

60%
BY 2030



STATE OF
ATTAINMENT
REPORT 2020

THE ROAD TO 60%

As an organization, Achieve60AZ exists to ensure that our postsecondary attainment goal that 60 percent of adults in Arizona have a credential by 2030, is at the top of mind for all, but particularly for leaders in our government, economic development, and educational spectrum. The **Attainment State Platform** communicates key areas of focus to aid in making thoughtful decisions toward moving in the direction of our big goal. The Attainment State Platform was released in 2018 after a comprehensive review of what works to increase attainment, based on research into the most promising practices, recent data, and conversations with those in leadership positions.

PILLAR 1

Early Childhood Through High School

1. Emphasize high school graduation and promote best practices for credential, college, and career readiness.
2. Support students through a pathway to credentials, college, and career.

PILLAR 2

Postsecondary Access and Success

3. Through policy and innovation, work collaboratively to address barriers to credential and degree completion.
4. Ensure pathways and options for education beyond high school are available to all.
5. Champion strategies to make postsecondary educational options more affordable.

PILLAR 3

Workforce and Business Development

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

PILLAR 4

Systems and Structures

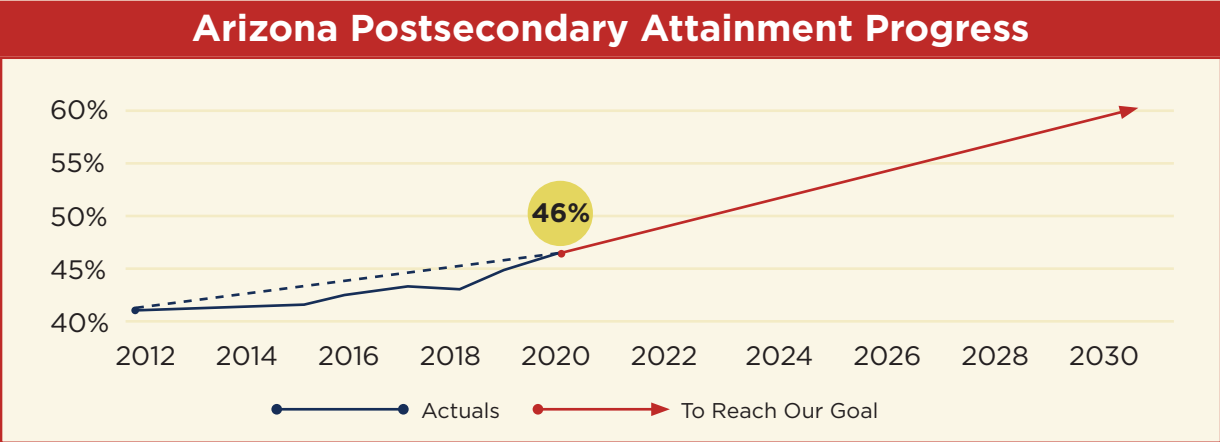
9. Utilize metrics and data systems to support thoughtful partnerships and collaboration in pursuit of the 60% post high school attainment goal.
10. Increase public awareness of the options and value of pathways for education beyond high school.

ACHIEVE60AZ BOARD OF DIRECTORS



Dear Community Leaders,

Achieve60AZ is the statewide attainment goal that 60 percent of adults ages 25-64 hold a postsecondary credential or degree by 2030. The goal has been in existence since 2016, when a diverse group of more than 70 organizations came together to agree upon a vision for a thriving Arizona. We use attainment as the proxy for a prosperous economy and state because, time and time again, **education has been linked to good jobs, healthy residents, and community wellbeing.**



Since 2018, Achieve60AZ has worked to support decision makers by ensuring that all of Arizona has reliable and accurate data and information and access to best practices and policies that are shared and promoted, and by empowering leaders to make good decisions and plans to meet the 60 percent goal. Last year, we set out to compile the first-of-its-kind State of Attainment Report. In doing so, we published objective information establishing where we were as a state in reaching our postsecondary attainment goal, the most important benchmarks to reaching our goal, and the most promising practices championed by local communities statewide. Following its release, we took the report on the road, meeting with education and workforce development champions from every county in Arizona to discuss how to help more adults reach a degree or credential. In total, we met with nearly 700 community leaders and traveled over 2,100 miles on the State of Attainment tour.

2020 looks wholly different than anything we could have imagined. Latinx, Black/African American, and Native American communities are disproportionately bearing the burden of our health, economic, and education crises. Working parents are attempting to balance their own school and work while seeing to their children's education, all at the same time. Those with the least education have the added burden of being asked to put their own lives on the line for the community good or are losing their jobs in numbers we could not conceive as possible at the beginning of this year. Students who have also been designated as essential workers are writing class papers in parking lots or contemplating gap years to focus on finding work to feed their families.

