

# IGNITE CHANGE

FORGING A FUTURE FOR  
TEXAS EDUCATION BY  
TRANSFORMING SYSTEMS

2023  
BLUEPRINT  
REPORT



**THE  
Blueprint**  
*for* EDUCATIONAL CHANGE<sup>TM</sup>



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“E3 Alliance’s achievements are a true testament to the power of transformative change and the importance of working together towards a common goal. We are thrilled to recognize them on a national level as part of our StriveTogether Cradle to Career Network and hope that it inspires other communities to invest in their civic infrastructure and prioritize the success of every child, regardless of their background or circumstance.”

— JENNIFER BLATZ  
President & CEO,  
StriveTogether

**“Every great dream begins with a dreamer. Always remember, you have within you the strength, patience, and the passion to reach for the stars to change the world.”**

— Harriet Tubman

Harriet Tubman was a risk-taker. She escaped slavery, became the most famous “conductor” of the Underground Railroad and served well beyond her role as an abolitionist. She was relentless, disciplined, and astute, constantly igniting change to forge a better future.

The spark for my dream began during a 2005 Austin Area Research Organization meeting with business leaders. While nearly every measure of student education outcomes showed incremental improvement, we needed true systems change to compete well in the global economy of the 21st Century. With no existing model to adopt to drive the systems change we sought to scale, E3 Alliance was created.

Seventeen years after launch, E3 Alliance recently received the nation’s highest designation for effective collective impact in education: a StriveTogether Systems Transformation Community. E3 is performing some of the most advanced work in the country in education systems change, leading to improved outcomes for children and families. A great honor, indeed.

It’s also my greatest honor to have led E3 Alliance throughout its history. In the months ahead, I will work alongside the new president as my succession takes place. As president emeritus, I will focus on building a strong and sustainable platform for education-workforce integration to help drive equitable economic prosperity for our region and state.

Please enjoy reading The Blueprint for Educational Change Report, our year in review. You’ll learn about the latest data, key takeaways, equity indicators, and initiatives. Be sure to read about:

- Two school districts that are exemplars in employing effective strategies to elevate quality pre-K programs (page 16).
- One of our most significant policy accomplishments: passing SB 2124 into law (page 22).
- A rekindling of the Pathways in Technology Early College High School program (page 28).
- Two universities that devised new strategies from their time in our Peer Learning Network (pages 34-35).

Our next five-year objectives reflect E3’s vision for our Central Texas students. We will target six areas critical to a bright economic future: Early Learning, Learning Foundations, System Alignment, Postsecondary and Career Readiness, Postsecondary Completion, and Workforce Attainment.

While our life’s work may never reach the heights of the fearless Harriet Tubman, we are all dreamers, and helping students achieve their potential lies at our core. Our mission affords us an extraordinary opportunity to impact students positively, cradle to career.

Join us as we **ignite the change** that will forge the future of our students and, like Harriet, keep strength, persistence, and passion paramount.

SUSAN DAWSON

PRESIDENT AND EXECUTIVE  
DIRECTOR, E3 ALLIANCE



What does it take to transform systems?  
Susan Dawson and Bill Crim of Promise Partnership of United Way Salt Lake sit down with Monroe Nichols of StriveTogether to discuss what it looks like to chart the path to economic mobility.

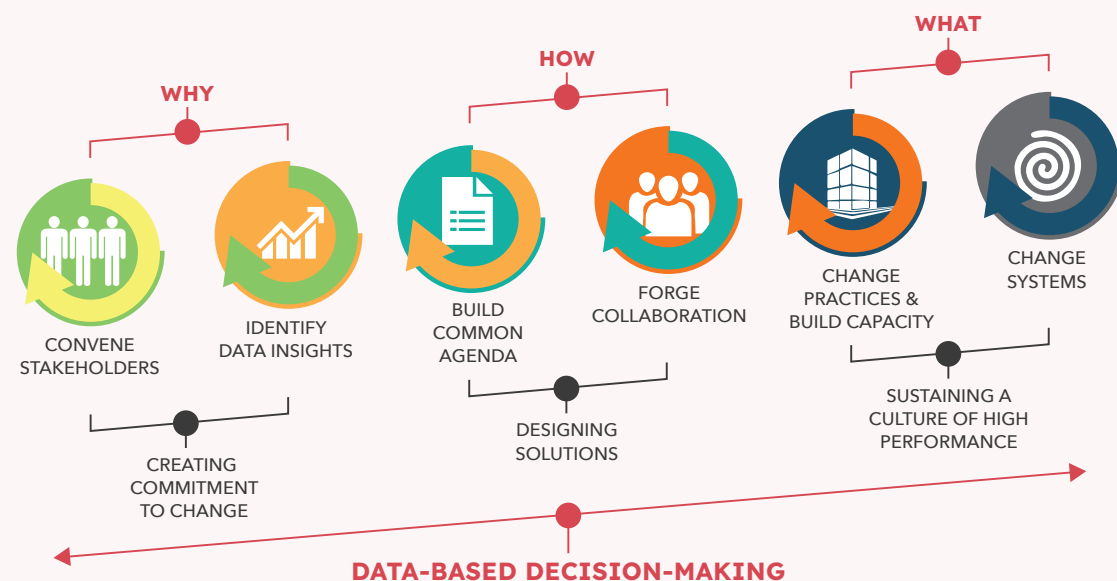
# ABOUT E3 ALLIANCE

E3 Alliance is a data-driven education collaborative and transformation organization based in Central Texas and working across the state to transform education systems through data and collaboration so all students succeed. Founded in 2006 in partnership with Austin Community College, the Austin Area Research Organization, and The University of Texas at Austin, we aim to increase global competitiveness, economic mobility, and overall quality of life for our community through pre-K to 16 systems alignment, using the most robust education data and research to improve education equity and outcomes.

## OUR APPROACH

Our Theory of Change guides every focus area and initiative of The Blueprint for Educational Change™. Strengthening collaboration was never more critical than during the pandemic, and now the tremendous stress on systems, staff, students, and families continues. Our proven approach of moving from the WHY to the HOW, then the WHAT, based on a foundation of data-driven decision-making, allows us to collaborate effectively with partners to drive education systems change at scale.

## THEORY OF CHANGE

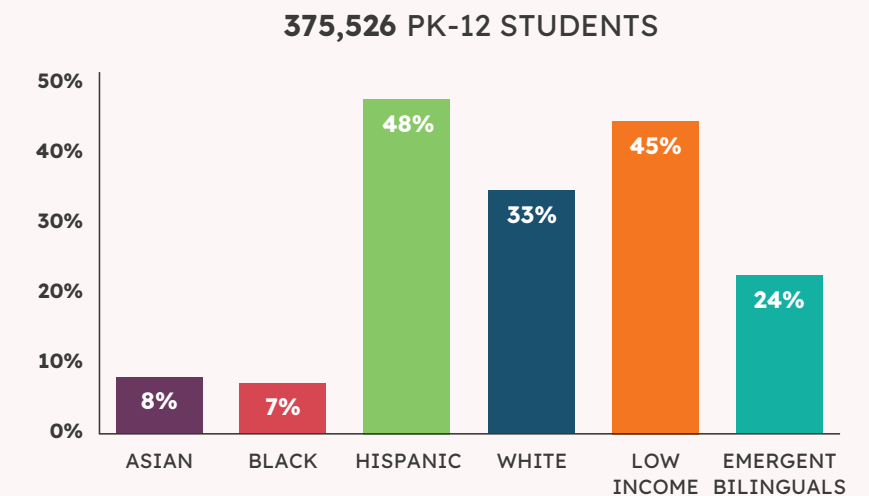


## OUR COLLECTIVE IMPACT WORK

As a pioneer in collective impact work, E3 Alliance collaborates with 15 Central Texas school districts, eight institutions of higher education, and more than 200 businesses, nonprofits, government agencies, and policy leaders, along with students and families. We convene these diverse education-minded community members to drive the Theory of Change process. They dig further into the analysis, first identifying barriers in systems, then co-creating and testing solutions to unveil promising practices to scale across the region and the state.

