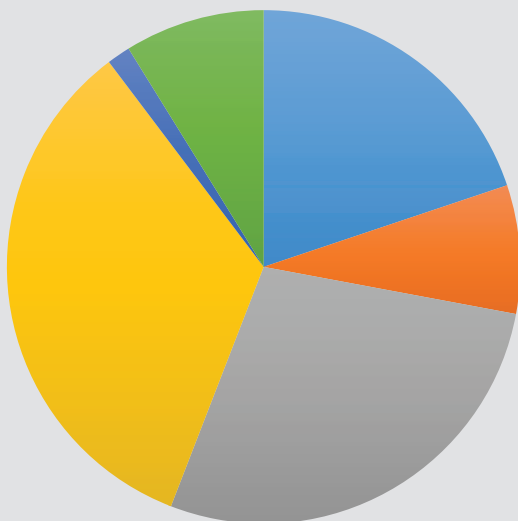
A total of 275 people participated in the dialogues. Attendees ranged in age from teens to seniors, representing diverse ethnic backgrounds. Over 50 different zip codes were listed in the questionnaires.



17 or younger
 18 to 30
 31 to 45
 46 to 66
 65 and over
 Blank



Female
 Male
 Blank



African American
 Asian American
 Hispanic Latino
 White Caucasian
 Other
 Blank



PARTICIPANT REFLECTION

The deliberative dialogues explored community members' views on three common stories or perceptions that people have regarding postsecondary education, and what they viewed as both positive and concerning about possible new stories for supporting student education and career success. Below is a recap of some of the common sentiments that emerged across the dialogues:

TOPIC	PROMISING	CONCERNING
Many Paths to a College Credential	<ul style="list-style-type: none"> • Dual credit, Early College HS programs availability • Local employers working closer with schools • Living wages accessible without four-year degree • So many paths to get educated • Strong community college accessibility and certification is available 	<ul style="list-style-type: none"> • Lack of preparedness and career readiness • Stigma around attending community college • Completion rates for postsecondary • Real-world barriers and differing expectations • Many students/families don't know about in-school options • Lack of information on training and certification programs
Strategies to Invest in Your Education	<ul style="list-style-type: none"> • Dual credit can save a lot of money • Mindset that investing in education pays off • Inexpensive trade programs can lead to a living wage • Median salaries available in region • Availability of scholarships, grants, financial aid • Coordination between nonprofit and education institutions 	<ul style="list-style-type: none"> • Scholarships/financial aid can be difficult to navigate • Information not getting to parents/students • Spanish-speaking families don't have the help they need • Debt for education versus earning power in the workforce • Costs are increasing; total cost is simply too high
Education and Career Success is for Everyone	<ul style="list-style-type: none"> • Social acceptance of nontraditional paths • Students see value in being multilingual/cultural • Diverse demographics completing postgraduate degrees • Don't have to be in top 10% to succeed and go to college • More adults over 25 are enrolling as undergraduates • Career exploration in middle school 	<ul style="list-style-type: none"> • Not enough awareness of options • Still expectations that four-year university degree is best • School culture still emphasizes "the test" and testing • Poor retention rates, especially for part-time students • Students may not have support they need to keep on track • Not enough support available for low-income students • Must address social and emotional needs of students



MAJOR THEMES

After discussion about what seemed promising and concerning, participants then considered what options might exist to enable these new stories to thrive in Central Texas. Across the conversations, three main themes emerged from the dialogues:

- Better communication on the connection between postsecondary credentials and career success and providing information about education and job opportunities
- Support success of all students and connect students and families to the resources and opportunities they need
- Create more options and expand our partnerships with schools, businesses and community groups

MAJOR THEMES

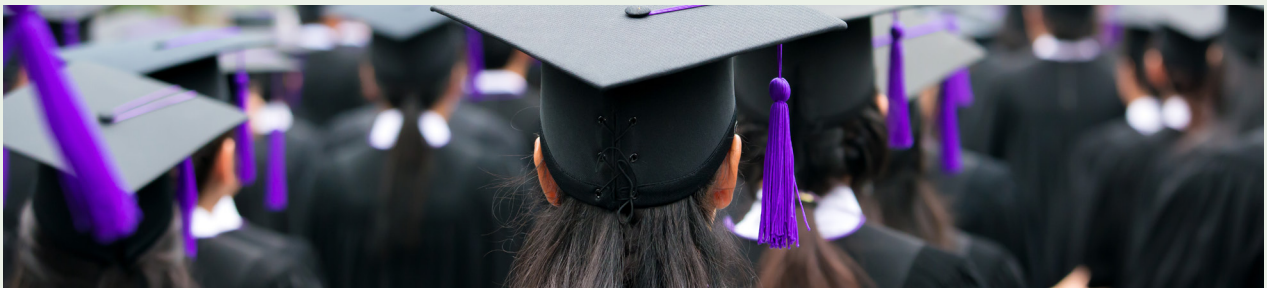
Below are some of the specific options that were generated across the dialogues related to each theme:

