The last year has been full of unexpected challenges and opportunities. The current public health emergency has prompted a new outlook on the importance of educational attainment and career pathway development. The road to completing high school, and a degree or certificate may continue to change as we navigate this time of uncertainty, but it remains an integral part of building economic resiliency and mobility for our community.

As we reflect on our journey over the last decade, we are now looking forward at how Mission: Graduate can continue to support our community to build capacity within the framework of our strategies and the successful engagement practices that have been adopted across systems in K-12 and higher education.

Although we may not know exactly how our educational system will adapt to our current challenges over the next year, we do know our students will need their community more than ever to support them in achieving what they dream for themselves. United Way of Central New Mexico’s cradle to career commitment brings together Mission: Graduate and Mission: Families to address our systems from the perspective of the whole student.

We recognize that the pathway to educational attainment is not linear and can be full of unexpected roadblocks. It takes a holistic approach to create an equitable and agile system. It takes authentic engagement with our community at all levels to understand where the gaps are within our current system.

Both young people and adults will need strong systems of support to adapt to these ever-changing times and be successful in their quest to build the lives they want for themselves. We look forward to working with our community to create the “world-class, seamless, and coordinated education system that provides equitable opportunities for all to excel and succeed in school, graduate with a post-secondary certificate or degree, and enter a career of their choosing” that we originally envisioned together 10 years ago.

LELEAN KRAVITZ
VP of Fidelity Investments
Vision Council Co-Chair

RAQUEL M. REEDY
Superintendent of APS
Vision Council Co-Chair
United Way of Central New Mexico fights for the education, health, and financial stability of every person in our four-county community.

Partnering with business, community, government, and individual partners along with the lift of thousands of generous donors, we bring together people and resources to identify problems, develop solutions, and measurably improve lives.

We work to achieve this in four primary ways:

01  **We Have a Dedicated Team that Focuses on Family Stability and Educational Outcomes.**

In partnership with the community, our impact team works to improve lives by increasing family stability and educational attainment in central New Mexico. By providing supports that improve outcomes for all families, we help assure our community thrives and carries that success from generation to generation.

Learn more about our work at UWCNM.org
We Fund Nonprofits with Goals Aligned to Our Work.

Our dedicated Corporate Relations team fundraises throughout the year to make us the largest grantor and investor in our state. This allows us to provide Community Impact Grants to nonprofits whose work is in alignment with our goals. Thanks to the generosity of our donors, during the most recent campaign, we were able to give:

52 grants totaling $2.1 million

Our Donor Groups Inspire Their Peers Through Volunteerism and Fundraising.

UWCNM currently features five donor groups: Guys Give, Hispano Philanthropic Society, Tocqueville Society, Women United, and Young Leaders Society. Look for new groups forming in late 2020.
We Provide Programs and Services.
By providing programs and services, we are able to directly supply information and support to those in our community.

2-1-1

United Way of Central New Mexico

Dial 2-1-1 for resources on financial assistance, affordable housing, senior services, childcare and much more. We’ll refer you to the right provider or organization that can help.

Family Advocacy Center

The center provides free and confidential services for adults and children who are victims of violence. Clients can access over a dozen agencies for help, all within a unique location.

GRADUATE ABQ

We provide free one-on-one coaching to help adults complete a certificate program or return to college and we’ll help you figure out how to pay for it.

Tax Help

United Way of Central New Mexico

We offer free tax preparation for residents whose household income is $56,000 or less. We prepare and file both state and federal returns.
We are working to improve lives by increasing family stability and educational attainment in central New Mexico. By providing supports that improve outcomes for all families, we will help assure our communities thrive and carry that success from generation to generation.

**Families Build a Foundation**
Families create a foundation for lifelong health, learning, and social and emotional well-being. Young children are supported by services, communities, and families. They begin kindergarten ready to learn.

**Students Achieve in School**
Students are resilient, safe, and curious and are supported by services, communities, and families. They develop a foundation for lifelong health, social and emotional well-being and a curiosity for learning beginning in kindergarten and continuing through graduation.