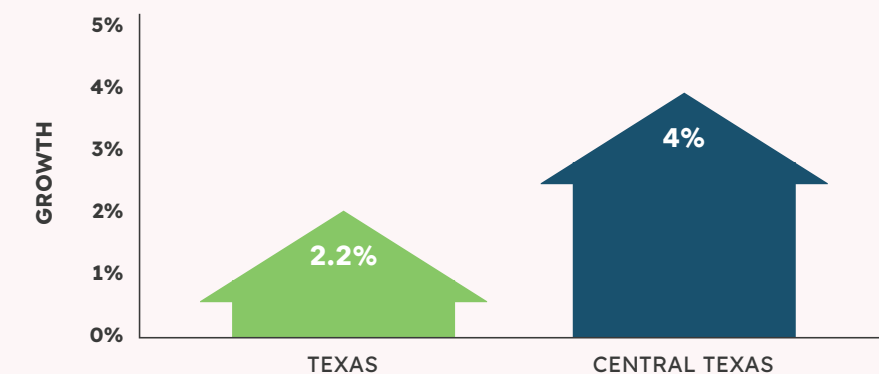
# CENTRAL TEXAS BY THE NUMBERS

## Central Texas Students



## Student Enrollment Trends

### 5-YEAR POPULATION GROWTH GRADES PK-12 2018 TO 2023



## Central Texas Public Schools: Traditional and Charter



308	Elementary Schools
101	Middle Schools
117	High Schools
32	Mixed Grade Schools
8	Institutions of Higher Education

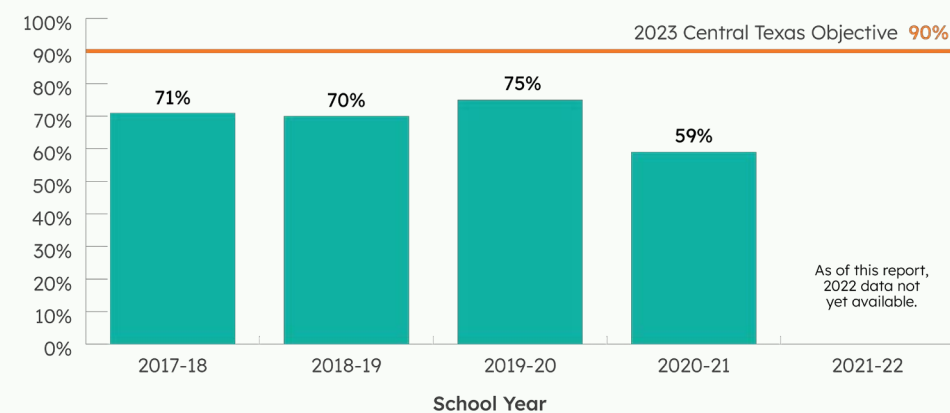
# CRADLE-TO-CAREER OBJECTIVES

In 2017, E3 Alliance and our partners established five-year, measurable objectives to improve outcomes for our Central Texas students and decrease inequity across the cradle-to-career pipeline .COVID-19’s drastic impact on our education system has continued, disrupting the data we use to assess and measure the health of education systems in the region and across the state .

In 2023, we have more data on these indicators than in prior post-pandemic years and can start to examine pre- and post-pandemic trends .Although some context has changed, we present the data in this report with consistent calculations and methodology as in prior years, where possible .We aim to make meaning of the data and use it to drive action together as we move forward as a region .

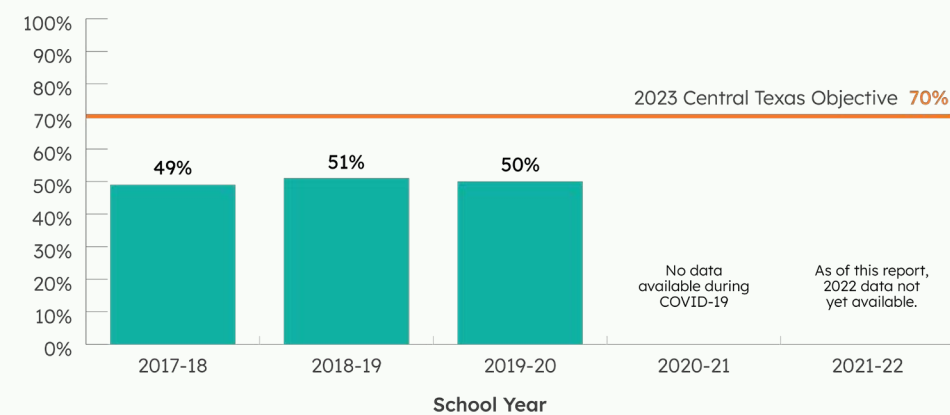
## School Readiness

Percent of Eligible 4-Year-Olds Enrolled in Public Pre-Kindergarten, Central Texas, 2018-2022



Source: E3 Alliance analysis of Texas Education Agency data at the Texas Education Research Center at The University of Texas at Austin.

Percent of Students Entering Kindergarten School Ready, Central Texas, 2018-2022

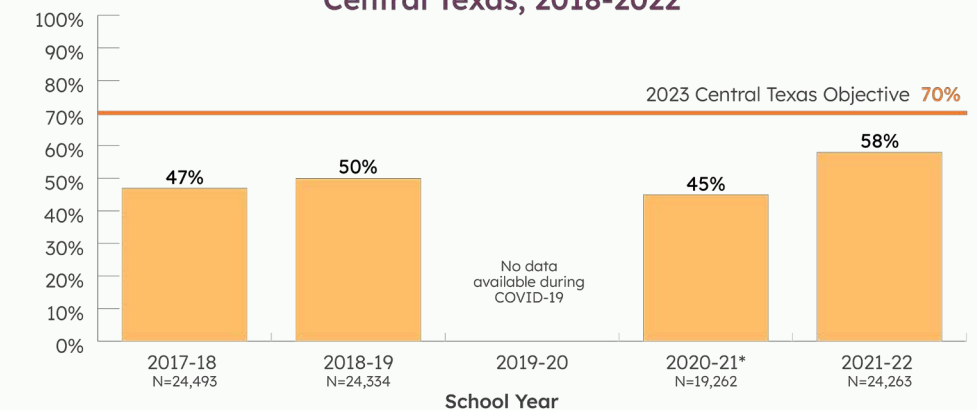


Source: E3 Alliance Analysis of Ready, Set, K! Weighted Data.

# 2018-2023 OBJECTIVES CONTINUED

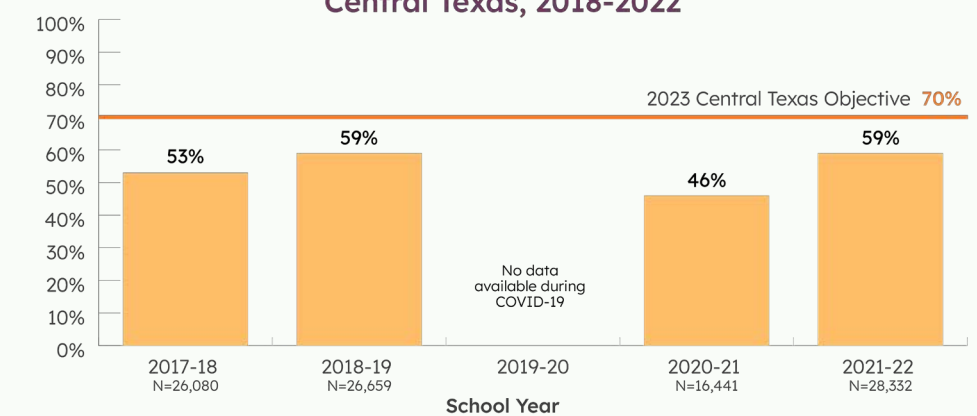
## School Success

Percent of 3rd Graders Who Met Standard on Reading STAAR, Central Texas, 2018-2022



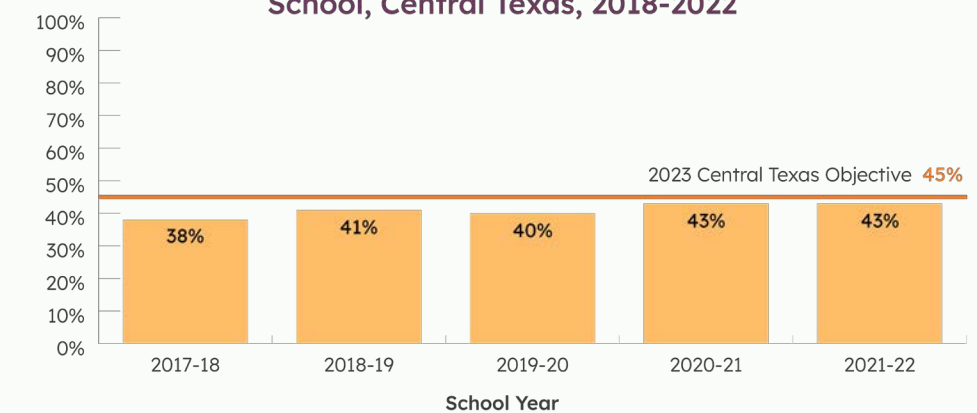
Source: E3 Alliance Analysis of District-Level STAAR Aggregate Data from Texas Education Agency.

Percent of 8th Graders Who Met Standard on Reading STAAR, Central Texas, 2018-2022



Source: E3 Alliance Analysis of District-Level STAAR Aggregate Data from Texas Education Agency.

Percent of 8th Graders Who Completed Algebra I in Middle School, Central Texas, 2018-2022

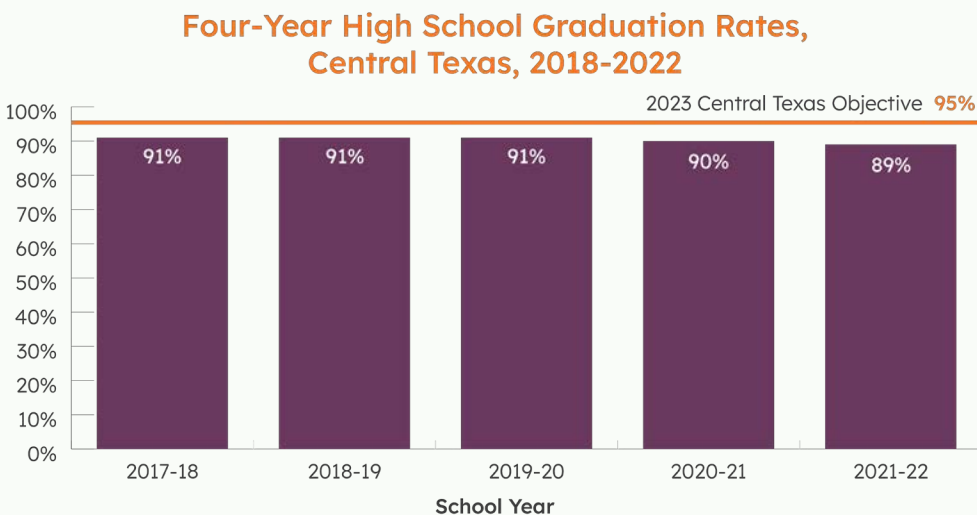
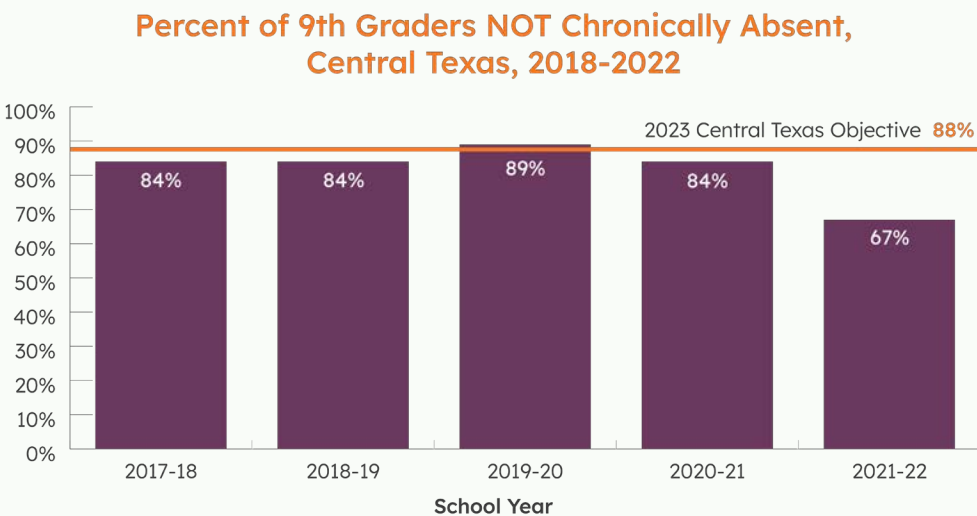


