

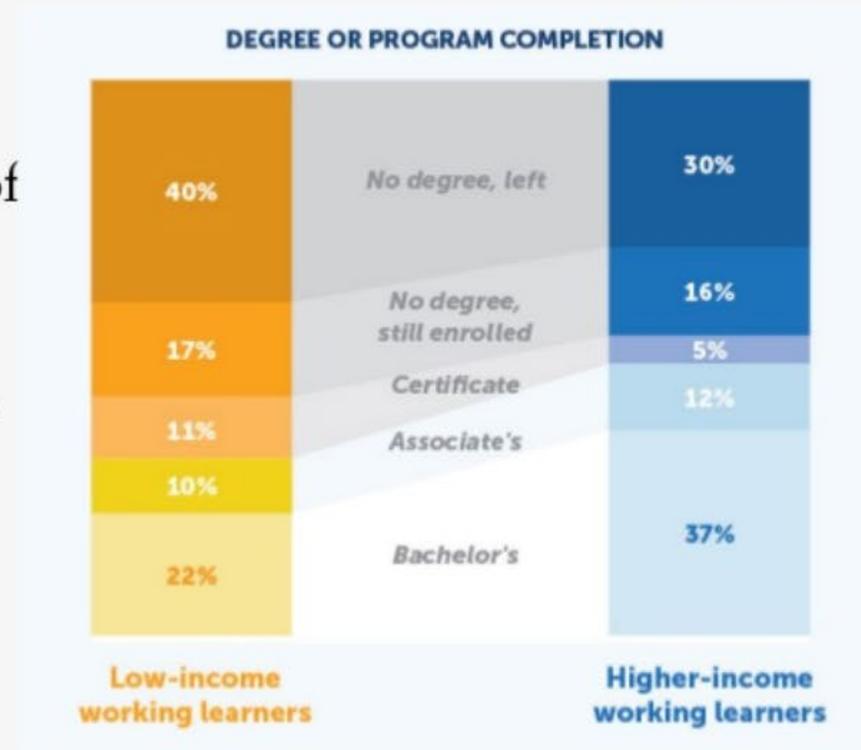
Community by community, The Graduate! Network
is a growing movement to increase college completion among adults.



THE GRADUATE!
NETWORK.

Completion rates are substantially lower among low-income working learners

- Only 22 percent of low-income working learners complete a bachelor's degree within six years, compared to 37 percent of higher-income working learners.
- 57 percent of low-income working learners fail to earn a credential within six years, compared to 46 percent of higher-income working learners.
- 57 percent of low-income working learners fail to earn a credential within six years, compared to 46 percent of higher-income working learners.
- Low-income working learners are less likely to earn a credential overall, even if they come from the upper end of the academic performance distribution.



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www.Graduate-Network.org

THE U.S. NEEDS AN ALIGNED URBAN HIGHER EDUCATION ECOSYSTEM THAT:

- ✓ Puts students at the center
- ✓ Connects and coordinates around their needs
- ✓ Reduces silos and inefficiencies where efforts are duplicative



A WELL-FUNCTIONING ECOSYSTEM WOULD INCLUDE COORDINATION BETWEEN:



Lessons Learned: Urban Ecosystems

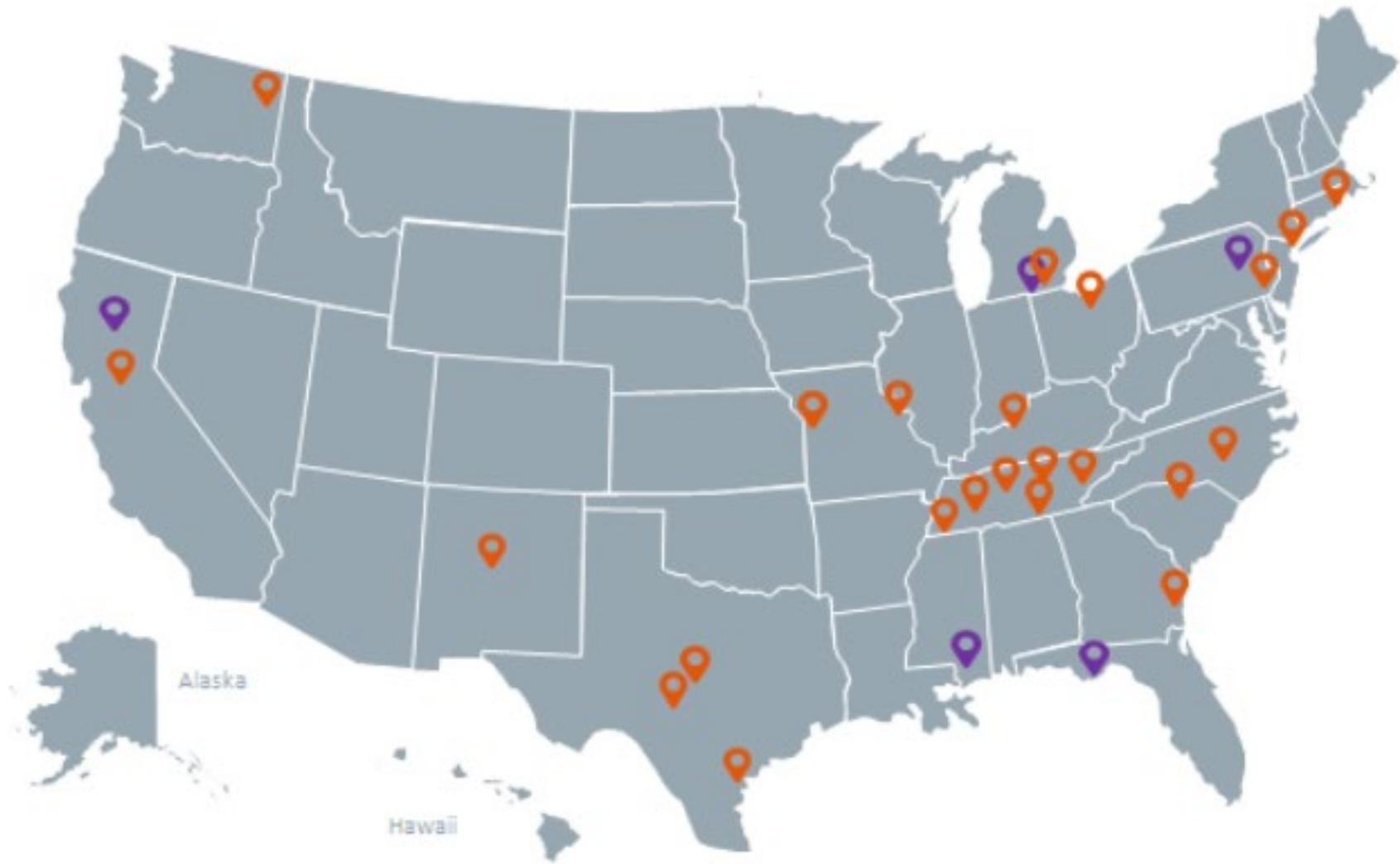
Cities have different levels of commitment to and capacity for greater coordination of college access and success efforts.

