



# **MESA EDUCATION AND WORKFORCE DEVELOPMENT ROUNDTABLE**

March 6, 2024

# 2024 Meeting Dates

- **June 5, 2024**
- **September 4, 2024**
- **December 4, 2024**

## **RESOLUTION NO. 11638**

**April 5, 2021**

A Resolution of the City Council of the City of Mesa, Arizona, establishing the Mesa Education and Workforce Development Roundtable.

- D. **Officers.** The Roundtable will have two officers, a Chair and a Vice Chair, who will be selected by the Roundtable from its members. The officers will serve one (1) year terms. No member may serve more than two (2) terms as Chair or two (2) terms as Vice Chair, not including any term filled for the remainder of another member's unexpired term.

# Governor's Educator Retention Task Force

- In February 2023, Governor Hobbs announced an executive order to establish an Education Retention Task Force in an effort to rebuild and reinvest in our public schools.
- The task force met regularly since April 2023 and delivered recommendations to Governor Hobbs December 2023:
  - Designed, administered and analyzed stakeholder survey taken by almost 10,000 current and former educators state-wide
  - Heard from organizations, programs and resources from across the country to understand and explore best practices
  - Developed recommendations in alignment with each of the focus areas: Working Conditions, Teacher Preparation and Certification, Compensation and Benefits, Retention Innovations and Solutions

## **East Valley Representatives:**

Justin Wing – Mesa Public Schools, Asst. Supt. of Human Resources

Sarah Tolar – City of Mesa, Education and Workforce Administrator



# Educator Retention Task Force Updates

- **Governor's state of the state speech: January 8<sup>th</sup>**
  - “By working together to strengthen Prop 123, we will prove to Arizona parents and students that we’re building the world-class public education system they deserve, and that our state needs for the future. We must not let this opportunity pass us by.”
  - “We can deliver common sense solutions like ending the luxury spending, keeping our children safe by requiring background checks for educators, and expanding the authority of the Auditor General. Additionally, let's require recipients to have attended a public school for at least one hundred days, a reasonable standard that would save our state a quarter billion dollars.”
  - [Read the remarks here](#)

## Plan for **Prop 123** expansion: released January 16<sup>th</sup>

- Governor Hobbs' plan extends Prop 123 for ten years increasing the State Land Trust Permanent Fund distribution to 8.9% with this dedicated split:
  - 2.5% of the distribution will continue general school funding (\$257 million projected 10-year average distribution)
  - 4.4% of the distribution will **raise educator compensation** (\$347 million projected 10-year average distribution)
  - 1.5% of the distribution will increase **support staff compensation** (\$118 million projected 10-year average distribution)
  - .5% of the distribution will invest in school capital for safety and security (\$39 million projected 10-year average distribution)

# Governor's proposed budget: released on Jan. 12<sup>th</sup>

- \$250K allocated for ADOA to conduct an actuarial study to explore including educators and school personnel in the State health insurance plan.
  - [budget summary book](#) (pg. 22)

## Department of Administration

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### ACTUARIAL STUDY

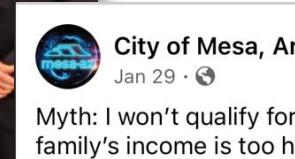
The Executive Budget includes \$250,000 one-time from the Personnel Division Fund for the Department of Administration to conduct an actuarial study to explore including educators and school personnel in the State health insurance plan.

## **State Board of Education:** Presentation on Recommendations, Jan. 22<sup>nd</sup>

- Asked for partnership **to conduct a study analyzing the retention rates of the various pathways into the educator profession** to help identify how recruitment and preparation may be impacting educator retention, effectiveness and job satisfaction.
  - To **determine data needed to evaluate the state of the education workforce** and ensure continuous and consistent collection and analysis of data on an annual basis.
  - [watch online here](#)
- **Full report to be published Spring 2024**



# FAFSA Proclamation



## New FAFSA Form:

- January 8<sup>th</sup> – accessible 24/7 on [FAFSA.gov](https://fafsa.gov)
- Contains far fewer questions
- Direct data exchange with the IRS
- New formula that could impact students' financial aid packages (expanded Pell Grant eligibility)
- Delayed financial aid package offers (mid-March)