Source: E3 Alliance analysis of Texas Education Agency data at the Texas Education Research Center at The University of Texas at Austin.

\* Students who were participating remotely at the time of test administration were not required to take the STAAR. Results may not be generalizable to all students.

# 2018-2023 OBJECTIVES CONTINUED

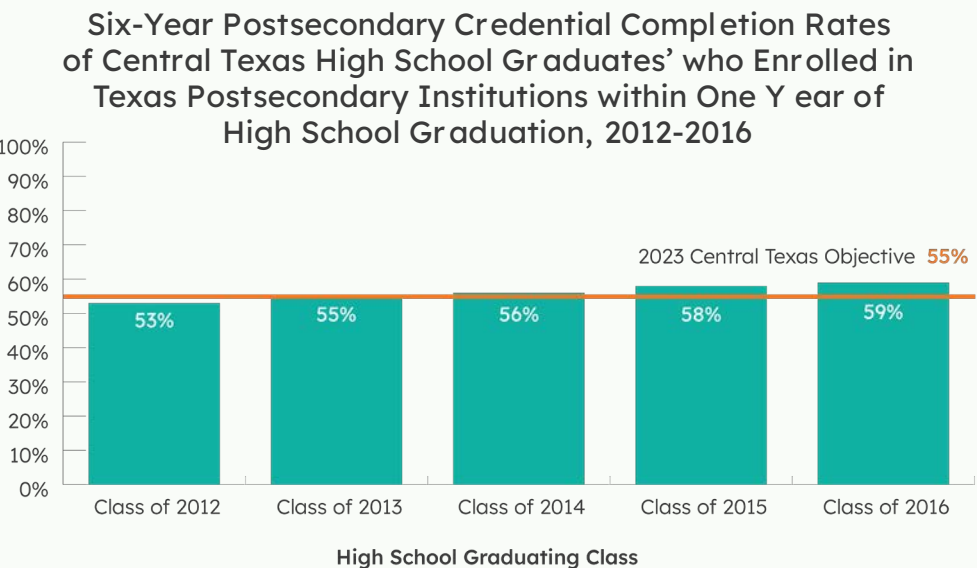
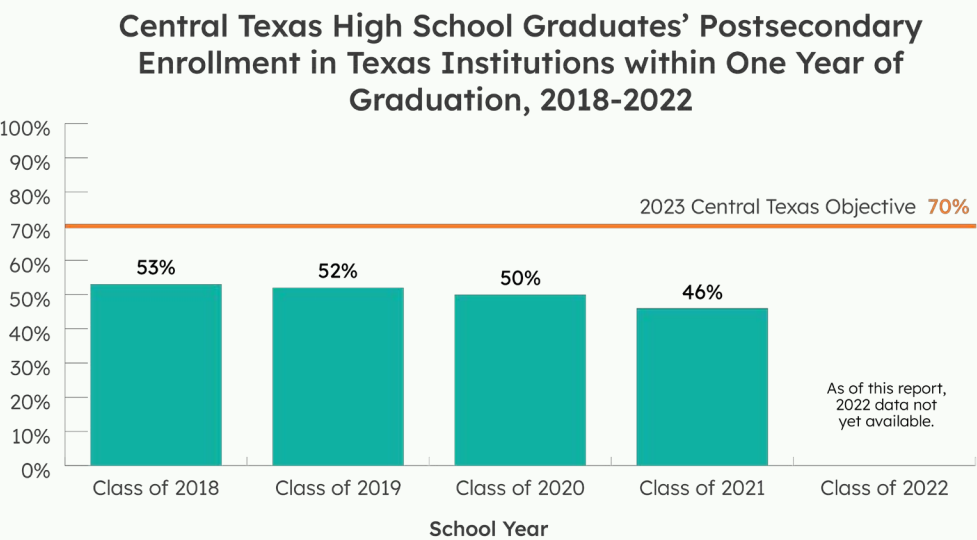
## High School Graduation



Source: E3 Alliance analysis of Texas Education Agency data at the Texas Education Research Center at The University of Texas at Austin

# 2018-2023 OBJECTIVES CONTINUED

## Postsecondary Success



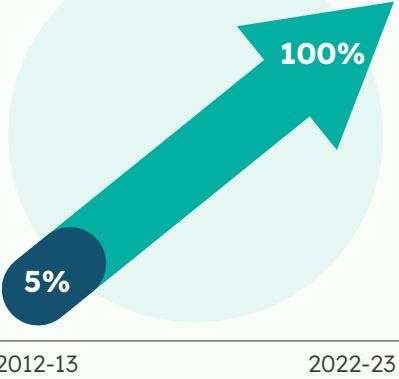
Source: E3 Alliance analysis of Texas Education Agency data at the Texas Education Research Center at The University of Texas at Austin.



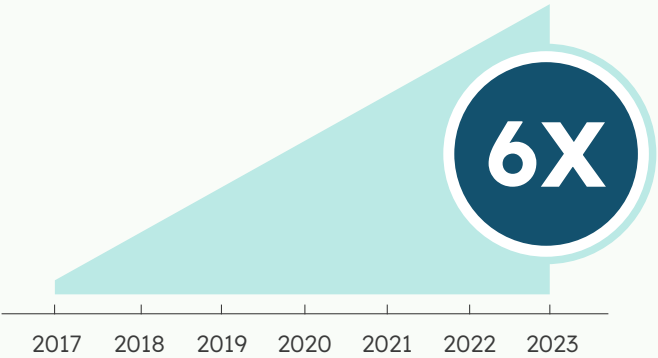
“As a small university, we all wear many hats, so focusing on one single effort can be very daunting. The Peer Learning Network has helped us gain focus and more closely consider how we can be a more welcoming place for students of color in everything we do.”

— GLENDA BALLARD  
Associate Vice President for  
Graduate and Professional Studies,  
St. Edward’s University

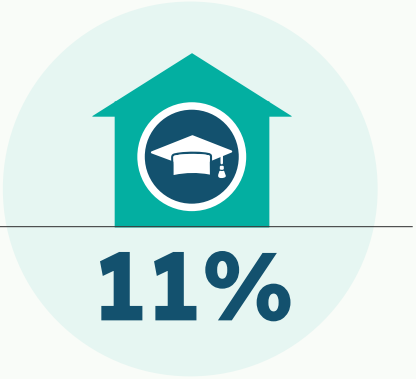
IMPACT



The increase in Central Texas schools offering full-day instruction and low teacher-to-student ratio in their pre-K programs. These are two crucial factors attributable to greater kindergarten readiness.



In 2023, six times as many emergent bilingual students completed Algebra I by 8th grade as compared to 2017, thanks in part to Central Texas schools’ efforts to implement opt-out policies for entry into advanced math pathways.



The percentage of college students who have obtained a postsecondary credential within six years of first enrolling increased 11 percent over the past five years, despite the pandemic interruptions.

# SCHOOL READINESS

## Shifts in Pre-K Policies Show Great Promise

Although the state of Texas changed how we measure kindergarten readiness as the foundation for a student’s later school success, we can track systemic changes in how we support students .Many district pre-K programs across Central Texas are starting to include instructional assistants in every classroom and offering ongoing coaching for staff to better serve students and families by implementing practices shown to increase school readiness for students .

Since 2013, we have helped to identify barriers and provide technical assistance, data, and advocacy to shift policies and practice .Today, all our E3 Alliance partner districts have adopted full-day, low-ratio class policies .Although our region experienced a drop in enrollment during the pandemic, the latest data indicates that Central Texas districts are back to pre-pandemic enrollment levels .

## Measure for School Readiness Data Reflects Inconsistency

Measuring school readiness since 2020 has been a challenge in our region and the state .The state is moving toward a more centralized standard measure for school readiness, using the literacy assessments in TX-KEA and mCLASS .This change has the benefit of aligning student scores across the state for better comparability, but the state relies on scores in a single instructional domain to determine readiness .

The Texas Education Agency has announced further changes in TX-KEA scoring for the 2023-2024 school year .Because of all of these changes, we cannot gauge progress on overall kindergarten readiness in Central Texas compared to the data from 2010 to 2020 .Still, we can continue to look at equity indicators in our region .

