

REACHING NEW HEIGHTS SUMMER 2018

Data
Report
Number 5



MISSION: GRADUATE

UNITED WAY OF CENTRAL NEW MEXICO

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We are pleased to bring you Reaching New Heights, our fifth annual data report.

Our education partners have made great progress. We can announce that 20,226 NEW degree and certificate graduates have been added to central New Mexico since 2010. This represents the number of new graduates above expected projections from baseline year 2010.

We are now more than a third of the way towards our ambitious goal of 60,000 new graduates with certificates and degrees by 2020.

We are also pleased to share that our partnership continues to grow. With 353 individual partners representing 149 organizations, we are singularly focused on scaling our work to achieve greater impact.

This past year, we grew our Vision Council to 23 members. With their influence and support, we are reaching new heights.

We are strengthening our community foundation by focusing on early literacy and early childhood supports. We are working with high schools to improve attendance and engagement and college and career readiness. We are also targeting goals for college enrollment and career development.

Read through to learn more about the reach and impact that we have made this year. Give us your thoughts and join our effort. Together, we can work toward better outcomes for our community.

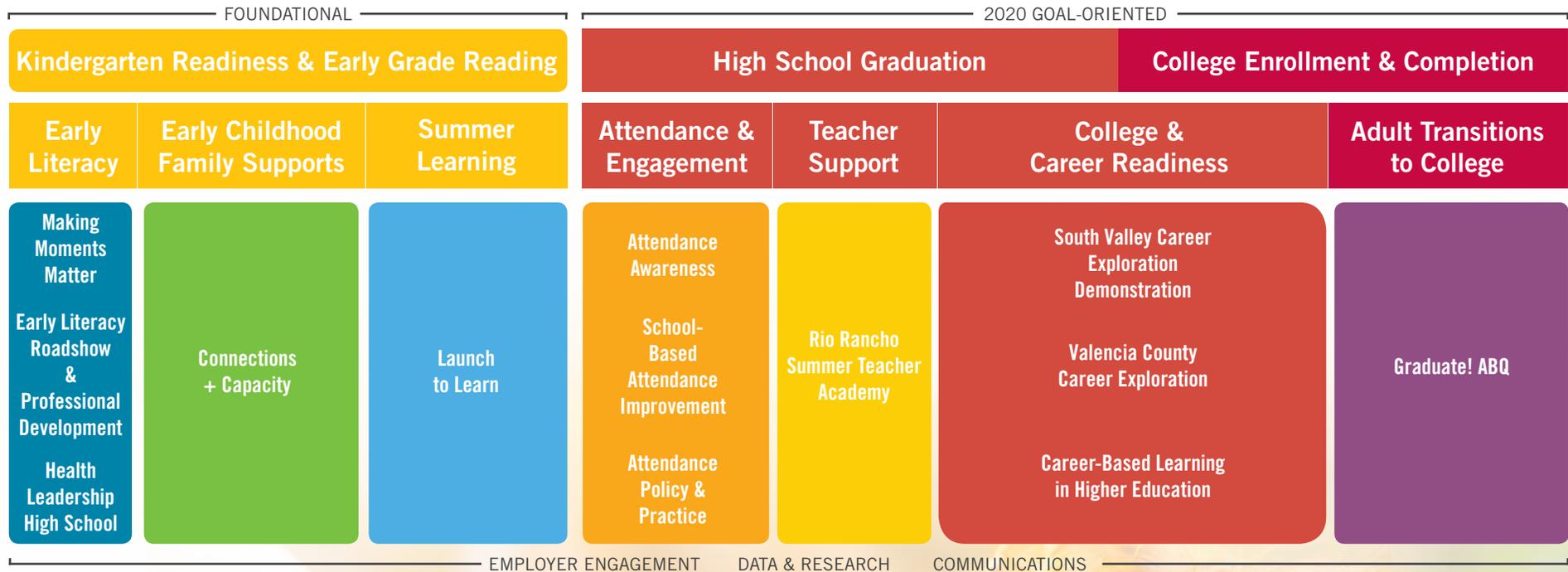


Kirby Jefferson
Vision Council Co-Chair



Raquel Reedy
Vision Council Co-Chair

2018 PRIORITIES



ABOUT MISSION: GRADUATE

Why Mission: Graduate

1 Career Success. A growing number of jobs require postsecondary education. By 2020, 63 percent of New Mexico's jobs will require more than a high school diploma.¹

2 Economic and Family Stability. In New Mexico, adults with an associate degree are four percent more likely to be employed and also earn \$10,000 a year more on average than those with a high school diploma.²

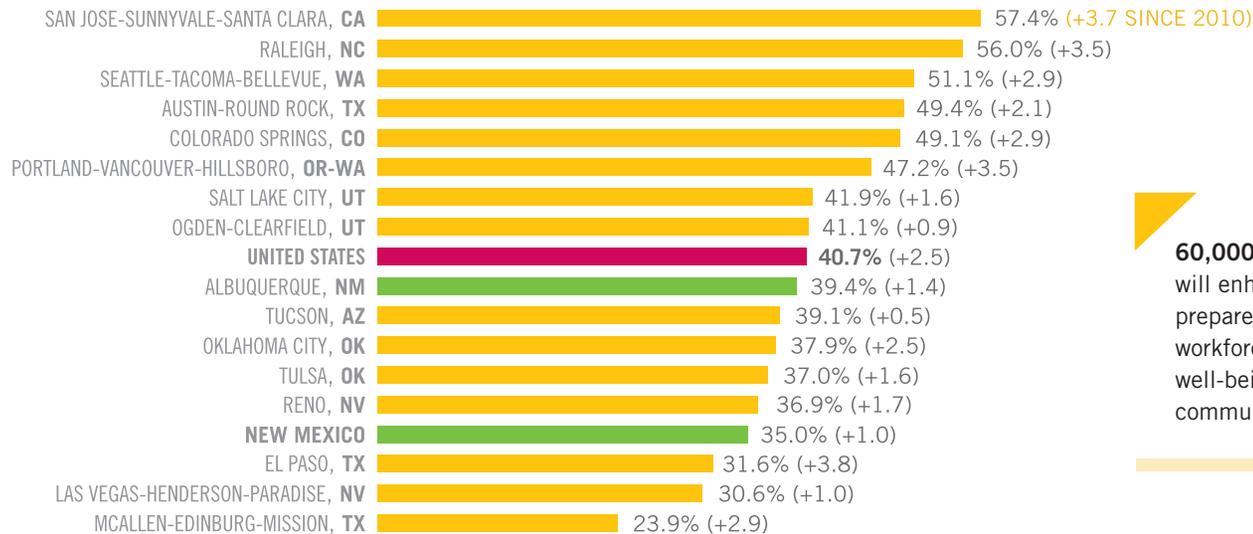
The vast majority of jobs that have been added to the economy during the recovery from the recent Great Recession require college credentials. This trend is unlikely to change.³

Nationally, communities with high educational attainment are also showing strong economic growth.⁴ Sixty thousand new graduates with economic stability in central New Mexico can help families

break the cycle of poverty and ensure better health and education for their children.

3 Community Well-Being. Education is critical to social and economic development and has an impact on community health. Higher levels of education are associated with a range of positive community health benefits – including better health and well-being, greater community engagement, and social/cultural equality in access to resources.⁵

Percent of Population with an Associate Degree or Higher



Source: American Community Survey 2011-2015, 5-Year Estimates

60,000 new graduates will enhance the preparedness of our workforce and the well-being of our community.

