COMMUNITY INDICATOR REPORT ON HUMAN CAPITAL AND EDUCATION.

2016

All In.™

ADVANCING EDUCATION. CREATING CAREERS. TRANSFORMING BROWNSVILLE.
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Dear Friends:

The 2016 Community Indicator Report on Human Capital and Education is a valuable tool for the Brownsville community. Based on carefully collected and analyzed data, the report measures our progress as a community working together to break through barriers and create postsecondary educational opportunities for young people in Brownsville.

Formerly known as Partners for Postsecondary Success, All In seeks to double the number of young adults in Brownsville who earn postsecondary credentials, a certificate, associate, or bachelor's, with labor market value by 2025. A 2012 grant from the Bill & Melinda Gates Foundation funded the creation of the framework for this initiative. All In's 2009-2010 baseline number of students with postsecondary credentials was 2,300. We are working to align the education to career pipeline to award 5,000 degrees to students, enabling them to obtain living wage employment by 2025. All In’s efforts reflect the initiative’s progress as part of the United Way of Southern Cameron County.

Brownsville and the Rio Grande Valley are poised for revitalization with key economic developments such as the new University of Texas Rio Grande Valley and medical school; the important role of Texas Southmost College with new accreditation; the SpaceX space port; and the expanding economic opportunities through the Port of Brownsville.

The information reflected in this report is crucial to continue removing barriers to educational access and success and award postsecondary credentials with relevant career pathways to empower Brownsville students to leverage new economic opportunities within the region.

This report will stimulate ideas and strengthen individual and collective efforts to support All In and the Brownsville community toward 2025.

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Brownsville Chamber of Commerce
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Brownsville Economic Development Council
Jason Hills, President/CEO

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Workforce Solutions Cameron
Pat Hobbs, Executive Director

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All In Leadership Team

JANUARY 2016
“Brownsville is seeing the progress we deserve: jobs are growing, small businesses are hiring, and educational opportunities for our children are expanding. Signs are clear: Brownsville’s education and economy are on the move.”

-Tony Martinez, Mayor, City of Brownsville

How YOU Can Be “All In.”

STUDENTS

PARENTS
File your taxes early – call 211 to locate the nearest free Volunteer Income Tax Assistance site. Make sure your children go to school every day. Attend school open houses regularly. Spread the word to other parents. Encourage daily study time. Motivate your child to explore career options.

EMPLOYERS
Provide internships and mentorships. Allow job shadowing. Offer work experience. Help with scholarships. Provide tuition assistance and/or reimbursement. Grant flexible work schedules to your student employees. Participate in Career Days at local schools.

TEACHERS
Raise your standards. Be rigorous. Continue your own education. Take students to college campuses. Mentor your students. Reach out to parents. Encourage dual enrollment. Become a dual enrollment teacher. Encourage students to begin postsecondary education directly after high school. Incorporate soft skills into your curriculum. Host field trips to businesses and provide industry presentations.

Prepare and motivate students who would otherwise drop out of high school or fall behind. Give college exposure to postsecondary education as a path to prosper.

Connect students who may lack guidance or financial means to postsecondary education opportunities.

Guide freshman postsecondary students through the completion of all gatekeeper courses.

Encourage postsecondary students with complex life situations, or those combining school and work, to stay focused and motivated.

Ensure that postsecondary students complete their course of study and receive credentials with labor market value.

Help graduates obtain a living wage job with basic benefits and opportunities for advancement.

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Algebra I has long been considered a gateway course in both high school and postsecondary education (Stover, 2012). Students who are successful in algebra find that the “gate” opens and are likely to be more successful in most advanced math or science courses. Algebra is necessary for science, technology, engineering and mathematics (STEM) courses and degrees, as well as many well-paid occupations, such as electrician, plumber, or vocational and registered nurse – among others (Somerville & Yi, 2002; Callan & Finney, 2003).

What are the All In Partners doing about it?

