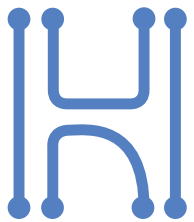




**NEW YORK'S LATINX COLLEGE COMPLETION
AND CAREER SUCCESS CRISIS:**

A CASE FOR WORK-BASED LEARNING



HERE TO HERE

Lazar Treschan HERE to HERE
Diana E. Cruz Hispanic Federation/LEAD Coalition





The Latino Education Advocacy Directors (LEAD) coalition is comprised of leading educational advocacy organizations committed to improving Latino academic outcomes and opportunities in New York State. Created by the Hispanic Federation, the coalition works to highlight and address the educational needs of Latino students in the following ways: identifying and supporting effective practice; public policy advocacy and research; and the advancement of a shared educational agenda.

This report was co-authored by Hispanic Federation staff with LEAD Coalition member’s support, to whom the Federation is greatly appreciative. This could also not have been done without the support of the Gates Foundation, to whom Hispanic Federation is thankful.

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HERE to HERE enhances paths to rewarding careers for young people by uniting employers, educators, and community-based organizations beginning in The Bronx and New York City. Our vision is a thriving, inclusive economy, in the Bronx and elsewhere, driven by meaningful partnerships between young people and employers.

We believe the talent of young people fuels our economy and our world. Yet entire communities are economically insecure because we do not enable all young people to develop and contribute their talent.

This report was co-authored by Lazar Treschan, Vice President for Policy and Impact at [HERE to HERE](#). All data for this report was analyzed by Apurva Mehrotra, HERE to HERE’s Director of Research and Analytics. And this report would not have been possible without the work of Christina Samuels, formerly of HERE to HERE, to whom the authors are grateful. Finally, we are appreciative of the gates foundation that supported the development of this project.

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LONG-TERM EFFECTS OF COVID-19



The COVID-19 pandemic is challenging systems of education that historically have marginalized communities of color. Existing disparities are only increasing due to lack of access, inability to meet basic needs, and prolonged mental distress.

The school shutdowns and continuous lack of resources to schools, students, and families, will have long-lasting consequences for our Latinx community. The learning loss for low-income, Black and Latinx students is higher than other students, who may fall months to years behind as long as fully

in-person learning is delayed. This will exacerbate existing achievement gaps and leave underserved students with even fewer opportunities to pursue postsecondary options.

Data for this report was collected and analyzed prior to the COVID-19 outbreak, and we do not yet know the full impact that the pandemic has had on postsecondary outcomes for Latinx students. But we are clear that this crisis has only heightened the need for postsecondary readiness support that equip students to enter career successfully.

IN THIS REPORT, WE WILL PRESENT:



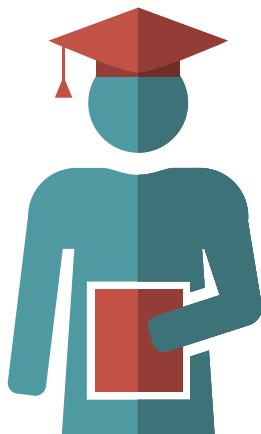
THE PROBLEM:

Data tells us that Latinx college enrollment is on the rise, but that a majority of students do not obtain a degree, leaving them in debt and with experiences of failure.



OUR RESEARCH:

We interviewed Latinx students about the challenges they faced in completing college and getting on track for a successful career. Their voices, presented here, suggest ways that work-based learning (WBL) assists in overcoming various obstacles.



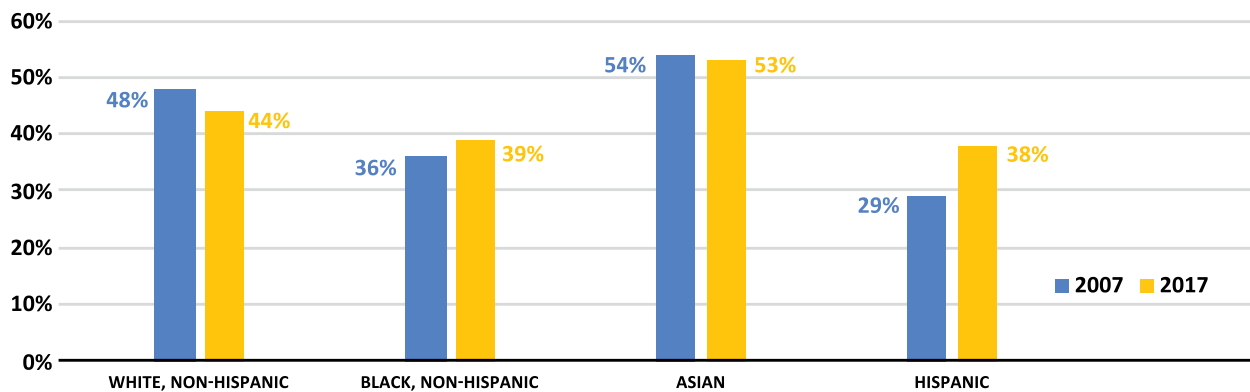
OUR PROPOSED ACTION STEPS:

WBL opportunities give students the skills they need to identify their interests, connect college to careers, and achieve their personal goals. WBL should be expanded and enhanced on top of a foundation of rigorous coursework and holistic supports for all students. Acknowledging the COVID-19 crisis, we offer action steps and policy recommendations in these three areas:

1. Work-Based Learning Opportunities
2. Rigorous Coursework
3. Holistic Supports

LATINX STUDENTS DRIVE COLLEGE ENROLLMENT, BUT NON-COMPLETION RATES ARE GROWING

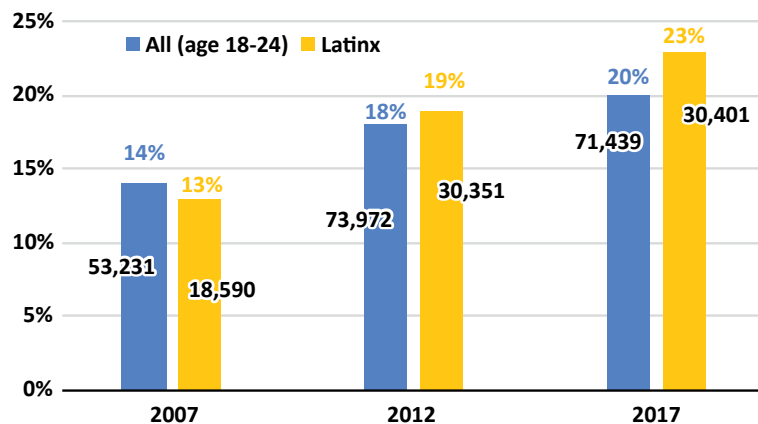
NEW YORK'S COLLEGE ENROLLMENT INCREASES ARE DRIVEN BY LATINXS
NYC POPULATION AGED 18-24 IN COLLEGE



