# MESA ACHIEVES HIGHER EDUCATION TASK FORCE

June 18, 2019

The Mesa Achieves Higher Education Taskforce Advisory Committee of the City of Mesa met at the Mesa City Plaza, 20 E. Main Street, Suite 170 on June 18, 2019 at 2:04 p.m.

| COMMITTEE PRESENT | COMMITTEE ABSENT | STAFF PRESENT |
|---|---|---|
| Councilmember Duff, Co-Chair | Ember Conley | Candice Copple |
| Councilmember Heredia, Co-Chair | Elaine Miner | Jessica Gerspach |
| Richard Haney | Vince Yanez | Alfred Smith |
| Mike Hutchinson | | Amy Trethaway |
| Shane McCord | | |
| Jaye O'Donnell | | |
| Jon Schmitt | | |
| Deanna Villanueva-Saucedo | | |

1.      Call to Order by Task Force Co-Chair.

        Co-Chair Duff called the Mesa Achieves Higher Education Task Force meeting to order.

2.      Opening Remarks and Welcome to the Task Force by Councilmember Duff and Councilmember Heredia.

        Co-Chair Duff and Co-Chairman Heredia welcomed Committeemembers.

3.      Items from citizens present.

        There were no items from citizens present.

4.      Review and discuss presentation debrief items from meeting summary dated May 14, 2019.

        Sheila Arredondo, Facilitator with West Education noted the purpose of the last meeting was to lay out the strategy of the Task Force for the next five to six months. She summarized the purpose of the Task Force which is to explore, understand and determine how to apply the Achieve60AZ educational standards in the community through the understanding of Mesa's workforce needs and to obtain Mesa's educational attainment goal by the year 2030 to increase Mesa's standard of living. She stated the goal of the taskforce was to have a set of

recommendations that will go to Council for approval regarding the initiatives. **(See Attachment 1)**

In response to a question from Committeemember Villanueva-Saucedo, Ms. Arredondo mentioned the task force will be narrowing down the four pillars:

1. Early childhood through high school
2. Post-secondary access and success
3. Workforce and business development
4. Systems and structures

She suggested looking at the inventory from the four areas and figure out which pillar can be most strategic and drive up the attainment rate.

In response to a question from Committeemember Villanueva-Saucedo, Mesa Counts on College Director Amy Trethaway responded by stating the Committeemembers of this Task force decides what goal to move forward with, strategize and build on.

Co-Chair Duff commented the goal she wants to reach with the Task Force is to reach 60% post-secondary attainment by 2030 whether it is a two-year certificate or college degree to help develop Mesa's workforce. She stated the Task Force should look at workforce and education and see what employers can contribute to help reach that goal.

Committeemember Villanueva-Saucedo commented that she would like to see one specific goal and strategies listed so others do not expect the Task force to tackle everything under the Acieve60AZ umbrella.

Committeemember Haney mentioned that some of the strategies for the specific goal might touch upon other topics and goals later down the road.

Ms. Trethaway explained that after speaking with Mayor Giles, he wants the Task Force to continue their work and strive to reach the goals for each pillar to continue success within the City.

In response to multiple questions from Committeemember Hutchinson, Ms. Trethaway stated the Task Force will cover all pillars, but some more than others. She also explained that the Task Force will be brainstorming on the direction of work and what the call to action will be when bringing forward the goals for post-secondary attainment to City Council for approval. She mentioned one of the larger goals will be to strategize and design how to help Mesa attain the 60% by 2030.

Co-Chair Heredia commented that he agrees achieving the 60% post-secondary attainment goal is most important and would also like to implement strategies to share with companies that we have available workforce that have post-secondary education levels.

Committeemember Schmitt remarked that the Task Force needs to find a way to increase the graduation rate above 75% and create pathways for adult learners to reschool and retool to help them succeed and grow within their field of work.

In response to a question from Committeemember Schmitt, Co-Chair Duff identified the Promise Program as a tool to help achieve the 60% attainment goal.

