



# All children. Well educated. Reaching their potential.

ANNUAL REPORT 2004





*“These are challenging times for students and teachers in Oregon. Participating with E3 has served as a source of inspiration, energy and hope for us.”*

– GEORGE RUSSELL  
2004 Oregon  
Superintendent of the Year  
(Eugene School District 4J)

Greetings,

On behalf of our board of directors I am pleased to report on the accomplishments of **E3: Employers for Education Excellence** for 2004. It has been an exciting year as our programs aimed at boosting student achievement continue to flourish in communities throughout Oregon.

The need for our programs is clear. Statewide testing results show that Oregon’s schools have made progress in recent years—but achievement has leveled off in the middle and upper grades. Only one out of four Oregon students graduate ready for college. The responsibility of preparing young people cannot rest entirely on the shoulders of educators and their parents. For our students and our economy to succeed, everyone must play a role.

We bring schools and communities together to prepare students for success in school, work, and life. Partnership for Student Success, our flagship community involvement program, has expanded to eight communities where school, business, and civic leaders are building community support to address key academic challenges faced by local students—from middle school literacy to preparing high school students for successful transitions to college and work.

The Oregon Small Schools Initiative, our comprehensive effort to reinvent high schools and make them more personal and effective places to learn, has rolled out at an impressive pace. We are working with twelve schools across Oregon, both existing large schools that are transforming into smaller schools, and brand new start-ups. While the schools are in the beginning stages of development, the early results are promising and we look forward to working with additional schools in 2005.

Our Employer Forums, featured national speakers and attracted sold-out audiences of private, public, and non-profit employers, each interested in connecting with schools to improve student achievement in their local communities.

We enter 2005 with a strong sense of momentum. I would like to thank the numerous individuals and organizations that have shared their time, energy, and resources to advance our work to improve the lives of young people across Oregon. We have lots of work ahead in the pursuit of our vision... ***All children. Well educated. Reaching their potential.***

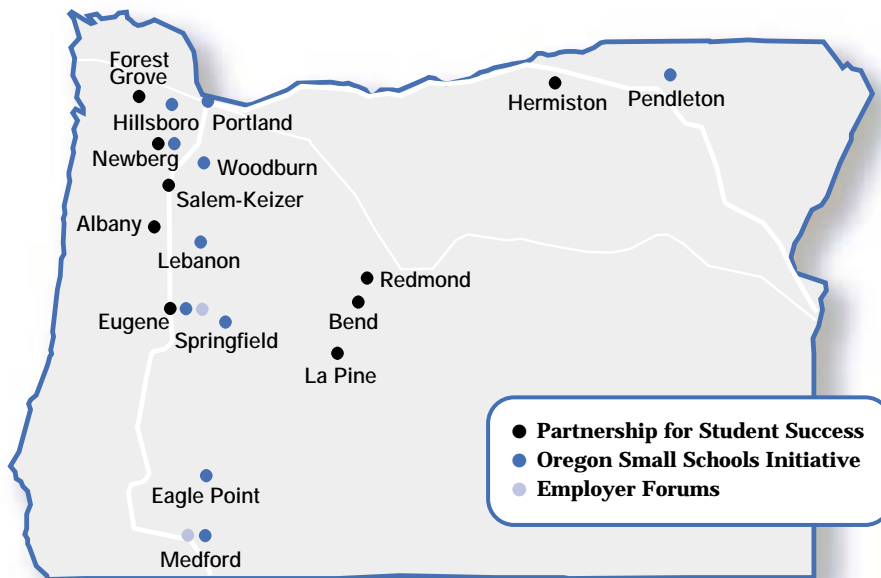
René Léger  
Executive Director



# E3 2004 Programs

## E3 Mission

*Bringing schools and communities together to prepare Oregon's children for success in school, work and life.*



## Partnership for Student Success

E3 works with schools and local leaders to implement comprehensive community involvement strategies to boost student achievement.

Albany  
Bend-La Pine  
Eugene  
Forest Grove  
Hermiston  
Newberg  
Redmond  
Salem-Keizer

## Oregon Small Schools Initiative

E3 supports local community efforts to develop small, rigorous and personalized high schools, both by restructuring existing large high schools and by developing new start up schools.