Better communication on the connection between postsecondary credentials and career success and providing information about education and job opportunities

- Start educating students and families about career paths and financial literacy as early as possible
- Bring this data/information to places where people gather
- Facilitate more of these dialogues
- Shift mindset of college as a means for employability rather than just more school
- Need for more advertising and information sessions on what jobs and degrees exist
- Expand perception of higher education so that vocational skills/certificates are considered
- Provide more information on both costs of college/certificate programs and earnings potential to students
- Provide more information about students and effective ways to communicate to employers

Support success of all students and connect students and families to the resources and opportunities they need

- Need other ways for students to pursue dual credit/ECHS because many are not guided toward it
- Provide early college planning and financial literacy for parents, including assistance with FAFSA
- Promote On-Ramp type courses/programs
- Connect students with resources of where to get scholarships/money for postsecondary options
- Help kids case management style to navigate FAFSA and SAT/ACT
- Focus on nontraditional students and those who are not prime candidates
- Supply more college and career centers



Create more options and expand our partnerships with schools, businesses and community groups

- Make sure students get real-life experience in work environment
- Offer college visits and company visits
- Partner with industries on apprentice/satellite programs
- Promote more employer contributions, including tuition reimbursement and on-the-job training
- Provide work-based learning while in college
- Initiate effective guidance strategies (Persistence Counselor)
- Extend more opportunities for high schools to pair with corporate mentorships

Central	East	North	South	West
Connect Resources through Database	Produce Marketing Campaign (Branding Pathway Message, Social Media, Ads, Decals)	Produce Messaging Campaign (emphasis on Social Media)	Develop Mentorships Aimed at Problem Solving (Geared for Individuals and Families)	Build a College Café (Financial Responsibility, Scholarships, College & Career Info)
Bring Resources together via Conference, Database, Resource Fair	Create Dual Credit/Early College High School Geared for Technical Institutions	Create Media Campaign Targeted to Students and Parents via Community Outlets like Banks, Churches, Grocery Stores	Cultivate Opportunities for Job Shadowing/ Internships	Craft Public Awareness Campaign on Postsecondary Opportunities
Develop Youth Advocacy	Teach Financial Literacy for Students and Parents	Generate Market- ing Campaign to Promote Life-Long Learning (in Media/ Social Media)	Form Collective Resource Agency to Gather/Maintain Community Resources	Construct Technological Resource (App/Web) to Interface with Business/ Industry/Careers
Create Mentor Connection via Website	Craft Communications Campaign on Definitions of College	Develop Campaign for Parents and Students	Bring Community Resources Together (Including Webinars)	Develop Campaign that Targets Students and Parents
Develop a College Café (College and Careers, Youth Forums, Education Options, Financial Literacy)	Continue Community Dialogues to Better Understand Needs/ Bring People Together	Integrate Technology to Foster Dialogue/ Provide Info for One-Stop Shopping	Promote Career Paths Campaign (Financial Responsibility, Investment vs Potential for Earning, Live Chat, FAQs, Campus Tours, Scholarships Available)	Re-establish Govern- mental Values/Funds to Support Education Rather than Prisons

GUIDING PRINCIPLES

As people concluded their deliberations during event one, they identified a list of guiding principles and considerations important to keep in mind when developing priority actions at event two. These guiding principles were shared across the communities and included concepts like accessibility, communication, inclusion, affordability, collaboration, accountability, partnership and support.