**Young Adults Succeed in School and Work**
Young adults are engaged and attending school regularly and are able to participate in college and career experiences which support post-secondary attainment and a career path. Adults returning to college are able to find a pathway for higher education regardless of where they are in life.

**Basic Needs**
Basic needs such as shelter, health, food, clothing, and transportation must be met to provide a foundation for all individuals to succeed.
MISSION: GRADUATE
WHERE WE’VE BEEN
WHERE WE’RE GOING

Mission: Graduate brings together leaders in the community to improve educational outcomes for students and adults in central New Mexico.

Mission: Graduate’s vision is a world-class, seamless, and coordinated education system that provides equitable opportunities for all to excel and succeed in school, graduate with a post-secondary certificate or degree, and enter a career of their choosing. At the front and center of that goal is the use of data to track progress and make improvements through the lens of key strategies.

Mission: Graduate was launched in 2011 after UWCNM conducted an education needs assessment. It intended to identify areas where UWCNM’s community investments would have the greatest impact on improving educational outcomes in the four-county service area.

Since 2012, Mission: Graduate has grown as a cradle to career, collective impact organization, serving hundreds of community partners that work together to develop and act on strategies through aligned action to meet the goal of 60,000 graduates with college degrees and certificates.

UWCNM holds a special place in my heart. It’s made up of individuals committed to supporting our communities in a manner that enhances lives. Its goal and its mission inspire us to go outside our comfort level; to take off our rose-colored glasses so that we can clearly see what the needs of our society are and allows us to step in and work collaboratively with stakeholders.

- Raquel Reedy

It’s Making an Impact

- There are 35,553 additional graduates with degrees or certificates since baseline year 2010
- The Attendance for Success Act passed into law
- In 2019-2020, Attendance Conferences hosted more than 90 attendance teams from 14 school districts for a total of 577 attendees
- In 2019-2020, Valencia County Partnership for a Work Ready Community supported career exploration experiences for about 1,500 students through 10 events and several teacher-support activities
- In 2019-2020, more than 1,800 career exploration opportunities were provided to Bernalillo County students
- Implementation of Graduate! ABQ at NM Workforce Connection provides back-to-school coaching for adults returning to school to earn either a degree or certificate; 200 adults have enrolled in a post-secondary program of study as a result of Graduate! ABQ coaching
**Looking Forward**

As Mission: Graduate continues to focus on increasing the number of degrees and certificates earned in our central New Mexico region, they continue to work on these strategies:

- Increasing attendance and engagement
- Creating career exploration opportunities for both students and teachers
- Helping adults transition back to school and support them into completion

---

**VISION**

A world-class, seamless, and coordinated education system that provides equitable opportunities for all to excel and succeed in school, graduate with a post-secondary certificate or degree, and enter a career of their choosing.

---

**STRATEGIES:**

<table>
<thead>
<tr>
<th>ATTENDANCE: Increasing student attendance</th>
<th>TEACHER SUPPORT: Increased teacher involvement</th>
<th>COLLEGE AND CAREER READINESS: Increased student engagement</th>
<th>ADULT TRANSITIONS TO COLLEGE: Increased adult engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased family supports</td>
<td>Increased student college and career readiness</td>
<td>Increased student college and career readiness</td>
<td>Increased adult college and career persistence</td>
</tr>
<tr>
<td>Increased student course completion</td>
<td></td>
<td>Increased youth re-engagement</td>
<td></td>
</tr>
</tbody>
</table>

**CURRENT WORK**

- Support attendance teams
- Host attendance conferences
- Revise attendance guides
- Expand Valencia County Summer Teacher Academy
- Develop plan for additional teacher support
- Implement College and Career Readiness (CCR) framework in community schools
- Implement CCR framework into Belen schools
- Connect employers to students at all Los Lunas and Belen high schools for three fall and spring CCR activities
- Continue integrating Graduate! ABQ into NM Workforce Connection Center hub
- Continue Bridging the Talent Gap
- Develop a system for career pathways for adults and youth

