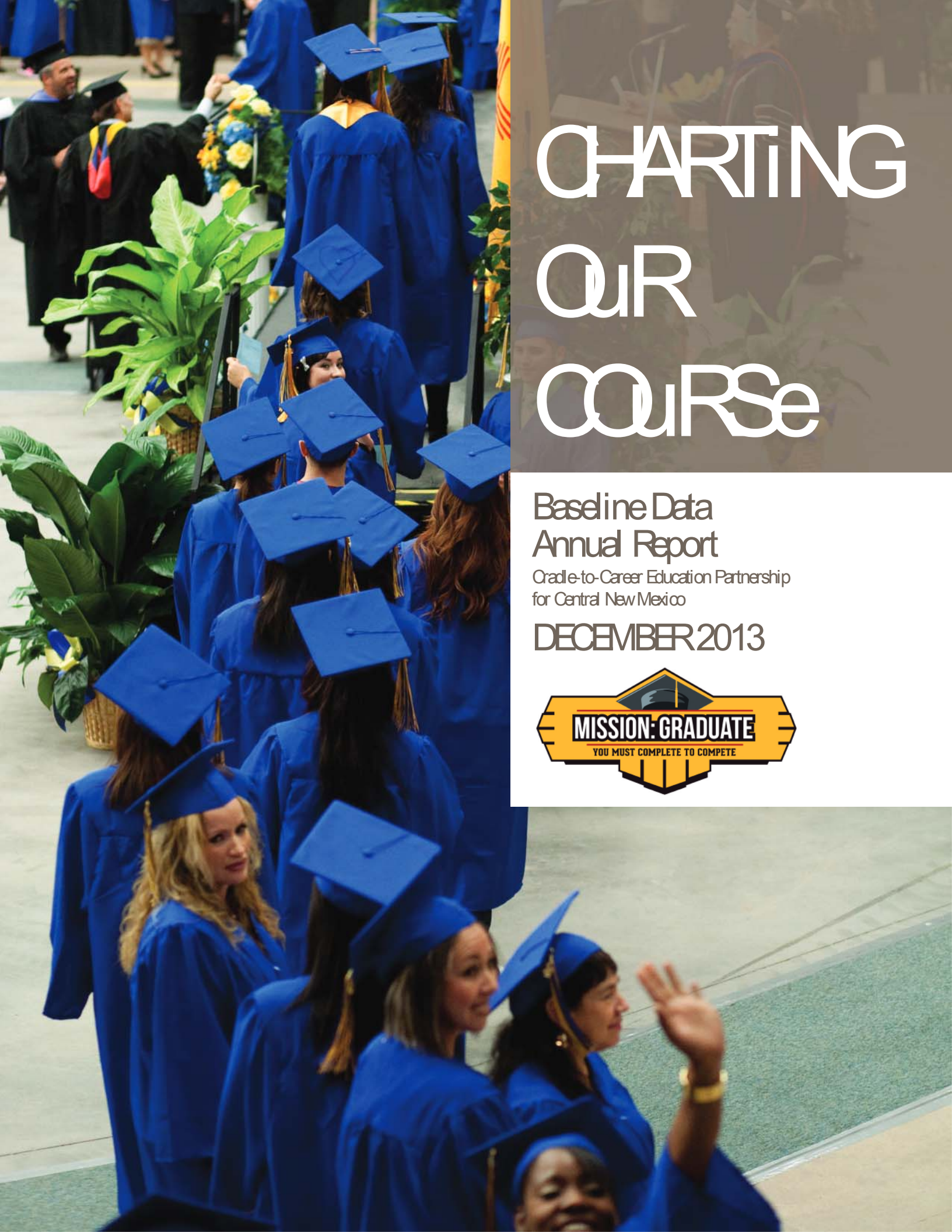


CHARTING OUR COURSE

Baseline Data Annual Report

Cradle-to-Career Education Partnership for Central New Mexico

DECEMBER 2013

MISSION: GRADUATE

YOU MUST COMPLETE TO COMPETE

Table of Contents

Letter 3

Mission: Graduate 4

Our Community 9

Our Mission 12

Our Urgency 14

Our Call To Action 26

Acknowledgments 28

Letter from the Co-Chairs

Dear Community Leaders:

On behalf of Mission: Graduate, a cradle-to-career education partnership for Central New Mexico, we are pleased to present this first annual report on the state of education in our four-county region. The data in this report provide a baseline that will be used to assess progress toward Mission: Graduate's goal of 60,000 new graduates with college degrees and credentials by the year 2020.

We thank the University of New Mexico Center for Education Policy Research and the members of the Mission: Graduate Data and Research Council for developing this comprehensive data resource for our community.

This report provides a comprehensive view of the educational landscape from cradle to career in Central New Mexico. As you will see, we have much work to do to improve educational outcomes for our children, youth, and adults, but there are also many bright spots in the data that give us hope for the future.

As you read through the pages that follow, we encourage you to think about the many ways you can contribute to improving student success in your home, school, neighborhood, and workplace. We believe strongly that everyone has a role to play, and we hope you will consider joining us as partners in this community-wide effort to improve educational attainment in Central New Mexico.

Finally, although we have taken great care to ensure the data in this report are accurate, we know – and appreciate – that careful readers may identify errors and omissions that are important to painting the most accurate picture of our Central New Mexico landscape. Please know we welcome the opportunity to hear your feedback and incorporate it into subsequent reports.

Sincerely,

James H. Hinton
Co-Chair, Mission: Graduate
President and CEO, Presbyterian Healthcare Services

Kathie Winograd, Ed.D.
Co-Chair, Mission: Graduate
President, Central New Mexico Community College

Mission: Graduate Vision Council Members at-Large

Thank You to Our Sponsors:

What is Mission: Graduate

We Are A Community of Hope and Action

Central New Mexico faces daunting educational and economic challenges, now and in the future. We know that more of our young men and women need to graduate from high school and from college if they are to have the kinds of careers that will be fulfilling to them, their families, and our community.

The challenges are daunting, but we are a community of hope and action. In January 2013, a group of our community's top leaders signed the Central New Mexico Education Compact, which articulates the vision, goal, and key objectives for Mission: Graduate. That Compact declares our confidence that, working together, we can develop thoughtful solutions, both in school and out of school, to improve educational attainment for all residents of Central New Mexico. The Compact also commits us to the bold goal of producing 60,000 new graduates with college degrees and certificates in Central New Mexico by 2020.

We are a community of educators, parents, students, employers, civic leaders, and citizens who are dedicated to making a difference. We know there is much good work happening in our community, but there is so much more to do. We believe if we build on the good work that is already taking place, and if we focus on the goal of 60,000 new graduates, we can ensure that more of our young men and women will have the opportunities they deserve. This is our commitment to the next generation and all the generations of New Mexicans who follow.

There are many opportunities to engage with Mission: Graduate, and we hope you will consider joining as a partner in the work. For more information, please visit http://MissionGraduateNM.org.

Timeline of Our History

FEBRUARY 2010
United Way of Central New Mexico (UWCNM) releases its strategic plan, which includes recommendations to conduct a needs assessment and to develop stronger collaborations within the community.

JULY 2011
UWCNM commissions the University of New Mexico (UNM) Bureau of Business and Economic Research (BBER) to conduct a needs assessment, in fulfillment of one of the key recommendations from the 2010 Strategic Plan. In July 2011, BBER releases the "Central New Mexico Education Needs Assessment." One of the key recommendations of the report is to increase cross-sector partnerships to align services and funding.

AUGUST-SEPTEMBER 2011
UWCNM hosts four community Education Forums to discuss the findings from the BBER Needs Assessment. The meetings are facilitated by Dr. Kathie Winograd, President of Central New Mexico Community College (CNM).

JUNE 2012
The UWCNM Board of Directors authorizes Kathie Winograd and Jim Hinton to pull together a group of leaders to begin developing a vision and goal for an Education Support Initiative. The Board also approves UWCNM's exploration of joining the Strive Network, a national organization that helps communities unite around cradle-to-career goals and proven strategies.

JULY 2012
UWCNM joins the UNM Center for Education Policy Research (CEPR) and the UNM Network for Educational Renewal in submitting an application to join the Strive Network. The Central New Mexico Education Support Initiative is officially accepted into the Strive Network on July 11, 2012.

AUGUST 2012
Kathie Winograd and Jim Hinton convene the first meeting of the Education Support Initiative Vision Council. Over the course of several months, the members of the Vision Council meet to develop a vision, goal, and objectives for the initiative.

JANUARY 2013
The members of the Vision Council sign the Central New Mexico Education Compact on January 9, 2013, which establishes the goal of the Education Support Initiative: 60,000 new college degrees and credentials by 2020.

MARCH 2013
The Central New Mexico Education Support Initiative becomes known as Mission: Graduate. In the same month, Mission: Graduate is accepted into the Strive/United Way Worldwide/Target Learning Cohort. Over the next six months, Mission: Graduate receives free technical assistance from the Strive Network and participates in a community of practice with 11 other United Way organizations serving as anchors for their communities' cradle-to-career education partnerships.

APRIL 2013
Mission: Graduate conducts a "soft launch" of the initiative to get the word out about the Central New Mexico Education Compact.

JUNE 2013
Mission: Graduate hosts a joint meeting of the Albuquerque Public Schools Board of Education, the Rio Rancho Public Schools Board of Education, the CNM Board of Governors, and the UNM Board of Regents.

JULY 2013
Mission: Graduate receives a $200,000 one-year planning grant from the Daniels Fund.

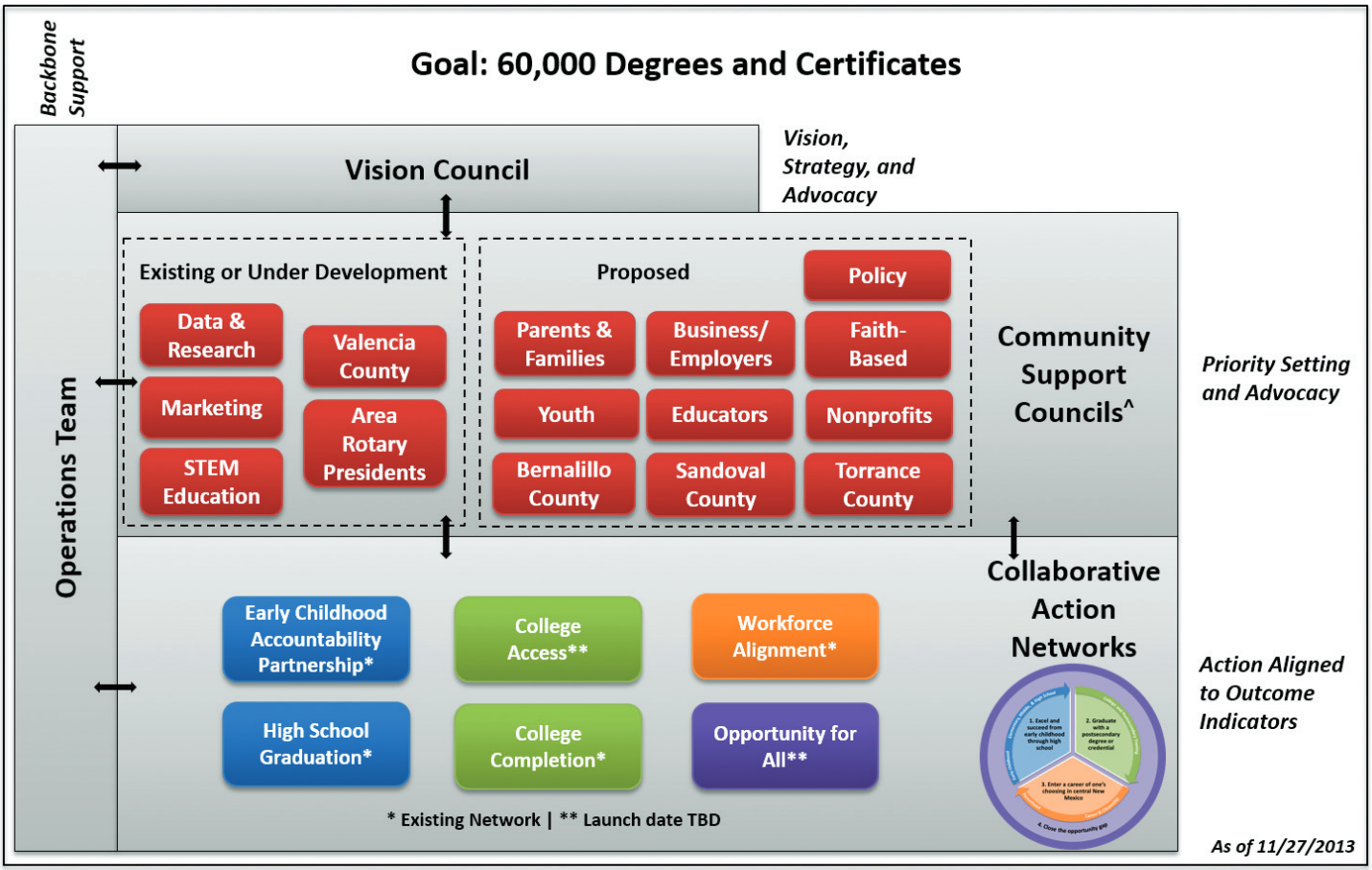
SEPTEMBER 2013
Mission: Graduate is accepted into the mobilization phase of the Strive/United Way Worldwide/Target Learning Cohort, one of only seven communities (out of the original 12) to receive this honor.

