

# E3 Alliance



## E3 Alliance



Launched the Cradle to Career Cohort Collaboratives (C2C3), our strategy for improving student and school outcomes across Central Texas

Published Trends in Texas Teacher Retention 2013-2023: Should I Stay or Should I Go?

20th Anniversary in 2026

Workforce Readiness in 2 Industries: Advanced Manufacturing and Healthcare



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Exploring ways to engage students, families, and educators in dialogue to overcome challenges in improving outcomes.

Developing student “career pathways” through strong public-private sector collaboration.

Maintaining strong culture and service quality in midst of rapid growth.



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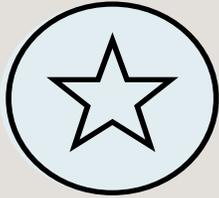
If your organization had a theme song that played when you walked into meetings, what would it be, and why?



# University of Texas Rio Grande Valley



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Comprehensive dissertation writing support program (Saturday writing sessions, bootcamps)



Yearlong Clinical Teaching Residency and enhanced Teaching Residency Certificate for EC6

Study Abroad Programs with several Educational Affiliation Agreements with Madrid, Sevilla, and Granada



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A potential CEP Honors Program

## Honors College Initiative Program Objectives

- Recruit and enroll **high-achieving students** in any CEP education program.
- Offer meaningful **research opportunities** for undergraduate students.
- Establish clear **pathways** for undergraduates to transition into select CEP **graduate programs**.
- Foster **leadership** development and strengthen students' leadership skills.
- Equip students with the **knowledge and competencies** needed for **graduate studies** and **professional careers**.
- Prepare students to actively **engage and contribute** to their communities.



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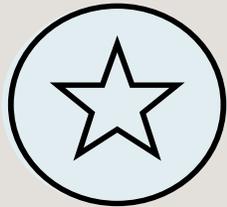
Your organization has been invited to a potluck, what dish are you bringing, and why?



# Center for Innovative Research in Change Leadership and Education (CIRCLE)



# CIRCLE, at Texas Tech



## College, Career, and Military Readiness Studies

**POLICY BRIEF**  
No. 2 | Spring, 2018

**Beyond the Threshold: What Dual Credit Benchmarks Signal About College Readiness in Texas**  
Jennifer Freeman, Texas Tech University; Jacob Kirskey, Texas Tech University; Wesley Edwards, University of North Texas; Brian Holman, Texas A&M University; Han-Bum Lee, University of Texas-San Antonio

**Defining College Readiness Through Dual Credit**  
Dual-credit (DC) coursework is an increasingly common way through which Texas high school students prepare for college. In recent years, nearly half of Texas public high school students have completed at least one DC course before graduation. While there has been an expansion in DC coursework that students can complete, before this research, we knew little about whether different levels of participation lead to similar outcomes in college, in the College, Career, and Military Readiness (CCMR) framework embedded in Texas's A-F accountability system, students are considered "college ready" if they complete 3+ DC hours in English language arts (ELA) or mathematics, or 3+ DC hours in any subject (except foreign language) as set by Texas House Bill 8 (2015), where high schools and community colleges receive additional funding when students complete 13+ hours of DC. These different thresholds raise questions about which levels of DC participation best predict students' success after high school.

**This Study**  
Using statewide longitudinal data, this study examines differences in college outcomes between students who earn three different policy-relevant levels of DC participation: completing some DC, meeting one of the current CCMR DC indicators (3+ DC hours in math or ELA or 3+ DC hours in any subject), and earning 13+ DC hours (including ELA or math). We also examine different ways students meet the CCMR threshold through different combinations of DC by subject, and how students' progress in college varied across pathways.

**Figure 1: DC Achievement and Early College Enrollment**  
Bar chart showing the percentage of students who completed DC courses and enrolled in college within 12 months of graduation, broken down by DC achievement level: Some DC, CCMR DC, and 13+ DC. The chart shows that students who complete 13+ DC hours have the highest rates of both DC completion and early college enrollment.

**Key Takeaway:** While all levels of DC participation show positive outcomes, the highest level of DC participation (13+ hours) is most strongly associated with early college enrollment.

**POLICY BRIEF**  
No. 1 | Spring, 2018

**The Unseen Promise of Readiness: Which College and Career Readiness Indicators Actually Predict Success After High School?**  
J. Jacob Kirskey, Texas Tech University; Jennifer Freeman, Texas Tech University; Wesley Edwards, University of North Texas; Brian Holman, Texas A&M University; Han-Bum Lee, University of Texas-San Antonio

**Overview**  
Texas uses the College, Career, and Military Readiness (CCMR) framework to assess whether high school students are prepared for life after graduation, and these measures are directly tied to school accountability and district funding. Although students can meet CCMR in many ways, the state's accountability system assigns equal weight to all CCMR indicators, implicitly treating them as equally predictive of students' postsecondary success. We examined statewide data for nearly 1 million Texas high school students across eight graduating cohorts from 2010-11 to 2017-18. By linking 6-12 records to postsecondary enrollment, attainment, and workforce data, we show that some CCMR indicators are in meaningful postsecondary and workforce trajectories, while others provide a false signal of readiness that does not translate into postsecondary success.