Some higher education leaders realize cross-sector partnerships are needed, but no city so far has a fully aligned ecosystem.

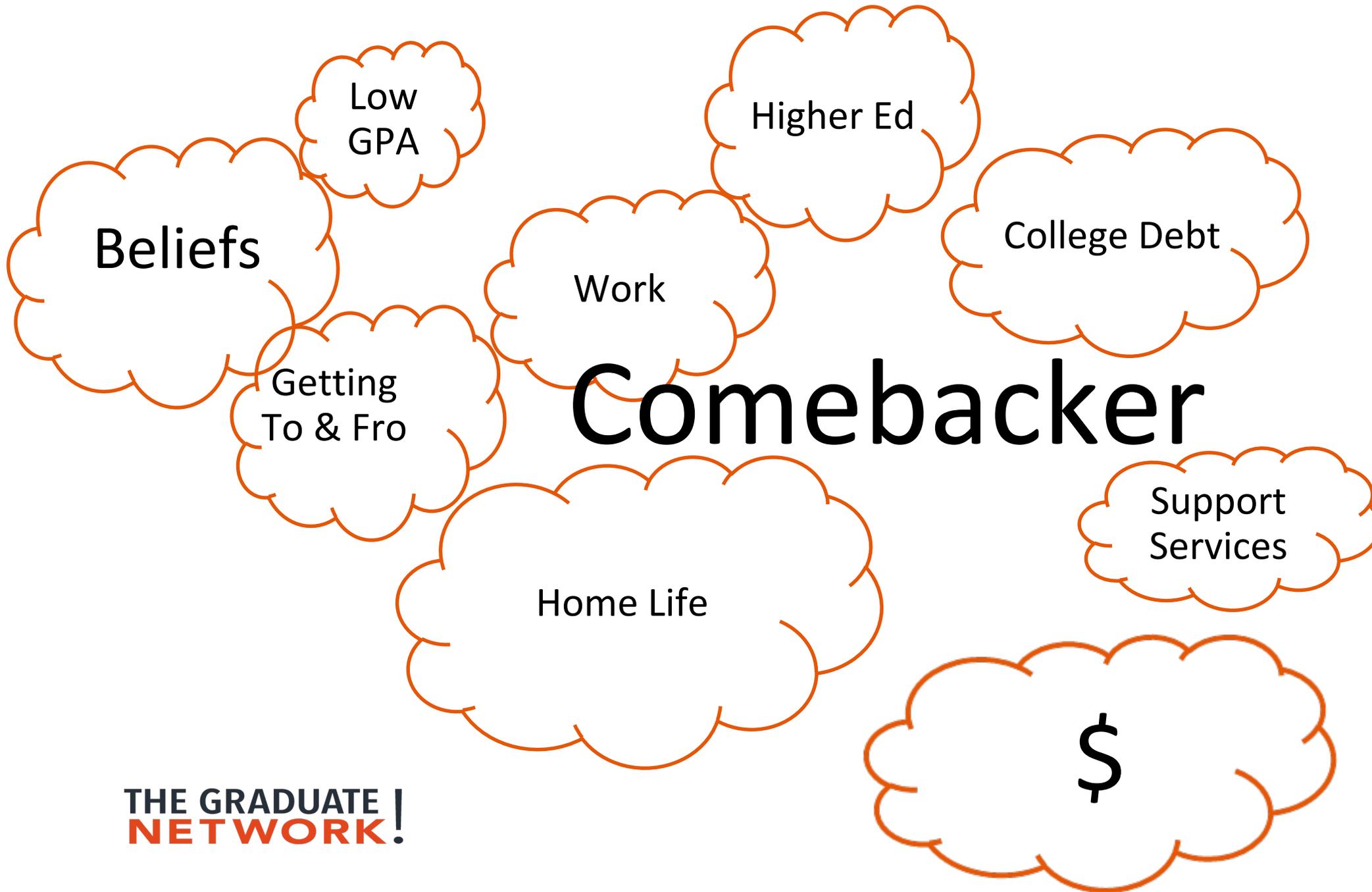
Traditional higher education incentives and culture don't encourage collaboration, while other sectors value these partnerships mainly when it furthers their interests.

Postsecondary institutions are the only entities that confer degrees, so they must be active leaders in an ecosystem approach.