---

**MISSION: GRADUATE PRIORITIES**
MISSION: GRADUATE    2020 DATA REPORT

CERTIFICATES
ASSOCIATE DEGREES
BACHELOR’S DEGREES
GRADUATE CERTIFICATES
MASTER’S DEGREES
DOCTORAL DEGREES
TOTAL

2017-18 AWARDS

2010  1,581
2015  4,496
2020  9,940

6,212
5,047
4,312
75
1,195
519
17,360

35,553
35,553

What the Data Tells Us:
Educational attainment in central New Mexico increased by 35,553 graduates from our baseline year in 2010. A continued increase in certificates and associate degrees from our local colleges and universities help bring us closer to our goal.

We calculate progress towards the goal using two data sources. For degree graduates we use American Community Survey (ACS) 5-year estimates to calculate the increase in adults 18 years of age and older with at least an associate degree, adjusting for population growth from the baseline year of 2010. For certificate graduates, we use data from the Integrated Postsecondary Education System (IPEDS) to calculate the increase in adults 18 years of age and older earning a postsecondary certificate, adjusting for population growth since the 2010-11 school year.

35,553
NEW ADDITIONAL graduates with degrees and certificates (2010-2018)

Our Method:
We calculate progress towards the goal using two data sources. For degree graduates we use American Community Survey (ACS) 5-year estimates to calculate the increase in adults 18 years of age and older with at least an associate degree, adjusting for population growth from the baseline year of 2010. For certificate graduates, we use data from the Integrated Postsecondary Education System (IPEDS) to calculate the increase in adults 18 years of age and older earning a postsecondary certificate, adjusting for population growth since the 2010-11 school year.
### Comparison To Other Metros

#### PERCENT OF POPULATION AGES 25-64 WITH ASSOCIATE OR HIGHER

<table>
<thead>
<tr>
<th>Metro Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Jose-Sunnyvale-Santa Clara, CA Metro Area</td>
<td>59.8%</td>
</tr>
<tr>
<td>Raleigh, NC Metro Area</td>
<td>57.6%</td>
</tr>
<tr>
<td>Seattle-Tacoma-Bellevue, WA Metro Area</td>
<td>53.1%</td>
</tr>
<tr>
<td>Austin-Round Rock, TX Metro Area</td>
<td>51.2%</td>
</tr>
<tr>
<td>Colorado Springs, CO Metro Area</td>
<td>50.1%</td>
</tr>
<tr>
<td>Portland-Vancouver-Hillsboro, OR-WA Metro Area</td>
<td>49.3%</td>
</tr>
<tr>
<td>Salt Lake City, UT Metro Area</td>
<td>43.7%</td>
</tr>
<tr>
<td>Ogden-Clearfield, UT Metro Area</td>
<td>42.2%</td>
</tr>
<tr>
<td>United States</td>
<td>40.3%</td>
</tr>
<tr>
<td>Tucson, AZ Metro Area</td>
<td>40.0%</td>
</tr>
<tr>
<td>Albuquerque, NM Metro Area</td>
<td>38.9%</td>
</tr>
<tr>
<td>Oklahoma City, OK Metro Area</td>
<td>38.2%</td>
</tr>
<tr>
<td>Reno, NV Metro Area</td>
<td>37.6%</td>
</tr>
<tr>
<td>Tulsa, OK Metro Area</td>
<td>35.2%</td>
</tr>
<tr>
<td>New Mexico</td>
<td>33.3%</td>
</tr>
<tr>
<td>El Paso, TX Metro Area</td>
<td>31.7%</td>
</tr>
<tr>
<td>Las Vegas-Henderson-Paradise, NV Metro Area</td>
<td>24.9%</td>
</tr>
<tr>
<td>McAllen-Edinburg-Mission, NV Metro Area</td>
<td>24.2%</td>
</tr>
</tbody>
</table>