Eagle Point  
Eugene  
Hillsboro  
Lebanon  
Medford  
Newberg  
Portland  
Springfield  
Pendleton  
Woodburn

## Employer Forums

E3 convenes special gatherings of community leaders in partnership with local businesses and other organizations, to connect Oregon employers with their local schools.

Eugene  
Medford



# Our Programs In Review

*“E3 is uniquely positioned to keep employers and community leaders statewide focused on continuing to improve education in Oregon.”*

– SUSAN CASTILLO  
Oregon Superintendent  
of Public Instruction



## Partnership for Student Success

Initially launched in 2003 in four communities, Partnership for Student Success has created practical solutions for regional employers to directly affect the quality of education in their communities. Goals are defined according to learning gaps revealed in each community's student achievement data. School administrators and local employers jointly design and implement comprehensive community involvement strategies that better prepare youth for success. The following are brief sketches of what the program is doing in each of the communities that we are currently serving:

### Bend – La Pine

Fall 2003 to date

Goal: Graduates better prepared for college and the workplace  
The partnership brought together 75 community, business, civic and education leaders to develop collaborative community activities designed to prepare students for college and the workplace; volunteers committed to a range of activities, including student internships, workplace tours, mock interviews and student mentoring; local media organizations are promoting partnership efforts.

### Eugene

Fall 2003 to date

Goal: Improve middle school literacy  
Responding to schools' concerns about drops in reading skills between elementary and middle school, E3 facilitated the creation of Literary Partners, a collaboration between Eugene's schools and the Chamber of Commerce, through which businesses provide volunteer mentors to work with middle school students at least one hour per week during the school day; local employers have adopted middle schools by providing a minimum of \$1,000 and 15 mentors per school.

### Forest Grove

Fall 2003 to date

Goal: Boost developmental assets of students in grades 7–12  
The Forest Grove community is measuring student achievement using 40 Developmental Assets, a framework developed by the Search Institute. An initial survey revealed Forest Grove youth report an average of only 17 of 40 essential developmental assets; 63% of students have 20 or fewer, putting them at risk for academic failure and dangerous behavior. Working with E3, teachers and community leaders have identified local resources relevant to students' development. Activities planned for 2005 include publication and dissemination of a local resource guide for youth resources and programs, outreach to build awareness about youth developmental needs, and involvement of community volunteers in classrooms.



### Hermiston

Fall 2003 to date

Goal: Increase number of students advancing to post-secondary education  
The partnership developed a range of planned activities designed to motivate and support students in advancing to post-secondary education. Strategies include mentoring of graduates, generating publicity around students who attend post-secondary programs, creating a web site with links for post-secondary success, providing workshops and other resources for parents to help plan with their child. The project has also capitalized on opportunities presented by unique talents and resources in the local business community.

### Albany, Newberg, Redmond, and Salem-Keizer

Fall 2004 to date

Eleven communities sought to participate in the second year of the project, beginning Fall 2004. Four were selected through a competitive process based on readiness of the communities to participate. As this report goes to press, all four communities are on track convening leadership teams to prioritize student achievement goals and to explore community involvement strategies.

## Oregon Small Schools Initiative

With generous support from the Meyer Memorial Trust and the Bill & Melinda Gates Foundation, E3's initiative is among the leading efforts in the nation, pioneering the redesign of high schools across the state. E3 provides leadership and assistance to develop small, rigorous and personalized high schools. As we enter 2005, eight traditional high schools are being restructured and four new schools are starting up in ten communities, changing the way 11,000 Oregon high school students learn. The following is a brief recap of the work that we are doing in the communities we are serving through this initiative.

### Eugene

Fall 2003 to date; restructure

1,250 students attend North Eugene High School. 28% of students are from low income homes; 22% are students of color, primarily Hispanic. In order to address the achievement gap among minority and low income students, North Eugene is adopting research-driven reforms, including block schedule and cooperative learning; computer and digital technology are integrated into coursework.