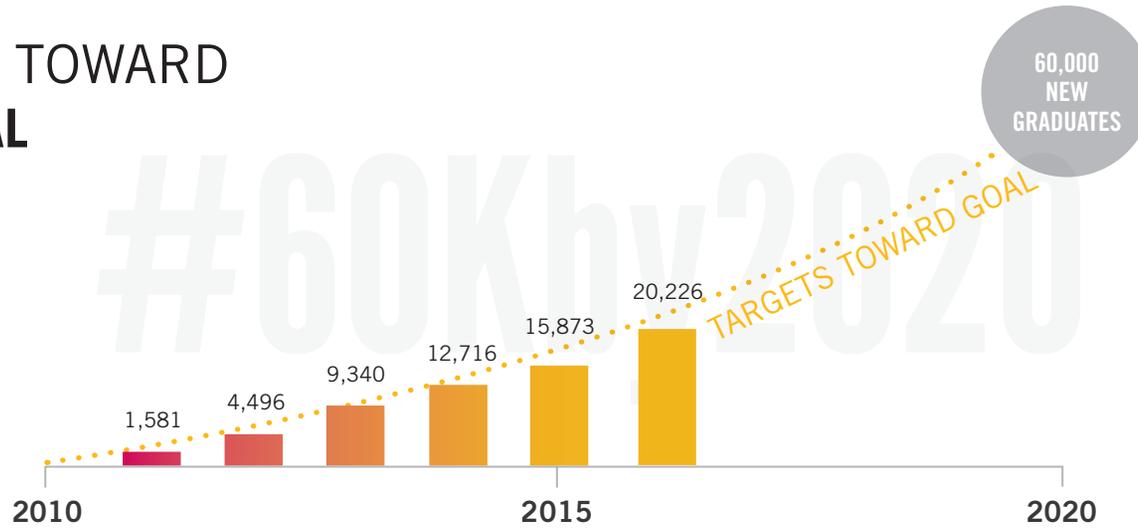
¹ Carnevale, A. P., Smith, N., & Strohl, J. (2013). Recovery: Projections and Education Requirements Through 2020: State Report. Washington: Georgetown University Center on Education and the Workforce.

² American Community Survey (ACS) Microdata, 2011-2015, 5-Year Estimates

³ Carnevale, A. P., Jayasundera, T., & Gulish, A. (2016). America's Divided Recovery: College Haves and Have-Nots. Washington: Georgetown University Center on Education and the Workforce.

⁴ Shearer, R., Friedhoff, A., Shah, I., & Berube, A. (2017). Metro Monitor: An index of inclusive economic growth in the 100 largest U.S. metropolitan areas. Washington: Brookings.

PROGRESS TOWARD THE BIG GOAL



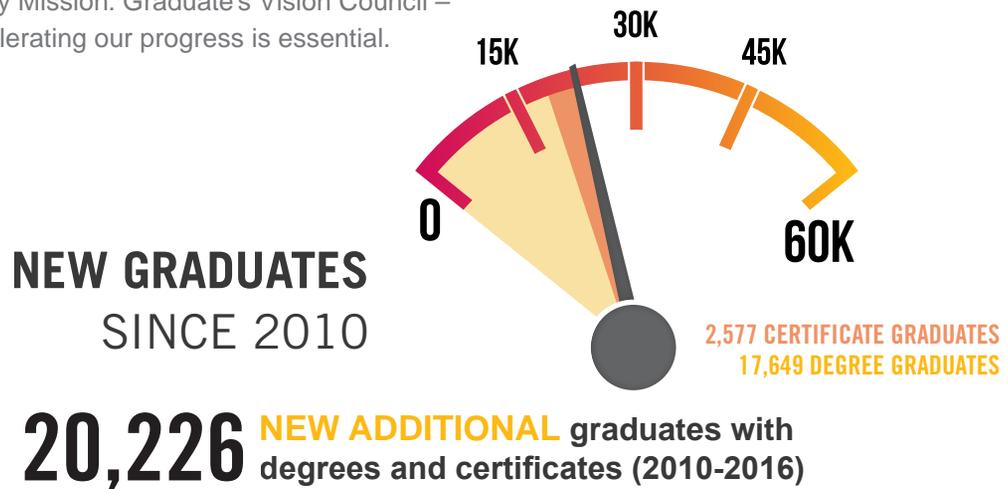
What Do the Data Tell Us

As of 2016, the most recent year for which we have data, educational attainment in central New Mexico is up 20,226 new graduates compared to our 2010 baseline.⁶

Our community can be proud of the achievements of our local colleges and universities and of our graduates. If we are to meet the big goal set by Mission: Graduate's Vision Council – 60,000 by 2020 – accelerating our progress is essential.

How Does ABQ Compare

Nationally, communities with particularly robust economic growth in recent years are not only ahead of us, but their educational attainment rates have also grown faster than ours since 2010.



92,789

TOTAL degrees / certificates since the year 2010.



⁵ Zimmerman, E.B., Woolf, S.H., & Haley, A. (2015). Understanding the relationship between education and health: A review of the evidence and an examination of community perspectives. Rockville, MD: Agency for Healthcare Research and Quality.
⁶ We calculate progress toward the goal using two data sources. For degree graduates: We use ACS 5-Year estimates to calculate the increase since 2010 in adults 18 and over with at least an associate degree, adjusting for population growth. For certificate graduates: We use data from the Integrated Postsecondary Education Data System (IPEDS) to calculate the increase since the 2010-11 school year in adults 18 and over earning a postsecondary certificate, adjusting for population growth.

OPPORTUNITY GAP SCORECARD

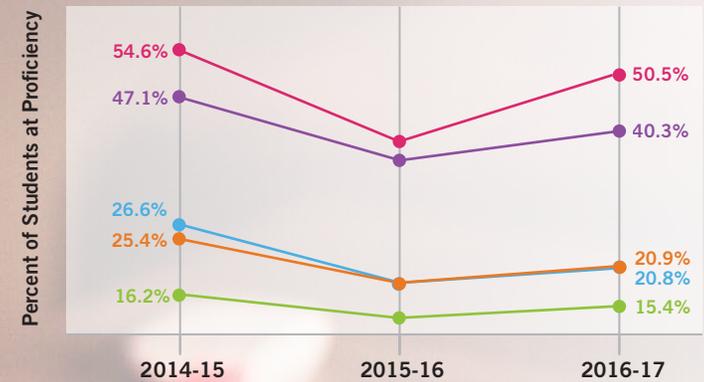
The opportunity gap is the disparity in access to quality schools and resources needed for all children to be successful. In central New Mexico, a child's chances of success are impacted by an opportunity gap that has African American, Hispanic and Native American communities faring worse on average than their White and Asian peers. Mission: Graduate seeks to close these gaps and annually prepares this Opportunity Scorecard to track progress toward this goal.