Ms. Trethaway expressed the opinion that there will be barriers to reaching the 60% goal. She also mentioned the need to strategize and find the disconnected workforce to see how the City can help influence the community and reconnect people which could make an impact on the attainment rate percentage.

Co-Chair Duff commented that it is critical for Mesa out of all cities to obtain this attainment goal because the City has the highest poverty rate and the lowest average income. She stated the way to increase those rates is to have an educated work force that will help businesses grow within the City.

Ms. Arredondo asked what else the Committeemembers needed in order to move forward with which recommendations should be taken to Council. She stated it may only be three specific strategies under one pillar.

In response to a question from Committeemember Hutchinson, Ms. Trethaway stated the Free Application for Federal Student Aid (FAFSA) participation and completion at the high schools in Mesa is increasing. She announced that Dobson High School was the fifth most improved across the United States for FAFSA participation and completion in the 2018-19 school year. She mentioned the students that complete the FAFSA forms are more likely to attend post-secondary schools. She then noted that there is less participation for FAFSA from higher income schools than lower income schools but expressed that completing the FAFSA forms should be a graduation requirement.

Committeemember Hutchinson commented he would like to strategize ways to emphasize and place resources where needed to increase FAFSA completion for high school graduates.

Committeemember O'Donnell requested staff to compile FAFSA trend data from the last three to five years from all surrounding school districts and suggested adding an incentive to FAFSA completion for the students instead of making it a penalty when they do not complete the forms.

Committeemember Schmitt shared that 95.5% of Mesa Public Schools (MPS) students who now are freshman attending Arizona State University (ASU) did not complete their FAFSA forms for the school year 2018-19.

In response to a question from Committeemember O'Donnell, Ms. Trethaway responded that there was lack of information as to what FAFSA does and what it is for. She mentioned FAFSA does not list that it is free money to help pay for college, books and school supplies. She pointed out that some students and parents do not fill it out because they do not want the Government knowing their business. She stated that FAFSA can still be filled out even if taxes have not been done.

In response to a question from Committeemember Hutchinson, Ms. Trethaway commented that FAFSA funds can be used for certificates and licenses as well as degrees from colleges.

Committeemember Villanueva-Saucedo requested a Mesa specific dashboard with graduation rates by school, FAFSA completion, percentage of seniors who enroll in post-secondary schools

right out of high school and within 24 months, post-secondary completion of certificates, and licenses and degrees within two to four years.

In response to Co-Chair Heredia, Ms. Trethaway stated the age group for post-secondary school is from 25 to 64 years old.

In response to a question from Co-Chair Duff, Committeemember Villanueva-Saucedo responded by stating it would be best to break down by post-secondary and by two year and four-year degrees as well. She said it would be best to look at all spectrums of post-secondary attainment.

Co-Chair Heredia and Committeemember O'Donnell agreed that compiling return on investment (ROI) data for earning potential by education attainment from two, four- and six-year degrees would be helpful.

Ms. Arredondo informed the Task Force the latest Kids Count Report from the Annie E. Casey Foundation came out and the foundation is running into the issue of housing affordability for low income families.

In response to a question from Ms. Arredondo, Committeemember Haney confirmed the Task Force still wanted data gathered for the City's tuition reimbursement program and the top 10 Mesa employers.

Ms. Trethaway reported that the City gives $9700 per employee per year for tuition reimbursement, but there is still more detailed information to come.

Committeemember O'Donnell commented that she would be interested in data on who has attended or graduated post-secondary schools from the top 10 employers in Mesa.

Committeemember Haney expressed the opinion that the goal the Task Force is striving for is great but looking at the economic impact should be a focus as well. He stated the goal is about providing residents with credentials that mean something for them to stay and grow within Mesa.

In response to a question from Committeemember Hutchinson, Committeemember Haney stated there is tuition reimbursement at Mesa Community College (MCC) but not right away. He advised MCC employees are reimbursed after the class is complete.

Ms. O'Donnell commented only 200 out of 3,722 City employees used the tuition reimbursement program last year and the amount reimbursed was between $100,000 and $200,000.

Ms. Trethaway explained that most City of Mesa jobs do not require a degree but require a combination of education and training or a degree. She stated quite a few City employees will not have a degree but are earning more than a livable wage.