Latinx young adults have shown **the largest increases in college enrollment of any racial/ethnic group**. But while Latinx young people have attended college at notably higher rates over the last decade, they are not being supported to succeed at that level, showing higher than ever rates of non-completion. From 2007 to 2017, young adults from communities of color, ages 18-24 across New York State have increased in high school graduation rates and are enrolling in college at increasingly higher rates. For Latinx students, there has been nearly a 9% increase in college enrollment.

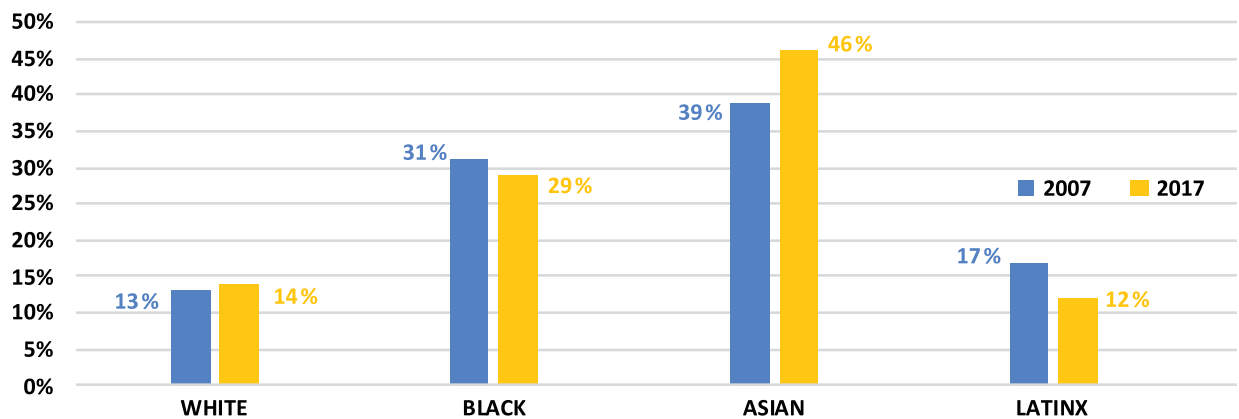
A GROWING COLLEGE COMPLETION CRISIS
SHARE OF NYC POPULATION AGED 18-24 WITH SOME COLLEGE, NO DEGREE (AMONG THOSE NOT IN SCHOOL)

College non-completion rates are rising across groups, with the sharpest increases among Latinx young people. Today, **nearly one in four Latinx young adults who are not enrolled in school are college non-completers**.



COLLEGE NON-COMPLETION HAS DRASTIC CAREER EARNING CONSEQUENCES

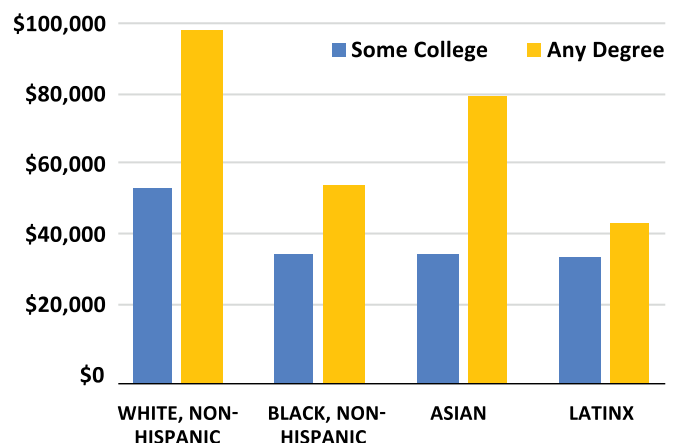
DRASTIC DISPARITIES IN THE TYPES OF COLLEGES STUDENTS ATTEND RACIAL/ETHNIC COMPOSITION OF FIRST-TIME FALL FRESHMEN AT CUNY SENIOR COLLEGES



In part, Latinx non-completion rates may be attributed to this population's **disproportionate community college enrollment**. Such institutions suffer from lack of funding that supports guidance, resources, and safety nets to keep students engaged and on track. Latinx young people are an increasingly higher share within community colleges than other racial and ethnic groups.

EARNING OF NEW YORKERS AGES 25-50: COMPLETERS VS. NON COMPLETERS

New Yorkers who obtain any type of postsecondary degree earn far more than those who leave college without completing. This income difference is smaller for Latinxs, speaking to the importance of not only increasing their rates of program completion, but also connections to postsecondary activities, skills and experiences that will help students attain higher-paying jobs. During times of COVID-19, achieving these milestones are even more difficult and underserved students may have higher chances of dropping out.



KEY NEEDS

HERE to HERE and the LEAD Coalition conducted primary research with college graduates and non-completers to inform our advocacy to support college retention and career success of Latinx young people in New York.

*Staff from our two organizations conducted focus groups with over 30 young people who recently left college with or without a degree.

OUR RESEARCH WITH YOUNG PEOPLE IDENTIFIED FOUR KEY NEEDS TO INCREASE LATINX COLLEGE SUCCESS, WHICH WORK-BASED LEARNING CAN HELP SOLVE:

1. ASSISTANCE IN DECIDING A PROGRAM, MAJOR & CAREER PATHWAY
2. EARLIER HIGH SCHOOL SUPPORTS FOR SELF-EXPLORATION & PURSUING INTERESTS
3. ABILITY TO NAVIGATE FINANCIAL AID & PAPERWORK
4. SUPPORTS IN COLLEGE TO STAY ON TRACK & CONNECTED TO CAREER GOALS



WHAT IS WORK-BASED LEARNING?