#### PERCENTAGE POINT DIFFERENCE FROM BASELINE (2010-2018)

<table>
<thead>
<tr>
<th>Metro Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portland-Vancouver-Hillsboro, OR-WA Metro Area</td>
<td>5.7%</td>
</tr>
<tr>
<td>El Paso, TX Metro Area</td>
<td>5.5%</td>
</tr>
<tr>
<td>Raleigh, NC Metro Area</td>
<td>5.5%</td>
</tr>
<tr>
<td>Seattle-Tacoma-Bellevue, WA Metro Area</td>
<td>5.1%</td>
</tr>
<tr>
<td>San Jose-Sunnyvale-Santa Clara, CA Metro Area</td>
<td>5.0%</td>
</tr>
<tr>
<td>Colorado Springs, CO Metro Area</td>
<td>4.0%</td>
</tr>
<tr>
<td>McAllen-Edinburg-Mission, TX Metro Area</td>
<td>4.0%</td>
</tr>
<tr>
<td>United States</td>
<td>3.9%</td>
</tr>
<tr>
<td>Oklahoma City, OK Metro Area</td>
<td>3.8%</td>
</tr>
<tr>
<td>Austin-Round Rock, TX Metro Area</td>
<td>3.5%</td>
</tr>
<tr>
<td>Reno, NV Metro Area</td>
<td>3.4%</td>
</tr>
<tr>
<td>Salt Lake City, UT Metro Area</td>
<td>3.0%</td>
</tr>
<tr>
<td>Tulsa, OK Metro Area</td>
<td>2.3%</td>
</tr>
<tr>
<td>Albuquerque, NM Metro Area</td>
<td>2.1%</td>
</tr>
<tr>
<td>Las Vegas-Henderson-Paradise, NV Metro Area</td>
<td>2.0%</td>
</tr>
<tr>
<td>Tucson, AZ Metro Area</td>
<td>2.0%</td>
</tr>
<tr>
<td>Ogden-Clearfield, UT Metro Area</td>
<td>1.7%</td>
</tr>
<tr>
<td>New Mexico</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

Our metro area is similar to the national average.

Yet, we still have a smaller percent of change compared to other metro areas.

131,147 TOTAL degrees and certificates since the year 2010.
COMMUNITY-WIDE OUTCOMES

**Kindergarten Readiness**
- Percentage of children who are “accomplished and above” in key domains at the beginning of kindergarten

**Early Grade Literacy**
- Percentage of third graders who meet or exceed expectations in English Language Arts / Literacy

**Middle Grade Math**
- Percentage of eighth graders who meet or exceed expectations in Math

**High School Graduation**
- Percentage of high school students who graduate within four years

**Yearly Average Rate of Change Per Year**
- Baseline: 5%
- Current: +2.5%
- Current: +2.5%
- Current: -0.6%

**Data Not Available**
- Kindergarten Readiness: 27.1% in 2018-19
- Early Grade Literacy: 21.9% in 2018-19
- Middle Grade Math: 70.9% in 2018-19
- High School Graduation: 67% of 2015 HS graduates

**Baseline**
- Kindergarten Readiness: 30.8% in 2014-15
- Early Grade Literacy: 19.9% in 2014-15
- Middle Grade Math: 64.5% in 2010-11
- High School Graduation: 70% of 2011 HS graduates

Sources: NM Public Education Department, 2018-2019; IPEDS, 2018-2019; NM Higher Education Department, 2018.
### Community-Wide Outcomes

<table>
<thead>
<tr>
<th>Category</th>
<th>Baseline Year</th>
<th>2011-12</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Enrollment</td>
<td></td>
<td></td>
<td>-4.5%</td>
</tr>
<tr>
<td>College Completion</td>
<td></td>
<td></td>
<td>+7.5%</td>
</tr>
<tr>
<td>Post-College Employment</td>
<td></td>
<td></td>
<td>+3.0%</td>
</tr>
</tbody>
</table>

**College Enrollment**
- Number of part-time and full-time undergraduates enrolled in the fall
- 9% Graduates
  - Fall 2018: 46,483
  - Fall 2011: 63,649

**College Completion**
- Number of degrees and certificates, all levels, awarded by postsecondary institutions in central New Mexico
- 6% Graduates
  - Fall 2011: 10,878
  - Fall 2018: 17,360