ASSETS

Event two began with an exploration of community assets, including organizations, programs and initiatives that are dedicated to improving education and career outcomes. Assets identified across communities included:

- ADVISE Texas
- AmeriCorps
- Apply Texas
- Austin Community College: Career Academies, Support Centers and Financial Aid Resources
- Austin College Access Network (ACAN)
- Austin Partners in Education
- AVID
- Breakthrough Central Texas
- Capital IDEA
- Capital Metro
- Chambers of Commerce
- Churches
- College and Career Centers
- College Forward
- College Hub
- Communities in Schools
- Community Action, Inc.
- Community Foundations
- Concordia University
- Counselors
- Dual Credit Programs
- Early College Credit
- Employers
- ESL Classes
- FAFSA, TASFA
- Faith-based Organizations
- Foundation Communities
- Gary Job Corp
- Goodwill
- Huston-Tillotson University
- Libraries
- Lifeworks
- Local Businesses
- Mentoring Programs
- Nonprofits
- Parents
- P-TECH, ECHS, Certificate Programs
- Parent Support Specialists
- Rotary Clubs
- Skillpoint Alliance
- Southwestern University
- St. Edward's University
- Teachers
- Texas Workforce Commission
- Texas State University
- University of Texas at Austin
- Upward Bound
- Western Governors University
- Workforce Solutions
- Youth Organizations

PRIORITY ACTIONS

During the second event of each community dialogue, participants were asked to generate ideas for actions that could be taken at the individual, community or regional level. Each small group then developed a list of actions and prioritized into their top three ideas. Each group's top three were then shared with all of the event attendees. At the end of the event, each person received five colored stickers and asked to vote for the five ideas that they were most excited about and would like to see move forward. Of the 80 total priority ideas generated at the five events, a few strong themes emerged.

- Nearly 30% of the ideas related to communication, information sharing and creating messaging campaigns that would raise awareness of postsecondary credential and career pathways
- Another nearly 30% of the ideas related to online or in-person resource sharing, from websites and online portals to in-person events and venues, such as resource fairs, Café College-type center/ workshops and lunch-and-learns, to increase awareness of and access to career, education and financial resources

Other common viewpoints included thoughts for funding, mentoring, partnerships, support services and policy changes to support students and their families. Below are five ideas that received the highest number of votes across the five sub-regional events.

TOP IDEAS	DETAILS
Better and more streamlined ways to connect people to resources and resources to people	<ul style="list-style-type: none"> • utilize existing databases to create a way to contact individuals who may likely fit the profile of needing information/counseling support regarding postsecondary option/create a robust database that community volunteers/practitioners/students can access to find pathways and volunteer opportunities
Design Café College-type centers	<ul style="list-style-type: none"> • create a space for the whole community that hosts classes, provides financial literacy information, access to scholarships, college and career information and is accessible to all high school students and families.
Bring resources together	<ul style="list-style-type: none"> • develop a conference, a database, resource fairs on a monthly basis so the community always knows where they can turn at any given time they need help, financial literacy events (timing as above), resources for special needs students and community members
Produce messaging campaign	<ul style="list-style-type: none"> • craft a branding message, such as "Keep ATX/CTX Educated & Working" and incorporate social media focused on college pathways and career pathway to share critical data with the whole community.
Provide mentorships	<ul style="list-style-type: none"> • set up mentorship programs to assist in problem-solving, for individuals and families for role modeling.

FEEDBACK

Each event concluded with a brief questionnaire to gather feedback on participants' perceptions of the dialogue events. Individuals were asked about their views on the actions discussed, if they were thinking differently about the issues and whether or not their understanding had shifted on how communities can support student success. Many participants shared that they appreciated the opportunity to hear a variety of ideas and perspectives. They also valued engaging with and learning from others, especially students.

Questionnaire Methodology

The questionnaire's aim was to collect qualitative data from attendees at the conclusion of the events. Nearly 50 percent of the participants completed the brief questionnaire with results analyzed for responses that were open-coded for emergent patterns and themes.

After having participated in the two nights of Deliberative Dialogue sessions, attendees self-generated the emergent themes among their working groups, and distilled these down into a collection of top-rated content statements, in order to make the statements into common, actionable strategies. These top-rated content statements were culled from each of the five sub-regions, and then categorized within the seven common themes listed above on the horizontal axis of the table. At the conclusion of the second night of dialogue sessions, those attendees who were willing to complete a questionnaire did so, to help us understand what worked and what did not work in the respective dialogue sessions. The findings derived from the questionnaire responses were open-coded for emerging themes, and will be used as a reference point, to substantiate the self-generated common themes identified at the close of the actual dialogue sessions.

The questionnaire asked the participants six questions:

1. What is the best idea/action you heard? Why?
2. What ideas/actions caused you greatest concern? Why?
3. Are you thinking differently about this issue?
4. My understanding about what to do has improved . . .
5. Was attending valuable?
6. Ways we could improve the Deliberative Dialogues?