Work-based learning (WBL) is an instructional strategy that enhances classroom learning by connecting it to the workplace.

THROUGH WBL STUDENTS GAIN:

- **SENSE OF SELF** AND UNDERSTANDING OF INTERESTS, DESIRES, AND SKILLS
- **REAL-WORLD** APPLICATIONS FOR COURSEWORK
- **SOCIAL CAPITAL** (INCLUDING A PROFESSIONAL NETWORK), TIME-MANAGEMENT SKILLS, AND WORKPLACE ETIQUETTE
- **EXPOSURE** TO VARIOUS INDUSTRIES AND CONTENT AREAS THEY MAY BE INTERESTED IN PURSUING IN FUTURE STUDIES



1. ASSISTANCE IN DECIDING A PROGRAM, MAJOR & CAREER PATHWAY

WORK-BASED LEARNING OPPORTUNITIES PROVIDE STUDENTS WITH A CLEAR SENSE OF MEANING, AND A DEEPER UNDERSTANDING ABOUT THE DIRECTION OF THEIR STUDIES.

THROUGH WORK-BASED LEARNING, STUDENTS EXPERIENCE TOPICS AND INDUSTRIES THAT INTEREST THEM AND ENTER COLLEGE WITH A BETTER IDEA OF WHAT THEY WILL MAJOR IN AND WHAT PURPOSE THEIR DEGREE WILL SERVE.

“I am really trying to use all my resources to find more information for myself and what I want to do when I go to college. There are so many things that I want to do. I want to be an entrepreneur so that’s dealing with different businesses and different lanes of working and **I don’t know where to start.**”

—Dystini, 20

“I am **not completely sure what I would major in**, but I have had times where I thought criminal justice would fit. My aunt is a CO [corrections officer] and I used to look up to her a lot, she is the only person in my family who went to college and set the level of this is what you need to do with your life.”

—Naqui, 22

“I’ve **never really thought about what I wanted to do**, I just knew I wanted to help people...maybe something along the lines of being a school counselor or being a psychologist.”

—Yulenny, 25

“I was always very passionate towards social justice, social studies, and human rights. And I **wasn’t sure at the time what exactly I wanted to study** but I know it was a field along those lines. I did [research on schools and fields of study] myself.”

—Chabe, 26

2. EARLIER HIGH SCHOOL SUPPORTS FOR SELF-EXPLORATION & PURSUING INTERESTS

WORK-BASED LEARNING OPPORTUNITIES PROVIDE EXTENDED TIME TO BETTER UNDERSTAND STUDENTS' PERSONALITY TRAITS AND CAREER STRENGTHS TO KNOW WHAT KINDS OF CAREERS BEST ALIGN WITH THEM.

“They should be connecting us with...internships and programs, but when they connect us...they need to prioritize that there is a sense of urgency behind those programs, because after you graduate this could help with so on and so forth, and **give you experience in that certain field.**”
—Calvert, 23

“There should be a weekly class where you talk about jobs and interviews and set them up to progress...Have a class where they are going to teach you how to do interviews ...take you step by step of what you need to do for college. **Teach students how to be organized... plan it out, budgeting, real life skills, all of it.**”
—Lucaya, 23

“I think introductions to schools and what you want to do early on, when you are a freshman, introduce it and as you go along increase the amount of information you get and even before you get to college and at least **have an internship under your belt.**”
—Ty-lish, 18

“From day one there should be a **college career readiness counselor that stays with you all four years throughout high school.** As the years go on you start working on more things... visiting colleges...financial aid... opening bank accounts...applying to college...know basic skills.”
—Andrea, 21

3. ABILITY TO NAVIGATE FINANCIAL AID & PAPERWORK

WORK-BASED LEARNING OPPORTUNITIES TEACH STUDENTS ADMINISTRATIVE AND TIME-MANAGEMENT SKILLS THEY NEED TO SUCCESSFULLY COMPLETE FINANCIAL AID AND SCHOLARSHIP APPLICATIONS.

WBL OPPORTUNITIES ALSO GIVE STUDENTS INCREASED FINANCIAL STABILITY THROUGH PAID WORK EXPERIENCES.

“I did not even know they had that [financial aid] at all so I thought when I hit college I thought numbers . . . **I didn’t want to end up in debt.**”

—Dystini, 20

“I would go into the financial aid office and I would see students crying, begging the financial aid officer to please help them with their specific account. In my school unfortunately if a student had a high amount of debt in the account, they would go to the class that the student was in and escort them out with public safety, and they were **not allowed to come back to school or to campus until their account was cleared.**”

—Yulenny, 25

“[F]inancial aid was one of the reasons I couldn’t go to one [private] college.”

—Refaiyat, 19

“If it wasn’t for my sister already attending college and learning on her own, I would not have known about financial aid.”

—Marggellin, 28



4. COLLEGE SUPPORTS TO STAY ON TRACK TO GRADUATE & CONNECT TO CAREER

THE MAJORITY OF COLLEGE STUDENTS ARE EMPLOYED WHILE IN SCHOOL. THROUGH WORK-BASED LEARNING OPPORTUNITIES, STUDENTS CAN EARN MONEY WHILE EXPLORING JOBS RELATED TO THEIR FIELD OF STUDY.

WBL HELPS STUDENTS CONNECT COLLEGE TO CAREERS BY ALLOWING THEM TO TRANSFORM THEIR COURSEWORK IN THE CLASSROOM TO APPLIED SKILLS IN THE WORKPLACE. CONNECTIONS WITH PROFESSIONAL ADULTS SUPPORT STUDENTS TO FIND JOBS AFTER COLLEGE, BECAUSE “WHO YOU KNOW” IS AS IMPORTANT AS “WHAT YOU KNOW.”

“My advisors...could not give me the right classes I needed. I feel like, if I had a proper advisor I probably would have stayed in school. That just motivated me not to go to school, **knowing that I did not have the proper help, I did not feel the need to go.**”

—Robens, 20

“I can’t do big classes, I need some one on one time to make sure I retained everything, but that big lecturing type thing is not for me. You’ve got to talk to 50 million students, and everybody is probably having the same communication problems.”