Visit our Seven Core Outcomes Interactive Dashboard: missiongraduatenm.org/progress

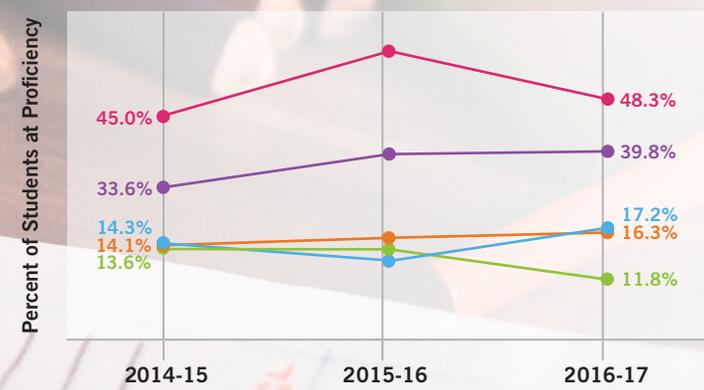
- ASIAN
- WHITE
- BLACK / AFRICAN AMERICAN
- HISPANIC OR LATINO
- NATIVE AMERICAN

*Key applies to both pages

3rd Grade Reading

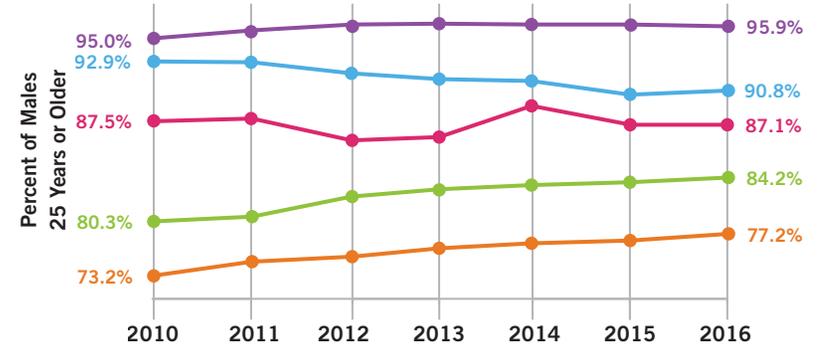
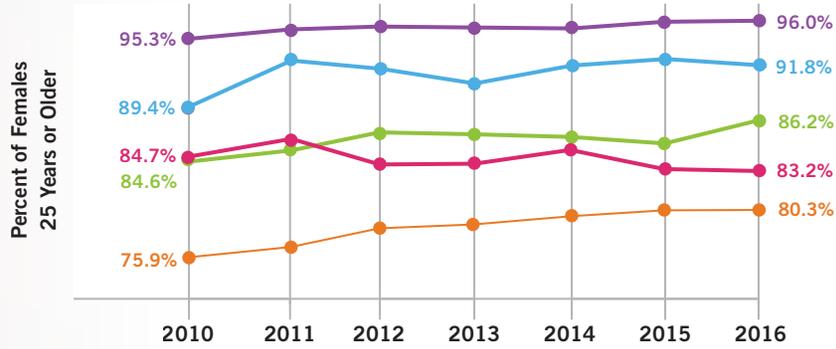


8th Grade Math



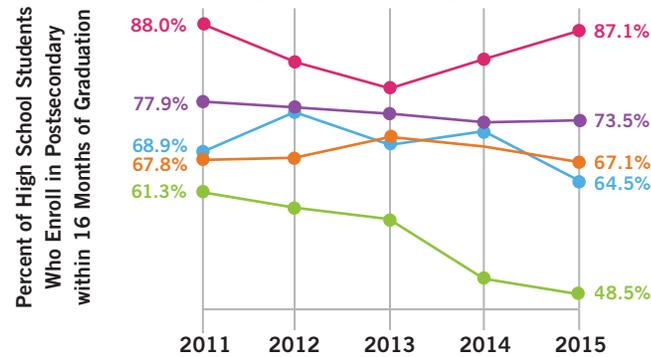
Source: NM Public Education, 2016-17 PARCC; Proficiency is defined as Accomplished and Above

High School Completion



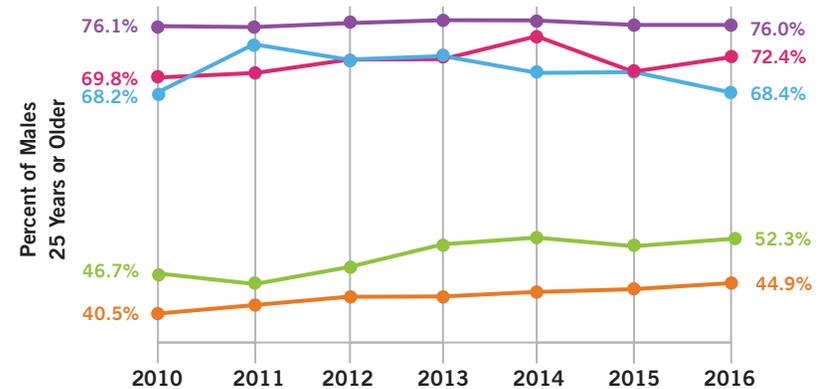
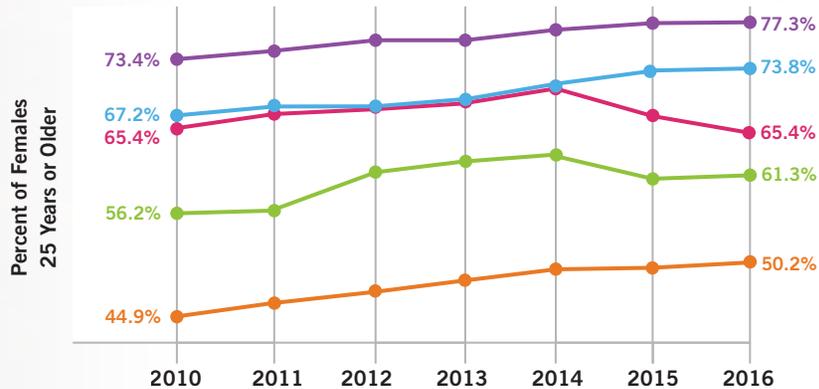
Source: American Community Survey, 5-Year Estimates