Committeemember Schmitt mentioned that over 3000 employed students at Starbucks have graduated using the tuition reimbursement program. He mentioned Walmart has partnered with certain Universities offering the same type of incentive for employees.

5.    <u>Hear a presentation by Dr. Richard Haney, President of Mesa Community College on Promise Programs and discuss the overall efficacy of current programming across the US</u>.

Richard Haney, President of Mesa Community College displayed a Power Point presentation on Promise Programs. **(See attachment 2)**

Committeemember Haney stated the Promise Program is designed to guarantee the first two years of a college education because the biggest barriers that people perceive is financial. He mentioned the Promise Program is set up to partially remove that barrier.

Committeemember Haney commented that he started a group on college readiness for 8th graders called Taste of College where he took a group of students around to three colleges and when completed, asked the students how many of them were planning to go to college. He stated 50% said yes, and 50% said no because they knew that they could not afford it. He mentioned the Promise Program could be aspirational to students and could increase economic ability by reaching certain levels of educational attainment which will lead to financial stability. (See page 4 of Attachment 2)

Committeemember Haney explained the Promise Program provides scholarship funds to cover the cost of a two-year degree, certificate, or transfer program. He stated there are three types of Promise Programs: (See Page 5 of Attachment 2)

1. First Dollar: Does not take into consideration additional funding when scholarship developed and will pay for the tuition and fees regardless of any other financial aid received.
2. Last Dollar: Takes into consideration additional funding and closes the gap between federal or state money that was received plus the cost of tuition and fees.
3. Last Dollar Plus: Takes into consideration additional funding, closes the gap, and provides additional funding for specific purpose such as books, transportation and childcare.

Committeemember Haney explained that when designing a Promise Program, the most time-consuming decision will be figuring out who will be eligible to participate in the program. He then gave examples of what could be used as eligibility in the geographic area of Mesa:

- Recent high school graduates
- Adult students – No age restrictions
- General Education Degree (GED) graduates
- Homeschool students
- Charter School students

He then stated once there have been decisions made on which eligibility requirements are going to be used, the next step would be to factor in other requirements such as grade point average (GPA), and course load needed to maintain scholarships. (See Page 6 of Attachment 2)

In response to a question from Committeemember Hutchinson, Committeemember Haney reported that all tuition will be paid for if the students who are eligible for the Promise Program graduate high school with a 3.25 GPA or higher.

Committeemember Haney stated that Promise Programs usually only cover tuition and fees, and occasionally will cover costs for books and supplies. He then noted that depending on how the program is built, it could cover other costs such as transportation and childcare.

Committeemember Haney advised that the cost of the program depends on how it was designed.

In response to a question from Co-Chair Heredia, Committeemember Haney stated he reached out to MCC asking how many students receive the Pell Grant and hopes to have the information at the next meeting.

In response to a question from Committeemember McCord, Committeemember Haney explained that the amount given for a Pell Grant is based on income. He stated the Promise Program will benefit those who receive Pell Grants to have a debt free tuition. He pointed out those that are eligible for Pell Grants are also able to apply for student loans which he does not recommend as there are other ways to pay for education.

In response to a question from Committeemember Hutchinson, Committeemember Haney explained that in order to receive a Pell Grant, the FASFA forms must be filled out, and that is also how a student loan would be offered as well.

Ms. Trethaway commented the income of the parent(s) determines if a student loan will be offered.

Committeemember Haney reviewed several options for how the Promise Program can be funded:

- Private Funding
- Donors and Foundations
- Public Funding – State and Local
- Institutional Funding

Committeemember Haney explained if the Task Force chooses to design a Promise Program the following will need to be done: (See Page 10 of Attachment 2)

- Create the "Mesa Promise"
- Design Program Parameters
- Develop Cost Projections Based on Design
- Create the Case for Support
- Develop a Fundraising Strategy (Public or Private)
- Set a Launch Date

In response to a question from Committeemember Hutchinson, Committeemember Haney explained the Promise Program is a type of contract, but sometimes it does not work, and the contract can be broken. He stated economy changes or tax situations can change which affects the program. He also mentioned to make this type of program work and continue there must always be a reliable funding source among many other moving parts.