—Ty-lish, 18

Therapists dedicated to the mental health of students...certain kids just get bad anxiety and just depression on defeating themselves. **They don’t feel motivated anymore.**”

—Calvert, 23

“**Internships should not just be external.** For example you are studying IT get those IT students to work within the school...so they get experience and give back to the school at the same time. Instead of always looking externally at different companies, think about the campus itself and how the actual students can help in that campus.

—Krissy, 19

OUR SOLUTIONS:

1. COMPREHENSIVE WORK-BASED LEARNING OPPORTUNITIES

Traditional academic experiences and theory
Staff, Curriculum, and Resources

Hands-on and applied learning experiences in employer settings and classrooms

Ongoing guidance for career exploration and planning

Work-based learning gives young people the opportunity to connect what they learn in the classroom to future career options. Through paid, meaningful work experiences, and with the right in-school supports, students can thrive—boosting attendance and graduation rates, self-esteem, and earning power.



2. RIGOROUS COURSEWORK



3. HOLISTIC STUDENT SUPPORTS

As a foundation, all students should have equitable access to rigorous coursework, and be provided with counseling and other holistic supports to keep them on track.

ACTION STEPS

THE **LEAD COALITION** AND **HERE TO HERE** SUPPORT ACTION TO IMPROVE LATINX COLLEGE AND CAREER SUCCESS IN THREE AREAS:

- 1. WORK-BASED LEARNING: IMPROVING COLLEGE AND CAREER OUTCOMES**
- 2. EQUITABLE COURSEWORK: PROVIDING A RIGOROUS FOUNDATION FOR ALL STUDENTS**
- 3. HOLISTIC SUPPORTS: KEEPING STUDENTS ON TRACK**



ACTION AREA #1

EXPAND WORK-BASED LEARNING TO SUPPORT THE COLLEGE AND CAREER SUCCESS OF LATINX STUDENTS



AT THE HIGH SCHOOL LEVEL:
EMBEDDING CAREER SUCCESS INTO HIGH SCHOOL GRADUATION REQUIREMENTS

Expanded usage of the Career Development and Occupational Studies (CDOS) as a substitute for a 5th Regents exam toward a full Regents diploma.

All students should participate in at least one paid internship during high school, along the lines of the school-based model of the **Summer Youth Employment Program (SYEP)**.

NY State should reduce its Regents exam requirements to as few as two (**ELA and Math**) with more work-based learning activities and assessments substituting for the other three exams currently required.

AT CUNY AND SUNY:
FOCUS RESOURCES ON CAREER SUCCESS OUTCOMES OF STUDENTS

Expanding credit for work experience at CUNY/SUNY to recognize how much students learn on the job, and how to apply those learnings to their college experience.

Support CUNY/SUNY to create more applied associates and bachelor degree programs where paid work experience constitutes a significant percentage of the degree requirement.

Incentivize and concentrate resources into more employer-engaged, applied learning programs, empowered campus career centers, and hiring more employers as faculty.

ACTION AREA #2

ENSURE EQUITABLE ACCESS TO RIGOROUS AND ADVANCED COURSEWORK

THE LEAD COALITION HAS DEVELOPED AND IS ACTING ON THE FOLLOWING PROGRAM POLICY RECOMMENDATIONS

The current health crisis has exacerbated resource disparities between school districts. In order to provide students with a fair education, there must be expanded support for equitable access to advanced coursework that gives students and parents essential information for early college and career planning. Virtual settings may be used to reach students that otherwise would not have access to advanced courses.

There is also need to enhance partnership programs between school districts and New York State Department of Education (NYSED) that strengthen college and career readiness for underserved students and those at-risk of not graduating high school. The pandemic also calls for innovative approaches for schools to provide strong remote learning, information to families and students, technological tools, etc.

PROGRAM POLICY RECOMMENDATIONS:

NYSED should follow the [New York Equity Coalition's 5x25](#) recommendations and create an enforcement mechanism to ensure every student has access to advanced and rigorous coursework. NYSED must prioritize the following commitments detailed in the [Within Our Reach](#) framework designed by the New York Equity Coalition.



ACTION AREA #3

HOLISTIC SUPPORTS RECOMMENDATIONS

MENTAL HEALTH IS A FUNDAMENTAL NEED THAT MUST BE PROVIDED TO STUDENTS TO HAVE A CHANCE AT IMPROVING THEIR CURRENT SITUATION AND PLAN FOR THE FUTURE.

- Schools must employ a mental health professional to ensure students' mental health needs are addressed
- Schools must be required and supported to employ a college and guidance counselor at all high schools to receive assistance in college and career planning for students
- Trauma-informed care approaches must be integrated to respond to disciplinary actions

PARENT ENGAGEMENT AS STUDENTS NAVIGATE A "NEW NORMAL" IS ESSENTIAL TO ENSURE THAT STUDENTS AND PARENTS HAVE SUPPORT WITH THEIR ACADEMICS AND POSTSECONDARY PLANNING.

- Increasing knowledge for students and parents on the college going process and financial aid is vital. This should also include collaborative partnerships between school districts and community-based organizations
- Multilingual learners, students with disabilities, students experiencing homelessness, and other underserved students' needs must be recognized and prioritized due to the pre-existing and continuous disparities for an equitable education

BILINGUAL TEACHERS AND COLLEGE/SCHOOL COUNSELORS MUST BE AVAILABLE TO ENSURE MORE ACCESS TO ACADEMIC SUPPORTS AND COLLEGE READINESS OPPORTUNITIES FOR STUDENTS.

- New York State must double the current number Certified English to Speakers of Other Languages (ESOL) and Bilingual Education (BE) teachers by doubling the funding to address the shortage of bilingual education teachers in general and special education settings.
- Counselors should be responsible for no more than 100 students each. They should work directly with Work Based Learning support staff and the mental health professionals employed in their schools to ensure they understand each student's academics and interests.

EQUITABLE FUNDING SUPPORTS FOR SCHOOLS TO ENSURE THAT UNDERSERVED STUDENTS RECEIVE THE INDISPENSIBLE MEANS TO THRIVE.

- New York State must provide equitable funding that can support schools guarantee, resources for students to navigate the current COVID-19 crisis, and receive resources to not lose out on future opportunities.

CONCLUSION & NEXT STEPS

New York should offer a range of college and advanced training options to Latinx and generally underserved students with a focus on success in the career of their choice.

