Arizona’s Landscape
Arizona has long faced numerous challenges related to education. The state has consistently high levels of poverty, the highest rates of adverse childhood experiences in the nation and an economy long based on low-wage labor.

Of the 1.5 million children in the state, half are living in low income households, one in four do not speak English in the home and one in five are taught by someone who does not hold traditional teaching credentials.

The state’s persistent achievement gap has left thousands of children behind. NAEP scores show gaps of more than 30 points between white children and those of color, in addition to gaps of 20 points between high-income and low-income students.

Future Depends on Closing Achievement Gap
Arizona’s student population is majority minority today. Arizona’s population has a larger share of Latino and American Indian students than the nation as a whole, and is becoming increasingly more Hispanic over time.

Business, education and community leaders across the state agree that the success of the state depends on how well it is able to close its achievement gap. Arizona must ensure that every student has the ability to succeed and attain a postsecondary degree or credential, regardless of their background, income or zip code.

This is especially important given that by 2020, 7 out of 10 jobs in Arizona require some type of postsecondary education or training; however, just 4 out of 10 Arizonans have this level of education. Further, Arizona’s older population is more well-educated than its younger population, meaning, as this generation moves into retirement, Arizona’s attainment levels will be even more stressed.

Shared Vision and Goals for Education
To address this in 2015 Expect More Arizona worked with partners across the state to create a shared vision for education in Arizona, which is to ensure that every Arizona student receives an excellent education every step of the way, in early education, K-12 and postsecondary education. That same year, Expect More Arizona was asked by its partners the Center for the Future of Arizona, to take the lead in developing a shared set of indicators for education in Arizona. Over the course of two years, Expect More Arizona worked with more than 200 partners to develop and create eight indicators that helped Arizonans understand student outcomes throughout the education continuum and to set meaningful goals that the state could work towards together.

“Arizona won’t make meaningful progress in education without involving a broad spectrum of people. And we won’t achieve Progress Meter Goals without local involvement.”

— Christine Thompson, Expect More Arizona President and CEO
The result was the creation of Arizona Education Progress Meter, a tool that includes eight indicators, goals and data representing the P-20 education system at the state, county, city, school district and school levels. The goals are driven by the postsecondary attainment goal, also known as Achieve60AZ, which is focused on reaching 60% attainment of Arizona’s adult population by the year 2030.

Arizona may be among the first states to define indicators and set goals for the entire P-20 system in order to reach our state’s attainment goal. If attainment is going to improve, all levels of education must also improve, starting with early education through K-12.

The Education Progress Meter includes metrics and goals for:
- Quality early learning
- Third grade reading proficiency
- Eighth grade math proficiency
- High school graduation
- Opportunity youth
- Post-high school enrollment
- Postsecondary attainment
- Teacher pay

The Widely Accepted Education Plan
The Education Progress Meter was developed with a collaborative approach that included 200+ organizations that has facilitated strong levels of buy-in of the indicators and goals across the state. The goals have become the state’s widely accepted education roadmap, as they are being used by elected leaders, education, business and community leaders alike. Interestingly, more than 45 cities and towns have adopted the Education Progress Meter by passing city or town council resolutions or proclamations to show their support driven by the attainment goal.

Collectively, the data are helping the education community and public-at-large better understand where we stand today and how far we need to go to meet the Achieve60AZ goal.

Beyond Data to Collective Action
The goals in the Education Progress Meter are ambitious and will take collective action if Arizona is going to meet them by 2030. In a recent State of Education event hosted by Expect More Arizona, an update was presented on the progress made on each of the goals to date. The analysis showed that Arizona needs to rapidly accelerate progress to meet the goals. To accomplish this, it is going to take collective action at the state, regional and local levels. Expect More Arizona has spent the majority of its efforts to date focused on building awareness, supporting policy change, and advocating for increased funding to meet the goals. While major investments and policy changes affect change at a high level, there is opportunity for local action to drive progress in meeting Arizona's attainment goal.

As Expect More Arizona has been leading this work, the organization has been considering this central question: **How could the Education Progress Meter goals be used as a catalyst to drive local action towards the goals, beginning with the attainment goal?**

More than 40 states have set an attainment goal and have shown excellence in driving policies and statewide initiatives to move the needle on attainment; however, we have not yet seen a model that leverages intentional action by local community leaders to impact a statewide attainment goal.
A New Model for Local Engagement on Statewide Attainment

Thus, Expect More Arizona sought to create a first-of-its-kind model that drives local action to meet Arizona’s attainment goal. The model focuses on convening teams of leaders from communities to review their community’s data, set their own attainment goal, and build their capacity to take action towards their goal.

