



talent

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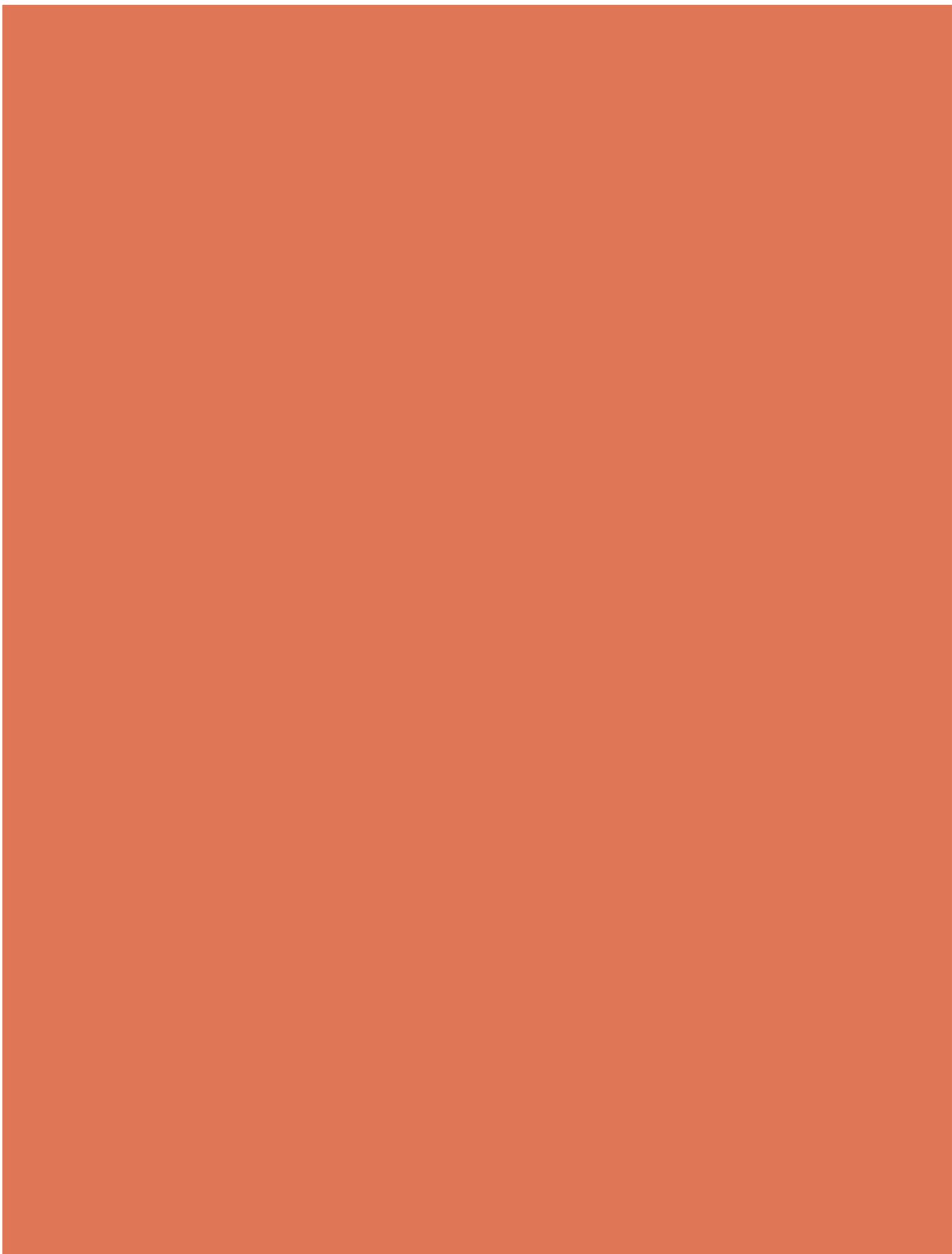


Table of Contents

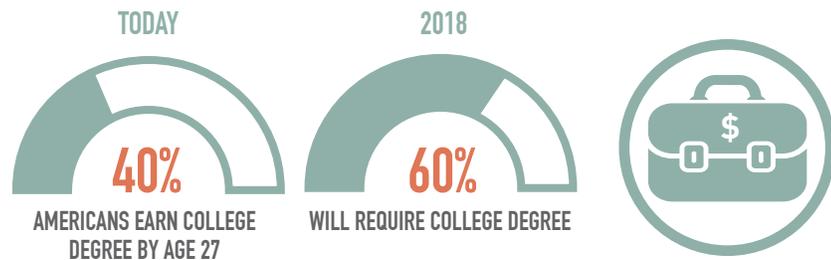
Introduction	2
Judges	6
Original Advisory Committee	6
National Partners	7
Former and Current Talent Dividend Staff and Consultants	7
Participating City Map	8
City Dividends	9
Akron	10
Albany.....	11
Baltimore.....	12
Baton Rouge.....	13
Buffalo	14
Charleston.....	15
Chattanooga	16
Chicago.....	17
Cleveland.....	18
Columbia	19
Columbus	20
Dayton.....	21
Denver	22
El Paso.....	23
Fargo - Moorhead	24
Grand Rapids.....	25
Houston	26
Indianapolis.....	27
Little Rock	28
Los Angeles.....	29
Manchester	30
McAllen-Edinburg-Mission	31
Memphis.....	32
Milwaukee	33
Nashville.....	34
Oklahoma City.....	35
Omaha - Council Bluffs...	36
Orlando.....	37
Philadelphia	38
Portland.....	39
Providence.....	40
St. Louis.....	41
San Diego	42
Stockton	43
Syracuse.....	44
Tulsa	45
Washington DC.....	46
Wichita.....	47
Youngstown	48
Appendices	49
Appendix I: Talent Dividend Prize Background	50
Appendix II: Biographies for the Talent Dividend Prize Judges	52

* Unfortunately we were not able to include all participating cities in this final report, as we did not receive their information by the deadline.

introduction

One of the most pressing challenges our nation faces is preparing a college-educated workforce. By 2018, more than 60 percent of jobs will require some form of college education, but today only 40 percent of Americans earn an associate degree or bachelor's degree by age 27. A recent Georgetown study highlighted that Americans who haven't earned a college degree or credential are 55 percent more likely to be unemployed, and the gap in lifetime earnings between a high school graduate and a four-year degree holder is edging close to a million dollars.

Recognizing the urgency to remain competitive in the global labor market, the completion agenda has emerged as a national imperative to produce more college graduates. Extending from the White House to national organizations and foundations, states, and post-secondary institutions there is a call to significantly raise the nation's college completion rates.



The gap in lifetime earnings between a high school graduate and a four-year degree holder is edging close to a million dollars.

In 2011, CEOs for Cities announced the National Talent Dividend \$1 Million Prize Competition, funded by the Kresge Foundation, to be awarded to the metropolitan area with the greatest proportionate increase in the number of post-secondary degrees over a four-year period. A total of 57 cities participated in the competition, with another handful of U.S. cities participating in the network. In March 2014, Living Cities joined with CEOs for Cities as a partner of the Talent Dividend Prize and, jointly with the Kresge Foundation, will announce the winner of the \$1 Million Prize in Washington, D.C., on Wednesday, October 29, 2014.

Why the Talent Dividend?

The Talent Dividend is an appealing short-term strategy with the potential for long-term gains. Premised on the idea that per capita income and college attainment rates are closely correlated, Talent Dividend posits that small performance improvements in educational attainment can yield big dividends for metropolitan areas.

Income and educational attainment are strongly correlated. We measure talent using educational attainment data and we measure income using per capita income. Both are useful summary measures for the overall level of skill or income for the population of a particular geographic area. For educational attainment, we use the fraction of the adult population with a four-year degree. For income, we use per capita income, which is the total income of a region divided by its population.

As we think about educational attainment, we recognize that the attainment of a four-year degree is just a single point along an educational continuum. But the relative fraction of a region's population that has completed a four-year degree is a good proxy for the overall educational attainment of the population. Places with a high four-year attainment rate generally tend to have a smaller fraction of residents with less than a high school diploma and a larger fraction of residents with some postgraduate education. The use of this measure reflects gains across the education continuum, rather than simply moving a few more residents across any particular threshold of attainment.

Human capital is a key determinant of urban prosperity. Per capita incomes are strongly correlated with levels of educational attainment. Cities with better educated populations have significantly higher per capita incomes. In fact, 58 percent of a city's success, as measured by per capita income, can be explained by the percentage of the adult population with a college degree.

We use levels of education to measure the amount of human capital, recognizing that years of education are an imprecise measure and the choice of any particular threshold—in this case, completion of a four-year degree—is arbitrary. Human capital is much richer and more varied than can be captured in these simple measures. Scholars working in this field have identified a broad set of cross-cutting skills, ranging from the basics: reading, writing and mathematics; to what have been termed the new basic skills: problem solving, teamwork and communication.

The level of human capital in a city is the product of many factors. It is influenced in part by the level of education infrastructure and investment in the metropolitan area. But because Americans are very mobile, the in-migration and out-migration of the population can also raise, or lower, a city's average educational level. In addition to formal schooling, workers acquire skills and experience on the job, and cities are important places for such skill acquisition. It appears that workers in cities are more productive than similarly educated workers employed in other locations.

Cities with higher levels of education not only have higher incomes but also faster rates of income growth.

Cities with higher levels of education not only have higher incomes but also faster rates of income growth. In particular, the presence of a population with college degrees rather than just high school completion was strongly correlated with income growth. For cities, each two percent increase in the fraction of the population with a college degree was associated with a one percent increase in personal income growth in the 1990s.

Across the nation's 50 largest metropolitan areas, there is a wide range of variation in educational attainment. The four-year college attainment rate of the best educated metropolitan area—Washington, D.C., 46.1 percent—is more than double that of the least well-educated large metropolitan area—Las Vegas, 20.2 percent. Among these metropolitan areas, the median level of college attainment is 29.4 percent, while the top 10 percent of metropolitan areas achieves a 38.8 percent level of four-year attainment.

To calculate the Talent Dividend, we estimated how much a metropolitan area could reasonably expect to gain in income if it increased its overall level of educational attainment by one percentage point. Our statistical analysis shows that there is a strong, positive relationship between metropolitan educational attainment and per capita personal income. The cross-sectional data for the largest metropolitan areas suggest that, each additional percentage point improvement in aggregate adult four-year college attainment was associated with an \$854 increase in annual regional per capita income.

Across metropolitan areas, improving education levels could be one of the most powerful forces for improving income and economic well-being. Collectively, the 51 largest metropolitan areas have about 33 million adults with a four-year degree or higher level of education. Increasing the four-year college attainment rate in each of the 51 largest metropolitan areas by one percentage point, from its current median of 29.4 percent to 30.4 percent would be associated with an increase in aggregate personal income of \$154 billion per year for the nation. This improvement in income would be the result of increased productivity, as better-educated workers are more productive—and having access to a better-educated workforce makes businesses more productive. Improvements in educational attainment are a major contributor to economic growth.