### DID YOU KNOW?

MYTH	FACT
<p>I won't qualify for any aid because of my family's income.</p> <p><b>X</b></p>	<p>There's no income cutoff for the FAFSA, and most people receive some type of financial aid.</p> <p><b>✓</b></p>

[www.fafsa.gov](https://www.fafsa.gov)

### Need some 1-1 help filling out the FAFSA?

**FREE assistance available for AZ residents!**



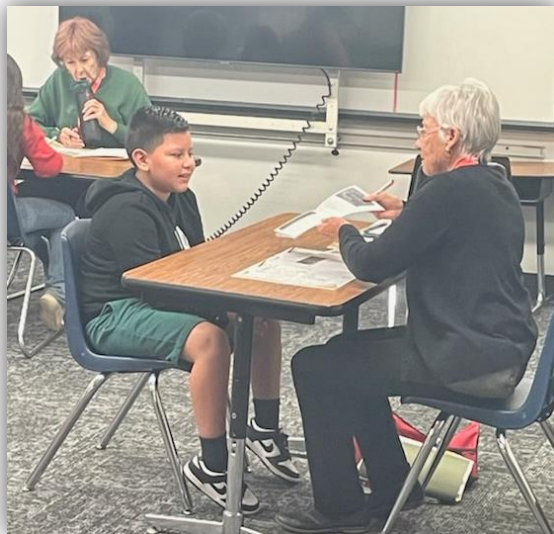
# Read On Mesa Program Updates

## Experience Corps Mesa launched January 2024



- **Six Title 1 MPS Schools: Falcon Hill, Field, Holmes, Robson, Webster, Whitman**

AARP Foundation Experience Corps is a community-based volunteer program that empowers people over 50 to serve as tutors to help students become better readers by the end of third grade. It is a proven “triple win,” helping students succeed, older adults thrive, and communities grow stronger.





- **Spring Book Distributions:** Webster, Guerrero, Lowell, Lehi, Kerr, Whitman, Hughes
  - K-1<sup>st</sup> students → 10 new books
  - 2<sup>nd</sup>-3<sup>rd</sup> students → 5 new books
- **Virtual Reading Program:** 30 min tutoring – 2x/week
  - Online family resources and new books
    - 51 students served – students in foster care/Title I schools (mostly MPS)
    - 37 students in spring cohort
      - 22 students from MPS: Lehi (13), Guerrero, Lincoln, Eisenhower

- Tier 4 evidence-based afterschool literacy program
- 2x/week helping students master reading comprehension.
    - Improving concentration
    - Encouraging an active enjoyment of reading
    - Helping develop a deeper understanding of what is being read

Middle school volunteer “Leaders” implement a simple, but highly structured afterschool program for 3<sup>rd</sup> grade “Readers”.

Middle schoolers work one-on-one with the 3<sup>rd</sup> graders, modeling and fostering active engagement with a variety of texts.

# I Love Mesa Day: Literacy Lane

A vibrant poster for 'iLoveMesa Day' featuring a geometric pattern background. The title 'iLoveMesa Day' is prominently displayed in colorful, stylized fonts. A purple banner at the top reads 'FREE Outdoor Celebration'. The poster lists various activities like live music, food trucks, and a literacy lane. It specifies the event is on Saturday, March 9, 2024, from 11am to 4pm in Downtown Mesa. A silhouette of a crowd with raised hands is at the bottom. The 'Read On MESA' logo is in the bottom right corner.

**FREE** Outdoor Celebration

# iLoveMesa Day

**LIVE MUSIC!**  
**FOOD TRUCKS**  
and so much more!

A day of fun for the whole family!