Increasing local action towards a common goal is effective in communities: we’ve seen success with the City of Tempe who set their own attainment goal and implemented a number of programs as a result, including College Connect, increasing high school level capacity to support social emotional wellness, and Tempe PRE which provides 200 low-income children access to high-quality, full-day preschool.

Timeline

Phase 1 took place in August 2019 to January 2020. Phase 2 will commence in February 2020 and may vary in duration based on the timeline of each group, however, it is hoped they will set a local attainment goal no later than December 2021. Phase 3 will begin immediately thereafter and will vary in start date by group, depending on when they conclude Phase 2.

Funding

This project is supported through partnerships with Seek Common Ground for Phase 1 and the Arizona Community Foundation who is supporting all three phases.

Expected Outcomes

The outcome of Phase 1 is to set the table for communities to research, adopt and take action towards their own local attainment goals. At the end of three years, Expect More Arizona’s goal is to have at least four regions who have set an attainment goal and identified relevant strategies to work towards their goals.

“In gathering with other local leaders, we gained a deeper understanding of our need for more local data to understand the issues facing students in attaining their post-secondary educational goals.”

Paul Kulpinski, LAUNCH Flagstaff Partnership Director

This local engagement model will communities to tailor efforts to meet their students’ needs, explore ways to address the achievement gap, and ensure that all students have the opportunity to succeed.

It is the collective hope that communities will find value in goal setting, not just to boost attainment levels for their own sake, but to ensure a thriving economy and robust society for years to come. Higher attainment levels are linked with improved health of residents, increased revenue to local governments, lower crime rates and more.

A Multi-Year, Three-Phase Project

Expect More Arizona has designed a model in partnership with Achieve60AZ that will phase in this work over three years. Phase 1 is to convene community leaders to build their interest and set expectations for the work. Phase 2 will be focused on supporting local leaders as they convene meetings in their home communities, review their data, discuss why they have achievement gaps, and find solutions to close those gaps. Following the review of the data, the teams will set their own attainment goals for their communities. Phase 3 will be focused on the local community teams building their capacity and taking action towards their goal.
Phase 1 Design – Convening Community Leaders

During Phase 1, Expect More Arizona focused on:
1. Identifying potential communities for partnership
2. Identifying lead partners
3. Asking lead partners to create a team representing a diverse cross-section of the community
4. Convening those local teams to build interest and commitment

The Recruitment Process

Expect More Arizona has a decade of partnerships and presence in communities across the state. The organization has worked to build partnerships and trust with more than 350 organizations. Additionally, Expect More Arizona and its partner the Center of the Future of Arizona have worked for over two years to build public support of the Education Progress Meter and attainment goal with our partners, resulting in more than 45 cities and towns adopting the Education Progress Meter goals. Additionally, Achieve60AZ, the initiative leading efforts to reach the attainment goal, recently conducted their seven-month State of Attainment presentations across the state. Together, all of these things generated significant momentum that drove awareness of the goals and built demand to participate in this project.

Expect More Arizona shifted its staff time from direct recruitment, to a strategic effort to embed staff in the regional state of attainment events and to serve a point person for each region to facilitate next steps after the event in December 2019.

As a part of the recruitment process, we found it was necessary to have some 1:1 phone calls with partners to help them understand the objective of the partnership, the different roles of the partners (Expect More Arizona, Achieve60AZ, and the lead local partner), and in some cases, discuss the makeup of their potential teams. This was helpful in ensuring those coming to the convening were well prepared and clear on expectations.

Identifying Key Partners and Building Community Teams

Expect More Arizona began by identifying a lead partner in each region. Expect More Arizona staff scheduled one-on-one meetings to encourage and support their participation. Then we encouraged those lead partners to bring a team of 3-4 people to the December convening with them representing postsecondary, K-12 and workforce/economic development. This structure was helpful as it ensures a community’s commitment to the partnership and establishes a core group of local leaders invested in moving the effort forward.

Lead partners were tasked with ensuring that underrepresented communities were engaged in their teams. The group also tapped into previously convened Achieve60AZ groups aimed at setting attainment goals for varied minority groups, including engaging LatinX and Native American representatives to work on teams in their respective communities. Expect More Arizona worked with principal partners to identify and fill gaps in community teams, track RSVPs and communicate with teams to cultivate collaboration among them.
The community teams did not receive compensation for participating, but that did not seem to be a barrier in the process.