- Curriculum Alignment Project:
The UTB College of Science, Math and Technology offered summer institutes in 2012, 2013 and 2014 featuring Curriculum Alignment cards developed by UTB faculty and BISD teachers of math, biology and chemistry. Cards were introduced to 150 teachers collectively responsible for teaching 19,000 students in the Brownsville Independent School District. Participating teachers identified the cards as an important aid for teachers of math and science in developing lesson plans for the year. BISD 2014 Algebra STAAR exam scores were 81% compared to 69% in 2013.

- Student Ambassador Program:
All In Student Ambassadors were embedded for the first time in elementary and middle school classrooms through a BISD 21st Century Grant. All In recruited 20 college students as Student Ambassadors to mentor young students and start conversations about careers and postsecondary education. Student Ambassadors continue to visit with BISD high school juniors and seniors through the Career and Technology Education program to encourage students to complete the college application process.

- House Bill 5:
In 2013, the Texas Legislature passed House Bill 5 and Governor Rick Perry signed it into law. The House Bill 5 (HB 5) revised high school graduation requirements — particularly the number of assessments needed to be taken by students. The State Board of Education approved HB 5 rules in January 2014. Under HB 5, 8th grade students must consider different endorsements (targeted areas of study) such as Arts & Humanities, Business & Industry, Public Services, STEM, and Multidisciplinary Studies when designing a personal graduation plan (PGP) upon entering 9th grade. Students are required to complete a Foundation Plan of 22 credits and 4 or more credits completing at least one endorsement to graduate.

“Brownsville ISD has been pleased to work closely with the All In partners. We all share the same far-reaching goals for our community’s young people. We want them to successfully complete their postsecondary education with marketable, family-supporting career skills. That is how we improve their lives and our community.”

-Dr. Esperanza Zendejas, BISD Superintendent
All In Strategies:
• Develop consistent college and career ready standards.
• Foster college-going norms supported by peers and trusted adults.
• Increase understanding of college requirements, application and financial aid processes/
improve information, matching and financial aid products.
• Promote dual enrollment/Early College High Schools (in-campus, online options), AP credit.
• Take college admissions exam in high school (SAT or ACT).
• Enroll directly from high school.

What are the All In Partners doing about it?
• Student Ambassador Program:
All In recruited 20 college students as Student Ambassadors to mentor young students in elementary, middle school and high school, and start conversations about careers and postsecondary education. Student Ambassadors are embedded in BISD’s 21st Century program and Career and Technology Education program to make connections between secondary education, postsecondary education, and students’ ability to obtain living wage employment through engaging presentations, activities, and local college tours.
• Career Planning Tool:
All In’s Career Planning Tool is designed for students, parents, and employers to explore educational requirements, wage levels, and colleges and universities in the Rio Grande Valley offering appropriate programs of study for a variety of careers. The tool’s module selection is based on data provided by Workforce Solutions Cameron indicating current high-opportunity career fields. Three additional career cluster modules were completed: Architecture & Construction; Business Management & Administration; and Law, Public Safety, Corrections & Security. Explore the Career Planning Tool and own your future at this All In Brownsville web site link: allinbrownsville.org/students/choosing-a-career/major-career-clusters/


** "Not found" graduates have standard ID numbers that were not found in the specified fall term of Texas higher education institutions. These students might have gone to college out-of-state or they might not be enrolled in college at all.

*** "Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

*** "Other" records combine records where the total number of students for one institution is less than 5.

Why does this data matter?
Developing a college-going culture is critical to doubling the number of young adults with postsecondary credentials with labor market value by 2025. (As of Fall 2013, UTB and TSC transitioned from a partnership to operating independently of each other.)

Relatively small numbers of BISD graduates enrolled in colleges and universities in Texas outside the Rio Grande Valley by the fall following their high school graduation. Within the “Not Found” totals, according to BISD National Student Clearguide data, an additional 1% to 2% of BISD high school graduates enrolled in higher education institutions outside of Texas within the first year after graduation.