In response to a question from Co-Chair Heredia, Committeemember Haney explained the Promise Program typically only addresses the economical and financial barriers. He noted in order for students to continue to receive the benefits of this program they have to show   they are going to school, maintaining their GPA and going to finish, because the money they are receiving can be taken away the next semester if the students do not take school seriously. He commented a student that has a plan is more likely to be successful.

In response to a question from Committeemember Hutchinson, Committeemember Haney stated the Promise Program would help Mesa students succeed and he would like to see students with a GPA as low as 2.5 be eligible to utilize the program.

In response to a question from Co-Chair Heredia, Committeemember Schmitt stated students must have a minimum GPA of 3.0 to receive and maintain the Obama scholarship.

Committeemember Villanueva-Saucedo pointed out that a strategy to raise awareness about this program should be put together. She stated young adults are not equipped to handle the amount of money provided for tuition, and suggests certain controls be implemented to ensure the funds are being used properly.

Ms. Trethaway stated the Task Force should really think about what GPA means and the student's ability to function in school. She commented that students with lower GPA's are incredible kids who don't usually participate, but they are bright and should be given the same opportunities as the higher GPA students.

Committeemember Villanueva-Saucedo suggested making it a requirement to do an evaluation to see what goes on within students' families to help make post-secondary education options possible because sometimes the reasoning behind the student's GPA is not school related.

Committeemember Hutchinson stated that he was intrigued by the comment of "a student having a plan is more likely to be successful."

Committeemember Haney stated he would like to work with local high schools on transferring information to colleges or Universities when students come to campus. He explained 51% of students are the first in their families to go to college and it can be intimidating. He added if colleges can get information about students prior to meeting, the advisors can help facilitate conversations to make students more comfortable and express themselves on what goals they want to achieve.

In response to a question from Co-Chair Heredia, Committeemember Haney informed the Task Force if they want to move forward with creating a Promise Program there are basic parameters and decision points with dollar amounts attached that can be started with to help design the program. He stated the cost will depend on how the program is designed. He offered to help with designing and modeling the program since he has previous experience.

Committeemember Hutchinson commented that there will be students that live in Mesa but will choose to go to post-secondary schools outside of Mesa for specific degrees, and the Task Force will have to take that into consideration if the Promise Program is the direction that is chosen.

Committeemember Villanueva-Saucedo requested the Task Force put together a design layout for a Promise Program to get an estimated cost.

In response to a question from Ms. Trethaway, Committeemember Haney stated the spreadsheet is based on attendance rates and Pell Grant recipients which change all the time with new information always being gathered.

In response to a question from Committeemember O'Donnell, Committeemember Haney stated the program can be funded many ways such as publicly, privately or through an institution, it just depends on how the City chooses to run the program.

Committeemember Hutchinson commented if a wealthy person were interested in education, they should be able to fund programs such as the Promise Program which could be very appealing.

Committeemember Haney stated he has seen $1,000,000 in gifts donated to large Universities, but if they knew about the Promise Program the donor's money could be used to help support multiple educations for those who cannot afford it.

In response to a question from Committeemember Hutchinson, Committeemember Haney replied there are not any promotions for a Promise Program through the Community College Districts.

Ms. Trethaway commented it would be life changing for students and Mesa to be a part of a Promise Program and to use other Community Colleges along with MCC. She stated a good starting point would be with the basics to get a cost estimate and build the program that way.

Committeemember Haney commented he could start putting together a basic program outline.

In response to a question from Committeemember Hutchinson, City Attorney Alfred Smith stated there are state restrictions relative to the City spending money on Kindergarten through 12th grade, but the City can spend money towards post-secondary education.

In response to a question from Co-Chair Heredia, Mr. Smith pointed out the City can provide supportive programs such as helping with FASFA forms but cannot do any type of funding to the schools as far as education because all funding goes through the school districts.