Post-High School College Enrollment



Source: NM Public Education Department

College Attending Adults*

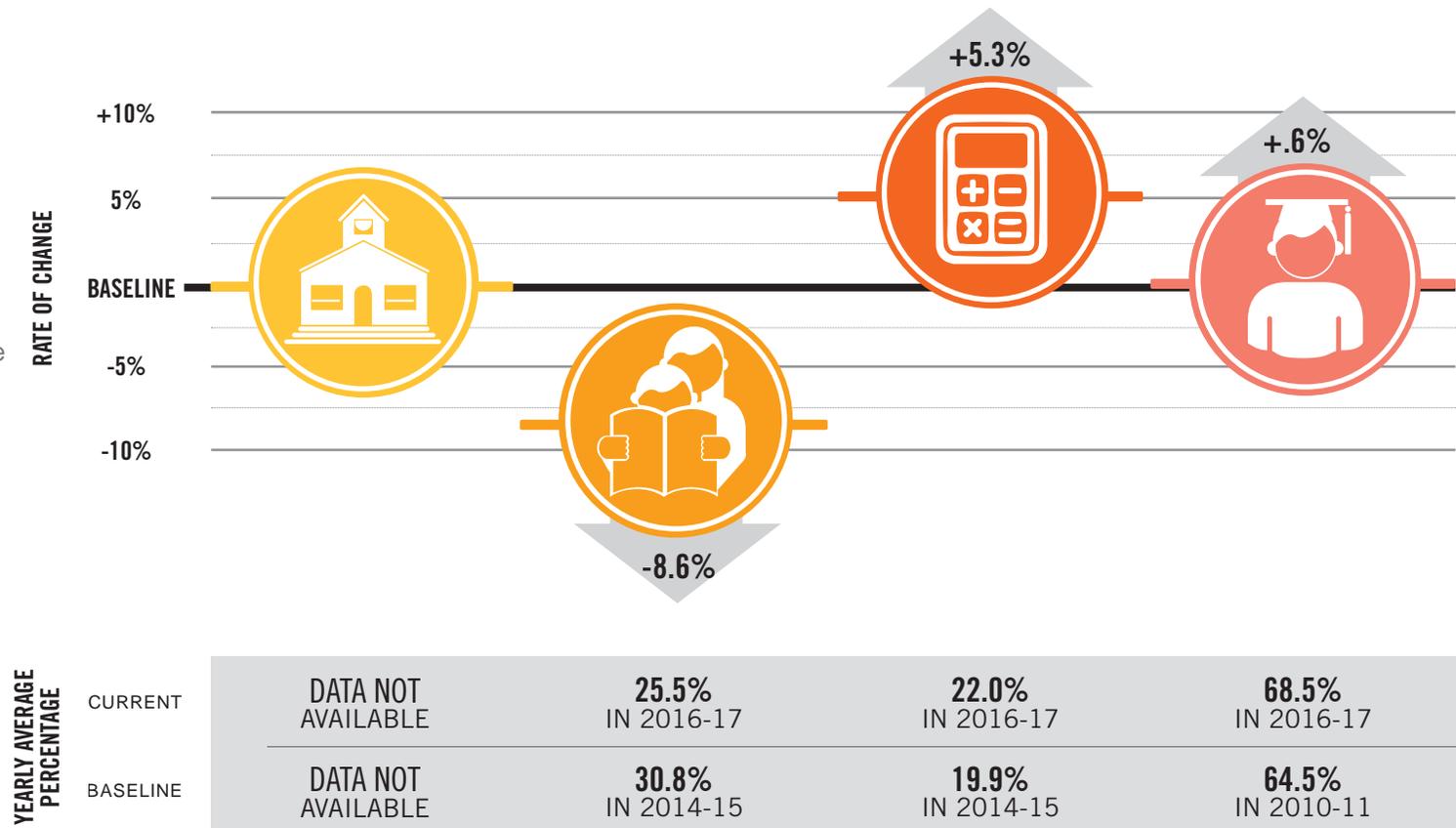


Source: American Community Survey, 5-Year Estimates
 *Individuals who attended but did not necessarily complete college

COMMUNITY-WIDE OUTCOMES

Mission: Graduate tracks data on seven core outcomes that paint a broad picture of how central New Mexico is faring.⁷ With our partners, we selected these outcomes as measures of our collective progress toward shared results. This scorecard provides a 10,000-foot view of our community's progress on Mission: Graduate's seven outcomes compared with a baseline year. Baseline years differ by outcome due to changes in assessments and data availability.

KINDERGARTEN READINESS	EARLY GRADE LITERACY	MIDDLE GRADE MATH	HIGH SCHOOL GRADUATION
Percentage of children who are "accomplished and above" in key domains at the beginning of kindergarten	Percentage of third graders who meet or exceed expectations in English Language Arts / Literacy	Percentage of eighth graders who meet or exceed expectations in Math	Percentage of high school students who graduate within four years



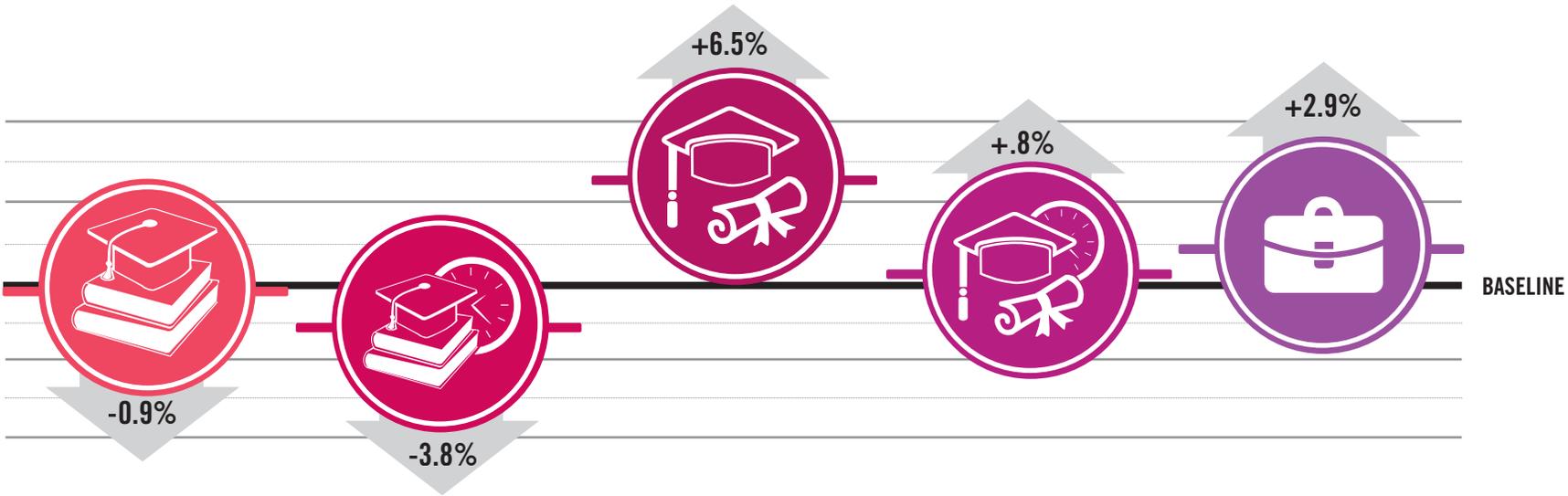
⁷ Four-county data include, where applicable, the following school districts: Albuquerque Public Schools, Belen Consolidated Schools, Bernalillo Public Schools, Estancia Municipal Schools, Los Lunas Schools, Moriarty-Edgewood Schools, Mountainair Public Schools, Rio Rancho Public Schools, and state charters in the Albuquerque area; and where applicable, the following higher education institutions: Central New Mexico Community College, University of New Mexico-Main Campus, University of New Mexico-Valencia County Campus,

COLLEGE ENROLLMENT

COLLEGE COMPLETION

POST-COLLEGE EMPLOYMENT

<p>Percentage of high school students who enroll in post secondary education at any time within 16 months of graduation</p>	<p>Number of part-time and full-time undergraduates enrolled in the fall</p>	<p>Number of degrees and certificates, all levels, awarded by postsecondary institutions in central New Mexico</p>	<p>Percentage of first-time, full-time degree or certificate-seeking students who graduate within 150 percent of normal time</p>	<p>Percentage of central New Mexico postsecondary graduates employed at one-year post-graduation (CNM and UNM only)</p>
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67.7%
OF 2015 HS GRADUATES

51,633
FALL 2016

14,934
IN 2016-17

38.3%
IN 2016-17

76.2%
IN 2015-16*

70.6%
OF 2011 HS GRADUATES

63,649
FALL 2011

10,878
IN 2010-11

36.6%
IN 2010-11

73.3%
IN 2010-11

*Data not currently available for 2016-2017

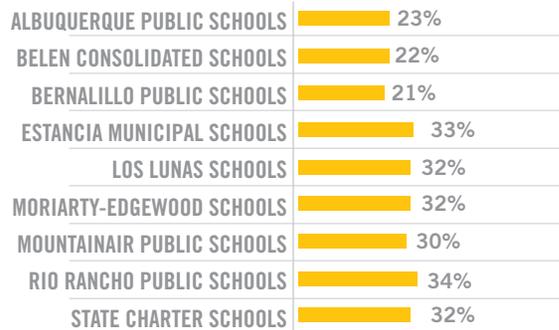
Southwestern Indian Polytechnic Institute, Aveda Institute-New Mexico, Brookline College-Albuquerque, Brown Mackie College-Albuquerque, Carrington College-Albuquerque, De Wolff College Hair Styling and Cosmetology, ITT Technical Institute-Albuquerque, National American University-Albuquerque, National American University-Albuquerque West, Pima Medical Institute-Albuquerque, Pima Medical Institute-Albuquerque West, Southwest Acupuncture College-Albuquerque, Southwest University of Visual Arts-Albuquerque, Toni & Guy Hairdressing Academy-Albuquerque, Universal Therapeutic Massage Institute, University of Phoenix-New Mexico.