Key lessons learned from the Talent Dividend Prize

Increasing degree attainment by one percent in four years in a metropolitan area is achievable. For most of the cities competing in the Talent Dividend Prize, a one percent increase was achievable and most increased by slightly more. Committing to small wins was a key driver of this initiative and moved the cities to take immediate action while still taking time to plan for more long-term sustainable action.

Cross-sector collaboration is key to achieving post-secondary completion goals. Cross-sector partnerships are an important mechanism for addressing critical sustainable development. Each city in the competition formed an advisory panel of at least 6-8 individuals including a community foundation and representatives from business, economic development, government, higher education and philanthropy. This structure facilitated problem solving between key stakeholders in the community who have the power to make decisions, and whose multiple perspectives have the potential to create sustainable solutions.

The short-term strategy spurs immediate action. The competition promoted simple ideas that could be implemented quickly by leveraging resources already available. Memphis started their initiative with “100 Things in 100 Days,” including ACT workshops for high-school seniors and a communication effort to reintroduce city and private sector employees to a tuition reimbursement program. The competition promoted creativity and innovation in developing strategies that were malleable to each city’s unique strengths and needs.

Business leaders are invested, motivated and, in many cases, quite active in raising educational attainment in their cities. We saw high levels of engagement between the business and higher education communities during the initiative. Cities such as Houston, St. Louis, Louisville, Grand Rapids and Philadelphia actively engaged with their business communities. They developed employee assessments to target large and small changes that could be made in the workplace to facilitate post-secondary completion. Further, they used the Talent Dividend as a catalyst for high-level conversations about better aligning the two sectors.

Talent Dividend cities that take time to first assess their distinct needs and assets have a more developed framework and action plan for success. Many cities in the competition started their Talent Dividend efforts from scratch. In doing so, they took time in the beginning to assess their current post-secondary completion rates, who within their community should work on the project, and what goals their community should target. This helped build the framework for a realistic and achievable action plan. They used the Talent Dividend benchmark data to track their success during the competition, and in some cases, such as Washington, D.C., developed their own data sharing agreements to facilitate future data tracking.

Cities with a dedicated change-maker leading their Talent Dividend effort are most successful at moving their goals forward.

Cities with a dedicated change-maker leading their Talent Dividend effort are most successful at moving their goals forward. This is not a “new” finding, but an important one to emphasize. Those cities with a staff person dedicated to the project were successful in not only connecting the dots with the city, but also in networking across cities to learn from others doing similar work. If there was staff changeover, the project was much more likely to be handed off to a new person with very little transition and/or break in communication.

Mobilizing 57 cities to compete for \$1 million to increase educational attainment has a collective impact on national graduation rates. The Talent Dividend staff team provided benchmark data each year of the competition to the cities, including an institutional and summation report. In each of the four years all but a handful of cities raised their college completion rates, indicating a collective rise across the country in post-secondary completion.

Today, real solutions are breaking down the barriers that impact students' ability to complete a degree or credential. If this and other completion-agenda initiatives prove successful, the outcome will be significant for our citizens and our economy. We are pleased to present the city profiles of the participating Talent Dividend cities. These profile pages provide valuable information including contact information.

We would like to thank the following people and organizations for their support and commitment to the Talent Dividend Prize.

Judges:

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Future Works

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and National Initiatives
Knight Foundation

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American Association of Community Colleges	Knight Foundation
AVID Center, Inc.	Lumina Foundation
America Chamber of Commerce Executives	National League of Cities
Bill & Melinda Gates Foundation	Say Yes to Education
Brookings Institution	State University of New York Strive
Business Higher Education Forum	United States Department of Education
Aspen Institute	White House-Office of Science Technology Policy
Coalition of Urban Serving Universities	
Complete College America	
Council on Foundations	
Counsel for Adult and Experiential Learning	
Grantmakers for Education	
Greater Texas Foundation	
Institute for Higher Education Policy	
Jobs for the Future	

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Bridget Marquis	

***Special Thanks to Carol Coletta, former president of CEOs for Cities, and founder of the Talent Dividend Prize.

Thank you to Chicago, Houston, Philadelphia, and Los Angeles for hosting a Talent Dividend Prize meeting.

The Talent Dividend Prize was a joint initiative between CEOs for Cities and Living Cities.

The Talent Dividend was funded by the Kresge Foundation and Lumina Foundation.



There are 57 cities participating in the Talent Dividend initiative – moving the needle across the country.

- | | | |
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| Akron | Grand Rapids | Oklahoma City |
| Albany | Harrisburg | Omaha |
| Baltimore | Hartford | Orlando |
| Baton Rouge | Honolulu | Philadelphia |
| Boston | Houston | Pittsburgh |
| Bradenton | Indianapolis | Portland |
| Buffalo | Jackson | Providence |
| Charleston | Knoxville | Raleigh |
| Charlotte | Lakeland | Richmond |
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| Columbia | Madison, | Stockton |
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| Dayton | McAllen | Tampa |
| Denver | Memphis | Tulsa |
| Detroit | Milwaukee | Washington |
| El Paso | Minneapolis | Wichita |
| Fargo | Nashville | Youngstown |

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- Albany
- Baltimore
- Baton Rouge
- Boston
- Bradenton
- Buffalo
- Charleston
- Charlotte
- Chattanooga
- Chicago
- Cleveland
- Columbia
- Columbus
- Dayton
- Denver
- Detroit
- El Paso
- Fargo
- Grand Rapids
- Harrisburg
- Hartford
- Honolulu
- Houston
- Indianapolis
- Jackson
- Knoxville
- Lakeland
- Little Rock
- Los Angeles
- Louisville
- Madison,
- Manchester
- McAllen
- Memphis
- Milwaukee
- Minneapolis
- Nashville
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- Pittsburgh
- Portland
- Providence
- Raleigh
- Richmond
- Rochester
- San Diego
- St. Louis
- Stockton
- Syracuse
- Tampa
- Tulsa
- Washington
- Wichita
- Youngstown
- Akron
- Albany
- Baltimore
- Baton Rouge
- Boston

Student Success is Our Success-The Akron Experience

- In Greater Akron, business, nonprofit and education partners have come together to focus on college readiness, access and success.
- Five institutions of higher education serve the Greater Akron area: Hiram College, Kent State University, Northeast Ohio Medical University (NEOMED), Stark State College and The University of Akron. One of the key traits defining the success of Greater Akron is collaboration across these five institutions.
- In addition, two of the defining collaborative efforts across these institutions involved Gap and Student Success Scholarships and Pathways Programs.
 - > **Success Scholarships** Hiram College, Kent State University and The University of Akron awarded scholarships to students within a semester of graduation who had a small amount of unmet financial need. These completion scholarships of less than \$1,000 each made the critical difference in earning a degree for hundreds of local college graduates over the past few years.
 - > **Pathways Programs** A focus on college readiness and success led to the institution of pathways programs to help students succeed in higher education. The University of Akron implemented a program to reduce student indebtedness and increase the likelihood of success by placing them in a two-year program at Stark State College or another local community college. These students then will complete their associate degree program and transfer to The University of Akron to complete a four-year program.
 - > At NEOMED, pathways programs look slightly different. To ensure the ready supply of doctors and primary care health workers for rural and high-needs areas, NEOMED is working with high schools and colleges throughout Northeast Ohio to excite students about careers in healthcare. These programs connect students to programs in area colleges, such as Hiram College, Kent State University, The University of Akron, and more in order to successfully enter a pathway to NEOMED and a health care career.
- The Northeast Ohio Council on Higher Education led the region’s initiative to increase the number of degree holders in the region.

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- Baton Rouge
- Boston
- Bradenton
- Buffalo
- Charleston
- Charlotte
- Chattanooga
- Chicago
- Cleveland
- Columbia
- Columbus
- Dayton
- Denver
- Detroit
- El Paso
- Fargo
- Grand Rapids
- Harrisburg
- Hartford
- Honolulu
- Houston
- Indianapolis
- Jackson
- Knoxville
- Lakeland
- Little Rock
- Los Angeles
- Louisville
- Madison,
- Manchester
- McAllen
- Memphis
- Milwaukee
- Minneapolis
- Nashville
- Oklahoma City
- Omaha
- Orlando
- Philadelphia
- Pittsburgh
- Portland
- Providence
- Raleigh
- Richmond
- Rochester
- San Diego
- St. Louis
- Stockton
- Syracuse
- Tampa
- Tulsa
- Washington
- Wichita
- Youngstown
- Akron
- Albany
- Baltimore
- Baton Rouge
- Boston
- Bradenton

The Albany Promise

- Albany area cross-sector leaders have chosen a collective impact and cradle to career approach to support every child every step of the way from birth through college to career. It is the selected approach going forward.
- Prioritized outcomes for the partnership include college and career readiness. Local indicators and action plans are currently under development. Other prioritized outcomes include: kindergarten readiness and third and fourth grade success. The partnership focuses collective efforts on research-based critical intervention points along the education continuum to support increased post-secondary attainment and completion.
- Albany was selected for the second cohort of Lumina Foundation's community-based postsecondary education attainment strategy.

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Baltimore

- Akron
- Albany
- Baltimore
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- Boston
- Bradenton
- Buffalo
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- Charlotte
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- Chicago
- Cleveland
- Columbia
- Columbus
- Dayton
- Denver
- Detroit
- El Paso
- Fargo
- Grand Rapids
- Harrisburg
- Hartford
- Honolulu
- Houston
- Indianapolis
- Jackson
- Knoxville
- Lakeland
- Little Rock
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- Louisville
- Madison,
- Manchester
- McAllen
- Memphis
- Milwaukee
- Minneapolis
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- Oklahoma City
- Omaha
- Orlando
- Philadelphia
- Pittsburgh
- Portland
- Providence
- Raleigh
- Richmond
- Rochester
- San Diego
- St. Louis
- Stockton
- Syracuse
- Tampa
- Tulsa
- Washington
- Wichita
- Youngstown
- Akron
- Albany
- Baltimore
- Baton Rouge
- Boston

Baltimore Collegetown

- Reverse graduation awards: finding students who had matriculated from a community college to a four year college without applying for an AA degree, even though they had met the requirements, and awarding them with degrees.
- Community college degree completion: identifying and contacting students who are one or two courses away from obtaining their AA, but dropped out for unspecified reasons.
- Sharing ideas between campuses for programs that offer support to students who are most at risk for dropping out. Some model programs in place at our institutions now include summer bridge programs, the Trailblazers program, and mentoring programs.
- Supporting local K-12 schools so that students are prepared to succeed when they get to college. Baltimore-area colleges are working closely with the Baltimore City Public Schools system, including new CEO Gregory Thornton, the Mayor's Office through the anchor institution initiative, and neighborhood schools programs (Healthy Neighborhoods, Central Baltimore Partnership, Thread, among others).