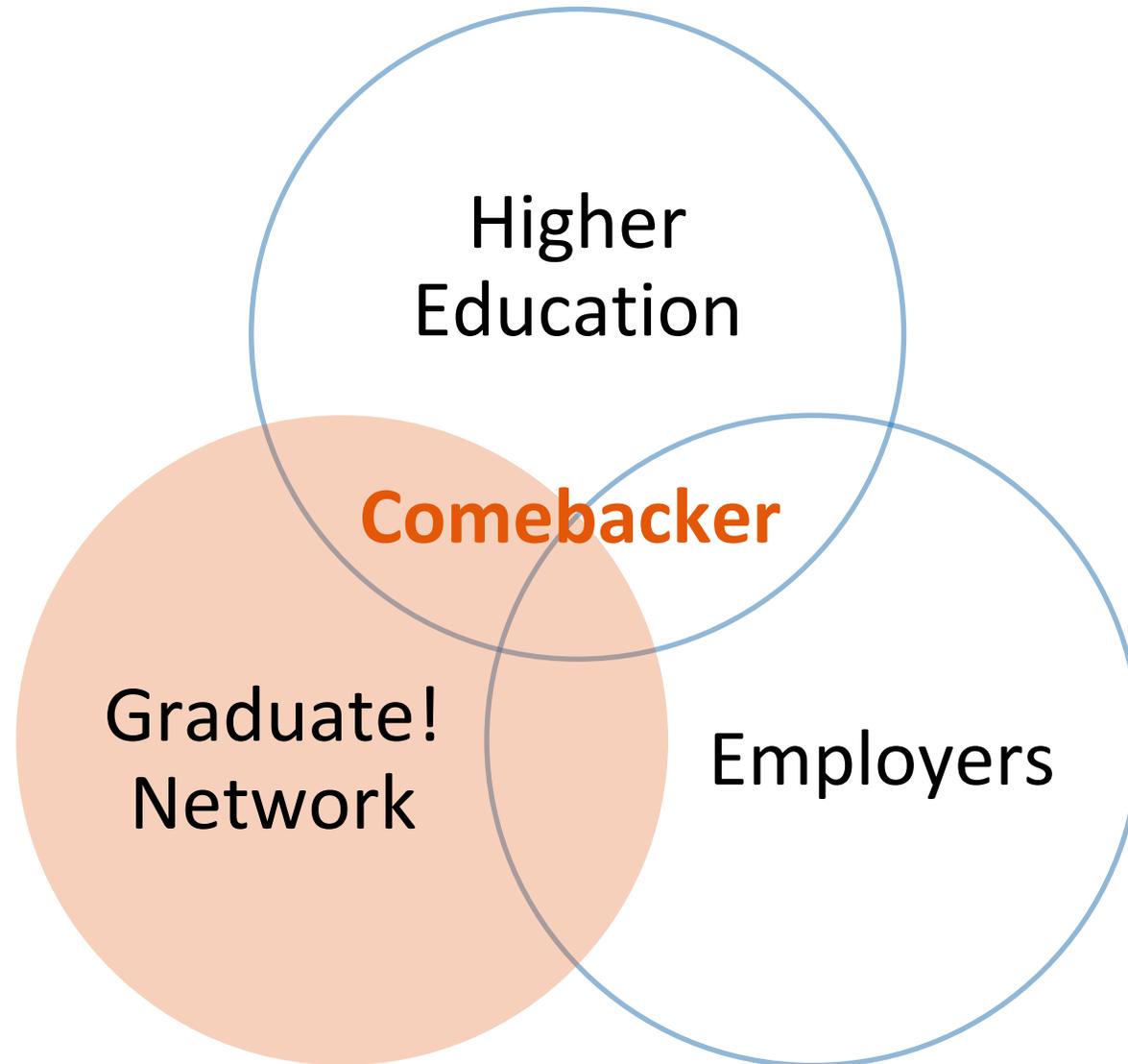
Philanthropic prizes can build on existing local momentum and collaboration, especially on short-term, easily moved outcomes.



**THE GRADUATE |
NETWORK!**



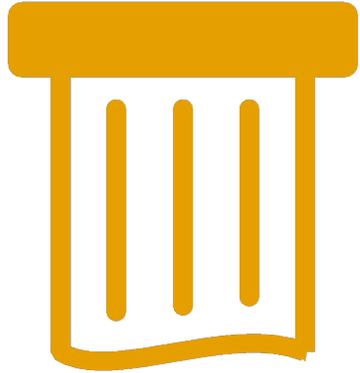
Catalyzing a clear vision



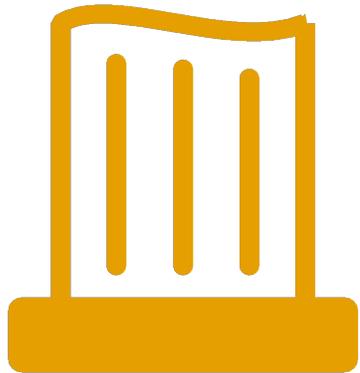
Guiding Principles

- Local/regional ecosystem goals driven by economy and equity
- Stakeholders are engaged because they see the benefit
- Network practices, data services, benchmarks and training
- Local implementation
- Collaborative teams and partners
- Access to National network of like-minded communities