For those who choose to attend college, they must receive sufficient supports that ensure their academic and non-academic needs.

Only when we intentionally listen to our students can we direct our efforts toward their success. The work to ensure Latinx students will have an equitable chance to complete college across New York State depends on work-based learning opportunities along with access to rigorous coursework and overall holistic supports.



APPENDIX

A:

RESEARCH METHODS

All quantitative data for this report comes from HERE to HERE's analysis of the American Community Survey of the United States Census Bureau 2007-2018. Qualitative data was gained from four focus groups held by HERE to HERE and the Hispanic Federation with 30 young people, 20 of whom had left college without completing their degree. 10 focus group participants had graduated and found work in their desired fields. HERE to HERE and the Hispanic Federation also conducted a focus group with staff from LEAD Coalition organizations that work with college non-completers to explore quantitative data and craft focus group questions.

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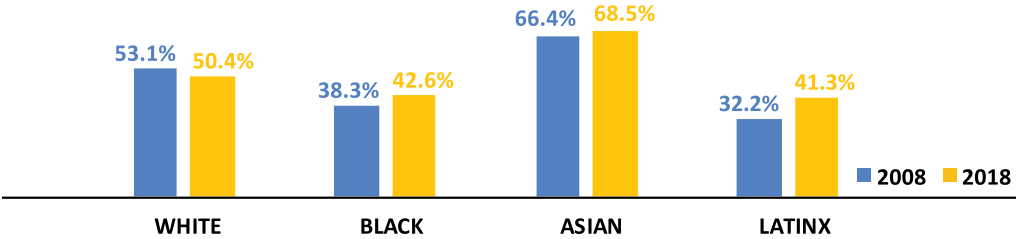
REGIONAL DATA PROFILES

Across New York State, data shows the disparities on college completion for Latinx students, despite the progressive increase in enrollment. Below are state-wide data graphs and individual regional data information to showcase the differences.

NEW YORK STATE

Over the last decade, residents of color across New York State have seen increased high school graduation rates and are enrolling in college at increasingly higher rates, none more so than Latinx residents, who have seen a 9% increase in college enrollment.

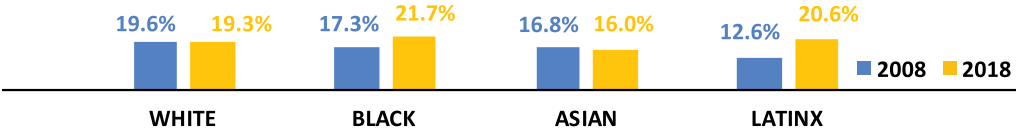
INCREASE IN COLLEGE ENROLLMENT DRIVEN BY LATINXS



*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)

However, Latinx and Black residents are not completing college at significantly higher rates than their peers. In the last decade, Latinx noncompletion rates have jumped 8% and Black noncompletion rates have increased by almost 5%. In New York State, one in five Latinx and Black residents have some college but no degree.

A GROWING COLLEGE COMPLETION CRISIS SHARE OF NEW YORK POPULATION AGES 18-24 WITH SOME COLLEGE, NO DEGREE

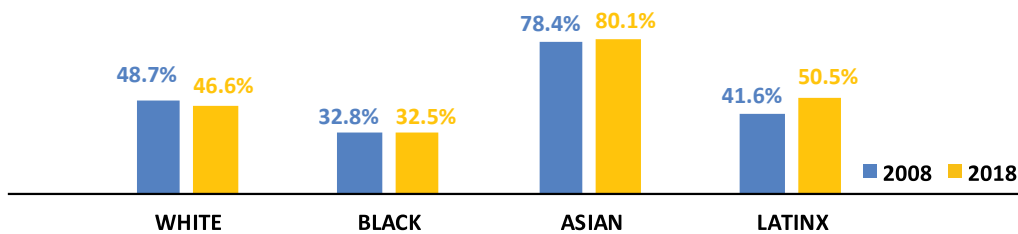


*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)

CAPITAL REGION

Over the last decade, Latinx residents in the Capital region have seen increased high school graduation rates and are enrolling in college at increasingly higher rates than any other racial or ethnic group. This can be seen in the almost 9% jump in college enrollment between 2008 and 2018.

INCREASE IN COLLEGE ENROLLMENT DRIVEN BY LATINXS

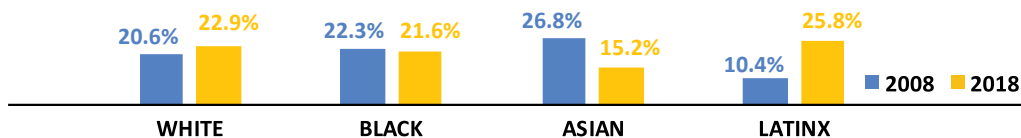


*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)

However, Latinx residents are also not completing college at significantly higher rates than their peers. In the last decade, Latinx noncompletion rates have jumped a whopping 15%—one in four Latinx residents now have some college but no degree.

A GROWING COLLEGE COMPLETION CRISIS

SHARE OF CAPITAL REGION POPULATION AGES 18-24 WITH SOME COLLEGE, NO DEGREE

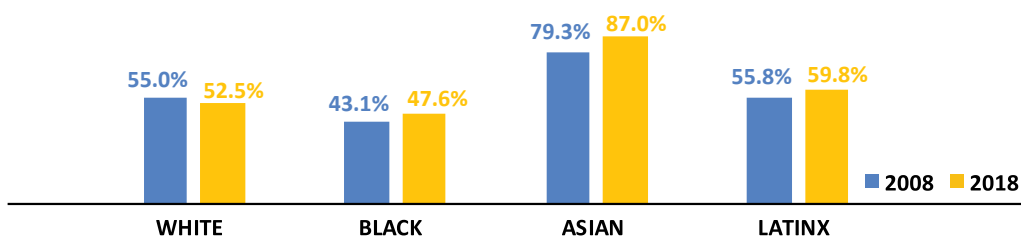


*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)

CENTRAL REGION

Over the last decade, Latinx residents in the Central region have seen increased high school graduation rates and are enrolling in college at increasingly higher rates. This can be seen in the almost 4% jump in college enrollment between 2008 and 2018.