**Highlights**  
1. Students who earn a credential in high school are the most successful after graduation (earn 19.8% more in the workforce).  
2. Dual credit is the most predictive (course-based, CCMR indicator of positive college outcomes).  
3. Strong performance on SAT, ACT, and TSI-A exams leads to strong four-year degree pathways and completion.  
4. Rural students who achieve these CCMR indicators also see the same large boost in college success.

**Figure 1: CCMR Indicators and Differences in Degree Completion**  
Bar chart comparing the percentage of students who complete a degree within four years of high school graduation, broken down by CCMR indicator: CCMR DC, CCMR CC, CCMR CM, and CCMR CC&M. The chart shows that CCMR DC is the most predictive indicator of degree completion.

**POLICY BRIEF**  
No. 4 | Spring, 2018

**The Value of Earning Credentials in High School for Texas Graduates Entering the Workforce**  
Jennifer Freeman, Texas Tech University; Jacob Kirskey, Texas Tech University; Wesley Edwards, University of North Texas; Brian Holman, Texas A&M University; Han-Bum Lee, University of Texas-San Antonio

**Defining College Readiness Through Dual Credit**  
Texas's College, Career, and Military Readiness (CCMR) accountability system recognizes multiple ways students can demonstrate readiness for life after high school. In addition to academic indicators, the current CCMR framework includes credentials such as industry-based certifications (IBCs), Level I or II certificates, and associate degrees earned prior to graduation, all of which count toward school accountability ratings and generate financial incentives for districts. While much of the discussion around CCMR focuses on preparing students for postsecondary enrollment, a substantial share of Texas high school graduates do not enroll in college after graduation. For these students, it is not clear whether credentials earned during high school translate into stronger early-career earnings.

**Figure 1: Earnings Differences for Non-College Goers by High School Credential**  
Bar chart showing the percentage of students who earned a credential in high school and their earnings in the workforce, broken down by credential type: No High School Credential, High School Diploma, and Associate Degree. The chart shows that students who earn an associate degree in high school have the highest earnings.

**This Study**  
While CCMR-recognized credentials earned in high school are formally treated as equivalent under state accountability, they represent distinct pathways that require varying levels of commitment from students. To explore how these credentials are associated with early-career earnings, we use statewide longitudinal data on on-time Texas high school graduates. We track wage outcomes one to six years after graduation for students who earn CCMR-recognized credentials during high school, including IBCs aligned with their Career and

**POLICY BRIEF**  
No. 3 | Spring, 2018

**Aligning Incentives with Opportunity in College and Career Readiness Across Rural Texas**  
Jennifer Freeman, Texas Tech University; Wesley Edwards, University of North Texas; Brian Holman, Texas A&M University; Han-Bum Lee, University of Texas-San Antonio

**CCMR Accountability and Rural School Services**  
Rural school districts comprise the vast majority of districts in Texas. Thus, any state-level changes to accountability policy or funding for districts should account for the conditions faced by rural districts. Staffing constraints, limited course offerings, geographic isolation from postsecondary institutions, and smaller student cohorts all shape how rural districts respond to accountability incentives. When these incentives align with evidence of student success, rural districts benefit substantially. When they do not, rural districts face disproportionate pressures to comply rather than improve.

**Figure 1: Linkages of Degree Attainment to CCMR Indicators**  
Bar chart showing the percentage of students who complete a degree within four years of high school graduation, broken down by CCMR indicator: CCMR DC, CCMR CC, CCMR CM, and CCMR CC&M. The chart shows that CCMR DC is the most predictive indicator of degree attainment.

**Highlights**  
1. SAT/ACT and TSI-A benchmarks, dual credit coursework, and associate's degrees earned in high school are the CCMR indicators most strongly linked to college readiness for students in rural districts.  
2. Dual credit is an effective pathway, and rural districts are actively using it.  
3. Earning a postsecondary or industry credential in high school delivers the largest earnings gains.  
4. Rural districts meet high-value CCMR benchmarks at equal or higher rates, but they also meet lower-value benchmarks at similar rates.

# CIRCLE



## **Data Challenges/Opportunities with Strategic Staffing Research**

- TEA's data framework for new data reporting for districts accepting LASO funds
- Key questions evaluating the PREP Allotment hinge on data not currently in the ERC



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Who is your favorite colleague?



# CIRCLE



If your organization were stranded on a desert island, what collaboration strategy would you rely on most, and why?

