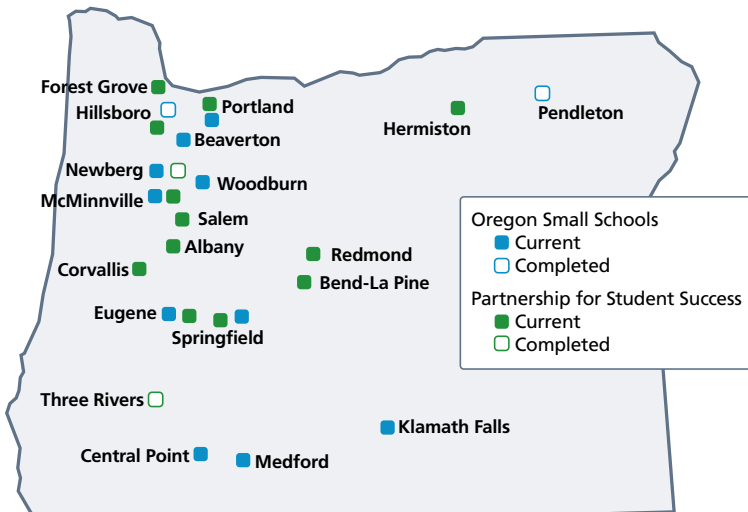




“ We had to let go of creating the dream school for teachers. Instead we created a school that was the perfect school for the kids that were in it. ”

JENNIFER DIXON
Principal, Woodburn Arts and
Communications Academy (WACA)



“We’re giving students venues within our school to step up, have a voice, plan, execute...all while focusing on things that are meaningful to them.”

LORNA FAST BUFFALO HORSE
Principal, Leadership & Entrepreneurship
Public Charter High School (LEP)

Partnering with schools
and communities statewide

Looking back and looking forward

In so many ways, 2008 was a momentous year. For one, Oregon took a significant step forward in the education arena, evidenced by the lowest dropout rate in the state's history. In light of Oregon's ambitious vision for education success, we all have reason to feel encouraged. As we move forward, "40-40-20" has become the state's goal. It is intended to take Oregon to new levels of academic achievement whereby:

- 40% of Oregon adults will have a bachelor's degree or higher,
- 40% will have at least an associate's degree or other technical credential,
- 20% will have a high school diploma guaranteeing strong academic and work readiness skills, and
- 100% of high school students will graduate.

However, 2008 revealed fractures across economic sectors, stalling the engine of growth on which we rely for public revenue and funding. Consequently, school budgets aren't just tightening, they're shrinking. At a time when we're keeping more students in school and innovating with instruction models that deepen learning, school administrators and elected officials face tough decisions about cutting days, eliminating teaching positions and closing schools.

Our best option for managing in this new reality of diminished resources is to take direct aim at Oregon's most challenging issues. Simultaneously, we need to address the practices and policies underlying core problems. Only by marrying the most promising practices with bold and forward-looking policy can Oregon seek lasting, constructive change. That's why E3 (historically focused on practice) and our affiliate, the Oregon Business Council (historically emphasizing policy), are building a unified platform to tackle some of the biggest obstacles and pursue new opportunities that advance student achievement.

Fortunately, money isn't our only resource. Our time and our creative thinking are precious commodities in the world of education. The partnerships E3 has fostered between employers and schools have come to represent a gold standard and they show us new ways of building synergy and harnessing commitment.

The global economy will ebb and flow, industries and jobs will come and go, but students who have acquired critical thinking, analytical and communication skills can pinpoint opportunities as they arise and position themselves for success.

We look forward to continuing our work with you, advocating on behalf of all students while supporting progressive education policies and practices to make a measureable difference in Oregon's classrooms.



Julie Manning
Board Chair



Carole Morse
Immediate Past Chair



René Léger
Executive Director

The power of small

What happens to achievement gaps and graduation rates when high schools develop a focused and personalized approach to learning? **The Oregon Small Schools Initiative**, launched in 2003, became part of a nationwide movement dedicated to providing

“Data matters, especially outside data. It gives you validation. But your data won’t mean anything if you’re not willing to sit back and scrutinize it.”