OCTOBER 2013
Mission: Graduate holds a news event on October 14, 2013 to kick off the mobilization phase of the initiative. The event serves as a call for the community to engage in the work of the partnership.

What's Mission: Graduate!

Partnership Structure

Mission: Graduate's Partnership Structure includes a number of formal opportunities for community members to engage in the work of the initiative. From providing input on priorities to developing collaborative action plans, we welcome participation from a broad cross-section of the community. Learn more at http://missiongraduatenm.org/about/partnership-structure.



Arrows denote two-way communication.

^Community Support Councils can be created at the discretion of the Vision Council or Operations Team as new community groups are identified.

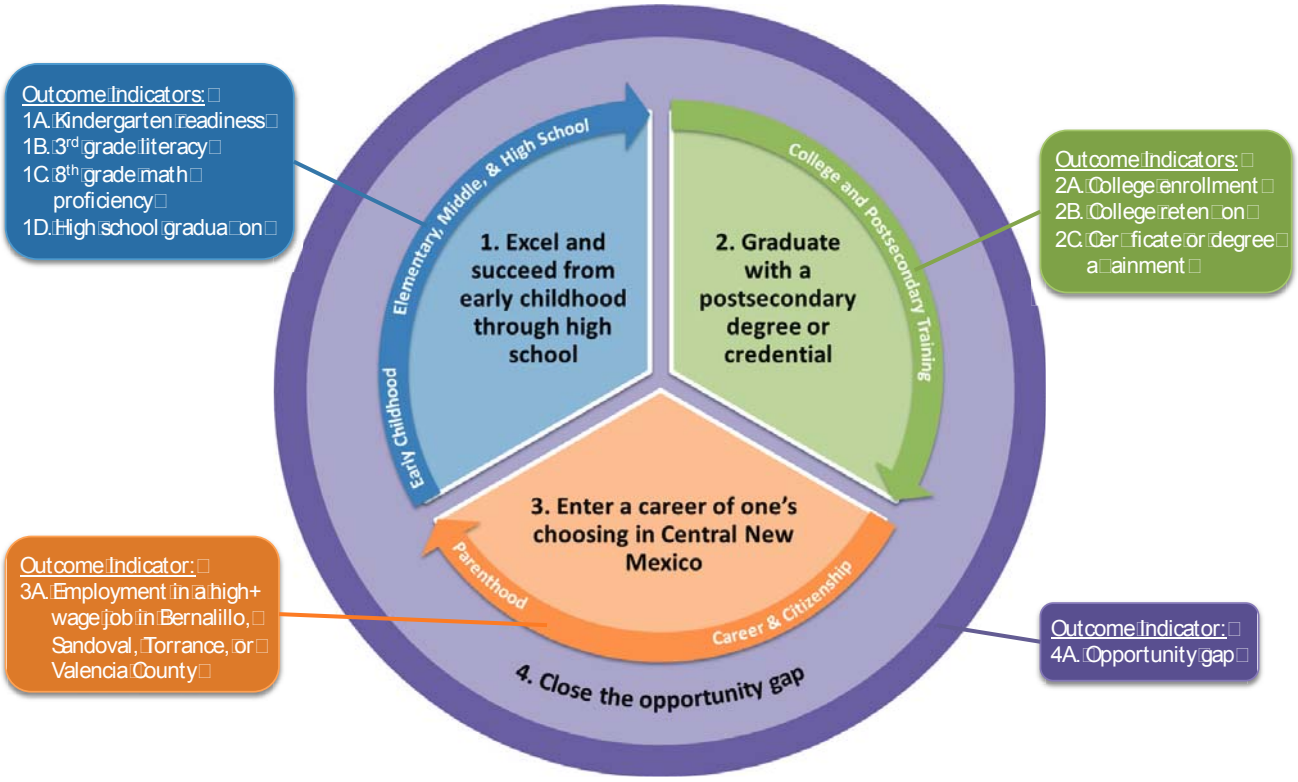
Student Success Roadmap

Mission: Graduate integrates data and research into all aspects of our work. We believe data are essential for:

- Creating a sense of urgency around key indicators of student success;
- Identifying risks, needs, resources, and gaps related to student success;
- Developing common indicators and aligning activities around those indicators;
- Setting priorities;
- Facilitating continuous improvement; and
- Measuring impact (at the population and program levels).

In order to measure impact, Mission: Graduate convened a Data and Research Council to develop a Student Success Roadmap, which identifies four core Results (or conditions of well-being) that we are working toward and nine related Outcome Indicators. The Roadmap is depicted below and is used as a visual cue throughout the data section of this report to help orient the reader.

Additionally, the Data and Research Council has begun to develop a number of "Contributing Indicators," which are predictive of the nine outcomes identified below. Over the coming year, we will refine the list of Contributing Indicators and integrate the data into our collaborative action process. More details can be found at http://MissionGraduateNM.org/data-results.



What is Mission: Graduate?

The Opportunity Gap

Throughout this report, you may notice an emphasis on the opportunity gap between racial and ethnic groups. Mission: Graduate is focused on this gap for several reasons. The first is that New Mexico is a richly diverse state, with an opportunity to be a national leader in pursuing educational equity. Our diversity creates a moral imperative to improve educational attainment using strategies that don't leave any racial or ethnic groups behind.

Mission: Graduate's focus on the opportunity gap is also pragmatic: Boosting all racial and ethnic groups up to the opportunity and achievement levels of white New Mexicans would carry us to our goal of 60,000 new degrees. For all these reasons, closing the opportunity gap is the heart of our effort, and encircles and supports all other aspects of our Student Success Roadmap.

This report also uses the language of opportunity gap, rather than the more common phrase, "achievement gap." This is a deliberate choice, and does not reflect a lack of interest in achievement and hard work. It reflects the reality that children and young adults from different racial and ethnic groups face disparate opportunities. In essence, the term "opportunity gap" reflects a focus on the processes that lead to disparate outcomes, rather than on the outcomes themselves.

Our Community

We Are Challenged but Also Hopeful

New Mexicans living in Bernalillo, Valencia, Sandoval, and Torrance counties are united in our concerns about the future of our children, our communities and our economy. Three trends are alarmingly evident:

1. A large proportion of New Mexicans living in Central New Mexico are young and low-income.
2. Our level of educational attainment keeps us from competing with other communities for jobs.
3. High-paying jobs now and in the future depend on a good education.

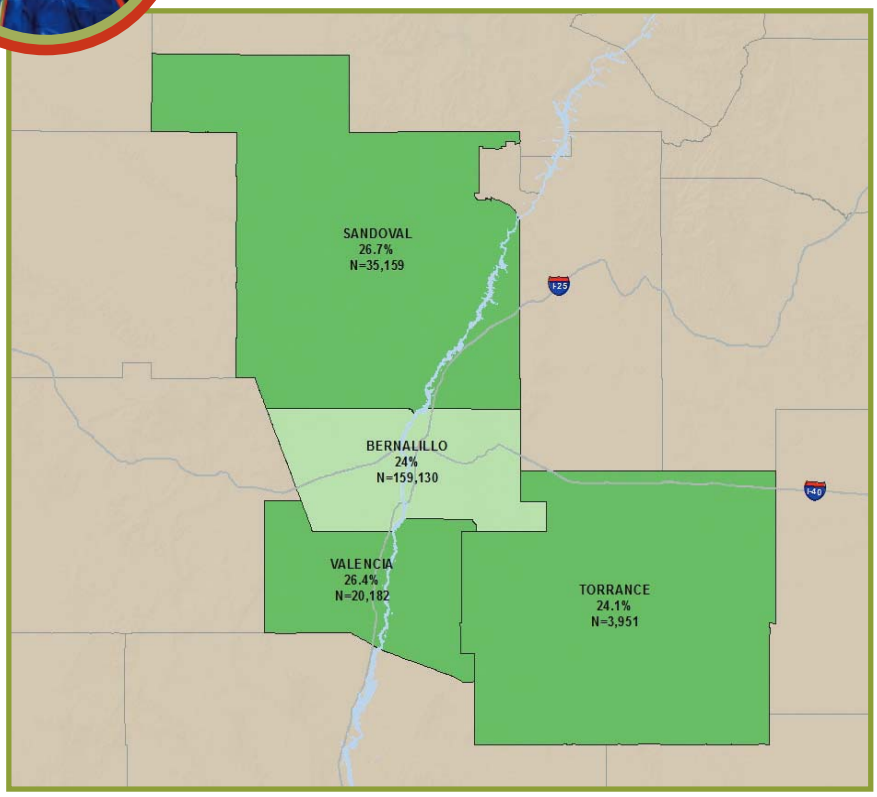
We have called our effort Mission: Graduate to reflect our target of 60,000 new degrees and certificates by 2020. We have focused on college degrees and certificates because many of the complex issues in education, from early childhood to college graduation, can be captured in the gap between educational attainment and job requirements.

We believe increasing the number of certificates and degrees in Central New Mexico will bolster economic vitality, which will better position our communities to address the multi-faceted issues of poverty that too many of our families face.

We understand that we must work together to achieve this goal. Mission: Graduate is our mutual commitment to each other and to our future.

Our Community

Youth Population



Source: U.S. Census Bureau Decennial Census, 2010. In New Mexico, 25.2% of the population is under 18 years old, and in the United States, 24% of the population is under 18 years old.

Mission: Graduate serves four counties: Bernalillo, Sandoval, Torrance, and Valencia.

The map to the left shows the percentage of each county's total population under 18 years of age.

These four counties are home to 218,422 children under 18 years of age, or 42% of all children and youth living in New Mexico in 2010.

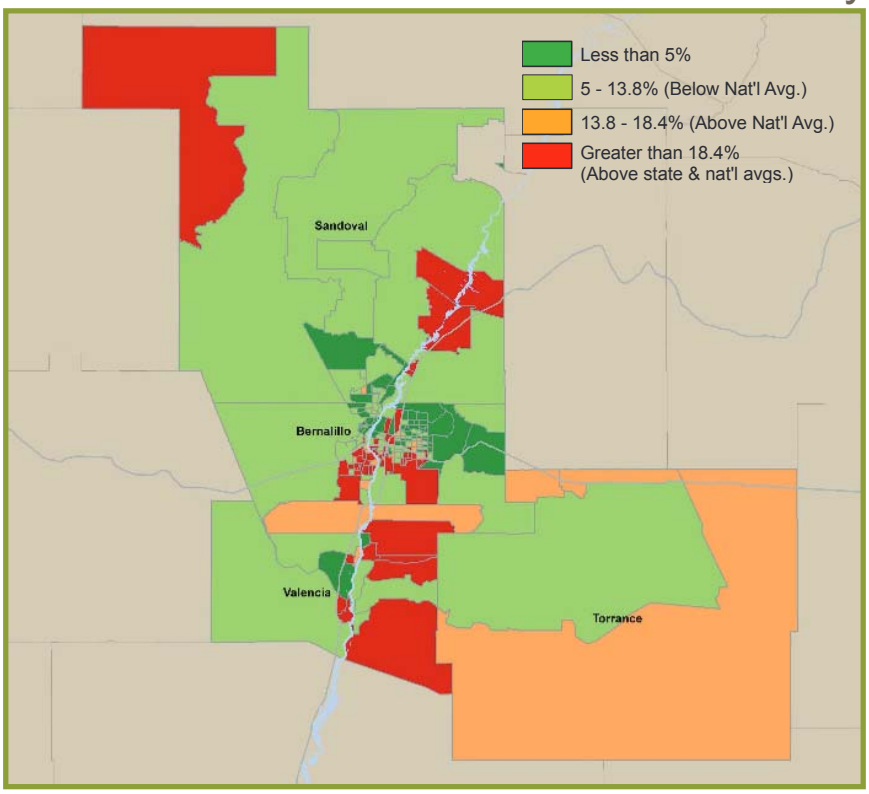
The region is also home to 887,077 people of all ages, which is about 43% of New Mexico's total population.

- 24% and below (at or below nat'l. avg.)
- 24.1% - 31.2% (above nat'l avg.)

Poverty

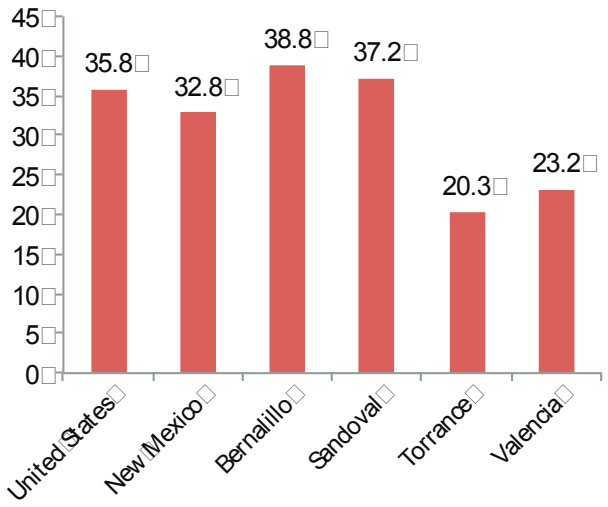
Our community exhibits extremes, with concentrations of very minimal poverty and neighborhoods with very high poverty. In some cases, these extremes are right next to each other.