**Communities Represented**

Expect More Arizona approached the definition of communities with flexibility. Community may be a team of individuals representing a city, town, region, or county. Expect More Arizona offered that flexibility given that the state represents a vast geography that is composed of different schools (traditional public, charter and private), leadership, history and relationships that define each community.

The following communities representing 13 of 15 of Arizona's counties attended the convening in December:

- Cochise County (countywide)
- East Maricopa County (Chandler, Gilbert, Mesa, Tempe)
- Gila County (Miami/Globe)
- Graham County (Thatcher)
- Mohave County (countywide, specifically Kingman, Lake Havasu City)
- Phoenix
- Pima County (countywide)
- Pinal County (central Pinal/Casa Grande, Superior – will likely form a Copper Corridor region for goal setting)
- Santa Cruz County (countywide)
- Southern Apache and Navajo County (Pinetop, Show Low, Springerville)
- West Maricopa County
- White Mountain Apache Tribe (Gila, Navajo, Apache Counties)
- Yuma County (countywide)

It is important to note that while these communities attended the event, the actual teams that move the work forward may look a little different, as the groups are working to define the parameters of their group, taking into account geography and their ability to attract a diverse group of leaders to their tables. For example, Yavapai County is expected to split into two groups, representing different communities within the county.

**Other Attendees**

Also invited to the event were key community and state level partners who are involved in advancing the Education Progress Meter and, specifically, the state attainment goal. Partners included:

- County Superintendents of Schools (elected)
- Community college leaders
- State university representatives
- Arizona Department of Education
- School district administrators
- Statewide nonprofits - Center for the Future of Arizona, Arizona GEAR UP, Local First Arizona Foundation
- City and county economic development staff and elected leaders
- Chambers of commerce
- Corporate partners
- Career and Technical Education leaders
- Tribal education leaders

**Convening**

The community teams participated in a December 16th convening held in the Phoenix metro area. By holding a central convening, were able to facilitate a shared set of expectations, facilitate greater cross-collaboration, and share resources together. The convening also allowed Expect More Arizona to create a sense of community and broader purpose among the 60 attendees.
The purpose of the event was to set expectations, determine the level of commitment from the community teams, assess each community’s current status, and engage in conversation to better understand what type of support they might require from the lead partners in each community.

During the convening, an in-depth review of the data tools available through the Decision Center for Educational Excellence were provided. The Decision Center data tool allows communities to dig deep into available education and economic data, while also exploring the impacts of improved attainment levels in real-time. The data includes demographic information, risk and environmental factors. Users can extrapolate the consequences of increased attainment levels and use these data points to help guide their local goal-setting. This data also has the potential to help community teams to identify their underserved students and better understand what factors are affecting their success. Access to this data gives the local teams the ability to focus and hone in on the issues that are most important to them.

At the convening, community teams also covered how to examine the data with a critical eye and account for local idiosyncrasies. These ranged from seasonality of employment or residency and cultural expectations to proximity to a state or national border and more.

The convening gave organizers and attendees the opportunity to share their needs, what has worked and what has not worked to date. This included everything from public/private partnerships to needed changes in sales tax structure to generate additional revenue for education. One community shared that they have a promise scholarship program for their high school graduates to pursue college and have their expenses reimbursed, while another noted success in “re-engagement centers” that are finding and assisting youth who are neither working nor in school.

Next Steps
Expect More Arizona's role will be to provide ongoing counsel and support throughout the goal-setting process, provide access to the data through the Decision Center, sharing community engagement expertise, providing connections to promising practices, and ensuring each team has the tools it needs to set a goal and start on the path to increased attainment.

Immediately following the event, Expect More Arizona staff set a check in phone call with each team to assess their readiness to engage, hear their needs, and devise a shared list of action items to move their local efforts forward.

As a next step, Expect More Arizona will provide support to each team as they convene their team to begin their work together.

“As an individual who has dedicated my career to the mission of community colleges, I recognize the goals of Achieve60 & Expect More Arizona clearly aligning themselves with the needs and purpose of 1st generation college students, non-traditional college students and underserved communities and populations. This call to need and purpose is a call to bring education to kinder through high school and onto college, career, and lifelong learning & to the forefront of policies and agendas. These are the steps that mark the path and create the journey for our next generation— and attainment for Arizona’s future.”