An Operational Model



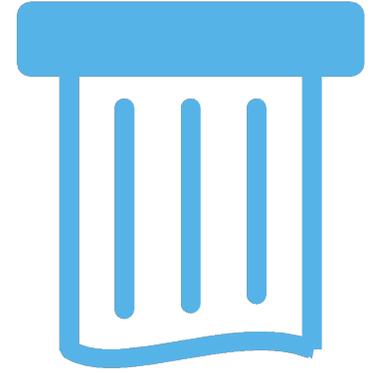
Messaging



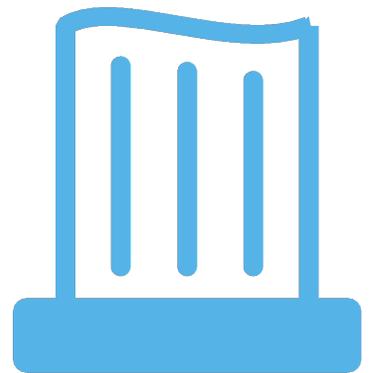
Partnerships



Services

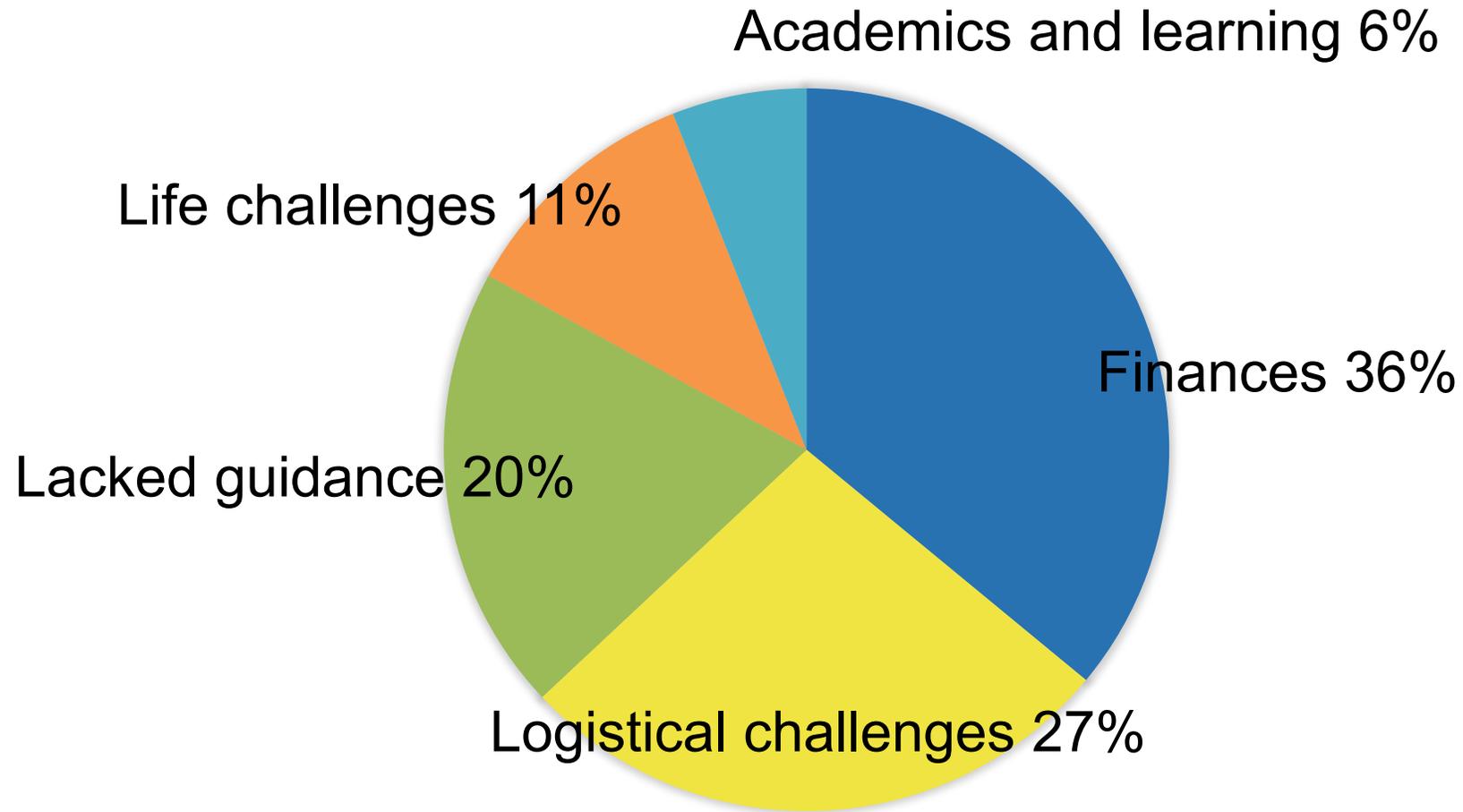


Sustainability



- AGE** Range is evenly distributed except for slight bump 31 – 40
- FAMILY ANNUAL INCOME** 43% earn less than \$24K, 32% earn between \$24K and \$56K, 10% earn between \$56K and \$75K, and 3% earn between \$75K and \$100K
- DEBT** 30% have defaulted loans
- WORK** 77% work: 39% <40 hrs, 38% 40+ hours/week
- DRIVE** 53% say employment or career oriented. 42% are motivated by personal goals. Half say they are ready to return right now, another quarter want to return in 3-6 months. Many are not sure what degree to pursue.
- RACE** More varied – ranging from 53% to 70% African American or Hispanic

Biggest reason for not completing the first time around



Hard Work Drives Results

- Frontloading Graduate! advising increases enrollment x2.5
- Intensive Graduate! advising **quadruples** re-enrollment
- Most Comebackers re-enrolled within 2 - 6 months
- 62% of all re-enrolled comebackers enroll consistently
- 79% of comebackers graduate or are still persisting after 5 years
- Collecting data pays off!

What Have We Learned?

- Start with the adult at the center: and configure systems around adults
- Coordination throughout the ecosystem is essential: no single organization can solve all problems and all are essential
- Comebackers need upfront assistance with options, navigational assistance and motivational support from a trusted source, within higher ed, but also from neutral, external sources
- Comebackers need to see the connection between postsecondary credentials and their goals
- Build and maintain equity in systems and practices

What Have We Learned?

- In order to stay relevant, work with employers on college curriculum
- Provide pathways for people with financial need, defaulted loans, institutional debt, low GPAs, options for those who need to step out
- Food, housing, childcare, income, safety and transportation take priority
- Local colleges have a big opportunity with adult learners
- Shared metrics allow for benchmarking

What Have We Learned?

- The value of communities perfecting and experimenting with frequent, structured opportunities to share
- **Tennessee Reconnect model** (developed with the Graduate! Network)

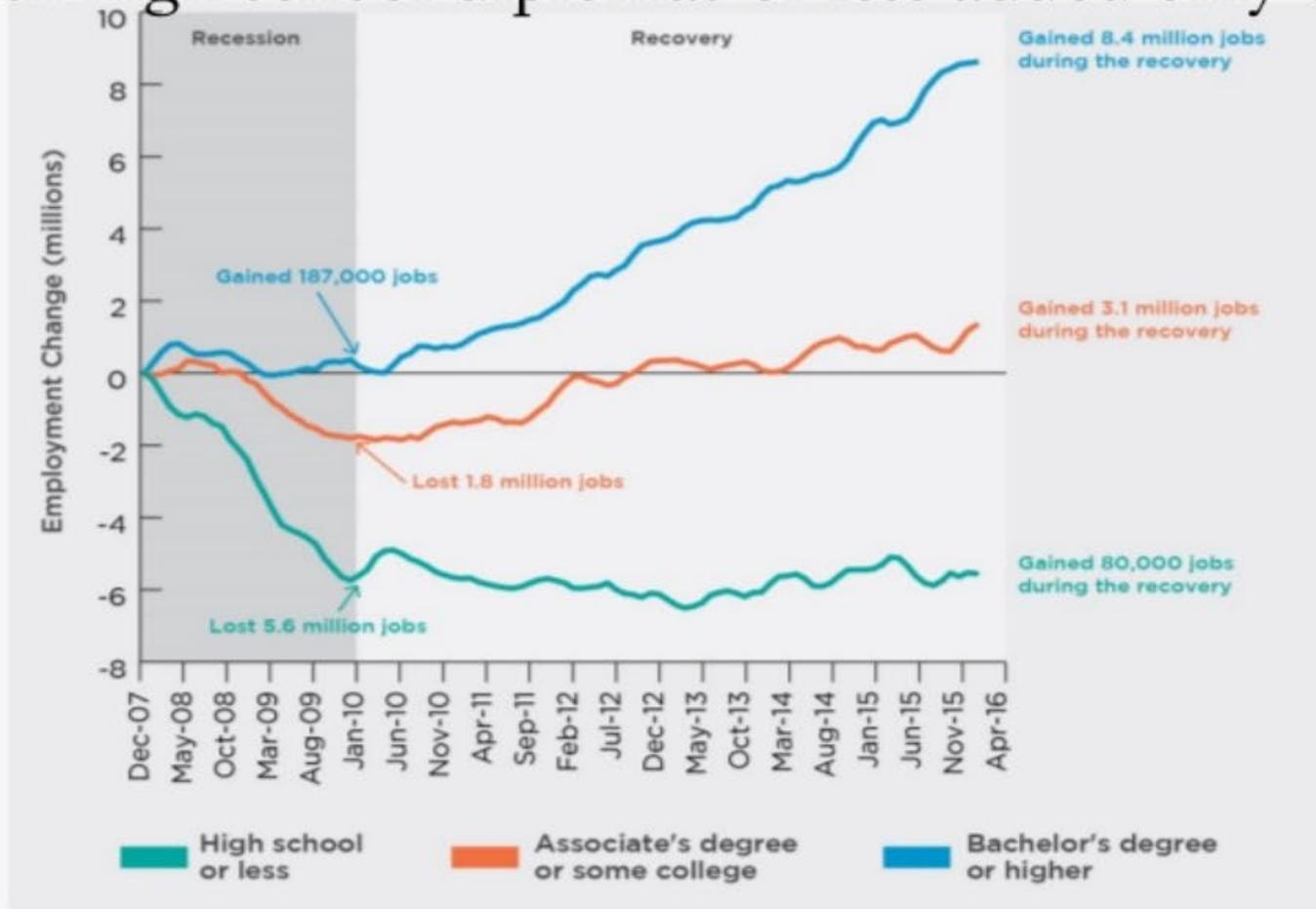
State-level workforce-centered goals and resources plus online and regional service points