#60kby2020

STRENGTHENING THE PIPELINE TOWARDS COLLEGE ENROLLMENT AND COMPLETION

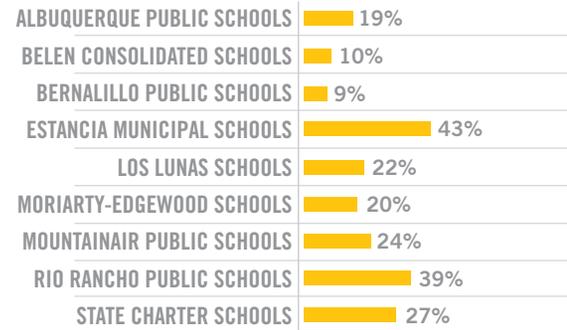
The best way to improve high school graduation rates and college enrollment is to ensure that we have a healthy educational pipeline, beginning at birth and continuing through a child’s school years. However, many central New Mexico students are struggling in core subjects, such as reading, math, and science. In 2016, fewer than 35 percent of 3rd grade students in the four-county region were proficient in reading. Similarly, fewer than 43 percent of 8th grade students were proficient in math. It is clear that there is significant room for improvement in the early learning outcomes of our students.

3rd Grade Reading Proficiency



Source: NM Public Education Department, PARCC, 2017

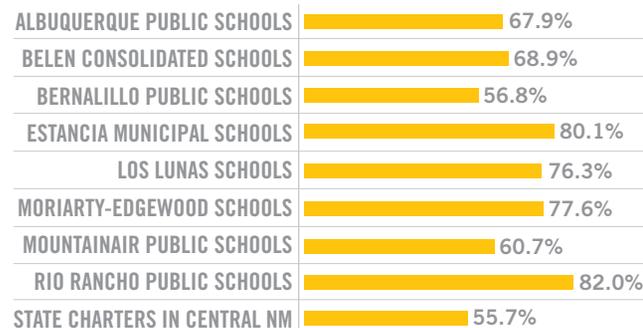
8th Grade Math Proficiency



Source: NM Public Education Department, PARCC, 2017

Additionally, many central New Mexico high school students are not graduating within four years, and all of our four county school districts have graduation rates below the national average of 84 percent.

High School Graduation Rates



Source: NM Public Education Department, 2016-17 Four-Year Graduation Rates

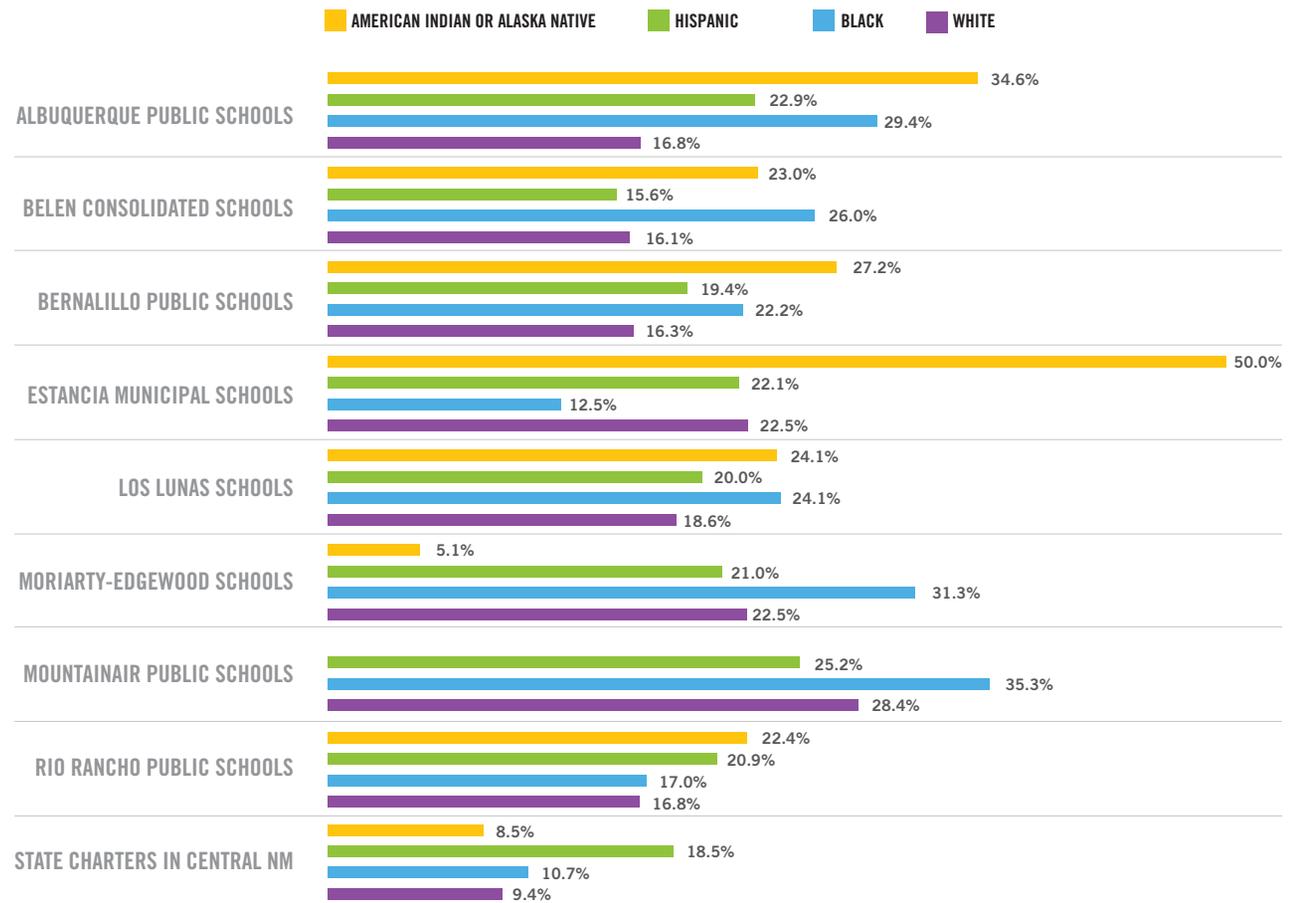


One potential factor impacting our high school graduation rate is chronic absenteeism—which is defined by the federal government as missing 15 or more days in the school year, for any reason.

On average, 21.8 percent of central New Mexico students were identified as chronically absent during the 2015-16 school year.

Through research on effective practices and a sustained, open dialogue with our community partners, Mission: Graduate has developed a set of strategies, described in the next section, that have the potential to significantly increase high school graduation rates. These strategies include early literacy, early childhood family supports, summer learning, attendance and engagement, and teacher support.

