



Community Conversations to Explore

Pathways to Prosperity: What is Needed for a Successful Career?

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EDUCATION EQUALS ECONOMICS

Thank your audience!

“Thank you for your willingness to meet with me about what is needed for success after high school. I hope you find the information helpful and that you will relay what you learn to your friends and others in your community. Your presence today is helping to transform Central Texas into a community that cares about the pathways to prosperity for all residents!”

Why Are We Talking About Pathways to Prosperity?

- An increasing number of jobs require a postsecondary credential, yet enrollment is actually dropping!
- Together, we have a unique opportunity to create a region where every student finds a pathway to prosperity.
- All Central Texas residents need a sense of “the possible.”
- How can we mobilize around communities to help all people realize their greatest possibilities?

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Talk through these points with your audience.

Goals for Today's Conversation

- Share information and learn about barriers limiting student success beyond high school
- Explore important connections between education and pathways to career success
- Identify others who can benefit from these conversations

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Talk through these points with your audience.

Conversation Guidelines

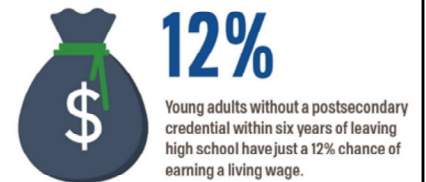
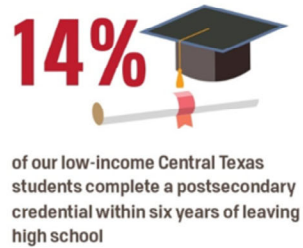
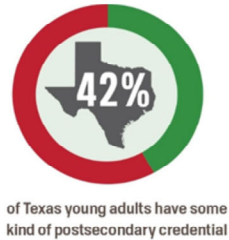
- Listen to learn: Make space for different perspectives
- Treat each other with respect
- Help make sure everyone has a chance to share
- Assume good intentions
- Your questions are valuable

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Point out these important guidelines to your audience

Context – Data Map



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Using the Data Map, go through the four infographics.

What's Our Statewide Goal?



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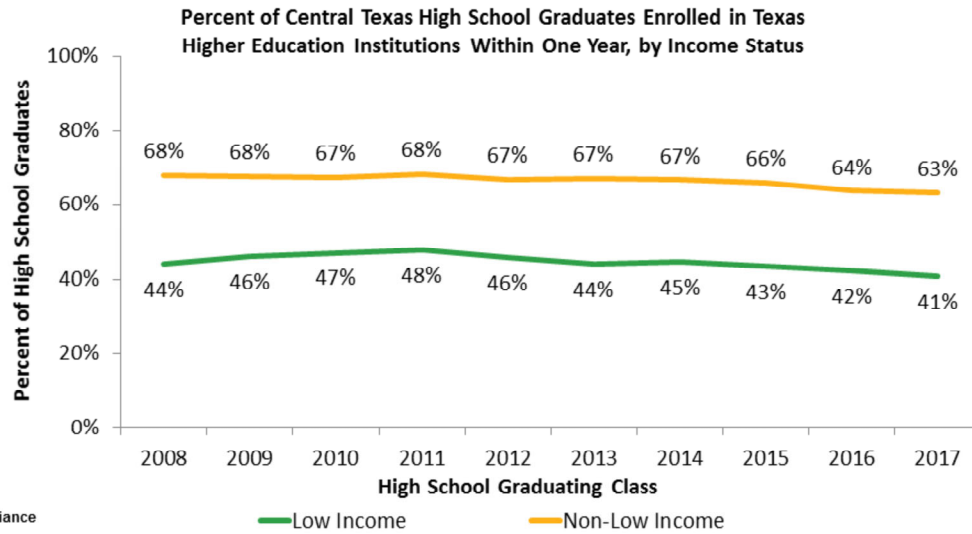


Explain what 60x30 is all about.

“In 2015, the State of Texas launched 60x30TX, a higher education plan that aims to put Texas among the highest achieving states in the country and maintain its global competitiveness. The goals of this plan include:

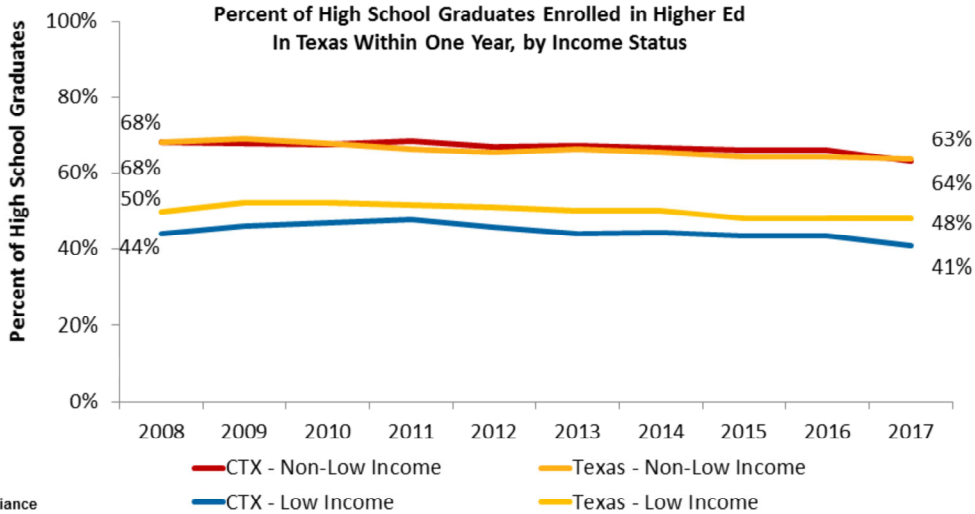
- 60% of Texas adults will have some type of postsecondary credential by 2030
- 550,000 students will complete a postsecondary degree by 2030
- 80% of postsecondary graduates will have a job within one year of completion by 2030”

Enrollment Rates for Both Low Income and Non-Low Income High School Grads Decreasing



Note the difference when we look at enrollment rates for the low income student population in CTX. Among those low income students who graduate from Central Texas high schools, we saw promising increases in postsecondary enrollment through 2011, then declines in enrollment since. In fact, CTX enrollment lags behind the rest of the state, for both low-income and non low-income students. There are many things we know about this crucial phase in the process: Direct-to-college and Full-time enrollment are key; Establishing support systems within the institution—especially for first-generation students; and Having strategies to pay for education, are all critical components for postsecondary success.