**Saturday** 11am-4pm  
**MARCH 9, 2024**  
Downtown Mesa

- **FOOD TRUCKS**
- **CARNIVAL RIDES & GAMES**
- **FACE PAINTING**
- **BALLOON TWISTERS**
- **LIVE MUSIC**
- **BUBBLE STATIONS**
- **LITERACY LANE**
- **PETTING ZOO**

Read On MESA  
Mesa Always Reads, Always Thrives

- 20 Read On Mesa Partners
  - Information
  - Resources
  - Giveaways
  - Prizes
- Main stage guest-readers and Project Lit performances
- i.d.e.a. Museum and AMNH literacy program & free admission
- Literacy Lane Stage Programming
  - Family literacy workshops
  - Library story times
  - Bilingual reading sessions



# MCP Expansion

## Returning Adult Learners (New!)

**City of Mesa residents who meet the following criteria are eligible for the Mesa College Promise:**

- City of Mesa resident
- 24 years of age or older at the time of application
- Earned a high school diploma or GED
- Demonstrated financial need based on FAFSA completion
- Not previously attended college or some college/no degree
- Enroll at Mesa Community College in a minimum of 6 credit hours as a degree or certificate seeking student, in an eligible program of study



# MCP Program Updates

## Total Number of Program Participants (Unduplicated)

Fall 2021 Cohort	<b>88</b>
Fall 2022 Cohort	<b>201</b>
Fall 2023 Cohort	<b>216</b>

**\$703,906.48**

## Total Amount of Private Match Funds Fully Committed for the Program

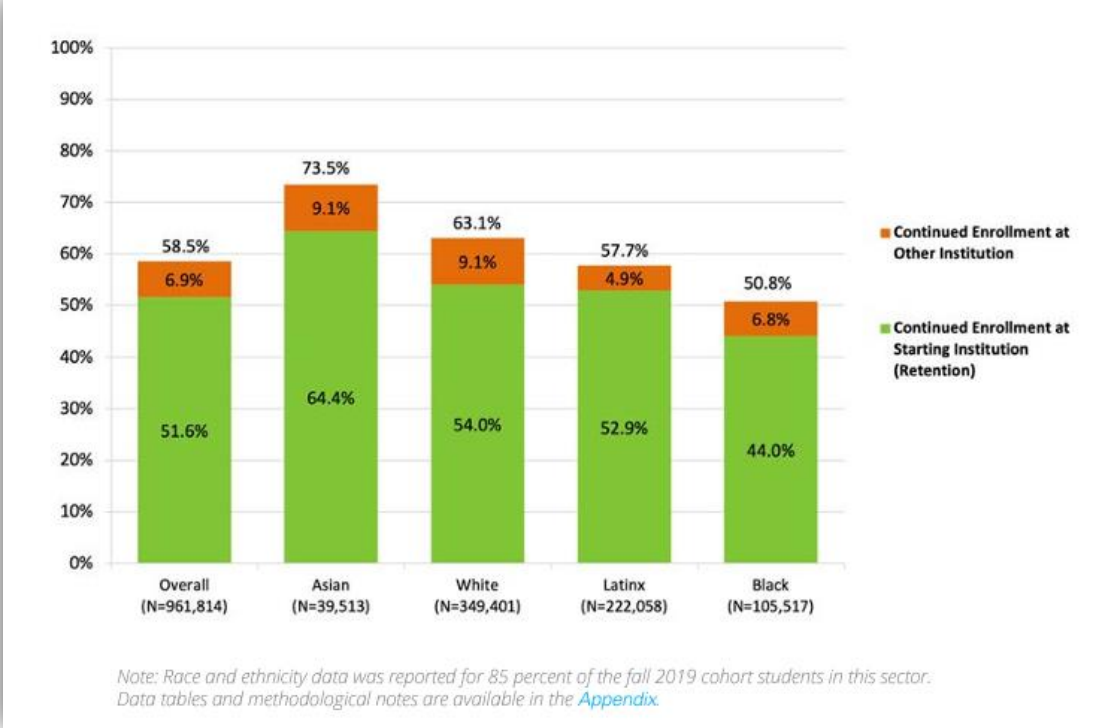
FY20 - \$6,000 | FY21 - \$157,500  
FY22 - \$191,440 | FY23 - \$251,000  
FY24 - \$97,966.48

# Student Persistence Rates

## MCP Program Persistence Rates

Student Persistence			
The percentage of each Promise cohort who stay enrolled at MCC in subsequent semesters.			
Fall 2021 Cohort		Fall 2022 Cohort	
Fall 2021 to Spring 2022	81.8%	Fall 2022 to Spring 2023	84.1%
Fall 2021 to Fall 2022	72.7%	Fall 2022 to Fall 2023	68.7%
Fall 2021 to Spring 2023	61.4%		

## National 2-year Institution Persistence Rates



New Report:

# Select Findings on Public Support for Postsecondary Attainment



JANUARY 2024





# Study Methodology

From November 20-27, 2023, the bipartisan team of FM3 Research (D) and HighGround Consulting (R) conducted a survey of 613 randomly selected Arizona voters. Respondents were contacted via text messaging and telephones and interviews were conducted online and via landline and mobile telephone by live interviewers.