Restructured workforce centers, centralized data capture and management system, dedicated and cross-trained staff provide high-quality advising

The Comebacker Value Proposition

- Diversity of age, race, life experiences
- Revenue stream
- Motivation
- Inflow of ideas
- New practices that work for all students
- The Multiplier Effect
- Economic impact

Workers with a Bachelor's degree have added 8.4 million jobs, but workers with high school diplomas or less added only 80,000 jobs



Source: Georgetown University Center on Education and the Workforce analysis of *Current Population Survey* (CPS) data, 2007-2016.
 Note: Employment includes all workers age 18 and older. The monthly employment numbers are seasonally adjusted using the U.S. Census Bureau X-12 procedure and smoothed using a four-month moving average.

AMERICA'S DIVIDED RECOVERY
 College Haves and Have-Nots
 2016

America's Divided Recovery:
 College Haves and Have-Nots
 By: Anthony P. Carnevale, Tamara Jayasundera, Artem Gulish
 June 30, 2016

GEORGETOWN UNIVERSITY
 Center on Education and the Workforce
 1775-19
 McCourt School of Public Policy



Data shows that employers are paying a premium for employees with the right skills yet employers are saying that they can't find employees with the right skills.

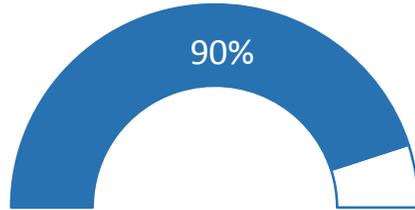
Bridging The Talent Gap is a tool for clarifying the needs of employers, employer by employer, in each community, visualizing the opportunity for employers and educational institutions.

bridgingthetalentgap.org – explore the reports

Hiring Landscape

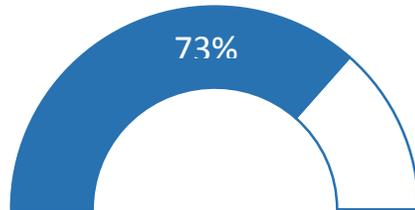
Albuquerque employers are hiring . . .

Hiring full-time employees



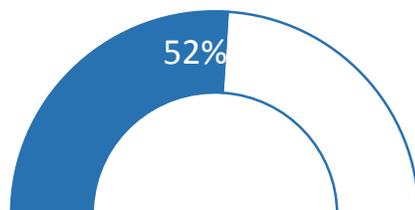
. . .but struggling to find. . .

Difficulty in *recruiting*



. . . and keep their employees

Difficulty *retaining*

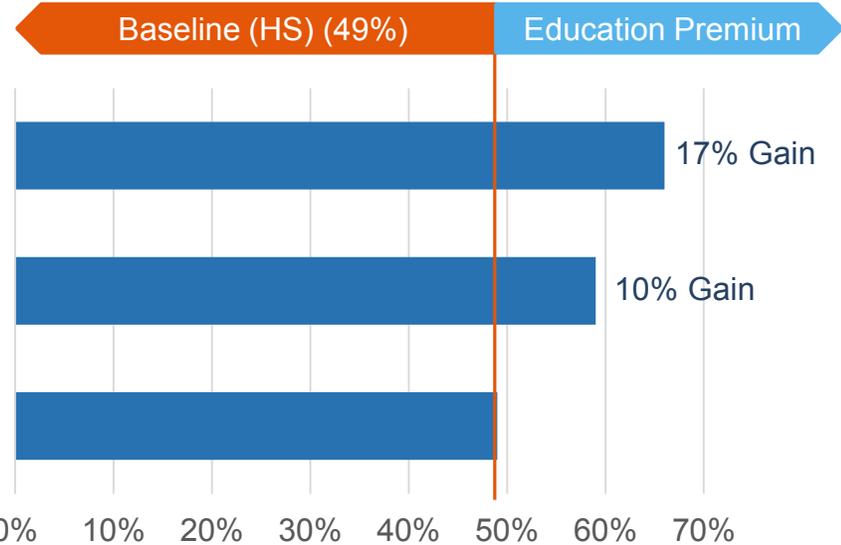


Percent of employers having difficulty hiring . . .