### Hillsboro

Fall 2003 to date; restructure

Liberty High School opened in Fall 2003 with 850 students. More than 40% are students of color; 13% are English language learners. In Fall 2004, Liberty High School completed transition into four smaller "academies" focused on distinct areas: The Arts, Media and Business, Health and Human Services, Engineering and Technology.



*"It is a much closer environment; we are closer to our teachers and each other. Our teachers know us better, they know where we are and what we need".*

- REBECCA  
10th grade student  
@ Linus Pauling Academy  
Marshall Campus

# Our Programs In Review



## Lebanon

Fall 2003 to date; restructure

Lebanon High School's student population exceeds 1,300. 42% come from low income homes. Student achievement has been improving at the school, but still fewer than half of sophomore students meet state standards in reading and math. In Fall 2004, Lebanon High School began operating as four smaller schools, each focusing on one of four combined academic and professional-technical programs: Social Systems, Living Systems, Physical Systems and Information Systems.

## Medford

Fall 2003 to date; restructure

North and South Medford High Schools serve a total of 3,800 students combined. Approximately 25% are from low income homes and 15% students of color, primarily Hispanic. School leaders are concerned about drop out rates higher than the state average. Working jointly, the two high schools each plan to convert into five smaller schools, offering Medford students a wide range of educational choices from among ten small schools city-wide.

## Newberg

Fall 2003 to date; restructure

1,550 students attend Newberg High School. Approximately 50% of sophomores meet state reading standards and only 35% meet math benchmarks; 25% of students are from low income homes; 15% are students of color. The Newberg community backed a bond measure to reconstruct Newberg High School into small schools; as the physical structure takes shape, the schools are focusing on increasing student achievement in math and reading, and preparing high school seniors for college or skilled jobs.

## Portland

Fall 2003 to date; restructure

Marshall High School, in outer Southeast Portland, serves 950 students. 60% are from low income homes and 40% students of color. Key concerns are declining enrollment, low achievement and low graduation rates. Marshall High School has committed to small school transition in 2004-05, the first large urban high school in Oregon to do so. Four autonomous college prep schools will focus on business and technology, the arts, international studies, and science & leadership.

## Woodburn

Fall 2003 to date; restructure

The Woodburn High School student body of 1,300 has grown by more than 300 in four years. Approximately 65% of students are Hispanic and more than 50% of all students are English language learners, either Hispanic or ethnic Russians. Woodburn High School is focusing on enhancing learning outcomes and college placement.

## Eagle Point

Fall 2004 to date; new school

The Eagle Point community will establish a bilingual Spanish/English magnet school offering an integrated program of rigorous academic and arts education for up to 400 students.



### Northeast Portland

Fall 2004 to date; new school

A charter school sponsored by Mt. Olivet Baptist Church will open in 2006 as The Academy of Character and Ethics (ACE), where a college preparatory curriculum will emphasize ethical behavior and citizenship.

### Springfield

Fall 2004 to date; new school

The Springfield community plans to open a magnet high school for 250 students in 2006. 9th – 12th grades will pursue an integrated course of core academic classes and arts instruction with an emphasis on writing across the curriculum.

### Umatilla Confederated Tribes (Pendleton)

Fall 2004 to date; new school

The Nixyáawii Community School (a charter school of Pendleton School District) will emphasize high academic standards and integrate Native American art, culture, history and traditions.

## Employer Forums

What are the leading models for local employers to make a lasting change on education? Who are the business leaders who are making a difference in Oregon schools? What does the research tell us about how schools are performing and where the real needs are? In 2004, E3 began convening a series of Employer Forums in Oregon communities, where these questions can be addressed by business leaders who have the greatest potential to impact their local schools.

### Eugene

March 2004

The first forum was presented by Umpqua Bank and co-sponsored by Comcast and the Papé Group, in cooperation with the Eugene Chamber of Commerce and the Oregon University System. Over 150 business and education leaders attended. Kathy Klock, Senior Program Officer of the Bill & Melinda Gates Foundation, presented the Gates Foundation's vision for high school reinvention. Ms. Klock shared the stage with a recent graduate who provided a first-hand perspective on the value of hands-on work experience during high school.