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Baton Rouge

BRAIN (Baton Rouge Area Intern Network)

- The mission of the Baton Rouge Area Intern Network (BRAIN) was to increase the number of internships available to students. By doing so, more students could be exposed to the numerous job opportunities across the Capital Region, while creating a virtual “pipeline” of experienced professionals for area companies to hire full time and thereby retaining our college-educated professionals within our region.
- The BRAIN web page offered resources for both companies and students. From instructions on how to start an internship to resume tips, the resource sections have it all. BRAIN also included an internship job board, where employers could post open intern positions and students could view the opportunities.
- BRAC also worked closely with post-secondary education career centers in the area to host an Intern Bridge program, which is a national group that facilitates day-long workshops for employers to help them create or improve their intern programs.
- Although the Baton Rouge Area Chamber remains committed to encouraging area employers to host internship programs, we have realized through this process that we are not in the best position to be the connection site of students with internships. On the long-term involvement of BRAC in the efforts of increasing the college-educated workforce here, we are shifting our focus to working with our two-year and four-year institutions to encourage better collaboration on credit transfers and reverse-degree granting. We feel this is a better use of our resources and a better fit for our sphere of influence.

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Baltimore
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- Albany
- Baltimore
- Baton Rouge
- Boston
- Bradenton
- Buffalo
- Charleston
- Charlotte
- Chattanooga
- Chicago
- Cleveland
- Columbia
- Columbus
- Dayton
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- Detroit
- El Paso
- Fargo
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- Harrisburg
- Hartford
- Honolulu
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- Indianapolis
- Jackson
- Knoxville
- Lakeland
- Little Rock
- Los Angeles
- Louisville
- Madison,
- Manchester
- McAllen
- Memphis
- Milwaukee
- Minneapolis
- Nashville
- Oklahoma City
- Omaha
- Orlando
- Philadelphia
- Pittsburgh
- Portland
- Providence
- Raleigh
- Richmond
- Rochester
- San Diego
- St. Louis
- Stockton
- Syracuse
- Tampa
- Tulsa
- Washington
- Wichita
- Youngstown
- Akron
- Albany
- Baltimore
- Baton Rouge
- Boston

Say Yes Buffalo

- Say Yes Buffalo is a landmark collaboration that brings the Buffalo Public School District, the Buffalo Teachers’ Federation, the Buffalo Association of Administrators and Supervisors, the City of Buffalo, Erie County, Say Yes to Education, Inc., and a diverse group of Buffalo area corporate, non-profit, and philanthropic organizations together to organize people, time, money and resources to provide holistic, year-round support to Buffalo Public School District students throughout their K-12 years and beyond. Say Yes Buffalo and its partners believe every student can graduate high school and college when given the proper supports, resources, and opportunities.
- Say Yes Buffalo provides comprehensive supports, including locally funded tuition scholarships to more than 100 public and private colleges and universities for those who meet residency, graduation and admission requirements. These supports are aligned with what research indicates is needed to enable every child in the program to achieve his or her potential and include:
 - > After school and summer programming
 - > Mentoring
 - > Tutoring
 - > Family services
 - > Mental health and health care
 - > Legal services
- Since beginning our work in 2012, (Say Yes began providing services and supports during the 2012-13 school year) we’ve helped achieve the following results:
 - > Eight-percentage-point increase in public high school graduates (2012=48%; 2013= 56%)
 - > Nine-percentage-point increase in public school student matriculation to college (2012=57%; 2013=66%)
 - > 350 high school grads helped to transition to college through summer bridge programs
 - > \$19 million raised locally to fund scholarships
 - > 55 private colleges recruited to offer Say Yes tuition scholarships (adding to opportunities at all 74 New York State public colleges and universities)
 - > All 33,000 of Buffalo’s public school students being enrolled in the “early warning and intervention” Student Management System
 - > Increased access to social service and mental health supports through partnership with Erie County

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Philadelphia
Pittsburgh
Portland
Providence
Raleigh
Richmond
Rochester
San Diego
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Tampa
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Degrees of Change

- Our initiative included a six month Talent Demand Study to identify the projected job growth in the community over the next five years, what the job skills requirements are and then a gap analysis from high school through graduate programs in the community to support the occupational skill requirements. The study identified high demand occupations in the region. The Chamber will now focus on a public career awareness campaign to help education on the high demand occupations and educational pathway needed.
- We have also launched Career Academies in the region through a pilot program that was completed in June 2014. The program has now been expanded to 21 Career Academies in seven area high schools. The Academies are focused on STEM, Health Sciences, Culinary/Hospitality, Business and Finance, and Computer/IT. We do not have current enrollment, but the pilot program (seven academies in five high schools had a combined enrollment of 1,300 students.)
- The Charleston Metro Chamber of Commerce created the Accelerate Greater Charleston Initiative that includes \$400,000 in scholarships to be awarded to graduates of the Career Academies. The program is targeted towards first generation high school students with a 2.0 to 2.9 GPA who would otherwise not apply for college. The scholarships provide a full two year scholarship plus books and materials to students to attend Trident Technical College. The goal is the students would graduate with a two-year Associate Degree in the same fields as the Academies. Twelve students were awarded scholarships at the end of May and have begun class at Trident Tech. Eleven of the 12 are first generation.
- The Chamber has also partnered with area Public School Districts, Trident Technical College and area industry to launch an Apprenticeship Program. The program targets juniors and seniors in high school. Students are matched with an employer. Two days each week, students leave high school to attend classes at Trident Tech. The Chamber pays all tuition and associated costs for each student at Trident. Students then work as paid apprenticeships for employers during the summer between the junior and senior year. Upon graduation, students have a high school diploma, US Dept. of Labor certification in a specific skill, several completed credit hours at Trident and are likely to be offered full-time employment. Twelve students are currently enrolled in the pilot project.

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Chattanooga Region Talent Dividend Initiative

An autonomous initiative that facilitates continuous growth and development of the competitive EDGE of the tri-state 16 county region by:

- Engaging and developing the region as THE PLACE with quality skilled workers and a culture of learning focusing on the supply of quality human capital
- Determining and facilitating relevant curricula (core competencies of respective fields as well as critical thinking, problem solving, teamwork, oral and written communication) and awareness of experiential learning for course credit toward a degree
- Gathering and disseminating information regarding the total number of additional graduates (age 25+ with some college/no degree) who complete degrees
- Energizing the region’s learning culture by recognizing successes of learners and exemplary practices (college completion) of organizations and promoting awareness of the importance of college completion among K-12

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Complete the Degree

- Complete the Degree (CtD) is a collaborative effort to increase the number of low-income adults who have college credentials—including two-year degrees and certificates—that are valued in the labor market. Four non-profits with deep experience with higher education and adult learners founded CtD. CAEL is a national organization that creates effective learning strategies for working adults; Women Employed is a leader on postsecondary success for women; One Million Degrees broadens opportunities to community college students through its scholarship program; and the Chicago-Cook Workforce Partnership lends workforce expertise.
- The core of CtD's service is individualized advising tailored to the specific needs of each returning student. Advisors help participants choose the right college and program, transfer their existing credits, re-enroll, access financial aid, fit courses into their schedules, and stay on track to graduate. They work with students to map out career paths, and help them address specific barriers such as defaulted loans, childcare needs, and transportation issues.
- Advisors also use Prior Learning Assessments (PLA) to help lower college costs and time to completion. PLA is a process that allows adults to obtain college credits for various work and life experiences. Credits obtained via the PLA process ultimately save students time and money in comparison with obtaining traditional college credits.
- Although CtD provides services to both men and women, the majority of our returning students, 60 percent, are female. In terms of college completion barriers, many of our female students reportedly drop out because they become overwhelmed by family and life responsibilities.
 - > The program also has specialized services and advisors specifically focused on military veterans. This is necessary because veterans both have different issues and access to different resources than the general population.
 - > The future of our work Post-TD prize would be similar to existing services. However, the main benefit would be the expanded ability to reach the over 300,000 Chicagoans with "some college."

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Northeast Ohio Talent Dividend - Cleveland

- Launched in 2010, the Higher Education Compact of Greater Cleveland is a cross-sector collaboration to remove the barriers that prevent students from the Cleveland Metropolitan School District from attending and completing college.
- The Compact’s annual initiatives include the release of the College Success Dashboard, the FAFSA Awareness Campaign and the Best Practices Symposium. The dashboard report presents an annual picture of key performance indicators in the areas of college readiness, access and persistence to the community. The FAFSA Awareness Campaign brings together the whole community to rally around students and families to navigate the process of applying for financial aid to attend college. The Best Practices Symposium bring together national, regional and local practitioners doing this critical work in college readiness, access and persistence to share what is working and what might be helpful to others in their efforts.
- Moving forward, the Compact will continue to institutionalize best practices and effectively use data to support strategies for further intervention. The Compact will take part in a pilot program of the National College Application Week Campaign in conjunction with the Ohio Board of Regents this fall. The Compact has also been accepted into the Lumina Foundation’s Community Partnership for Attainment initiative, which will further connect us to a national network of technical assistance that can be helpful in advancing our local work.
- Collaborative college success efforts in Cleveland include College Now Greater Cleveland implementing intrusive mentor advising, the Lake/Geauga Education Assistance Foundation providing academic interventions and career readiness opportunities for students, Lorain County Community College and Cuyahoga Community College increasing the number of and delivery method for dual enrollment courses, Cleveland State University and others aligning credit hours to degree requirements through NOCHE’s Chief Academic Officers committee and ongoing efforts to connect students to career opportunities on a regional basis through NEOintern.

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Graduation Imperative

- Make attainment easier: collaboration between academic partners removed some hurdles in transfer credits from other area institutions; greater promotion and use of online classes allowed for outreach to non-traditional students.
- Make education about the economy: regional technical schools able to emphasize skill-based certificates allowed for development of educational programs aligned with region’s changing economy. Career and talent fair between 10 schools with 500 students joining stressed that jobs are available for those with available skills.
- Make funding available: public awareness and train students on available financial aid and scholarships.
- For the future—target efforts: launch an area business led collaborative focused on recruiting those 25 and over with some college but no degree. Collaborative will include broad public relations effort, targeted outreach to population and use of career/education coaches to assist students returning back to school (Graduate Philly!) model.

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Graduate Now!

- Graduate Now! provides last-dollar grants for college students close to but unable to complete their degree without funding.
- Learn4Life, Columbus' cradle-to-career organization, has prioritized reducing college student need for remedial course work by working with key stakeholders to identify current strategies and programs designed to reduce the student need for remediation and developing a community action plan. Points of emphasis include 8th grade reading and high school graduation.
- Graduate Now! and Learn4Life's prioritization of post-secondary access and success will continue.

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Learn to Earn Dayton

- Ensure that children in the Dayton region are successful students and ultimately successful in the world of work. Our community’s vitality and its attractiveness to employers depend on having educated citizens and a knowledgeable and skilled workforce.
- Ensure that every young person in the Dayton region is ready to learn by kindergarten and ready to earn upon graduation from college or after earning a post-high school certificate.
- Facilitate retention and completion committee that shares research and strategies among the SOCHE member campuses, as well as provide leadership to coordinate efforts around internships as a strategy for increasing retention and completion.
- Create messaging campaign and community-wide culture that drives high school students “college ready adults” to enroll in post-secondary education degree programs.

