

# EDUCATION AND WORKFORCE DEVELOPMENT ROUNDTABLE MINUTES

December 6, 2023

The Education and Workforce Development Roundtable of the City of Mesa met in The Studios at Mesa City Center, 59 E. 1st St., on December 6, 2023, at 1:30 p.m.

BOARDMEMBERS PRESENT	BOARDMEMBERS ABSENT	STAFF PRESENT
Councilmember Spilsbury, Chair	Dr. Shane McCord	Lisa Cartwright-Harris
Councilmember Heredia, Vice Chair	Dr. Joe O'Reilly	Natalie Lewis
Amber Border (Designee for Dr. Perry Berry)	Vince Yanez	Lauren Lowe
Candice Copple	COUNCIL PRESENT	Holly Moseley
Dr. Andi Fourlis		Erin Romaine
Dr. Joe Foy	None	Bryan Smith
Sally Harrison		Sarah Tolar
Sherry Richards		
Jenny Jackson Robinson		
Dr. Tammy Robinson		
Kelsey Rowe (Designee for Dr. Chad Wilson)		
Dr. Terry Leyba Ruiz (Designee for Rich Nickel)		
Kristen Sorensen		
David Williams		

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

Chairperson Spilsbury called the meeting to order. She introduced new Boardmembers Dr. Joe Foy, President Benedictine University; and Kristin Sorensen, Boeing Senior Community and Government Specialist. She welcomed Kelsey Rowe, Amber Border, and Dr. Terry Leyba Ruiz as designees.

Dr. Andi Fourlis introduced her guest Elaine LaFontsee, Instructional Coach at Mendoza Elementary School.

Chairperson Spilsbury announced that the schedule of future meetings would be March 6, June 5, September 4, and December 4, 2024. All meetings will be held at The Studios @ Mesa City Center.

2. Take action to approve the Roundtable Meeting Minutes from September 6, 2023.

It was moved by Boardmember Jackson Robinson, seconded by Boardmember Williams, that the September 6, 2023, Education and Workforce Development Roundtable meeting minutes be approved.

Upon tabulation of votes, it showed:

AYES – Spilsbury–Heredia–Border–Copple–Fourlis–Foy–Harrison–Richards–Robinson–  
Robinson–Rowe–Ruiz–Sorensen–Williams

NAYS – None

ABSENT– McCord–O’Reilly–Yanez

Chairperson Spilsbury declared the motion carried unanimously by those present.

3. Update from City, Governor’s Office and Mesa Public Schools Staff on Governor’s Educator Retention Task Force.

Education and Workforce Administrator Sarah Tolar introduced Justin Wing, Mesa Public Schools Assistant Superintendent of Human Resources, and displayed a PowerPoint presentation. **(See Attachment 1)**

Ms. Tolar explained that the Governor’s Educator Retention Task Force (the Task Force) was established in February 2023 when Governor Hobbs enacted an order to rebuild and reinvest in Arizona’s public schools. She said that the Task Force is made up of 19 education leaders and stakeholders and stated that she and Mr. Wing have been attending as East Valley Representatives since April 2023. She announced that the Task Force presented their recommendations to Governor Hobbs in an executive session the night before this meeting and referenced the Governor’s Educator Retention Task Force Recommendations document. She reported on responses received from the 2023 Educator Working Conditions survey. She expanded saying that the Task Force worked in four groups which focused on Pay and Compensation, Working Conditions, Retention Innovations and Teacher Preparation and Certification, while collaborating with the Hunt institute to analyze the survey results and to create the recommendations to present to the Governor. (See Page 3 of Attachment 1)

Ms. Tolar added that along with the recommendations, the Hunt Institute published a report which includes the results of the survey as well as data and analysis of the recommendations. She said that the information helped lead the Task Force to the next step of determining how to make changes for the better. (See Page 4 of Attachment 1)

Ms. Tolar explained that the Task Force presented the following recommendations to Governor Hobbs and provided an overview of each: Amplify the Educator Voice, Increasing Salary and Benefits, Improving Working Conditions, Developing Strong Pathways into the Classroom and Using Data to Inform Retention. (See Pages 5 through 8 of Attachment 1)

4. Presentation by ASU Staff on Universal Learner Courses and Accelerate ASU.

Audrey Moreno, Arizona State University (ASU) Senior Director of National Bridge Partnerships, displayed a PowerPoint presentation. **(See Attachment 2)**

Ms. Moreno explained the Universal Learner Courses and the Accelerate ASU program. She said the Accelerate ASU program is there to help minimize any barriers or inequities in dual credit opportunities in high school and creates a cost-effective way to earn dual credit. She emphasized that students that have an early college opportunity during high school do better when entering a post-secondary school. She reported on ASU studies that show that entering with college credits increases success and persistence by over 24%. (See Pages 1 through 6 of Attachment 2)

Ms. Moreno summarized the programs offered within Accelerate ASU which are done in an online and asynchronous learning environment that provides access for all students. She confirmed that this program does not have prior Grade Point Average (GPA) requirements and the cost is a flat rate per course. She noted that the student can choose to add the course to their ASU transcript, which gives them security. She described the flexibility of the program and three types of support models: Facilitated, Supervised and Individual Models. She expressed the opinion that the program allows for a school to create an early college design that works for both the school and the students. (See Pages 7 and 8 of Attachment 2)

Ms. Moreno acknowledged that most schools already have dual enrollment programs, but that this program can fill in some of the gaps with classes that are not currently being offered. She announced that Accelerate ASU has the ability to award an associate degree and a number of other certificate options that can help a student with college credentialing. She confirmed that the program offers over 60 courses with a variety of options, including 8- and 16-week classes, as well as on-demand which provides students with one year to complete the coursework. She indicated that the program also offers Career and Technical Education (CTE) aligned and explained that it provides options that fit the learner's lifestyle by utilizing stackable courses to create custom certificate pathways. She expanded saying that this is one way to reimagine your school's design and to offer early post-secondary education options. (See Pages 9 through 15 of Attachment 2)

Ms. Moreno summarized the Earned Admission program. She said that it offers flexibility for adult admission by allowing learners to take courses online and only pay for credits when a course is passed. She reviewed the other benefits and opportunities and expressed how participation in the program has increased student retention as well as college completion success rates. (See Pages 20 through 24 of Attachment 2)

Ms. Moreno described the Talent Development and Workforce Education program as part of the Career Catalyst Vision Program which focuses on job relevant education. She indicated that through this program, employers can work with ASU to create a customized course or training program for their organization. She gave examples of the current portfolio of programs that are offered to serve working learners and reviewed the innovative course delivery approaches which included in-person, hybrid, online, and a custom option. (See Pages 25 through 30 of Attachment 2)

Responding to questions from the Roundtable members, Ms. Moreno explained that these programs are technically considered concurrent enrollment and that the high school partner has access to the individual student's grades and progress. She provided the details of two pricing models, adding that there is also a partner pricing model which is a flat rate billed to the school district directly. She affirmed that these programs are not intended to replace programs that are currently working but to fill gaps and make the programs stronger.