### Medford

October 2004

The fall forum was co-sponsored by Liberty Northwest and Security Insurance, a JBL&K Company, in partnership with the Chamber of Medford/Jackson County. A sell-out crowd of over 300 business and community leaders attended. Washington Mutual CEO Kerry Killinger made a compelling case for further involvement in education by companies in Oregon.

*“Through E3, our company can leverage substantial change in schools across Oregon with a strategic investment. It’s a smart way to make a big difference for Oregon children.”*

– MARC FRAZER,  
Washington Mutual  
First Vice President





## Improving Middle School Literacy through Partnership for Student Success

In elementary school, children learn to read. In middle school, children read to learn. Strong reading comprehension is essential for students' success in school. Whether reading directions for a science experiment or analyzing a work of literature, reading ability is the key to academic achievement as students progress through the grades.

After identifying a slip in reading proficiency between elementary and middle schools, the Eugene School District and Chamber of Commerce formed Literacy Partners with the help of E3. The program brings business support directly to local middle schools. As part of the partnership, businesses give employees time off to mentor students in reading at the district's eight middle schools and they contribute a small stipend to each school for volunteer coordination.

Pre- and post-mentoring tests demonstrate that the community tutoring is improving reading skills. Students feel supported, and are motivated to work hard, especially when mentors share the real-world importance of reading. The mentors feel satisfaction in knowing that their efforts are making a real difference in the life of a child. Participating businesses are seeing a wide range of benefits—from higher employee job satisfaction to playing a meaningful role in advancing local student achievement—and are talking about ways to expand the program.

## Small Schools Bring Big Changes

Exciting things are happening at Marshall High School. A year ago, the 950-student school faced significant challenges—fewer than 25% of students were meeting benchmarks in reading and math, and enrollment was down because of a reputation for poor achievement. Today, all that is changing. Marshall's staff, working with the Oregon Small Schools Initiative, has transformed the large, impersonal school into a collection of four autonomous, small schools where a challenging curriculum, high expectations for all students and support from adults in a caring environment have combined to produce dramatic improvements.

"It is easy to get lost or overlooked in a big school," says Nick, a senior in the Portland Academy of International Studies, one of Marshall's four small schools of around 200 students and 15 teachers. "I went from really bad grades last year to a 4.0 GPA this fall," he continues proudly. Nick is not alone. Many students at Marshall who were on the verge of dropping out or failing out are now on the honor roll. Small size alone is not enough to improve achievement, but it creates certain conditions that make it more likely for more students to do well. At Marshall, the four schools have a personal environment, students are known well by their teachers and peers, everyone wants to see everyone else succeed and is willing to do whatever it takes to help make that happen. What a shift from the climate of anonymity just a year ago. Nick says that school really matters to him now and that sentiment is echoed among many students at Marshall, who are getting the challenge and support they need to reach their highest potential. And this is just the beginning.



# E3 2004 Operations Budget

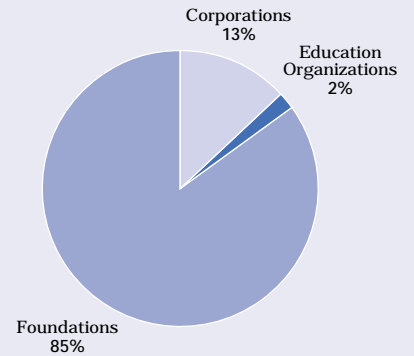
## 2004 Revenue

Foundations	\$ 2,494,457
Corporations	377,821
Education Organizations	57,500

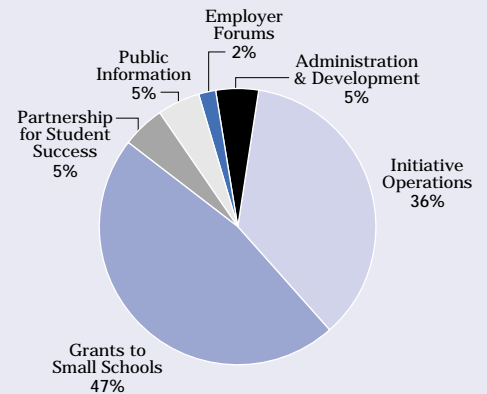
## 2004 Expenses

Oregon Small Schools Initiative	
Initiative Operations	1,053,858
Grants for Small Schools	1,325,854
Partnership for Student Success	148,509
Public Information	157,810
Employer Forums	52,118
Administration & Development	155,212