**Voters were asked to share their opinions related to postsecondary attainment in Arizona**



# Arizona Voters' Perception of Education Beyond High School



# Arizona Voters' Perception of Education Beyond High School

**Ninety percent** or more of Arizonans agree that...

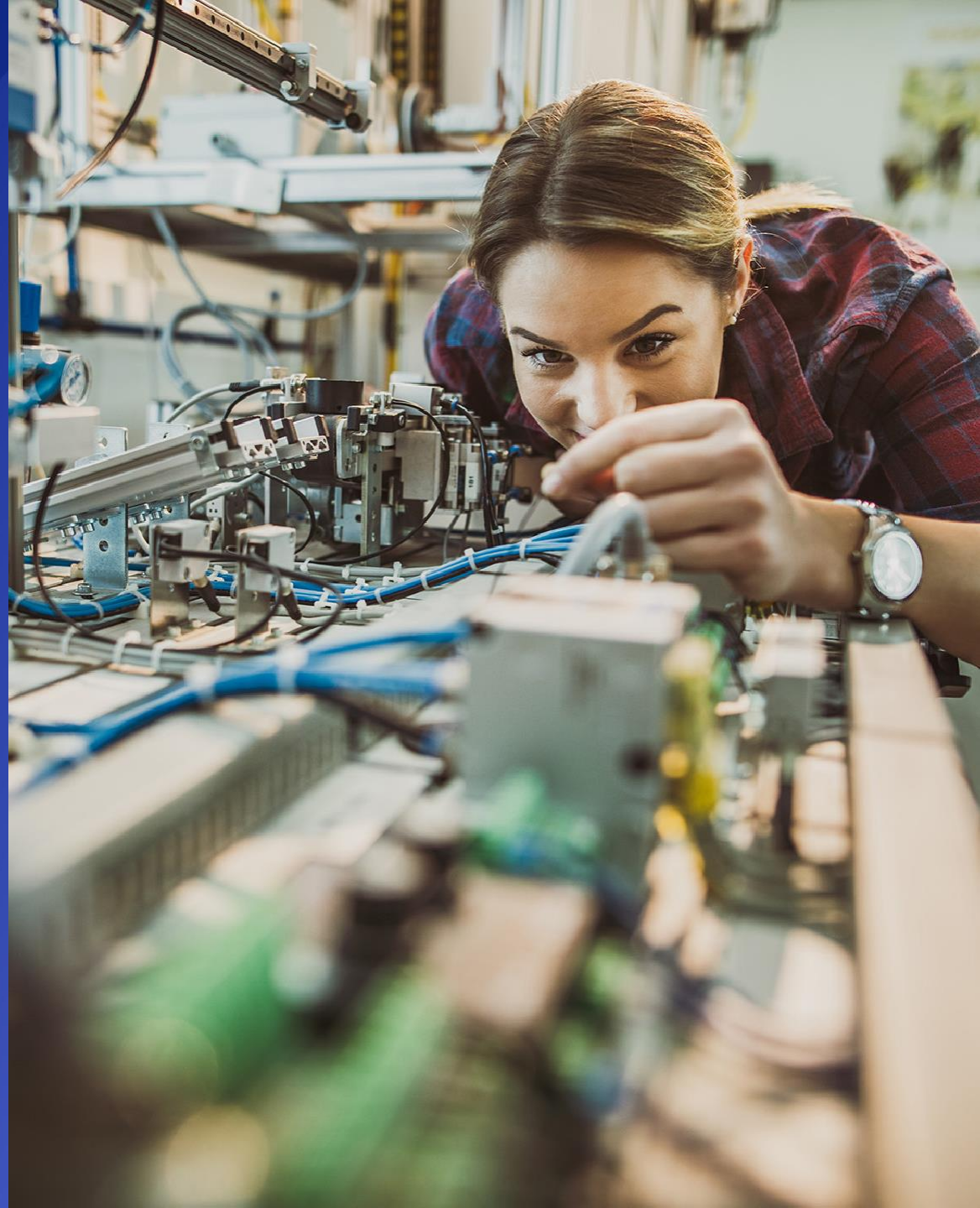
- Since not all students attend college, **we must foster other postsecondary education opportunities** that give students a chance to learn the skills necessary for success in a career and obtain industry certifications
- Every student should have access to a high-quality education **regardless of their zip code**
- It is important to provide **job retraining and new career paths** for adults as well as students just leaving high school