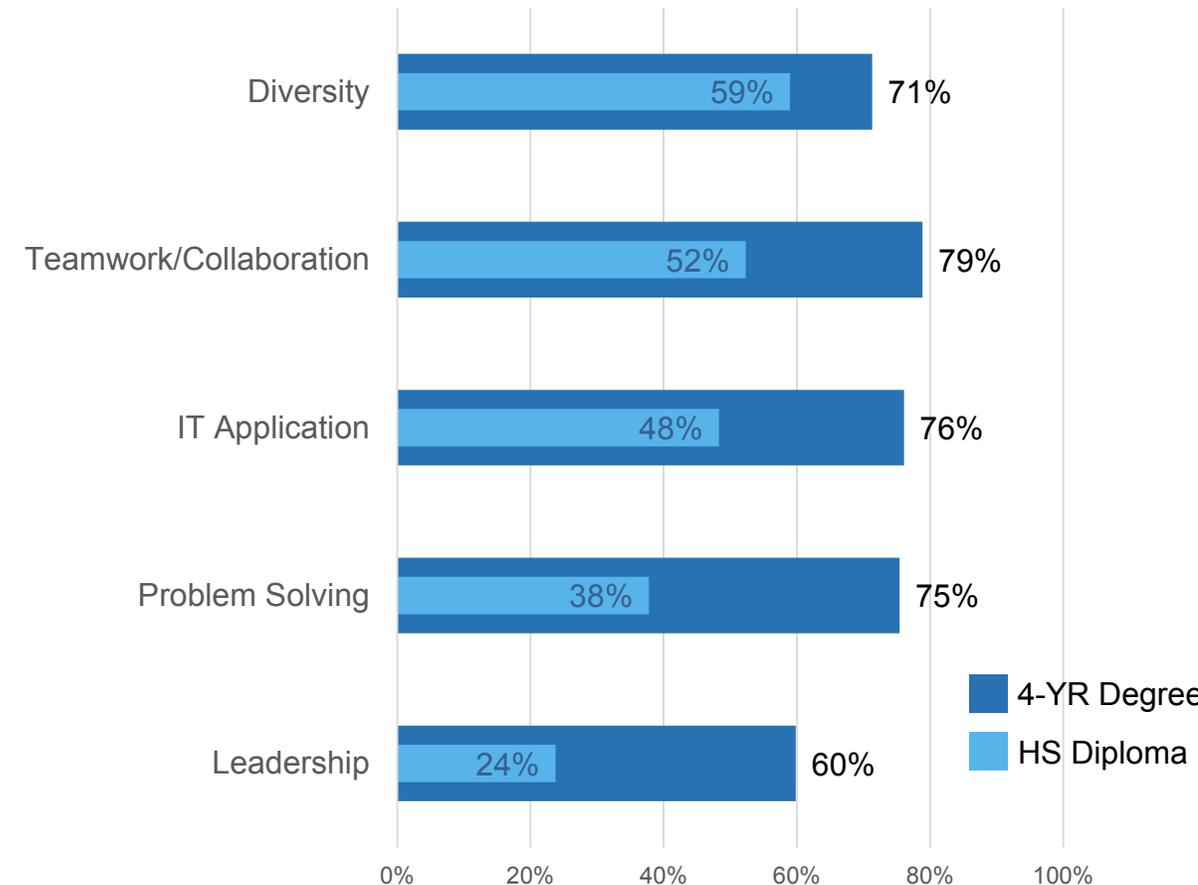


Across all skill types, education attainment offers an “education premium”

Percent of labor pool possessing skills identified as applicable by employers

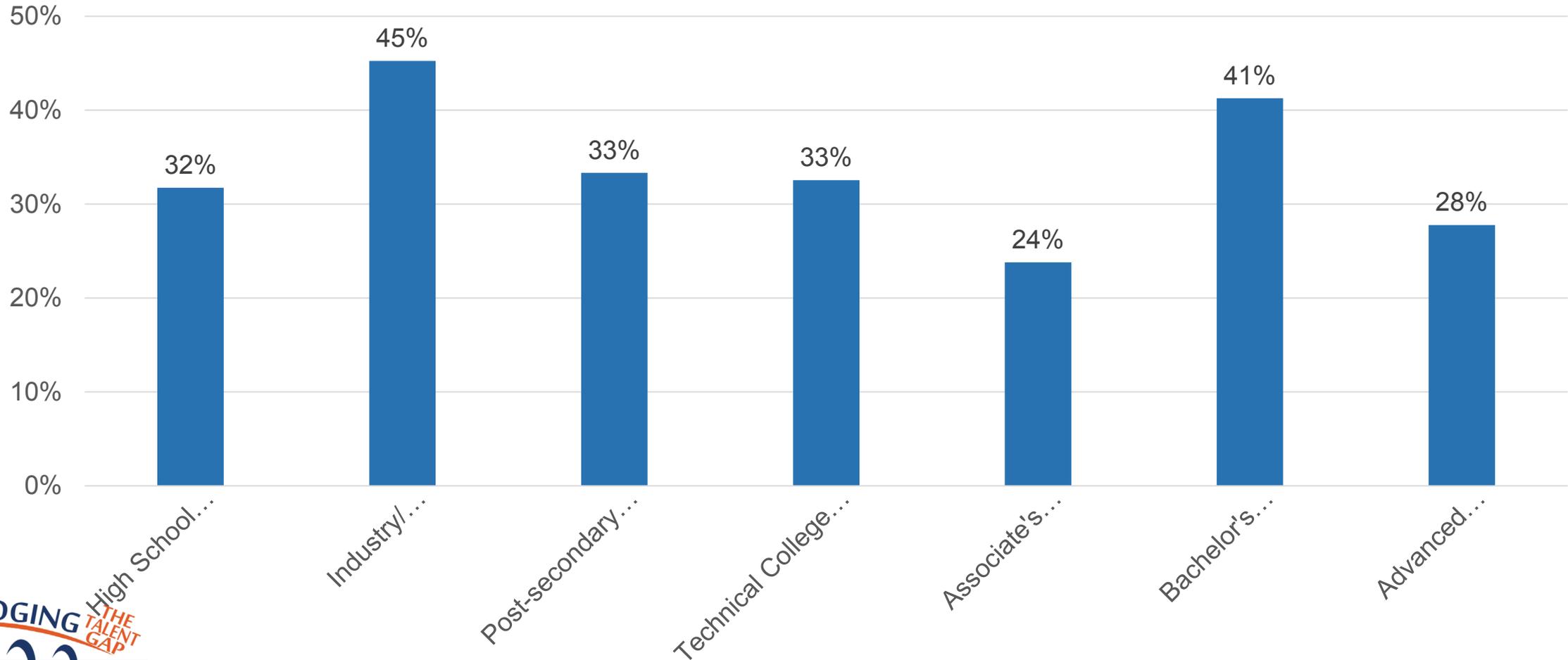


Applied Skills: Percent of respondents saying labor pool possesses skill: High school diploma holders versus four-year degree holders