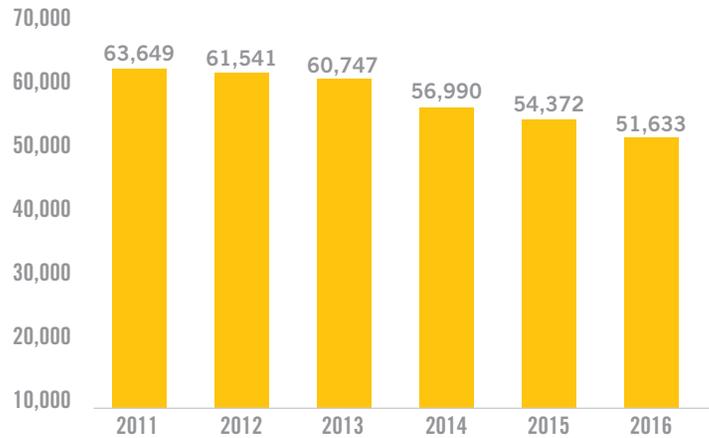
Chronic Absenteeism Absence Rates by Race/Ethnicity



Source: U.S. Department of Education, Civil Rights Data Collection, 2015

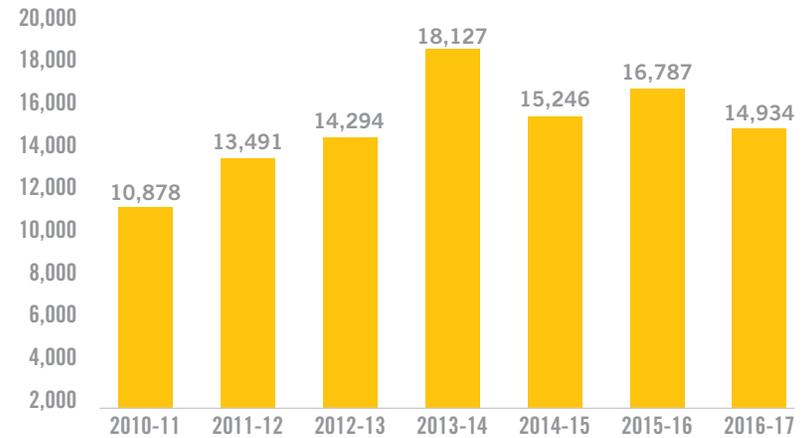
Reaching beyond high school, Mission: Graduate also supports initiatives to increase college enrollment and completion with a focus on college and career readiness and adult transitions to college. By 2020, 63 percent of jobs in the four-county region will require a college degree or certificate. While some institutions of higher education, most notably the University of New Mexico and Central New Mexico Community College, are reporting increased certificate and degree completion, we are seeing a troubling long-term trend of decreased access to all institutions of higher education.

Number of Part-time and Full-time Undergraduates Enrolled During the Fall Semester



Source: Integrated Postsecondary Education Data System (IPEDS)

Number of Degrees and Certificates Awarded by Postsecondary Institutions in Central New Mexico



Source: Integrated Postsecondary Education Data System (IPEDS)

In addition, central New Mexico has nearly 256,511 working-age (18-64 years of age) adult residents who do not have college credentials. This provides an opportunity for our community to invite working-age adults to return to school and further their education.

Two strategies to increase college enrollment and completion—college and career readiness and adult transitions to college—are described as part of Mission: Graduate’s goal to strengthen the pipeline after high school graduation.

EARLY LITERACY: MAKING MOMENTS MATTER

Why Making Moments Matter

Early learning experiences help support children's later literacy development. In 2016, fewer than 35 percent of children in central New Mexico were proficient in reading, providing a clear need to support positive, early experiences to lay a foundation for later academic success.



Our Approach

The Making Moments Matter campaign encourages adult and child relationships through play and brain-building activities. Using everyday items to engage babies and young children, wherever they happen to be, encourages brain development. Families are reached at community events and through print and digital media. A major element of this campaign incorporates Bright by Text, a texting service that provides subscribers with free, age-appropriate tips and resources helpful in raising healthy children. To sign up, parents can text PLAY to 274-448.

The Early Childhood Accountability Partnership (ECAP) facilitates interactive workshops for organizational partners, supporting healthcare and family service providers who are interested in refining their early literacy messaging.

Additionally, ECAP works with Health Leadership High School to educate students who may eventually become parents about the importance of literacy and brain development beginning at an early age. In one aspect of the program, students create multimedia campaigns to educate others.

Our Impact

To date, 104 early childhood service providers have participated in the Making Moments Matter workshop and have received materials to share and prompt important discussions with families.

Seventy-five students from Health Leadership High School learned about early literacy and the Making Moments Matter campaign. At the beginning of the project, 69 percent of students reported feeling prepared to help a young child learn to read. This increased to over 80 percent of students reporting feeling prepared to help a young child learn to read by the end of the project. Students also demonstrated increased knowledge of literacy activities with nearly 65 percent identifying key activities at the end of the project compared to approximately 40 percent at the beginning of the project.

104

early childhood service providers
and 75 students from Health
Leadership High School learned
about the Making Moments
Matter campaign

What Happens Next

We are participating in a national initiative, known as the StriveTogether Prenatal-3 Impact and Improvement Network, which provides the opportunity to test, improve, and enhance the Making Moments Matter messaging. This will support our ability to scale up the campaign, which requires increasing the number of people familiar with the concepts and the number of providers trained in using the tools and messaging. We will also explore the possibility of increasing our reach through creating materials in languages in addition to English and Spanish.



EARLY CHILDHOOD FAMILY SUPPORTS: CONNECTIONS + CAPACITY

Why Connections + Capacity

Families need access to a comprehensive and integrated system of high-quality services to support healthy pregnancies, child development, and early learning. To improve referral practices and increase the capacity of our service system, it is critical to build connections among providers.

Our Approach

Connections + Capacity is a strategy developed to increase access to underutilized services and improve referral practices among providers. To support stronger connections among the many providers who serve young children and families, ECAP offers multiple networking and co-learning events, bringing together organizations which may lack other opportunities to connect in meaningful ways.

Our Impact

In the four events held in 2017, 46 early childhood service providers from 26 different organizations participated. Each participant reported making connections that will lead to a referral to another local organization.

What Happens Next

Connections + Capacity is partnering with Explora to offer science, technology, engineering, arts, and math-focused professional development opportunities for early learning providers in fall 2018. We continue to seek new ways to connect providers.

We continue to improve and increase referral practices among providers through networking opportunities. This may help with the issue of underutilization of services in our local community.

46

early childhood service providers
from 26 organizations participated
in Connections + Capacity

*“Wonderful networking and discussion.
Meaningful and pertinent.”*

-Early Childhood Service Provider

SUMMER LEARNING: LAUNCH TO LEARN

Why Launch to Learn

Academic subjects like reading and math are critical for success. According to the Campaign for Grade-Level Reading, research shows that students from low-income families are more likely to lose ground academically during the summer months than their higher-income peers. The reason for this discrepancy has been attributed to children's differential access to structured learning activities that extend learning from the prior school year. The tendency for students to lose some of the achievement gains made during the school year is called the "summer slide."

Our Approach

Mission: Graduate understands that the way to combat the summer slide is by promoting year-round learning opportunities. A Launch to Learn Family Adventure Guide was developed to encourage families to work together on do-it-yourself activities and to visit museums, libraries, and other locations throughout the city. In addition, Launch to Learn is a partner with Story Time in the Park, an APS Title I program which provides a venue for interaction between teachers, parents, and students in non-traditional settings.



"I like the do-it-yourself activities in STEM topics. Spanish and English in the same booklet make it more inclusive."

-Parent

Our Impact

In 2017, 15,000 science-focused guides were given out at 16 partner sites, 38 Albuquerque Public Schools K3+ summer schools, and several Story Time in the Park sessions where children who participated received a book every time they attended. Distribution among our partners is key to expanding the number of children who have access to learning activities. In April 2018, we brought together 52 summer program leaders to begin building a citywide vision for after-school and summer learning support. This dialogue laid a foundation for the future of our work in the years to come.



15,000

booklets distributed to over
16 partner sites and 38
Albuquerque Public Schools

What Happens Next

Mission: Graduate kicked off a demonstration project in which parents were provided the 2018 Launch to Learn Summer Family Adventure guide and were asked to give feedback on the materials and activities, and the importance of continued out-of-school learning. For more information, go to LaunchtoLearn.org.