MICHAEL FISHER
Principal, Springfield Academy
for Arts & Academics (A3)

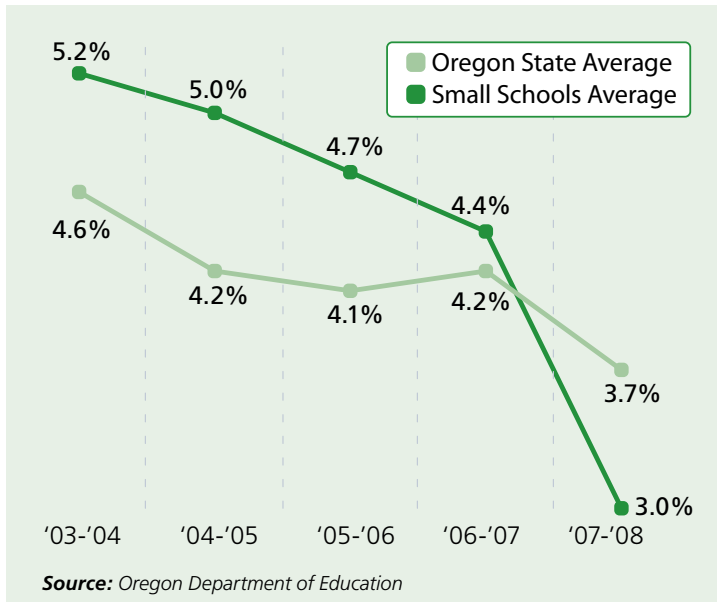
quality education to every student, regardless of the student’s background. Generously funded by Meyer Memorial Trust and the Bill & Melinda Gates Foundation, and managed by E3, the Oregon Small Schools Initiative grew to 42 high schools across the state. Most were conversions from large campuses, and six were start-ups including charter schools. All followed a roadmap for designing their new structure, defining their mission and values, developing collaborative teaching methods, innovating in the classroom and tracking results. *And the results are encouraging.*

Two of the most closely watched measures of success in education are the graduation and dropout rates. Schools that participated in the Initiative achieved noteworthy improvement. Taken in aggregate, our small schools showed accelerated improvement in both retention and graduation. Moreover, by 2008, the small schools’ results surpassed the Oregon aggregate state average. Parents, educators and policy makers will find this especially

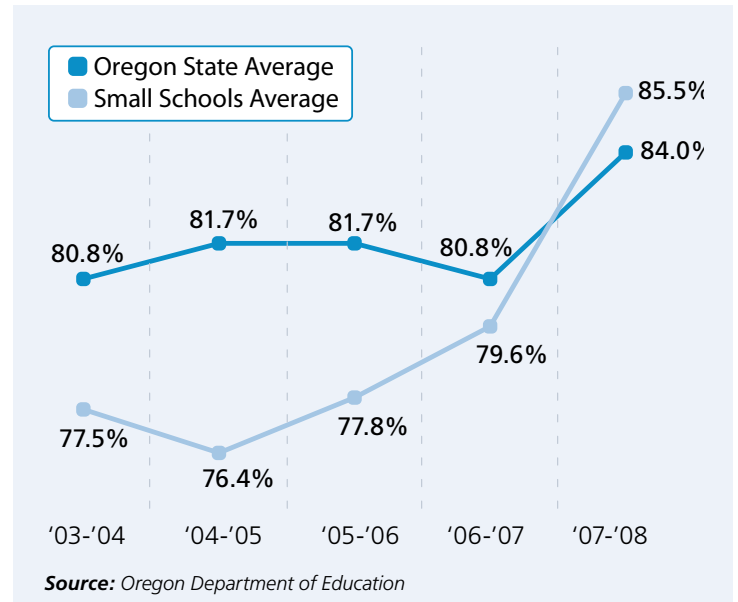
heartening given that most of our small schools have a disproportionate number of students categorized as disadvantaged, i.e. low income, English language learners or special needs students. Results such as these demonstrate that student engagement and achievement is enhanced through educational relevance, academic rigor and meaningful relationships between students and adults.



Five-year trend in dropout rates



Five-year trend in graduation rates



The dropout rate among students who attend small high schools improved dramatically over five years. Similarly, the graduation rate showed marked improvement. For the most recent year that data is available, students at small schools outperformed the Oregon state average on both of these important measures.

The unique role of employers

Businesses that attract top talent have long understood the role of education in shaping communities. The best and brightest employees choose where they want to live and opt for communities that assure children a great education. Employers also relish the competitive advantage derived when their people use creative approaches to problem solving. Oregon's success in the global economy is, in many ways, dependent on an educated workforce.

Meanwhile, teaching and learning are no longer confined to a classroom or school building. The community at large has a role to

play in helping prepare students for college, careers and citizenship. The vast resources at a community's disposal can both supplement and catalyze essential student learning.