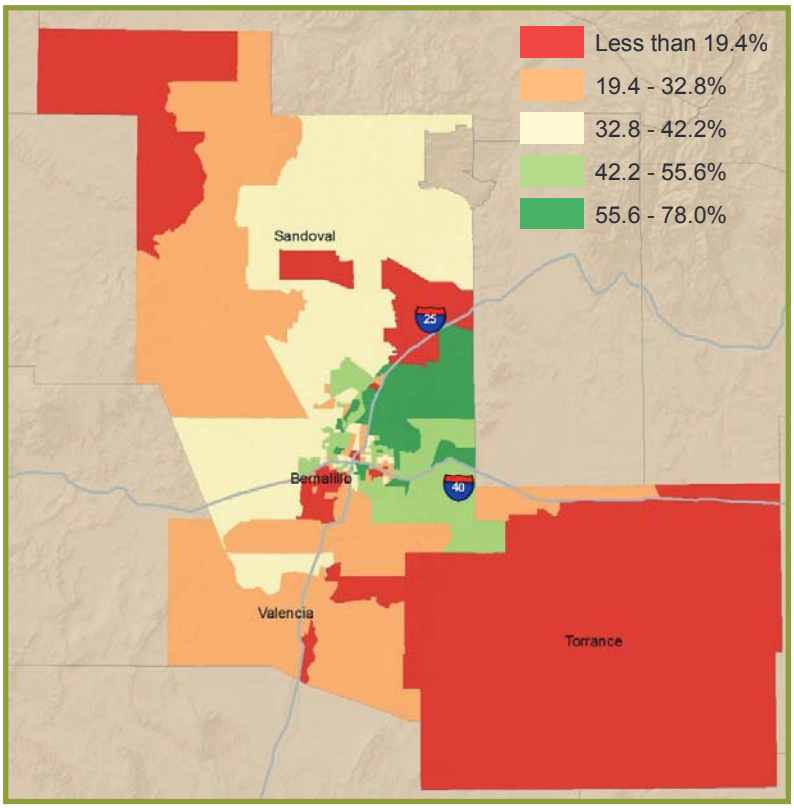
Understanding the landscape of poverty in Central New Mexico is essential to understanding the challenges faced by families, educators, policymakers and institutions working to improve educational attainment. Decades of research tells us that children from low-income families disproportionately struggle to achieve proficiency in school, to graduate from high school, and to be successful in college.



Source: U.S. Census American Community Survey, 2007-2011 Five-Year Estimate.

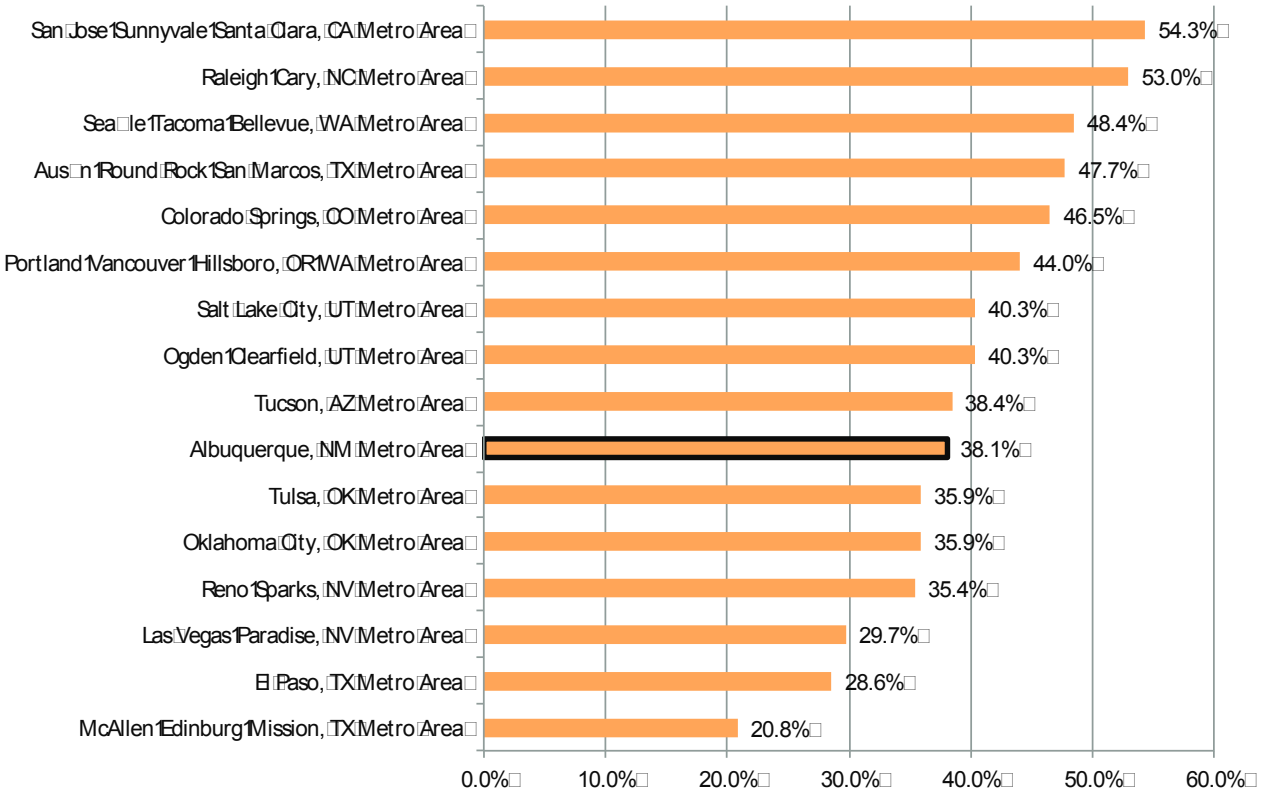
Educational Attainment





How Do We Compare to Other Communities?

Percentage of the Population, 25-64 Years of Age, With an Associate's Degree or Higher



Source: U.S. Census American Community Survey, 2011 Five-Year Estimate.

Our Mission

Mission: Graduate is committed to:

A vision for a world-class, seamless, and coordinated education system that provides equitable opportunities for all individuals to excel and succeed in school, graduate with a college degree or credential, and enter a career of their choosing in Central New Mexico;

A common purpose to nurture and develop the next generation of skilled workers, engaged citizens, and civic leaders, by setting big goals for educational attainment, developing a common agenda, galvanizing all sectors of the community, and supporting and holding each other accountable as we work toward achievement of the goals; and

A goal to add 60,000 new college degrees and credentials to Central New Mexico by 2020.

To achieve this goal, the Vision Council committed to pursue five Objectives:

1. Eliminate the opportunity gaps that perpetuate inequitable educational outcomes throughout the educational continuum, from preschool through college;
2. Increase high school graduation rates;
3. Increase college and university enrollment;
4. Increase college and university graduation rates; and
5. Align these education objectives with local and regional efforts to recruit and cultivate the growth of new businesses and entrepreneurs to ensure all graduates have plentiful opportunities for gainful employment.

HOW WILL We REACH OuR GOAL?

1 Focus on helping adults complete their college education now.

More than 227,000 working-age adults in Central NM have finished high school but never started or completed college.

2 Build a stronger educational pathway for the children who will be the college graduates of the future.

Students in grade six and below will graduate from college after 2020. Our work with these age groups is about long-term change. Students in grade seven and above have the potential to contribute to the 2020 goal of 60,000 new degrees and certificates.

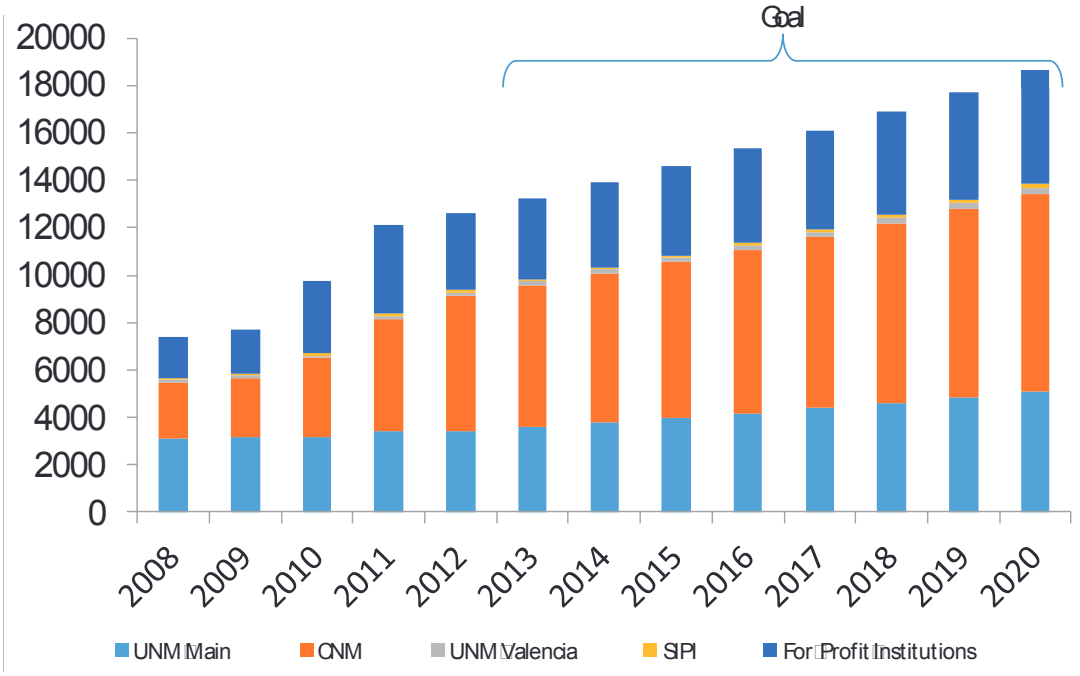
How Will We Measure Our Progress?

Historically, the annual increase in degrees and certificates for the colleges and universities in Central New Mexico has been between 3% and 4%. If that baseline continued and we had normal population growth (including people moving in and out of our region), the percentage of adults with associate's degrees or higher in our community would remain low.

The good news is that the production of degrees and certificates increased in 2010, 2011, and 2012. If we can sustain that increase over the next seven years, we will reach our goal of 60,000 new degrees and certificates by 2020.

These new degrees and certificates will significantly increase the percentage of adults with an associate's degree or higher and increase Central New Mexico's economic competitiveness.

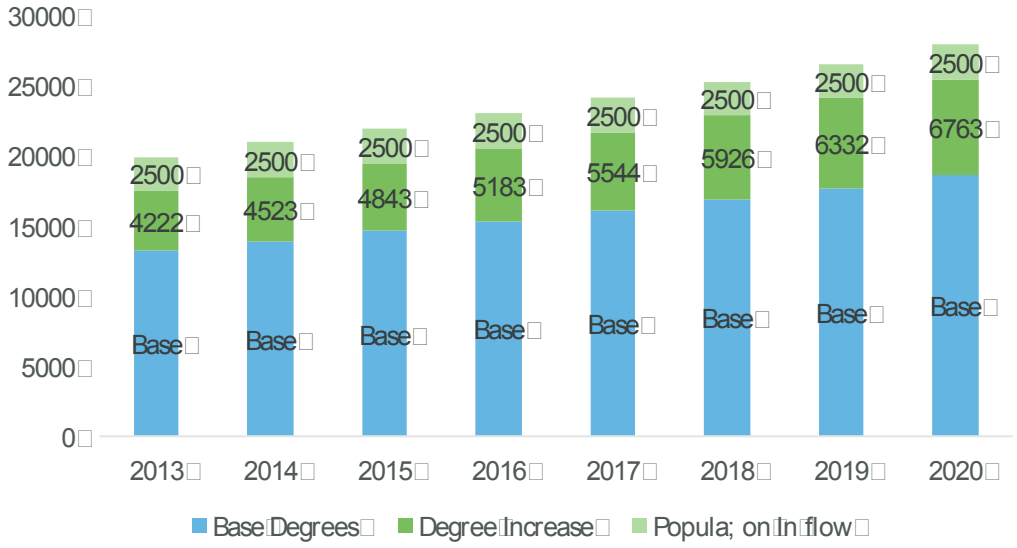
CERTIFICATE AND DEGREE PRODUCTION ALBUQUERQUE METROPOLITAN AREA THROUGH 2012, TARGET WITH 5% INCREASE PER YEAR 2013-2020.



Source: IPEDS. Data represent baseline certificates, associate's and bachelor's degrees.

The number of degrees and certificates is likely to grow as our population grows. Unfortunately, that growth will not increase the percentage of our population with the education we need to be competitive.

Here are the targets of new degrees (in dark green- 43,338) and degreed individuals moving to Albuquerque (Light green- 20,000) we need to hit every year to accomplish our mission of 60,000 new degrees and certificates by 2020.



Our urgency

introduction to the Baseline Data

In order to determine whether we are meeting our goals, we need to benchmark our progress across the education continuum, from early education through higher education. The following data represent the primary Outcome Measures we will use to determine whether we are making sufficient progress toward our goal.

These measures have been chosen for two primary reasons: (1) they have been shown by national research to be predictive of future success or failure; and (2) the Data and Research Council have identified them as key to understanding student outcomes in Albuquerque.