5. Hear a presentation from Arizona Board of Regents on FAFSA strategic plan, programming and initiatives.

Julie Sainz, Arizona Board of Regents (ABOR) Director of Free Application for Federal Student Aid (FAFSA) and College Access Initiatives, displayed a Power Point Presentation. (See Page 10 of Attachment 1)

Ms. Sainz gave an overview of the FAFSA completion rate for the high school class of 2023. She reported that the state of Arizona had a 45% application completion rate, which is a 5% change compared to the prior FAFSA cycle. She reported that while this is an improvement, Arizona still has work to do since only one in three students are completing a FAFSA application. She added that nationally the completion rate was 59% which is an increase of 3.1%. (See Page 11 of Attachment 1)

Ms. Sainz announced the United States Department of Education has released an improved FAFSA application which is set to launch on December 31. She highlighted the changes made to the form that are simplified and streamlined for a better user experience. She reported the benefits of the new form. (See Pages 12 and 13 of Attachment 1)

Ms. Sainz explained the ABOR FAFSA Strategic Plan Overview and provided details about the areas of focus. She detailed the statewide and local community events where FAFSA application completion will be promoted. She reported that ABOR has partnered with the Arizona Cactus League, who is donating game tickets to the first 750 students that complete a FAFSA application. She summarized the Arizona FAFSA Challenge and stated that the 2023-2024 FAFSA completion goal is to achieve a 50% application completion rate and for high schools to increase their completion rate by 5% from the prior year. (See Page 14 of Attachment 1)

Ms. Sainz provided the statewide FAFSA resources and explained where students may go to get assistance completing the application, which included Ask Benji, Arizona FAFSA Hotline and scheduling an appointment with a local expert. She continued by explaining the ABOR Arizona College Connect portal stating that it is a database to provide counselors with their student FAFSA information and other college attainment data. She reviewed the site analytics which show the popularity of the program, illustrating an 82% usage rate, as well as positive feedback from local school users. (See Pages 15 through 20 of Attachment 1)

Responding to a question from Boardmember Williams, Ms. Sainz confirmed that there are additional resources on the ABOR website that can be shared with the community to promote the importance of the new FAFSA process. She also introduced the new website [www.collegereadyaz.com](http://www.collegereadyaz.com) that provides updated information.

Chairperson Spilsbury thanked Ms. Sainz for the presentation.

6. Discuss and take action on Roundtable's support of City of Mesa FAFSA Proclamation for month of January.

Chairperson Spilsbury provided a brief overview of the City of Mesa FAFSA Proclamation and announced that it will be presented at the City Council meeting on January 8. She invited all Roundtable Boardmembers to attend the meeting to promote FAFSA awareness and to encourage other cities to be a part of the FAFSA proclamation.

With no objections or discussion, Chairperson Spilsbury declared that the Proclamation will be presented at the Mesa City Council as proposed.



7. Update from City Staff on Read On Mesa Initiative, Higher Ed Convening and Job Connect Mesa Platform development and implementation process. Discussion and questions about progress.

Chairperson Spilsbury stated that this item would be continued to a future date.

8. Roundtable members share - out information regarding their involvement in recent and upcoming education or workforce-related events or programs.

Ms. Tolar reported that the City of Mesa hired Jaye O'Donnell as the Director of Economic Development. She invited the Roundtable Boardmembers to the Economic Development Holiday Luncheon on Tuesday, December 12, which focuses on connecting education and workforce.

9. Call to the public.

There were no public comments.

10. Call for future agenda items.

There were no future agenda items discussed.

11. Adjourn.

Without objection, the Education and Workforce Development Roundtable meeting adjourned at 3:02 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 6<sup>th</sup> day of December 2023. I further certify that the meeting was duly called and held and that a quorum was present.

  
\_\_\_\_\_  
HOLLY MOSELEY, CITY CLERK

SF  
(Attachments – 2)

# **MESA EDUCATION AND WORKFORCE DEVELOPMENT ROUNDTABLE**

**December 6, 2023**

# 2024 Meeting Dates

- **March 6, 2024**
- **June 5, 2024**
- **September 4, 2024**
- **December 4, 2024**

# 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 has met regularly since April 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:

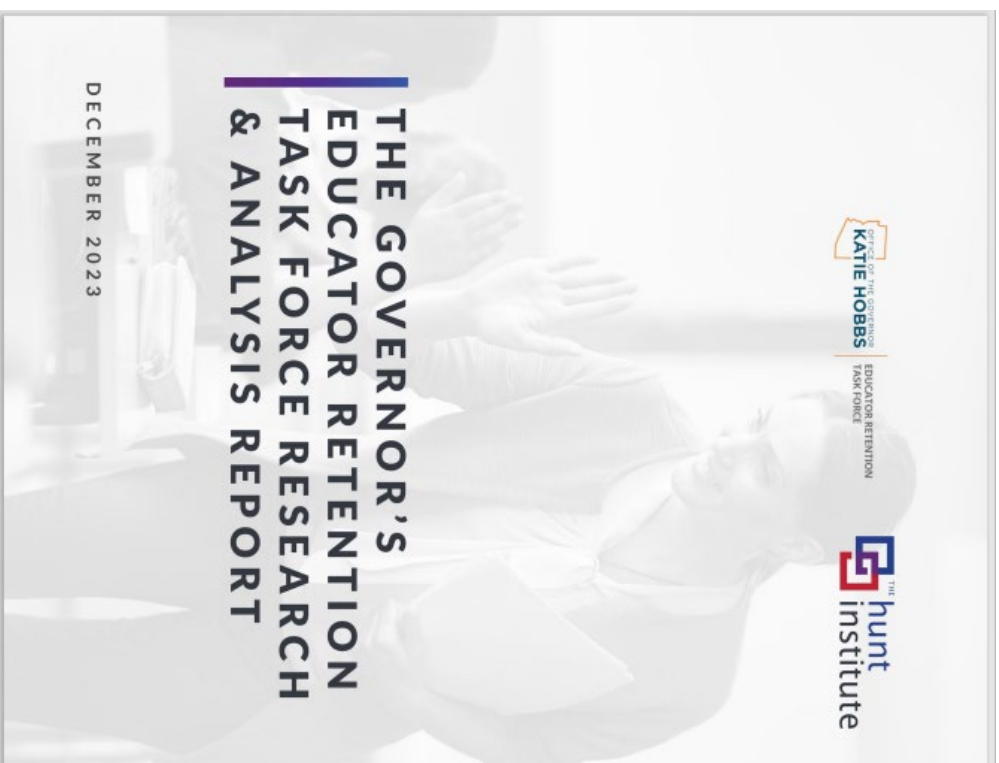
Justin Wing – Mesa Public Schools, Asst. Supt. of Human Resources

Sarah Tolar – City of Mesa, Education and Workforce Administrator



# Educator Retention Task Force Update

- Recommendations presented to Governor Hobbs Tuesday, December 5<sup>th</sup>



## **Amplifying Educator Voice**

1. The Governor’s Educator Retention Task Force recommends that the Governor’s Office create an educator advisory group to provide regular feedback and insights to the Governor.

## **Increasing Salary and Benefits**

2. The Governor’s Educator Retention Task Force recommends that the Governor’s Office prioritize raising and maintaining average salaries for Arizona classroom teachers and certified staff (such as school counselors, psychologists, and social workers) to align with national averages and ensure that salaries for classified staff (such as paraeducators, food service, and transportation employees) are similarly adjusted.
3. The Governor’s Educator Retention Task Force recommends that the Governor’s Office work with the appropriate state agencies to pursue a reduction in the cost to educators and school personnel for health insurance plans that include dependent coverage to align with the proportion of total plan cost paid by educators with individual coverage.

## **Increasing Salary and Benefits (cont.)**

4. The Governor’s Educator Retention Task Force recommends that the Governor’s Office support policies to provide educators and school personnel with twelve weeks of paid parental leave for childbirth, adoption, or fostering.
5. The Governor’s Educator Retention Task Force recommends that the Governor’s Office work with key education partners to ensure educators and school personnel are aware of and able to access options for student loan forgiveness.

## **Improving Working Conditions**

6. The Governor’s Educator Retention Task Force recommends that the Governor’s Office support state-level policies and investments that make direct improvements to educator working conditions, including but not limited to: decreasing class sizes, decreasing workload, increasing staffing levels of support (e.g. counselors, coaches, aides, interventionists, and social workers), ensuring educators have adequate planning and preparation time, and addressing school safety concerns.