Our economic recovery will be inextricably tied to education. According to the Arizona Education Progress Meter, Arizona sits at **46 percent attainment**. This current figure represents a growth of four percentage points since 2016, when measurement began. To sustain or exceed that growth will require continuing and expanding our efforts around the four key pillars of the Attainment State Platform. To ensure progress, in light of the health, education, and economic challenges of 2020, we see two key areas of opportunity for Arizona:

- **Invest in equity.** The goal of 60 percent postsecondary attainment requires bold leadership to make real, lasting change. We need a concerted effort by institutional, local, and state leaders to eliminate attainment opportunity gaps by reimagining, transforming, and building new systems to increase attainment in Black/African American, Native American, and Latinx communities where the data reveal the greatest opportunity for improvement.
- **Reengage, upskill, and train adult learners.** Overall, the goal of 60 percent attainment means 1 million more learners with postsecondary degrees and credentials in Arizona. Some of these learners will come via the traditional pipeline of students moving from high school to postsecondary, some will come from adults with postsecondary credentials or degrees moving to Arizona for the great jobs and lifestyle, but reaching this goal will require a new emphasis statewide on enrolling and graduating first-time adult students and “comebackers” — adults with some college and no degree.

By prioritizing the needs of Latinx, Native American, Black/African American, and adult learners, we see great promise in meeting Arizona’s attainment goal and readying our state for a more healthy, just, and prosperous recovery. Let’s keep achieving.

Your partners in attainment,

Rachel Yanof, Executive Director, and Breanne Bushu, Director, Policy & Communications



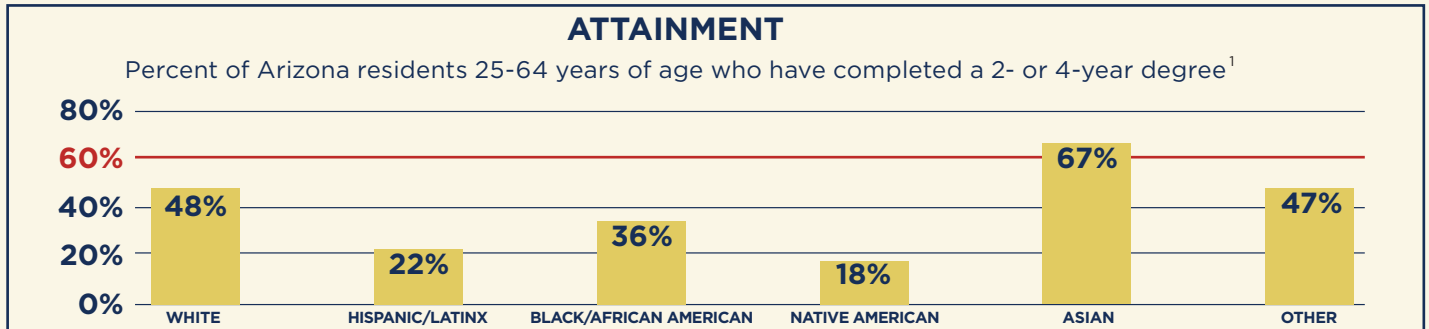
Rachel Yanof
Executive Director
Achieve60AZ



Breanne Bushu
Director, Policy & Communications
Achieve60AZ

PRIORITIZE LATINX, NATIVE AMERICAN, AND BLACK/AFRICAN AMERICAN LEARNERS

In Arizona, it is clear that students of color face challenges to educational attainment. The data reflected below show attainment by race or ethnicity.



There are many ways Arizona can reach the 60 percent postsecondary attainment goal. Keeping at our current pace will largely see many of the same trends continue and could exacerbate attainment opportunity gaps. Widespread, “education for all” campaigns largely miss the mark at identifying and eliminating the barriers to education for individuals and specific race and ethnic groups. Essentially, providing the same structure for all doesn’t allow for adjustments that may be needed to address scenarios that are unique to communities of color or lower income communities. Following traditional piecemeal approaches alone cannot address the pervasive, systemic barriers that keep Black/African American, Native American, and Latinx people from reaching the same success in education and the workforce as their white neighbors.

We need a new approach for Arizona that will create a different attainment narrative. We need this work to focus on equity — equity in opportunity, equity in access, and equity in success. We need to listen to these communities themselves to find out what is needed and how to get it.

Eliminating postsecondary attainment opportunity gaps is just the start. Changes are needed at all levels. The power of a degree or credential is not within the piece of paper or in meeting a percentage, rather within its ability to open doors and make profound transformations across generations. In 2020, we know that the same postsecondary credential does not open the same doors to people of different skin colors, and that cannot continue if we are working toward a more thriving economy for all of Arizona.

60 PERCENT MEANS 60 PERCENT FOR EVERYONE

In 2019, Achieve60AZ convened three groups in Arizona to consider the 60 percent attainment goal for communities where the greatest opportunity gaps exist. Over 140 community leaders came together to form the Black/African American, Latinx, and Tribal Nations & Communities attainment task forces. Each task force established community-specific goals and identified and prioritized strategies to close the attainment opportunity gaps. These recommendations were finalized through community conversations hosted by Achieve60AZ in 2020, to ensure the voices of even more people were included in this work overall.