### 2023 Targets



PERCENT OF  
ELIGIBLE STUDENTS  
ENROLLED IN PRE-K



PERCENT OF  
STUDENTS ENTERING  
KINDERGARTEN  
SCHOOL READY



# Bright Spots

## Initiatives

- A coalition of advocates from Travis County school districts, the City of Austin, and other key regional organizations constructed the Success by 6 Strategic Plan to raise kindergarten readiness . Co-chaired by United Way for Greater Austin and E3 Alliance, today, the group continues strengthening the accessibility and quality of pre-K programs in our region .
- In 2018, United Way for Greater Austin and E3 Alliance formed Early Matters Greater Austin to mobilize and unite the local business community around ensuring children enter kindergarten prepared for school success .
- In 2021, Early Matters launched resources that encourage employers to adopt family-friendly policies and receive designation as a “Best Place for Working Parents” . Supportive workplace policies increase organization productivity while benefiting the physical and emotional health of employees and their families .

## Focus on Pre-K Quality Sparks Higher Enrollment

E3 Alliance’s ground-breaking kindergarten readiness research fueled change in early education across Central Texas . Data showed:

- Students enrolled in any pre-K program were three to four times more likely to be ready for kindergarten than peers who did not attend .
- A public-school-only analysis showed that higher enrollment, increased attendance, and greater school readiness occurred .

In 2012-13, only 5% of Central Texas pre-K spots were full-day instruction and low ratios .Now, it’s 100% .

Leander and Lake Travis ISDs invested in quality, increasing enrollment even in 2020-21, when most districts experienced significant drops. Both districts credit the key to success as full-day instruction, aides in every classroom, coaching for staff, and a commitment to hiring and retaining outstanding teachers .

Leander ISD’s Senior Early Childhood Coordinator Erin Garner explained, “An instructional assistant in early childhood rooms is ESSENTIAL for student learning and for safety .Responsive teaching and relationships are also essential for student learning”

Leander increased pre-K enrollment by more than 140% from 2019 to 2023, compared to a 2% decrease statewide .

Amanda Prehn, Director of Elementary Curriculum and Instruction at Lake Travis ISD, remarked, “It is incredibly important to provide more targeted and strategic support for our learners, and the additional staffing makes that possible. Instructional coaches who are highly trained and remarkably skilled at tailoring support just for pre-K is crucial to staff retention.”

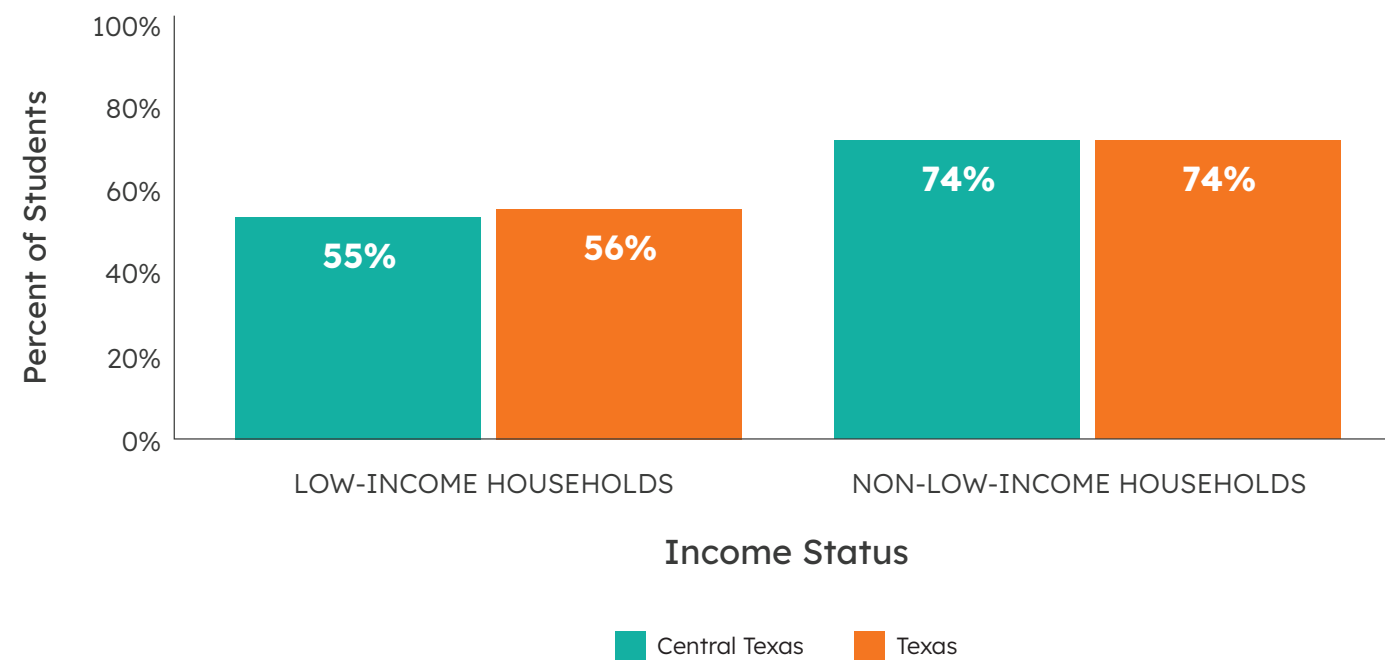
Lake Travis increased enrollment for four-year-old pre-K by 65% from 2019 to 2023 .

Districts noted that this work is not without challenges .Lack of adequate state funding, staff shortages, and high population growth mean prioritizing high-quality pre-K is now more crucial, even as it becomes harder to achieve .



# EQUITY INDICATOR

## Percentage Point Gap in Kindergarten Literacy Between Students of Low-Income and Non-Low-Income Households, 2020-21

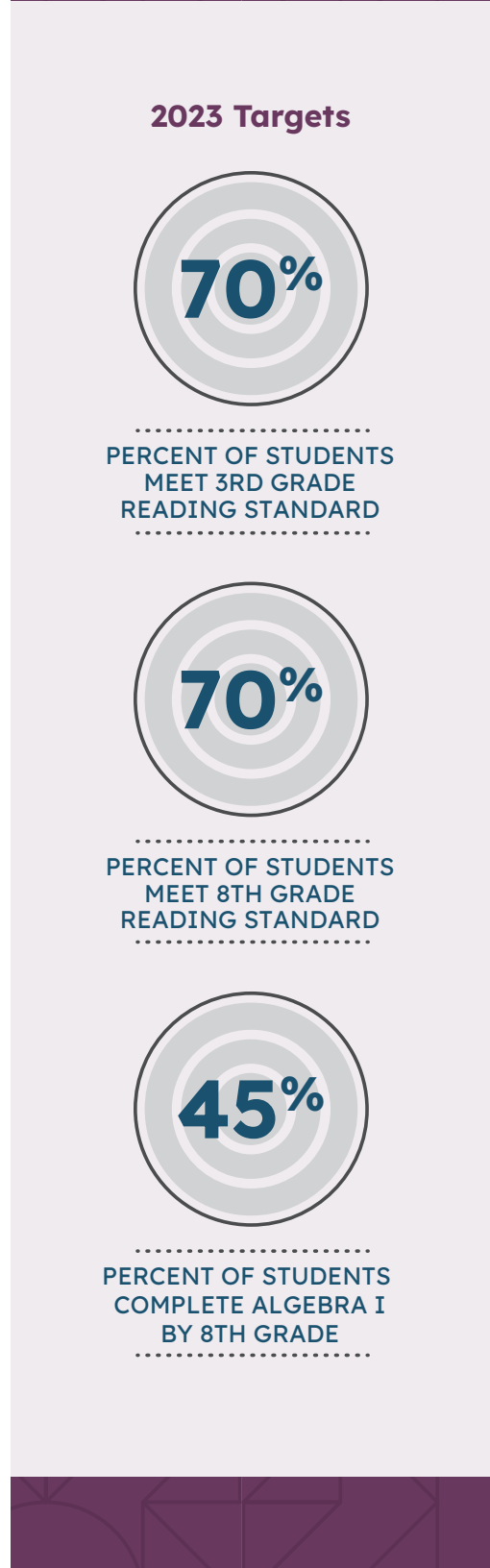
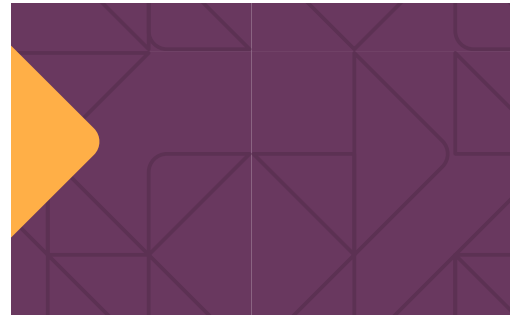


Source: E3 Alliance analysis of Texas Education Agency data at the Texas Education Research Center at The University of Texas at Austin.

There is a 19-percentage point gap in kindergarten readiness by household income. This gap exists in both assessments (12 percentage points on the m-CLASS compared to 22 percentage points on the TX-KEA).

This measure is currently unavailable for comparison, as the commonly used assessments have changed.





# SCHOOL SUCCESS

## New Approach Increases Equitable Access to Advanced Math Pathways

Too many high-performing math students in Texas were missing access to advanced math and subsequent coursework in high school that would best prepare them for postsecondary options . Together with our Central Texas partners, we identified enrollment policies into 6th-grade math as an obstacle to advanced math pathways .