# Arizona Voters' Perception of Education Beyond High School (continued)

**Eighty percent** or more of Arizonans agree that...

- **Some education beyond high school is necessary** for a person to be successful in today's work world, whether that means attending a workforce certification program, a 2-year career-training degree or a 4-year degree
- People who have completed education or training after high school are usually **better off financially** than those who do not
- People who have completed education or training after high school usually have a **better quality of life** than those who do not

# Arizona Voters' Perception of Post-High School Benefits



# Arizona Voters' Perception of Post-high School Benefits

**Ninety-five percent** or more of Arizonans said the following benefits of post-high school education were important or most important to them:

- Helping people obtain better-paying jobs that can support a family
- Providing real world experience to students wanting to enter industries such as healthcare, computer science, aviation, and construction
- Addressing severe shortages of qualified workers, including classroom teachers, nurses, information technology specialists, and other personnel in high-demand industries
- Improving our quality of life by reducing crime, training our future workforce, and strengthening our communities

# Arizona Voters' Perception of the Statewide Attainment Goal



We are working towards a unified goal

## Arizona's Attainment Goal

Arizona is working toward a goal that, by 2030, at least 60 percent of Arizonans ages 25-64 will complete education beyond high school, including a degree, apprenticeship, or an industry-specific workforce certification program.

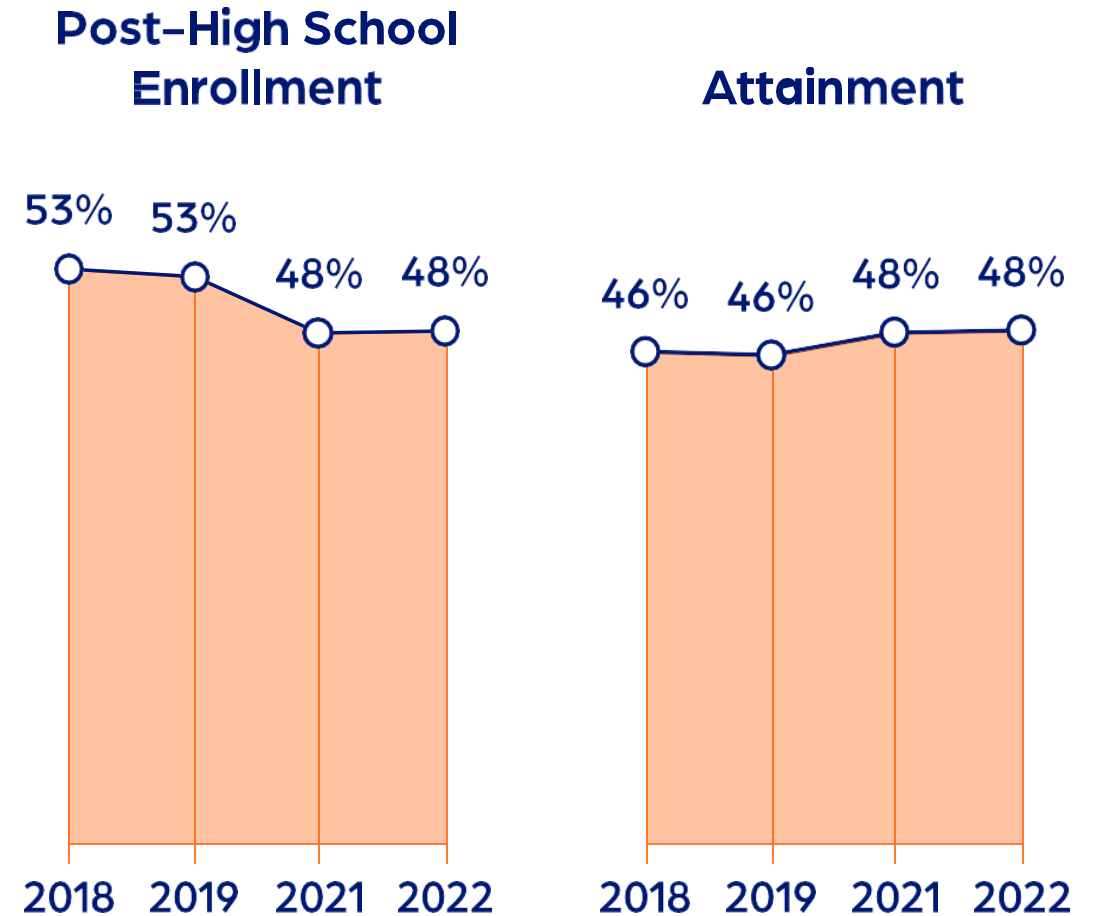
This goal, named **Achieve60AZ**, is directly related to projections that over 60% percent of Arizona's job openings will require completion of education beyond high school.