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My Degree Matters Colorado

- My Degree Matters Colorado, with its partner organizations, initiated a state-wide convening dedicated to adult learning and college completion in Colorado. In 2013, the first Colorado Adult Learning Symposium attracted 185 participants with presentations and workshops aimed at engaging in dialogue, collaborating, and sharing promising practices. The second annual Colorado Adult Learning Symposium in July 2014 grew to 200 participants with lively panel discussions and 15 breakout sessions. Plans are underway for the 2015 Symposium.
- My Degree Matters Colorado’s goal is to share, promote, and educate about the benefits of postsecondary completion. The website includes Best Practices and Success Stories from colleges, organizations, and students. Our MDMC committee meets regularly to share updates and plan activities aimed at promoting degree attainment. Committee members participate in other Denver area initiatives, such as Denver’s Community Partnership for Attainment with the Lumina Foundation and Mile High United Way’s Postsecondary Pathways.
- My Degree Matters Colorado has focused on the employer community as an important stakeholder in increasing degree attainment. An employer toolkit for supporting employees credential completion was developed and shared. My Degree Matters has hosted events convening employers in partnership with Mountain States Employers Council and the Denver Metro Chamber of Commerce.

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Region XIX Dual Credit Initiative

- UTEP, EPCC, and several of the area’s independent school districts are working together with support from local business and civic leaders to expand dual credit opportunities for students across the region, particularly in the large comprehensive high schools. Both national and local studies have shown that students who take dual credit classes in high school have higher college attendance and graduation rates than those who do not. UTEP studies are showing that effect is particularly pronounced for students graduating in the bottom 50% of their class – a group more vulnerable to not completing a college degree.
- The Initiative’s focus is to increase access to graduate courses, programs, and degrees for teachers to be eligible for credentialing to teach dual credit. UTEP provided extra funding for faculty salaries during the summer of 2014 to offer additional graduate level courses for teachers. EPCC is updating their credentialing process so EPCC Deans and Faculty will have better access to relevant information and applying teachers will be able to start the credentialing process earlier in their academic pathway. The independent school districts are providing stipends and support to teachers wishing to earn their dual credit credentials.
- In addition to the comprehensive high schools, focus is also on the region’s six, soon to be eight, Early College High Schools. At full capacity, these eight schools will be graduating approximately 800 students per year into the region with concurrent high school diplomas and associate degrees. Their growing numbers impact a growing demand for faculty credentialed to teach dual credit in these schools as well. The newest two ECHSs are the school-within-a-school model, which has the potential to be replicated across the region.
- Not only are the education stakeholders of the region engaged in this effort, community partners are stepping up by providing scholarship funds and programmatic support for teachers. \$30,000 in scholarship support has already been pledged by regional business for scholarships. The region-wide effort reflects the collaborative nature of El Paso’s focus on improving educational opportunities for the students of Region XIX.

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Fargo-Moorhead

Use Your Brain, Stay in School

- Given the short period of time we had to “move the needle,” we focused on encouraging students already enrolled in higher education to stay in school and finish their degrees. We employed a variety of means to get this message out including on-campus posters and flyers, radio messaging and social media including a “contact contest.”
- Our community is currently experiencing a workforce shortage, with a need for employees with various levels of post secondary education and training. This campaign meshed well with ongoing efforts of post secondary institutions to adjust their curriculum to match and fill those current employment opportunities.
- This campaign has led directly to the formation of a collaborative that includes the Fargo-Moorhead Area Foundation, the United Way of Cass-Clay, the Greater Fargo-Moorhead Area Economic Development Corporation, the Chamber and the Fargo-Moorhead Convention and Visitors Bureau to undertake a comprehensive workforce study. We believe the study will show the need to emphasize completion of post secondary education to fill existing and future employment opportunities.

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Grand Rapids

TALENT 2025

- TALENT 2025 is a coalition of more than 80 CEOs from 13 West Michigan counties with a mission to act as a catalyst to ensure an ongoing supply of world-class talent in West Michigan. Our vision is to see West Michigan recognized as a region with a workforce that ranks among the top 20 in the world by 2025. TALENT 2025 recognizes that employers are key to a region's economic prosperity. Our membership is representative of West Michigan's industries and accounts for approximately 115,000 employees or 16% of private sector employment.
- In response, TALENT 2025's CEOs convene stakeholders and facilitate collaborative working groups to achieve the following: Illuminate performance gaps within West Michigan's Talent system, Evaluate leading practices, Advocate for these leading practices to be implemented across the region. In each of these working groups, TALENT 2025 acts as an accountability partner and neutral convener to help ensure West Michigan's talent development system meets the future needs of the region's job providers.
- TALENT 2025's Working Groups include: Inclusion, Early Childhood Development, K-12 Education, College and Career Readiness, Post-Secondary Education, Workforce Development, Veteran Employment, Labor Market Forecasting, Talent Attraction and Retention, Advanced Manufacturing Program, Entrepreneurship, and Adult Workforce.
- TALENT 2025 has quietly built an effective model of community engagement to improve the region's key performance indicators for talent development, attraction, and retention. We have established a shared vision for the region to be among the top 20 in the US for talent by 2025. We have engaged educators, workforce and economic development leaders, the business community and policy makers to work together to achieve this vision. Over the next three years, TALENT 2025 will accelerate this change process by enhancing our data, research and vision role, linking the efforts of our working groups, exposing students to the world of work, achieve a net gain of talent with a post-secondary credential, and engage employers across the region to build a demand-driven talent system.

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Houston

My Degree Counts

- Our participation in the Talent Dividend effort began with a summit in September 2011 at the University of Houston. We convened cross-sector leaders in a collaborative effort to build consensus on strategies that would accelerate two-year and four-year degree completion. In April 2012, the Center for Houston's Future formally launched My Degree Counts as our regional initiative in this competition. My Degree Counts engaged businesses, community colleges, universities, school districts and local governments in an effort to identify near-completers, and to provide resources and broad public messaging.
- The Houston region's 42% FAFSA completion rate is well below the national average of 55%. We aim to increase FAFSA completion by partnering with school districts to align FAFSA outreach with other financial literacy initiatives, distributing posters and educational materials on FAFSA completion in classrooms, and incorporating FAFSA instruction into the curriculum of Economics classes. In addition, we are partnering with health clinics that serve low-income communities to increase outreach to undocumented and hard to reach students and families, and leading a city-wide FAFSA Awareness month in February 2015.
- Hispanics average 55% of the student population within the 56 school districts in the region, however, only 17% of Hispanics hold an associates degree or higher. The Center aims to use comprehensive messaging as a tool to increase college enrollment and completion, by engaging Hispanic students, their families, and the region's leadership about the importance of a postsecondary degree. Our strong partnership with Univision, the largest television network in the country, allows for widespread public service announcements, news segments and televised forums. In addition, we propose to create a smartphone application that can direct students and families to FAFSA completion support and specific locations for help.
- Research shows that full-time students are two and a half times more likely to complete a degree than part-time students, however, 60% of community college students work at least 20 hours a week. To improve this outcome, we encourage the use of vertical alignment teams between high schools and colleges, and continue to work with community colleges to share best practices and implement strategies that increase student retention and completion, as well as developing strategic partnerships with organizations that focus on access and completion. We are currently facilitating Success Partnerships between College Forward, a mentorship and college access non-profit, and community colleges in our region.

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Indianapolis

Central Indiana Talent Dividend

- **Increased College Completion.** Efforts at Central Indiana’s two largest colleges to increase student retention and completion predated the Talent Dividend Prize. In year 2000, Indiana University Purdue University Indianapolis (IUPUI) created University College as an undergraduate portal, providing intensive supports for all incoming students. These supports include summer transition; themed learning communities, first year seminars and other targeted cohorts; peer mentoring; and expanded counseling and academic supports. Continuing innovation has resulted in steady increases in the six-year completion rate at IUPUI, which stood at 28% for students entering in 2000 but improved to 44% for students entering in 2007.
- **Increased High School Completion.** In 2007, the Central Indiana Community Foundation (CICF) in collaboration with Lumina, launched an initiative that focused on increasing high school completion and promoting college-going behavior. CICF saw early success by partnering with innovative and effective community organizations to provide mentoring, college awareness, and other supports to high school students. CICF and our grantees partnered with schools to create new dual credit as well as dropout recovery opportunities. In another example, a small CICF investment in incentives for school counselors resulted in a 55% increase, nearly 1300 additional middle school students enrolling in the Indiana 21st Century Scholarship program. Most recently, CICF has leveraged scholarship funds it stewards by connecting recipients to existing retention programs at Indiana colleges.
- **Sustaining Talent Dividend Efforts and Results.** Other partners have established college completion as a community goal and their efforts will play major roles in sustaining this work. Lumina Foundation, located in Indianapolis, has effectively promoted their Big Goal as a target for both policy and practice. For instance, the Indiana Commission on Higher Education has formally adopted a goal of 60% by 2025 for the state under its Reaching Higher Achieving More initiative. Under that initiative, the Commission has proposed several policies on university and student funding that encourage and incentivize good practices for retention and completion.
- **Achieving the 1% Talent Dividend.** Central Indiana is seeing great progress in achieving our Talent Dividend, a 1% (or more) increase in the number of Hoosiers achieving BA degrees and above. For instance, Western Governor’s University-Indiana applies online learning and prior learning assessments to effectively enable adults to complete degree. Designated by the governor as a new state university in 2010, WGU has since awarded a total of 293 bachelor’s and master’s degrees to Central Indiana graduates. Because these degrees are not reported in our region, their completion does not count in the Talent Dividend Competition. Similarly, evidence suggests that Central Indiana’s opportunities and quality of life are attracting new, educated people to contribute to the future of our community. Although talent attraction is not counted in the Prize, Central Indiana continues to earn points towards our Talent Dividend.

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Moonshot Project

- Developed an Innovation Center – Fully open by 2015
- Started After School Program (Art Connection 2013)
- A+ Schools – Arts-infused Curriculum (THEA Foundation)
- Launch Pad – A Maker Space for Kids/Adults

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L.A. Compact

- Convened since 2008, the L.A. Compact is a bold commitment by Los Angeles leaders from the education, business, government, labor, and non-profit sectors to transform education outcomes from cradle to career, ensuring that today's youth have the skills necessary to compete and succeed in a 21st century global workforce. The 23 signing partners of the L.A. Compact came together in 2008 out of a shared belief that no single program or organization can single-handedly solve the complex, large-scale education and workforce readiness problems facing our region.
- Education is key to ensuring a productive workforce and a robust local economy in the Los Angeles region. Recognizing the scale of the education challenges in Los Angeles, the L.A. Compact partners committed to break away from their traditional siloes and to focus on collaborative and innovative strategies to achieve three system-wide goals for Los Angeles youth: 1) All students graduate from high school; 2) All students have access to and are prepared for success in college; and 3) All students have access to pathways to sustainable jobs and careers.
- By working collaboratively through the Compact's Institutions of Higher Education (IHE) Collaborative, a consortium of 11 Los Angeles-area universities, colleges, and community colleges, towards the same goals and using a collective impact approach, the individual efforts of L.A. Compact partners have added up to big changes for the future of young people in Los Angeles.
- UNITE-LA and the Los Angeles Area Chamber of Commerce remain committed to serving as the conveners and backbone support organization for the L.A. Compact, and continuing to support the work the Compact partners have undertaken to increase postsecondary completion in the region.