Districts reversed their opt-in approach to an opt-out, automatically enrolling qualifying students into advanced middle school math .As a result, districts experienced a significant enrollment boost in these courses, with more students reaching and completing Algebra I by 8th grade .

Shifts in policy, and other student support adjustments, eliminated barriers, better matched the math course to skill level, and opened doors for later advanced coursework . Intentional, strategic changes in district and campus practices and policies increased opportunities, particularly for Black and Hispanic students .

By using data to transform systems, districts are working to identify other areas of equity gaps to increase academic and economic opportunities for all students .

## State Policy a Game Changer for Equity

By implementing an opt-out policy for middle school advanced math, districts in Central Texas closed the opportunity gap for 8th-grade Algebra I completion, demonstrating how adjustments to practices and systems can tremendously impact our students .

- Over the past five years, 8th-grade Algebra I completion closed by 91% between Black and White high-performing students and 75% between Hispanic and White students .
- As compared to 2017, six times as many emergent bilingual students completed 8th grade Algebra I .



## Initiatives

- The Central Texas Math Alignment Taskforce (CTXMAT) continues to make great strides in advancing alignment across the PK-16 continuum .We aim to change state policy to default all students into four years of high school math, and higher education staff are aligning with districts to determine optimal math placement and advising supports based on student career aspirations .
- Our Lift Literacy Up initiative now includes an evaluation scope to E3 Alliance’s Literacy Framework .Team members of the Literacy Rubric Evaluation Steering Committee helped to design the evaluation to support optimized early-grade literacy systems .
- The Emergent Bilinguals (EB) Collaborative works to improve the academic outcomes of English Learners .A recent grant will allow E3 to study and identify how the system can better ensure English Learners’ access to advanced classes to prepare them for college and career success .

## Governor Signs Advanced Math Policy into Law

The Texas legislature passed bills based on outcomes from our Theory of Change .On May 25, Governor Abbott signed Senate Bill 2124 into law .

In 2015, stakeholders convened around research that revealed a powerful link between math course-taking and postsecondary completion .Students who take:

- Advanced math in middle and high school significantly increase post-high school success and wages in the workforce .
- Math all four years in high school double their likelihood of attaining a postsecondary credential .
- A college-aligned course in high school are six times more likely to complete a postsecondary credential .

Texas students begin their advanced math journey in middle school based on 5th-grade outcomes .Research, however, found that enrolling in advanced math is not often based on any objective measure of demonstrated math aptitude .Of all 5th-grade 2014 STAAR test math takers, fewer than 33% of Black and 46% of Hispanic students with scores in the top 20% completed Algebra I by 8th grade .

Collaborating with our partners, we identified school district policies and practice impeding high-performing math students from advanced math opportunities and a wide range of subsequent high school coursework .

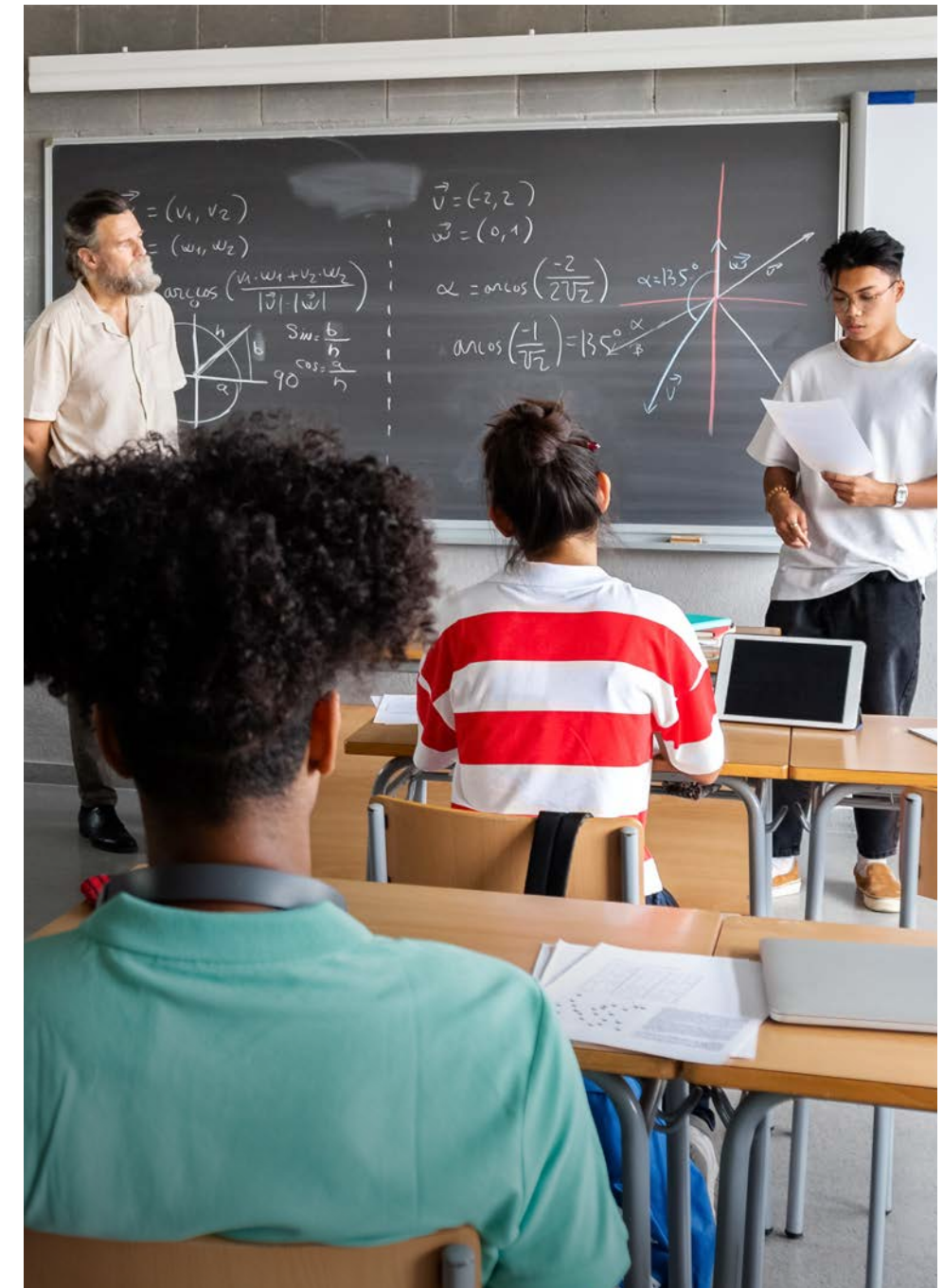
In 2020, Hays CISD reversed tactics .Rather than opting into advanced math, they automatically enrolled qualifying students, creating an opt-out policy .

DEREK MCDANIEL,  
Director of Curriculum and  
Instruction, Hays CISD,  
supports middle school students  
in advanced math coursework .

“Since making this shift, our enrollment in middle school advanced mathematics courses and 8th-grade Algebra grew by 29%, allowing over 200 additional students to thrive with a more appropriate, rigorous, and challenging curriculum,” explained Derek McDaniel, Director of Curriculum and Instruction, Hays CISD .

McDaniel also reports an increased master’s level performance, improved school culture, and more focalized student support .

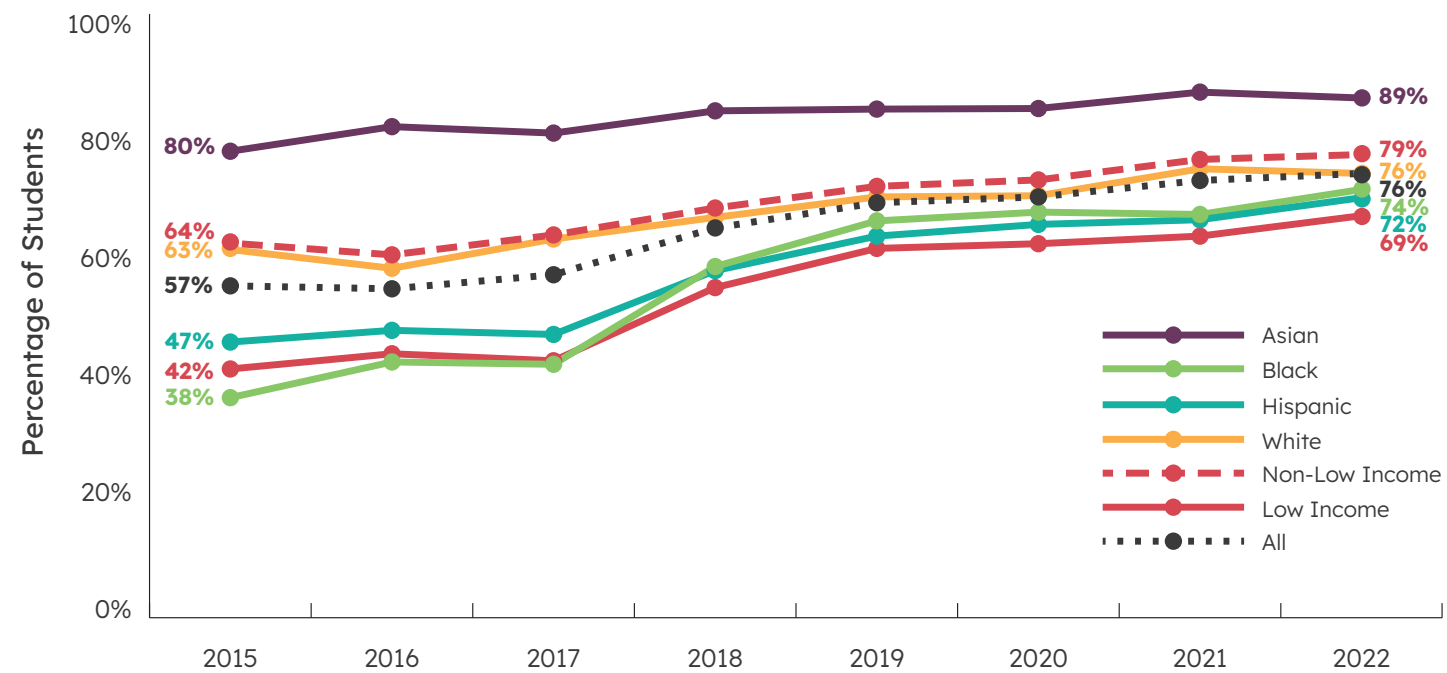
Through convening our partners and identifying the root cause, systems change occurred .SB 2124 takes this work to a new level, establishing an opt-out, advanced math policy for all Texas students with demonstrated proficiency. More students will take Algebra I in 8th grade, placing them in the best position for access and opportunities in high school and beyond .



