



EDUCATION AND WORKFORCE DEVELOPMENT ROUNDTABLE MINUTES

November 9, 2021

The Education and Workforce Development Roundtable of the City of Mesa met in the Mesa City Plaza Building, 20 East Main Street, Suite 170, on November 9, 2021, at 1:32 p.m.

BOARDMEMBERS PRESENT

Councilmember Spilsbury,
Chairperson
Councilmember Heredia,
Vice Chairperson
Kevin Broeckling
David DiDomenico
Dr. Dawn Foley
Dr. Andi Furlis
Sally Harrison
Katie Lohec
Dr. Shane McCord
Rich Nickel
Dr. Joe O'Reilly
Jonathan Schmitt
Vince Yanez

BOARDMEMBERS ABSENT

Dr. Lori Berquam
Dr. Perry Berry
Toni Morales Broberg
Dr. Chad Wilson

COUNCIL PRESENT

None

STAFF PRESENT

Lisa Anderson
Valerie Bond
Lisa Cartwright-Harris
Natalie Lewis
Dee Ann Mickelsen
Melissa Randazzo
Erin Romaine
Amy Trethaway
Kelly Whittemore

1. Call meeting to order and welcome announcements from the Chair.

Chairperson Spilsbury called the meeting to order and introduced Executive Management Assistant Erin Romaine as the Roundtable coordinator.

2. Take action to approve the Roundtable Meeting Minutes from August 24, 2021, and September 27, 2021, meetings.

It was moved by Boardmember Yanez, seconded by Boardmember Schmitt, that the August 24, 2021, and September 27, 2021, Education Roundtable meeting minutes be approved.

Upon tabulation of votes, it showed:

AYES – Spilsbury-Heredia-Broeckling-DiDomenico-Foley-Fourlis-Harrison-Lohec-McCord-Nickel-O'Reilly-Schmitt-Yanez

NAYS – None

ABSENT – Berquam-Berry-Broberg-Wilson

Chairperson Spilsbury declared the motion carried unanimously by those present.

3. Hear a presentation from Roundtable Member Joe O'Reilly and discuss education demographics and statistics in Arizona.

Chairperson Spilsbury introduced Joe O'Reilly, Director of the Decision Center for Educational Excellence at Arizona State University, who displayed a PowerPoint presentation. **(See Attachment 1)**

Boardmember O'Reilly identified the high school outcome module that was created as a resource for communities to improve high school graduation and college rates. He remarked data was pulled from places such as the census and educational data to help identify community characteristics. He stated educators from rural communities came together and are using the module as a steppingstone to impact outcomes. (See Page 2 of Attachment 1)

Boardmember O'Reilly presented the map that shows the location of Mesa's high schools. He added the Board of Regents has not yet released college data for 2019. (See Page 3 of Attachment 1)

Boardmember O'Reilly discussed the graph showing the educational attainment of Mesa adults. He said approximately 50,000 are high school graduates and 23,000 have less than a high school education. He mentioned the ethnicity is over 60% white and 26% Hispanic with a large number of retirees. He noted that 36% of households are considered low income. (See Page 4 of Attachment 1)

Boardmember O'Reilly stated the Achieve60AZ goal is to have 60% of the population obtain a degree or certificate, and at this time only 35% have a college degree. He pointed out between 2010 to 2018 the increase was 4%; and while that is progress, that is not sufficient to meet the 60% goal. He spoke about the major industries and that many children do not see beyond the careers of their parents. (See Page 5 of Attachment 1)

Boardmember O'Reilly commented on how Mesa compares to other census tracts throughout the country regarding areas such as children under five in poverty, households that have moved in the last year or are using food stamps, adults without health insurance, or grandparents raising children. He mentioned these areas were chosen because research says these factors have proven impacts on children. He touched on research that says children with food insecurities act up more and do not learn as well. (See Page 6 of Attachment 1)

Boardmember O'Reilly explained there is a high correlation between poverty and going to college; the lower the poverty rate, the higher the college attendance rate. He indicated there is a lot of variation because there are schools, such as San Luis High School near Yuma, that has high college attendance rate and a high poverty level. He said Free Application for Federal Student Aid (FAFSA) completion is another indicator of college attendance. He reported about

40% of the students completing the FAFSA go on to college, which may sound sufficient, but the national average is approximately 70% of students nationwide go to college immediately after high school. He added Mesa's high school to college transition is much less overall than what is seen nationally. (See Page 7 of Attachment 1)

Boardmember O'Reilly pointed out the progress meter goals are 90% of students graduating on time in four years from high school and 70% going on to college and there are only two schools in the City of Mesa that are meeting those goals: ASU Preparatory and Mesa Basis. He clarified the numbers are from 2018; however, the pandemic has made things even worse with 10% to 20% fewer kids going on to college. He stated chronic absenteeism causes students to fall behind in credits and is a significant factor that affects high school graduation. (See Page 8 of Attachment 1)

Boardmember O'Reilly shared the statistics on the impact of increasing the college going rate from 46.3% to 66.3% for Mesa residents. He pointed out that \$368 million in lifetime earnings and \$120 million in increased state and local taxes is a substantial impact. (See Page 9 of Attachment 1)

Boardmember Nickel noted the fiscal impact is almost double because that same rate of increase in attainment equals a decrease in social services.

Boardmember DiDomenico added the stats on Mesa Basis and ASU Prep are not comparable to Mesa Public Schools (MPS) because MPS has additional areas to consider such as special education students.

Boardmember O'Reilly stated the information presented is to help start discussions and get the community involved.

In response to a question from Chairperson Spilsbury, Boardmember O'Reilly advised in 2018, 27.6% of Mesa residents had some college with no degree and 25.6% obtained only their high school diploma.

In response to additional questions from Chairperson Spilsbury, Boardmember Yanez advised the Decision Theater is an incredible tool and would assist in creating a richer discussion; however, the Roundtable would need to have a clear purpose and goal before employing that tool.

Boardmember O'Reilly suggested the three basic areas to work on are how to help more children graduate from high school, provide support in the transition from high school to college, and work on the 27.6% of individuals who currently have some college but no degree.

Chairperson Spilsbury requested Boardmembers reach out to Ms. Romaine if Boardmembers would like to explore the high school outcome module.

Chairperson Spilsbury thanked Boardmember O'Reilly for the presentation.

4. Hear updates from the Superintendents on the Roundtable and discuss:

- a. Percentage of High School Seniors on track to graduate in 2022.
- b. Teacher shortage.
- c. Staff struggles with student behaviors.
- d. Superintendent response to impacts of COVID.
- e. Other district related issues or successes you want to share with the Roundtable.

Boardmember McCord, Gilbert Public Schools (GPS) Superintendent, stated the number of seniors on track to graduate is difficult to monitor at this moment but estimated GPS is around 88% to 90% on track, and some of those students are in credit recovery programs. He remarked school counselors are trying to ensure students are on track to graduate. He acknowledged the teacher shortage and said he has had conversations with teachers, parents, and administrators about ways to alleviate teachers' stress. He remarked the uptick in student behaviors has led to teacher stress, and behavior specialists are assisting teachers with strategies to help students succeed. He added the fact is that students missed a lot of learning, are frustrated and overwhelmed. He said all GPS teachers were given an increase to their base pay as a way of saying thank you for hanging in there; an online tutoring program was purchased, which has a 24-hour hotline, to help students make up areas of deficiency; and instructional coaches have been hired at some campuses to help keep students stay on track.