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Manchester

Raising the Bar in Manchester

- Raising the Bar recognizes the value of collaboration among area colleges and universities to impact college completion among both traditional and nontraditional students in the Greater Manchester Metropolitan Area of New Hampshire. The partner institutions (UNH Manchester, Manchester Community College, Southern New Hampshire University, Hesser College (now Mt. Washington College), Mass College of Pharmacy, New Hampshire Institute of Art, St. Anselms College) led by senior campus administrators recognized the value of collaboration to impact this goal.
- In the fall of 2012, the partners committed to creating a learning community to foster collaboration among support staff at the partner institutions. The goal of the learning community focused on strategies for retention of first-generation and minority students. A proposal to support the learning community was funded (\$5,000) from Campus Compact for New Hampshire in the fall of 2012 with a primary goal of supporting the work of a graduate assistant to conduct research on college student retention nationally and to identify the current state of resources and best practices at the partner institutions. The research was conducted from January through August of 2013 and a final report presented to the Raising the Bar partner institutions. The report revealed three central areas of focus for retention: financial literacy, college readiness and community engagement.
- In December of 2013, the Raising the Bar initiative hosted a forum focused on the themes of financial literacy, college readiness and community engagement. Teams of support staff representing each institution met during the forum to explore best practices, possibilities for collaboration, and advised next steps. There was consensus that the next step would be a city-wide summit to expand the conversation to include K-12 teachers, administrators, community organizations and representatives of foundations, etc. A planning group was formed to plan the summit.

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McAllen-Edinburg-Mission

STC2UTPA Initiative

- A STC/UTPA Creative Team was organized to work collaboratively in the development and implementation of an aggressive Marketing and Outreach Campaign which was focused on **“Keep Climbing -Your Degree Matters.”** A website was established to promote initiatives, activities, and events. Multimedia teams produced You Tube videos. Graphic teams designed STC2UTPA tee-shirts and printed outreach materials. The Public Relations Teams coordinated joint news releases and news announcements.
- The **Leadership Alliance** originated in 2011 and is considered a working group of the Upper P-16 Council with a mission to establish relationships with local school districts/high schools and STC to provide campus specific data in a timely manner to impact current and future students as they transition from high school to postsecondary education and transfer from a two-year institution to a four-year university. UT Pan American in partnership with STC holds two Leadership Alliance meetings per year in which strategic teams from high schools engage in joint problem solving as they review individualized campus data on college entrance exam scores, remedial course enrollment success rates, retention rates of annual freshmen cohorts, application trends, Free Application for Federal Student Aid (FAFSA) completion rates, changing policies, curriculum alignment opportunities, and other concrete timely activities that increase collaboration between local school districts, STC and UT Pan American.
- The **UTPA Transfer Center** opened its doors in January 2009 to assist South Texas College students in the transfer process to UTPA. The center is located right across the street from the STC main campus in McAllen. The close proximity of the center enables the students to walk over and receive information about the transfer process. Transfer Center staff provides assistance with admission and academic counseling as well as financial aid and scholarship information. The center is equipped with computers to facilitate the processing of admission applications, FAFSA submittal, transfer orientation reservations and class registration. **Sixty-seven percent (67%) of UTPA’s 2013 graduates previously attended STC.**
- The University of Texas-Pan American and South Texas College created an alliance in making sure Rio Grande Valley students complete their higher education studies. This was done by signing **Articulation Agreements** between the two institutions. UTPA and STC now have articulation agreements for 17 academic programs to be aligned between the college and university. These agreements will provide a seamless transition for students who graduate from STC with an associate’s degree and enroll at UTPA to continue their studies for a bachelor’s degree. The success of this major transfer initiative is evidenced by the dramatic increase of UTPA’s entering Freshmen with credit hours from STC of 53% in Fall 2010 to 78% in Fall 2013.

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Memphis

Memphis Talent Dividend

- Memphis Talent Dividend is a community collaborative with over 100 community partners focused on post-secondary access and attainment. Our collaborative includes local government, county school district, post-secondary institutions, community-based organizations, the Chamber of Commerce, and members of the faith-based community.
- In the coming years our work will be specifically focused on increasing access, enrollment, and attainment across four areas: traditional high school students, adults and non-traditional students (Graduate Memphis), African American males, and career and technical education.
- We work as part of two collaborative action networks (CANs): 1) Post-Secondary Access, which we serve as the convener and 2) Post-Secondary Attainment which is convened by the City of Memphis. Through these CANs we focus on specific community-wide outcomes through data sharing, community goal-setting, and outcome oriented action plans.

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Milwaukee Talent Dividend

- The Milwaukee Talent Dividend is spearheading the community-wide goal to increase the percentage of associates degrees or higher among 25-34 year olds from 34% to 61% by 2020 for an estimated total of 25,600; and the percentage of bachelor degrees or higher among 25-64 year olds from 27.6% to 33% by 2020 for an estimated total of 5,000.
- The Milwaukee Talent Dividend is working in partnership with entities such as the Milwaukee Public Schools and the Wisconsin Department of Public Instruction to align our career exploration programming with the local and state academic and career planning strategies.
- The Milwaukee Talent Dividend will expand and deepen its relationship with school district representatives, community-based nonprofit organizations, colleges and universities and civic leaders who are working to address barriers to college completion.

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Talent Dividend

- Dual enrollment was one focus of our activity. We helped to sponsor and guide a statewide study of dual enrollment best practices and peer state best practices. We contracted with the Community College Research Center at Teachers College, Columbia University. The study results helped to guide new policy around dual enrollment and full funding for one dual enrollment course for all high school students with potential for funding of additional courses in the future.
- Regional activity focused on the alignment between supply and demand. A Middle Tennessee Regional Workforce Alliance and Skills Panels were formed. This collaborative is a public private partnership of business, the public workforce system and post-secondary education working together to improve the skills of workers in strategic industry sectors vital to Middle Tennessee's economic prosperity. Three business led skills panels (advanced manufacturing, health care and IT) were formed to help guide curriculum and competencies in the region's community colleges and colleges of applied technology. The effort is entering its second year.
- The collaboration demonstrated by the Middle Tennessee Regional Workforce Alliance led to an invitation by Lumina Foundation to apply for a grant to join the second cohort Community Partnership for Attainment. We are in the process of applying to become a participant in the second cohort. The resources will be used to target increasing post-secondary attainment among adults with a focus on degrees and credentials that support the skills panel sectors.
- Governor Haslem has launched the Drive to 55, with a goal that 55% of adult Tennesseans will have a post-secondary degree or career credential by 2025. The initiative includes free community college tuition for all high school graduates beginning in 2015. The full plan can be found at www.driveto55.org. We have tremendous momentum in the state towards increasing attainment as a result of the Governor's leadership and commitment.

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Oklahoma City

Finish My Degree OKC

- Met with institutions that offered degree completion programs and created a website to provide a resource tool for adults living in central Oklahoma who wanted information on completing a college degree.
- FinishMyDegreeOKC.org website dedicated to the adult learner returning to college or university in central Oklahoma. The home page featured a list of colleges and universities in central Oklahoma with links to the pages on their websites that were relevant to adults returning to complete a degree, and included contact information to the individual who worked with returning adult students. The website also included an events calendar that listed job/career fairs and college recruitment events. The site also featured a resource page that provided information and links to relevant online resources including financial aid providers. A FAQ page answered basic questions from “where do I start” to “how do I pay for it”. Also printed and distributed postcard promoting the website.
- Continue to promote the FinishMyDegreeOKC.org website among civic organizations, metropolitan public library system and the Greater Oklahoma City Chamber. Maintain the events calendar.
- Maintain and update website as a resource for adults returning to complete a college degree in central Oklahoma.

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Omaha-Council Bluffs

Talent Dividend - Degree Completion

- Conducted radio marketing campaign encouraging adults with near-completion of degrees to return to school and finish degree.
- Convened representatives from community colleges and universities regarding degree completions. Discussed ways in which students and adults could be notified about degree-completion opportunities and provided information about steps toward completing degree.

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Orlando's Talent Dividend Prize

- Direct Connect to UCF – The University of Central Florida (UCF) is the nation's second largest university. Direct Connect to UCF is a regional partnership that guarantees admission to UCF to any student who graduates with an associate degree from one of four regional colleges – Valencia College, Seminole State College of Florida, Lake-Sumter State College or Eastern Florida State College. The program intentionally provides career and education pathways with intentionally designed transition to thousands of Central Florida students who represent the great diversity of our metropolitan area. Since the program's inception in 2007, 24,000 students have earned bachelor's degrees from UCF through the Direct Connect program.
- More Campuses – Our community's two largest degree granting institutions, UCF and Valencia College have established new regional campuses to ensure they are serving the communities that need it most and are more accessible to those who are seeking degrees. UCF has grown to ten campuses across seven counties and Valencia has grown to five locations in two counties.
- More Online Learning – Orlando's higher education partners have increased the programming offered online which makes it easier for people to continue their education and attain a degree. For example, during the last school year, more than 36% of UCF's total credit hours were generated through online classes. That number has been growing by approximately 2 percent per year.
- Special Programs for Disadvantaged Students – Valencia College, the inaugural winner of the Aspen Prize for Excellence in Community Colleges, has designed systems and special programs to support disadvantaged students to successfully transition to college enrollment and then on to degree completion. These programs may provide financial, learning and advising assistance to populations of students with traditionally low college attendance and completion rates. These include low income, minority students, students who enter courses below college level, dual enrollment for high school students, students with disabilities, foster youth, veterans and homeless students.