# But the state's progress remains flat

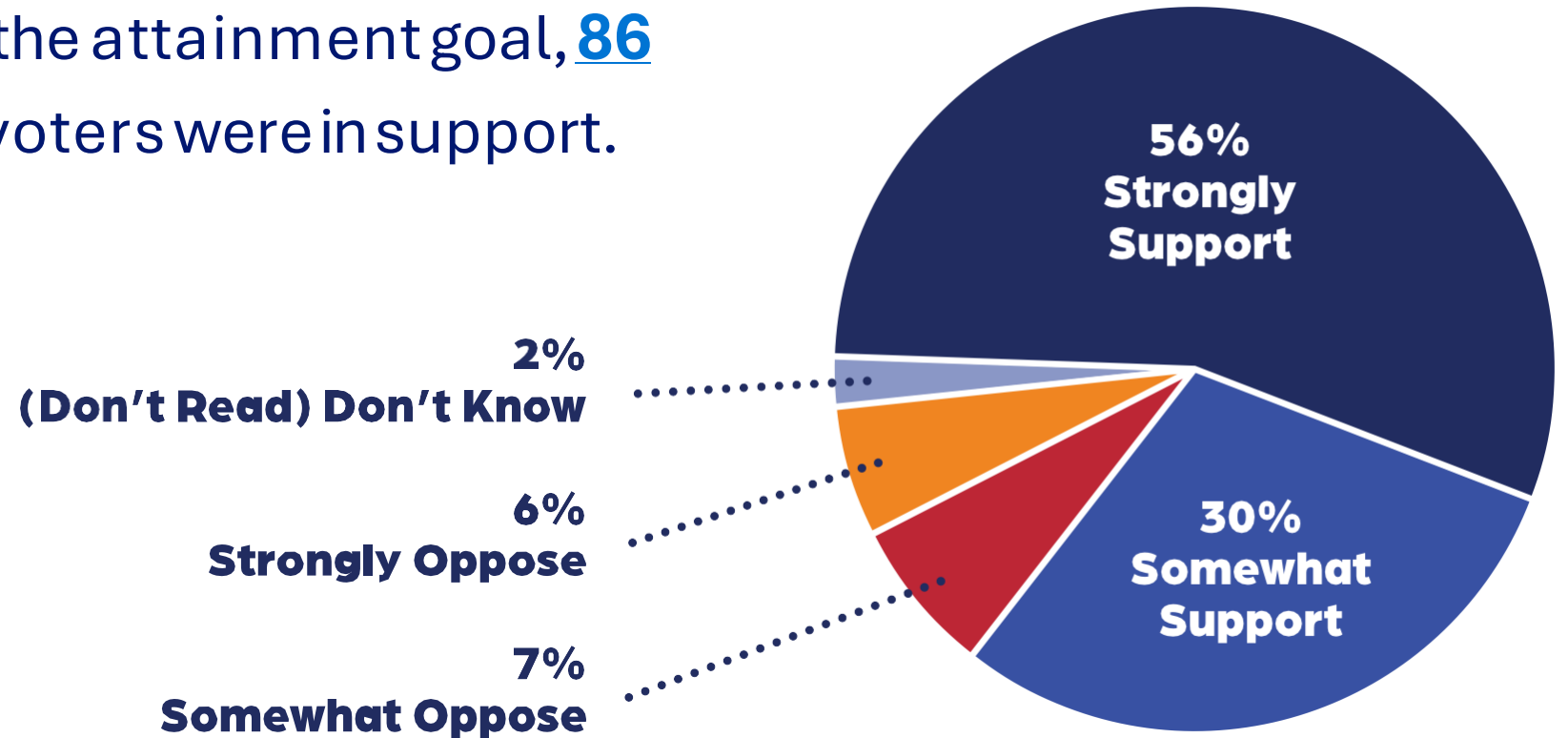
- The Arizona Education Progress Meter, the state's widely accepted framework for measuring P-20 education, shows that **no progress has been made in increasing the number of students in postsecondary programs.**
- Similarly, the percent of Arizona students who have attained a degree or certificate also **remains flat.**