— Stella Perez, Executive Director/CEO
Santa Cruz County Provisional CCD

Expectations for next steps vary by community and depend on their capacity and existing infrastructure. Expect More Arizona’s goal is to assess each community’s needs and to meet them where they are in terms of staff support. For instance, the Flagstaff area has LAUNCH, a cross-sector collaboration aimed at improving local educational outcomes. This region’s team has an existing committee structure and will likely not need Expect More Arizona staff to provide a backbone of support. Other communities, however, are embarking for the first time on an endeavor like this one and may need additional hands-on support. Some regions may schedule in-person meetings or conference calls to convene their local coalition. They will need to set clear roles and responsibilities and begin developing some tools to support their local engagement efforts.
As regions make progress, the team will share updates broadly with all of the convening participants to continue building a broader sense of purpose. Expect More Arizona staff are considering the best ways to do this, including such ideas as a quarterly email, sharing success stories from the local leaders to Expect More Arizona staff, and convening the group in person once a year to share progress, review new data, and troubleshoot challenges.

**What We Learned**

- Initial planning for the convening proposed a strategy that would have had Expect More Arizona staff visiting community leaders to encourage participation in the setting the local attainment goal for their communities.

However, the relationships that Expect More Arizona has, the groundswell of 45+ cities and towns adopting the Education Progress Meter goals, and Achieve60AZ's State of Attainment conversations throughout the state generated significant interest from communities. As a result, there was less of a need for Expect More Arizona's staff to create demand or determine who should be at the table. Instead, strategy was adjusted to a more open process, allowing communities to opt-in to participate. Leveraging this momentum created a more impactful convening and more engaged teams.

- Expect More Arizona's role in providing access to data has been critically important. The need for data is high, especially in rural areas. These cities and districts often don't have the resources to collect and analyze the data, which is critical to a project of this scope. The Arizona Education Progress Meter provides this critical data, as does the partnership with the Decision Center.

- Involving representatives on teams from county and city economic development teams was important. While these individuals might easily be overlooked in a typical education conversation, they are able to make the critical connection between the attainment goal to the projected economic growth of a region in a way that others cannot.

- It is important to ensure that the local teams and community partners have a clear understanding of the roles of Expect More Arizona and our partner, Achieve60AZ. Beyond this project, there are other projects that many of these same community leaders are working on with both organizations. There has been confusion about who is doing what and for which project, which caused some confusion about who our local leaders should be communicating with about each project. Expect More Arizona and Achieve60AZ had clarity, but what we discovered is that the local leaders did not. Getting clear at the outset of this project on roles, responsibilities, and scope as compared to the other projects would have been helpful before the project began.

- It is important to meet communities where they are. Each community has different needs, interests, and capabilities. As the convener, it is our role to understand their needs and address them as best as possible. We also learned that it is helpful to remain flexible and allow teams to continue to form and shift following the initial convening.

**Conclusion**

Expect More Arizona believes there is promise in mobilizing local community leaders to take action on the Education Progress Meter goals, with the attainment goal as its focus. State action at the policy level is necessary, but is insufficient to making the rapid progress that is needed to reach the goal by the year 2030. By developing and supporting local teams in reviewing their data, setting a local attainment goal, and creating capacity to implement action plans Expect More Arizona sees strong potential for success. This case study provides a profile of Phase 1 of the three-phase project that will continue for the next two years. During that time it is Expect More Arizona's goal to have at least four communities that have set and are taking action towards their own attainment goal.

**Resources**

- Expect More Arizona - ExpectMoreArizona.org/
- Arizona Education Progress Meter - ExpectMoreArizona.org/Progress
- ASU Decision Center for Educational Excellence - Decisioncenter.asu.edu/
ARIZONA EDUCATION PROGRESS METER

Where We Stand Today

**QUALITY EARLY LEARNING**
- 22% (2030 Goal – 45%)

Percent of 3- and 4-year old children that are in quality early learning settings.

**3RD GRADE READING**
- 46% (2030 Goal – 72%)

Percent of 3rd grade students who scored proficient or highly proficient on the AzMERIT English language arts assessment.

**8TH GRADE MATH**
- 41% (2030 Goal – 69%)

Percent of 8th grade students who are prepared to be successful in high school math.

**HIGH SCHOOL GRADUATION**
- 78% (2030 Goal – 90%)

Percent of high school students who graduate in 4 years.