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Philadelphia

Talent Greater Philly

- Talent Greater Philly (TGP), in the choice of its name and activities, is designed to: raise and maintain attention and engagement around college completion and the support mechanisms that are in place to help residents achieve this goal; to create opportunities for collaboration among organizations that are otherwise competing fiercely for resources; as a platform for sharing best practices, providing cross-agency support; and collect and share data and insight.
- TGP's overarching goal is to position the Greater Philadelphia region as one of the top ten major metropolitan regions in terms of postsecondary attainment. We are working collectively to:
 - > Increase the number of Associate's Degrees earned: Encourage students attending institutions that offer two-year degrees to obtain their Associate's degree before transferring to a four-year institution.
 - > Decrease time to completion: Increase post-secondary completion overall and reduce the time to degree for all students.
 - > Comebackers: Support residents with some college and no degree to complete.
 - > Career Success: Position near and new college grads for successful career outcomes.
- The work of TGP has drawn the attention of the Lumina Foundation, which selected TGP as one of its first investments in the Foundation's metro strategy for degree attainment – Community Partnership for Attainment (CPA) where TGP was recently awarded a \$200,000 grant over the next three years to positively impact college completion in the greater Philadelphia region.
- Future of TGP:
 - > Deloitte Consulting is providing pro bono services to TGP to execute a scan of regional efforts related to degree completion in the region. As part of its work, Deloitte will conduct interviews with key individuals at large regional employers and institutions of higher education to understand talent needs and talent cultivation practices. The goal is to identify the good and innovative work being done in our region, so that we can highlight it locally and nationally.
 - > TGP will engage a communications firm to help us create and execute a communications campaign to "tell the story" and raise awareness of college completion strategies, innovations and programs designed to increase degree attainment regionally.
 - > In 2013, TGP developed and launched the Greater Philadelphia Regional Challenges, a recognition program designed to feature programmatic successes and raise the level of visibility of initiatives and programs aimed at increasing persistence and post-secondary educational attainment. The 2013 honors were awarded in three categories: Business Community, Higher Education and Collaboration. The second iteration of the Regional Challenges is currently underway.

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All Hands Raised Partnership

- The All Hands Raised Partnership is the collective impact effort for Multnomah County, Oregon to support education, equity and excellence from cradle to career. Four formal collaboratives address ready for kindergarten, 9th grade transitions, communities supporting youth and equity. An informal effort has worked to support student retention at local post-secondary institutions, such as scholarship programs with ongoing support services and Oregon Campus Compact VISTA AmeriCorps members who link students with supports and community service opportunities.
- Alignment and coordination of local college access programs to focus on best practices to impact FAFSA completion and college enrollment. To supplement the existing work of high schools and community-based organizations. Oregon Campus Compact’s College Access Corps will deploy AmeriCorps members to train college students as college access coaches to economically disadvantaged youth.
- Providing students with clear pathways to and through post-secondary education and training, including establishing degree pathways from community colleges to Portland State University, and increasing awareness of requirements and processes for entering apprenticeships in the trades. This focus also includes efforts to expose high school students to work experiences through internships and summer employment.
- An increased emphasis on decreasing the number of students placing into developmental education courses, particularly math. Current efforts include a focus on professional learning communities between high school and college faculty to create more opportunities for high school students to earn dual credit in math and college success courses.

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Providence

Providence Children and Youth Cabinet

Based on its citywide collective impact focus on increasing higher education completion, Providence is one of the 20 inaugural communities in Lumina Foundation's Community Partnership for Attainment.

- Providence is increasing the number of adults with a postsecondary degree by “plugging the leaks” at strategic points along the pipeline from 8th grade to higher education degree completion: high school graduation, college enrollment, college persistence, and returning adults
- Since Latinos comprise 64% of the City's schools, and only 13% of Latino adults over 25 hold an associate's degree or higher—compared to 46% of white adults—Providence's gap-closing college completion efforts focus on Latino youth and adults
- The Providence Children and Youth Cabinet's High School to College and Career Workgroup serves as the umbrella for Providence's college completion efforts moving forward

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St. Louis

St. Louis is Headed to the Top Ten

- With strategic efforts to curtail the costs of a higher education, completing a college degree will be more affordable and accessible for residents of the St. Louis region.
- Programs and processes for navigating the transition to college and the completion of a degree will be instituted to ensure that all students have the coaching necessary to excel in completing a college degree.
- Businesses, the pre-k-12 sector, and our higher education institutions will coordinate efforts to strategically align the workforce needs of the business community to academic curriculums, fostering a cradle to career pipeline that ensures that all students are able to pursue meaningful degrees that prepare them to successfully enter into and thrive in the workforce.
- A uniform metric system will be utilized to allow the St. Louis region (the bi-state area) to measure and benchmark progress in the “St. Louis Is Headed to the Top Ten” strategy, informing and guiding the efforts of leaders in education, business, and government.

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San Diego

Linked Learning San Diego

- Linked Learning San Diego is a regional initiative dedicated to developing our local economy by preparing all students for success in college, career, and civic life. Five San Diego school districts, in collaboration with ConnectEd: The California Center for College and Career; San Diego Regional Economic Development Corporation; San Diego Workforce Partnership; San Diego Regional Chamber of Commerce; San Diego County Office of Education; University of California San Diego; University of San Diego; and the Youth Council of the Workforce Investment Board from the Linked Learning San Diego Consortium.
- Linked Learning is a high school improvement approach that makes learning exciting and challenging. Linked Learning combines challenging academics, demanding technical skills, work-based learning, and personalized student supports in pathways that deliver real-world learning in a wide range of fields, such as engineering, arts and media, and biomedical and health sciences. These pathways engage students in relevant learning activities and create a passion for education that motivates students to pursue career goals.
- Linked Learning pathways provide students with deep academic and technical knowledge, as well as skills needed for the 21st century economy, including: communication; collaboration; critical thinking and problem solving; and creativity and innovation.
- Participation in a Linked Learning pathway prepares students to graduate from high school and succeed in college and career—including two- or four-year colleges/universities, certification programs, apprenticeships, military service, or formal job training. Linked Learning students have higher rates of persistence, higher achievement, better graduation rates, and increased access to postsecondary education.

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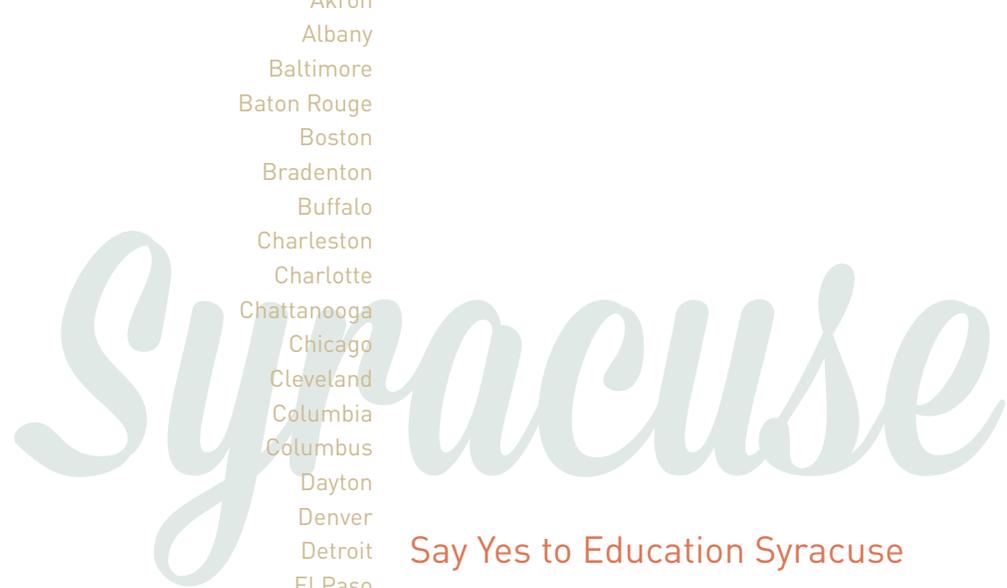
Beyond our Gates, Reading by 3rd Grade – University of the Pacific

- Summer Learning: Summer Learning Quality Pilot: An effort to provide quality summer learning to local children that involves local YMCA who conducted a pilot project; Little Free Libraries; First 5 Spend Summer Learning
- Improving student attendance effort: a collection of projects designed to improve students' attendance and involve parents in their children's attendance including Every Day Counts, Talking is Teaching, Talk Bus
- San Joaquin Literacy Report Card: a report card that tells us how we're doing on several measures
- Early Childhood Education Research and Practice Symposium: An annual event to educate and inform the community about literacy

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Say Yes to Education Syracuse

- Say Yes to Education is a national non-profit organization committed to dramatically increasing high school and college graduation rates. With (26) years of innovation and results, Say Yes has transformed the lives of thousands of students and families in low-income districts. Say Yes has grown from working with small cohorts of students to a city-wide collaborative approach that works to strengthen outcomes for all students. This approach affords all students and families to access tutoring, academic, emotional, health family and legal supports. These supports turn the promise of college into a tangible pathway for every student.
- This collaboration and the results that have been achieved using this broad-based community safety net are seen as a wise investment of public funds. This work has been recognized nationally by a number of public policy organizations and publications. Nearly \$98 million has been invested in the Say Yes effort in Syracuse during the last six years. This includes investments from the City of Syracuse, Onondaga County, the Syracuse City School District and the Say Yes National Foundation.
- As Say Yes Syracuse transitions into an operation that is fully funded by the local managing partners, students in the Syracuse City School District will see no noticeable change. The strong collaboration that has been forged means these children will continue to have access to a network of wraparound supports and upon graduation can utilize the scholarship endowment to help cover the cost of their tuition at Say Yes Compact colleges. In addition, local Say Yes staff will continue to actively solicit donations to fund Say Yes Scholarships for all Syracuse City School District students going forward.
- Goals for Say Yes Syracuse for the academic year 2014-2015:
 - > Improve college matriculation
 - > Improve year-one to year-two college perseverance
 - > Increase high school graduation rate and postsecondary readiness rate
 - > Increase the number of schools in the college compact to prepare for the launch of additional Say Yes city-wide chapters
 - > Ensure adequate resource base to support Say Yes sustainability and growth

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Tulsa’s Talent Dividend

- The Tulsa region’s work includes a broad base of partners tied to educational pathways, career awareness, demand driven training and development initiatives with K-12, business and industry, under-served populations and adults with some college education. Tulsa Community College is a strong partner with their concurrent enrollment programs in area high schools, including a pilot program focused on low performing students that has had incredible success. Tulsa Achieves program pays for 63 hours of tuition for any high school grad in Tulsa County. TCC’s graduation blitz program has increased our associate degree completion rates dramatically.
- Tulsa’s Talent Dividend has educated area stakeholders on the economic value of investing in education. We utilize economic drivers to track success - percentage of college grads in Tulsa MSA, # of 18-24 year olds enrolled in post-secondary school, percentage of adults 25+ with post-secondary degree; certificate, associates, bachelor or higher, average annual wage and per capita income. Four of the indicators were identified by our TD committee. The chamber embarked on a comprehensive 24-week Workforce Analysis Project creating an implementation plan for moving the region forward with a strategically aligned vision with regional partners/stakeholders.
- The chamber plans to build on success of fast-track demand driven training programs providing a stackable credential model targeting adult and under-served populations; CareerAdvance, (HPOG), Transportation Connections WorkAdvance (SIF), National Aviation Consortium Grant, Manufacturing & Related Industries Grant and Sheet Metal Grant to grow our educated workers. The Workforce Analysis Project recommendations, Tulsa’s Future III 5-year strategic planning and the STRIVE model launching in October will help leverage and align region with goals for K-12, post-secondary and business attraction, retention and expansion efforts for the region.
- The Tulsa Regional Chamber’s education and workforce division which includes Tulsa’s Young Professionals (7,500+ members) will drive initiatives to attract and retain skilled diverse talent in the region with sharp focus on increasing the % of BA/BS degree holders, AA/AS degree holders as well as in-migration growth of BA/BS degree holders through intern events, campus crawls, project boomerang, career awareness and sector driven approaches with our regional workforce collaborative bringing all aspects and partners of our community to the table to address the war for talent.