This is not a new idea. As other states have worked to increase their attainment rates, there is evidence that taking a laser focus on equity illuminates strategies that are critical to closing gaps. What was different in Arizona is that while this work was spurred by Achieve60AZ, it was led by the communities themselves. All three groups were facilitated from within their own membership.

While the discussions and priorities of each task force were unique, the end result was the same: **each group set ambitious goals to reach 60 percent attainment** and identified the key strategies to close attainment gaps all together.

THE PROCESS

The priority strategies that follow are the result of a two-year process to develop community-based approaches to eliminate postsecondary attainment opportunity gaps.

2018

- Achieve60AZ was awarded a grant from Western Interstate Commission for Higher Education (WICHE), with support from the Lumina Foundation, to study and develop equity-based attainment goals and strategies for Arizona.
- Achieve60AZ held four roundtable discussions around the state to hear from communities about how they would create equity-based attainment goals and identify priority strategies.

2019

- Achieve60AZ took our 2019 State of Attainment Report on the road, meeting with community leaders in every Arizona county. We discussed the need for localized and equity-based goals as a means to drive meaningful action toward the 60 percent attainment goal.
- Achieve60AZ convened three task forces for a monthly series of meetings to draft equity-based attainment goals and priority strategies.

2020

- Achieve60AZ Board of Directors met with community leaders and hosted equity-based group conversations to finalize draft of equity-based attainment goals and priority strategies.

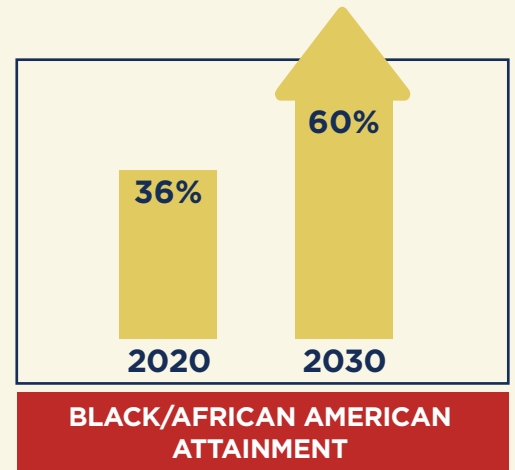
2021 AND BEYOND

- Achieve60AZ's next large body of work will be to develop and implement an action plan around the goals and priority strategies of the task forces. To do this, Achieve60AZ is committed to bringing the three task forces together for action planning, community ownership, and identifying common strategies.

THE PLAN

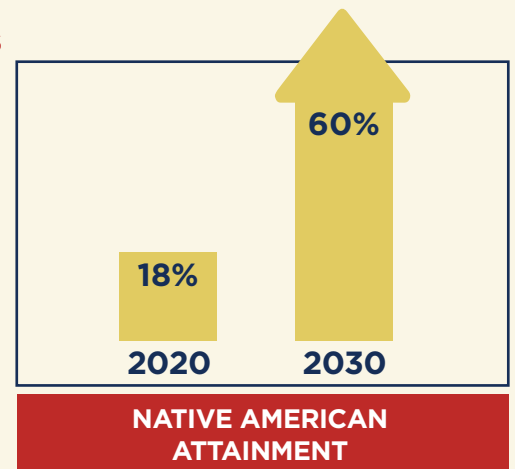
BLACK/AFRICAN AMERICAN TASK FORCE PRIORITY STRATEGIES

1. Require disaggregated reported data — including by race and ethnicity, geographic region, and age — to drive targeted action and change toward the postsecondary attainment goal.
2. Report on the unique needs of adult learners, along with actions to address those needs such as employer benefits, predicted areas for opportunity, available financial aid, and industry representation.
3. Focus attention and resources on the unique needs of the Black/African American community to ensure the pandemic and economic fallout do not exacerbate opportunity gaps between racial and ethnic groups.
4. Build a community-based fund dedicated to pooling resources and increasing investment in financial aid for Black/African American students.
5. Expose students to postsecondary education options early and often, including through high-school-to-college transition programs, early college enrollment programs, and through targeted advising.
6. Design career training opportunities, such as internships and apprenticeships, around community needs and where Black/African American adults are underrepresented in the local workforce. Increase the number of employers with policies to support adult learners.
7. Increase the number of P-20 institutions with a public commitment to cultural competence and diversity.
8. Incentivize postsecondary institutions to increase attainment of Black/African American Arizonans through financial investment, public recognition, or other means.



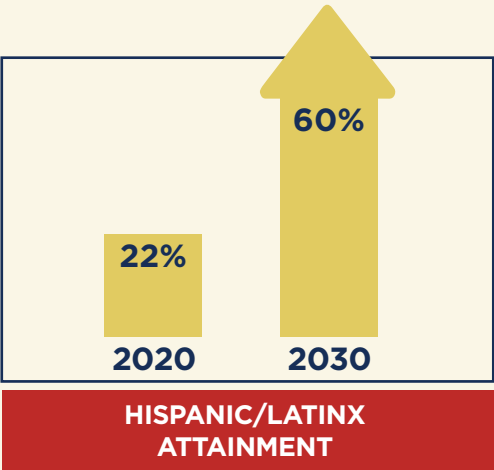
TRIBAL NATIONS AND COMMUNITIES TASK FORCE PRIORITY STRATEGIES

1. Create measures of success around postsecondary enrollment, persistence, and graduation that are developed, defined, and measured by tribal communities.
2. Study and disseminate research on the predictive behaviors that contribute to and anticipate effects of postsecondary attainment, from early childhood education through workforce development.
3. Enact policies to strengthen Native American knowledge creation as a critical component of culturally relevant curriculum practices.
4. Hold regular intertribal convenings to share progress toward the postsecondary attainment goal and strategies, as a method of nation building.
5. Advocate for all Arizona tribes to adopt the postsecondary attainment goal for their nations.
6. Work across tribal nations to create a meaningful college-going culture campaign, that includes paths to postsecondary education and clearly articulates the value of postsecondary attainment.
7. Work with tribal leadership and utilize existing research to create a plan to enact a statewide "Tribal Student Promise," a little- to no-cost education option for Native American students. Consider a reciprocity model across public higher education institutions.



LATINX TASK FORCE PRIORITY STRATEGIES

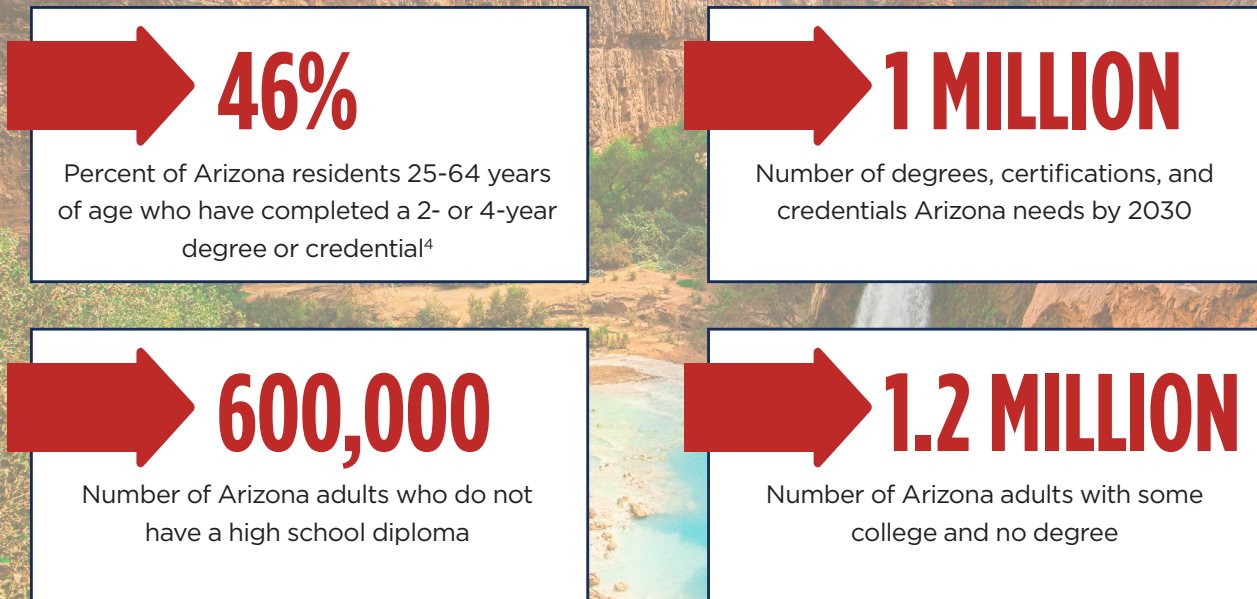
- 1. Require disaggregated reported data — including by race and ethnicity, geographic region, and age — to drive targeted action and change toward the postsecondary attainment goal.
- 2. Diversify leadership to achieve equitable representation at all levels, from teachers to school leaders and local school boards to the state legislature, so that decision makers more accurately reflect the community they serve.
- 3. Focus attention and resources on the unique needs of the Latinx community to ensure the pandemic and economic fallout do not exacerbate opportunity gaps between racial and ethnic groups.
- 4. Encourage sharing of promising practices for student success across postsecondary institutions and interest groups, to accelerate the path to attainment.
- 5. Create a meaningful college-going culture campaign to encourage Latinx youth and adults to prioritize and participate in postsecondary education.
- 6. Actively eliminate policy barriers to Latinx attainment.
- 7. Acknowledge the links between health and education. Advocate for culturally responsive health practitioners and remove the stigma around mental and behavioral health support to encourage its use.



PRIORITIZE ADULT LEARNERS

Our research suggests most adults (86.9%) agree or strongly agree that pursuing a degree, certification, or credential is important to them.² In order for Arizona to have a diverse, well-educated, highly-skilled workforce participating in a thriving economy, it is imperative we reach our postsecondary attainment goal. Individual and state economic prosperity is dependent on it. But there are not enough students in Arizona to reach the postsecondary attainment goal by relying on the K-12 pipeline alone.

A substantial number of adults, defined as those ages 25 and over, must also achieve a postsecondary degree or credential. Statewide, there are more than 600,000 adults over age 25 who do not have a high school diploma, and more than 1.2 million adults who have some college and no degree.³ We must find a way to bring these adults back into higher education, and have them complete postsecondary programs in substantial numbers. Doing so is vital for reaching our attainment goal, and will better position Arizonans for long-term economic prosperity.



²Community Alliance Consulting. (2020). Public institution employer education assistance report [Unpublished manuscript].

³[American Community Survey. \(2018\). Educational attainment \(S1501\) \[Data set\]. United States Census Bureau.](#)

⁴[Expect More Arizona & Center for the Future of Arizona. \(2020\). Arizona education progress meter.](#)

Of those 1.2 million Arizonans who have completed some college, but have not yet earned a degree, little research has been completed locally to understand why these students have “stopped out” before completion or what happens when the “comebacker” re-enrolls. We know from national research that the path to graduation is not always a straight line — persistence to degree for an adult student might mean stopping multiple times and taking a partial class load, instead of enrolling continuously as a full-time student.⁵ Given this reality, adult learners need easy on- and off-ramps to complete their education.

Recruiting adult students back to higher education is not enough. Our postsecondary systems must adapt to the realities of serving adult learners along complicated paths, so that both the learner and the institution are successful. Some critical questions for institutions to explore:

- ***How can we create systems specifically designed to support completion through part-time enrollment?***

Many adults attend part-time, and students who attend full-time are four times more likely to graduate than their part-time peers.⁶

- ***How do we best support families to make graduation a reality?***

More than 1 in 5 students are parents.⁷ As has been made clear these last few months, adults struggle to provide care for their children and focus on their own learning at the same time.

- ***How do we create opportunities for adult learners to thrive academically?***

Adult learners are often placed in pre-credit-bearing courses, or developmental classes, because they are several years removed from their previous school experience. However, students placed into developmental math and English courses have lower rates of course and program completion than their peers in traditional courses.⁸

- ***How can we better ensure adults have an efficient path to graduation?***

Nationally, the median student over age 30 takes more than 13 years to graduate with a bachelor's degree.⁹

In today's economy, there is an added desire to upskill or reskill quickly — 62 percent of Americans who plan to enroll soon in higher education are seeking non-degree and skills training opportunities.¹⁰



⁵The Graduate! Network & New America. (2019). Adults returning to and graduating from college: Pathways and predictive factors

⁶Shapiro, D., Dundar, A., Huie, F., Wakhungu, P. K., Yuan, X., Nathan, A. & Bhimdiwari, A. (2017). Completing College: A National View of Student Completion Rates – Fall 2011 Cohort. National Student Clearinghouse Research Center.

⁷Institute for Women's Policy Research & The Aspen Institute. (2019). Parents in college by the numbers.

⁸Arizona Community Colleges. (2019). 2019 strategic vision outcomes report.

⁹Velez, E. D., Lew, T., Thomsen, E., Johnson, K., Wine, J., & Cooney, J. (2019). Baccalaureate and beyond (B&B:16/17): A first look at the employment and educational experiences of college graduates, 1 year later. National Center for Education Statistics.

¹⁰Strada Center for Consumer Insights Public Viewpoint. (2020). Reskilling and changing careers in the midst of COVID-19.

WHAT'S NEEDED TO MOVE THE NEEDLE?

Adults are motivated, hardworking students. In order to see a path to postsecondary opportunity, they need support that meets their unique needs. These strategies should be prioritized:

WELL-DESIGNED FINANCIAL SUPPORT

Providing access to education for students across the socioeconomic spectrum is vital to Arizona's economic future. Research shows that students who are overburdened financially are less likely to persist through graduation.¹¹ For the most part, financial assistance programs were originally designed to serve first-year students fresh out of high school, which excludes returning adults from some financial aid opportunities. While institutions are trying to bear the burden of this effort, federal and state incentives don't exist to support this work. Employer tuition support programs are meant to alleviate the financial burden so that employees can pursue continuing education, but these programs have high barriers to access and low utilization.

WHAT'S NEEDED?

A combination of institutional, state, federal, and workplace financial aid support programs that cover a variety of educational costs, pay those costs upfront, and guarantee ongoing support. Age or early-life-stage financial assistance requirements need to be eliminated. Working adults need a uniform commitment from their employers to the continuing education of their employees.¹² That means standardized communication and direct outreach about the benefits of earning a college degree or credential, supervisor support and encouragement for all their direct reports to take advantage of educational assistance, and a plan for how frontline, 9-to-5 employees can participate.

POSTSECONDARY INSTITUTION COMMITMENT TO SERVE THE CHANGING STUDENT BODY

Campuses are designed around the recent high school graduate.¹³ Students over age 25 often have different needs than their younger peers. Adult students have jobs, families, and many other external responsibilities. Many adults are entering or reentering postsecondary education after a long break — and a lot has changed within that time. While schools have taken steps to support these learners, more is needed.

WHAT'S NEEDED?

Strategies designed around the non-traditional student. This means making bold changes to institutionalized practices that accelerate and support paths to graduation for the working adult, even those attending part-time. At minimum, working adults need to see themselves reflected as visible and valued members of the college system.¹⁴ Adults also need flexible course scheduling, variable start dates, flexible hours to utilize campus services (e.g. financial aid, career services), prior learning assessment (PLA), and assistance to access and afford on-site childcare. Adults need to be able to access prior transcripts without financial barriers and be able to re-enroll regardless of debt and without penalty.

¹¹Strada Education Network, Gallup, & Lumina Foundation. (2019). *Some college and no degree: How individuals who attend and don't graduate feel about education*. Lumina Foundation.; Strickler, B. Ash, D. Sheffer, H. & Zimmerman, Z. (2018). *Bridging the talent gap through data insights and community action*. In Andreason, S., Greene, T., Prince, H., & Horn, C. E. V. (Eds.). "Investing in America's workforce: Improving outcomes for workers and employers (Volume 1, pp. 33-50). Federal Reserve System.

¹²Community Alliance Consulting. (2020). Public institution employer education assistance report [Unpublished manuscript].

¹³see *Jobs for the Future*. (2019). *Accelerating pathways to careers for adult learners*. ; Glover, Hayley (2018) *Adult students – whatever you call them – are key to our talent needs*.

¹⁴The Graduate! Network & New America. (2019). *Adults returning to and graduating from college: Pathways and predictive factors*.

GOVERNMENT, BUSINESS, AND NON-GOVERNMENT ORGANIZATIONS PRIORITIZING THE 60 PERCENT ATTAINMENT GOAL

Policymakers and community leaders have a role to play, too. They can help provide external stability to individuals and families through policies that encourage adults to pursue a postsecondary credential in the first place. These leaders also have the vision to understand how educating one adult can have profound positive societal and generational implications.

WHAT'S NEEDED?

Community systems and resources so adults can focus on learning, not necessities. Some of these include financial support for childcare and eldercare; extended Supplemental Nutrition Assistance Program (SNAP) benefits¹⁵ and easier access to on-campus food options; safe and affordable student family housing; and free and reliable transportation. The State of Arizona, as well as local counties, cities, and towns, all have a role to play, from designing tuition assistance and debt forgiveness programs for their employees, to ensuring the local economy rewards graduating adults with good jobs.



¹⁵[The Center for Law and Policy. \(2020\). State options to increase college student access to public benefits: Policies and practices that increase student success and economic security.](#)

THE OPPORTUNITY AHEAD

ARIZONA PUBLIC EMPLOYER PILOT PROGRAM LEADS THE WAY

State and local public institutions that are actively supporting attainment efforts often overlook a major way they can contribute – as employers. Public sector employees make up a significant percentage of the workforce in Arizona,¹⁶ but are not always considered in economic development and postsecondary attainment discussions. And employees who achieve higher levels of attainment are more valuable to their organizations.¹⁷

With support from Lumina Foundation, Achieve60AZ is working with state and local governments to design a new way to support adult learners through the Public Service Promise Project. The project aims to reimagine the way that education benefits — largely tuition reimbursement programs — are designed and implemented. This pilot policy will be tested as a new way for local public agencies to incentivize their employees to complete a postsecondary credential or degree. We are pleased to be working with a diverse group of committed community partners in this effort, including the Arizona Department of Administration and Arizona Department of Corrections; Coconino, Pima, and Yuma counties; the cities of Phoenix, Tempe, and Tucson; and Maricopa and Pima community college districts.

While most employees surveyed (83.1%) agreed or strongly agreed that the pursuit of a postsecondary degree, certification or credential would help them reach their long-term goals and increase their earning capacity, current models for education assistance programs have low utilization and high hurdles to access. For example, employees are often required to complete confusing and cumbersome in-person paperwork, pre-pay tuition expenses without certainty they will be reimbursed, and maintain high GPAs. Funding is distributed to employees with the most flexibility and access to apply within their workday, so frontline workers and those who would often have the most to gain from these funds can have the most difficulty reaching them. Half of employees surveyed who do use their employer tuition benefits experienced major issues in doing so. The need for new policy design for education assistance is clear:

- Based on economic projections, return on investment (ROI) is always positive for investment in public employee educational advancement.
- A public investment of \$1.2 million into employee education assistance results in a projected \$7.3 million in productivity gains. These gains are either passed on to taxpayers as lower taxes or reinvested in higher-quality government services, creating real value for the taxpayer.¹⁸

Achieve60AZ will release more information soon on how cities, counties, and state agencies can redesign benefits to support the 60 percent attainment goal. In 2021, we look forward to sharing initial lessons learned from our pilot communities across Arizona.

¹⁶Maciag, M. (2016). [States with most government employees: Totals and per capita rates](#). *Governing: The future of states and localities*.

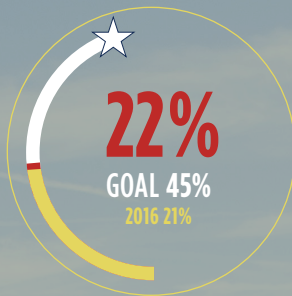
¹⁷Rounds Consulting Group, Inc. (2020). Economic and fiscal benefits of public sector workforce development [Unpublished manuscript].

¹⁸Bell, A. C. (2020). Background for designing a tuition benefit pilot: Landscape, policy scan, and consideration [Unpublished manuscript].; Three Arrows Up Consulting; Community Alliance Consulting. (2020). Public institution employer education assistance report [Unpublished manuscript].; Rounds Consulting Group, Inc. (2020). Economic and fiscal benefits of public sector workforce development [Unpublished manuscript].

TRACKING PROGRESS TO OUR GOALS

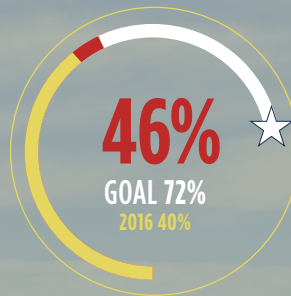
In 2016, Expect More Arizona and the Center for the Future of Arizona launched the Arizona Education Progress Meter, a series of metrics to unite all Arizonans around a shared vision for education in our state. In a community-led effort, nearly 200 individuals and organizations from across Arizona worked together to establish the goals and metrics. The Arizona Education Progress Meter allows us to measure progress toward the same goals, take collective action, and celebrate our successes along the way. The metrics also show us where we have work left to do.

ARIZONA EDUCATION PROGRESS METER¹⁹



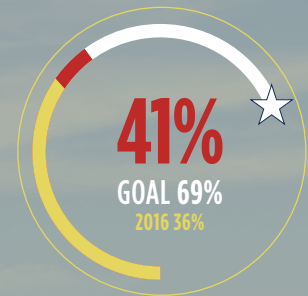
QUALITY EARLY LEARNING

Percent of Arizona 3- and 4-year-old children who are in quality early learning settings



THIRD GRADE READING

AzMERIT passing rate percentage for third grade reading (students who scored as proficient or highly proficient)



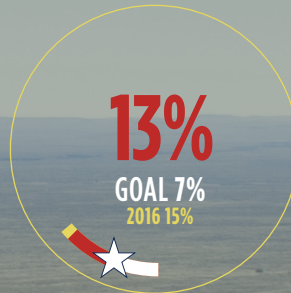
EIGHTH GRADE MATH

AzMERIT passing rate percentage for eighth grade math overall (students who scored as proficient or highly proficient)



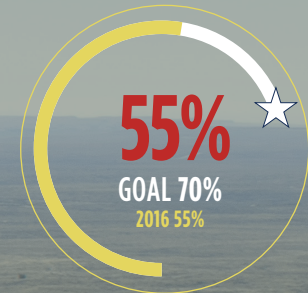
HIGH SCHOOL GRADUATION RATE

Percentage of students graduating from high school in 4 years



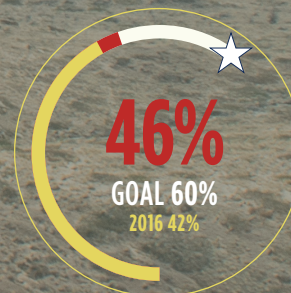
OPPORTUNITY YOUTH

Percent of people age 16-24 neither working nor in school



POST HIGH SCHOOL ENROLLMENT

Percentage of high school graduates enrolling in college the semester following graduation



ATTAINMENT

Percent of people age 25-64 with a 2- or 4-year degree or postsecondary certificate

¹⁹ Expect More Arizona & Center for the Future of Arizona. (2020). Arizona education progress meter.

ACHIEVE60AZ ALLIANCE

1 Delta, LLC
A New Leaf, MesaCAN - Assets to Opportunity Program
ABL Cyber Academy
Academy for Caregiving Excellence
AGM Container Controls, Inc.
Akwai
Aliento
American Indian Institute
Amphitheater High School
Arizona Academy of Emergency Services
Arizona Association for Economic Development
Arizona Association of County School Superintendents
Arizona Association of School Administrators
Arizona Association of Student Financial Aid Administrators
Arizona Board of Regents
Arizona Center for Afterschool Excellence
Arizona Center for Economic Progress
Arizona Chamber of Commerce
Arizona Charter Schools Association
Arizona Commerce Authority
Arizona Commission for Postsecondary Education
Arizona Community College Coordinating Council
Arizona Community Foundation
Arizona Department of Education
Arizona Early Childhood Development and Health Board
Arizona GEAR UP
Arizona Hispanic Chamber of Commerce
Arizona Private School Association
Arizona School Boards Association
Arizona Science Center
Arizona State Board for Charter Schools
Arizona State Board of
Education/Vocational Education Board
Arizona State University
Arizona State University
Mary Lou Fulton Teachers College
Arizona Tax Research Association
Arizona Western College
ARIZONA@WORK-Maricopa County
Ascension College Planning
ASU Preparatory Academy
AzCAN
AZTransfer
Be a Leader Foundation
Beaver Creek Elementary School District
Benedictine University
BHHS Legacy Foundation
Blueprint Education
Boys Hope Girls Hope of Arizona
Catholic Education Arizona
Center for the Future of Arizona

Central Arizona College
Central Arizona Valley Institute of Technology
Champion for Success
City of Tolleson
City of Yuma
Cochise College
Cochise County Superintendent
of Schools/Education Service Agency
Coconino Community College
College Application Resource
College Bound AZ
College Depot at Phoenix Public Library
College Success Arizona
CollegeAmerica Flagstaff
Community Foundation for Southern Arizona
Complete College America
CoNecs North America
Cradle to Career Partnership
Crane Elementary School District
Diné College
Divine Vision Center
East Valley Partnership
Eastern Arizona College
Empowerment Systems, Inc
Expect More Arizona
First Things First
Flagstaff Unified School District
Flinn Foundation
Gadsden Elementary School District #32
Glendale Union High School District
Go Lake Havasu
Goldwater Institute
Goodwill of Central and Northern Arizona
Graham County School Superintendent
Grand Canyon Institute
Grand Canyon University
Greater Flagstaff Chamber of Commerce
Greater Phoenix Chamber of Commerce
Greater Phoenix Educational Management Council
Greater Phoenix Leadership
Helios Education Foundation
HT Metals
Jobs for Arizona's Graduates
KCH Solutions LLC
Keeping Teachers Teaching Inc.
Kingman Area Chamber of Commerce
La Paz County ESA
LAUNCH Flagstaff
Literacy Connects
Literacy Volunteers of Maricopa County
Luminario Education Strategies

Over 150 community, business, philanthropic, and education organizations and 47 local governments
in Arizona form this independent, nonprofit, nonpartisan alliance, fueled by a community-based
effort to make Arizona competitive through the power of education.

Maricopa County Community College District	Sunshine Family Healthcare Center
Mercy Care	Teach for America Phoenix
Metropolitan Education Commission	The Refrigeration School, Inc.
Midwestern University	The State of Black Arizona
Mohave County Community College District	The Studio Academy of Beauty
Northern Arizona Leadership Alliance	Thunder Mountain Church
Northern Arizona University	Tolleson Elementary School District
Northern Arizona University College of Education	Tucson Hispanic Chamber of Commerce
Northland Pioneer College	U.C.CAN!, LLC
Penrose Academy	Union Elementary School District No. 62
Pilkington Construction	Universal Technical Institute
Pima Community College	University of Arizona
Pima County Schools Superintendent	University of Arizona College
Pipeline AZ	of Applied Science and Technology
Piper Foundation	University of Arizona College of Education
Promineo Tech	University of Dubuque
Read On Arizona	University of Phoenix
Recovery Education Center, RI International	Valley of the Sun United Way
Regier Carr & Monroe LLP	Veridus
ReUp Education	West Coast Ultrasound Institute School
Rodel Foundations	of Imaging & Nursing
S.E.E.4Vets	West Maricopa Association of REALTORS
Saddle Mountain Unified School District	WESTMARC
Santa Cruz Center	Working Scholars powered by Study.com
Savvy Pen	WSG Foundation Inc.
Science Foundation Arizona Center for STEM at ASU	Yavapai College
Southern Arizona Leadership Council	Yavapai County Education Service Agency
Southern New Hampshire University	Young Writers Foundation
Southwest Truck Driver Training	Yuma Center of Excellence for Desert Agriculture
St. Mary's Food Bank Alliance	Yuma Crossing National Heritage Area
Stand for Children	Zovio
Studio 697	

Local governments that have adopted the state's attainment goal and the Arizona Education Progress Meter:

City of Apache Junction	City of Kingman	City of Tempe	Town of Kearny
City of Buckeye	City of Litchfield Park	City of Tolleson	Town of Mammoth
City of Casa Grande	City of Maricopa	City of Tucson	Town of Marana
City of Chandler	City of Mesa	City of Winslow	Town of Oro Valley
City of Coolidge	City of Nogales	Coconino County	Town of Payson
City of Cottonwood	City of Phoenix	La Paz County	Town of Prescott Valley
City of Douglas	City of Prescott	Lake Havasu City	Town of Queen Creek
City of Eloy	City of San Luis	Pinal County	Town of Sahuarita
City of Flagstaff	City of Scottsdale	Santa Cruz County	Town of Superior
City of Glendale	City of Sedona	Town of Camp Verde	Town of Winkelman
City of Globe	City of Show Low	Town of Florence	Yavapai County
City of Holbrook	City of Surprise	Town of Hayden	

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