**OPPORTUNITY YOUTH**
- 13% (2030 Goal – 7%)

Percent of 16-24 year olds NOT going to school or working.

**POST HIGH SCHOOL ENROLLMENT**
- 55% (2030 Goal – 70%)

Percent of high school graduates enrolled in postsecondary education the semester after graduating high school.

**ATTAINMENT**
- 46% (2030 Goal – 60%)

Percent of Arizona residents age 25-64 who have completed a 2- or 4-year degree or received an industry certificate.

**MEDIAN ELEMENTARY TEACHER PAY**
- Arizona ranks 49th

Arizona’s ranking compared to other states for median elementary teacher pay, adjusted for cost of living.*

*Goal – Reach National Median by 2022

Expect More Arizona
THE MOVEMENT FOR WORLD-CLASS EDUCATION

Center for the Future of Arizona

Last Updated: January 2020
### Localizing Attainment Partnership

**State Kickoff Meeting**  
Monday, December 16, 2019  
11 AM – 4 PM

**MEETING AGENDA**

*NOTE: Registration & Networking from 10 a.m. to 11 a.m.*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Speaker/Group</th>
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<tbody>
<tr>
<td>11:00 a.m.</td>
<td>Welcome &amp; Overview of the Localizing Attainment Partnership</td>
<td>Christine Thompson, Expect More Arizona</td>
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<td></td>
<td>Data Presentation</td>
<td>Joe O'Reilly, Decision Center for Educational Excellence</td>
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<tr>
<td>12:20 p.m.</td>
<td>Lunch &amp; Networking</td>
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<tr>
<td>12:50 p.m.</td>
<td>Working Session I</td>
<td>Regional Working Groups</td>
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<td></td>
<td>Localizing Attainment Partnership: The Details</td>
<td>Rachel Yanof, Achieve60AZ</td>
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<tr>
<td></td>
<td>Talent Hubs Spotlight</td>
<td>Dakota Pawlicki, Lumina Foundation</td>
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<tr>
<td></td>
<td>Working Session II</td>
<td>Regional Working Groups</td>
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<td></td>
<td>Next Steps</td>
<td>Erin Eccleston, Expect More Arizona</td>
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<tr>
<td>3:50 p.m.</td>
<td>Closing Remarks</td>
<td>Rachel Yanof, Achieve60AZ</td>
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Localizing Attainment Partnership
Kickoff Meeting
December 16, 2019

Support for This Partnership
Thanks to the
Arizona Community Foundation &
Seek Common Ground for supporting this
effort to localize the state’s attainment goal

Our Objective Today
• Set the stage
• Share information and resources
• Encourage regional discussions on localizing attainment
• Spark local efforts to forward a local attainment goal

Arizona Education Progress Meter

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<tr>
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<th>CURRENT</th>
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<td>+1%</td>
<td>70%</td>
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<td>42%</td>
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What it Will Take
Progress Meter Goals

Arizona Education Progress Meter

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What it Will Take
Progress Meter Goals
The High School Outcome Tool

Personalize Your Exploration

Choose the area or characteristics you want to highlight.

Community Influences

Context Influences

Benchmark School Performance

High School Graduation Benchmarking

Many schools have high graduation rates, so focus on post-secondary.

How Can We Improve?

Let's Use This Tool!

Decision center dm.asu.edu
Localizing Attainment Partnership: The Details

- Goal of the Partnership
- Expectations
- Resources available

Goal of the Localizing Attainment Partnership

- Make the state’s attainment goal your own
- Develop vision and priorities to achieve your local goal

Partnership Expectations

- Local Ownership
- Cross-Sector Collaboration
- Role of Expect More Arizona and Achieve60AZ

Resources Available

- Staff and Expertise Support
- Data Support
- Programmatic Support
- Additional Support

Resource Spotlight: Talent Hubs

Talent Hubs Overview

“In cities, much like America itself, talent defines what a city is and where it’s going.”
- Jamie Merisotis, America Needs Talent

The Talent Hub designation, which Lumina Foundation awards with support from The Kresge Foundation, indicates a community has shown the capacity and ability to significantly increase the numbers of residents with college degrees, certificates, or other credentials beyond a high school diploma.