**Post-College Employment**
- Percentage of central New Mexico post-secondary graduates employed at one-year post-graduation
  - 2011-12: 44.2%
  - 2018: 90.6%

* Rate of Change is calculated by taking the difference between the current year and baseline year and dividing by the number of years to get an average rate of change.
** Includes CNM, UNM Main Campus, and UNM-Valencia.
Our broader goal is to help students reach high school completion, yet we understand that many milestones occur along the way to student success. As a result of our work with national organizations, such as Attendance Works, we have identified consistent student attendance as a necessary predicate for future high school completion. Chronic absenteeism is defined as missing ten percent or more of the school year for any reason. As students reach middle school, research demonstrates that chronic absenteeism is a leading predictor of future failure to complete high school. Thus, early attendance tracking and intervention is critical for student success at each phase of their educational journey. In light of this knowledge, our efforts to reduce chronic absenteeism include state-wide legislation, professional development, and implementation tools.

State of New Mexico Legislation
The Attendance for Success Act was introduced during the 2019 legislative session and signed into law, in April 2019. It refocuses educational outcomes on attendance, and also creates a formal infrastructure within New Mexico schools in order to promote student success.

"...our efforts to reduce chronic absenteeism include state-wide legislation,..."

Professional Development
Mission: Graduate innovates beyond legislation and creates professional development opportunities for school-based attendance teams. In 2015, Mission: Graduate staff hosted its first community-wide Mission: Graduate Attendance Conference with approximately two hundred attendees from six school districts. Over the past five years, the Attendance Conference has evolved and grown in partnership with Albuquerque Public Schools. The full-day conference continues to include both general audience presentations, and smaller, breakout sessions that allow attendees to tailor the Attendance Conference to their schools’ specific needs. Mission: Graduate staff expanded the annual gathering to include a second, follow-up conference, later in the school year as well as smaller preparatory workshops for new teams.

As of 2020, the Attendance Conference has grown to over three hundred attendees composed of over ninety attendance teams and fourteen school districts. Attendance at the Conference has expanded to include both tribal areas and community members from outside the state of New Mexico. Over the past five years, Mission: Graduate has not only facilitated legislation and professional development beyond the greater Albuquerque community, but the Attendance Conference has also brought together a growing network of concerned educators, administrators, and community leaders focused on improving student performance within the areas we serve.

Highlights from the 2019-2020 Conference sessions include guest speakers from Albuquerque Public Schools, the New Mexico Attorney General’s office, and the New Mexico Public Education Department. Presentations included implementation of the 2019 Attendance for Success Act as well as guidelines for both school-wide and individual level interventions. Survey research demonstrates that over ninety percent of 2019 conference survey respondents and eighty-five percent of the 2020 follow-up conference survey respondents felt more equipped to implement the attendance law within their respective schools. The Mission: Graduate team has continuously solicited feedback from attendees and adapted the Conference setting to meet the on-going needs of school districts in central New Mexico.
Implementation Tools
The semi-annual Attendance Conference provides school attendance teams with concrete solutions to implement changes on the ground-level. Conference team members were provided with tools for their attendance work including templates for tracking school-wide data, sample attendance plans, and attendance team guidelines. All materials employed at the Attendance Conference are free and available to the public through the Mission: Graduate website.

Attendance Conferences

ATTENDANCE BY YEAR FOR SEPTEMBER CONFERENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>200</td>
</tr>
<tr>
<td>2016</td>
<td>231</td>
</tr>
<tr>
<td>2017</td>
<td>226</td>
</tr>
<tr>
<td>2018</td>
<td>375</td>
</tr>
<tr>
<td>2019</td>
<td>369</td>
</tr>
</tbody>
</table>

Participation in the conference has nearly doubled since the first year.

NUMBER OF DISTRICTS REPRESENTED AT SEPTEMBER CONFERENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Untracked</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>6</td>
</tr>
<tr>
<td>2016</td>
<td>9</td>
</tr>
<tr>
<td>2017</td>
<td>11</td>
</tr>
<tr>
<td>2018</td>
<td>10</td>
</tr>
<tr>
<td>2019</td>
<td></td>
</tr>
</tbody>
</table>

An additional seven districts have sent either teams or district representatives since 2015. In addition, the number of teams has grown over the years with more than double the first team conference in 2017.