INCREASE IN COLLEGE ENROLLMENT DRIVEN BY LATINXS

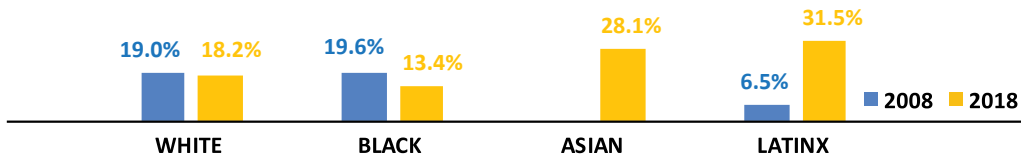


*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)

However, Latinx residents are not completing college at significantly higher rates than their peers. In the last decade, Latinx noncompletion rates have increased a staggering 25%—almost one in three Latinx residents have some college but no degree.

INCREASE IN COLLEGE ENROLLMENT DRIVEN BY LATINXS

SHARE OF CENTRAL REGION POPULATION AGES 18-24 WITH SOME COLLEGE, NO DEGREE



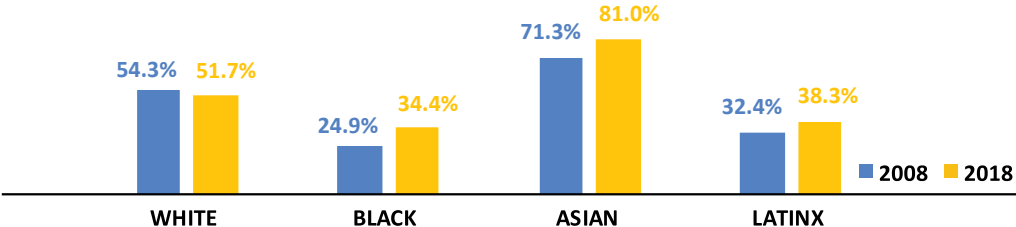
*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)

*Due to small Asian sample size, please use caution when interpreting Asian results

FINGER LAKES REGION

Ove the last decade, Latinx, Black and Asian residents in the Finger Lakes region have seen increased high school graduation rates and are enrolling in college at increasingly higher rates. This can be seen in the almost 6% increase for Latinx, 9.5% for Black and 9.7% for Asian residents.

INCREASE IN COLLEGE ENROLLMENT DRIVEN BY LATINXS

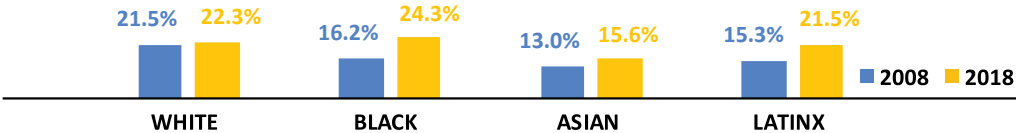


*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)

However, Latinx and Black residents are not completing college at significantly higher rates than their peers. In the last decade, Latinx noncompletion rates have jumped over 6% and Black noncompletion rates have increased by more than 8%. In the Finger Lakes region, one in five Latinx residents and one in four Black residents have some college but no degree.

A GROWING COLLEGE COMPLETION CRISIS

SHARE OF FINGER LAKES POPULATION AGES 18-24 WITH SOME COLLEGE, NO DEGREE

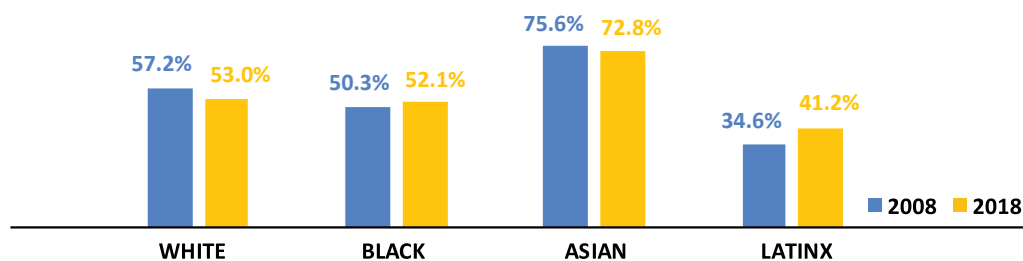


*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)

LONG ISLAND REGION

Over the last decade, Latinx residents in the Long Island region have seen increased high school graduation rates and are enrolling in college at increasingly higher rates than any other racial group. This can be seen in the almost 7% jump in college enrollment between 2008 and 2018.

INCREASE IN COLLEGE ENROLLMENT DRIVEN BY LATINXS

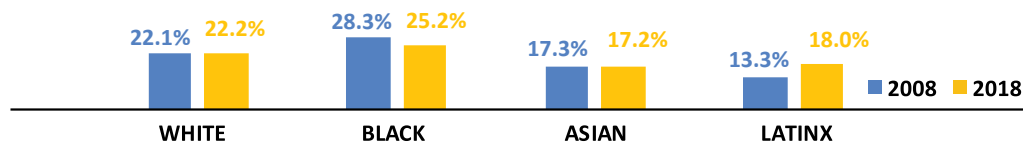


*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)

However, Latinx residents are also not completing college at significantly higher rates than their peers. In the last decade, Latinx noncompletion rates have increased 5% while other racial groups have stayed flat or decreased. In the Long Island region, nearly one in five Latinx residents have some college but no degree.

A GROWING COLLEGE COMPLETION CRISIS

SHARE OF LONG ISLAND POPULATION AGES 18-24 WITH SOME COLLEGE, NO DEGREE

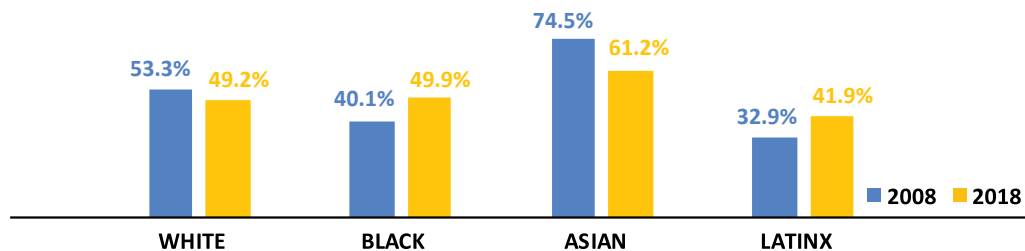


*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)

MID-HUDSON REGION

Over the last decade, Latinx and Black residents in the Mid-Hudson region have seen increased high school graduation rates and are enrolling in college at increasingly higher rates than any other racial group. This can be seen in the 9% increase for Latinx residents and 9.8% increase for Black residents.