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Washington DC

The College and Credential Completion Network (C3N)

- C3N brings together over 120 local college access programs, non-profits, community based organizations, philanthropic foundations, government agencies, and businesses that share the common goal of increasing the District of Columbia's level of college and credential attainment. Through the sharing of best practices, coordination of programs, and collaboration on a range of initiatives, C3N is moving the needle on postsecondary completion.
- The C3N Data Sharing Initiative is the network's marquee project. Moving into its second year, this initiative facilitates the sharing of data between college access programs and the District's state education agency, OSSE. The sharing of this data allows participating organizations to better understand and improve their impact through cutting-edge analytics, while giving OSSE a more incisive understanding of where the gaps and overlaps in college access services exist.
- In early 2015 C3N will debut the pilot for its FAFSA Completion Initiative, which aims to improve college enrollment rates by increasing the number of District students that complete the FAFSA. This will be achieved through myriad means, including a District-wide marketing campaign, financial literacy sessions, and FAFSA workshops.
- Currently in development, the C3N Persistence Initiative aims to improve the rate of persistence of District students from year one to year two of college, resulting in an increased rate of college completion. This initiative, which is projected to launch in the fall of 2015, will implement a District-wide coordinated strategy for college-enrolled student support and outreach.

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Achieve Kansas

- Achieve Kansas is sponsored by the Wichita Metro Chamber of Commerce and seventeen area colleges. The goal is to assist regional citizens complete their college degrees and/or certifications. Achieve Kansas implemented a program with 10 CEOs of major employers and in collaboration with the areas colleges in order to increase the enrollment of working adults that could earn accredited post-secondary degrees.
- The program provides education enrollment information to interested employees from the 10 businesses on how access higher education. A “coach” streamlines the process and assists the employee in finding the right courses and/or colleges where they can complete their degree or certificate. The process involves extensive 360 feedback from all who have touch points during their experience with the Achieve Kansas project.
- The 2014 goal of Achieve Kansas is to expand the initiative beyond the initial 10 employers – possibly to 10 additional employers.
- Further expansion of the program includes a Financial Aid Saturdays program staffed by a part-time coordinator who will recruit volunteers to assist, on a no-fee basis, Wichita area high school seniors, prospective/current college students, and parents/guardians needing help to complete federal and state financial aid applications to fund college enrollment. This added dimension is a key element in the Wichita Chamber’s matriculation effort aimed to increase high school graduation rates and direct-to-college enrollment. This effort is intended to increase our region’s capacity to meet future talent demands.

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Eastern Ohio Education Partnership's Post-Secondary Access & Readiness Network Team

- Eastern Ohio Education Partnership worked to develop a consortia of high school and higher education English language arts and mathematics educators. The consortia worked to align their curricula in an effort to positively impact post-secondary remediation rates. To increase the impact of this effort, this group has taken lessons learned back to their local school districts and to the partner universities. The outcome of this consortia was presented to the Ohio Department of Education.
- Eastern Ohio Education Partnership developed an easy to replicate college-going session for parents and students. The sessions were designed to assist students with post-secondary access by providing access to, and information from, university dual-enrollment specialists, higher education admissions specialists, ACT coordinators and local financial institution officers. As a result, over seventy families learned how to prepare their student for post-secondary success—academically and financially.
- Eastern Ohio Education Partnership created a collective impact initiative around post-secondary/ career readiness and access. Two local universities, local high schools, college access programs and community organizations are a part of the initiative. The team has worked to reduce our area's college remediation numbers by implementing ACT Explore and ACT PLAN. The team is currently working on college access. One local school district left an estimated \$2 million on the table by not having students fill out their FAFSA. Locally only 48% of the students in our target districts complete the FAFSA. This team is preparing to work on a solution that will involve educators, local programs, local churches and our area's housing authority. Post Talent Dividend this team will continue to foster relationships within the local school districts in an effort to increase post-secondary readiness and completion.

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appendices

Appendix I: Talent Dividend Prize Background

The Goal

The goal of the Talent Dividend Prize was to recognize the city that achieved the largest proportional increase in post-secondary degrees on a population-adjusted basis, over a three-year period. The base year for the prize was the 2009-10 academic year, and the final year was the 2012-13 academic year.

The Geography

For purposes of the Talent Dividend Prize, the relevant competing geographical units were defined to be core-based statistical areas. Eligible areas were those metropolitan areas with a population of 500,000 or more in 2010 and the largest metropolitan area in each state. Of more than 100 potentially eligible metropolitan areas, 57 applied and were accepted to compete.

Although the Office of Management and Budget announced new definitions of and boundaries for core-based statistical areas in 2013, based in part on the results of the 2010 Census, the Talent Dividend used the core-based statistical areas in effect at the time the prize was announced. Population data for 2013 for metropolitan areas with altered boundaries has been re-computed to reflect the CBSA boundaries used at the time the Talent Dividend Prize was announced.

The Data

Data on degrees awarded by educational institutions were drawn from the Integrated Post-Secondary Data System (IPEDS), operated by the U.S. Department of Education's National Center for Educational Statistics. The IPEDS data system is the most comprehensive source of data on degrees awarded, and virtually all institutions of higher education are required to report to this system, which has a robust system of definitions, security, reporting and data verification. Data for this project were extracted from IPEDS for Academic Years 2009-10 (the base year) and 2012-13 (the final year). Population data for each metropolitan area has been obtained through the U.S. Census Bureau's Population Estimates program. Data have been adjusted to conform to CBSA boundaries in effect at the time the Talent Dividend Prize was announced.

Adjustment for distance education—as provided in the Talent Dividend contest rules, the tabulations were adjusted to account for the effects of distance learning on degree awards reported in a metropolitan area. The contest rules provide: "Insofar as is possible, IPEDS data will be adjusted to correct for online degrees conferred on non-residents." The Talent Dividend judges elected to exclude from consideration in computing a metropolitan area's degree award totals in the base year and in the final year degrees issued by institutions where 60 percent or more of enrolled students were reported as being enrolled exclusively in distance education courses. Because no data is readily available on the residential location of students enrolled exclusively in distance education, there is no clear or necessary relationship between the reporting location of these institutions and the physical location of enrolled students or graduates. Data on enrollment in distance education classes was drawn from a Fall 2012 IPEDS survey (Ginder, 2014).

Data Verification

Each participating city was provided with two annual reports listing IPEDS data for educational institutions located within its metropolitan area. An Institution Report provided a list of each of the degree-awarding institutions located in the metropolitan areas, as reported by IPEDS. A Summary Report tabulated the total number of degrees awarded, the population in the metropolitan area, and presented a calculation of the population- and level-weighted number of degrees awarded in that metropolitan area.

Each participating city was given the opportunity to review and correct the information contained in the Institution and Summary Reports prior to the awarding of the Talent Dividend Prize. In addition, participating cities were provided with baseline, first year and second year reports as the competition proceeded, so that they would be familiar with the information that would be used to determine the Talent Dividend Prize.

The Computation

Total weighted base-year degree awards are computed by summing the number of associates degrees awarded by all institutions in a CBSA in 2009-10, plus two times the number of bachelor's, master's and doctoral degrees awarded in a CBSA in 2009-10. This figure is divided by the population of the CBSA in 2010 and multiplied by 10,000 to produce the weighted number of degrees awarded per 10,000 population in the base year.

Total weighted final-year degree awards are computed by summing the number of associates degrees awarded by all institutions in a CBSA in 2012-13, plus two times the number of bachelor's, master's and doctoral degrees awarded in a CBSA in 2012-13. This figure is divided by the population of the CBSA in 2013 and multiplied by 10,000 to produce the weighted number of degrees awarded per 10,000 population in the base year.

For each metropolitan area, the population-weighted increase in weighted degree-awards between the base year and the final year is computed by dividing the number of weighted degrees per 10,000 population in 2012-13 by the number of weighted degrees per 10,000 population in 2009-10. The metropolitan area with the largest percentage increase in weighted degrees awarded per 10,000 population is determined to be the winner of the talent dividend prize.

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Ginder, S. (2014, June 2). Enrollment in Distance Education Courses, by State: Fall 2012. Retrieved August 8, 2014, from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014023>

Appendix II: Biographies for the Talent Dividend Prize Judges

The sponsors of the Talent Dividend Prize selected a panel of judges familiar with education policy and data to supervise the prize computations and resolve any outstanding questions or interpretations when determining the grand prize winner. This panel of judges reviewed the rules for the Talent Dividend Prize and the process for compiling data.

Brian Bosworth

President, FutureWorks

Brian Bosworth is the President of FutureWorks, a consulting and policy R&D firm focused on postsecondary education and regional economic development. Mr. Bosworth's experience in economic and education policy and practice includes more than a decade of international development assistance work, chiefly in Latin America; twelve years of chief executive leadership of state-based economic growth programs in the U.S.; and seven years as the co-founder and co-director of the non-profit corporation, Regional Technology Strategies, Inc. Before establishing FutureWorks in 1999, Mr. Bosworth also worked as an independent consultant with several state and regional economic development groups.

FutureWorks offers policy R&D and consulting services on regional economic, workforce, and education development with particular focus on issues of equity, sustainable growth, and skill development. Mr. Bosworth has directed several projects involving the design of new approaches to regional workforce education and postsecondary education. These projects typically have involved research, policy analysis and development, and implementation assistance with development practitioners, policymakers, and educators. Mr. Bosworth leads FutureWorks' engagement with national and state-based organizations to design and implement strategies to increase postsecondary completion and labor market success, especially for low-income youth and working adults.

Carol Coletta

Vice President of Community and National Initiatives, Knight Foundation

Carol Coletta, who joined Knight Foundation in 2013, is an expert on the development of cities.

Coletta was director of ArtPlace, a unique public-private collaboration to accelerate creative placemaking in communities across the United States. ArtPlace brings together leading private foundations, the National Endowment for the Arts, other federal agencies and major banks.

For seven years, Coletta was president and CEO of CEOs for Cities, a national network of urban leaders. Previously, she served as executive director of the Mayors' Institute on City Design, and also ran a Memphis-based public affairs consulting firm, Coletta & Company, focused on civic issues. Coletta has written and spoken extensively on the future of cities, including how communities develop, attract and retain talent.

In 2003, Coletta was named a Knight Fellow in Community Building at the University of Miami School of Architecture. She graduated summa cum laude from the University of Memphis with majors in Journalism and Public Issues Management and has completed graduate work in future studies at the University of Houston Clear Lake and in design at the Institute of Design in Chicago.

Joseph Cortright

President, Impresa Consulting

Joe Cortright is President and Principal Economist for Impresa, a consulting firm specializing in regional economic analysis, innovation and industry clusters. Joe is also a non-resident Senior Fellow at the Brookings Institution, senior policy advisor for CEOs for Cities, a national organization of urban leaders, and the chair of the Oregon Governor's Council of Economic Advisors.