NEW DISTRICTS REPRESENTED BY YEAR FOR SEPTEMBER CONFERENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Albuquerque, Belen, Bernalillo, Estancia, Los Lunas</td>
</tr>
<tr>
<td>2017</td>
<td>Roswell, Cuba</td>
</tr>
<tr>
<td>2018</td>
<td>Taos, Las Cruces, Los Alamos, Santa Fe</td>
</tr>
<tr>
<td>2019</td>
<td>Socorro</td>
</tr>
</tbody>
</table>
2017 was the first year to include teams.

M:G and their partners worked to provide opportunities for teams to work on their attendance plans at the conference. Increasing numbers of teams report, making substantial progress on their plans.

### Number of Teams Represented by Year for the September Conference

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>41</td>
</tr>
<tr>
<td>2016</td>
<td>59</td>
</tr>
<tr>
<td>2017</td>
<td>90</td>
</tr>
</tbody>
</table>

### Percent of Teams Reporting Completing or Making Good Progress on Their Attendance Plans by Year for the September Conference

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent of Teams Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>41%</td>
</tr>
<tr>
<td>2016</td>
<td>53%</td>
</tr>
<tr>
<td>2017</td>
<td>61%</td>
</tr>
<tr>
<td>2018</td>
<td>94%</td>
</tr>
</tbody>
</table>

### Percent of Teams Meeting at Least Monthly as Reported at Follow-Up Conference

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent of Teams Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>41%</td>
</tr>
<tr>
<td>2016</td>
<td>90%</td>
</tr>
<tr>
<td>2017</td>
<td>86%</td>
</tr>
<tr>
<td>2018</td>
<td>76%</td>
</tr>
<tr>
<td>2019</td>
<td>76%</td>
</tr>
<tr>
<td>2020</td>
<td></td>
</tr>
</tbody>
</table>
Today's conference helped me understand the implications of the new attendance law.

Today's conference gave me concrete ideas on how to implement the new attendance law.

The latest two conferences helped many attendees gain a better understanding of the Attendance for Success Act and ideas for how to measure attendance.

Follow-up conference attendance has doubled over the three years.

Poll of Attendees

"HOW MUCH DO YOU AGREE WITH THE FOLLOWING?"

<table>
<thead>
<tr>
<th>Fall 2019 (n=248)</th>
<th>Spring 2020 (n=175)</th>
<th>Fall 2019 (n=248)</th>
<th>Spring 2020 (n=174)</th>
</tr>
</thead>
<tbody>
<tr>
<td>44%</td>
<td>22%</td>
<td>33%</td>
<td>21%</td>
</tr>
<tr>
<td>Agree</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>53%</td>
<td>67%</td>
<td>62%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Follow-up conference attendance has doubled over the three years.

The latest two conferences helped many attendees gain a better understanding of the Attendance for Success Act and ideas for how to measure attendance.
We recognize that there is a growing disparity between rapidly changing technology and workforce expectations and traditional classroom instruction. To address this gap, Mission: Graduate provides tools to enhance classroom instruction and disseminate information about job skills necessary for future student careers in technological sectors.

**Technology in the Classroom**

Mission: Graduate staff began the Summer Teacher Academy in partnership with Rio Rancho Public Schools in 2016 as a way to connect educators with technological classroom tools through hands-on instruction with community leaders. In 2018, Valencia County teachers joined Rio Rancho teachers for the event. From 2016 through 2018, our community partners have included Sandia National Labs, Intel, the Air Force Research Laboratory, Wells Fargo, the International Balloon Museum, and the New Mexico Public Broadcasting Station. Community partners have historically provided instruction in software such as SMART Math and Notebook, the Google technology suite, Khan Academy, Texas Instruments, and Desmos Technology Builder. Survey research demonstrates seventy to one hundred percent of teacher respondents over the three years reported moderate to high ability in the various tools taught following the events. Additionally, one hundred percent of teacher respondents across all three years reported being confident in their ability to integrate technology in the classroom following the event.