Higher Education Enrollment for Central Texas Low Income Students Lags Behind Texas



Explain this chart to your audience:

Note the difference between this chart and the previous chart displaying the consistent rate of higher education enrollment amongst all graduates. This difference indicates that the low-income student population is increasing as a proportion of the graduation population. If it were not for the increase in the percent of low-income students that attend higher education, the higher education enrollment rate for all graduates would decrease.

Overall Trends

- High School graduation rates have increased rapidly over the last decade, and gaps are closing
 - Completion rates for those students who have enrolled in any postsecondary institution are rising
 - Yet higher education enrollment rates have dropped for all student groups
- *We have no way to help more students reach Pathways to Prosperity – or meet our 60x30TX goal – without changing this trend!*

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These are the key points to recap.

What do Texans think?

Key takeaways from survey data

	PERCENT
Student loan debt is a major problem	79
Value of college education is equal or greater than cost, over lifetime	60
A postsecondary credential leads to higher income	87
A postsecondary credential leads to a better quality of life	87

Henson, J., & Blank, J., (2019) WGU higher education poll. Strategic Research Associates, LLC.
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Explain where this data came from.

“In January 2019, a survey was given to 800 Texans to examine their attitudes about higher education statewide. Called The 101: The Higher Ed Poll of Texas, the survey was commissioned by the nonprofit, accredited online university Western Governor’s University Texas, the Independent Colleges & Universities of Texas, and the Texas Association of Community Colleges.”

Go through the key takeaways on the slide.

Survey Data

A certificate or degree beyond high school leads to a higher income.

	PERCENT	
Strongly agree	58	} 87%
Somewhat agree	29	
Somewhat disagree	7	
Strongly disagree	4	
Don't know	2	

Henson, J., & Blank, J., (2019) WGU higher education poll. Strategic Research Associates, LLC.

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Point out the following:

“87% understand that some type of postsecondary credential is needed, whether that is a workforce certificate or a 2- or a 4-year degree.”



Conversation #1

Why is this issue important to you?

How has it affected you, your family or the people you care about?

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Facilitate conversation in your group around these questions. Give yourself about 5-10 minutes to talk this through – longer if you have a larger group.



Conversation #2

1. Explore each of the three panels on the Data Map, which represents “old stories” and “new stories”
2. Use your own knowledge, lived experiences, and expertise to weigh in

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Tell attendees:

“Now let’s turn to the back of the Data Map. Each of the panels provides “old stories” and “new stories.” As we go through each story, apply your own knowledge, lived experiences and expertise to the conversation.”

Click to next slide to begin.

Story: Pathways, Cost and Success for All



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This is a 3-part activity. Give audience time to read the top panel (~3 minutes), then go through the questions below. Once complete, go on to the middle panel (read for ~3 minutes, go through questions). Repeat for bottom panel.

Questions for discussion after reading each panel (5-10 minutes):

1. What seems promising?
2. What concerns you?
3. What other options do you see?

Assets and Resources

Assets are those things people have or use to help themselves and each other.

Community assets can include:

- People
- Organizations
- Traditions
- Places
- Policies and Programs

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Discuss that communities have many assets and resources. You can say the following:

- “People can be formal and informal leaders (“each of you have talents and skills you bring)
- Organizations can be schools, local government, volunteer or non-profit organizations, businesses or informal social groups
- Traditions are cultural values, beliefs, formal and informal policies and practices in school district, higher education and other educational organizations
- Places are infrastructure, such as buildings, formal and informal gathering places, parks and informal learning environments
- Policies and Programs are specific initiatives that help support education/career success”



Conversation #3

What assets are you aware of that exist in your community?

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Encourage conversation about assets and resources in their community that they know about.



Conversation #4

What specific actions you think are important to move forward?

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To help facilitate the next question, you may say:

“As you think about actions, think about what you can do as an individual and perhaps as a larger community. Also think about what’s most realistic, which ideas make the greatest impact, and what assets do we have to help move this idea forward?”

Questions that you can ask to prompt conversation:

- “Who else do you know that might benefit from the DIY Kit?”
- “Who else needs to have these conversations?”
- “What can you do to drive home this conversation with people?”
- “What can you do to help support students and families pursuing college and career success?”
- “What can be done in 30 days? 60 days? 90 days?”

Next Steps

- Host your own conversation with your own DIY Starter Kit
- What can you do to help support students and families in your community?
- Take advantage of resources, such as www.E3Alliance.org/conversations
- Please like and share @E3Alliance on Twitter and Facebook. #PathwaysToProsperity #CTXed

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“I hope you found this conversation informative and that it shed light on concerns for our students in the Central Texas region.”

“If you would like to talk to others you know – friends, neighbors or other students – I can provide this Do-It-Yourself Conversation Starter Kit that will give you all the tools you need.”

“E3 Alliance offer a wealth of information. A good place to start is www.E3Alliance.org/conversations. But check out their website and uncover other resources and data and trends about the Central Texas region.”

“If you agree, may I take a picture of our group and post to social media?”



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