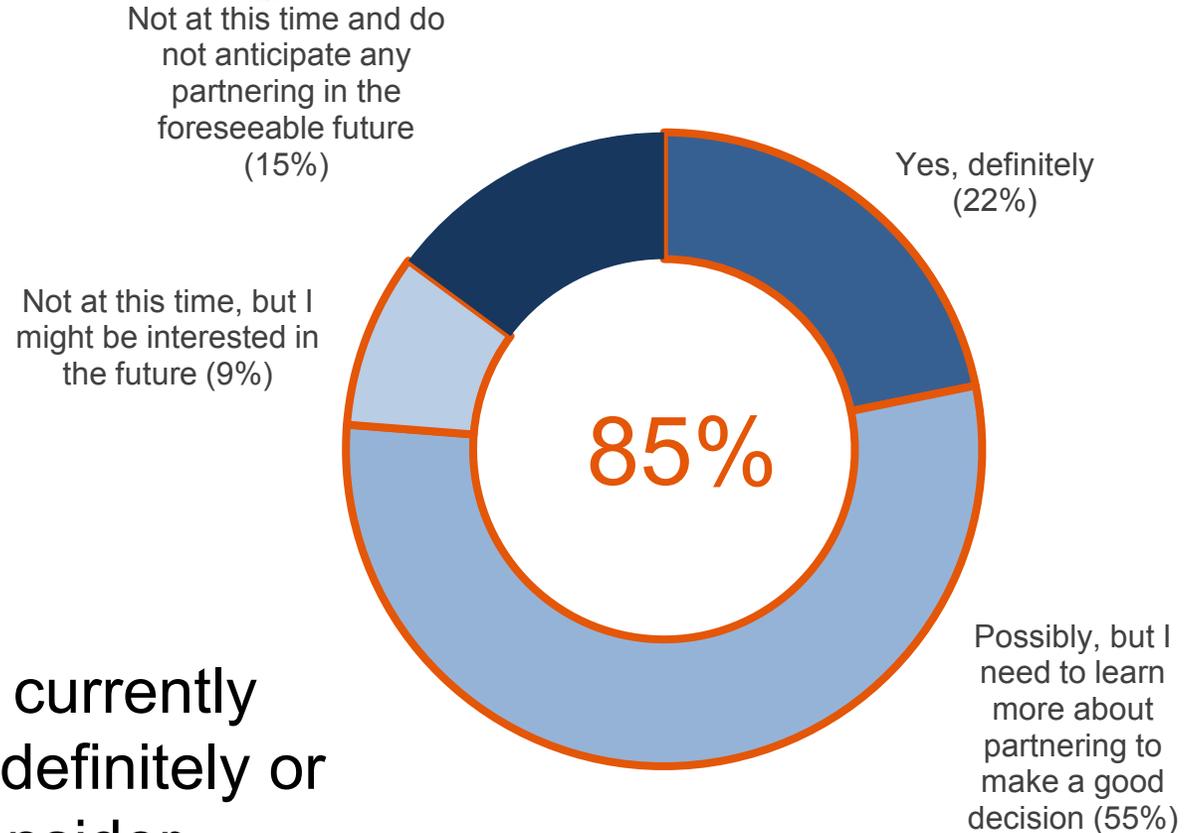
The profile of future education needs for Albuquerque is changing

Anticipated increased need for graduates over the next 5 years



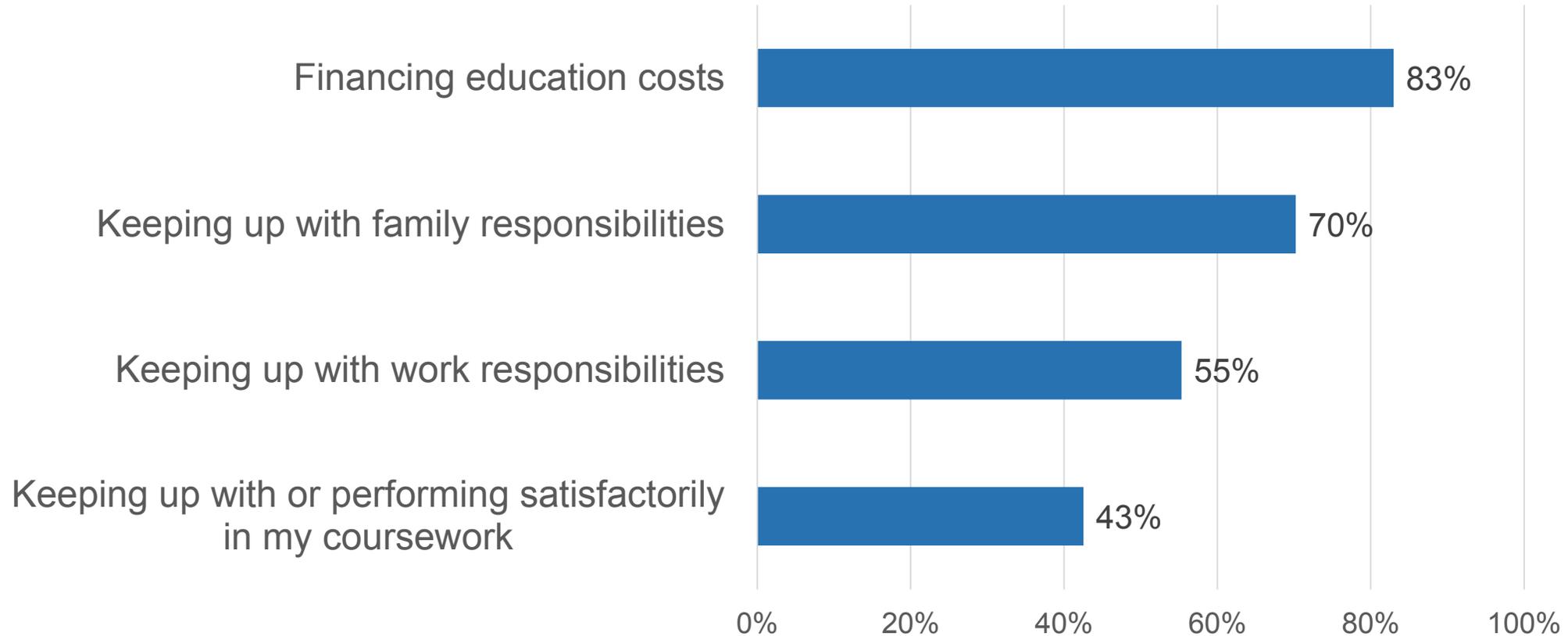
Partnering with education institutions is the most scalable and affordable way to make progress but relatively few employers take advantage