Boardmember Foley, Higley Unified School District (HUSD) Superintendent, said Higley has 980 seniors, with 156 in jeopardy of not graduating. She mentioned HUSD has an online academy option for students with credit issues. She agreed there is a teacher shortage, adding teachers are more stressed than ever and are choosing to leave the profession. She noted one reason is the difficulty in hiring support staff and paraprofessionals, and the teacher support system is a work in progress as the district tries to put proactive measures in place. She concurred that social and emotionally behavior needs have increased, especially in the youngest population. She advised HUSD added four additional counselors utilizing the one-time funding, as well as looking for more support resources.

In response to a question from Councilmember Spilsbury, Boardmember McCord reported GPS has a little over 2,000 seniors.

Boardmember Fournalis, Mesa Public Schools (MPS) Superintendent, shared that Mesa has approximately 4,167 seniors, of which 74% are on track to graduate. She mentioned MPS offers a virtual campus as an option to in-person classes and 1,200 students are currently enrolled. She stated principals are working in teams to identify systems to get caught up. She discussed the impacts of Covid on students who will be going into high school whose last normal school year was in sixth grade and talked about the concern that those students will not be ready for high school. She identified the labor shortage across all groups and how districts now must be creative about competition and retention bonuses. She remarked MPS is looking at staffing struggles and creating new partnerships. She explained that children are looking for a sense of belonging and high levels of engagement. She said school districts are a people industry and it takes a lot of people to support children, adding districts must think broadly around what volunteerism looks like and ways to solve problems that contribute to stressors of staff.

Boardmember Fournalis summarized that Covid has taught MPS educators to be more flexible and showed how innovative teachers can be. She stated kids are telling educators what is being measured is not what is most important to them, and districts are going to lose kids if they continue to measure the same things.

Boardmember DiDomenico stated the question needs to be reworded from how to get more teachers to how to retain current teachers. He said retaining teachers is done by having more professional development and providing more mitigation strategies, so teachers are not spending their classroom time in front of the computer. He said a teacher's job is to be in front of the kids to build a relationship and connection with the kids. He discussed the shortage of coaches and decrease in sponsorships for clubs. He said sports provide a sense of belonging and when students feel that attachment, they feel accountability, and they want to do better in school.

Chairperson Spilsbury commented on the Mesa High School wrestling program and how the teacher and coach of 27 years retired because teaching and coaching became too much. She said the community needs to get involved in the solutions.

Chairperson Spilsbury thanked the Superintendents for the presentations.

5. Hear a presentation from Diversity, Equity, and Inclusion (DEI) staff experts, discuss and take action on a proposed DEI statement as part of the Roundtable's purpose and mission statement.
 - a. Discuss and provide direction on potential "DEI Institute" at Mesa Community College.

Chairperson Spilsbury introduced City of Mesa Diversity and Special Projects Manager Andrea Alicoate and Nicole Collins, Mesa Community College (MCC) Diversity Officer, who displayed a PowerPoint presentation. **(See Attachment 2)**

Ms. Alicoate reminded the Roundtable at the last meeting there was a request to define Diversity, Equity, and Inclusion (DEI) to move forward. She stated similar DEI statements were reviewed from the City of Mesa, MCC, MPS, and Education Forward Arizona to come up with the focus area. (See Page 2 of Attachment 2)

Ms. Alicoate continued by saying the Roundtable's purpose statement identifies the focus areas and adding the additional bullet will solidify the DEI and adds to what the group is working to achieve. (See Page 3 of Attachment 2)

It was moved by Boardmember Nickel, seconded by Boardmember Schmitt, to include the additional language to the Roundtable purpose statement. (See Page 4 of Attachment 2)

Upon tabulation of votes, it showed:

AYES – Spilsbury-Heredia-Broeckling-DiDomenico-Foley-Fournalis-Harrison-Lohec-McCord-Nickel-O'Reilly-Schmitt-Yanez
NAYS – None

ABSENT – Berquam-Berry-Broberg-Wilson

Chairperson Spilsbury declared the motion carried unanimously by those present.

Ms. Collins continued by highlighting the three-prong approach to creating DEI. She mentioned with Covid, the study abroad programs were cancelled, which is where students were able to receive multi-cultural opportunities. She said shifting to study broadly and making connections right here within our community to build more cultural competence through service-learning projects and community engagement provides an opportunity to build something meaningful.

Ms. Collins spoke about DEI certifications and ways to make the training more affordable to advance individuals wanting to become certified. She added professional development opportunities are a great way to develop the workforce. She mentioned using a community forum to have inclusivity conversations, which are most effective when individuals feel safe, will result in feelings of being heard. She said the intersectional platform is a way to come together in a safe environment to have challenging conversations and get some productive dialogues going. (See Page 5 of Attachment 2)

Ms. Alicoate stated working singularly on the initiative would take more time, but with the strength of the people in this room addressing the industry gap and helping build the programing into the institute will allow accessibility to the tools to work and navigate. She remarked this will be a multi-agency approach that will touch on different focus areas. She suggested, if the Roundtable is supportive, that she and Ms. Collins would take the certification portion to build it out as the most primary need and will bring the discussion back for further direction.

In response to a question from Ms. Lohec regarding who the intended audience would be, Ms. Alicoate indicated the certification piece will be a tiered level with the first two tiers being open to high school and up, which would be facilitated through MCC.

Ms. Collins added the certification can be a pathway to getting people accustomed to college.

In response to a question posed by Mr. Broeckling asking whether the certification will be standardized, Ms. Alicoate explained staff will be doing a deep dive on avenues of credentialing, as well as the most appropriate pathways to approach DEI.

Responding to a question from Vice Chairman Heredia, Ms. Alicoate reported DEI certifications are six- to eight-week programs costing in the range of \$3,000 to \$5,000. She added there are university institutions offering the certifications; however, staff has not found programs with the level of quality of programing without the higher price point.

At 2:36 p.m., Chairperson Spilsbury excused Boardmember Furlis from the remainder of the meeting.

In response to a question from Boardmember Broeckling, Ms. Alicoate informed the Boardmembers that the DEI Institute will be a function hosted by MCC executing the program side. She indicated in order to get the program off the ground, staff is seeking feedback and collaboration from the Roundtable to help shape the program.

Chairperson Spilsbury provided direction to proceed with the proposed concept and thanked staff for the presentation.

6. Hear an update about and discuss the purpose and the function of each of the Strategic Focus Areas and the schedule for the finalized upcoming meetings regarding the Strategic Focus Areas.

a. Hear an update about the meetings and progress of the Strategic Focus Areas.

- Early Childhood through High School
- Post-Secondary Success
- Data and Fundraising

Executive Management Assistant Erin Romaine displayed a PowerPoint presentation discussing the four strategic focus areas. **(See Attachment 3)**

Ms. Romaine noted Strategic Focus area meetings will be held on Wednesdays each month and the discussions will be reported to the Roundtable at the next meeting. She shared the 2021/2022 meeting schedule. She invited the Boardmembers to attend any of the focus area meetings if interested. (See Page 3 of Attachment 3)

Deputy City Attorney Kelly Whittemore suggested letting Ms. Romaine know if any of the Boardmembers will be attending in case there is a quorum at the meetings, which could affect the Opening Meeting Law (OML) requirements.

Education and Workforce Director Amy Trethaway discussed the Roundtable report for early childhood through high school and post-secondary success. **(See Attachment 4)**

Ms. Trethaway stated the group will be two separate focus teams, one for early childhood learning and the other for high school and will meet as a large strategic focus area and then work on individual assignments. She said the decision was made to stick with the Arizona Progress Meter with the former goals that were in place and as the team moves forward, look at the available data and identify the focus areas. (See Page 1 of Attachment 4)

Ms. Trethaway explained post-secondary success involves multi-representation from the City, non-profit partners, and the Roundtable. She remarked the group will need to redefine what post-secondary success looks like post-pandemic because there has been a shift across the education continuum and there is not a clear understanding among all groups of what the social and emotional needs are of students after the pandemic. (See Page 2 of Attachment 4)

Ms. Trethaway commented that the data team for each strategic focus area has a member from each partner organization and will discuss the current data structure and how data is shared. She noted the current challenges in terms of sharing and tracking students after high school. She advised collaboration as a team will help influence the need for community colleges and universities to adopt and integrate the same ID number into the data system so when the student transitions into college they will be tracked under the same ID. She elaborated the data team wants a clear understanding on how the Roundtable would like the data measured and what the goals are in relationship to the data.