# EQUITY INDICATOR

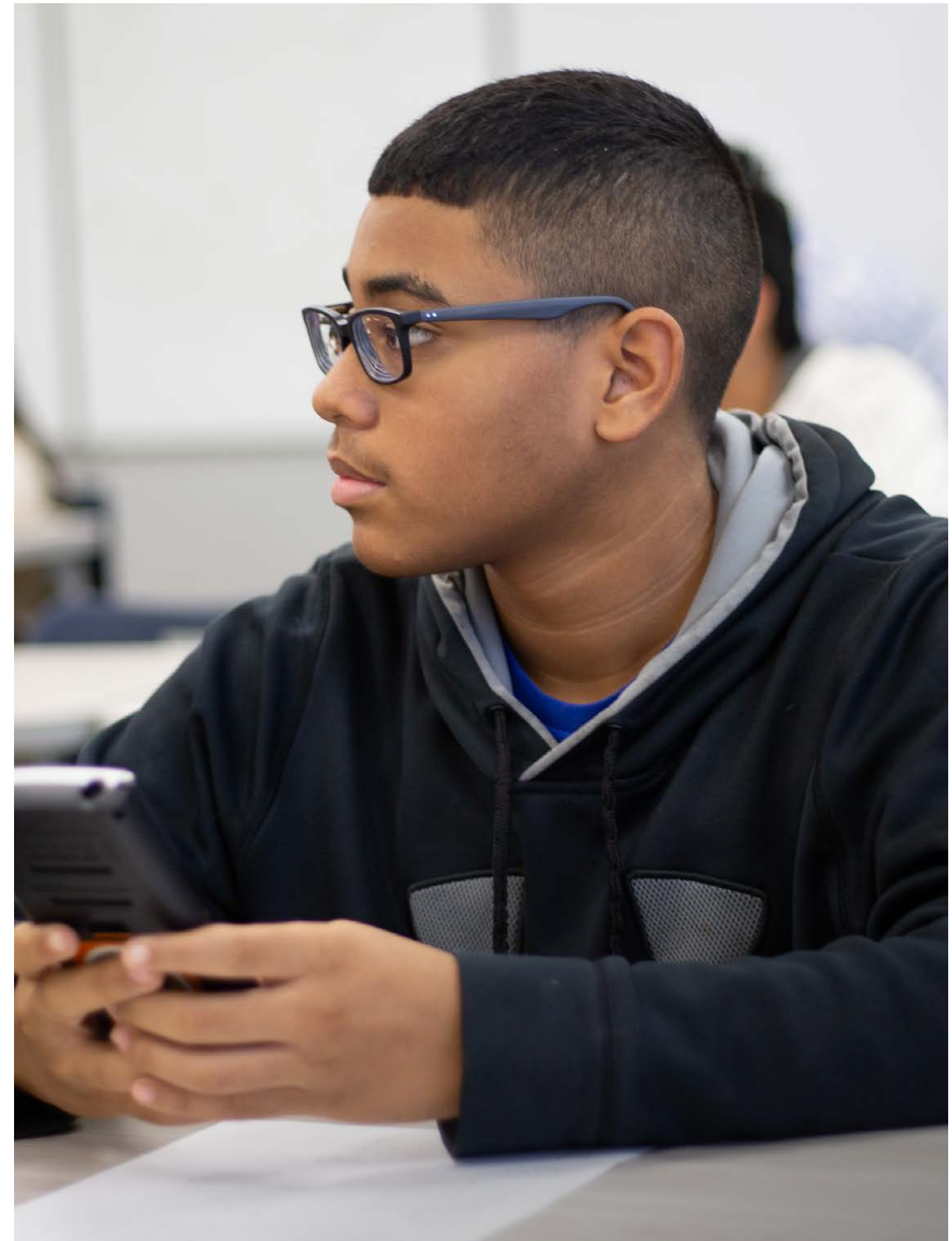
## Acceleration Strategies Reduce Disparities in Access to 8th Grade Algebra I

High-Performing 5th Graders Completing Algebra I by 8th Grade Central Texas



Source: E3 Alliance analysis of Texas Education Agency data at the Texas Education Research Center at The University of Texas at Austin.

By changing policies around advanced math placement, districts are narrowing the disparities between high-performing students taking Algebra I in 8th grade. We will continue to see this success scale across the state with the implementation of Senate Bill 2124.



# HIGH SCHOOL GRADUATION

## Lost Gains in High School Graduation Rates

From 2011-17, data showed a steady increase in on-time, four-year high school graduation rates across various student demographics<sup>1</sup>. However, the data suggests stalled progress starting with the 2018 senior cohort. The pandemic has exacerbated this trend for the class of 2022, with the largest impacts on female and Hispanic students from low-income households.

Comparing low-income households by race and gender, female students from low-income households still graduate at higher rates than male students. However, nearly every racial group saw a substantial decrease in graduation rates for female students in 2022 as compared to 2021.

Since 2018, we have seen consistent overall graduation rates of all students, holding steady at 91% through the class of 2020, with a decrease to 89% in 2022. While Central Texas had made tremendous strides prior to the pandemic, post-pandemic graduation rates again place us as one of the lowest-performing regions in the state.

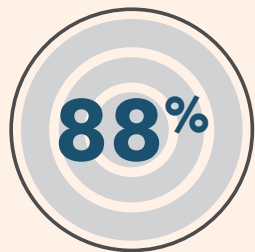
## Focus on Students from Low-Income Households Key to Systems Change

Coming out of the COVID-19 pandemic, the overall graduation rate decreased. Other key data points to recognize:

- Compared to the Class of 2021, graduation rates for the Class of 2022 decreased for female students from low-income households, regardless of race.
- A distinct opportunity gap of 14 percentage points exists between the graduation rate of males from non-low-income households (94 percent) and males from low-income households (80 percent).
- Students from low-income households (83 percent) continue to graduate at a lower rate than their non-low-income peers (95 percent).

<sup>1</sup> In prior years, E3 Alliance reported overall high school graduation trends from Texas Academic Performance Reports (TAPR) and disaggregated data from E3 analyses of data at the Texas Education Research Center (Texas ERC) at The University of Texas at Austin. Due to data availability, all data in this year's report come from E3 analyses of data at the Texas ERC. Data from 2011 to 2020 may not be comparable to E3's 2022 and 2023 Blueprint Reports.

### 2023 Targets



PERCENT OF  
9TH GRADERS  
NOT CHRONICALLY  
ABSENT



PERCENT OF STUDENTS  
GRADUATE HIGH SCHOOL  
ON TIME



## High School Graduation Bright Spot

### Initiatives

- Our ACE (Attend, Commit, Engage) Taskforce convenes district attendance leaders across the region to focus on root cause analysis and system aligned supports .
- The ACE Student Ambassadors program on high school campuses helps to reduce chronic absenteeism and improve student outcomes in high school .
- The College, Career, and Military Readiness (CCMR) Coalition serves as the primary conduit for district leaders to work together across the region and focus on student outcomes that lead to improvements for all students .

### P-TECH Revitalizing High School to Postsecondary Transition

This year, E3 Alliance, Austin Community College, Austin ISD, Del Valle ISD, Elgin ISD, Manor ISD, Michael and Susan Dell Foundation, and Workforce Solutions Capital Area rallied around the goal to reimagine Pathways in Technology Early College High Schools (P-TECH) .We emphasized student support toward high school completion while offering an additional year of enrollment to earn essential college credentials for industry-based careers .

Tapping into human-centered design principles, this team conducted in-depth, empathetic interviews with students to gain insights into their experiences, aspirations, and challenges .Feedback shaped several key recommendations, but one critical insight emerged: the need for a sense of belonging .Students and their families must understand, connect with, and visualize their entire P-TECH journey and the exciting career possibilities upon graduation .