6.   Determine and reach agreement on ground rules to clarify how the Task Force will work together to complete activities.

Ms. Arredondo asked the Task Force to review, discuss and debrief the Task Force Ground Rules and choose which ones are critical for moving forward and working together as a team. **(See attachment 3)** The following ground rules were found most important to the Task Force members:

- Listen to understand
- Explore and try out new ideas
- Support decisions made in your absence
- Have fun

- Share responsibility for the meeting's effectiveness
- Invite and respect different opinions

Ms. Arredondo then asked if there are any rules that should be added that were not listed.

Ms. Trethaway wanted to add "it is ok to disagree" to the list of Task Force Ground Rules.

Ms. Arredondo then asked the Task Force to come up with or pick one of the ground rules that is a weakness personally to challenge themselves to work on and do better.

Co-Chairs Duff and Heredia both agreed "allowing time for ideas to germinate" was a weak point for themselves and would like to improve in that area.

Ms. Arredondo asked the Task Force how they wanted to adopt the Task Force Ground Rules.

Committeemember Hutchinson stated that all of the Task Force Ground Rules are essential, and all should be adopted.

It was moved by Committeemember Schmitt, seconded by Committeemember Hutchinson, that the Task Force Ground Rules be adopted.

Upon tabulation of votes, it showed:

AYES – Duff-Heredia-Haney-Hutchinson-McCord-O'Donnell-Schmitt-Villanueva-Saucedo
NAYS – None
ABSENT – Conley-Miner-Yanez

Co-Chair Heredia declared the motion carried unanimously by those present.

7.    <u>Review and discuss the development of a draft template for the Achieve60AZ Pillars of Success</u>.

Ms. Arredondo asked the Task Force to think about what is working and what can the City do to advance the Achieve60AZ Pillars of Success for the next meeting. She suggested compiling information about assets, initiatives and programs at a State and Local level for each of the four pillars. She then asked if the Task Force would rather focus on a couple of pillars instead or not use them at all.

In response to a question from Committeemember Hutchinson, Ms. Arredondo agreed that it will be a large list, but the Task Force can decide if all the pillars are needed.

Ms. Trethaway commented that pillar two will most likely be the most talked about pillar from the Task Force because a lot of information is already known from working within the Mesa community.

Ms. Arredondo asked for suggestions and information to add to the chart. She also requested Committeemembers identify recommendations and strategies to pursue as a City to reach the attainment goal. She explained the chart does not have to be used but would like to organize the data already known to help guide the Task Force in the right direction.

Committeemember Villanueva-Saucedo suggested focusing on what is needed. She asked for a deadline as to when all the information should be submitted to Ms. Trethaway to organize and put together for the next meeting.

Co-Chair Duff requested eliminating pillar one since it does not have to do with post-secondary education.

Committeemember O'Donnell commented she wanted to see State and Local asset inventory narrowed down because all items have to be considered and that she liked strategy number seven which was training and development to create a better workforce for employers. **(See Attachment 4)**

Ms. Trethaway confirmed she and Ms. Arredondo will put together and organize the template to bring and share at the next meeting.

8. <u>Discuss and determine any action items necessary from the presentation and discussions</u>.

Ms. Arredondo listed the following action items from presentations and discussions:

- Final ground rules
- Draft inventory
- Data dashboard
- Goal, Purpose, and Ground Rules poster

9. <u>Discuss and act, authorizing Co-Chairs, Councilmember Heredia and Councilmember Duff, to review and approve the minutes from today's meeting and forward to the City Council for acknowledgment.</u>

It was moved by Committeemember Hutchinson, seconded by Committeemember Schmitt, that Co-Chair Duff and Co-Chair Heredia review and approve the minutes from the June 18, 2019 meeting, and forward to the City Council for acknowledgment.

Upon tabulation of votes, it showed:

AYES – Duff-Heredia-Haney-Hutchinson-McCord-O'Donnell-Schmitt-Villanueva-Saucedo
NAYS – None
ABSENT – Conley-Miner-Yanez

Co-Chair Duff declared the motion carried unanimously by those present.