Chairperson Spilsbury stated the Roundtable concurs with the direction that the strategic focus areas will conduct separate meetings and report back to the Roundtable.

7. Hear a presentation on and discuss the Roundtable SharePoint site.

Ms. Romaine shared with the Boardmembers a SharePoint site has been created for sharing and collecting data and will grant permission to the Boardmembers by the end of the week. She provided direction on the site.

At 2:50 p.m., Chairperson Spilsbury excused Boardmember Broeckling from the remainder of the meeting.

8. Review direction, next steps and the next meetings scheduled.

Chairperson Spilsbury stated she looks forward to the DEI update. She reminded the Boardmembers the next meeting will be Wednesday, February 9, 2022, from 1:30 to 3:00 p.m.

9. Call to the public.

Rena Montoya, a Gilbert resident, addressed the Roundtable by saying she supports the DEI Institute. She asked about the curriculum perspective considering Mesa's social multiplicity within the community and inquired how the Roundtable will ensure support and collaboration with other nonprofits that might have other modules in professional development because MCC does not have the current infrastructure.

Chairperson Spilsbury said she appreciates the participation.

10. Adjournment.

Without objection, the Education and Workforce Development Roundtable meeting adjourned at 2:54 p.m.

I hereby certify that the foregoing minutes are a true and correct copy of the minutes of the Education and Workforce Development Roundtable meeting of the City of Mesa, Arizona, held on the 9th day of November 2021. I further certify that the meeting was duly called and held and that a quorum was present.

DEE ANN MICKELSEN, CITY CLERK



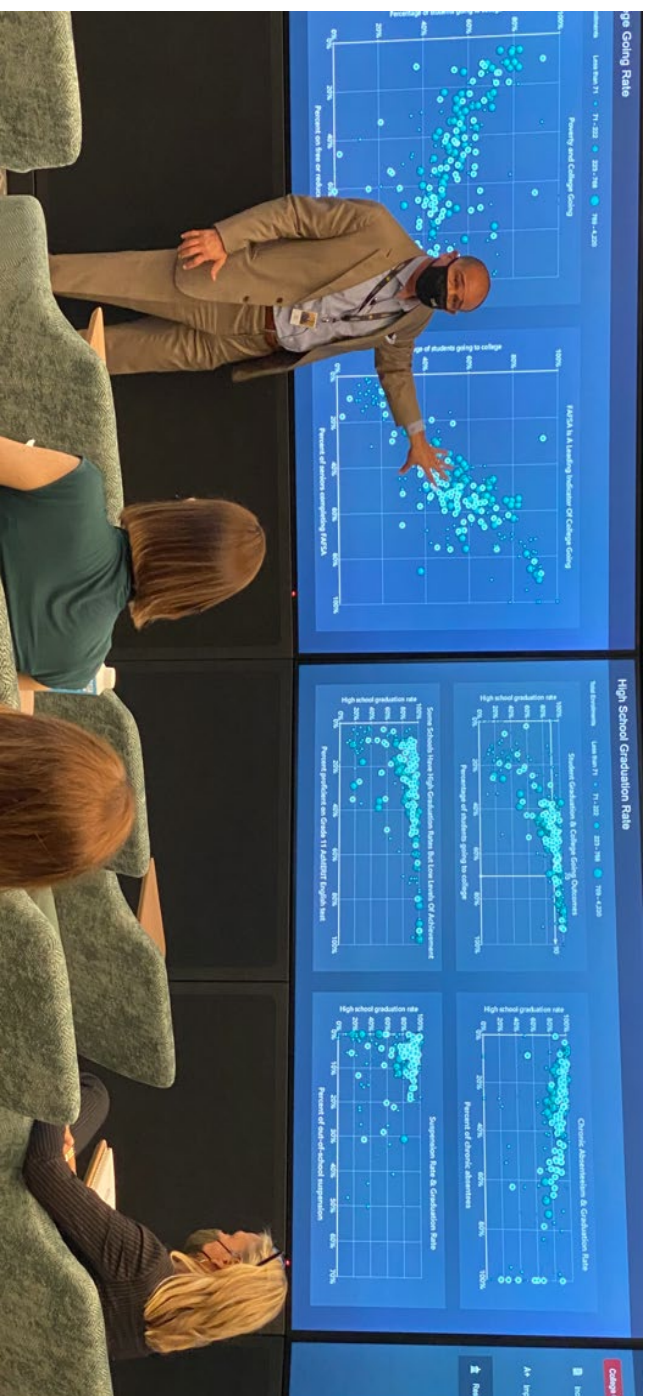
ASU • Helios
Decision Center for
Educational Excellence