One P-TECH student remarked, “Taking dual-credit classes has helped me challenge myself, and it has proven that I can do anything if I put my mind to it .If I was in regular high school classes, I don’t believe I would fully understand what I was getting into with college classes .Now I feel much more prepared .I feel like my plans are attainable ”

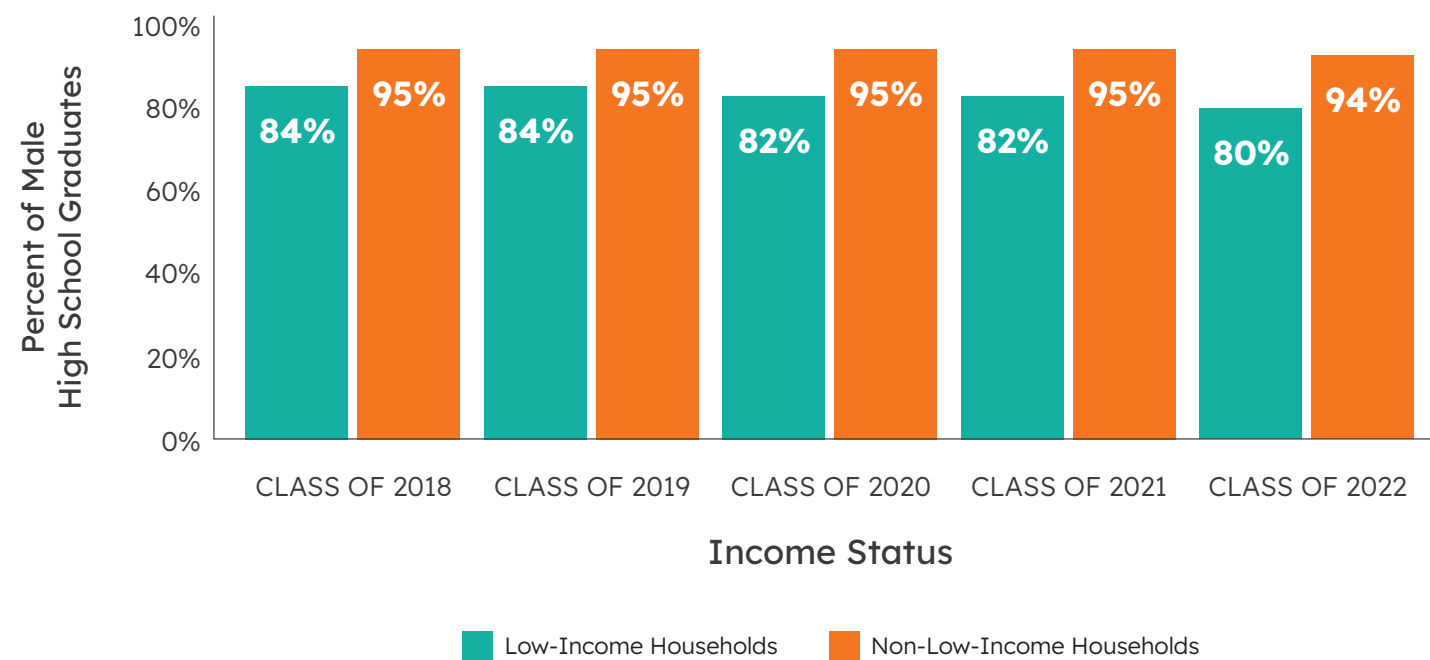
Student insight will remain at the core of our strategic plan as we move into the next phase .We also aim to engage business leaders to help students gain a realistic understanding of these industries and the earning potential to demystify the working world and provide a roadmap for their future success in Advanced Manufacturing, Allied Health, and IT/Networking .

In April, E3 Alliance and fellow P-TECH design team partners hosted leadership from Central Texas school districts, the Texas Higher Education Coordinating Board, and industry partners to share findings and discuss important next steps .



# EQUITY INDICATOR

## Four-Year High School Graduation Rates for Male Students from Low-Income Households, Central Texas



Source: E3 Alliance analysis of Texas Education Agency data at the Texas Education Research Center at The University of Texas at Austin.

There is a clear disparity in graduation rates between students from low-income households and their non-low-income counterparts .We see a more significant disparity among males from low-income households, who have a graduation rate of 80 percent .



# POSTSECONDARY SUCCESS

## Completion Increasing but Enrollment Decreasing

While Central Texas high school graduation overall rates have remained steady or increased over the past five years, we continue to observe a steady decline in those same graduates enrolling in a postsecondary institution within one year of graduation .Positive trends are happening within persistence and completion, which may uncover how to ignite change within the system .

Comparing college freshman to sophomore year data shows that persistence rates remain relatively stable .In Texas, eight out of 10 students who enroll within one year of graduating high school persist for a second year in postsecondary education . Despite the decrease in enrollment and steady persistence rates, postsecondary completion within six years of college enrollment continues to increase across the region .

Our higher education and community-based partners are focused on understanding the strategies that positively impact persistence and completion to forge new student experiences and increase enrollment .

## Enrollment Trends Must Spark Systems Transformation

During the next five years, E3 Alliance and our partners anticipate 20,000 new jobs in advanced manufacturing alone in Central Texas that will require a postsecondary credential, yet direct-to-college enrollment continues to decline, magnifying disparities by household income .

- From the Class of 2021, 46 percent of Central Texas high school graduates enrolled in a Texas postsecondary institution after graduation .
- A 19-percentage point disparity exists between Central Texas graduates from low-income and non-low-income households enrolling in postsecondary education .
- Of the Central Texas graduates who enrolled in Texas postsecondary institutions, 59 percent achieved their credential within six years of graduation, continuing an upward trend with the highest percentage of completers in the past five years.

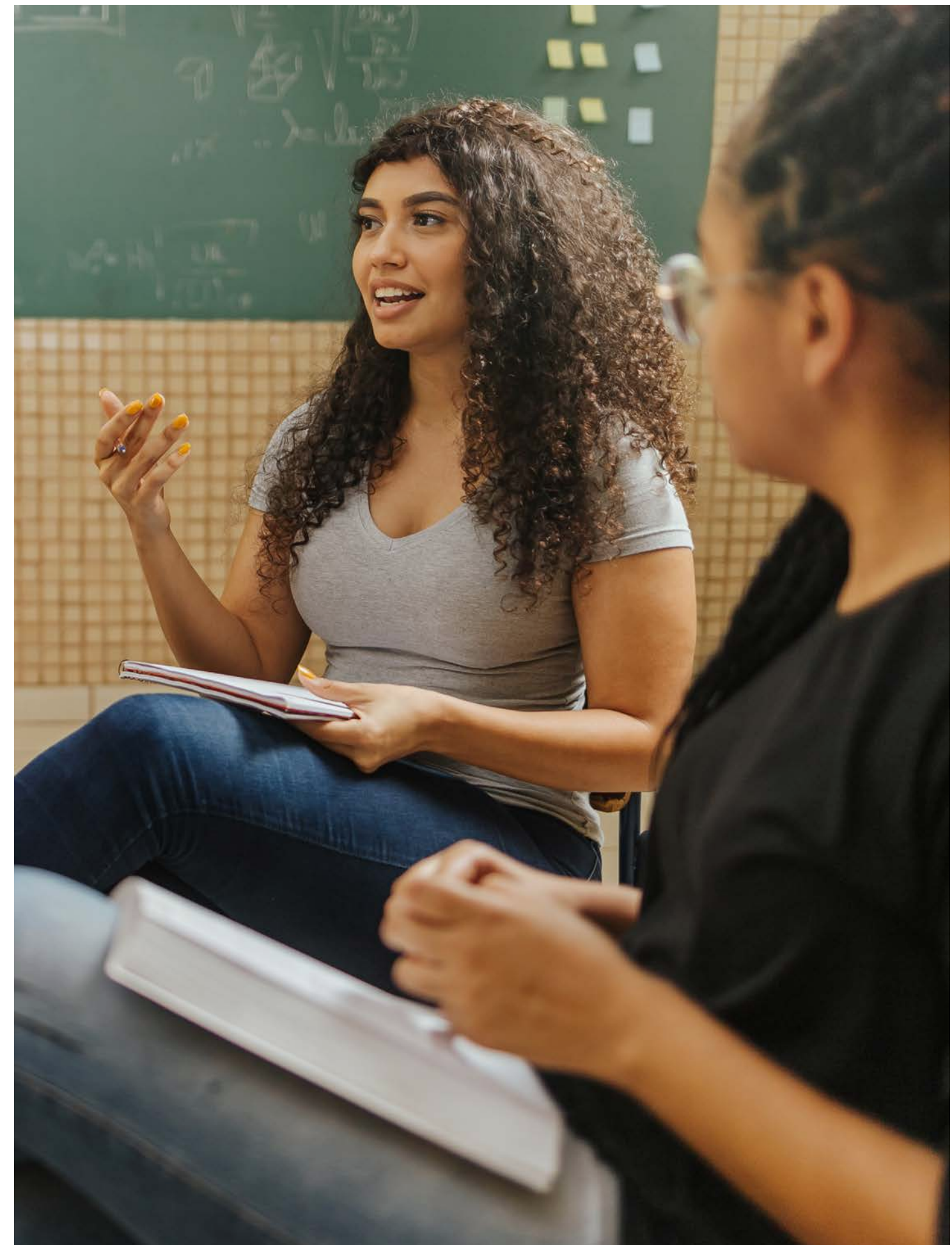
### 2023 Targets



PERCENT OF GRADUATES ENROLLED IN HIGHER EDUCATION WITHIN ONE YEAR



PERCENT OF ENROLLEES COMPLETING A CREDENTIAL WITHIN SIX YEARS



# Bright Spots

## Initiatives

- Emergency Bridge Grants provide funds for students to ensure support when minor financial crises arise. In the last year, CentXCAN delivered \$48,845 in student grants .
- Institutions of Higher Education Peer Learning Network (IHE PLN) brought together cross-functional, diverse teams to understand the root cause and identify promising practices to improve enrollment, persistence, and completion of postsecondary students .
- E3 Alliance, Central Texas school districts and higher education partners convened as the Texas Scalable Success Team to address the widening gap between student outcomes and career opportunities within the Pathways in Technology Early College High School (P-TECH) program .

## Higher Education Institutions Establish Early Alerts to Boost Persistence

Stagnant or declining postsecondary student persistence from freshman to sophomore year and beyond concerns many college administrators .Concordia University and Texas State University are taking a continuous improvement and personalized approach to reverse the trend through an early alert system that identifies students who may be struggling .