As an advisor to state and local governments, private businesses, foundations and advocacy groups in more than a dozen states, Canada and Europe, Joe's work casts a light on the role of knowledge-based industries in shaping regional economies. He and his work are regularly quoted in the media, including in *The Wall Street Journal*, *The New York Times*, *The Economist*, *BusinessWeek* and *USA Today*.

Lee Fisher

President and CEO, CEOs for Cities

As President and CEO of CEOs for Cities, Lee leads a national network of cross-sector urban leaders who share the smartest ideas and practices for city economic success. Lee is also a Senior Fellow with the Center for Economic Development at Cleveland State University's Levin College of Urban Affairs.

Lee has served as Ohio Lt. Governor; Director, Ohio Department of Development; Chair, Ohio Third Frontier Commission; Chair, Ohio Economic Growth Council; Ohio Attorney General; State Senator; State Representative; President/ CEO of the Center for Families and Children; and Partner in the Cleveland law firm, Hahn Loeser & Parks.

During the time Lee led Ohio's economic development efforts as Lt. Governor, *Site Selection* magazine awarded its highest economic development award, the Governor's Cup, to Ohio three consecutive years and with the Competitiveness Award, recognizing the Ohio Department of Development, under Lee's leadership, as the most effective economic development agency in the country. Lee also led the development of Ohio's first strategic plan for economic development.

Lee is a graduate of Oberlin College and earned both a law degree and master degree in nonprofit organization from Case Western Reserve University. Lee is also a graduate of Harvard University's Program for Senior Executives in State and Local Government where he was a Chase Public Leadership Fellow.

Michelle Asha Cooper

President, Institute for Higher Education Policy (IHEP)

In September 2008, Michelle Asha Cooper, Ph.D., became the second president of the Institute for Higher Education Policy (IHEP)—one of the nation's most effective voices in championing access and success for all students in postsecondary education. As a results-oriented, decisive leader with significant experience in the postsecondary education field, Cooper is recognized as a well-respected practitioner, researcher, and policy advocate—helping to reaffirm IHEP's role of ensuring equal educational opportunities for all students.

At IHEP, Cooper is responsible for leading the organization's rich history of addressing the educational needs of today's students, particularly underserved students of which many are low income, students of color, and adults. She helps to cultivate broader awareness about the organization by way of identifying innovative solutions that create real change for students who encounter obstacles as they attempt to access and matriculate through postsecondary education. Cooper also oversees the organization's expansive research portfolio and analytic expertise to inform and shape national, state, local, and institutional policy reform.

On behalf of IHEP, Cooper has raised millions to create and maintain the organization's strong partnerships with national and international leaders from the postsecondary, policy, philanthropic, business, and civic communities. Most recently, Cooper led the development of IHEP's new policy agenda to align the organization's future work through four priorities: (1) Elevating effective pathways for increased degree attainment, (2) enhancing affordability and reshaping college finance systems, (3) promoting and improving meaningful accountability and consumer awareness, and (4) supporting communities and critical institutions serving 21st-century students.

With a career rooted in the postsecondary community, she has served as the deputy director for the Advisory Committee on Student Financial Assistance (Advisory Committee) at the U.S. Department of Education. The Advisory Committee is an independent, nonpartisan committee created by Congress to provide advice and counsel to Congress and the Secretary of Education on higher education and student financial aid policy. In this position, she interacted with policymakers, oversaw all policy research activities, and managed day-to-day operations. Before joining the Advisory Committee, Cooper held various leadership positions at the Association of American Colleges and Universities, Council for Independent Colleges, and King's College.

Noël Harmon

National Director, Talent Dividend

Noël Harmon is the Associate Director of the Global Cities Initiative, a joint project of Brookings and JPMorgan Chase, at the Brookings Institution. She co-directs the Global Cities Initiative to help metro areas become more connected and competitive in the global marketplace.

Previously, Harmon served as the Chief Program Officer and National Director of the Talent Dividend at CEOs for Cities. She led the National Talent Dividend Network and Prize, a joint initiative of Living Cities and CEOs for Cities, to foster post-secondary attainment, through cross-sector collaboration among 60+ network cities. She has served as a senior research analyst at the Institute for Higher Education Policy (IHEP) where she managed several long-term national initiatives. She spent ten years working in administration at post-secondary institutions including Hofstra University, University of Michigan, Western Illinois University, and four years in Athletic Student Services at the University of Iowa.

Harmon currently holds an adjunct teaching position at the University of Iowa through the Department of Distance Education and remains engaged with national foundations around the promotion of post-secondary success as a lever for economic success. She frequently blogs for the Huffington Post on issues related to diversity, higher education and multi-sector collaboration.

Harmon holds a Ph.D. and B.A. from the University of Iowa and a M.A. from Ball State University.

Ben Hecht

President, Living Cities

Mr. Hecht has been the President & CEO of Living Cities since July 2007. Since that time, the organization has adopted a broad, integrative agenda that harnesses the collective knowledge of its 22 member foundations and financial institutions to benefit low-income people and the cities where they live. Living Cities deploys a unique blend of more than \$140 million in grants, loans and influence to re-engineer obsolete public systems and connect low-income people and underinvested places to opportunity.

Prior to joining Living Cities, Mr. Hecht co-founded One Economy Corporation, a nonprofit organization that leverages the power of technology and information to connect low-income people to the economic mainstream through broadband in the home and public-purpose media. As President, Mr. Hecht led the growth of the organization from 4 employees to a \$15 million organization with 50+ staff, online media properties serving more than 150,000 low-income people a month, and programs in 40 states, the Middle East and Africa. More than 17 million people have visited One Economy's multilingual web properties.

Immediately before One Economy, Mr. Hecht was Senior Vice President at the Enterprise Foundation. There, he led the organization's efforts beyond housing – into childcare, workforce development and economic development and oversaw the expansion of the organization's revolving loan fund from \$30 million to \$200 million.

Mr. Hecht received his JD from Georgetown University Law Center and his CPA from the State of Maryland. For 10 years, he taught at Georgetown University Law Center and built the premier housing and community development clinical program in the country. In 1997, he was awarded Georgetown's prestigious Charles Fahy Distinguished Adjunct Professor Award.

Mr. Hecht has written three books, *ManagingNonprofits.org* (2001) with Rey Ramsey, *Developing Affordable Housing: A Practical Guide for Nonprofit Organizations* (3rd Edition, 2006) and *Managing Affordable Housing: A Practical Guide for Building Stable Communities* (1996) with James Stockard, all published by John Wiley & Sons.

Mr. Hecht serves as chairman of EveryoneOn, a nonprofit committed to bringing broadband to all low-income households. He also is a member of the U.S. National Advisory Board of the G8 Social Impact Investment Task Force. Mr. Hecht most recently served as Finance Committee chair and Treasurer for the Georgetown Day School (GDS) board of trustees. In 2013, he was selected as one of the Top 100 City Innovators Worldwide in the area of Urban Policy.

Susan D. Johnson

Director Diversity and Inclusion, Lumina Foundation

Susan D. Johnson is the Director of Equity and Inclusion at Lumina Foundation based in Indianapolis, Indiana. Throughout her career in higher education, she has acquired intimate knowledge of the policies and practices affecting student success, student engagement, and institutional accountability.

After joining Lumina in 2008, Susan served as a Strategy Officer for five years with a portfolio consisting of over 70 grants centered on issues of preparation, success, and productivity in higher education designed to increase the proportion of Americans with high-quality degrees and credentials. In her current position, she actively seeks to engage professionals, scholars, and partners in action committed to the promotion of equity and excellence in postsecondary education—particularly for populations that have historically been and remain underrepresented.

Prior to joining Lumina, Susan held professional positions in student affairs at Louisiana State University and the University of North Dakota and in institutional research at Indiana University. She is actively involved in Grantmakers for Education (GFE) and currently serves on the executive team of Indiana Blacks in Philanthropy (IBIP). Johnson earned her B.S., M.S., and M.Ed. degrees from the University of Florida and her Ph.D. in Higher Education and Student Affairs at Indiana University.

Richard (Skip) Moore

Former President, Weaver Foundation

Skip Moore grew up in El Paso, Texas, completing his B.S. degree through attendance at the University of Texas - El Paso and Eastern New Mexico University, where he graduated in 1966. He completed his Masters and Doctoral degrees at the University of Memphis.

The bulk of his career has been in higher education administration with posts at the University of Memphis, where he held positions in student affairs and continuing education and was Assistant Dean of the Law School; the University of Nebraska Medical Center, where he served as Director of Continuing Education and then Vice Chancellor for Student Affairs; and, at the University of North Carolina at Greensboro, where he was Assistant Vice Chancellor for Academic Affairs, Vice Chancellor for Administration and Planning, and then Vice Chancellor for University Advancement. At UNC Greensboro he was an adjunct associate professor and taught in both the graduate program in higher education administration and in public administration.

After ten years in the Advancement position, he left the University to become the first president of the Weaver Foundation, a family foundation based in Greensboro. He retired from the Weaver Foundation in July 2014 after a fifteen-year career. While at the Weaver Foundation, he served on the Board of Directors of the Council on Foundations, the Board of Directors of the National Center for Family Philanthropy, and was a leader in forming the North Carolina Network of Grantmakers. In Greensboro, he is a member of the Board of Directors of the Greensboro Partnership (housing the Chamber of Commerce and the local economic development organization); is a past member of the UNC Greensboro Board of Trustees and previously has served on the board of the United Way, the Guilford Nonprofit Consortium, and Action Greensboro.

Currently he is a member of the Board of the Guilford Education Alliance; a member of the Advisory Committee for Degrees Matter (a program funded by the Lumina Foundation that is working to increase college completion among citizens who have some college credit but who have not graduated), and is the local licensee and organizer for TEDxGreensboro.

William F.L. Moses

Director Higher Education, Kresge Foundation

William F. L. Moses serves as the Managing Director for The Kresge Foundation's Education Program, which promotes postsecondary access and success for low-income, first-generation, and underrepresented students.

Bill served as the key architect in restructuring Kresge's education programming and now oversees Kresge's continuum of grant activities in higher education, from developing program strategy, reviewing preliminary ideas, and helping grantees develop proposals or initiatives, to awarding funding and monitoring existing grants. In addition to his Education work, Bill was instrumental in developing Kresge's Green Building Initiative and spearheaded the foundation's international grantmaking.

Before coming to Kresge, Bill served as executive director of The Thomas J. Watson Foundation in Rhode Island, and as an analyst in the South Africa department of the Investor Responsibility Research Center in Washington. He also worked as a research officer at TechnoServe in Norwalk, Connecticut, and held various positions in Alaska's state legislature and the federal government, including the U.S. Embassy in Cape Town.

A graduate of Claremont McKenna College, Bill also holds a master's degree in international relations from Yale University. He has authored or co-authored several books and articles, including *Corporate Responsibility in a Changing South Africa* and *A Guide to American State and Local Laws on South Africa*.