Only 10% of employers currently partner with local post-secondary institutions

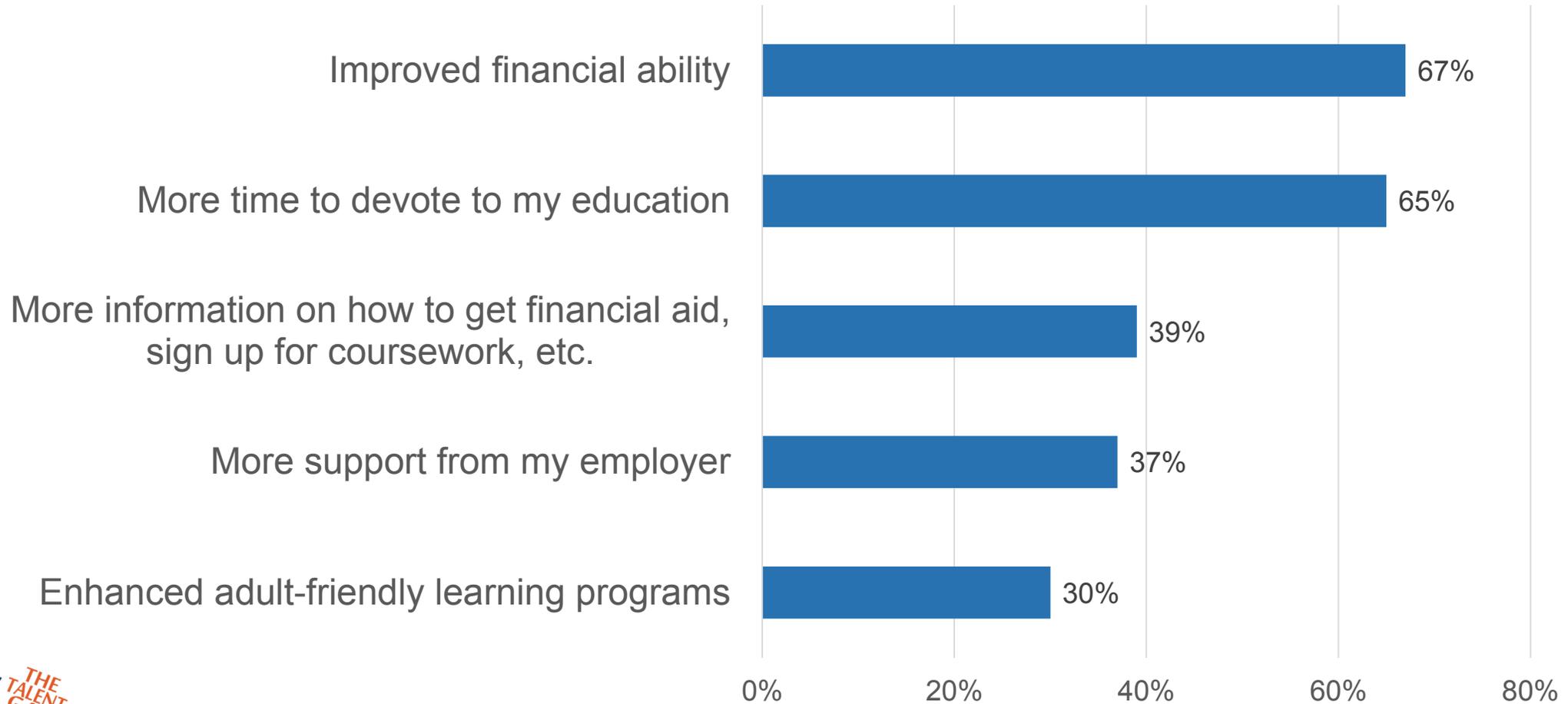


85% of those not currently partnering either definitely or possibly might consider partnering

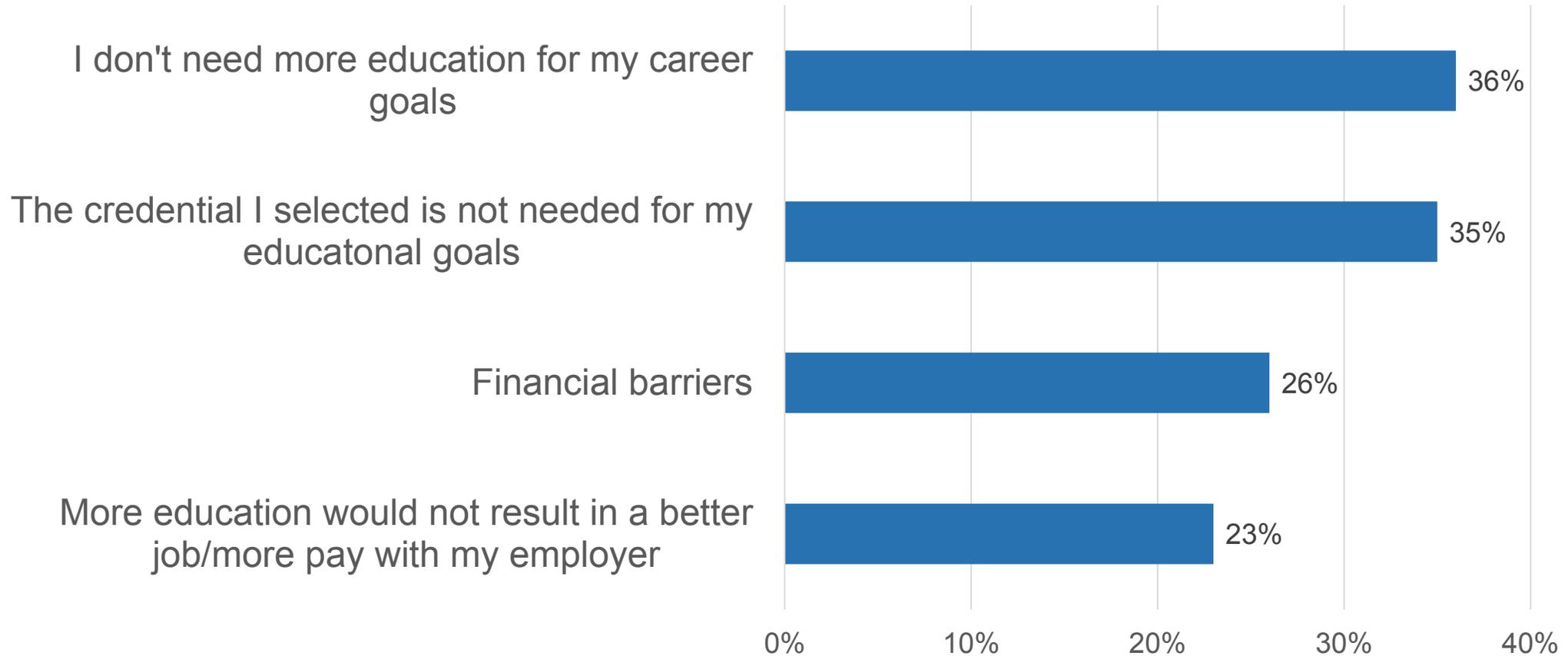
But there are challenges lurking along the way



What will motivate employees to take action on their plans?



What motivated you to stop your plans for education?



Would you reconsider your decision?

46% expressed willingness to reconsider their plans . . .

. . . 30% of these respondents said they would welcome suggestions or guidance to achieve their goals.

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