Background Information About Mesa

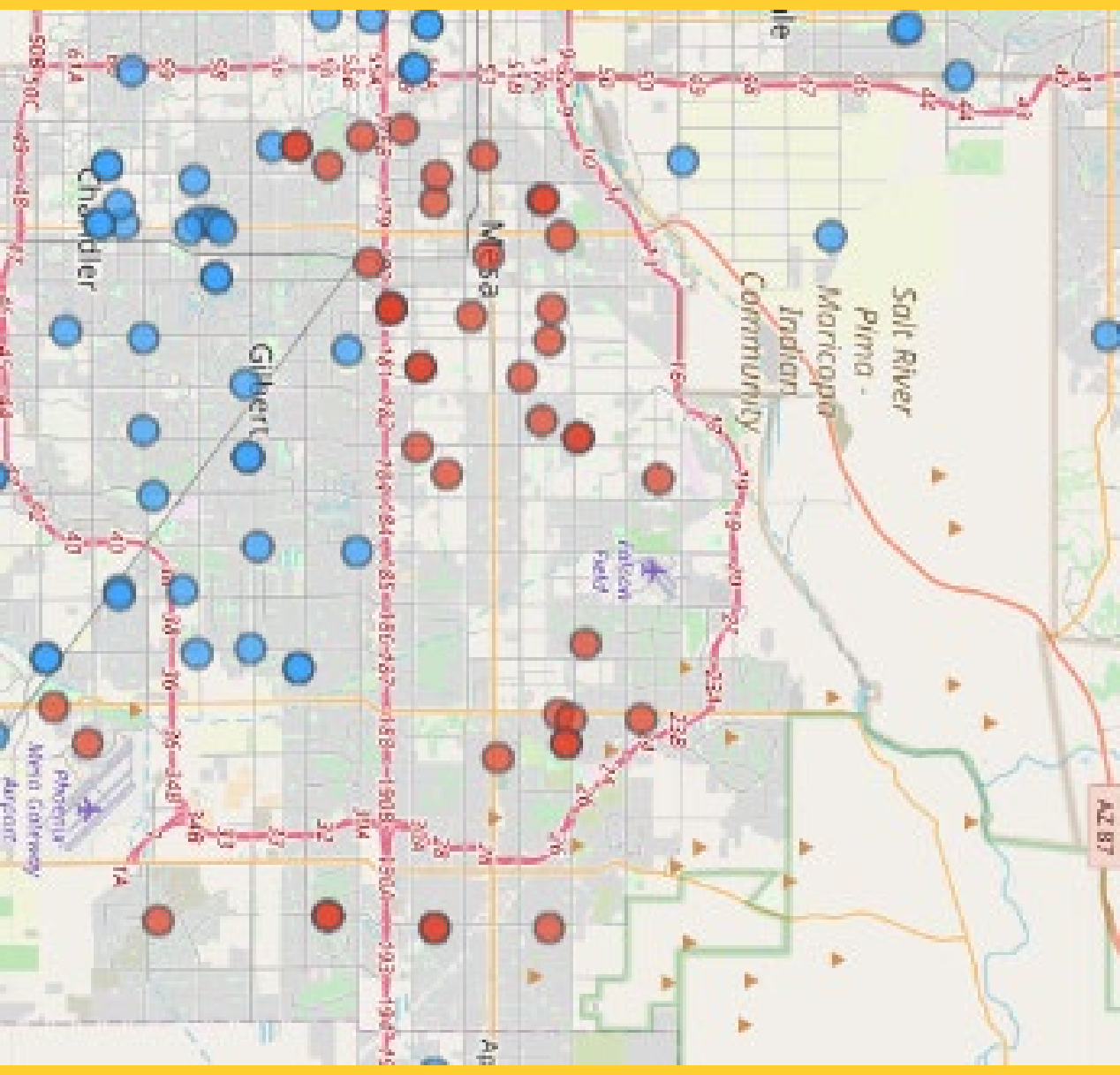
JOE O'REILLY
ASU HELIOS DECISION CENTER FOR EDUCATIONAL EXCELLENCE

High School Outcome Module

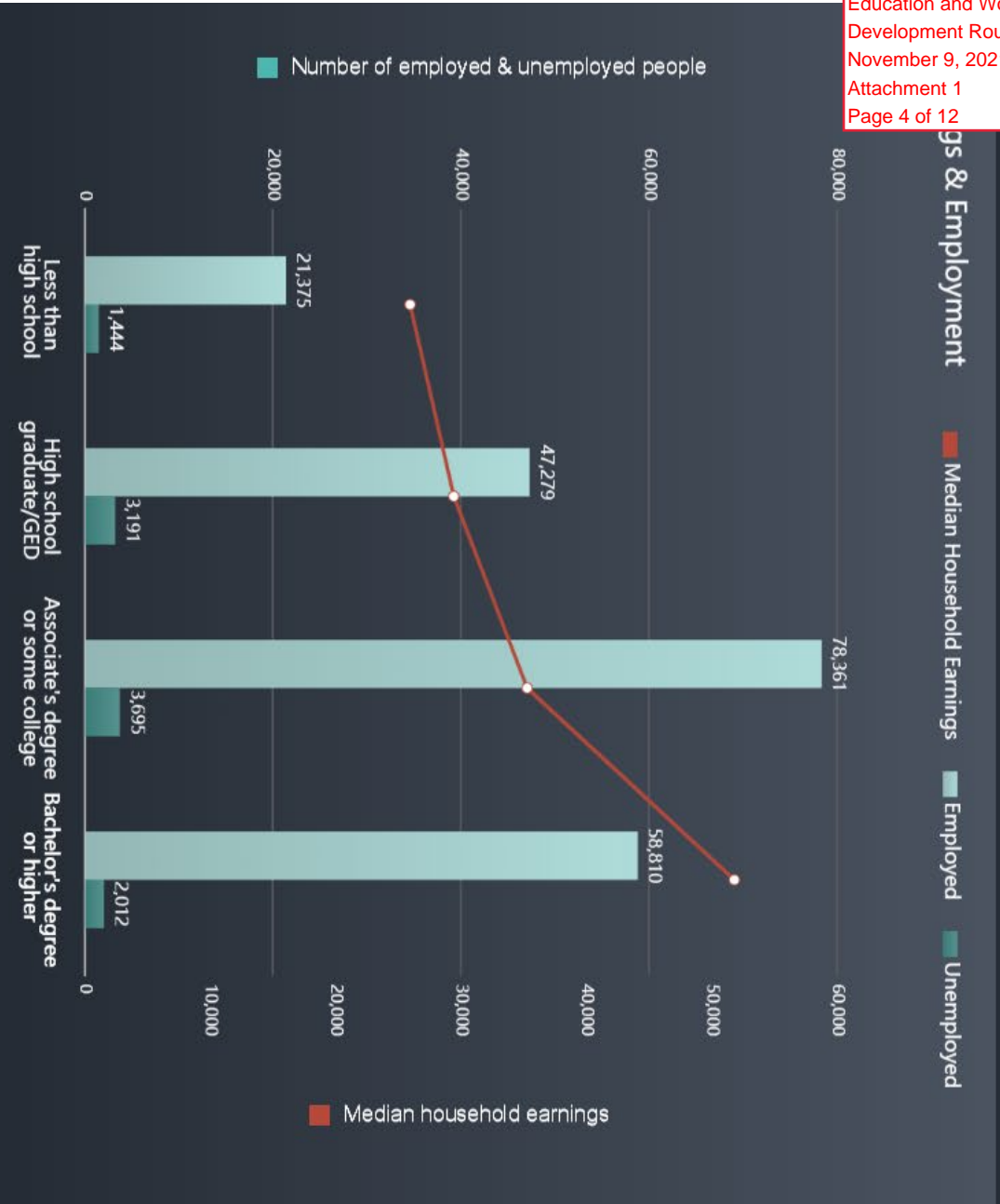
- A resource to facilitate conversations about high school graduation and college going.
- It shows community characteristics, factors that impact school outcomes, graduation and college going, and then goal setting for improvement.



Mesa & Its High Schools



Community Demographics & Earnings



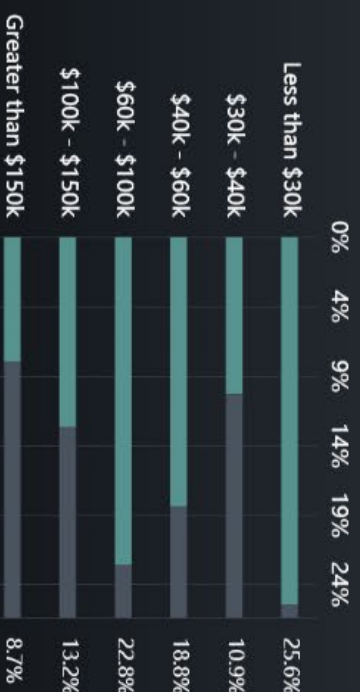
26,482 / 380,402

Number of High School Students in Selected Schools / Number of High School Students

Ethnicity in Selected Area

White	62.7%	Hispanic	26.0%	Asian / Hawaiian	2.3%
African American	3.6%	Native American	2.2%	Multiracial	3.2%