## **Improving Working Conditions (cont.)**

7. The Governor’s Educator Retention Task Force recommends that the Governor’s Office convene partners to highlight best practices and expand the implementation of innovative models that recognize and support teachers as professionals and redesign the delivery of instruction to support the success of all students.
8. The Governor’s Educator Retention Task Force recommends that the Governor’s Office work with the relevant education organizations and stakeholders to support and develop strong school leadership in Arizona, inclusive of both school principals and leadership pathways for classroom educators.

## **Developing Strong Pathways into the Classroom**

9. The Task Force recommends that the Governor’s Office ask the Arizona State Board of Education 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 the length of time educators stay in the classroom, identify successful practices, and inform future policy decisions.



## **Developing Strong Pathways into the Classroom (cont.)**

10. The Governor’s Educator Retention Task Force recommends that the Governor’s Office support the expansion and funding for statewide induction and mentoring programs using the Arizona Beginning Teacher Induction Program Standards, including teachers in alternative certification pathways.

## **Using Data to Inform Retention**

11. The Governor’s Educator Retention Task Force recommends asking the Arizona State Board of Education to determine the data needed to evaluate the state of the educator workforce and ensure the continuous collection and analysis of the determined data on an annual basis.

## **Areas for Future Work**

In addition to the above recommendations to the Governor’s Office, the Governor’s Educator Retention Task Force also highlighted the below areas as important considerations for future work in Arizona:

- Expand and enhance the Arizona Teachers Academy to ensure high-quality educators are serving high-needs schools and communities
- Policies and systems to support educator mental health
- Childcare for educators
- Payment for experience hours required for candidates to receive certification, including student teaching and counseling and psychology practicums
- Revision of policies related to retired teachers returning to the classroom to shorten the amount of time to be able to return (currently at one year)

# UNIVERSAL LEARNER COURSES AND ACCELERATE ASU

*Dr. Audrey Moreno, ASU Senior Director National Bridge Partnerships*

# FAFSA Initiatives

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JULIE SAINZ, DIRECTOR, FAFSA AND COLLEGE ACCESS INITIATIVES

# FAFSA Overview

High School Class of 2023



## Arizona

- 45% Completion Rate
  - *Current Cycle: 43,444*
  - *Previous Cycle: 41,480*
  - *Difference: 1,964*
- 5% Change compared to the prior FAFSA Cycle
- Ranked 10<sup>th</sup> in % Change
- Ranked 48<sup>th</sup> in FAFSA Completion
- 1 in 4 students on FRL completed the FAFSA



## National

- 59% Completion Rate
- 3.1 % Change compared to the prior FAFSA Cycle

# The Better FAFSA Form

- **Expands Pell Eligibility\***

State	Increase in Number of Pell Recipients	Increase in Number of Maximum Pell Recipients
Arizona	29,678	62,897

- **Simplified Form:**
  - Reduced barriers for certain student populations and a better user experience.
  - Fewer Questions
  - Direct Data Exchange
- **Parents without a SSN will be able to create an FSA ID**
- **Expected Launch December 31, 2023**
  - Plan is to revert to October 1 release in future years

\*U.S. Department of Education Releases New Data Highlighting How the Simplified, Streamlined, and Redesigned Better FAFSA® Form Will Help Deliver Maximum Pell Grants to 1.5 Million More Students | U.S. Department of Education

# The Better FAFSA Form

- FAFSA Launch Delay: By December 31, 2023
- Multiple siblings in college **NO** longer considered in new Formula
- Annual child support received is now reported as an asset instead of untaxed income; child support paid is **NOT** reported or counted at all
- College/ University Financial Aid Offices will **NOT** receive FAFSA data until late January 2023 from the US Department of Education
  - Awarding delays and shortened timeline

# FAFSA Strategic Plan Overview



**ARIZONA**

## Areas of Focus

- Leveraging High School Partnerships
- DACA/Undocumented Students
  - CSS Profile
- Statewide Events and FAFSA Support Resources for Students
  - Parent Awareness
  - Cox Communications
- Student Engagement and Incentives for FAFSA Completion
  - Arizona Cactus League
  - Arizona FAFSA Challenge
- Educator Awareness and Professional Development (PD)
  - FAFSA BootCamp
  - AZ FAFSA Kick-off Event

## Arizona FAFSA Challenge




2023-2024 FAFSA Completion Goal:

Achieve a 50% FAFSA Completion Rate and challenge high schools to increase their FAFSA completion rate by 5% compared to last year

# Statewide FAFSA Resources

## Free Expert Help is Available

Making plans for after high school graduation? Put FAFSA – the Free Application for Federal Student Aid – at the top of your list. **Arizona experts are available now** via **text**, **phone** or **in person** to help Arizona students and families for free!

 <b>AskBenji</b>	<p><b>Text Benji</b></p> <p>Benji is Arizona's free digital FAFSA assistant. Text "Hi Benji" to 602.786.8171 to wake Benji up and get your questions about FAFSA and financial aid answered.</p> <p style="text-align: center;"><a href="#" style="background-color: #4CAF50; color: white; padding: 5px 10px; border-radius: 5px;">Text Now</a></p>
	<p><b>Arizona FAFSA Hotline</b></p> <p>Students and families can call the Arizona FAFSA Hotline between 8 a.m. and 5 p.m. Monday through Friday for free support with FAFSA completion, college applications and next steps for enrollment.</p> <p style="text-align: center;"><a href="#" style="background-color: #4CAF50; color: white; padding: 5px 10px; border-radius: 5px;">Call Now</a></p>
	<p><b>Schedule an Appointment</b></p> <p>Students and families can schedule a one-on-one appointment with a local FAFSA expert. All appointments take place virtually via Zoom, Google Meet or Microsoft Teams.</p> <p style="text-align: center;"><a href="#" style="background-color: #4CAF50; color: white; padding: 5px 10px; border-radius: 5px;">Schedule</a></p>

## Additional FAFSA Resources

Our partners are hosting free events across the state where you can get your questions about FAFSA answered and file it then and there!

 <p><b>Be A Leader Foundation</b></p> <p>Schedule a virtual appointments to get assistance with FAFSA, college applications, next steps, and college enrollment.</p>	 <p><b>COLLEGE depot</b> Supporting Your Success</p> <p><b>College Depot</b></p> <p>Get personal assistance with financial aid, admissions, and all things college. Students can request a virtual appointment with a College Depot Advisor.</p>	 <p><b>NORTHERN ARIZONA UNIVERSITY</b> College Resource Center</p> <p><b>Northern Arizona College Resource Center</b></p> <p>Advisors are available to work with students and families individually in-person or virtually. Phone number 928-625-1808</p>
 <p><b>Metropolitan Education Commission</b></p> <p>Resources in Tucson, Arizona serving students, families, and counselors across Southern Arizona.</p>	 <p><b>College Connect Tempe</b></p> <p>Virtual advising for students statewide. Get assistance with filling out the FAFSA, financial aid, scholarships, college applications. Spanish available. Make an appointment today.</p>	 <p><b>Pima College FAFSA &amp; Scholarship In-Person Workshops</b></p> <p>Financial Aid experts will be available to assist students and parents with questions regarding the 2023-2024 FAFSA and scholarships.</p>
 <p><b>TRI University Events</b></p> <p>Attend a session to learn more about admission, financial aid and the college search process at Arizona's public universities.</p>	 <p><b>University of Arizona FAFSA Workshops</b></p> <p>Register for a virtual workshop to get all your FAFSA-related questions answered and taken care of.</p>	