2004 Revenue



2004 Expenses



*The Oregonian*, "Millions aimed at high schools," April 23, 2003

*The Oregonian*, "Schools offered money to go small," October 31, 2003

*The Oregonian*, "Guest Commentary: Fixing high schools: think small," January 23, 2004

*East Oregonian*, "Hermiston student partnership event set for Feb. 2," January 22, 2004

*Hermiston Herald*, "Hermiston kicks off partnership for student success," January 30, 2004

*East Oregonian*, "Program tries to boost student achievement," February 3, 2004

*News-Times*, "Forum on youth seeks new culture," March 24, 2004

*Oregonlive.com*, "Student survey yields surprises in Forest Grove," March 29, 2004

*The Argus*, "District sets forum on youth," March 30, 2004

*News-Times*, "Youth forum not just about youth," March 31, 2004

*News-Times*, "Forum on youth set April 1," March 31, 2004

*The Argus*, "Youth matters committee calls for community involvement with students," April 6, 2004

*News-Times*, "Searching for a solution," April 7, 2004

*The Oregonian*, "In Portland, only Marshall on shortlist for Gates grant," April 9, 2004

*East Oregonian*, "Guest Commentary: High school graduates need our help to succeed," April 9, 2004

*The Oregonian*, "NW Philanthropy puts on a new face," April 12, 2004

*The Register-Guard*, "Guest Viewpoint: Help wanted to help middle school readers," April 13, 2004

*The Register-Guard*, "Program to focus on middle school literacy," April 15, 2004

*The Register-Guard*, "School has chance at "go small" funding," April 21, 2004



## In The News



*"Schools blaze a trail"*

*"Small schools,*

*"Fixing high schools:"*





“Program tries to boost student achievement”



big goals”

“Boosting kids up”

*think small”*

*Woodburn Independent*, “Charting a new direction in school?,” April 28, 2004

*The Oregonian*, “Project taps 8 Oregon schools for overhauls,” April 29, 2004

*Mail Tribune*, “School gets Gates grant,” April 29, 2004

*The Register-Guard*, “North to test “less is more” idea,” April 29, 2004

*Mail Tribune*, “Schools blaze a trail,” April 30, 2004

*The Oregonian*, “A grant to grow on,” April 30, 2004

*The Oregonian*, “Small schools, big goals,” April 30, 2004

*The Business Journal*, “Guest Opinion: Separate is gone, but equal still hasn’t been realized,” May 21, 2004

*Lebanon Express*, “LHS gets small schools grant,” May 26, 2004

*Woodburn Independent*, “E3: What is it and how will it help WHS?,” June 17, 2004

*Woodburn Independent*, “Got that grant,” June 17, 2004

*Woodburn Independent*, “WSD gives final OK to Gates grant,” June 17, 2004

*The Oregonian*, “Liberty prepares for small school grant,” June 22, 2004

*Statesman Journal*, “Woodburn High to be divided, kept in one building,” June 22, 2004

*Horizon Air Magazine*, “The Northwest is a leader in a national effort to transform large public schools into smaller learning communities,” September 2004

*Mail Tribune*, “Grant helps create art school,” September 3, 2004

*The Oregonian*, “High schools, one in Portland, awarded foundations’ grants” September 3, 2004

*The New York Times on the web*, “High schools try a scaled — down approach,” October 11, 2004

*CNN.com*, “Can small schools make a big difference?,” October 11, 2004

*News-Times*, “Boosting kids up,” November 3, 2004



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Reaching their potential.

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who served in 2003 - 2004**

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**Employers for Education Excellence would like  
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