Household Income

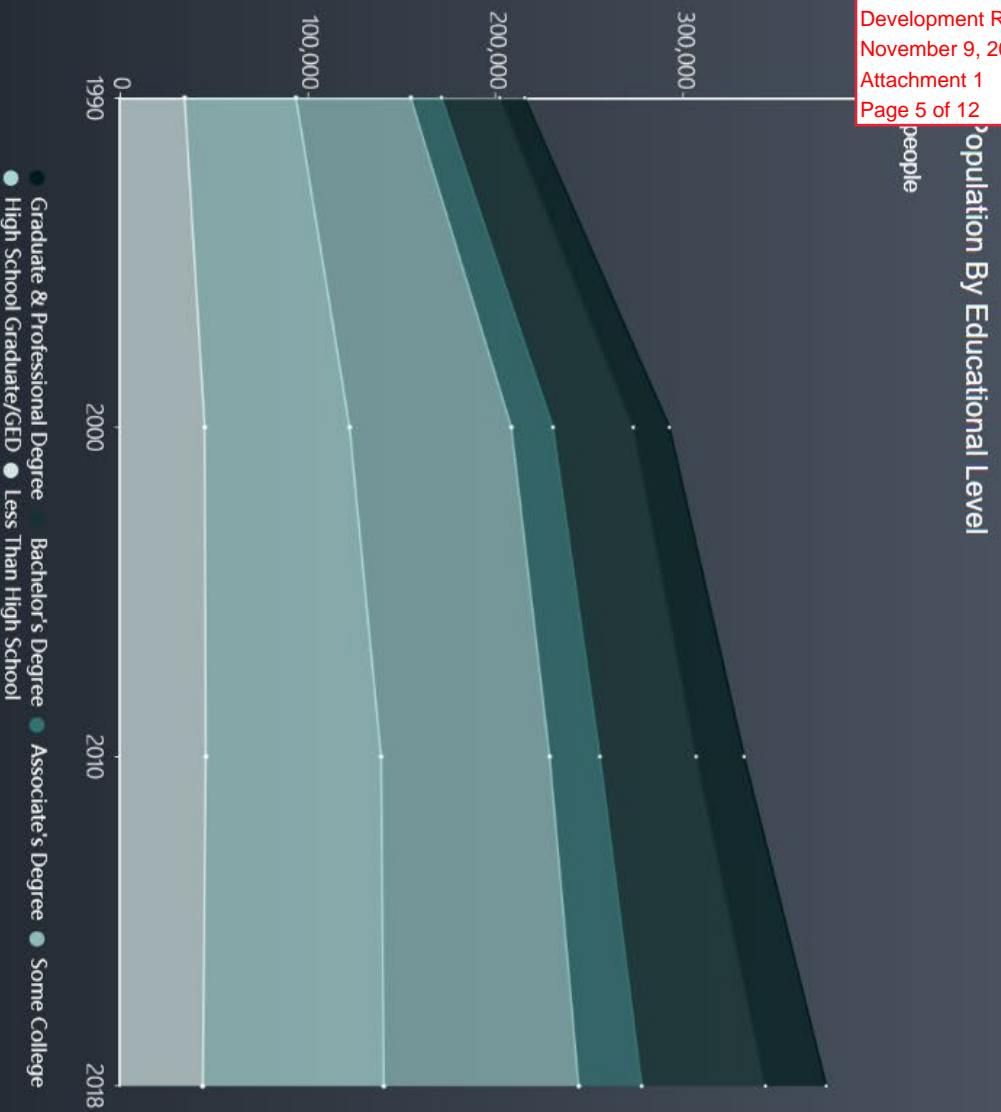


Mesa is a well educated community, but 70,000 adults have a HS degree or less.

More than 6 in 10 adults are white, but the Mesa School District is more non-white than white.

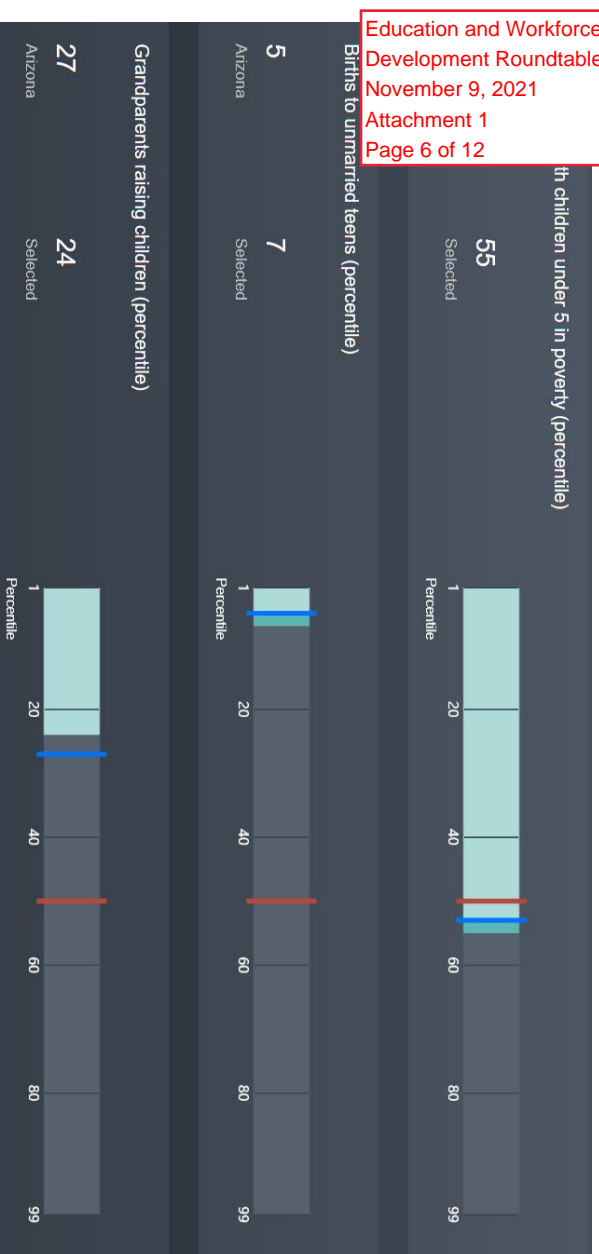
Households are about 36% low income (LT \$40K), 42% middle class (\$40-100K) and 22% upper income.

Equality Educational Attainment

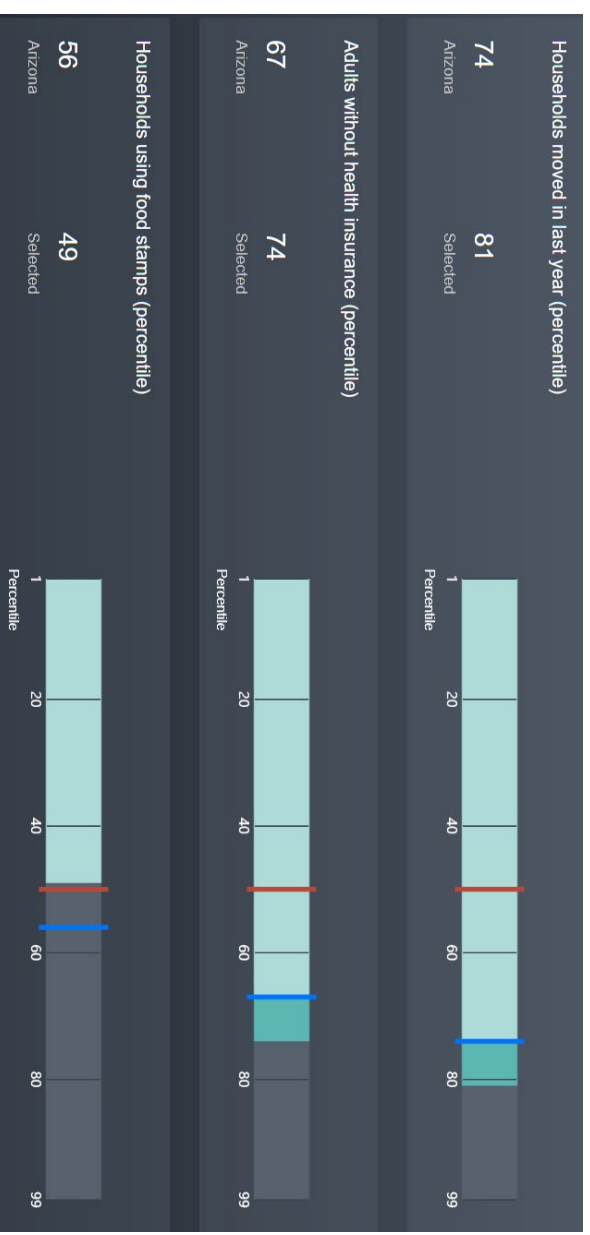


The state's goal is 60% have a degree or certificate, 35% of Mesa adults have a degree.