Current Talent Hubs

- Corpus Christi, Texas;
- Detroit;
- Elkhart County, Ind.;
- Las Vegas;
- Mobile, Ala.;
- Rio Grande Valley, Texas;
- St. Louis;
- Albuquerque, N.M.;
- Austin, Texas;
- Bexar;
- Cincinnati;
- Columbus, Ind.;
- Deepson, Ohio;
- Denver;
- Fresno, Calif.;
- Las Angeles;
- Louisville, Ky.;
- Nashville, Tenn.;
- New York;
- Philadelphia;
- Racine, Wis.;
- Richmond, Va.;
- Shasta County Calif.;
- Tulsa, Okla.
Talent Hub Characteristics

The Talent Hub cities, ranging from major metro areas such as New York, Los Angeles, Philadelphia, Denver and Boston, to smaller communities such as Columbus, Iné., and Racine, Wis., were recognized for working to attract and retain talent, including nontraditional college students and people of color while seeking to boost post-high school learning. Each of the communities will receive $350,000 in grants from Lumina and the Kresge Foundation over three and half years.

To achieve the Talent Hub designation, communities needed to show they had sustainable partnerships needed to create change.

Next Steps

• This week – meeting packets shared digitally
• Early January through February – regional touchpoints
• Don’t hesitate to contact us with specific resource needs
**Localizing Attainment Partnership: Group Session Worksheet**

<table>
<thead>
<tr>
<th>WHERE: Communities in the region that you will include. (consider whether to focus on goal setting per municipality or if it’s more appropriate to set goals for the entire county/region).</th>
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<tbody>
<tr>
<td>TEAM MEMBER RESPONSIBLE</td>
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<tr>
<th>WHO: Individuals/Organizations from community(ies) identified above whose involvement is critical to success.</th>
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<tr>
<th>WHAT: List any unique assets and challenges in your communities. This may include systems, delivery and data assets/challenges among other things.</th>
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<tbody>
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<tr>
<th>HOW: Identify any support needed to move forward. You can reference Helpful Resources document to assist you in identifying available statewide support.</th>
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<td>TEAM MEMBER RESPONSIBLE</td>
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</table>
LOCALIZING THE ATTAINMENT PARTNERSHIP HELPFUL RESOURCES

*Please note this is not an all-inclusive list. These are some of the resources referenced during our meeting. Other resources may be available in your community.*

Education Data Resources – In addition to the data available through state agencies and local institutions, various organizations have developed tools to support local communities in accessing and analyzing education data, at various levels. Here are some of the resources available:

- **Arizona Education Progress Meter** In 2016, Expect More Arizona and the Center for the Future of Arizona launched the Arizona Education Progress Meter to serve as a nonpartisan, shared source of information about where we stand as a state on 8 key education metrics. In August 2017, the groups updated this unique tool with specific goals that support a shared vision for education in Arizona. Education Progress Meter serves as a shared vision for education in our state and a tool to know how we are doing, identify the gaps that exist and inform strategies and initiatives to make progress toward the goals. The data is now available by county, city and school as well as for various demographics. [www.expectmorearizona.org/progress](http://www.expectmorearizona.org/progress)
  - **Local Government Toolkit:** This toolkit includes a guide for using the local data, some communications tools, as well as instructions on how to use the Expect More Excellence Tour to search for examples of programs and initiatives that are moving the needle in schools and communities. [www.expectmorearizona.org/progress/toolkit/local-government-support](http://www.expectmorearizona.org/progress/toolkit/local-government-support).
- **Decision Center for Educational Excellence:** The vision of the Decision Center for Educational Excellence Powered by Helios Education Foundation at Arizona State University is to empower all Arizona students to maximize their potential, experience an excellent quality of life and contribute to healthy and vibrant communities. Using the Education Progress Meter as a frame, the Decision Center has developed a tool to allow communities to dig deeper and understand some of the factors contributing to their outcomes. [https://decisioncenter.asu.edu/](https://decisioncenter.asu.edu/)
- **Center for the Future of Arizona, The Arizona We Want Progress Meters:** The Arizona We Want Progress Meters are an evolving, dynamic tool to measure the priorities that Arizonans identified of critical importance to the future of the state. The metrics were carefully considered and included with the criteria of being: easily understood; supported by publicly available, trusted, and regularly updated data; and, useful as a guidepost for assessing policy and practice. The Progress Meters may evolve over time with the input of Arizona’s leaders, communities, and technical experts. [https://www.arizonafuture.org/az-progress-meters/overview/](https://www.arizonafuture.org/az-progress-meters/overview/)
- **Arizona Board of Regents:** Through its work with the K-12 system, the Arizona Board of Regents is preparing more students to succeed in college and careers. Reports generated by the Regent’s office include: Arizona high-school graduates’ college going and completion rates; Arizona high-school graduates’ performance in their freshman year at Arizona’s universities; and wages earned by university graduates. For details: [https://www.azregents.edu/impact-arizona/student-outcomes](https://www.azregents.edu/impact-arizona/student-outcomes).