BISD participates in the National Student Clearinghouse which tracks students individually once they leave BISD. This will enhance the amount and quality of data and improve student outcomes research.

WHAT DOES THIS MEAN?
• The percentage of total BISD high school graduates enrolled in postsecondary institutions in the fall semester immediately following high school peaked at 57% in 2012 and then declined to 52% in 2014. However, BISD outperformed the State of Texas on this indicator for every year reported, with the exception of 2014.

• The number of “Not Trackable” and “Not Found” BISD graduates rose slightly in 2012, 2013, and 2014.

• 17.3% of BISD students enrolled at the University of Texas Brownsville and 16.2% at Texas Southmost College by the fall following their high school graduation.
CONNECTION
HOW MANY BISD STUDENTS TAKE THE SAT AND/OR ACT AND HOW DO THEY PERFORM?

Comparison Of Mean ACT Scores

Comparison Of Mean SAT Scores

Comparison Of SAT And/Or ACT Test Taker Percentages

WHY DOES THIS MATTER?
The SAT is designed as an aid for predicting the success of students in postsecondary studies. Many colleges and universities use SAT and ACT test scores as part of the admissions process. As of 2012, UTB began to require students to take either the SAT or ACT for admission. TSC has open enrollment and does not require ACT or SAT test scores.

WHAT DOES THIS MEAN?
• More than 1/3 of all graduating BISD students take the ACT, SAT or both, about the same as the rest of Texas.
• In recent years, BISD students have scored about 100 points lower on the SAT than other Texas students, and about 200 points lower than all U.S. test-takers. BISD students also scored lower on the ACT than Texas and U.S. students as a whole over the past decade.
ENTRY

ENTRY TO COMPLETION OF GATEKEEPER COURSES

All In Strategies:
• Use assessment and placement tools.
• Provide mandatory advising focused on attendance, life skills courses, and declared courses of study linked to career pathways.
• Improve academic advancement programs.
• Provide aggressive financial aid application support.
• Redesign courses to go further, faster, cheaper.

What are the All In Partners doing about it?

• Texas Success Initiative:
  BISD is now a wall-to-wall Early College High School District. The District’s primary higher education partner is Texas Southmost College. Texas A&M Kingsville and the newly created University of Texas Rio Grande Valley are both secondary partners. To participate in the dual enrollment program, students must complete a documented Texas Success Initiative (TSI) pre-assessment activity (PAA) and at least attempt the actual TSI. Therefore, BISD has developed its own online PAA which is fed directly to the District’s data management program; and a concerted effort is being made to TSI test all students in grades 9-12 during the 2015-2016 school year. Finally, BISD offers the state-mandated TSI readiness course for any senior who has not demonstrated college readiness and is working with UTRGV to pilot a TSI prep course to boost student success and access to dual enrollment opportunities.

• Academic Advising:
  The Academic Advising Center (AAC) at UTB provided academic support to first-year students. During orientation, entering freshmen completed a career interest and personality assessment to help students select a major. Freshmen students were required to meet with an Academic Advising Specialist to monitor progress until 29 credit hours were completed. Advising Specialists intervened with struggling students early on by utilizing a predictive analytics tool. Study and time management skills and tips for a successful college transition were shared with freshmen.

• College Preparatory Studies (CPS) Division:
  Texas Southmost College has dedicated an entire division to students requiring additional preparation before they are ready for credit-bearing courses. The faculty teaching CPS have applied to teach CPS-level students and are specialists at college prep studies. CPS students have their own labs and tutors who are specially prepared to meet their needs. TSC has adopted a specialized curriculum specifically designed to help CPS students. Students also have access to accelerated 8-Week Programs, which decreases the time students spend getting ready for credit-bearing courses. Students may also enroll in courses which combine a preparatory and college level course in the same semester.

CONNECTION

INTEREST TO APPLICATION

ENTRY TO COMPLETION OF GATEKEEPER COURSES

ENTRY TO COMPLETION OF GATEKEEPER COURSES

PROGRESS

ENTRY INTO COURSE OF STUDY TO 75% REQUIREMENTS COMPLETED

COMPLETION

COMPLETE COURSE OF STUDY TO CREDENTIALS WITH LABOR MARKET VALUE

EMPLOYMENT

OBTAINING A LIVING WAGE FOR VVI WITH MAJOR WAYS AND OPPORTUNITIES FOR ADVANCEMENT

ENTRY

HOW MANY UTB AND TSC FIRST-TIME FRESHMEN NEED DEVELOPMENTAL EDUCATION?

First-Time Freshmen College Readiness

Source: UTB CRPE, TSC of Institutional Planning, Research and Effectiveness.
*Starting Fall 2013, UTB implemented college ready standards for admission; 100% of their cohort were college ready.

WHY DOES THIS MATTER?

In Texas, students who demonstrate lack of proficiency in reading, writing, or math are required to engage in developmental courses upon their entry to postsecondary education. Developmental courses are intended to help students make up academic deficits in math, reading, and/or writing to be successful in college studies. Developmental courses are non-credit-bearing, cost money, take up students’ time, and can make students feel it is difficult to persist in college and graduate.

WHAT DOES THIS MEAN?

• The percentage of UTB and TSC incoming freshmen requiring developmental education courses has decreased by 23% over the past seven years.
• According to Complete College America, 51% of Texas students entering 2-year colleges and 22.5% entering 4-year colleges are enrolled in developmental courses.

“The All In partners are committed to increasing the number of students who are prepared for college-level courses. Financial aid resources are limited, and we want to ensure that students use their assistance to pay for credit-bearing courses rather than developmental education.”

-Traci Wickett, President and CEO, United Way of Southern Cameron County
The cost of college continues to increase and financial aid becomes more important. Most students are eligible for financial aid for college or career school. While many factors are involved in the decision to attend college, completion and submission of application for aid are strong indicators of attending college. BISD restructured financial aid tracking in 2014 to more accurately track students’ FAFSA and TASFA application completions. BISD students are eligible to apply for FAFSA, however there are some who are not eligible due to their non-US Citizenship status. This is an important data distinction for Brownsville and the Rio Grande Valley.

Presently, Federal Student Aid provides each high school with current FAFSA submissions and completions to track progress and ensure that students complete FAFSA. A completed FAFSA application allows the U.S. Department of Education to determine a student’s eligibility for federal student aid—a key factor in students’ and families’ college decisions.

The chart reflects the number of submitted and completed FAFSA applications for each high school for the current application cycle (2014-2015) and the previous application cycle (2013-2014).

Data disclaimer for FAFSA Submissions/Completions by High School section: While we report a specific number of submissions and completions, these numbers rely on certain assumptions to determine who is a high school senior (first-time filing applicants no older than 18 who will have received their high school diploma and who will be considered college freshmen by the start of the school year to which they are applying for aid) and thus may not represent an exact count. Submitted applications reflect all FAFSAs submitted by students at each high school who meet the criteria described above. These applications, however, can be subsequently rejected by the Central Processing System if they are missing key pieces of information. The applications that are not rejected are referred to as completed applications. Completed applications, therefore, are a subset of all submitted applications. Source: Federal Student Aid, An Office of the Department of Education

Source: BISD and U.S. Department of Education

*2014 and 2015 include TASFA & FAFSA data

Number of BISD Students enrolled in Class of 2015 = 2327

Number of BISD Students completing FAFSA/TASFA Class of 2015 = 2289

How many BISD students complete the free application for federal student aid and Texas application for state financial aid?

**Percentage of Students Completing FAFSA/TASFA**

<table>
<thead>
<tr>
<th>Class of</th>
<th>FAFSA</th>
<th>TASFA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>48%</td>
<td>41%</td>
</tr>
<tr>
<td>2013</td>
<td>76%</td>
<td>68%</td>
</tr>
<tr>
<td>2014</td>
<td>84%</td>
<td>64%</td>
</tr>
<tr>
<td>2015</td>
<td>84%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Source: BISD and U.S. Department of Education

“In our rapidly changing and technologically advanced world, a good education unlocks the door of opportunity. At TSC, our students are gaining the knowledge and skills needed to enter the workforce within two years or to continue educational opportunities beyond an associate degree. And, best of all, individuals of all ages—from high school students to adults—can get their start at TSC!”

-Dr. Lily F. Tercero, President of Texas Southmost College

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[Image of students at Texas Southmost College]
In addition, UTB developed and implemented a new competency-based curriculum model UTB’s Link2Success (L2S) was a major student success initiative started in fall 2013. Link2Success:• What are the All In Partners doing about it?• Provide emergency aid to deal with unexpected life events such as divorce, death of a parent, job loss, etc. • Support intentional, accelerated, competency-based programs of study leading to credentials in high-demand fields like STEM and health care. • Leverage technology to make real-time feedback, intensive advising, accelerated, fl exible, and student-centered learning more available. • Support innovative programs to drive optimal attendance. • Leverage technology to make real-time feedback, intensive advising, accelerated, fl exible, and student-centered learning more available. • Support innovative programs to drive optimal attendance.

All In Strategies:• Support innovative programs to drive optimal attendance. • Leverage technology to make real-time feedback, intensive advising, accelerated, fl exible, and student-centered learning more available. • Support intentional, accelerated, competency-based programs of study leading to credentials in high-demand fields like STEM and health care. • Provide emergency aid to deal with unexpected life events such as divorce, death of a parent, job loss, etc. What are the All In Partners doing about it?

Link2Success:UTB’s Link2Success (L2S) was a major student success initiative started in fall 2013. L2S linked weekly 2-3 hour study sessions, led by trained peer tutors, to freshman level courses students had difficulty passing: Composition, U.S. History, and College Algebra. The program strategy targeted difficult courses rather than specific students - focused on serving all students. L2S impacted course pass rates, raising the grades of A, B and C from 50% to 70-80%, while significantly decreasing failure and withdrawal rates.

In addition, UTB developed and implemented a new competency-based curriculum model for medical education. Students have the opportunity to receive instruction from field practitioners and gain a holistic understanding of health care. The pre-health professions program leads to a Bachelor of Science in Biomedical Sciences and admission to a partner medical school, including the UTRGV Medical School opening fall 2016 with a Smart Hospital on the Harlingen Regional Academic Health Center (RAHC) campus.

Connection to 211Texas.org:2-1-1 Texas, a program of the Texas Health and Human Services Commission, is committed to helping Texas citizens connect with the services they need. Whether by phone or internet, the goal is to present accurate, well-organized and easy-to-find information from more than 60,000 state and local health and human services programs. Brownsville families are encouraged to use this service to connect with programs that can mitigate unexpected life events.

First-Time Freshman Fall-to-Fall Retention Rate for TSC and UTB

Why does this matter?
More students who drop out or stop out of college do so after their first year than at any other time. Nationally, the percentage of students who leave after their first year runs at about 30% in most years.

What does this mean?
• Over the last five years, an average of 56% of all freshmen entering UTB and TSC persist after their first year of college.

How Many Degrees Have UTB and TSC Awarded?

Why does this matter?
If we can double the number of graduates by 2025, while becoming the presumptive supplier of what employers want, Brownsville postsecondary institutions will award 5,000 degrees annually and graduates will be competitive in the market place. Understanding our progress in degrees awarded is one measure to see how our postsecondary education efforts progress. The number of postsecondary graduates will ultimately be seen in high levels of educational attainment for the community.

What does this mean?
• The data shows gradual growth in associate and bachelor’s degrees and certificate attainment since the 2009-10 academic year. How many degrees have UTB and TSC awarded?

Graduates by 2025

Goal = 5,000 Graduates by 2025

PROGRESS
ENTRY INTO COURSE OF STUDY TO 75% REQUIREMENTS COMPLETED

All In Strategies:
• Support innovative programs to drive optimal attendance.
• Leverage technology to make real-time feedback, intensive advising, accelerated, flexible, and student-centered learning more available.
• Support intentional, accelerated, competency-based programs of study leading to credentials in high-demand fields like STEM and health care.
• Provide emergency aid to deal with unexpected life events such as divorce, death of a parent, job loss, etc.

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**Completion**

**Complete Course of Study to Credentials with Labor Market Value**

**All In Strategies:**
- Provide mandatory “intrusive” advising.
- Increase opportunities for college credits to transfer to other postsecondary institutions.
- Remove barriers to graduation (e.g., fees, forms).
- Create Learn and Earn programs that combine credential attainment and work experience in fields of study toward career pathway.

What are the All In Partners doing about it?

UT Rio Grande Valley (UTRGV), built on foundations of UT Brownsville and UT Pan American, will become a “Gateway to the Americas” by creating a bilingual, bicultural and biliterate university and medical school. UTRGV opened in fall 2015 with the opportunity for all students already enrolled at UTB and UTPA to seamlessly continue their studies at UTRGV. New students will need to meet the admissions requirements and deadlines.

TSC, UTB and UTRGV signed a memorandum of understanding designed to ensure that TSC students can transfer seamlessly into UTB and UTRGV. TSC features 33 associate degree programs and 20 certificate programs.

**Completion**

**What has been the educational attainment of Brownsville citizens ages 25+ from 2010 to 2013?**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>No High School Diploma</td>
<td>40%</td>
<td>19%</td>
<td>12%</td>
<td>38%</td>
<td>19%</td>
</tr>
<tr>
<td>High School Diploma or Equivalent</td>
<td>20%</td>
<td>25%</td>
<td>31%</td>
<td>22%</td>
<td>25%</td>
</tr>
<tr>
<td>Some Postsecondary, No Degree</td>
<td>18%</td>
<td>23%</td>
<td>17%</td>
<td>18%</td>
<td>23%</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>7%</td>
<td>7%</td>
<td>9%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>12%</td>
<td>18%</td>
<td>19%</td>
<td>11%</td>
<td>18%</td>
</tr>
<tr>
<td>Master’s &amp; Professional Degree</td>
<td>4%</td>
<td>8%</td>
<td>11%</td>
<td>4%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Percentages might not equal 100% due to rounding. Source: U.S. Census Bureau, 2009-2013 American Community Survey

**Why does this data matter?**

The level of educational attainment of people who live in Brownsville is an outcome measure indicating the importance and success of education as well as the availability of highly skilled people to hold highly skilled and well-paid employment.

**What does this mean?**
- In 2013 Estimates, 78% of Brownsville adults lack postsecondary credentials; this limits earning ability today and will be an even greater barrier to living wage employment in the future.
- In the State of Texas, 66% of adults lack postsecondary credentials; the national percentage is 62%.

“Completing the degree means the student has earned the right to walk across that graduation stage; they’ve obtained the certification or the degree for a major course of study. Completing the degree is further enhanced by experiential learning opportunities during the course of study. Providing students with opportunities to experience the demands and pace of the workplace as part of their course of study is an advantage for both students and employers. The further development of internships, apprenticeships and cooperative programs with area employers will help make ‘completing the degree’ mean ‘ready for the workplace.’”

- Irv Downing, Associate VP Economic Development, UTRGV
EMPLOYMENT

OBTAINING A LIVING WAGE JOB WITH BASIC BENEFITS AND OPPORTUNITIES FOR ADVANCEMENT

All In Strategies:

• Promote paid internships and local hiring incentives.
• Offer training opportunities to supervisors with interns.
• Provide career and financial coaching toward job retention and advancement.
• Provide “soft skills” training for resume preparation, job search, and interviewing.
• Create industry partnerships with postsecondary institutions to create employment pathways.

What are the All In Partners doing about it?

• Soft Skills Course:
  Workforce Solutions Cameron developed a Soft Skills Short Course for its clients. The Soft Skills Short Course has been shared with the Brownsville ISD Career & Technology Education (CTE) Department for use in their CTE programs. The objective is to teach necessary soft skills in high school to prepare students for postsecondary education and employment.

• Internship/Mentorship Program:
  Local businesses are offered training and guidance on implementing internship and mentorship programs for local college students.

• Brownsville Economic Development Council (BEDC) and Greater Brownsville Incentives Corporation (GBIC) Incentives Policy:
  The BEDC developed and approved a policy to link incentives for new and existing businesses to the provision of internships, mentorships, and/or employee tuition assistance.

“The challenges facing our country are well known. International competition continues to grow; meanwhile, our own employers struggle to find skilled workers. Some people may disagree about the details of these challenges, but this is clear: the key to a prosperous future is ensuring that we are able to create—and sustain—an educated workforce with the 21st-century skills employers need to succeed in this increasingly competitive world.”


“Three CEOs of large international aerospace companies agreed to reasons as to why they located their first US manufacturing facilities in the communities they selected. It was because of the availability of skilled human capital and the willingness of the communities to support training and educational initiatives. The work All In is doing helps raise the competitiveness of our community and allows us to potentially compete for those projects that can truly change our community.”

-Jason Hilts, President and CEO, Brownsville Economic Development Council

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Certificate Program Salaries

<table>
<thead>
<tr>
<th>Year</th>
<th>TSC</th>
<th>Texas</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>$19,000</td>
<td>$18,200</td>
</tr>
<tr>
<td>2011-12</td>
<td>$19,500</td>
<td>$18,200</td>
</tr>
<tr>
<td>2012-13</td>
<td>$19,000</td>
<td>$18,200</td>
</tr>
<tr>
<td>2013-14</td>
<td>$19,500</td>
<td>$18,200</td>
</tr>
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Sources: Texas Higher Education Coordinating Board.
Human Capital is a set of skills which an individual acquires through formal education, training and work experience. It increases the individual’s value in the marketplace in Brownsville and in Texas. Post graduation success rates not only measure the initial value of an individual’s human capital as measured by the initial salaries reported, but it highlights the individual’s investment in human capital by capturing higher education persistence.

What does this mean?
• More UTB and TSC graduates persist to get higher degrees than graduates around the state and they do this while being employed.
• The percentage of UTB and TSC graduates employed 12 months after graduation compares well with that of the State of Texas taken as a whole. The obvious difference is the percentage of individuals with a master’s degree.
• Salaries for UTB and TSC graduates were slightly less (about 10%) than state averages, with one exception: holders of associate degrees.
“With an increasingly ‘skill-specific’ job market developing across many sectors of our economy, students and parents should take full advantage of the many career exploration and planning tools available through their schools, the All In Project, and the Texas Education Agency (TEA), Texas Higher Education Coordinating Board (THECB), and Texas Workforce Commission (TWC) websites. Career & Technical Education (CTE) programs in high school can serve as the student’s first venture into the world of work, and students should not discount the increasing value of technical skill certificates and Associate of Applied Science degrees available from local community and technical colleges. Although it is true that lifelong earnings are enhanced by each higher educational degree level attained, current research shows the majority of tomorrow’s good jobs are ‘technical’ in nature – not requiring a full four-year degree. As the economy and job market continue to change, even students seeking bachelor’s degrees should carefully research whether there is, or will be, future job demand for the degree they will seek.”

-Pat Hobbs,
Executive Director for Workforce Solutions Cameron