Source: Center for the Future of Arizona

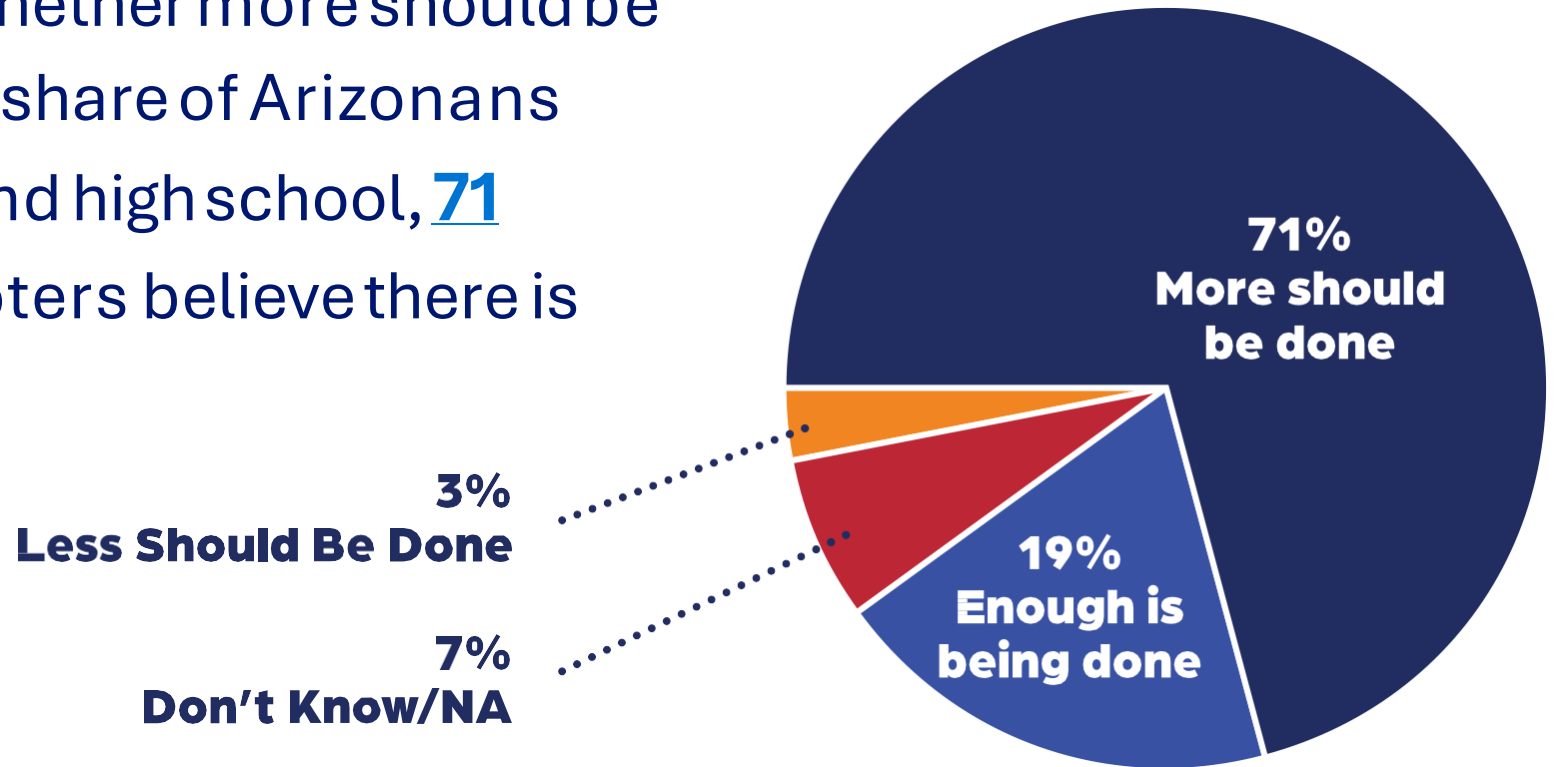
# And yet, Arizonans of all beliefs support Achieve60 AZ

When asked about the attainment goal, **86** percent of Arizona voters were in support.



# And they want action. Now.

When asked about whether more should be done to increase the share of Arizonans with education beyond high school, **71** percent of Arizona voters believe there is more work to do.



**So, we asked Arizona voters how they want us to achieve this goal.**

More than **80** percent of Arizonans believe the following proposals would be effective in achieving our statewide attainment goal...

Expand access to technical training and education programs during high school that lead to a credential.

Expand dual-enrollment programs that allow high school students to earn college credit while still in high school.

Ensure every high school in Arizona has college or career advisors and counselors to help students plan their path after high school.

Expand pre-high school services to help students and families identify interests, strengths, and aptitudes that will inform their education choices.



Increase academic counseling and support services at community colleges to help students transfer to 4-year colleges and universities.

# Words have power and can lead to action.

- In an effort to understand which messages resonate best with Arizona voters and therefore help us maximize advocacy efforts targeted to policymakers and stakeholders, we tested what messages were the most convincing.
- **Again. Support was overwhelming.**

The following messages resonated with 80 percent or more of voters:



**Arizona has billions to gain by promoting higher education**—increasing the number of people who continue their education beyond high school by 20 percent would add five billion dollars to the state’s economy every year. A well-educated workforce will help Arizona retain and attract good companies who need trained and skilled employees, and creating more pathways to higher education can help to encourage more innovation and investments that lead to new economic opportunities and good-paying jobs.



## Skills Gap

## Messages That Resonate With Arizona Voters

There are currently thousands of unfilled jobs in Arizona—with massive shortages in teaching, nursing, the sciences and healthcare—because our state’s workforce does not have the right skills to fill those jobs. We need to produce more highly-skilled workers in these fields to reduce the unemployment rate, save the state money, and keep our economy moving. We must expand opportunities for higher education and support low- and middle-income students as they train for the jobs our state’s economy needs.



**Career  
Connection**

**Messages That Resonate With Arizona Voters**

It's important for Arizona to invest in career focused learning programs that give students and young adults the opportunity to gain real-world skills and explore careers through apprenticeships, internships, mentorship, certificates and training. Career-connected learning gives students the opportunity to earn money as well as high school and college credit, launching them towards college and a career.



## Intel/TSM Jobs

## Messages That Resonate With Arizona Voters


Arizona has had a great deal of economic success with massive investments by companies like Intel, Taiwan Semiconductor Manufacturing Company, and others. Instead of bringing in employees from other places, we need to ensure that Arizona can provide the well-trained workforce needed by these high-wage employers, and that the people of Arizona benefit the most.



# Join the Everything to Gain Campaign Today

[educationforwardarizona.org/public-perceptions-poll/](https://educationforwardarizona.org/public-perceptions-poll/)





# Opioid Education – Discussion and Feedback



# Roundtable Share-outs