ATTENDANCE AND ENGAGEMENT

Why School Attendance and Engagement

By 6th grade, chronic absenteeism is a leading indicator that a student may drop out of high school. According to the national organization Attendance Works, chronic absence is defined as missing 10 percent or more of the school year for any reason. This is the threshold at which absences begin to have negative academic consequences, according to numerous research studies. Although we do not have community-wide chronic absence data using the 10 percent threshold, we do know that approximately 21.8 percent of students in central New Mexico schools have missed 15 days or more, thus putting them at risk for school disengagement and not completing their high school education (See Chronic Absenteeism Chart on page 9).

Our Approach

Mission: Graduate supports schools in their ability to track chronic absenteeism to identify opportunities to intervene and support any student in danger of falling behind. The work to achieve this goal includes community-wide messaging, sharing information and best practices at annual conferences, and providing support in the development of school-based attendance teams.

Our Impact

At the 2017 Every Day Matters Attendance Conference, 226 staff from 41 schools in seven school districts learned how attendance teams use data to inform attendance improvement planning, and they developed targeted action plans based on the patterns revealed by the data. At a follow-up conference held early in 2018, 96 attendees from 35 teams delved deeper into techniques and tools that improve team effectiveness.



226

staff from 41 schools in 7 school
districts learned how to develop
attendance improvement plans

Our Impact, Continued

As a complement to this effort, 10 attendance teams from Albuquerque Public Schools are in their second year of a demonstration project, which is partially funded through United Way of Central New Mexico's Community Impact Project grant program.

This project was profiled in a prominent national news publication, which highlighted the chronic absence reductions at Alamosa Elementary School. (See <https://bit.ly/2MtqDhM>).

In addition, Bernalillo High School has been focusing on reducing chronic absenteeism through examination of school culture, evaluation and revision of school and district truancy policies, and development of a district-wide awareness campaign.

At Our Last Attendance Conference, Participants Reported:

- ✓ 25% of schools are incorporating incentives for good or improved attendance
- ✓ 18% of schools are helping students and families build awareness of chronic absence
- ✓ 15% of schools are utilizing resources at the school including filling available positions
- ✓ 15% of schools have organized a team to address chronic absence
- ✓ 15% of schools are meeting and communicating as a team
- ✓ 13% of schools are engaging students and families more

What Happens Next

Mission: Graduate will continue to support schools and school-based attendance teams with annual conferences, resource development, and best-practice sharing. Specifically, we will support schools in redefining current practices in addressing chronic absenteeism. Success in this area requires schools and school attendance teams to commit to defining and addressing chronic absenteeism. An increase in attendance and engagement can have a direct impact on high school graduation rates.

A policy team formed after the 2016 Attendance Conference is investigating potential changes at the local and state level that could make tracking chronic absence rates easier and provide a better approach for schools to act on the causes of absenteeism that are specific to their student populations.

The 2018 Every Day Matters Attendance conference will be held on September 6 at the Albuquerque Convention Center.

TEACHER SUPPORT

Why Teacher Support

Professional development provides teachers with increased content knowledge to better prepare students for college, career, and life. There has been an increase in the requirements for both teachers and students to focus on science, technology, engineering, and math (STEM) in academics. With the average percentage of students in central New Mexico who are proficient in 8th grade math significantly less than 50 percent, it is critical to support teachers in providing this type of professional development. Partnering teachers with employers invested in our community provides them with a broader understanding of what employers look for when hiring and helps teachers make the connection between the classroom and the workplace.

Our Approach

In partnership with Sandia National Laboratories, Intel, Air Force Research Laboratory, and Wells Fargo, Mission: Graduate and Rio Rancho Public Schools (RRPS) developed a summer teacher academy known as Mathematics with Infinite Technology (MIT).

The summer teacher academy integrates technology and workforce application into classroom lessons. The event kicks off with representatives from partner companies presenting ideas on real-life applications that can then be shared with students. During the remainder of the days, RRPS provides district specific technology training.



I loved having the chance to talk to several organizations to understand how concepts we teach are actually used in the real world."

-MIT Participant

Our Impact

In 2016 and 2017, 122 math teachers participated in the MIT Summer Teacher Academy. In a follow-up survey, 97 percent of teachers reported that participating in MIT strengthened their relationship with other teachers and 80 percent met a local employer that they will likely reach out to again to support their classroom teaching. Most importantly, all teachers (68 percent strongly agreed, 32 percent agreed) reported building greater confidence in their use of technology as a result of the training.

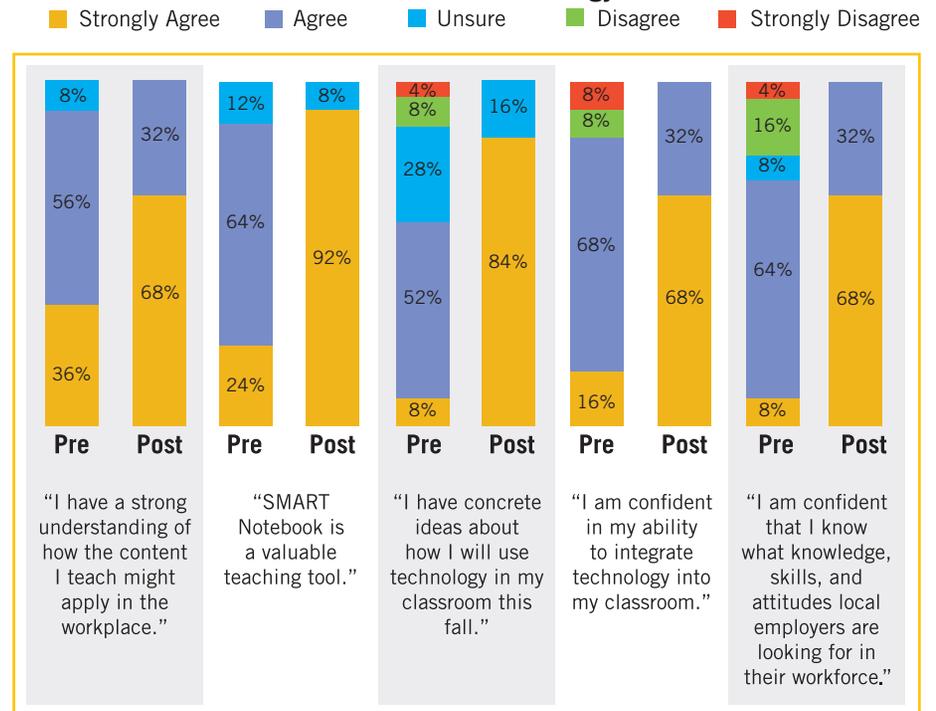
122
math teachers participated
in the MIT Summer
Teacher Academy

What Happens Next

The 2018 Summer Teacher Academy maintained its technology focus and targeted science teachers in grades K-12. For the first time, Los Lunas Schools teachers joined RRPS in this year's training.

Starting this year, our research team will continue a conversation with teachers throughout the school year to understand the impact of the technology training and connections made with employers. This understanding will help with developing best practices. Next year, we will continue to seek opportunities to increase the number of schools and teachers served in central New Mexico.

Teachers had greater confidence in the use of classroom technology



COLLEGE AND CAREER READINESS

Why College and Career Readiness

Every high school student should graduate with a plan for his or her future and with the knowledge, skills, and attitudes needed to realize that plan. College and career readiness activities help students explore their options, build their skills, and engage more deeply in their learning. By connecting learning to the real-world, college and career readiness activities can have an impact on student engagement, which is associated with a greater likelihood of graduating from high school.

Our Approach

From middle school through college, students should be exploring their interests, strengths, and pathways toward a career of their choice. This can happen through career-based activities which deepen in intensity as students progress through school. We support middle school students by helping students identify their strengths and interests and connecting them to guest speakers, career fairs, and field trips aligned with those interests. We also support high school students in participating in higher intensity experiences, such as mock interviews, job shadows, and internships.