**From Classroom to Career**

Over the past four years, the Teacher Academy has evolved to better serve community needs. Part of this change centers on connecting educators and students with employers. During 2019, Mission: Graduate staff partnered with Valencia County schools, the Valencia County Partnership for a Work Ready Community and the University of New Mexico Valencia to facilitate Valencia County centered teacher workshops. A total of fourteen employers participated in the 2019 workshops. These employers represented a diverse range of sectors including manufacturing, education, public services, and technology. Employers provided educators with information about workplace skills as well as practical ways to incorporate these skill sets into the classroom environment. Survey research demonstrates that over ninety percent of 2019 participants felt better informed about local businesses and more capable of employing the new resources in the classroom.

**NUMBER OF TEACHERS WHO ATTENDED AT LEAST ONE DAY OF THE SUMMER TEACHER ACADEMIES**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>32</td>
</tr>
<tr>
<td>2017</td>
<td>80</td>
</tr>
<tr>
<td>2018 (RRPS and VC)</td>
<td>40</td>
</tr>
<tr>
<td>2019 (VC only)</td>
<td>31</td>
</tr>
</tbody>
</table>
Across all three years, all participating teachers reported being more confident in technology use in their classrooms.

Teachers also reported more confidence in knowing what knowledge, skills, and attitudes which local employers are looking for when hiring.

Valencia County Partnership for a Work Ready Community:
Teachers responded to the following for each session. Agreement was high across all 14 sessions.
Our goal is to facilitate high school completion. Yet, we recognize that students are more committed to complete their educational journeys when they are inspired by the career possibilities after high school and college. As a result, Mission: Graduate supports three college and career readiness experiences to connect students with potential career pathways. This work has been supported by America’s Promise Alliance and partnerships with ABC Community Schools, Junior Achievement and the Valencia County Partnership for a Work Ready Community.

**Pride to Profession Career Day**

The Pride to Profession Career Day began in 2017. Over the past three years, Rio Grande High School has hosted approximately 1,200 eighth grade students from Ernie Pyle, Harrison, and Polk middle schools. Employers featured at the Career Day included representatives from government, science and technology, education, legal, healthcare, hospitality, energy, and transportation sectors. Highlights from the 2019 Career Day included interactive workshops and student-led tours of Rio Grande High School, specifically the new Ninth Grade Academy. The two primary goals of the career fair are to provide opportunities for students to interact with employers to learn about careers in the area and to increase their comfortability with entering high school, as many of these students will go on to Rio Grande High School. Survey research demonstrates that over eighty percent of student respondents over all three years were able to speak with employers of interest and felt more knowledgeable about future careers within the greater Albuquerque area. Additionally, more than three quarters of student respondents across all three years felt more comfortable about entering high school after the event.

**Valencia County Career Exploration**

Beginning in 2016, Mission: Graduate collaborated with representatives from Belen Consolidated Schools, Los Lunas Public Schools, SODA, UNM Valencia, NMDWS, New Mexico Department of Health, and the local business community to provide high school students with career connections as part of the Valencia County Partnership for a Work Ready Community. The Valencia County Career Exploration includes personality testing and career matching, mock interviews, and presentations by employers. Over the past three years, participation has dramatically increased, with approximately 1,200 students and 44 employers participating in the 2020 workshop. Survey research demonstrates that over eighty percent of survey respondents over all three years felt more comfortable in interview settings, more knowledgeable of workplace skills, and had a better understanding of what job they wanted, following the event.