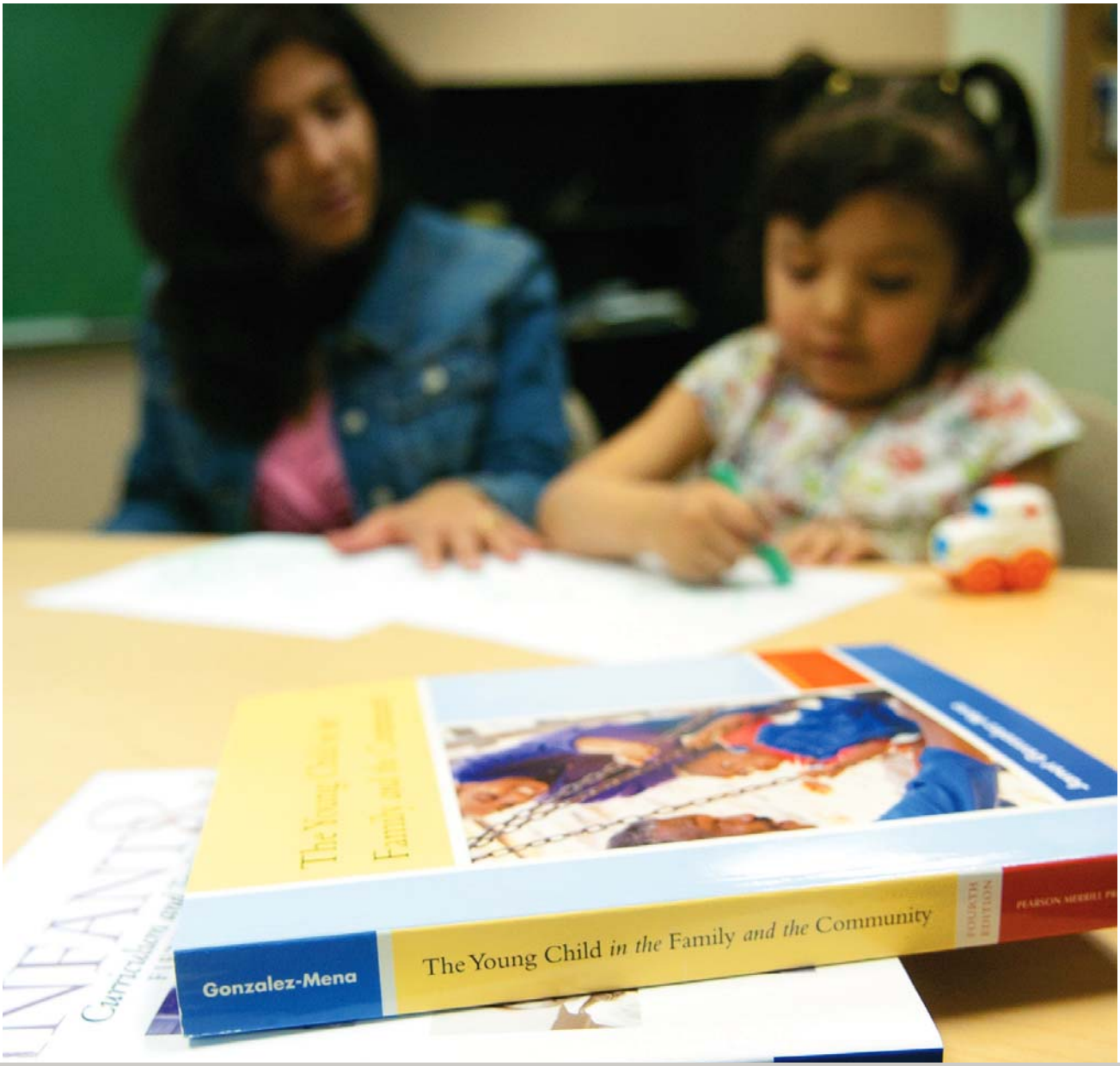
Over time, the Data and Research Council anticipates refining both the measures and data collection methods to provide better and increasingly accurate analyses of how our students are faring.

Result 1: excel and Succeed From early Childhood through High School

Outcome 1A: Kindergarten Readiness

Although New Mexico lacks a common assessment of kindergarten readiness, the state is making progress toward consensus on what it means to be ready for school. We believe measuring kindergarten readiness is important, because children experience rapid brain development in the first three years of life, which sets the stage for all the learning that will follow.

Kindergarten readiness encompasses various facets of a child's development, such as physical well-being and motor development, social and emotional development, language development, and general knowledge and cognition. The state is expected to pilot a kindergarten readiness assessment in fall of 2014.



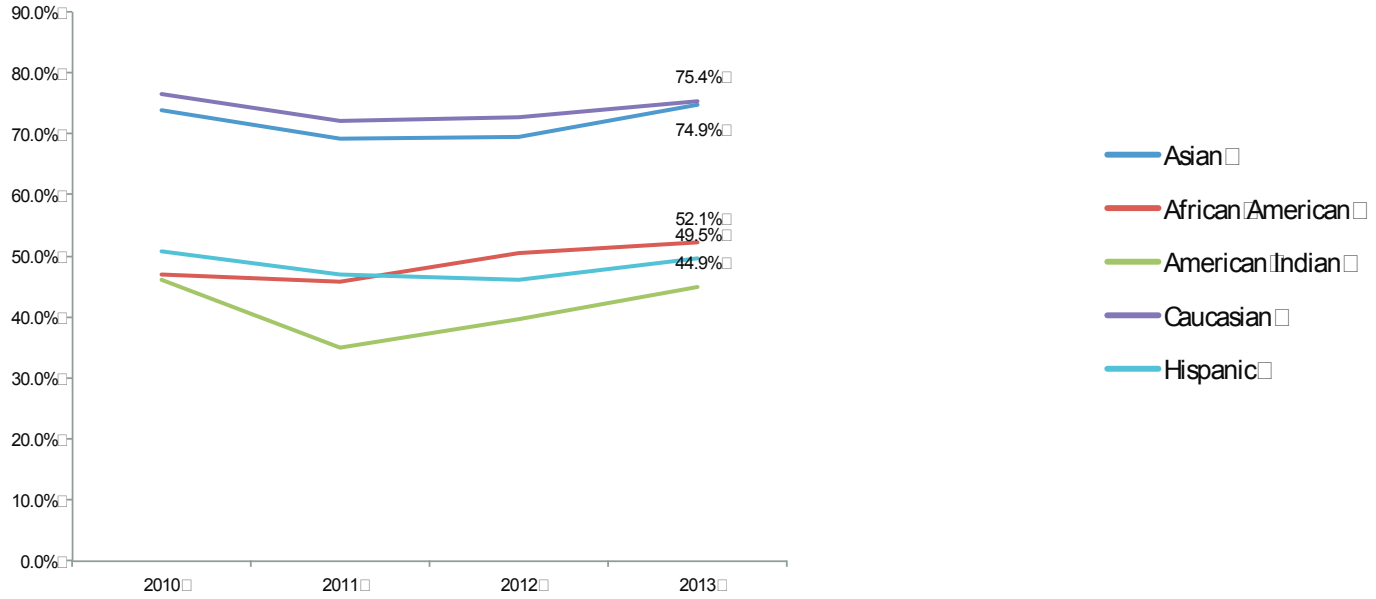
Our urgency

Outcome 1B: 3rd Grade Literacy

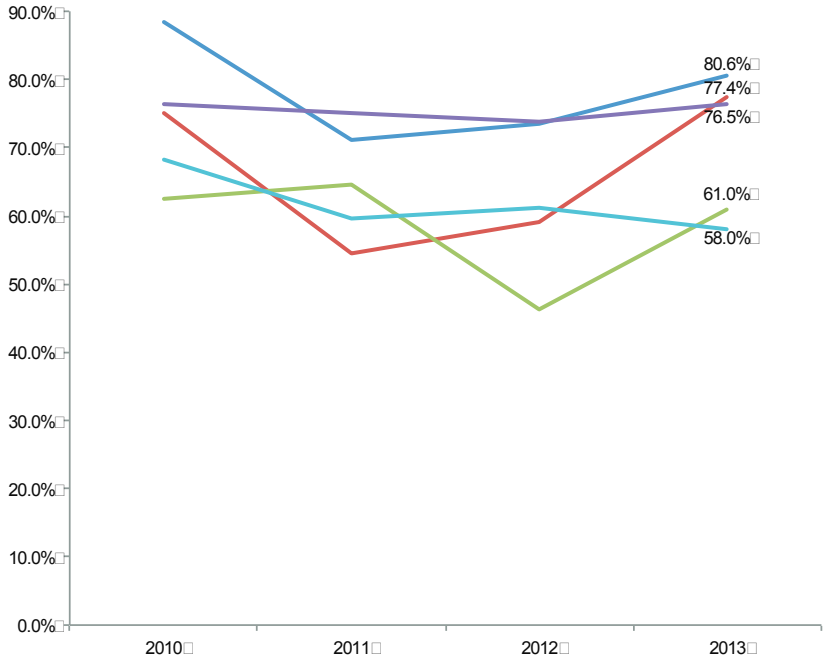
In 2012, the Annie E. Casey Foundation published a report illustrating the link between third-grade reading proficiency and high school graduation. In short, students who were not able to pass the third grade reading test were much less likely to eventually graduate from high school. Ensuring our students are on track early is critical to later success.

The data on the next several pages show that gaps in performance start early and persist through high school. If we are to ensure that all students have equal opportunities for success, we must create rigorous supports for all students to help them remain on track to graduation.

3rd Grade Reading, The New Mexico Standards-Based Assessment, Albuquerque



3rd Grade Reading, The New Mexico Standards-Based Assessment, Rio Rancho



The NM Standards-based assessment has undergone some significant changes over the last few years in order to maintain rigor and technical quality. More changes will be enacted prior to the state moving to a Common Core assessment in school year 2014-15. These changes are important to keep in mind whenever examining long-term trends.

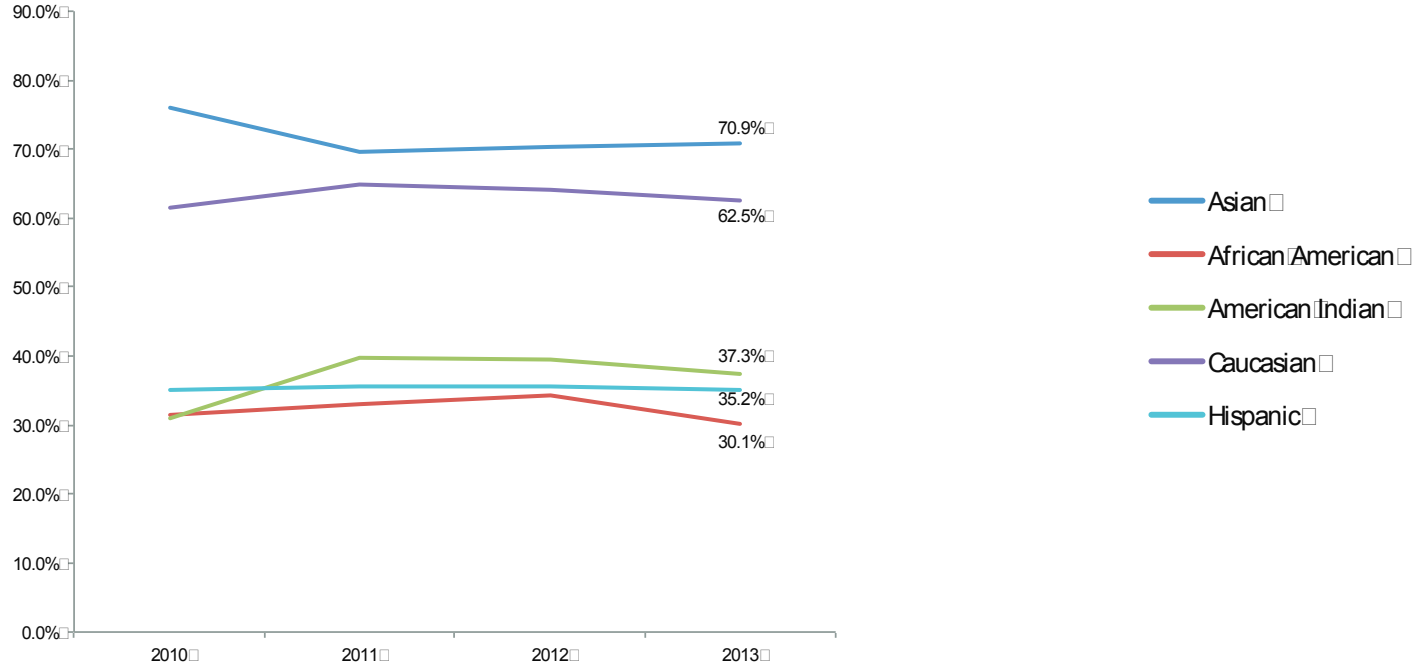
Source: NM PED

Our urgency

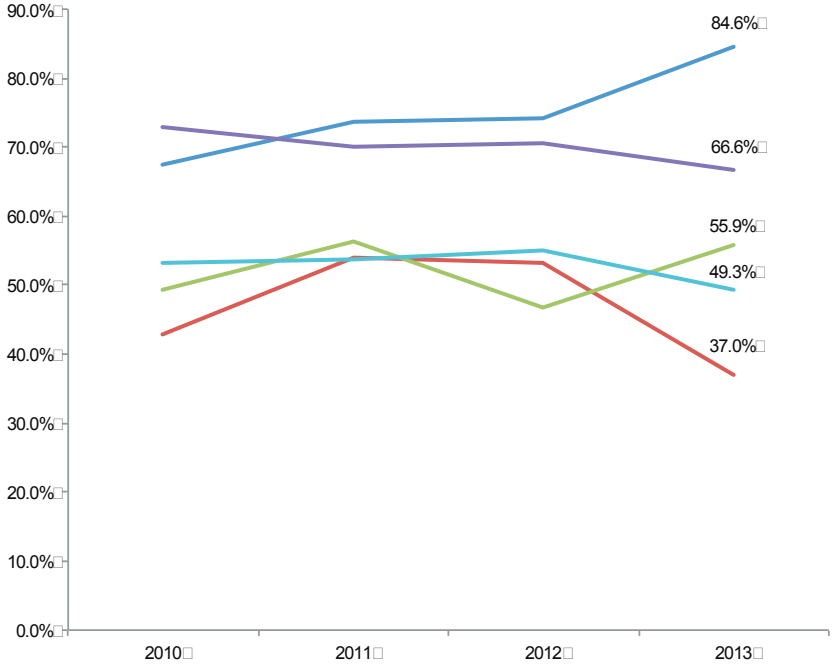
Outcome 1C: 8th Grade Math Proficiency

Students who are not proficient in eighth-grade mathematics will struggle in high school math courses and beyond. If we are to prepare our students for college and careers, we must ensure that all students have mastered basic math skills.