Texas State involves all faculty teaching general education or core curriculum courses, lower-division business, developmental math, and first-year seminars. Faculty submit an early grade between the fourth and sixth week of the semester .A universitywide response team then contacts those facing challenges .

“Students who are struggling can often recover if given the right assistance .Early alerts help identify who is struggling, so we can provide timely support to increase individual course grades, persistence, and retention,” shared Kambra Bolch, Assistant Vice President of Academic Success at Texas State University .

All Concordia faculty members submit success checks on their entire roster of students throughout the semester .

“Financial and Academic Planners are actively engaged with students throughout the semester as part of the financial aid and advising processes and are a crucial connection point for our most vulnerable students,” stated Cindy Melendez, Vice President of Student Success at Concordia University .

Concordia University's Student Central Team works with all students on financial and academic planning .



Providing tailored support helps students improve their academic performance and overall GPA .At Texas State, students who responded to the early alert interventions in fall 2022 increased their GPA by .11 on average in spring 2023, while students who declined support decreased their GPA by .05 on average .

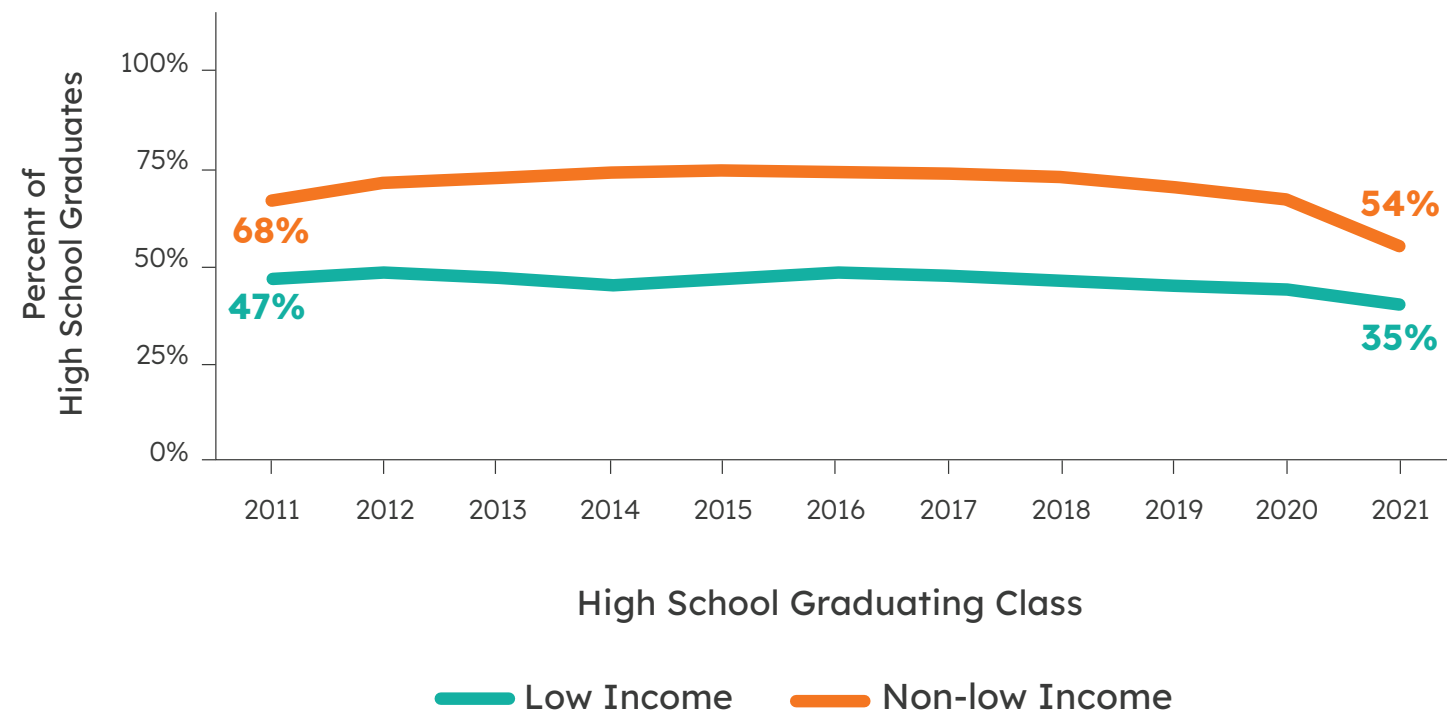
Texas State and Concordia continue to enhance their systems and uncover new ways to increase student engagement as part of the E3 Alliance Peer Learning Network .



Texas State University's response team works with students facing academic challenges .

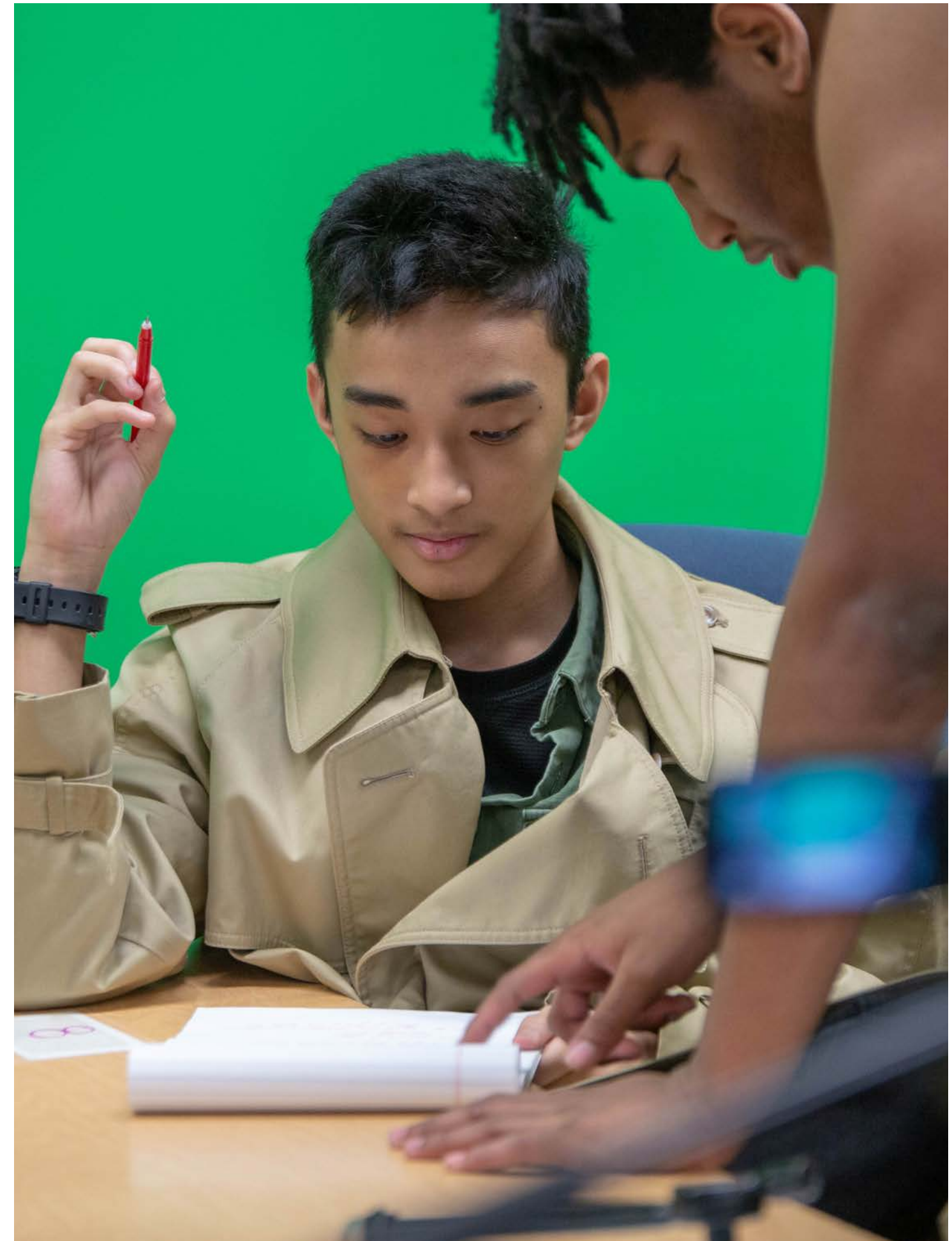
# EQUITY INDICATOR

**Percent of Central Texas High School Graduates Enrolled in Texas Higher Education Institutions Within One Year, by Income Status**



Source: E3 Alliance analysis of Texas Education Agency data at the Texas Education Research Center at The University of Texas at Austin.

In fall 2021, only 35% of Central Texas students from low-income households enrolled in a Texas postsecondary institution within one year after graduating high school, down from 39% in fall 2020 .The continued decline in direct-to-college postsecondary enrollment across all student groups highlights the urgent need to spark radical change in our education systems for our students and economy .





“More than ever, the power of networking and collaboration is imperative. Together with E3 Alliance, we work to advocate for public education and share ideas that will enhance the quality of education through our communities.”

— DR .ERIC K .WRIGHT  
Superintendent,  
Hays CISD

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- United Ways of Hays & Caldwell Counties



“Change is possible when we commit as a region to working together to create systems that support and prioritize student success. By sharing best practices and measuring progress, E3 Alliance works with public schools to build a brighter future for Central Texas students. The Applied Materials Foundation is proud to support E3’s collaborative approach to improve outcomes for all students.”

— MICHELE WALKER-MOAK  
Global Community Affairs Manager,  
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