Programmatic Resources: The following resources are available to support communities as they identify their focus and develop specific strategies to advance their local attainment goals. Once again, this is not an exhaustive list. We focused on resources that are available statewide. There are many more great programs and resources available in local communities and regions.
MIDDLE SCHOOL AND K-12 SCHOOL LEADERSHIP RESOURCES

- **Middle School Exploration of Careers Project**: Through Arizona Business & Education Coalition (ABEC)'s Middle School Exploration of Careers project, middle school students are inspired to become their own best advocate as they explore career options through in-depth, business-led, hands-on activities and real-world experience from experts in the field, introduction to technical skills as well as soft skills (i.e., employability skills), job site presentations and field trips. [http://www.azbec.org/business-education-partnerships1](http://www.azbec.org/business-education-partnerships1)

- **Beat the Odds (BTO) Leadership Academy** – a research-based executive leadership training offered in partnership with the National Institute for School Leadership for aspiring/current school leaders across Arizona. [https://www.arizonafuture.org/bto/overview/](https://www.arizonafuture.org/bto/overview/)

RESOURCES FOR SENIOR YEAR (HIGH SCHOOL)

- **Senior Launch Guide**: Arizona GEAR UP developed the Senior “Launch” Guide as a practical resource for teachers, parents, and counselors to help high school seniors navigate the many unfamiliar steps required senior year to ‘launch’ successfully into their chosen life after graduation. The Guide includes clear, concise checklists for students based on their postsecondary plan (4-year university, 2+2 transfer plan, community college, technical school, military or workforce). The Guide also includes helpful information and forms for completing the FAFSA, applying for scholarships and jobs, selecting and applying to colleges, and more. Two versions are available for download here – a pdf version that can be printed and written in, and a fillable version intended for download but not for printing.

Direct link to page where guides can be downloaded - [https://in.nau.edu/gear-up/senior-guide/](https://in.nau.edu/gear-up/senior-guide/)
Direct link to Launch Guide video - [https://www.youtube.com/watch?v=v1SeeQ9xr-E&feature=youtu.be](https://www.youtube.com/watch?v=v1SeeQ9xr-E&feature=youtu.be)

- **College Success Arizona, the Arizona College Access Network (AzCAN)**: AzCAN, a program of College Success Arizona, is a community of college access professionals dedicated to postsecondary success for all Arizonans, especially low-income, first-generation students. Our vision is that every Arizona student has the knowledge and resources necessary to successfully attain a postsecondary education, in order to succeed in life and contribute to the Arizona economy. [https://collegesuccessarizona.org/who-we-are/about-us/azcan](https://collegesuccessarizona.org/who-we-are/about-us/azcan)

FAFSA COMPLETION

- **FAFSA Completion Playbook**: The Helios Education Foundation in partnership with Valley Leadership's Education Impact Team developed the FAFSA playbook to increase FAFSA completion across Arizona help communities, regions, neighborhoods, districts, and schools increase postsecondary access. [https://www.helios.org/news-media/publications/increasing-fafsa-completion-in-arizona](https://www.helios.org/news-media/publications/increasing-fafsa-completion-in-arizona)

- **College Goal Arizona**: The Arizona Commission for Postsecondary Education provides a variety of resources to support FAFSA Completion around the state. Each year, they partner with colleges and high schools across Arizona to host College Goal FAFSA Workshops. [https://collegegoal.az.gov/applying-financial-aid](https://collegegoal.az.gov/applying-financial-aid)
• **Project Benjamin:** A cross-sector collaboration created the Project Benjamin chat-bot that addresses students’ and parents’ questions about the financial aid process and how to complete the FAFSA. This new tool allows students and parents to text FAFSA questions and get expert help 24-7. Reach out to your Expect More Arizona regional Community Engagement Manager if you’d like more information.