Questionnaire Themes

From each sub-region's respondents, language was reviewed in an open-coded analysis for similar themes, ideas, and categories. Many different ideas were proposed, questions raised, and action steps desired. In this sense, the respondent data should be reviewed for nuance. There were, however, obvious themes and larger, thematic categories that emerged in attempt to incorporate a variety of responses and a frequency of similarities. For instance, in each sub-region, there were several calls for better marketing, social media campaigns, and/or an increase in accessible resources for students who are first generation and low income. There were common calls for policy advocacy at both the state legislative level and the local, practical level. Of the responses collected, there were eight overarching, emerging themes:

1. Equity and Inclusion
2. Resources and Technology
3. Social Media and Marketing
4. Legislative/Policy Advocacy
5. Students
6. Families
7. Community
8. Career Connections

Question 1: What is the best idea/action you heard? Why?

CATEGORIES/THEMES	SUBREGIONS				
	Central	North	South	East	West
Equity & Inclusion	5	5	6	8	2
Resources & Technology	16	4	1	8	2
Social Media & Marketing	4	11	2	6	8
Legislative/P(p)olicy Advocacy	2	0	2	3	4
Students	7	1	3	9	2
Families	2	2	2	6	1
Community	11	4	8	3	5
Career Connections	4	2	2	0	1

**Numbers in cells represent frequency of category as mentioned in questionnaire responses.*

Question 2: What idea/action concerned you most Why?

CATEGORIES/THEMES	SUBREGIONS				
	Central	North	South	East	West
Equity & Inclusion	8	3	2	6	6
Resources & Technology	5	3	4	4	7
Social Media & Marketing	3	4	0	3	3
Legislative/P(p)olicy Advocacy	6	3	2	2	5
Students	8	1	1	3	4
Families	4	0	3	3	4
Community	9	3	5	4	6
Career Connections	0	0	1	1	4

Questions 3-5:

	Central	North	South	East	West
3. Are you thinking differently about this issue?	Yes: 58% No: 29% N/A: 12%	Yes: 64% No: 25% N/A: 10%	Yes: 71% No: 21% N/A: 7%	Yes: 55% No: 31% N/A: 13%	Yes: 82% No: 8% N/A: 8%
4. My understanding about what to do has improved ...	25% "somewhat" 45% "much" 29% "very much"	16% "somewhat" 56% "much" 27% "very much"	32% "somewhat" 35% "much" 32% "very much"	13% "somewhat" 33% "much" 53% "very much"	47% "much" 52% "very much"
5. Was attending valuable?	25% "somewhat" 45% "much" 29% "very much"	4% "somewhat" 36% "much" 52% "very much"	7% "somewhat" 32% "much" 60% "very much"	3% "somewhat" 34% "much" 58% "very much"	26% "much" 73% "very much"

NEXT STEPS

Participants were also asked if they would be interested in serving as a delegate to a regional convening hosted by E3 Alliance in the late summer of 2019. The summit would help to further develop the output of the sub-regional events into a set of strategic actions that E3 can incorporate into regional efforts and bring to the community to drive further action and culture change at the local level. Fifty-eight people signed up as delegates.

ABOUT E3 ALLIANCE

E3 Alliance (Education Equals Economics) transforms education systems through data and collaboration so all students succeed. Founded in 2006 in Central Texas and now expanding work across the state, E3 is helping build the strongest educational pipeline in the country to drive economic prosperity.

From 2014 to 2018, E3 directly served approximately 475,000 students through initiatives spanning pre-K through postsecondary completion, including teacher training, support, coaching, school success mentors, community dialogues, hosting events, such as College Signing Day, and brokering Emergency Bridge Grants to keep students from stopping out of college. Services have increased from approximately 50,000 students in 2014 to nearly 150,000 in 2018; approximately 75% of students benefiting are low income and students of color.

As a pioneer in collective impact, E3 Alliance is a nationally recognized, data-driven collaboration of education stakeholders, including 15 independent school districts, eight institutions of higher education, Region 13 Education Service Center and more than 200 community, industry, and policy leaders, that work together to advance The Blueprint for Education Change™. The Blueprint's 2023 objectives are to:

- **Decrease the gap in kindergarten readiness between low-income/not low-income children by one-third;**
- **Eliminate the gap between high performing Black/Hispanic students and their White counterparts taking Algebra I by 8th grade;**
- **Increase high school graduation of low-income males: 83.8% to 89%; and**
- **Increase direct-to-college enrollment of low-income students: 43% to 50%.**

Thanks to our Supporters.

StriveTogether





E3 ALLIANCE
EDUCATION EQUALS ECONOMICS

Transforming Education Systems Through Data
and Collaboration so **All Students Succeed**

Alone, we do good. Together, we do greater good.

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