10.     Approve the next meeting date: July 24, 2019 at 1:00 p.m.

It was moved by Committeemember Schmitt, seconded by Committeemember Villanueva-Saucedo that the July 24, 2019 meeting date be approved.

Upon tabulation of votes, it showed:

AYES – Duff-Heredia-Haney-Hutchinson-McCord-O'Donnell-Schmitt-Villanueva-Saucedo
NAYS – None
ABSENT – Conley-Miner-Yanez

Co-Chair Heredia declared the motion carried unanimously by those present.

11.     Adjournment.

Without objection, the Mesa Achieves Higher Education Taskforce Advisory Committee meeting adjourned at 3:56 p.m.

I hereby certify that the foregoing minutes are a true and correct copy of the minutes of the Mesa Achieves Higher Education Taskforce Advisory Committee meeting of the City of Mesa, Arizona, held on the 18th day of June 2019. I further certify that the meeting was duly called and held and that a quorum was present.

_____
DEE ANN MICKELSEN, CITY CLERK

jg
(Attachments – 4)

**Mesa Achieves Higher Education Task Force**
**PRESENTATION DEBRIEF NOTES**
Tuesday, May 14, 2019
10:30 AM – 12:00 PM

**Achieve60AZ Presentation by Rachel Yanoff**

**Debrief/Thoughts**

1. Conversion rates – What is the highest converting group? How might we prioritize groups?
   Information from Rachel Yanoff:
   - The best time for students to begin and complete a postsecondary degree is immediately after high school as evidenced by data from the Arizona Board of Regents.
   - Adults with some college credits tend to return and complete degrees quickly with incentives in place, such as debt forgiveness or adult promise scholarships.
   - Fastest conversion rate is reverse transfer, the process of transferring university credits back to a community college for the purpose of fulfilling associate degree requirements. For students who have attended a Maricopa Community College and transferred to a university without first completing an associate degree, coursework can be transferred backwards (or in reverse) from a participating Arizona university to one of the Maricopa Community Colleges. There is no cost for participating Maricopa Community College students. FAQs available at https://www.maricopa.edu/academics/university-transfer/reverse-transfer/reverse-transfer-faq

2. What is the legislature supporting now?
   Arizona enacted 23 education bills in 2019 according to the Education Commission of the States. Summaries available at https://www.ecs.org/state-education-policy-tracking/
   - Preschool funding
   - Alignment of data
   - East Valley impact

3. Research – local research on barriers to postsecondary credentials.
   For data and research on barriers to postsecondary education visit the Lumina Foundation:
   Today's Student (https://www.luminafoundation.org/todays-student/index.html)
   Stronger Nation (http://strongernation.luminafoundation.org/report/2019/#nation)
   - Latino participation and enrollment rates
     Latino College Completion, Arizona Profile available at
     https://www.edexcelencia.org/research/latino-college-completion
   - Disaggregated four- and five-year graduation rates available from
     - Arizona Department of Education (https://www.azed.gov/accountability-research/data/ and https://azreportcards.azed.gov/state-reports)
     - Expect More Arizona (https://www.expectmorearizona.org/progress/high_school_grad/?location=State::Arizona#)
     - University of Arizona (https://mapazdashboard.arizona.edu/education/high-school-graduation-rates)

4. Data
   - Disaggregated data needed

The Decision Center for Educational Excellence (https://decisioncenter.asu.edu/), powered by Helios Education Foundation, launched in 2018 to connect data across sectors and provide school administrators, policymakers and elected officials with the tools and information needed to address educational deficiencies in the state and increase student achievement. Joe O'Reilly, one of the state's leading experts on education research and data, directs the center. Three takeaways about the state's education system revealed through analysis of 2016 data include: (1) Poverty does not determine graduation rates, but it does impact academic achievement. (2) FAFSA completion is a leading indicator of college-going. And (3) There is a lack of rigorous courses available.