Since 1990, adults with degrees is up 7%, less than high school is -4%, HS only -2%, some college -1%. Major industries are a mix of high paying, middle class and low paying industries.



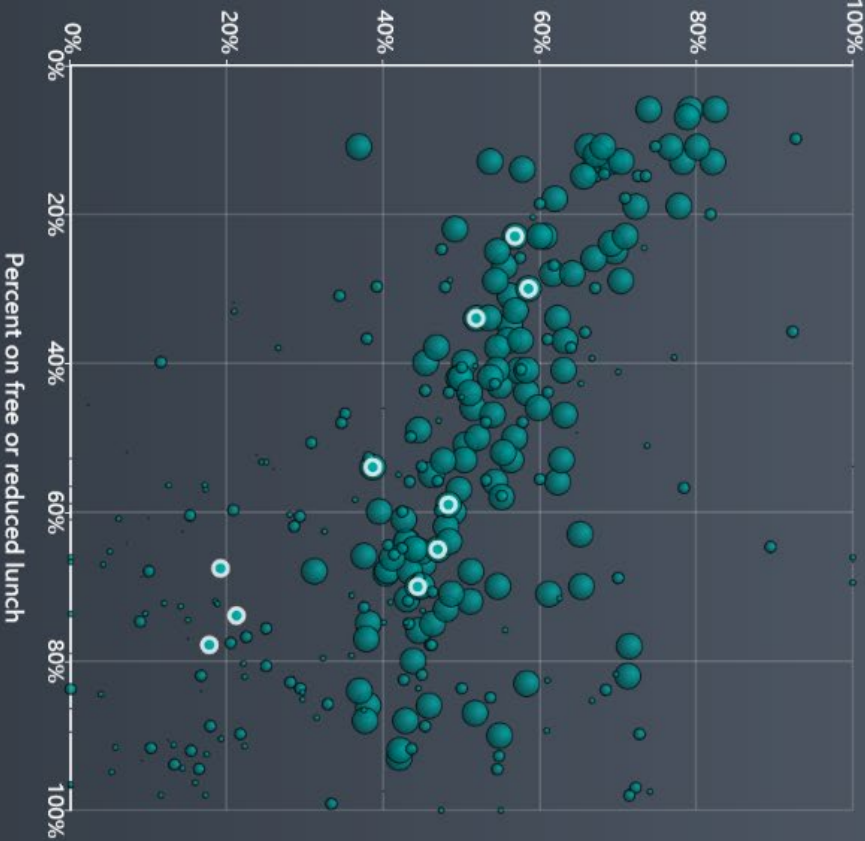
- The shaded area is Mesa.
- The graph represents how Mesa compares to all other census tracts in the country.
- The lower the number, the more positive the indicator is.
- The blue vertical line is the AZ average, red is the US average.



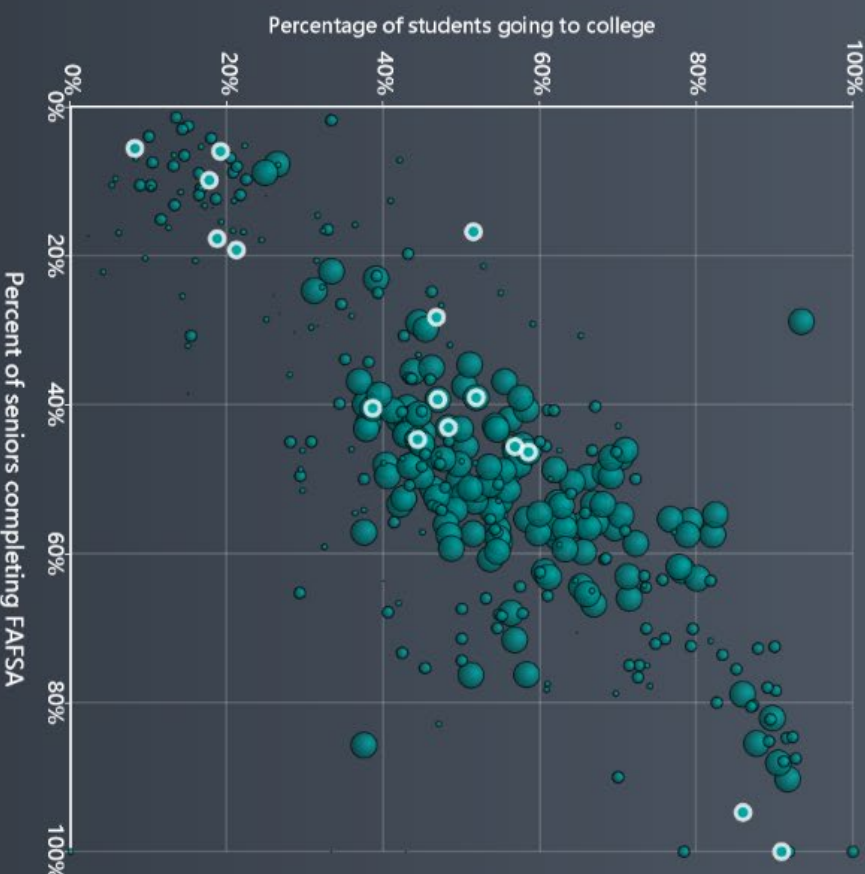
Mesa has more children under 5 in poverty than the US or AZ average, but it is not far above average. Mesa has many more households moving than typical census tracts. Mesa has more adults without health insurance than the state or nation.