**RESOURCE FOR ADULT LEARNERS**

• **The Graduate! Network:** The Network provides a comprehensive national solution that is delivered locally, combining a proven methodology that enhances and accelerates a community's assets, technical assistance and peer support. Focused on the needs and outcomes of Comebackers, our approach is to build awareness among leaders, engage a broad partnership, align policies and practices, and deliver services at scale. New and established communities grow through sharing of experiences and expertise, and the Network continues to provide additional training, benchmarks, new resources, a national knowledge and evidence base, messaging, professional development and funding opportunities. Achieve60AZ and Expect More Arizona staff can help connect you with relevant resources from the Graduate! Network. [https://graduate-network.org/](https://graduate-network.org/)

• **ARIZONA@WORK:** This is a statewide workforce development network that helps employers of all sizes and types recruit, develop and retain the best employees for their needs. For job seekers throughout the state, we provide services and resources to pursue employment opportunities. We are a public and private partnership with 12 regional areas and 47 local offices, all working together through one organization and all sharing one mission: providing innovative workforce solutions to employers and job seekers. Through the support of federal funding, our services are provided at no charge. We are integrated in our local communities to meet the employment needs of all different organizations and job seekers. All are welcome. [https://arizonaatwork.com/](https://arizonaatwork.com/)

**Additional Support:** The following resources may provide additional support to your local efforts.

• **Vitalyst Health Foundation’s Technical Assistance Partnership:** Vitalyst Health Foundation offers capacity building resources to community-based leaders, organizations, and coalitions as Technical Assistance Partnership (TAP) Tools. These are streamlined through a TAP Discovery process so partners are referred to the appropriate TAP Tools. Learn more: [http://vitalysthealth.org/wp-content/uploads/2019/08/VHF-TAPInsert-Prf3.pdf](http://vitalysthealth.org/wp-content/uploads/2019/08/VHF-TAPInsert-Prf3.pdf)

• **Lumina Foundation Talent Hubs:** The Talent Hub designation, which Lumina Foundation awards with support from The Kresge Foundation, indicates a community has shown the capacity and ability to significantly increase the numbers of residents with college degrees, certificates, or other credentials beyond a high school diploma. The Talent Hub self-assessment tool is designed to assist local and regional cross-sector partnerships in their continuous improvement efforts, even if they do not intend on applying for Talent Hub designation. The memo provided goes into detail on how this tool is best used, so please do review it before completing the assessment. Online version of the self-assessment tool can be found at: [https://www.luminafoundation.org/self-assessment](https://www.luminafoundation.org/self-assessment).
Staff Support and Expertise: Expect More Arizona and Achieve60AZ are committed to the success of your local efforts. Therefore, we are happy to provide the following to assist you in your goal-setting and strategic planning efforts:

- Administrative staff support: help with scheduling cross-sector convenings, prepping agendas and materials and providing support on the follow up items following the community convenings.
- Communications support: help with branding, talking points, messaging, and various communications tools to help tell your story and build broad support.
- Data support: provide annually updated local Education Progress Meter and related data, as available, and help facilitate presentations and discussions that support data-informed decision making.
- Expertise: support local efforts as a thought leader, share best practices from around the state and country, and, where possible, connect community efforts with additional resources to maximize impact.

Expect More Arizona Community Engagement Team: Expect More Arizona’s Community Engagement Team can be your first stop for accessing the staff support and expertise and/or connecting you with any of the resources shared in this document. Below are the team members, the regions they serve and contact information.

Erin Eccleston, Vice President, Community Engagement: Provides support to regional managers and serves as a community engagement resource for state partners. You can reach Erin at ErinEccleston@ExpectMoreArizona.org.

Donna Davis, Senior Community Engagement Manager: Provides community and partner support to the following counties: Gila, Graham, Greenlee, La Paz, Maricopa (western part of county), and Mohave. You can reach Donna at Donna@ExpectMoreArizona.org.

Jennifer Hernandez, Northern Arizona Community Engagement Manager: Provides community and partner support to the following counties: Apache, Coconino, Navajo and Yavapai. You can reach Jen at Jennifer@ExpectMoreArizona.org.

Liz Salazar, Central Arizona Community Engagement Manager: Provides community and partner support to the following counties: Maricopa (central and east parts of county), Pinal and Yuma. You can reach Liz at Liz@ExpectMoreArizona.org.

Selena Llamas, Southern Arizona Community Engagement Manager: Provides community and partner support to the following counties: Cochise, Pima and Santa Cruz. You can reach Selena at Selena@ExpectMoreArizona.org.