INCREASE IN COLLEGE ENROLLMENT DRIVEN BY LATINXS

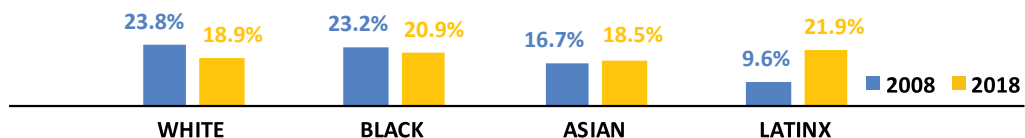


*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)

However, Latinx residents are not completing college at significantly higher rates than their peers. In the last decade, Latinx noncompletion rates have increased by over 12% while other racial groups have stayed relatively flat or decreased. In the Mid-Hudson region, nearly one in five Latinx residents have some college but no degree.

A GROWING COLLEGE COMPLETION CRISIS

SHARE OF MID-HUDSON REGION POPULATION AGES 18-24 WITH SOME COLLEGE, NO DEGREE

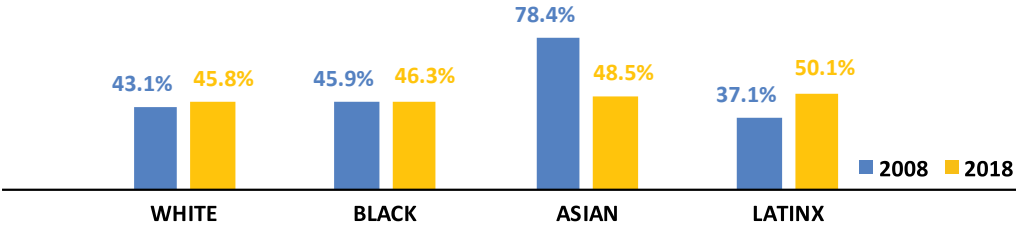


*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)

MOHAWK VALLEY REGION

Over the last decade, Latinx residents in the Mohawk Valley region have seen increased high school graduation rates and are enrolling in college at increasingly higher rates than any other racial group. This can be seen in the 13% jump in college enrollment between 2008 and 2018.

INCREASE IN COLLEGE ENROLLMENT DRIVEN BY LATINXS

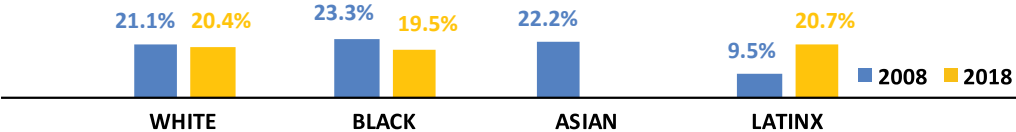


*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)

However, Latinx residents are also not completing college at significantly higher rates than their peers. In the last decade, Latinx noncompletion rates have increased by over 11% while other racial groups have stayed flat or decreased. In the Mohawk Valley region, one in five Latinx residents have some college but no degree.

A GROWING COLLEGE COMPLETION CRISIS

SHARE OF MOHAWK VALLEY POPULATION AGES 18-24 WITH SOME COLLEGE, NO DEGREE



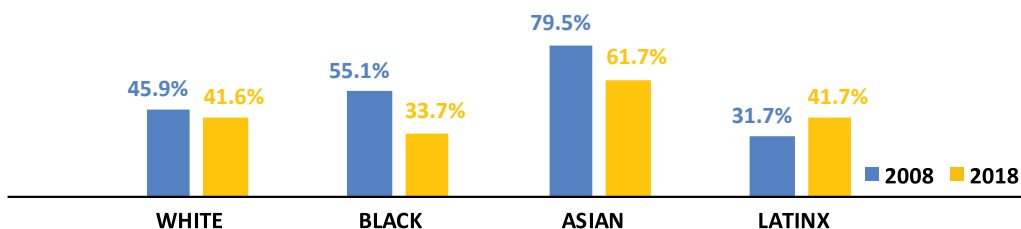
*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)

*Due to small Asian sample size, please use caution when interpreting Asian results

NORTH COUNTRY REGION

Over the last decade, Latinx residents in the North Country region have seen increased high school graduation rates and are enrolling in college at increasingly higher rates, while other racial groups have decreased enrollment. This can be seen in the 10% increase in college enrollment between 2008 and 2018.

INCREASE IN COLLEGE ENROLLMENT DRIVEN BY LATINXS

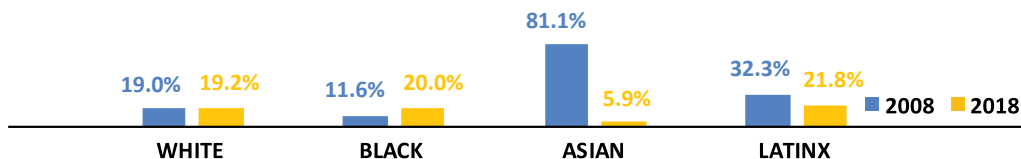


*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)

However, Latinx residents are also not completing college at significantly higher rates than their peers. In the last decade, Latinx noncompletion rates have increased by over 11% while other racial groups, except for Asian residents, have stayed flat or decrease. In the North Country region, one in five Latinx residents have some college but no degree.