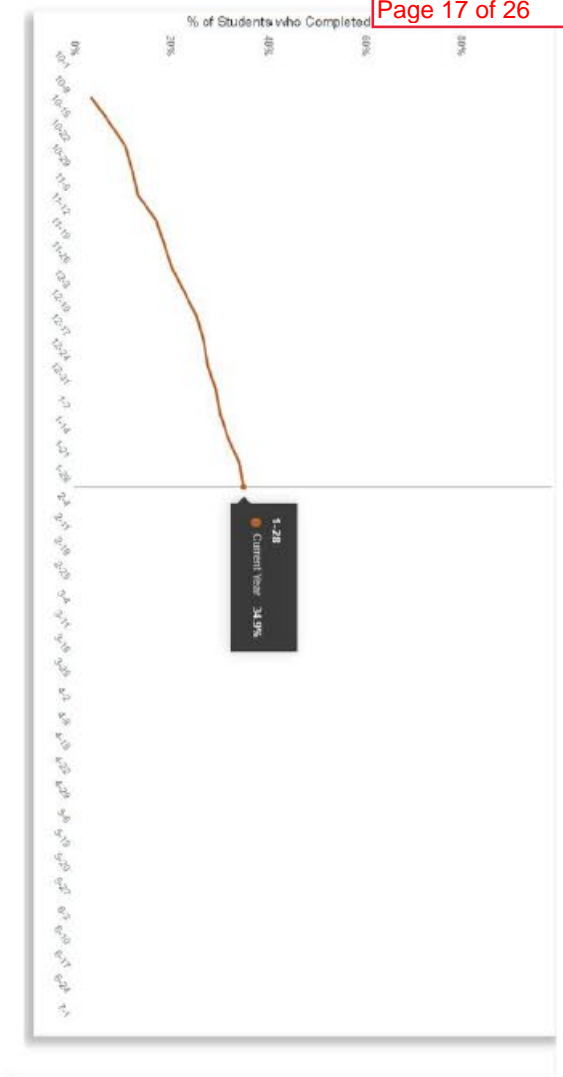




Innovative FAFSA database that provides authorized high school and district personnel with their student-level FAFSA information and other college attainment data.



The new data portal is funded by Helios Education Foundation and developed through a data partnership with the Arizona Department of Education.



**All Students by FAFSA Application Match Status**



**Matched FAFSA Applications by Application Status**



**FAFSA Applications by FAFSA Year**



**Arizona College Connect**

- Home
- Reports
- Reports
- Forms
- FAFSA Resources
- Site Resources
- About Us

**News and announcements**

- Review your principal's senior roster update please notice
- Download a Report
- Review your school's FAFSA progress

**WHAT IS THE FAFSA?**

**What is the FAFSA - Student Handout**

**Learn How in the User Guide**

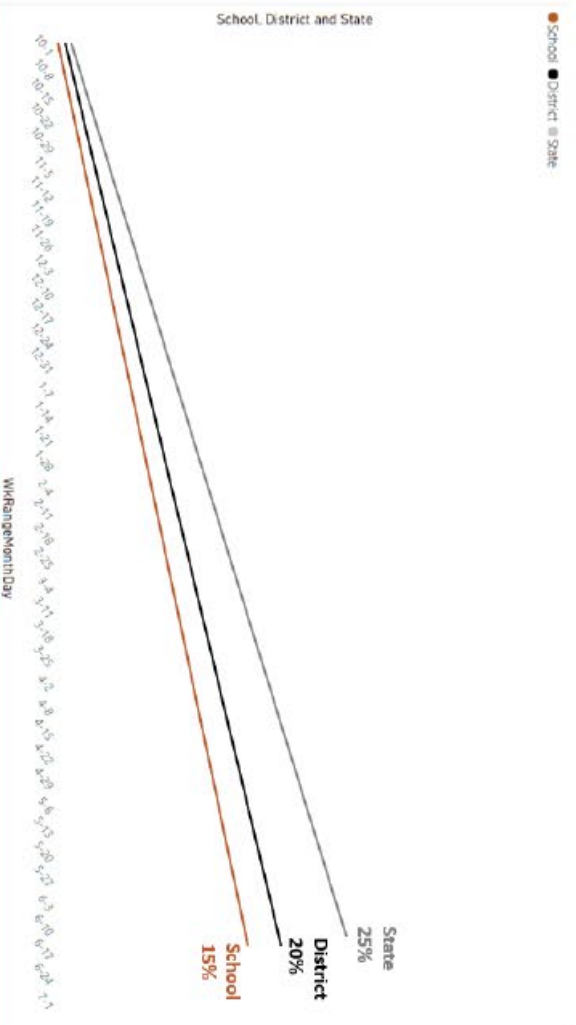
- Review the User Guide
- View a school's user manual
- Learn more about FAFSA

**Upcoming events**

**Test High School**

**50% FAFSA Completion Rate**

Welcome to Arizona College Connect



## SITE ANALYTICS

Over 13,000 site visits

Over the Last 90 Days

311

Unique viewers

## TESTIMONIAL

*"Working with ABOR has provided a sense of security for our school data. If I have any issues, they are always a phone call away for helping us. They listen, and work to help resolve any issues with Arizona College Connect. I love collaborating with the ABOR team. The data we receive is valuable and has many reports we can request for our school and district data."*

*Zulema Fragoso, High School Counselor,  
Nogales High School.*

*2023 Arizona Counselor of the Year*

# ANALYTICS

**257**  
Active Data-Sharing Agreements

**377**  
Individual Users Set-up  
Since Launch (Oct 2022)

An increase of 28 data-sharing  
agreements when compared the  
previous system

**82%**  
Usage Rate

Captures over 50% of the Arizona  
high school senior population

## TESTIMONIAL

*"As a Career Specialist, I use the Arizona  
College Connect System to provide  
weekly updates on our FAFSA  
applications progress, and I appreciate  
how the database is effective, efficient,  
and a very useful tool."*

-Danielle Padia, Career Specialist,  
Ironwood High School



THANK  
YOU!

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# Discussion and next steps:

- **Proclamation: January FAFSA Awareness Month**
- **City Council Meeting: Monday, January 8<sup>th</sup>**

## **Mesa FAFSA Proclamation DRAFT verbiage:**

WHEREAS, [Obtaining](#) a postsecondary degree is linked to increased employment opportunities, higher income, better health, increased community involvement and contributes to a prospering local economy,

[WHEREAS](#), The Mesa Education and Workforce Development Roundtable serves as a centralizing body reporting to City Council to streamline and coordinate efforts to advance Mesa’s education and workforce development goals, including achieving higher educational attainment, including increased attainment of professional certifications and licenses and post-secondary degrees.

WHEREAS, [One](#) of the best predictors of postsecondary enrollment and persistence is the completion of the Free Application for Federal Student Aid (FAFSA). The first step in providing students with opportunities to access federal and possibly state and/or institutional resources to pay for college and career training [programs](#);

[WHEREAS](#), Arizona currently ranks 49th in FAFSA completion. Nationally, the high school class of 2022 left an estimated \$3.58 billion on the table in the form of unclaimed Pell Grant funds.

WHEREAS, [More](#) than a dozen states have either adopted or are considering universal FAFSA policies that expand access to financial aid and help make college more affordable for students. These policies aim to provide support and options for students; include waivers, opt-out and no-harm provisions; and obligate local education agencies to oversee [implementation](#);

- The year after the state mandated financial aid planning for high school graduation, Louisiana’s FAFSA completion rate increased 26% ([National College Attainment Network](#)).



WHEREAS, Students who complete the FAFSA are more likely to attend and afford college.

- 92% of seniors who completed the FAFSA enrolled by the November following graduation vs. 51% who did not complete a FAFSA ([National College Attainment Network](#)).
- Increasing college enrollment rates by 20% would lead to social gains that exceed \$5 billion per cohort ([Helios Education Foundation](#)).