**Groundhog Job Shadow Week**

Mission: Graduate partnered with Junior Achievement of New Mexico to support the Groundhog Job Shadow Week experience in 2018. Over the past three years over 1,500 high school students have participated in the program, which includes lessons from career professionals and site visits with Albuquerque-area employers. In 2020, the program grew to include twenty-eight employer hosts and over eighteen participating high schools. Survey research demonstrates across all three years more than seventy percent of students who responded felt that the experience would help them be successful in life and get a good job. Further, students gained a significant increase in knowledge of workplace skills, in 2019 and students demonstrated an increase in growth mindset measures, in 2020. Additionally, over half of the 2020 student survey respondents found that the experience inspired them to perform better in school.
A high percentage of students responded being more comfortable with entering high school after the event.

A high percentage of students responded being more aware of jobs they had not known about, and were able to talk with an adult about a career they were interested in across all three years.
Groundhog Job Shadow Week Data

NUMBER OF HOST SITES EACH YEAR

- 2018: 16
- 2019: 28
- 2020: 28

NUMBER OF SCHOOLS INVOLVED BY YEAR

- 2018: 9
- 2019: 15
- 2020: 18

NUMBER OF CLASSES INVOLVED BY YEAR

- 2018: 15
- 2019: 38
- 2020: 41

NUMBER OF STUDENTS ATTENDING A HOST SITE BY YEAR

- 2018: 302
- 2019: 632
- 2020: 649
Across all three years, a majority of student respondents have felt that the job shadow experience will help them be successful and get a good job.
**ADULT TRANSITIONS TO COLLEGE**

*_Graduate! ABQ_*

Part of our mission is to help individuals—regardless of age—meet educational milestones and pursue fulfilling careers. In order to better serve greater Albuquerque’s adult population, Graduate! ABQ created a partnership with Mission: Graduate, New Mexico Workforce Connection Center Central Region, New Mexico Department of Workforce Solutions, Central New Mexico Community College, the University of New Mexico, Youth Development, Inc., and the City of Albuquerque. Graduate! ABQ is supported by the Lumina Foundation, which designated Albuquerque as a Talent Hub.

Over the past three years, college and career coaches have provided educational resources and career mentoring to over 400 adults. During 2019, over 150 adults expressed an interest in returning to school, and approximately ninety individuals pursued active enrollment at our local higher education institutions, Central New Mexico Community College and the University of New Mexico. Over the past three years, Graduate! ABQ has helped enroll 152 clients, forty-two of whom have completed their post-secondary experience. Survey research demonstrates that over eighty percent of program participants who responded to the feedback survey increased their awareness of educational resources and their certainty of future career goals. Additionally, all of these same respondents felt the coaches treated them with respect and ninety-two percent were satisfied with their overall experience with Graduate! ABQ.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>This does not apply to me</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel more connected to people who can help me than I did before.</td>
<td>5%</td>
<td>10%</td>
<td>23%</td>
<td>60%</td>
<td>3%</td>
</tr>
<tr>
<td>I am aware of supports available to me that I had not known about before.</td>
<td>2%</td>
<td>5%</td>
<td>25%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>I feel more confident about my future plans than I did before.</td>
<td>5%</td>
<td>5%</td>
<td>25%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>I have a plan for getting additional education that I feel good about.</td>
<td>5%</td>
<td>8%</td>
<td>15%</td>
<td>68%</td>
<td>10%</td>
</tr>
<tr>
<td>I am aware of options that can help me pay for college/training.</td>
<td>2%</td>
<td>8%</td>
<td>20%</td>
<td>68%</td>
<td>5%</td>
</tr>
<tr>
<td>I have a better understanding of the enrollment process than I had before.</td>
<td>5%</td>
<td>2%</td>
<td>18%</td>
<td>65%</td>
<td>10%</td>
</tr>
<tr>
<td>I feel clearer than I did before about my career goals.</td>
<td>5%</td>
<td>5%</td>
<td>20%</td>
<td>63%</td>
<td>8%</td>
</tr>
</tbody>
</table>

* Percents may not add up to 100% due to rounding.
Thank You to Our Mission: Graduate Sponsors
1,963 donors have contributed to Mission: Graduate through United Way of Central New Mexico.
Thank You to Our Mission: Graduate Vision Council
Without them, our work would not be possible.

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Visit the seven core outcomes interactive dashboard at:
missiongraduatenm.org/what-we-do/monitoring-progress