A GROWING COLLEGE COMPLETION CRISIS

SHARE OF NORTH COUNTRY POPULATION AGES 18-24 WITH SOME COLLEGE, NO DEGREE



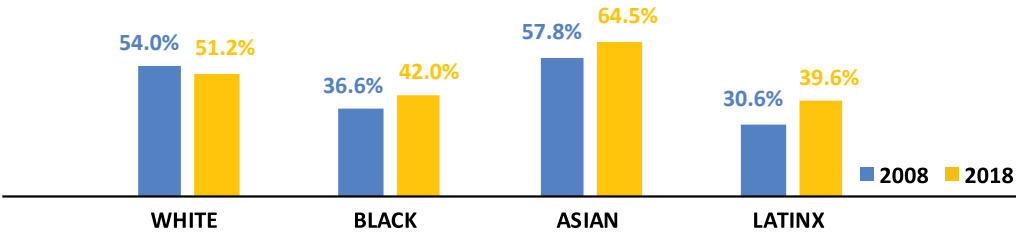
*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)

*Due to small Asian sample size, please use caution when interpreting Asian results

NEW YORK CITY REGION

Over the last decade, residents of color in the New York City region have seen increased high school graduation rates and are enrolling in college at increasingly higher rates. Latinx students, particularly, have increased by 9% from 2008 to 2018.

INCREASE IN COLLEGE ENROLLMENT DRIVEN BY LATINXS

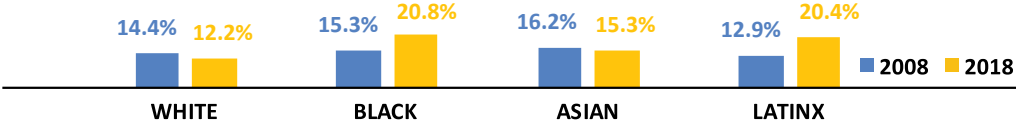


*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)

However, Latinx and Black residents are not completing college at significantly higher rates than their peers. In the last decade, Latinx noncompletion rates have jumped almost 8% and Black noncompletion rates have increased by more than 5%. In New York City, one in five Latinx and Black residents have some college but no degree.

A GROWING COLLEGE COMPLETION CRISIS

SHARE OF NYC POPULATION AGES 18-24 WITH SOME COLLEGE, NO DEGREE

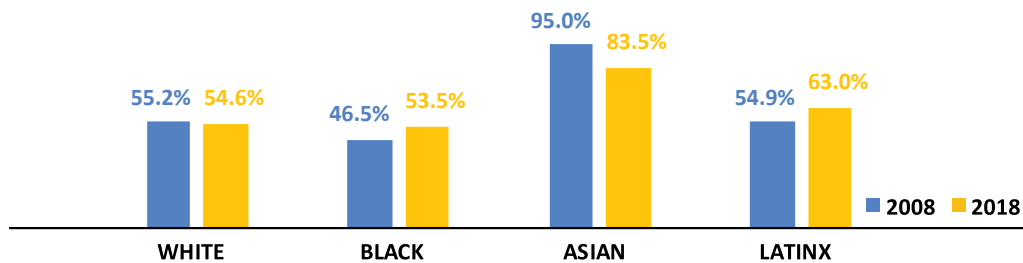


*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)

SOUTHERN TIER REGION

Over the last decade, Latinx and Black residents in the Southern Tier region have seen increased high school graduation rates and are enrolling in college at increasingly higher rates. This can be seen in the almost 8% increase for Latinx residents and 7% increase for Black residents.

INCREASE IN COLLEGE ENROLLMENT DRIVEN BY LATINXS

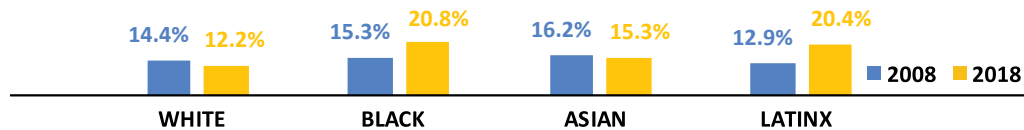


*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)

However, Latinx and Black residents are not completing college at significantly higher rates than their peers. In the last decade, Latinx noncompletion rates have increased nearly 8% and Black noncompletion rates have increased by 5.5%. In the Southern Tier region, one in five Latinx and Black residents have some college but no degree.

A GROWING COLLEGE COMPLETION CRISIS

SHARE OF NYC POPULATION AGES 18-24 WITH SOME COLLEGE, NO DEGREE

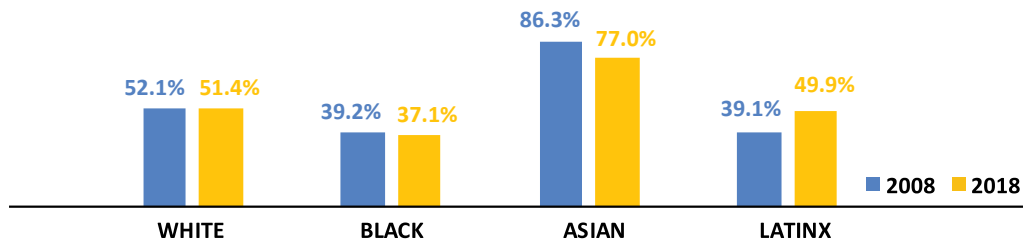


*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)

WESTERN REGION

Over the last decade, Latinx residents in the Western region have seen increased high school graduation rates and are enrolling in college at increasingly higher rates, while other racial groups have decreased enrollment. This can be seen in the almost 11% increase in college enrollment between 2008 and 2018.

INCREASE IN COLLEGE ENROLLMENT DRIVEN BY LATINXS

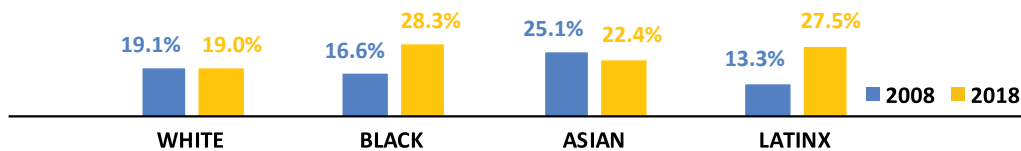


*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)

However, Latinx and Black residents are also not completing college at significantly higher rates than their peers. In the last decade, Latinx noncompletion rates have increased by over 14% and Black noncompletion rates have increased by over 12%, while other racial groups have stayed flat or decreased. In the Western region, one in four Latinx and Black residents have some college but no degree.

A GROWING COLLEGE COMPLETION CRISIS

SHARE OF WESTERN NEW YORK POPULATION AGES 18-24 WITH SOME COLLEGE, NO DEGREE



*United States Census Bureau American Community Survey, combined 1-year estimates (2006-2008 and 2016-2018)



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