WHEREAS, The City of Mesa is committed to supporting FAFSA awareness and completion in partnership with our local school districts to improve economic mobility and better health outcomes.

Given the evidence and growing trend to require FAFSA completion for high school seniors, the City of Mesa proclaims January as FAFSA awareness month and to support the following:

- a. Raise awareness about the significance of FAFSA completion and discuss FAFSA data throughout the City of Mesa and among local business and education [leaders](#);
- b. Promote the Mesa College Promise Program, FAFSA completion resources (e.g., Ask Benji Chatbot, FAFSA Campaign, FAFSA Challenge, FAFSA Dashboard, and FAFSA Hotline);
- c. Support school districts to increase FAFSA completion and promote FAFSA completion events and workshops in the Mesa community; and
- d. *Explore approaches for incentivizing FAFSA completion and the potential of making FAFSA completion a high school graduation requirement in accordance with recommendations from the National College Attainment Network.*

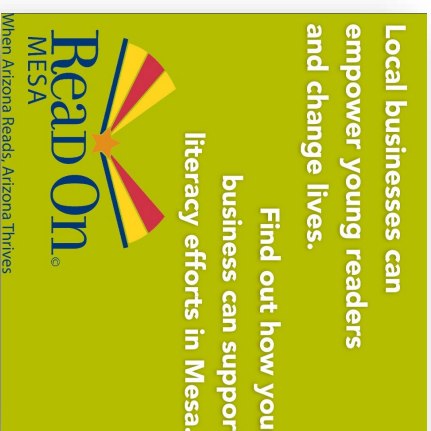


# Project Status and Updates:



When Arizona Reads, Arizona Thrives

- **City of Mesa – Read On Mesa Early Literacy Workshop**
  - Nov. 14<sup>th</sup>
  - Provided through Wellness Department – employees received 50 Wellness Program incentive points
- **AARP Experience Corps Program Implementation**
  - January 2024
  - 6 Title 1 MPS Elementary Schools
  - Gov’s Grant Collaboration (Read On Arizona, AARP, Tempe, Pinal County)
- **Business Engagement Toolkit**



When Arizona Reads, Arizona Thrives

## Development and Implementation Process

- **Implementation:**
  - Resource library development
  - Program Support Services Strategy and Planning
- **Launch Support:**
- **Ongoing support:**
  - Tech + programmatic support
  - Case Management & Employer Support
  - Industry Engagement



employees / jobs / help  
- all in one spot!

Need a job or employees?  
How about training for your employees or career guidance for you?  
Job Connect Mesa is your one-stop portal to find the help you need, fast.

FOR EMPLOYERS



**FIND EMPLOYEES**

FOR EMPLOYERS



**TRAINING RESOURCES**

FOR JOB SEEKERS



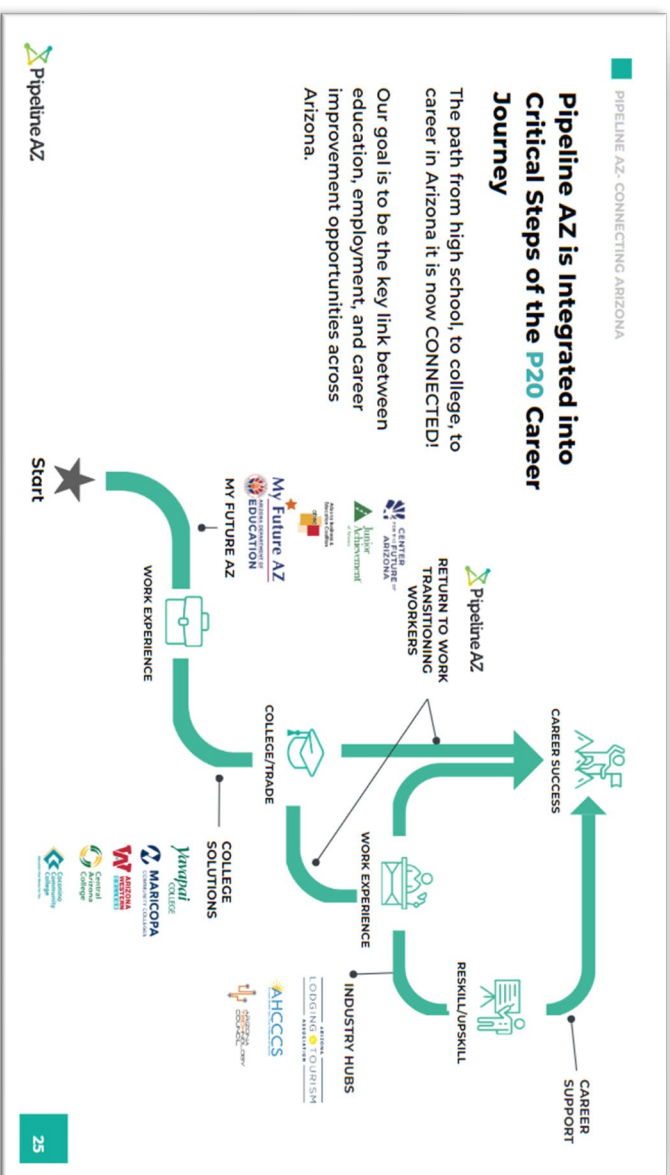
**JOBS / GUIDANCE**

BASIC NEEDS



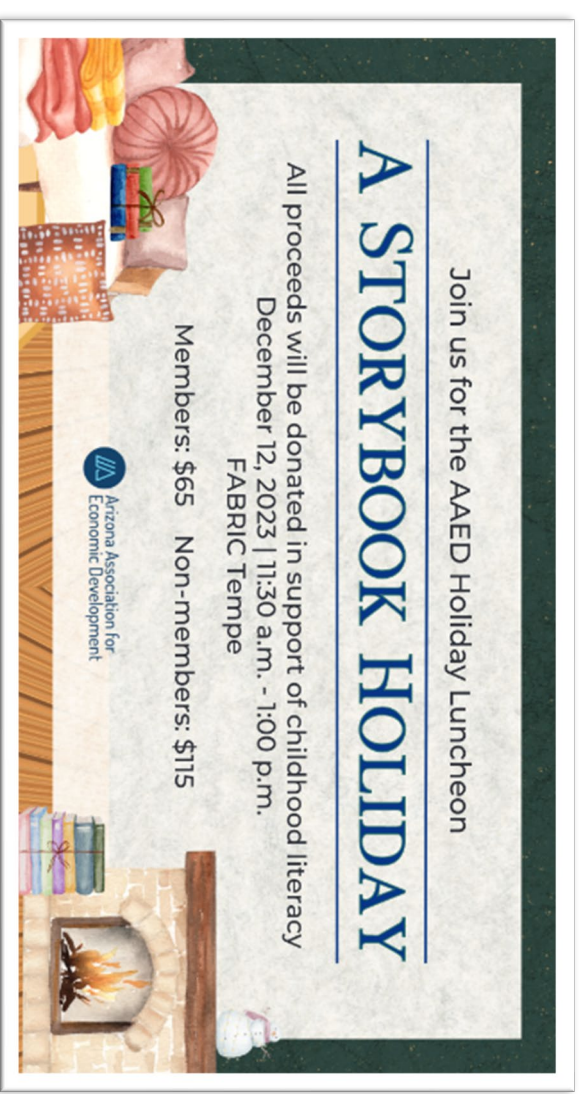
**GET HELP**

CONTACT US



# Roundtable Share-outs

- Arizona Association for Economic Development Holiday Luncheon
  - The link between early learning, educational attainment and economic development
  - Tuesday, December 12<sup>th</sup>
- Workforce Center @ Mesa Events
  - Resume Workshops – Every Tuesday





# Accelerate ASU

## Empower high school students with world-class college courses



**Expanding universal access to  
opportunity for learners – at  
every stage of life.**

# ASU Charter

ASU is a comprehensive public research university, measured not by whom it excludes, **but by whom it includes and how they succeed**; advancing research and discovery of **public value**; and assuming **fundamental responsibility** for the economic, social, cultural and overall health of **the communities it serves**.