Poverty and College Going

● less than 71
● 71 - 222
● 223 - 768
● 769 - 4,220



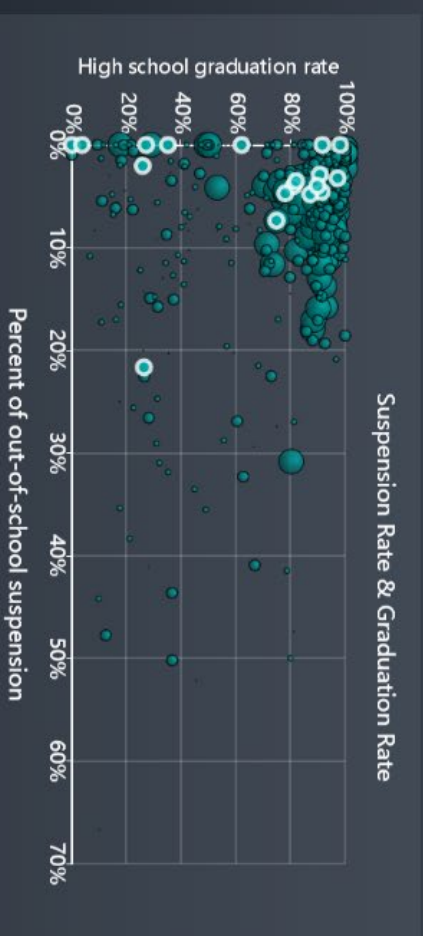
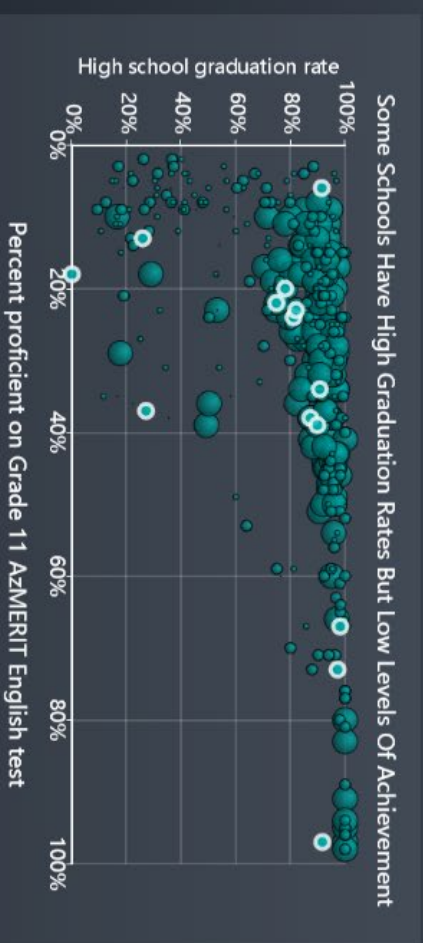
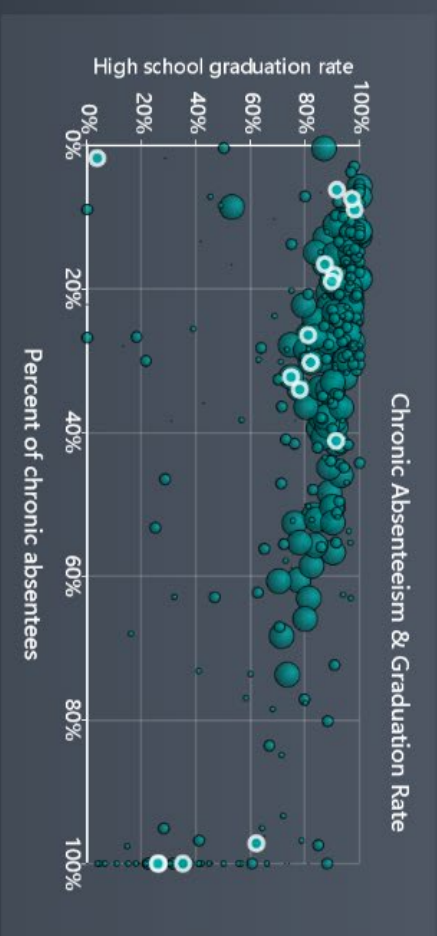
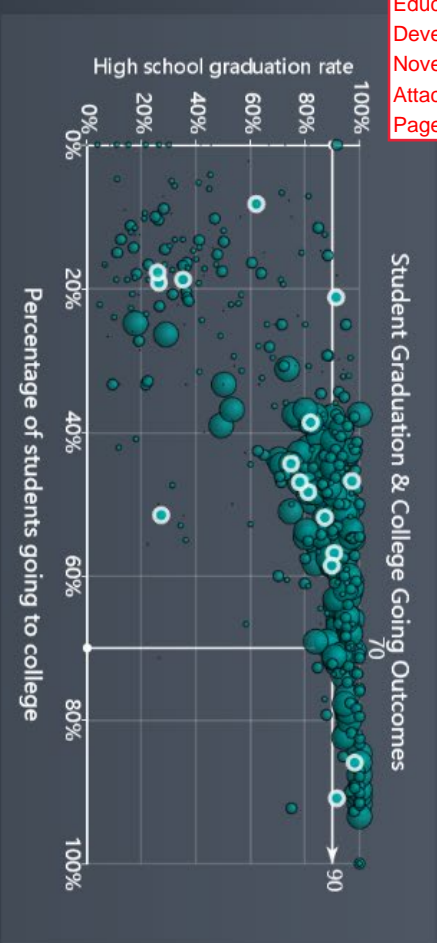
FAFSA Is A Leading Indicator Of College Going



Pre-pandemic 2018
data, districts have more
recent data, but it is not
public yet.

There is a relationship between poverty and college going, but there are high performing schools. Many schools FAFSA completion rate was lower than the college going rate, but 100% at Basis had a FAFSA.

School Graduation Rate



Two schools meet the goals of 90% graduate on time and 70% go to college (ASU Prep, Basis). A couple of others meet the 90% grad goal, but most are still working toward these goals. Chronic absenteeism (15+ days absent) is an issue for many schools.

Increase FAFSA Completion

As Arizona schools increase their completion rate by 10% points, we see an increase in college going of 2% points.

In a national study of over 14,000 students, 90% of FAFSA completers enrolled in college, but only 55% of non-completers enrolled in college

Ways to increase FAFSA completion include increasing awareness and knowledge about FAFSA, have FAFSA completion events, and provide individual support to students and/or parents. However, the FAFSA is important because it is an indicator of a post-secondary focused school culture, not that a form was completed.

These strategies, as well as other local efforts, can be used together. Implementing one or more of these strategies and other efforts, how much do you think you can improve college going rates over 4 years?

Overall



How many more students in the selected schools would enroll in college or post-secondary education of some type

1,167

Increase in Lifetime Earnings for selected school/area

\$368,279,993

Increase in funding for state/local governments

\$120,935,802

Current college going rate in the state

49.3%

Current college going rate for the selected schools

46.3%

Projected college going rate for the selected schools

66.3%

**This shows what would happen if we increased college going by 20%.
If we hit the 70% target, those 1,401 more students would make \$441 million more in lifetime earnings
and the government would collect 145 million more to invest in our communities.**

District	Subgroup	Percent Graduated in 4 Years
Gilbert Unified District	All	91.20
Higley Unified School District	All	96.6
Mesa Unified District	All	78.6
Queen Creek Unified District	All	94.8
J O Combs Unified School District	All	86.4
Gilbert Unified District	Hispanic or Latino	87.2
Higley Unified School District	Hispanic or Latino	97.5
Mesa Unified District	Hispanic or Latino	73.4
Queen Creek Unified District	Hispanic or Latino	90.2
J O Combs Unified School District	Hispanic or Latino	80.9
Gilbert Unified District	White	92.7
Higley Unified School District	White	96.6
Mesa Unified District	White	85
Queen Creek Unified District	White	96.4
J O Combs Unified School District	White	90.3

Latest Outcome Data

High School Graduation Rates: 2020;
 All seniors, Hispanic seniors, White seniors

College Going: 2019 and 2020 not yet released by the Board of Regents

Sources

- US Census 2018 American Community Survey
- EPA data for 2018
- 2018 college going data from ABOR
- 2018 graduation and poverty data from ADE
- 2018 suspension and absence rates from Civil Rights Data Collection 2017-18
- FAFSA completion from USDOE
- Income and tax generation estimates based on Arizona data in 2016, study produced for the College Access Network

Contact info

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• 602.320.6087

Education and Workforce Development Roundtable Meeting: DEI Values Update

November 9, 2021

Diversity, Equity & Inclusion (DEI) Roundtable Value Statement

- ▶ Request from last meeting to develop a defined DEI value statement for the Education & Workforce Development Roundtable
- ▶ Drafted based on similar DEI statements from: City of Mesa, Mesa Community College, Mesa Public Schools, Education Forward Arizona
- ▶ Proposing addition to Roundtable purpose statement, then as Strategic Focus Areas identify efforts additional statements can be defined and added

DEI Roundtable Value Statement

Government » Advisory Boards & Committees »

Education and Workforce Development Roundtable

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Quarterly or as needed

Agendas & Minutes

The purpose and mission of the Education and Workforce Development Roundtable is to serve as a centralized body reporting to the City Council which will streamline and coordinate efforts to advance Mesa's education and workforce development goals, including but not limited to:

- Increasing and maintaining enrollment in education programs, including in early childhood, vocational, trade, and postsecondary education programs.
- Improving completion rates of education, vocational, and trade programs.
- Achieving higher educational attainment, including increased attainment of professional certifications and licenses and postsecondary degrees.
- Expanding job opportunities.
- Building successful careers, a competitive workforce, and a strong local economy.