   - Perceptual data on the value of higher education available at
     - https://kresge.org/sites/default/files/Is-College-Worth-It-For-Me-Public-Agenda-2013.pdf
     - https://www.parenttoolkit.com/college-and-career/advice/4-year-college/guide-to-continuing-education-after-high-school-sorting-through-the-options
     - https://www.newamerica.org/in-depth/varying-degrees/perceived-value-public-colleges-and-universities/
   - Incentives (if low then need to change the mindset about the value of higher education)

5. Tuition Reimbursement – What organizations offer programs? Go after low hanging fruit.
   - City of Mesa tuition reimbursement policy and number of employees accessing tuition reimbursement program
   - Top 10 Mesa employers' tuition reimbursement policies

Rachel Yanoff suggests reviewing resources from the Lumina Foundation (https://www.luminafoundation.org/news-and-views/study-finds-investing-in-employee-education-results-in-cost-savings-for-major-healthcare-system?home=1) to help determine what actions the City might take to incentivize companies to do more.

6. Urgency
   - We know the rate is low.
   - Why addressing now?
   - Communicate what happens in the future if we don't address this issue now.

Rachel Yanoff noted that Joe O'Reilly can model this, but if we do nothing more, our attainment goes down. Our most educated group of people are 55+, and our least educated is 18-24, followed by K–12 students who have been plagued by a recession and teacher crisis.

# Mesa Achieves Higher Education Task Force

## June 18, 2019

College Promise Program Overview

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COMMUNITY COLLEGE
A MARICOPA COMMUNITY COLLEGE

# Overview of Promise Programs

## Overview, Structure and Opportunity

**Source: College Promise Campaign**

**www.collegepromise.org**

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# What is a Promise Program?

- A College Promise is a commitment to fund a college education for every eligible student, advancing on the path to earn a degree, a certificate, and/or credits that transfer to a four-year university, starting in America's community colleges.

- It's a promise to prepare students for the 21st Century workforce and the pursuit of the American Dream without the burden of unmanageable college debt.

- It's a promise to make the first two years of community college – at a minimum – as universal, free, and accessible as public high school has been in the 20th Century.

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www.collegepromise.org

# Why?

- Increase Access to a College Education by Removing Financial Barriers

- Increase College Attendance by Students Who May Not Otherwise Enroll (Aspirational)

- Increase Economic Mobility and Financial Stability

- Grow Economies

- Economic and Workforce Development Strategy

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# How Does It Work?

- Provides "scholarship" funds to cover the cost of a two year degree, certificate, or transfer program

- Types of Promise Programs:

  ➢ First Dollar:       Does not take into account additional funding

  ➢ Last Dollar:       Takes into account additional funding and closes the gap

  ➢ Last Dollar Plus:   Takes into account additional funding, closes the gap, and provides additional funding for specific purpose (books, transportation)

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5

# Who is Eligible to Participate?

- Geographic Area (For example, City of Mesa)
  - Recent High School Grads?
  - Adult Students No Age Restriction?
  - GED Graduates?
  - Homeschool?
  - Charter School?
  - Citizenship? DACA Students?
  - Financial Need? (FAFSA Requirement)

- Requirements
  - GPA
  - Course Load
  - Community Service
  - Special Programming/Workshops

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# What Costs Does It Cover?

- Direct Costs
  - Tuition and Fees
  - Books

- Other Costs
  - Transportation
  - Childcare

- Length of Time or Total Credit Hours
  - 1 Semester
  - 2 Years
  - 3 Years

- Special Programming and Performance Stipends

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# How is it Funded?

- Private Funding

- Donors and Foundations

- Public Funding

  ➢ State and Local

- Institutional Funding

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# How Much Does It Cost?

- It Depends?
- Design, Design, Design

- Examples:
  - Student A
  - Student B
  - Student C

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# Opportunity

- Create the "Mesa Promise"

- Design Program Parameters

- Develop Cost Projections Based on Design

- Create the Case for Support

- Develop a Fundraising Strategy (Public-Private)

**MESA COMMUNITY COLLEGE**
A MARICOPA COMMUNITY COLLEGE

# Questions

# Task Force Ground Rules

## 💬 Dialogue = Shared Action 🎬
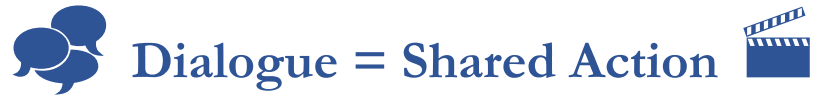
The essence of shared learning is dialogue.

⚡ This involves bringing your learning to the group.