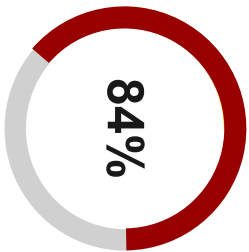
**Everyone deserves a viable path to college. But, often that path is muddled with obstacles, including:**

- **Cost**
- **Cumbersome forms and applications**
- **Exclusionary admissions policies**

The college journey should be easier for all learners to navigate.

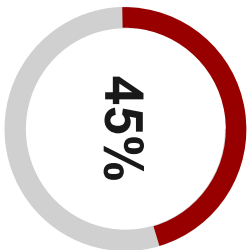
# Early college students are more likely to

enroll in college and earn a college degree after high school graduation.



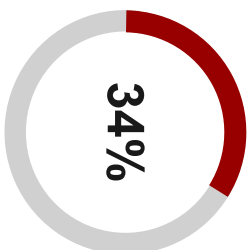
**Enrolled in College**

More than four in five early college students enrolled in college, compared to only 77% of control students.



**Completed a College Degree < 6 Yrs**

More than two in five early college students completed a college degree within six years after high school, compared to only 33% of control students.



**Completed a Bachelor's < 4 Yrs**

More than one in three early college students completed a bachelor's degree within four years after high school.





## Offering with college credits increases ASU students' success and persistence through their degree

- **AZ residents persistence through college is increased by over 24% if learners enter ASU with college credits.**
- 91% of those who enter ASU with college credits stay 4+ years at ASU. Many complete a second major or a Masters Degree.

ASU 4-Year Graduation Rates Fall 2018 Campus Immersion FTFYS	Overall	With College Credits	Without College Credits
Total	57.0% (11,753)	67.5% (6,021)	45.9% (5,732)
Arizona Resident	<b>58.1%</b> (7,464)	<b>68.4%</b> (4,233)	<b>44.6%</b> (3,231)
Non-resident California	52.4% (1,299)	61.3% (465)	47.5% (834)
Non-resident Other	55.7% (2,594)	67% (1,274)	44.9% (1,320)

# Changing the college access equation for high school learners



Through **Accelerate ASU**, students in high school have the unique opportunity to earn college credit without having to incur the financial or GPA risks.

## Student Benefits

- **Accessible:** Removes cost barriers so all students can access world-class college courses.
- **Rigorous curriculum:** Courses are designed by expert faculty at ASU, with credit widely transferable to universities around the country.
- **Simple enrollment:** Students can start courses with a simple online sign-up — no application required.
- **No risk to transcript:** Students can add the course to their ASU transcript if they wish. If they do not pass or choose not to transcript the course, no payment is required.
- **High success rates:** Accelerate ASU achieves high passage rates, including students without prior experience at the college level.

# Choose the support model

## Quality based on your school's design



### Facilitated Model

- Teacher-led courses during class hours.
- Alternative to traditional AP and dual enrollment courses.
- Delivered concurrently with aligned high school courses.
- Correlated to highest rates of student success.



### Supervised Model

- Dedicated space for self-paced learning.
- On-hand staff available to answer student questions as needed.
- Students can complete their coursework on their own time and schedule.



### Individual Model

- No school space or teacher support needed.
- Students use independent signup process for courses.
- Student takes course outside of high school hours.
- Students can complete coursework on their own time and schedule.

# A sampling of curriculum and courses

- 
- **STEM**
  - **Business**
  - **Career**
  - **Life Skills**
  - **Humanities**

# EM courses



## Science and engineering

- AST 111: Intro to Solar Systems Astronomy (4)
- BIO 100 OD: Biology Beyond (4)
- BIO 130: Intro to Environmental Sci (4)
- SES 106 OD: Habitable Worlds (4)
- CHM 101 OD: Introductory Chemistry
- CHM 114: General Chemistry for Engineers (4)
- CSE 110: Programming for Everyone: Introduction to Programming (3)
- FSE 100: Introduction to Engineering: Imagine. Design. Engineer! (2)
- FSE 150: Perspectives on Grand Challenges for Engineering (3)



## Mathematics

- MAT 117 OD: College Algebra and Problem Solving (3)
- MAT 142 OD: College Mathematics (3)
- MAT 170 OD: Precalculus (3)
- MAT 210 OD: Brief Calculus for Business & Economics (3)
- MAT 265 OD: Calculus for Engineers I (3)



## Information technology

- CIS 105 OD: Computer Applications and Information Technology (3)
- ACC 231: Uses of Accounting Info (3)
- ECN 211: Macroeconomic Principles (3)
- ECN 212: Microeconomic Principles (3)
- CIS 308 OD: Advanced Excel in Business (3)
- CIS 309 OD: Business Process Mgmt (3)
- CIS 310 OD: Business & Data Visualization (3)
- CIS 313: Location Analytics (3)
- CIS 405 OD: Business Intelligence (3)

# Humanities courses



## English and poetry

- ENG 101 OD: English Composition (3)
- ENG 102 OD: Research and Writing (3)
- ENG 105 OD: Advance First Year Composition (3)
- ENG 131: Poetry in America: The City from Whitman to Hip Hop (3)
- ENG 194: Poetry in America, 1850-1945 (3)



## History and religion

- HST 100: Global History to 1500
- HST 102: Western Civilization: Ancient & Medieval Europe (3)
- HST 109 OD: US History to 1865
- REL 101: Religion, Culture, and Public Life (3)



## Humanities and social sciences

- ASM 246: Human Origins (3)
- CGF 194: Resilient American Futures: An Academic Road Trip (3)
- COM 100: Introduction to Human Communication (3)
- COM 225: Intro to Public Speaking
- CEE 181: Technological, Social, and Sustainable Systems (3)
- HEP 100: Intro to Health and Wellness (3)
- PAF 112 OD: Identity, Service, and American Democracy (3)
- PSY 101 OD: Introduction to Psychology (3)
- SOC 101 OD: Introduction to Sociology (3)
- SST 220: Intro to Social Transformation (3)

# Business, Career and Life Skills Courses



## Business

- CIS 105 OD: Computer Applications and Information Technology (3)
- ACC 231: Uses of Accounting Info (3)
- ECN 211: Macroeconomic Principles (3)
- ECN 212: Microeconomic Principles (3)
- CIS 308: Advanced Excel in Business (3)
- CIS 309: Business Process Mgmt (3)
- CIS 310: Business & Data Visualization (3)
- CIS 313: Location Analytics (3)
- CIS 405: Business Intelligence (3)



## Leadership and Project mgmt

- OGL 200: Intro to Organizational Leadership (3)
- OGL 220: Behavioral Dynamics in Organizations (3)
- OGL 320: Foundations of Project Management (3)
- OGL 322: Project Time Management (3)
- OGL 323: Project Cost Management (3)
- OGL 324: Resources in Project Management (3)