That's why **Partnership for Student Success**, E3's innovative community engagement program, fosters collaborative programs between employers and schools. Since 2003, thousands of students across 14 school districts have been paired with employees who help young adults gain perspective on how scholastic achievement ultimately will serve them in the real world. Moreover, the program has proven to be a self-sustaining

model of community engagement and commitment to academic achievement. For example, the collaborative spirit sparked in Albany, Corvallis, Redmond, Forest Grove, Hermiston and Salem-Keizer and their respective Chambers of Commerce made it feasible for E3 to transition full responsibility of each city's program to local leadership. Once the programs were launched, they ran smoothly without ongoing involvement by E3, which in turn allowed us to focus on new communities and new solutions that advance academic achievement.



In 2008, we focused on a pilot to establish Employer Advisory Committees at four schools that participate in the Oregon Small Schools Initiative to foster a strong foundation of community engagement. Employers serve as champions and advocates for the schools working side by side with school leadership to analyze pressing issues and identify unique roles that employers can play to accelerate relevant learning. They then tailored programs to satisfy the needs of students. Innovative solutions have ranged from internship and mentoring programs, to workplace field trips and in-depth analysis of social service barriers inhibiting academic success.

While E3 is best known for its efforts to improve achievement in high schools, we also reach into middle schools with **Literacy Partners**. Students who possess a firm grasp of reading and comprehension can transition more easily into complex reasoning and analytical skills. In 2008, 53 students in nine middle schools received one-on-one reading attention from community volunteers and since its inception in 2004, Literacy Partners has helped improve reading skills for nearly 300 middle school students in 15 schools across Oregon.

Recognition of successful partnerships

Hermiston's *Project College Bound* earned the **Legacy Innovation Award**, which was presented in 2008 by AARP honoring one high school from each state. *Project College Bound* helps graduating students prepare for and enroll in college by sponsoring college tours and partnering with ASPIRE* to mentor juniors and seniors through the college selection process.

*Access to Student Assistance Programs In Reach of Everyone

Salem-Keizer's *Ready to Learn – Ready to Work* program was one of seven recipients of the Department of Education's 2008 **Outstanding Community/School Partnership Award**. Through job shadows, internships, workplace tours and mock interviews, businesses expose students to the skills needed to be successful in both college and careers.

E3 2008 financial results

2008 Revenue

Foundations	\$5,195,063
Corporations	\$308,974
Education Organizations	\$39,200

2008 Expense

Oregon Small Schools Initiative	
Small Schools Initiative	\$2,231,084
Grants for Small Schools	\$2,727,247
Other E3 Programs	\$104,959
Development	\$146,257
Administration	\$273,609

Employer advisory committees

Roosevelt Social Services Advisory Committee

Dave Carboneau
PGE (retired)

Barbara Gibbs
Meyer Memorial Trust

Nicole Stein
Umpqua Bank

Rep. Tina Kotek
State Representative

Deborah Peterson
Roosevelt Campus Director

Nora Lehnhoff
Roosevelt Campus Social Services Coordinator

Renaissance Arts Academy (ra²)

Eric Merten
PGE

Fred Locke
ra² Principal

Kate Bodin
Oregon College of Art & Craft

Tim DuRoche
Portland Center Stage

Martha Gannett
Gannett Design

Kevin Jeans Gail
Portland Workforce Alliance

Andy McDonald
Pacific Northwest College of Art

Katrina Sarson
Oregon Art Beat,
Oregon Public Broadcasting

Bree Woodruff
ra² Teacher

Leadership & Entrepreneurship Public Charter High School (LEP)

Dave Squire
Entrepreneurship Foundation of the Northwest

Lorna Fast Buffalo Horse
LEP High Director

Maurissa Fisher
Young Entrepreneurs Business Week

George Jones
PGE

Nick Knudsen
Open Meadow School

Jodi Walder-Biesanz

Keisha Edwards
Northwest Regional Education Laboratory

Susan Roberts
North Clackamas School District

Adam Reid
LEP High Teacher

Media Arts & Communications Academy (MACA)

Chris McLaran
US Bank

Laurie Cooper
MACA Principal

Larry Bohnsack,
KLYC Radio

Steve Cox
Velocity Studios

Jerry Eichten
McMinnville Community Media

Don Hays
Gearbox Studios

Phil Hutchinson
McMinnville Area Chamber

Mark Siegel
The Delphian School

Paul Wolff
MACA Teacher

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lovation

Sanford Inouye
Comcast

Duncan Wyse, Ex-Officio
Oregon Business Council

*Special thanks to our board members
who completed their service in 2008*

William Thorndike, Jr.
Medford Fabrication

Jodi Jordan
The Standard

Chris Rullman
Comcast

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generous support of*



René Léger
Executive Director

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