8TH GRADE MATH, THE NEW MEXICO STANDARDS-BASED ASSESSMENT, ALBUQUERQUE



8TH GRADE MATH, THE NEW MEXICO STANDARDS-BASED ASSESSMENT, RIO RANCHO



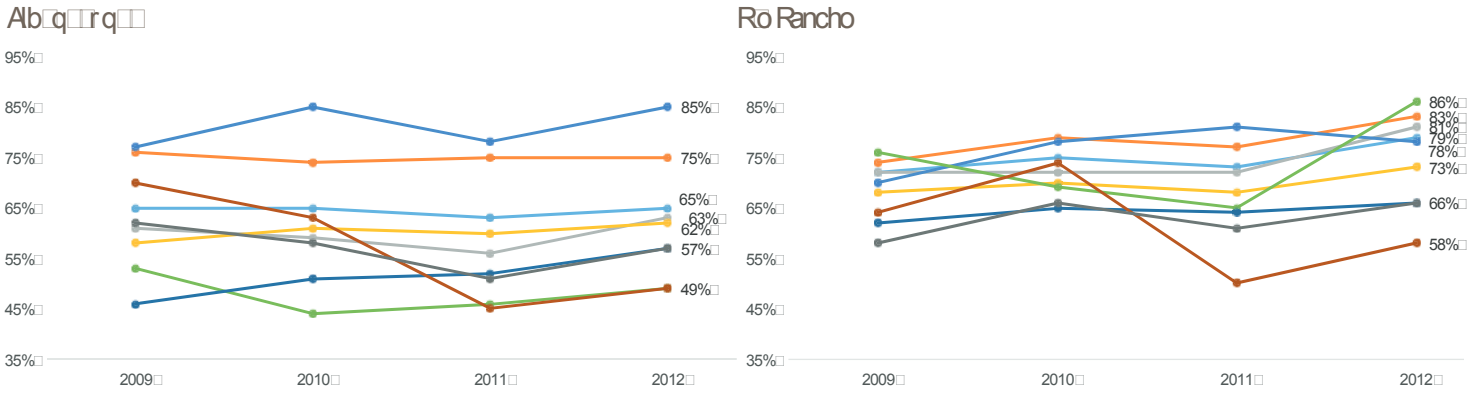
Source: NM PED

Outcome 1D: High School Graduation

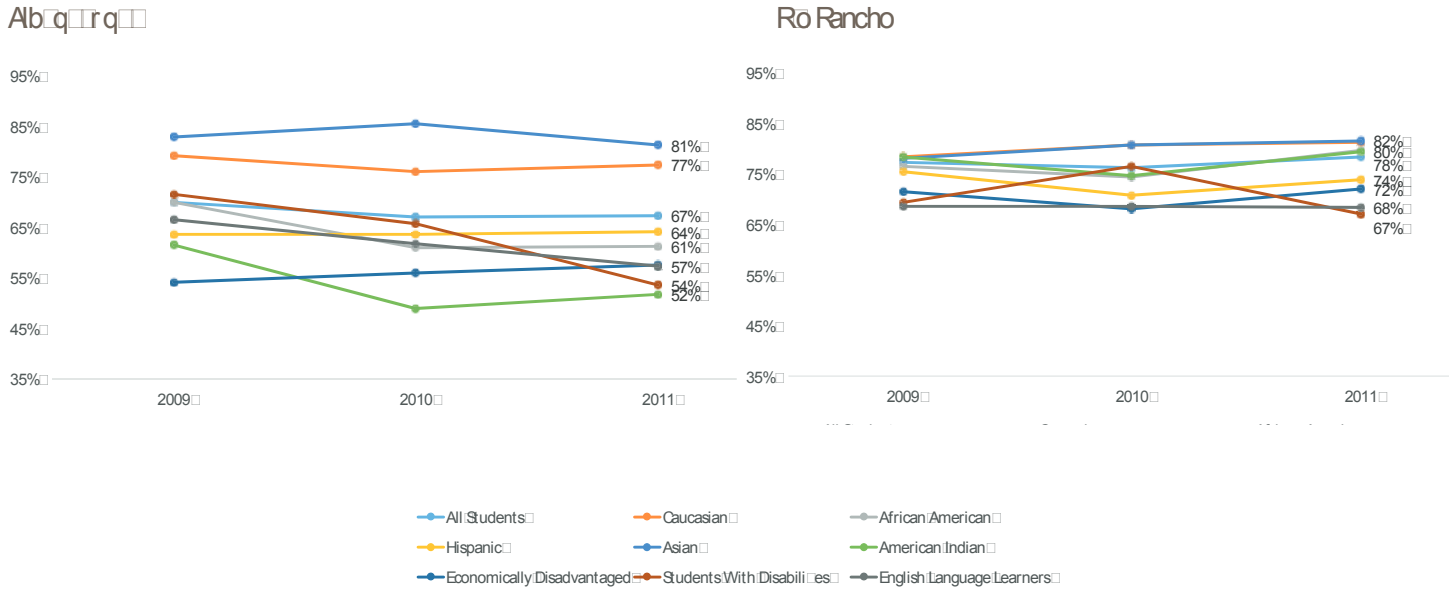
High school graduation is a key milestone for students on their journey toward gainful employment. Nationally, adults with a high school diploma earn, on average, $181 more per week than their counterparts without a diploma, according to the Bureau of Labor Statistics. Those with diplomas also had an unemployment rate of 8.3% in 2012, compared with 12.4% for adults without a diploma. A high school diploma, or its equivalent, is also an important prerequisite for students seeking to enroll in postsecondary education.

These data show significant disparities between the graduation rates of different racial and ethnic groups. These disparities have important implications for New Mexico's future, because groups that graduate at higher rates will be able to provide more stable homes for their children. Left unchecked, this perpetuates a cycle of disparate opportunity.

Percentage of Students Graduating From High School in 4 YEARS



Percentage of Students Graduating From High School in 5 YEARS



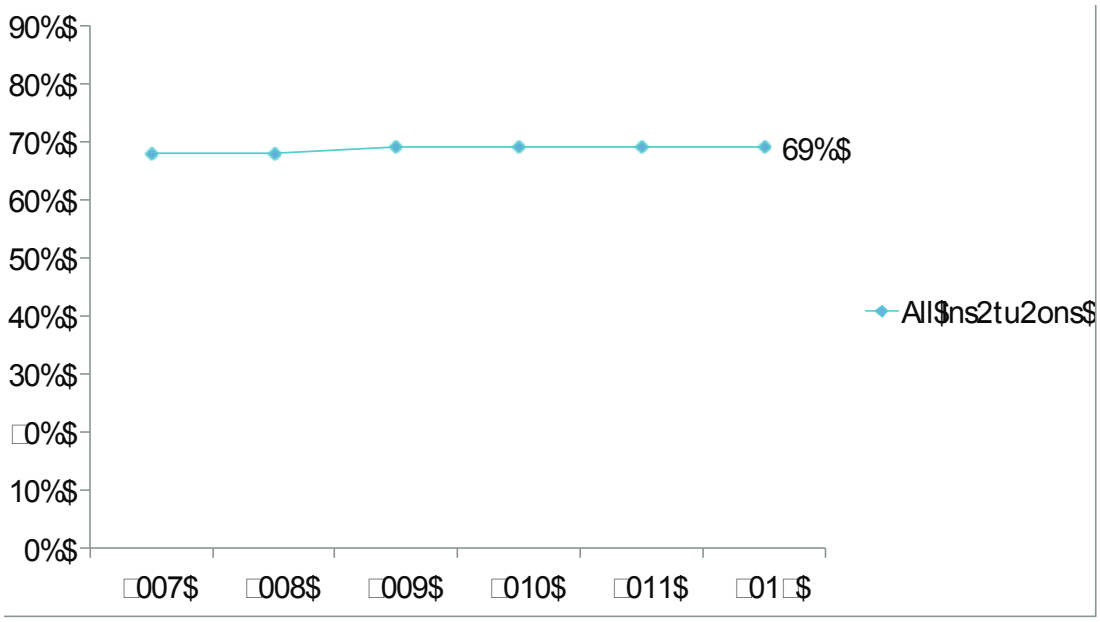
Source: NM PED

Result 2: Graduate With a Postsecondary Degree or Credential

Outcome 2A: College enrollment

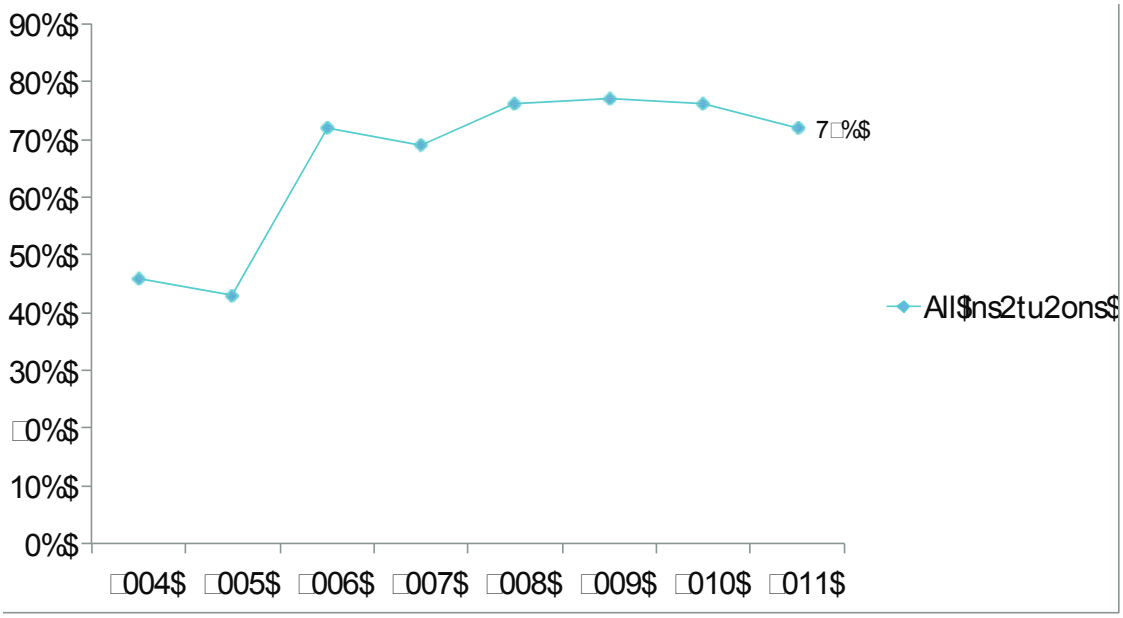
The charts on this page show the percentage of students in Albuquerque and Rio Rancho who enrolled in college within one year of high school graduation. Getting students to college is half the battle. As the next few pages show, we still have much work to do to help our students stay in college and finish their certificate or degree program.

PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE AT ANY TIME DURING THE FIRST YEAR AFTER HIGH SCHOOL, ALBUQUERQUE PUBLIC SCHOOLS



Source: National Student Clearinghouse & Albuquerque Public Schools

PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE AT ANY TIME DURING THE FIRST YEAR AFTER HIGH SCHOOL, RIO RANCHO PUBLIC SCHOOLS

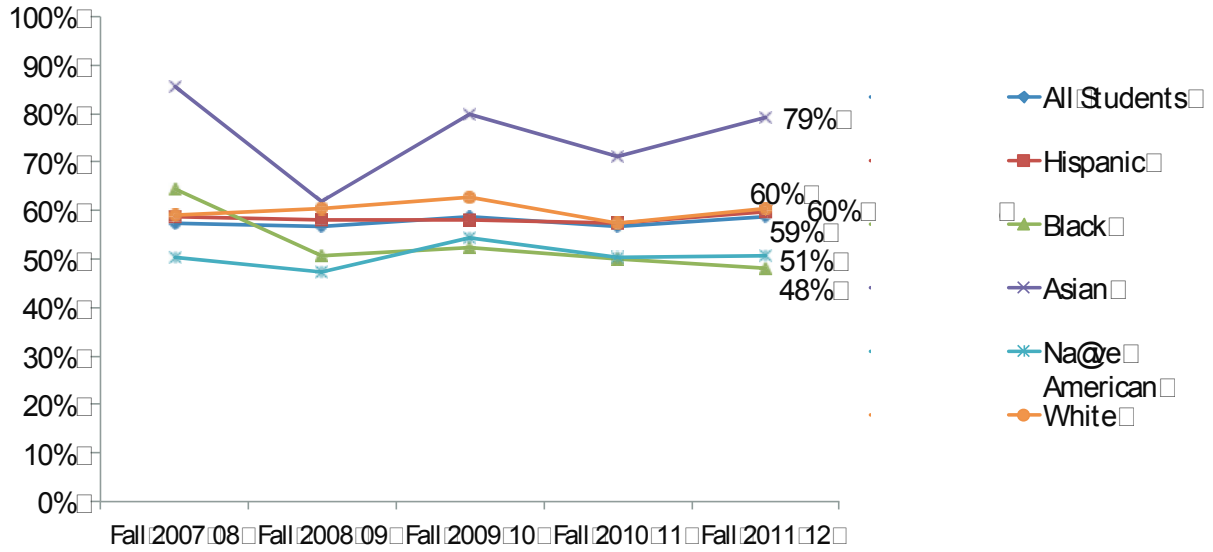


Source: National Student Clearinghouse & Rio Rancho Public Schools

Outcome 2B: College Retention

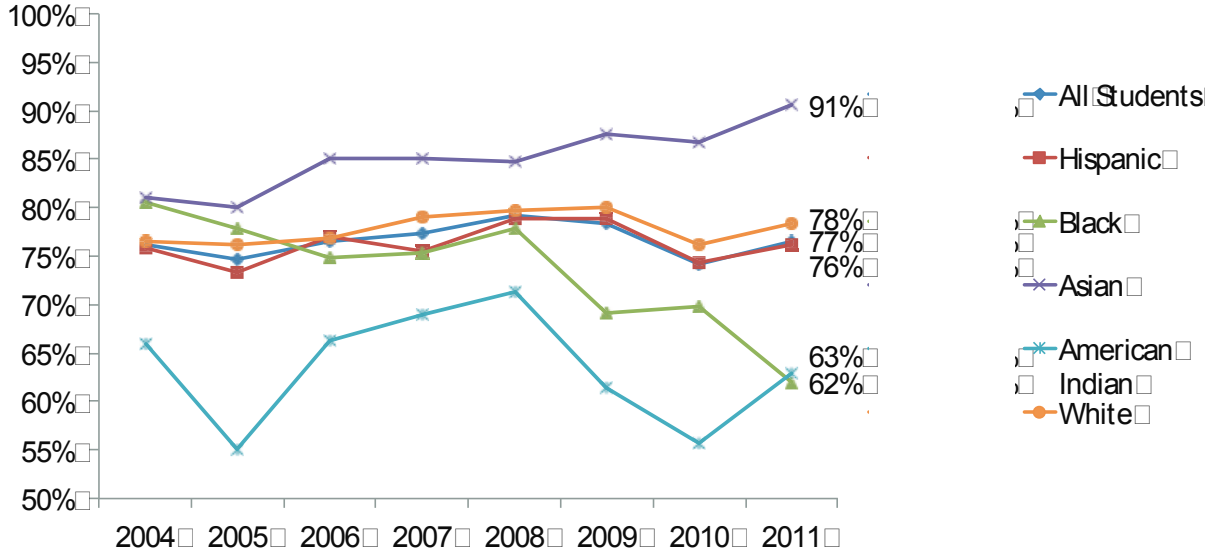
A student's enrollment in college is only the first step toward attaining a degree or credential. A host of personal, financial, and academic factors may lead students to abandon their college ambitions after their first year or semester. As we see in many indicators, students from different racial and ethnic groups face disparate retention outcomes.

CNM FALL RETENTION RATE, BY RACE AND ETHNICITY



Source: CNM Office of Institutional Research. Overall student retention rate.

UNM RETENTION RATE, BY RACE AND ETHNICITY

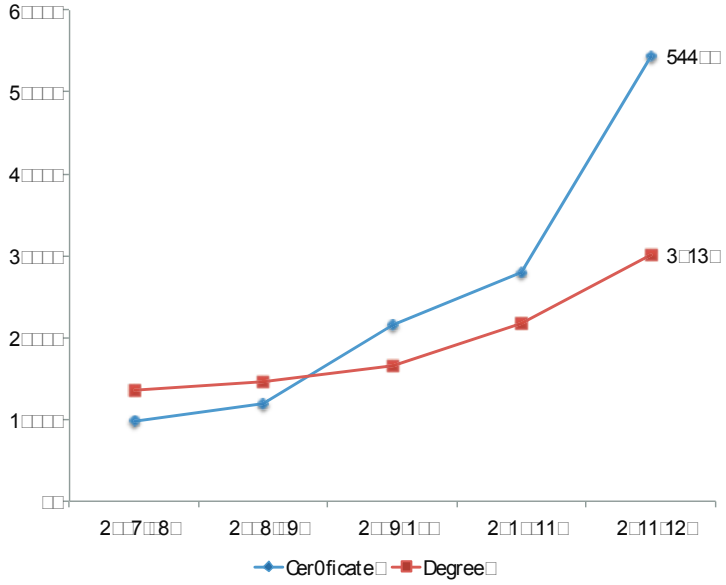


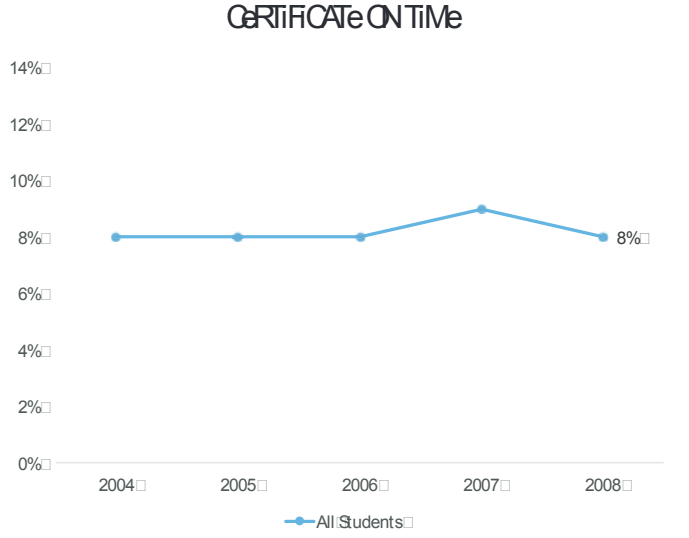
Source: UNM, Office of Institutional Research, OIR Freshman Cohort Tracking Report, Fall 2011. The retention rate in any given year is the percentage of first-time, full-time, degree seeking students enrolled in the fall of the preceding year who were still enrolled after one year.
Full-time Freshmen by Ethnicity-thru 2009. All Freshmen by Ethnicity since 2010.

Outcome 2C: Certificate or Degree Attainment

The data on this page show that while we are making progress toward increasing the number of certificates and degrees awarded in Central New Mexico, the overall on-time graduation rates remain low. Moreover, the opportunity gap apparent in third grade persists into higher education.

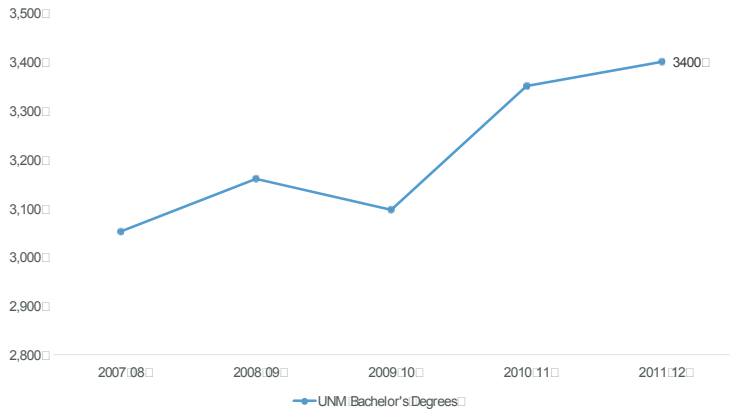
Central New Mexico Community College



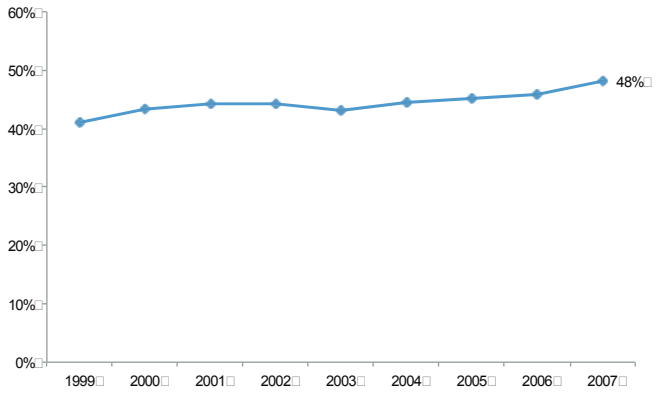


Source: CNM Office of Institutional Research. Data as of 9.23.2013

University of New Mexico



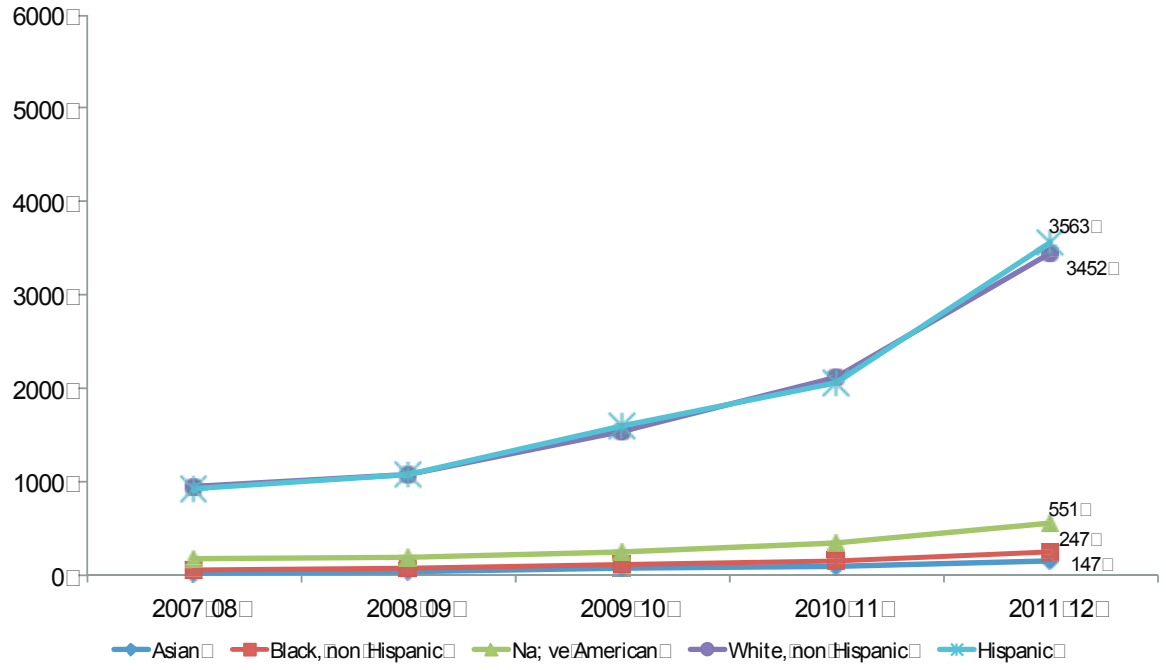
Source: UNM 2012-2013 Fact Book



Source: UNM, Office of Institutional Research, CIR Freshman Cohort Tracking Report, Fall 2011 + 2007 overall graduation rate data. The six-year graduation rate is the percentage of first-time, full-time, degree seeking students who enroll at UNM in the given year and graduate with a Bachelor's degree or PharmD degree, or who are enrolled in the fourth fall of the PharmD Program within six years. Data from the 2007 Cohort is available in aggregate form only.

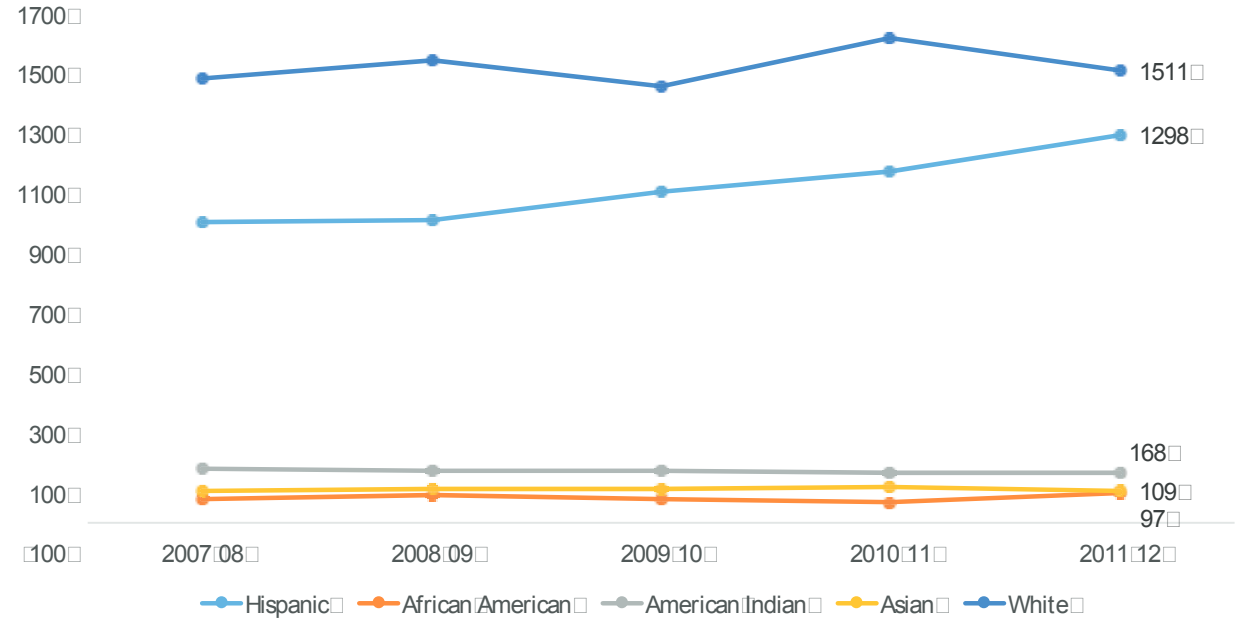
Outcome 2C: Certificate or Degree Attainment

CNM NUMBER OF CERTIFICATES AND DEGREES AWARDED, BY ETHNICITY



Source: CNM Office of Institutional Research. Data as of 9.23.2013

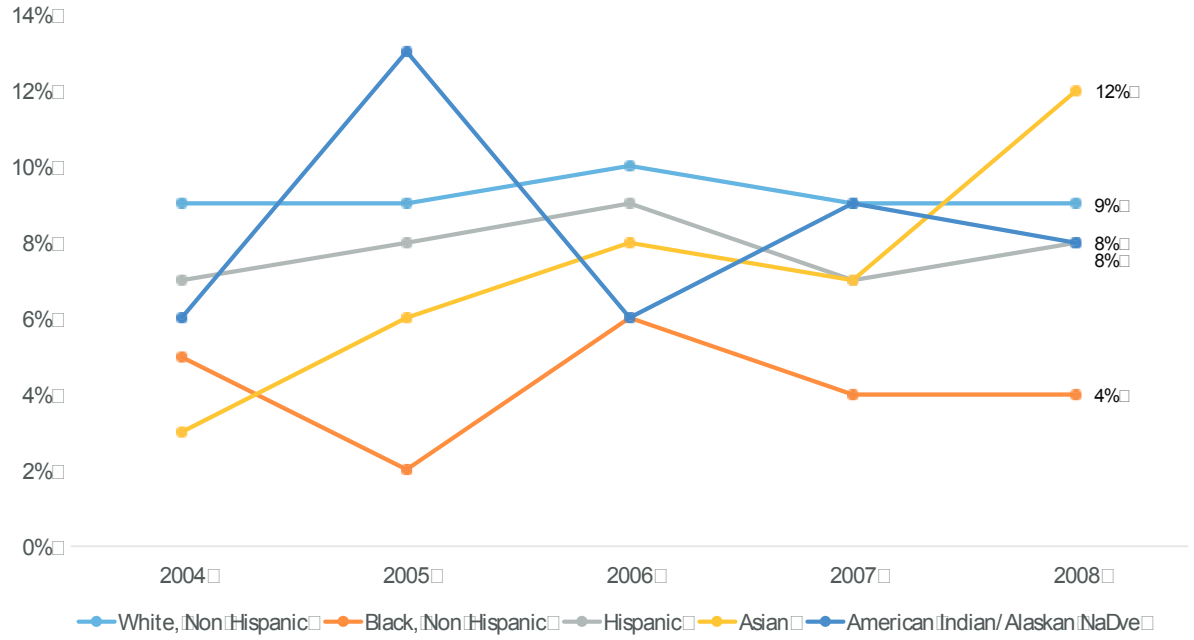
UNM BACHELOR'S DEGREES AWARDED, BY RACE AND ETHNICITY



Source: UNM 2012-2013 Fact Book

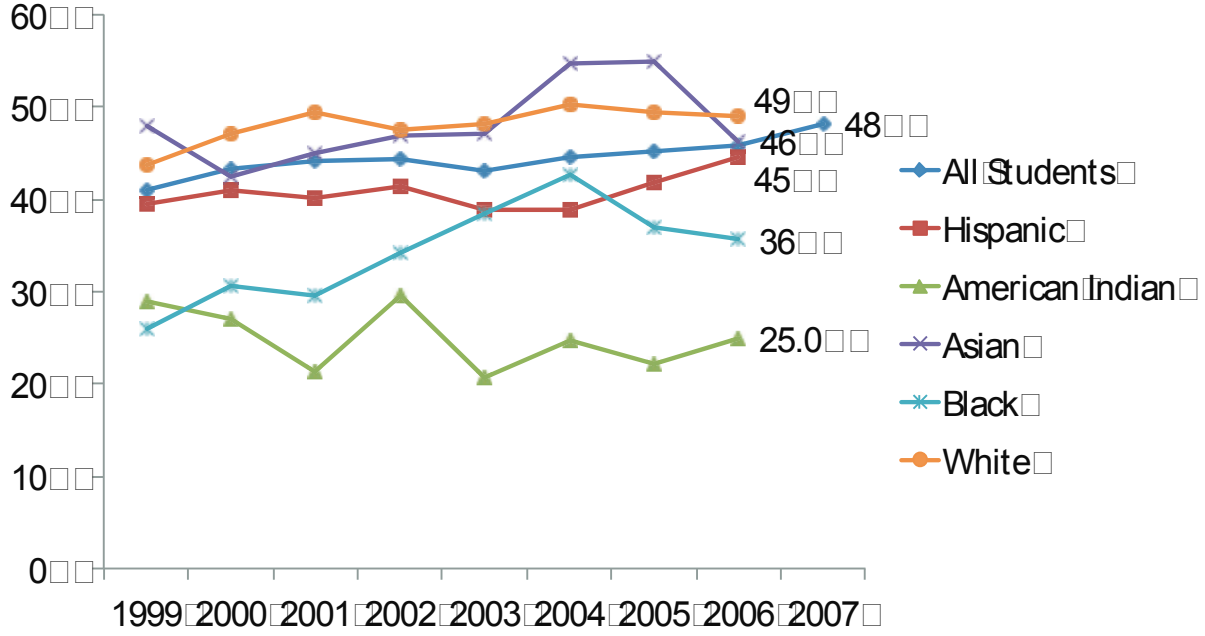
Outcome 2C: Certificate or Degree Attainment

CNM Percentage of First-Time, Full-Time, Degree-Seeking Students Who Complete an Associate's Degree or Certificate on Time, by Race and Ethnicity



Source: CNM Office of Institutional Research. Data as of 9.23.2013

UNM Six-Year Graduation Rate, by Race and Ethnicity



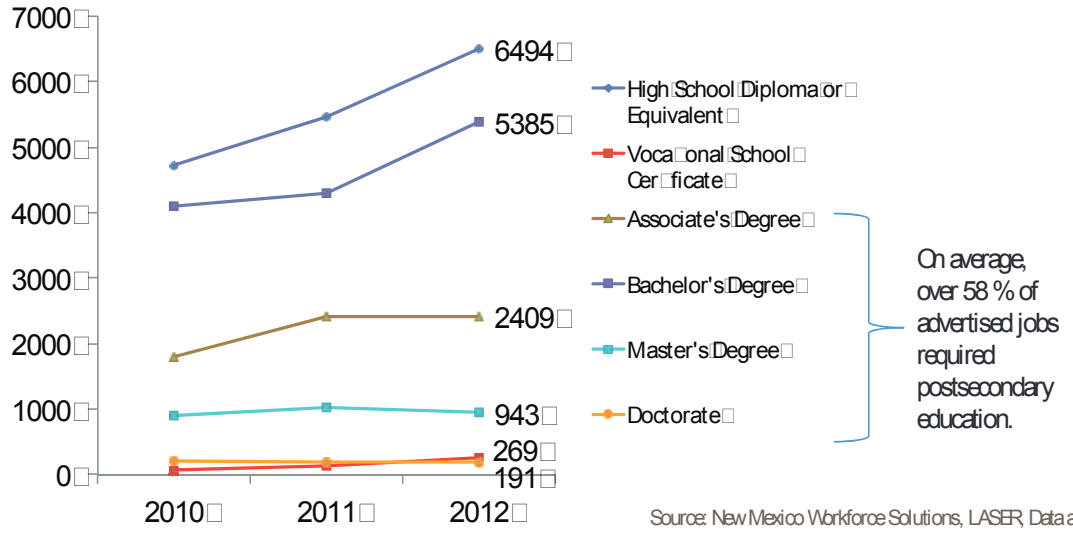
Source: UNM, Office of Institutional Research, CIR Freshman Cohort Tracking Report, Fall 2011 + 2007 overall graduation rate data. The six-year graduation rate is the percentage of first-time, full-time, degree seeking students who enroll at UNM in the given year and graduate with a Bachelor's degree or PharmD degree, or who are enrolled in the fourth fall of the PharmD Program within six years. Data from the 2007 Cohort is available in aggregate form only.

Result 3: enter a Career of One's Choosing in Central New Mexico

Outcome 3A: employment in a High-Wage Job in Central New Mexico

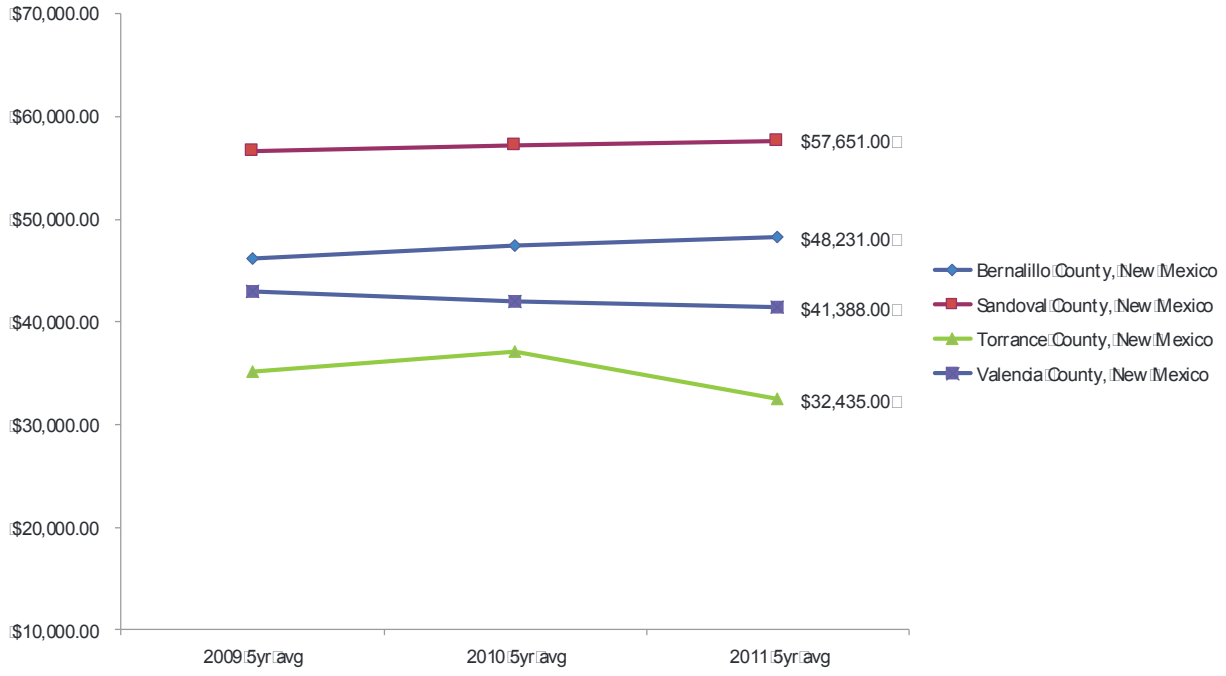
These charts show the educational requirements of advertised jobs in Central New Mexico, and median household income by county. The link between these charts is the simple fact that jobs with more rigorous educational requirements tend to pay more. Among jobs posted in 2012 in Bernalillo County, for example, the average salary for a job requiring a bachelor's degree was $64,742. For jobs that required only a high school diploma, the average salary was $40,686.

EMPLOYMENT IN BERNALILLO, SANDOVAL, TORRANCE AND VALENCIA COUNTIES: NUMBERS OF ADVERTISED JOBS & REQUIRED EDUCATION LEVELS



Source: New Mexico Workforce Solutions, LASER, Data accessed 5/13.

MEDIAN HOUSEHOLD INCOME



Source: U.S. Census, American Community Survey, 2009-2011, Five-Year Estimates.

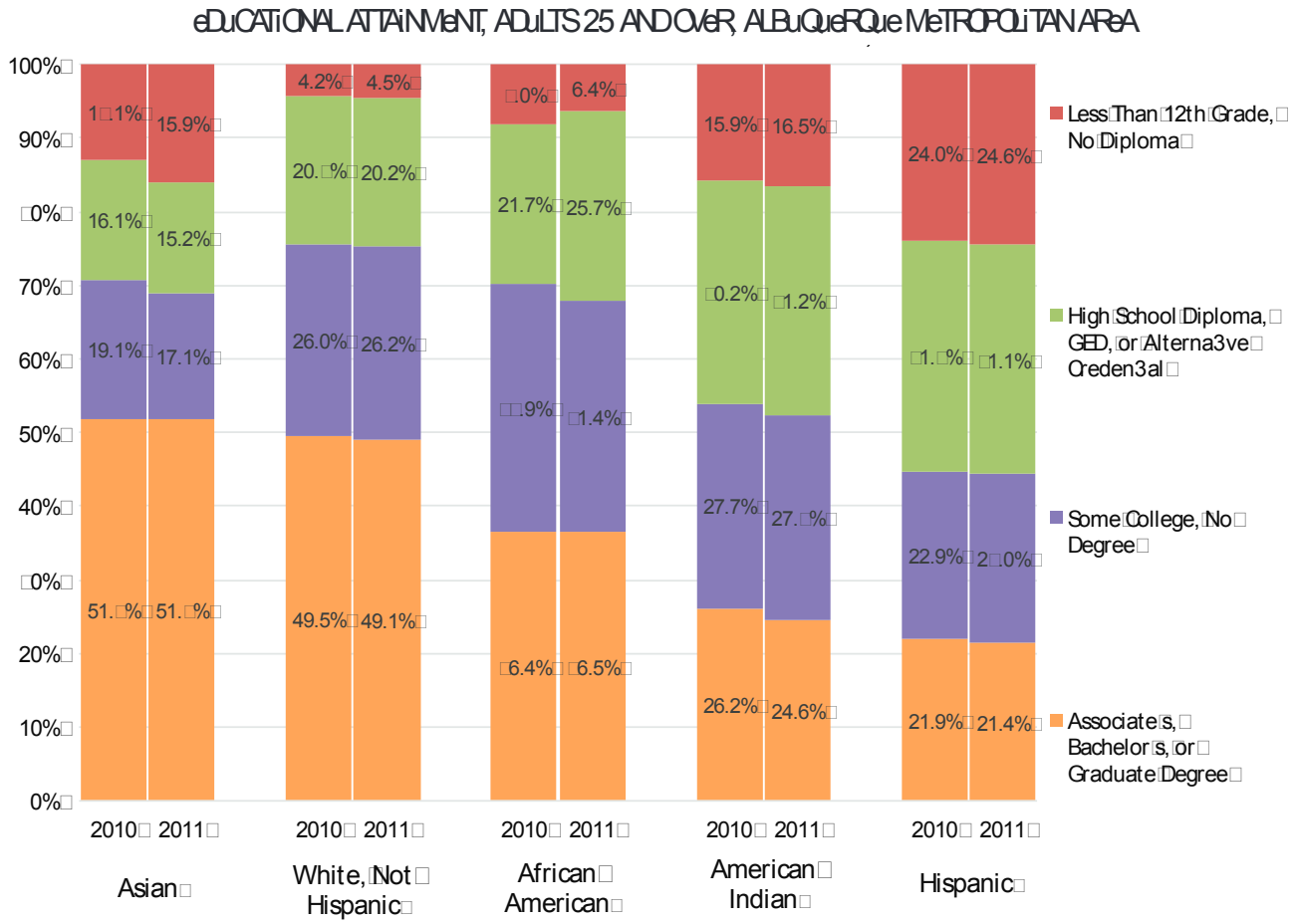
Result 4: Close the Opportunity Gap

Outcome 4A: Opportunity Gap

There are numerous ways to measure the opportunity gap. One way is to report disaggregated outcome data for key measures of student success, as we have done in the preceding pages. Our commitment to the community is to continue to report disaggregated student success data, whenever possible, to assess how well all of our students are performing as they move through the educational pipeline.

But we also want to have the ability to assess how well we are doing, as a community, in eliminating gaps in educational attainment among the population as a whole. For that reason, our outcome indicator for Result 4 draws upon educational attainment data from the U.S. Census, which provides estimates of the highest level of education completed among adults over the age of 25. As the chart shows, Asians and White, Non-Hispanics show significantly higher college degree attainment rates than African Americans, American Indians, and Hispanics. When degree attainment rates are comparable across racial and ethnic groups, we will know that we have succeeded in closing the opportunity gap.

Additionally, over the coming years, we will be developing a number of "contributing indicators" that tell the story of opportunity all along the cradle-to-career continuum. In subsequent reports, we hope to have a number of metrics that will help us assess the impact we are making toward eliminating the educational attainment gaps that we see among the population in our community.



Source: U.S. Census, American Community Survey 2010, 2011, 3-Year Estimates. Note: Data for working-age adults, 25-64, were unavailable. As a result, these data probably slightly underestimate educational attainment rates because the rate of higher educational attainment is generally lower for older Americans.

Our Call to Action

We invite all members of the community to join us as partners in the work of Mission: Graduate. There are three ways you can help:

1. Encourage your children, family members, colleagues, and employees to earn a college certificate or degree. Support them in their efforts.

2. Volunteer in a school, afterschool, or other student success program.

3. Join the movement by helping us develop collaborative solutions to improve student success.

1. Encourage and provide support

Over time, we will develop guidance for all sectors of the community about how they can contribute to the goal of 60,000 graduates with degrees and certificates by 2020.

During the first year of Mission: Graduate, we are calling on the employers of Central New Mexico to participate in the Employer Commitment Challenge. We challenge all employers to assess the educational attainment levels among their own employees and make a public commitment to help us increase certificate and degree attainment in four ways:

1. Help your employees get a certificate or degree;
2. Provide career exploration opportunities for students;
3. Encourage employees to volunteer in a school or with a college success program; and
4. Make it easier for parent employees to support their children in school.

Mission: Graduate will feature local employers on our website that are both contributing to and increasing their commitment to the 60,000-degree/certificate goal. We will also provide support to any local business that needs help taking their commitment to the next level. To take the challenge, visit http://MissionGraduateNM.org/get-involved/employer-commitment-challenge.

2. Volunteer

Mission: Graduate is seeking volunteers to support students of all ages, and will develop a comprehensive list of volunteer opportunities during the next few months. If you would like to learn more about how you can volunteer, please visit http://MissionGraduateNM.org/get-involved/volunteer

3. Join the movement

Mission: Graduate invites all individuals and organizations to join us as "Impact Partners" by signing the Community Partner Agreement on our website. Becoming an Impact Partner means affirming your support for the Vision, Goal, and Results of Mission: Graduate, as well as the principles of collaborative action and continuous improvement. To sign on, visit http://MissionGraduateNM.org/get-involved.

Additionally, Mission: Graduate is seeking individuals and organizations that are willing to join us in developing solutions to improve educational outcomes from cradle to career. There are several ways you can participate in the collaborative work of Mission: Graduate:

- Join a Community Support Council
- Join a Collaborative Action Network
- Become a Convening Partner
- Become a Sponsor

To learn more, visit http://MissionGraduateNM.org/get-involved/join-the-movement.

Acknowledgments

Vision Council

Sherry Allison
President, Southwestern Indian Polytechnic Institute

Adelmo "Del" Archuleta
President and CEO,
Molzen-Corbin & Associates

Richard J. Berry
Mayor, City of Albuquerque

Winston Brooks
Superintendent,
Albuquerque Public Schools

V. Sue Cleveland
Superintendent,
Rio Rancho Public Schools

Dee Esparza
President, Esparza Advertising

Robert G. Frank
President, University of New Mexico

Maggie Hart Stebbins
Chair, Bernalillo County Commission

James H. Hinton
President and CEO,
Presbyterian Healthcare Services

Kirby Jefferson
Vice President, Technology and Manufacturing Group
Intel Corporation

Don Power
CEO, Jaynes Corporation

ed Rivera
President and CEO,
United Way of Central New Mexico

Pat Vincent-Collawn
Chairman, President, & CEO,
PNM Resources

Kent Walz
Editor, Albuquerque Journal

Kathie Winograd
President,
Central New Mexico Community College

operations team

Pauline Barnes
Network Facilitator, Mission: Graduate

Joseph escobedo
Chief of Staff,
Albuquerque Public Schools

Viola Flores
Interim Dean, College of Education,
University of New Mexico

Jennifer Gomez-Chavez
Director, Student Academic Success and Unidos Project, University of New Mexico

Angelo Gonzales
Executive Director,
Mission: Graduate

Marjorie Kribs
Associate Professor, Department of Teacher Education, Educational Leadership and Policy, University of New Mexico

Jennifer Mastrapolito
Chief Development Officer, United Way of Central New Mexico

Jeanette Miller
Director of Communications and Marketing, United Way of Central New Mexico

Jose Munoz
Executive Director, ABC Community School Partnership

ed Rivera
President and CEO, United Way of Central New Mexico

Beata Thorstensen
Director of Data and Analysis, UNM Center for Education Policy Research

Lois Vermilya
Director, UNM Family Development Program

Peter Winograd
Director, UNM Center for Education Policy Research

Randy Woodcock
Vice President and Chief Strategic Officer,
United Way of Central New Mexico

Acknowledgments

marketing Council

Monica Armenta
Executive Director of Communications
Albuquerque Public Schools

Joseph escobedo
Chief of Staff
Albuquerque Public Schools

Dayna Gardner
Director of Communications, Office of the Mayor
City of Albuquerque

Angelo Gonzales
Executive Director
Mission: Graduate

Alexis Kirschner Tappan
Director of Marketing and Public Relations
Central New Mexico Community College

Argy Manatis
Director, University Marketing
University of New Mexico

Jennifer Mastropolito
Chief Development Officer
United Way of Central New Mexico

Janette Miller
Director of Communications and Marketing
United Way of Central New Mexico

Joan Rubecchi
Communications Manager
New Mexico PBS

Samantha Singel
Chief Communications & Government Relations Officer, Central New Mexico Community College

Kim Vesely
Director, Parent, Community, and Staff Engagement
Rio Rancho Public Schools

Acknowledgments

Data and Research Council

Michelle Bloodworth
Senior Evaluation Specialist
APEX Education

Viola Florez
Interim Dean, College of Education
University of New Mexico

Tom Glennon
Director, Research, Deployment, and Accountability
Albuquerque Public Schools

Angelo Gonzales
Executive Director
Mission: Graduate

Heavenly Handley
Research Scientist II, Bureau of Business and Economic Research
University of New Mexico

Christine Hollis
NM Kids Count Director
NM Voices for Children

Marjorie Kribbs
Associate Professor, Department of Teacher Education, Educational Leadership and Policy
University of New Mexico

Paul Lockhart
Director, Research, Assessment, Data, & Accountability
Rio Rancho Public Schools

Rose-Ann McKinnan
Executive Director, Instructional Accountability
Albuquerque Public Schools

Happy Miller
Executive Director,
Research, Assessment, Data, & Accountability
Rio Rancho Public Schools

Jose Munoz
Executive Director, ABC Community School Partnership

Susan Reagan
Senior Program Manager,
Bureau of Business and Economic Research
University of New Mexico

Dee Dee Romero
Associate Director of Administration and Finance, Division of Enrollment Management
University of New Mexico

Beata Thorstenson
Center for Education Policy Research
University of New Mexico

Kathy ulbarr
Vice President for Finance and Operations
Central New Mexico Community College

Peter Winograd
Director, Center for Education Policy Research
University of New Mexico

Randy Woodcock
Vice President and Chief Strategic Officer
United Way of Central New Mexico

Julian Zter
Executive Director, Planning and Institutional Effectiveness
Central New Mexico Community College

Acknowledgments

a speCial thanks

This report could not have been put together without hard work and support from the individuals who worked to assemble the data and who helped with the report design and layout.

Albuquerque Public Schools
- Christine Cervantes, Senior Analyst, Student Information Systems
- Dolores Chavez de Daigle, Manager, State Reporting
- Gary Corbaley, Programmer, Student Information Systems
- Tom Genné, Director, RDA
- Andrew Gutierrez, Manager, Student Information Systems
- Lisa Hada, Coordinator, STARS Reporting
- Don Jarrett, Programmer, Student Information Systems

Center for education Policy Research
- Hailey Heinz, Senior Policy Analyst
- Alfred McCloud, Graduate Assistant
- Christina Reynoso, Graduate Assistant
- Jason Timm, Graduate Assistant

Central New Mexico Community College
- Brittany Esswein, Senior Research Analyst
- Dawn Kenney, Director of Institutional Research & Policy Analysis
- Alexis Kerschner Tappan, Director of Marketing & Public Relations
- Audrey Troche, Graphic Designer, Marketing & Communications Office

Rio Rancho Public Schools
- Barbara Boyer, Administrative Assistant, Student Services
- Tonna Burgos, Executive Director, Student Services
- Vickie Calzada, Systems Analyst (State Reporting), IT
- Lee Carn, Nurse Coordinator, Student Services
- Johanna Johanson, Systems Analyst (Student Information System), IT
- Paul Lockhart, Director, RADA
- Michelle Mandich, Administrative Assistant, RADA
- Victoria Tafoya, Executive Director, Federal, Bilingual, & Native American Programs

The University of New Mexico
- Vicky Morris-Dueer, Senior Institutional Researcher

For Questions About This Report or Inquiries About Mission: Graduate, go to:

http://facebook.com/MissionGraduateNM or find us on Twitter @MissionGraduateNM

Please Contact:

Beata Thorsteinsson
Director of Data & Analysis
Center for Education Policy Research
University of New Mexico
beatat@unm.edu

Peter Winograd
Director,
Center for Education Policy Research
University of New Mexico
peterwin@unm.edu

Angelo Gonzales
Executive Director
Mission: Graduate
angelo@missiongraduatenm.org

MISSION: GRADUATE
YOU MUST COMPLETE TO COMPETE