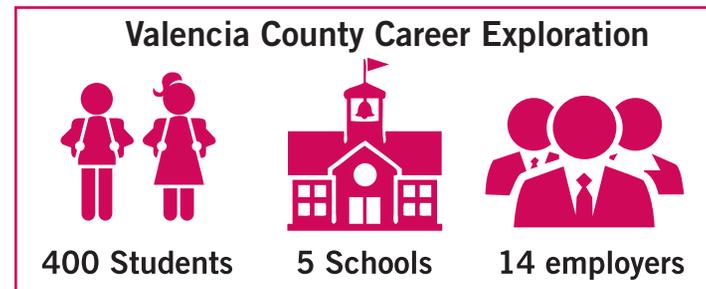


Our Impact

Last fall, 450 students from three South Valley middle schools spoke with 23 different employers at the Pride to Profession Day at Rio Grande High School. Seventy-nine percent of students who responded to surveys reported that after participating in the career fair they were thinking about college or vocational classes after high school compared to 62 percent before the event.

In February 2018, in partnership with Junior Achievement of New Mexico, 302 high school students from nine central New Mexico schools visited 15 employers as part of Groundhog Job Shadow Week. At the end of the job shadow week, 67 percent of students were able to identify that perseverance, responsibility, teamwork, motivation, and problem-solving were key “soft skills” valued by employers compared to 39 percent before the event.

In March 2018, 400 students from all six Valencia County high schools participated in career exploration presentations and mock interviews with 14 Valencia county employers. When students were asked how knowledgeable they were of workplace skills, 45 percent reported a strong understanding after participating in the career exploration events compared to 34 percent prior to participation.



What Happens Next

With funding from a GradNation Acceleration Grant, Mission: Graduate is partnering with Rio Grande High School to identify and re-engage off-track students using three strategies: reducing the rate of chronic absences, providing college and career experiences, and developing a process to identify and re-enroll students who have dropped out.

The second annual South Valley Pride to Profession Career Day will be held on September 21 and Groundhog Job Shadow week will be held in February 2019.

In Valencia County, our career exploration team is now known as the Valencia County Partnership for a Work-Ready Community. It will continue supporting the students who participated in our spring 2018 activities by adding new career exploration experiences and examining other forms of support for teachers and students in earlier grades.



1,152

students from 17 schools
participated in career exploration
activities with 52 employers

ADULT TRANSITIONS TO COLLEGE: GRADUATE! ABQ

Why Graduate! ABQ

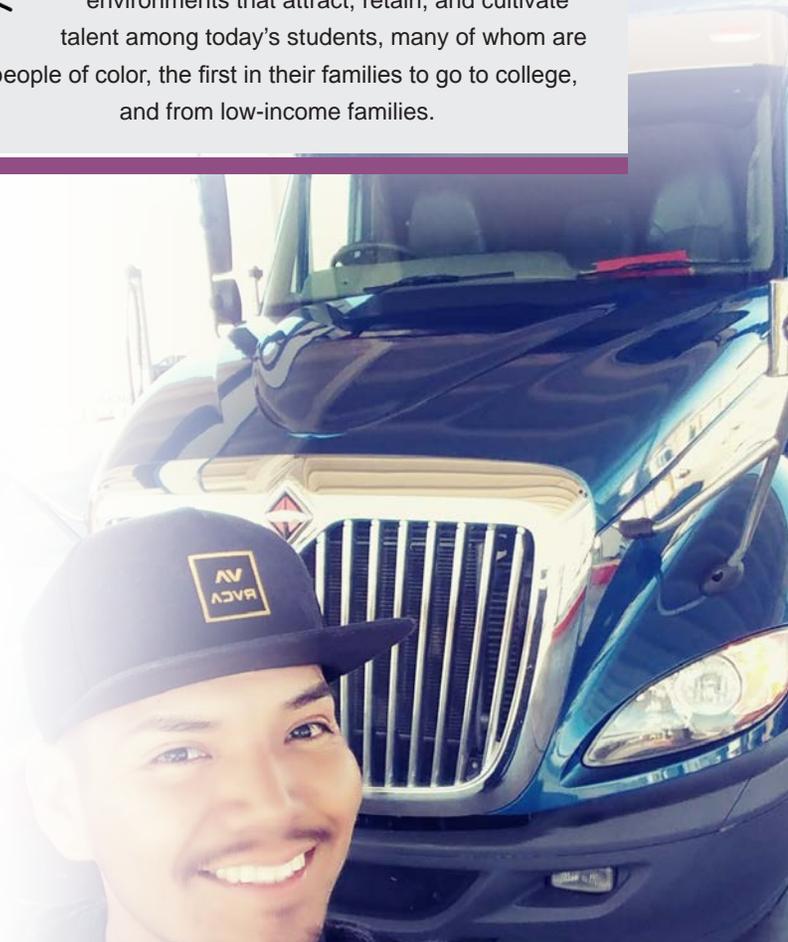
In order to reach our goal, we have to have an intentional focus on bringing working-age adults back to school. There are three main barriers that adults face when considering going back to college: time, money, and information. Graduate! ABQ addresses those barriers and provides an easier pathway back to school by leveraging the resources available through our region's workforce system.

Our Approach

Graduate! ABQ is a free service that assists any Albuquerque area resident in taking the initial steps toward enrolling in college, figuring out how to pay for it, and connecting them with the people they need to know at the school of their choice. Graduate! ABQ is a partnership between Mission: Graduate, Central New Mexico Community College, the University of New Mexico, Workforce Connection Central Region, Youth Development, Inc., the New Mexico Department of Workforce Solutions, and the City of Albuquerque.



Mission: Graduate was designated as a Talent Hub by the Lumina Foundation. The designation is earned by meeting rigorous standards for creating environments that attract, retain, and cultivate talent among today's students, many of whom are people of color, the first in their families to go to college, and from low-income families.



Our Impact

Since its launch in February 2017 through May 2018, our two coaches have met with 213 adults; 51 have reported that they have either started a postsecondary program of study or completed a degree or certificate. Through these meetings, Graduate! ABQ coaches provided career and college exploration support to assist students in selecting a program of study, to assist students in preparing and applying to postsecondary opportunities, and to connect to additional resources once they are enrolled. Coaches provided financial consultations to 86 percent of clients, many of whom found funding sources through scholarships, federal student aid, or the Workforce Innovation and Opportunity Act.



What Happens Next

Graduate! ABQ will focus on increasing capacity through additional coaches as well as cross-training with Workforce Connection. It will also continue to address the misperception that post-secondary education is only a four-year college degree. Our focus is on all post-high school training and education that will lead to self-sufficiency and career success.

“Graduate! ABQ has helped to prepare me for school and provided a mentor who is able to help me along the way.”

-Graduate! ABQ Client



Read stories about college enrollment on our facebook page and request an appointment at:

[graduateabq.org](https://www.facebook.com/graduateabq.org)

213

people met with coaches and 51 adults started or completed a degree/certificate

Thank you

Mission: Graduate's work would not be possible without the support of our Vision Council



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FOR QUESTIONS ABOUT THIS REPORT OR MISSION: GRADUATE

Megan Dunn Davison, Ph.D.

Director of Continuous Improvement, Mission: Graduate
megan.dunndavison@uwcnm.org

Angelo Gonzales, Ph.D.

Chief Strategy Officer, United Way of Central New Mexico
angelo.gonzales@uwcnm.org

THIS DATA REPORT WAS PRODUCED BY:

Brennan Artrip
Megan Dunn Davison
Angelo Gonzales
Ruth Juarez
Derek Kuit
Emily Padilla
Leah Sudduth



United Way
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Phone: (505) 247-3671

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