⚡ This creates an environment where the group examines itself.

Ground rules or working agreements are guidelines that define how groups prefer to work together and what they expect from one another.

The following **GROUND RULES** aid the dialogue process:

➢ Participate fully

➢ Seek participation from everyone

➢ Listen to understand

➢ Share relevant information

➢ Allow time for ideas to germinate

➢ Explore and try out new ideas

➢ Build on others' ideas

➢ Raise issues and express feelings

➢ Invite and respect different opinions and beliefs

➢ Support decisions made in your absence

➢ Share responsibility for the meeting's effectiveness

➢ Have fun

➢ Celebrate accomplishments
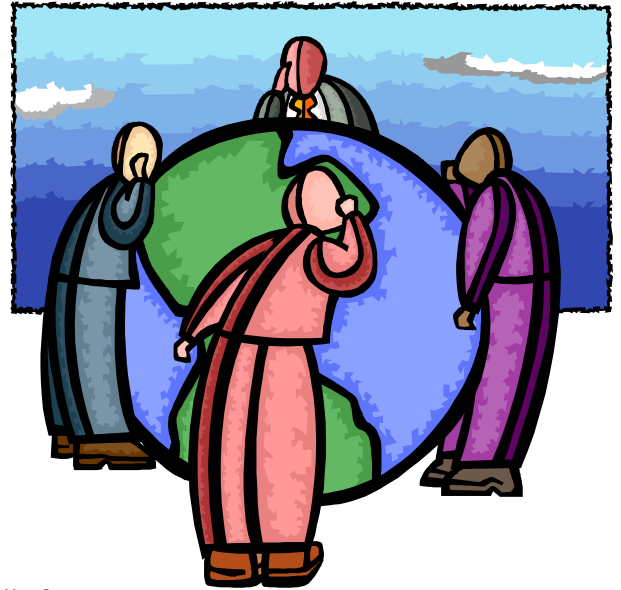
## Pillar 1: Early Childhood through High School

| ACHIEVE60AZ STRATEGIES | STATE ASSETS & INITIATIVES | LOCAL ASSETS & INITIATIVES | IMPLICATIONS |
|---|---|---|---|
| 1. Emphasize high school graduation and promote best practices for certificate, college, and career readiness. | | | |
| 2. Support students through a pathway to certificates, college, and career. | | | |

## Pillar 2: Postsecondary Access and Success

| ACHIEVE60AZ STRATEGIES | STATE ASSETS & INITIATIVES | LOCAL ASSETS & INITIATIVES | IMPLICATIONS |
|---|---|---|---|
| 3. Through policy and innovation, work collaboratively to address barriers to credential and degree completion. | | | |
| 4. Ensure pathways and options for beyond high school are available to all. | | | |
| 5. Champion strategies to make postsecondary educational options more affordable. | | | |

## Pillar 3: Workforce and Business Development

| ACHIEVE60AZ STRATEGIES | STATE ASSETS & INITIATIVES | LOCAL ASSETS & INITIATIVES | IMPLICATIONS |
|---|---|---|---|
| 6. Attract businesses to Arizona with well-educated and highly skilled workers and jobs. | | | |
| 7. Promote businesses with proven success in fostering certificate and degree completion among employees. | | | |
| 8. Develop and expand partnerships between industries and educational providers to align current and future workforce needs. | | | |

## Pillar 4: Systems and Structures

| ACHIEVE60AZ STRATEGIES | STATE ASSETS & INITIATIVES | LOCAL ASSETS & INITIATIVES | IMPLICATIONS |
|---|---|---|---|
| 9. Utilize metrics and data systems to support thoughtful partnerships and collaboration in pursuit of the 60% post high school attainment goal. | | | |
| 10. Increase public awareness of the options and value of pathways for education beyond high school. | | | |