Proposed addition to Roundtable purpose statement:

- Providing equitable access to work and learning opportunities, resources, and support so that all can participate, prosper, and thrive in Mesa's vibrant community and workforce.

Action requested:

Adding to purpose and mission statement:

- ▶ Providing equitable access to work and learning opportunities, resources, and support so that all can participate, prosper, and thrive in Mesa's vibrant community and workforce.

Initiative Proposal:

DEI INSTITUTE

Study Broadly (Diversity)

- Cultural competence developed through service-learning experiences within our own community
- Community engagement experience through partnerships
- Enhance community relationships

DEI Certifications (Equity)

- Affordable and accessible certifications in DEI curriculum
- Tiered options
 - Fundamentals Badge
 - Intermediate Certification
 - Advanced Certification - Practitioner

Community DEI Forum (Inclusion)

- Intersectional platform that brings the community together with elected officials, civic leaders, educators and students to facilitate safe conversations
- Create positive and productive dialogues around DEI topics

Initiative Proposal: DEI INSTITUTE

- ▶ If supported to meet goals of the Roundtable, staff to build out ‘DEI Certification’ concept and program details to bring back for further consideration and direction
- ▶ Industry gap, community need: opportunity for Mesa to be leaders in DEI
- ▶ Will promote and provide multi-agency collaboration (City, Schools, Businesses, etc.)
- ▶ Directly impacts Mesa’s workforce with further education and experience, including ability to educate our own workforces
- ▶ Located at Mesa Community College

Questions, Discussion and Direction

Andrea Alicoate

Diversity & Special Projects Manager, City of Mesa

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Nicole Collins

College Diversity Officer, Mesa Community College

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Strategic Focus Areas

Early Learning
through High
School



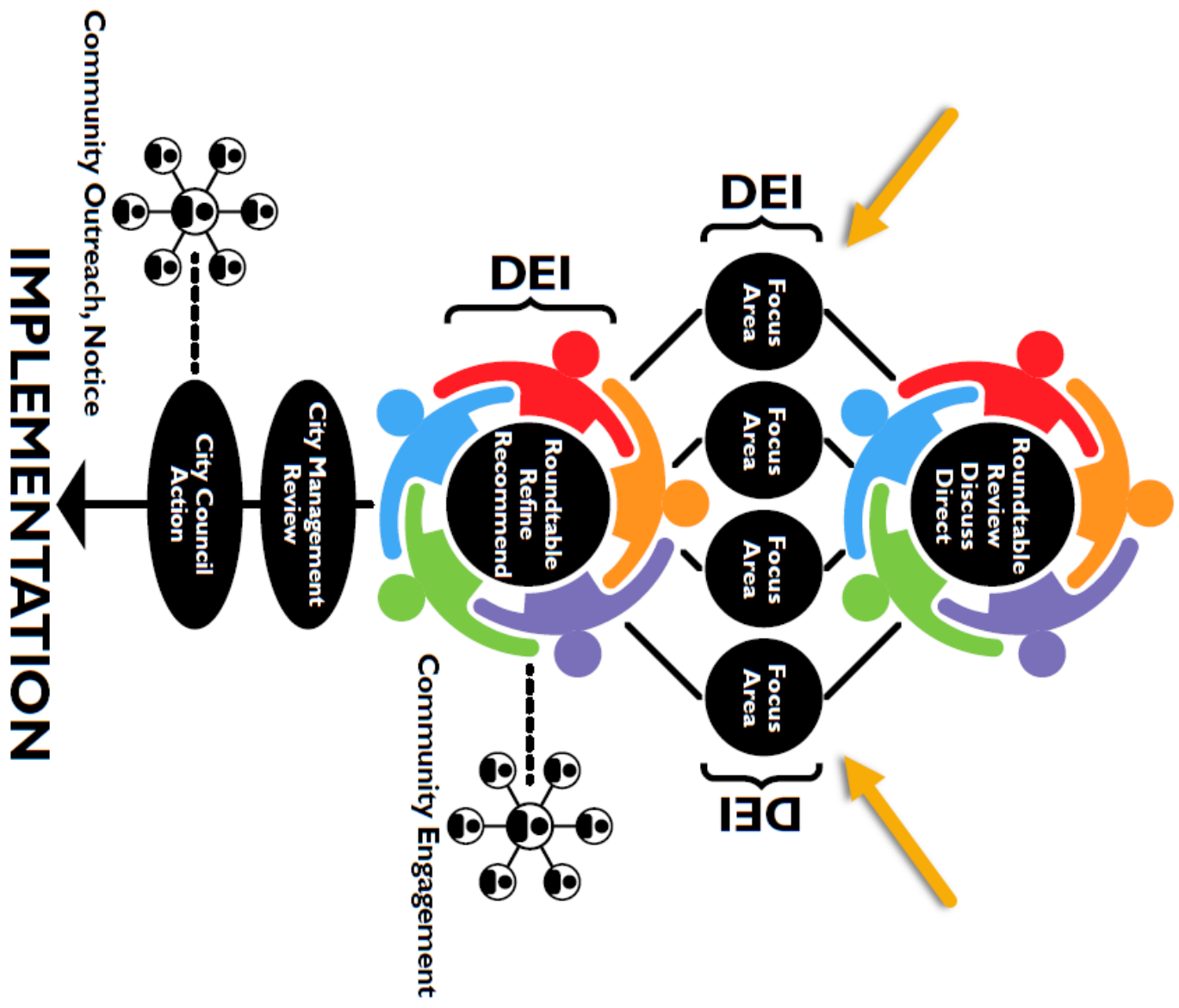
Post-Secondary
Success



Workforce
Development

Data and
Fundraising





Meetings Schedule 2021/2022

Strategic Focus Area:	Oct/ Nov	Roundtable Meeting November 9, 2021			Dec	Jan	Roundtable Meeting February 9, 2022			Feb	Mar	Apr	Roundtable Meeting May 18, 2022			May	June	July	Roundtable Meeting August 17, 2022			Aug	Sept	Oct	Roundtable Meeting November 16, 2022		
Early Childhood through High School	10/20		12/1	1/5		2/2	3/9	4/6		5/4	6/1	7/6		8/3	9/7	10/5											
Post-Secondary Success	10/20		12/8	1/12		2/16	3/16	4/13		5/11	6/8	7/13		8/10	9/14	10/12											
Workforce Development	N/A		12/15	1/19		2/23	3/23	4/20		5/25	6/15	7/20		8/24	9/21	10/19											
Data and Fundraising	11/8		12/22	1/26		3/2	3/30	4/27		6/1	6/29	7/27		8/31	9/28	10/26											

- Roundtable Meetings are in person
- Strategic Focus Area meetings are virtual



**Mesa Education and Workforce Development
ROUNDTABLE REPORT
Early Childhood through High School
Meeting Date: October 20, 2021**

Lead/Presenter:

Amy Trethaway, City of Mesa - Presenter

Summary of Work Underway:

- A. The membership in this Strategic Focus Area will split into two focused work teams:
 - 1. Early Childhood Learning
 - 2. High School
- B. The *Arizona Education Progress Meter* metrics will serve as a baseline and guide for the member's work.

Questions for the Roundtable:



**Mesa Education and Workforce Development
ROUNDTABLE REPORT
Post-Secondary Success
Meeting Date: October 20, 2021**

Lead/Presenter:

Amy Trethaway, City of Mesa - Presenter

Summary of Work Underway:

A. The membership established a purpose and goal.

1. Goals:

- a. 60% of our residents ages 18 and over will have a degree or credential by 2030.
- b. Work to increase our FAFSA completion in Mesa to 52% (Governor's goal)
- c. Redefine our post-secondary student profile and the definition of college.

Questions for the Roundtable: