El Paso is building the workforce of the future right now — a future that requires a seamless pathway to success, from our children’s first steps to their first career.

The El Paso Collaborative for Academic Excellence has been working for over 25 years to increase educational and career opportunities for all young people in our growing region by working with schools, colleges, universities, workforce and economic development organizations and the private sector.

Together we are focusing on four strategic priorities and charting our progress on key targets to achieve success. We invite you to take these next steps with us.

845,000 people call El Paso and Hudspeth Counties home and 83% of the total population is Hispanic or Latino. As a community within the Paso del Norte region, El Paso is part of one of the largest binational, bilingual communities in the world.

Source: US Census Bureau QuickFacts – El Paso & Hudspeth County

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### EL PASO REGIONAL SCORECARD

**BY MEETING THESE TARGETS, WE CAN ENSURE THAT EL PASO’S ECONOMIC FUTURE IS ON A PATH THAT WE AND OUR CHILDREN CAN LOOK FORWARD TO.**

#### STRATEGIC PRIORITY AREAS

**ACADEMIC PREPAREDNESS**

<table>
<thead>
<tr>
<th>Target</th>
<th>EL PASO Baseline</th>
<th>2022 Target**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Third Grade Reading, Meets - on track to college readiness</td>
<td>43%</td>
<td>54%</td>
</tr>
<tr>
<td>Algebra I, Meets - on track to college readiness</td>
<td>65%</td>
<td>80%</td>
</tr>
<tr>
<td>English II, Meets - on track to college readiness</td>
<td>46%</td>
<td>51%</td>
</tr>
</tbody>
</table>

**COLLEGE & CAREER READINESS**

<table>
<thead>
<tr>
<th>Target</th>
<th>EL PASO Baseline</th>
<th>2022 Target**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math</td>
<td>23%</td>
<td>30%</td>
</tr>
<tr>
<td>Twelve or More Hours of Dual Credit*</td>
<td>18%</td>
<td>25%</td>
</tr>
<tr>
<td>College, Career, and Military Readiness</td>
<td>49%</td>
<td>70%</td>
</tr>
<tr>
<td>High School Graduation</td>
<td>87%</td>
<td>90%</td>
</tr>
</tbody>
</table>

**QUALITY OF LIFE & ECONOMIC PROSPERITY**

<table>
<thead>
<tr>
<th>Target</th>
<th>EL PASO Baseline</th>
<th>2022 Target**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Degrees Awarded**</td>
<td>9,690</td>
<td>12,609</td>
</tr>
<tr>
<td>Share of STEM Intensive Industry Employment</td>
<td>3.6%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Employment in Upper Wages Quartiles</td>
<td>29%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Note: Early Childhood pending statewide metric approval

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1,2017–2018 TEA - STAAR Aggregate Data Systems (Third Grade Reading value includes English and Spanish Meets grade level as numerator); 3The office of Institutional Research at El Paso Community College (EPCC); 42018 TEA - Texas Academic Performance Reports; 52018 Accountability System Data Tables; 62018 TX Higher Ed Accountability System; 7Bureau of Labor Statistics, Occupational Employment Statistics (OES); 82018 Q2 Texas Workforce Commission Quarterly Census of Employment and Wages; 9Brookings Institution, America’s Advanced Industries, 2015; Twelve or More Hours of Dual Credit has been retired from the newly released TEA TAPR. **Total Degrees Awarded represents 2030 THECB Region 10 Target as submitted by each Region 10 institution.
**ACADEMIC PREPAREDNESS**

**STUDENTS DEVELOP FOUNDATIONAL ACADEMIC SKILLS.**

- **Quality Pre-K programs ensure that students build the social and academic skills necessary for success in school.** Studies often find greater improvement in learning at the end of the Pre-K year for economically disadvantaged and dual language learners than for more advantaged and English-proficient learners.\(^9\) This is especially relevant to our region, where 74% of the almost 180,000 students identify as economically disadvantaged and 27% identify as English language learners.\(^3\)

- **Reading proficiently by the end of third grade is a key step in a child’s educational development.** After third grade, students are reading to learn, using their prior reading skills to gain more information in subjects like math and science, to solve problems, and to think critically. Low achievement in reading has important long-term consequences in terms of individual earning potential, global competitiveness, and general productivity.\(^10\)

- **Algebra I and English II open the door to college level courses** and are important for developing problem-solving and reasoning skills necessary for the future workforce.