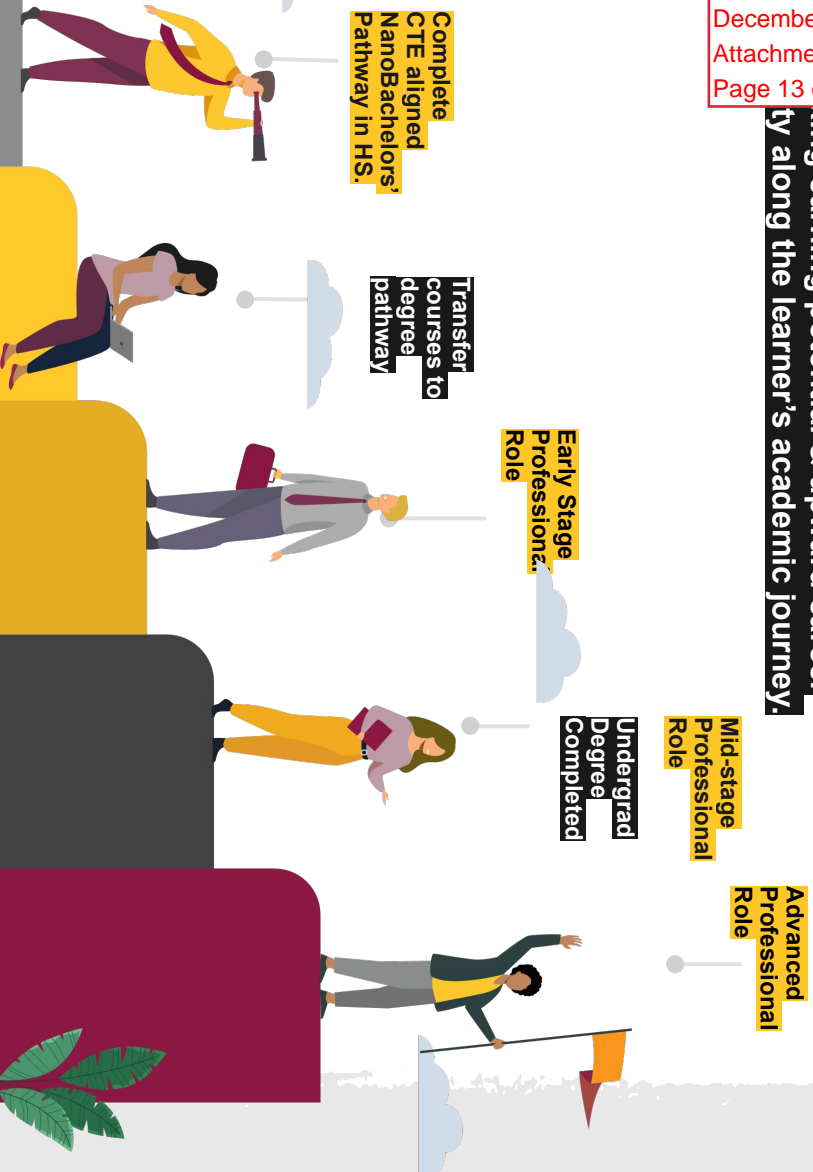


## Career and life readiness

- EA 11: Foundations of Earned Admissions (0)
- ASU 101: The ASU Experience (1)
- UNI 194: Exploring Work Futures: Self-Discovery, Major Choices, and Career Options (3)

# CTE Aligned For-Credit Pathways

Unlocking earning potential & upward career mobility along the learner's academic journey.



## Pathway options that fit learner lifestyle and goals:

- Many working learners serving in entry-level retail and service jobs - not associated with their long-term career or academic goals.
- Mastery Certificates at ASU create a quicker credential pathway that helps learners enter a career role aligned with their program and career goals.
- Learners earn a career aligned credential to put on resume, and earn transferable college credit.
- Unlock earning potential and the ability for upward mobility throughout the academic journey.



# Agree-stackable courses + certificate pathways

**Accelerate ASU courses** include workforce-aligned certificates that stack into ASU degree programs.

These programs enable students to leave high school with up to a year of career aligned college courses.



# Imagining Your School Design

Up to 60 credits of  
college completed



## High School

Students  
complete series  
of college  
courses

For schools ready for the next step, we can support you in reimagining your school design.

## Post-Secondary Options

01

Register as an ASU Student

- Students complete second year college career pathway courses while in high school.

02

Continue at Other College / University

- Students take the credits they've earned and attend another college.

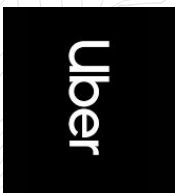
03

Continue Local High School

- Students complete second year college career pathway courses while in high school.




# More than 300 national partners




# Supporting Student Success

## Supporting

### Students


 Access to our catalog  
of courses

 Dedicated support  
resources

 Targeted communications

 Motivation campaigns

 ASU 360 Life Services


 All learners can also  
obtain academic support  
services at no cost at


<https://tutoring.asu.edu/>

## Supporting

### Administration

 Access to Real Time  
Analytics Dashboard

 The ability to select the  
specific courses or  
pathways that are  
available to their learners

 Organizations may  
request a personalized  
website for their learners.



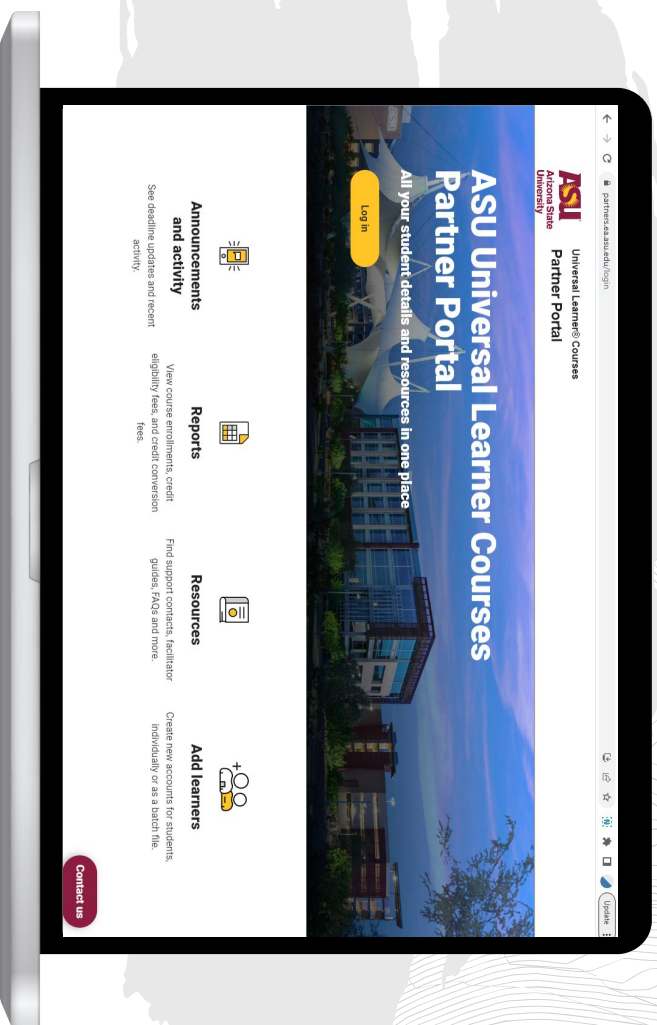
# Partner Portal: Tracking Learning Outcomes

Your Partner Portal allows for seamless **tracking of student performance** throughout courses.

Enrollment data is available for all learners that sign up through a portal and additional student-level data reports are available for FERPA approved individuals.

## Reports Available

- Enrollment
- Credentials
- Learner Registration Data
- Learner Profiles
- Grades Report



# Next Steps

Getting started is easy!  
Your school can be up and  
running in under a week.

## Supporting Your Success



**Taylor Stupka**  
Partnership Manager  
[taylor.stupka@asu.edu](mailto:taylor.stupka@asu.edu)



# Earned Admission

Empower learners with a  
flexible pathway to higher  
education at the most formative  
point in their journey.



# in your spot in college one flexible course at a time

Age is now within reach for everyone through  
**Earned Admission** – A flexible, low-risk pathway to a  
college degree.



Learners take courses online from ASU leading faculty to  
earn ASU credits.

- Pay for credit only when you pass
- Earn a combined 2.75 GPA in 12-24 credit hours  
(dependent on age)

Your spot at ASU is guaranteed, or transfer your earned  
credits towards a degree at another institution.





# Earned Admission enables college access for learners across the globe.



## Earned Admission Benefits:

**Start Anytime.** Choose from 60+ for-credit courses, all available online, with many offered as self-paced. Pay only \$25 to start.

**Universal Eligibility.** No transcripts needed. No application required to start. No GPA thresholds.

**No penalty for failure.** Pay \$400 for your course only if you successfully pass and want to transcript.

**Earn college credit.** Receive a transcript with your completed courses. Transfer this credit to ASU or another university.

**Earn admission to ASU.** Pass 12-24 credit hours with a combined 2.75 or above and earn your spot at ASU.

## Impact and Outcomes

Our impact is reflected in the program outcomes; once enrolled, Earned Admission students have higher retention rates and first-semester GPAs than traditionally admitted students.

### Students admitted to and enrolled through Earned Admission (EA\*) are succeeding at ASU.

The average **retention rate** (term-to-term) for ASU students admitted through the EA pathway (79.4%) is **nearly 7 percentage points higher** than the average retention rate of ASU Online undergraduate students\*\* (72.8%).

The drop/withdraw rate for EA pathway students has been consistently lower than that of the general ASU Online undergraduate population.

**65% of EA pathway students** have a GPA of 3.0 or higher.

Over 330 EA pathway students have graduated from ASU.

**Take the first step with  
Earned Admission.**

[ea.asu.edu](https://ea.asu.edu)



**Sarah Johnson**

*Director of Earned Admission and ULC Portfolio  
Administration*

[sfuhs@asu.edu](mailto:sfuhs@asu.edu)

**CareerCatalyst**  
State University

# Learning Enterprise Talent Development & Workforce Education





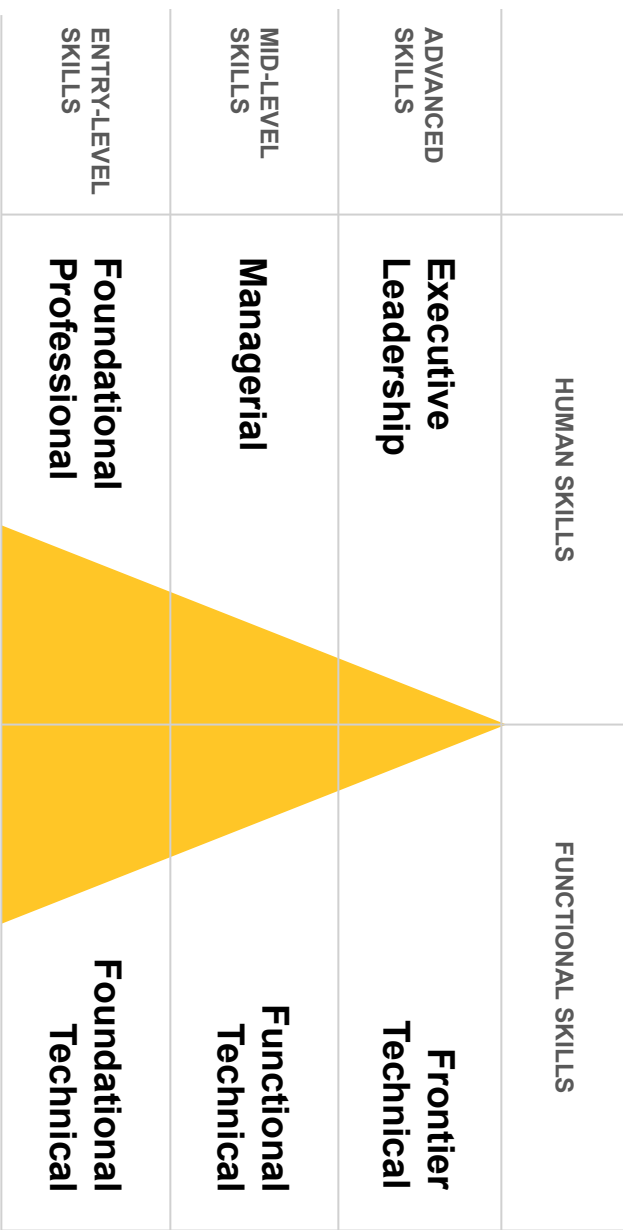
## CareerCatalyst Vision

Leverage ASU resources to build and scale an integrated portfolio of job-relevant education assets that:

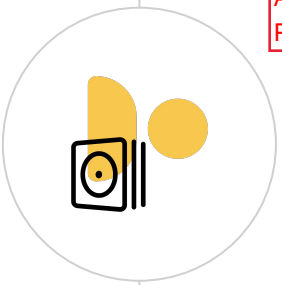
Serves learners at **every career stage**

And provides employers with **a more skilled workforce**

# CareerCatalyst programs serve learners with **in-demand skills** at every level of your organization



# Current portfolio over 250 programs that serve working learners



## On-demand course library

A broad portfolio of self-paced programs accessible to learners anytime, anywhere



## Career Bootcamps

Career bootcamps prepare learners for entry-level roles in in-demand technical fields



## Executive education






Working professionals learn future-ready skills and connect with a network of experts



## Custom partnerships

Custom learning experiences designed based on your workforce education priorities

# We offer innovative delivery approaches that fit your organization's needs

IN-PERSON	HYBRID	ONLINE	CUSTOM
 <p><b>In-person offerings</b></p> <p>High-touch, leading-edge, face-to-face delivery</p>	 <p><b>Hybrid programs</b></p> <p>Combines leading-edge, face-to-face delivery and scalability of digital delivery</p>	 <p><b>Self-paced offerings</b></p> <p>On-demand and available to any learner, at any time, at any scale</p>	 <p><b>Live online learning</b></p> <p>Synchronous programs for cohorts of learners to engage live with instructors and peers</p>
			 <p><b>Custom Delivery</b></p> <p>Custom experience, leveraging the latest in learning design and technology, from the use of AR to gamification and more.</p>



# Contact Information

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**Mitch Friedland**

Career Catalyst Business Development Director

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# Appendix

# degree Stackable Certification

## Google IT Professional Certificate

- A degree stackable series of courses that includes access to the Google IT certification.
- The five-course NanoBachelors' includes industry-relevant curriculum designed to prepare learners for entry-level roles in IT support.
- This innovation empowers learners to earn entry level certificates for immediate workplace value while making progress toward more advanced degree programs.

### Courses



Technical Support  
Fundamentals



The Bits and Bytes of  
Computer Networking



Operating Systems



System Administration



Security



# Poetry in America

of the most popular courses for  
school learners!

In this course, we consider those American poets whose themes, forms, and voices have given expression to visions of the city since 1850. Beginning with Walt Whitman, the great poet of nineteenth-century New York, we explore the diverse and ever-changing environment of the modern city—from Chicago to London, from San Francisco to Detroit—through the eyes of such poets as Carl Sandburg, Emma Lazarus, Edna St. Vincent Millay, Langston Hughes, Marianne Moore, Frank O'Hara, Gwendolyn Brooks, Allen Ginsberg, Robert Hayden, and Robert Pinsky, as well as contemporary hip hop and spoken word artists. This course introduces content and techniques intended to help students and educators learn how to read texts of increasing complexity. Readings and activities were chosen and designed with the Common Core English Language Arts (ELA) standards in grades six through 12 in mind.



# Reimagining Your School Design

Up to 60 credits of  
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Students complete  
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Continue Local  
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