**COLLEGE & CAREER READINESS**

**STUDENTS ARE PREPARED TO SUCCEED IN POST-SECONDARY EDUCATION AND THEIR CAREER.**

- **A high school diploma is an important step towards certificates or degrees necessary for future jobs.** Additionally, in the U.S., every student who does not complete high school costs our society an estimated $260,000 in lost earnings, taxes, and productivity.\(^10\)

- The College, Career, and Military Readiness (CCMR) component of the Texas Education Agency’s Student Achievement domain measures graduates’ preparedness for college, the workforce, and the military.

- Participation in **dual credit** programs, which are collaborations between high schools and colleges that allow high school students to enroll in college courses and receive simultaneous course credit from both the college and the high school, increases a student’s probability to perform better in college courses, to graduate from two- and four-year public institutions, and to reduce their time to degree.\(^11\)

**QUALITY OF LIFE & ECONOMIC PROSPERITY**

**EL PASOANS HAVE ACCESS TO UPWARD MOBILITY.**

- **Higher education increases freedom from poverty, fosters social mobility, and encourages greater participation in the community.**\(^12\) In fact, our national economy is moving to a place where 65% of all jobs will require postsecondary education and training beyond high school.\(^13\)

- **Wages** are a way of measuring the quality of the jobs being created. In order to continue to create opportunities for upward mobility in El Paso, we must strategically focus on increasing high-wage jobs, specifically in the Science, Technology, Engineering, and Math (STEM) fields.

**LIFELONG SUCCESS & WELLBEING**

**EL PASOANS ACHIEVE THEIR FULL POTENTIAL THROUGH A THRIVING ECOSYSTEM OF SUPPORTS.**

In order for our children to live happy, healthy and productive lives, we must ensure that they are surrounded by an ecosystem of support. Over the next year, we will work with partners in the community to determine appropriate indicators, targets and opportunities for aligned action.

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\(^9\)Brookings Institute and Duke University: The Current State of Scientific Knowledge on Pre-Kindergarten Effects; \(^10\)Annie E. Casey Foundation: Early Warning! Why Reading by the End of Third Grade Matters; \(^12\)The University of Texas System Dual Credit Study: Dual Credit and Success in College; \(^13\)Texas Higher Education Strategic Plan: 2015–2030; \(^15\)Georgetown University: Recovery: job growth and education requirements through 2020 Report
THREE STEPS YOU CAN TAKE to be a PART OF THIS WORK:

1. **TALENT**
   - Review and align your own organization’s strategic priorities

2. **TIME**
   - Engage in a working group (also referred to as an action network) or with other community organizations aligned to our strategic priority areas

3. **TREASURE**
   - Financially support the infrastructure needed to facilitate regional collaboration

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**EL PASO COLLABORATIVE for ACADEMIC EXCELLENCE LEADERSHIP**

**DR. WILLIAM SERRATA**
- President, El Paso Community College
- Board Chair

**IVETTE SAVINA**
- Director
- isavina@utep.edu

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**EL PASO COLLABORATIVE for ACADEMIC EXCELLENCE BOARD REPRESENTATION**

**EL PASO BRANCH**
- Federal Reserve Bank of Dallas

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**ADDITIONAL EL PASO COLLABORATIVE for ACADEMIC EXCELLENCE SUPPORT PARTNERS**

- Greater Texas Foundation
- Educate Texas
- Communities Foundation of Texas
- 60x30TX
- Texas Higher Education Coordinating Board