The background is a vibrant, stylized illustration of a desert landscape. A winding, two-lane road with a dashed white center line curves through the scene. In the distance, there are jagged mountains with snow-capped peaks and a dense forest of green trees. The sky is a clear blue with a large, bright white sun and a few small white birds. In the foreground and middle ground, there are several green saguaro cacti with small white flowers, and some brown, rocky hills. The overall style is clean and modern, with a focus on natural elements.

ROADMAP FOR P-20 EDUCATION FUNDING



Expect More Arizona[®]
THE MOVEMENT FOR WORLD-CLASS EDUCATION

EDUCATION UNLOCKS THE POTENTIAL OF INDIVIDUALS AND COMMUNITIES

Where a family lives, how much money they make, or their race or ethnicity should not dictate the quality of education that a student receives. Arizona voters overwhelmingly agree with this statement, so why then are so many of our students lagging behind?

For example, far from the state's 45 percent goal, less than one quarter of Arizona's three- and four-year-olds are currently enrolled in a quality early learning program and the latest reading and math proficiency scores show a growing achievement gap. Or consider that slightly more than four of 10 adults hold degrees or credentials - far from the 60 percent target needed to fill the jobs of the future and support our growing economy. In addition, while the state budget included some of the largest investments in teacher pay in memory, we still have a long way to go to reach the national median.

Here's another statement the vast majority of Arizonans agree with: Education unlocks the potential of individuals and communities. Investments in students, educators and classrooms have an enormous return for our state. A strong P-20 education system will create and support a talent pipeline that attracts diverse businesses to Arizona. A more educated and skilled workforce will also increase business and personal income, grow revenues for the state to invest in other critical needs and decrease the dependence on social safety nets. The long-term prosperity of Arizona depends on greater levels of educational attainment that will lower crime rates, improve personal health and create more resiliency to changes in the economy.

As things stand today, investments in education are far from where they need to be to meet the shared goals in the Arizona Education Progress Meter, close persistent achievement gaps, and invigorate economic growth. Despite important investments made recently in teacher pay and other parts of the system, all of education – from quality early learning to postsecondary – is in need of additional resources.

SO, WHERE DOES ARIZONA GO FROM HERE?

ROADMAP FOR P-20 EDUCATION FUNDING

More than 80 participating organizations representing education, business and community leaders from across the state joined together to create the [Roadmap for P-20 Education Funding](#) (Roadmap). The Roadmap is the first-of-its kind vision for long-term education funding in Arizona from the early years through college and career. It represents consensus on the major investments needed for P-20 education by 2030 that coupled, with effective instruction, policy, and strategy implementation, will advance the shared goals in the Arizona Education Progress Meter and close persistent achievement gaps.

The investments outlined in the Roadmap were prioritized by their ability to both stabilize the education system and advance outcomes for all students, then were grouped by short-, mid- and long-term needs.

CORE VALUES

Together, the participants created the Roadmap using a core set of principles that include putting student needs first, valuing collaboration and consensus over self-interest, valuing inclusivity of diverse perspectives, fostering creativity, taking a long-term approach and desiring to support the entire P-20 continuum.

PRINCIPLES

The participants agree that future state budgets and funding proposals should prioritize investments that follow these three principles. Funding must:

- **Support the entire education continuum, P-20.** Each part of the continuum is of value and is in need of investment. Further, one part of the education continuum should not be funded at the expense of another (nor at the expense of other systems that support student success).
- **Significantly advance outcomes for all students,** in alignment with the Arizona Education Progress Meter goals.
- **Provide predictability, consistency and flexibility** for those receiving the funding.

PRIORITIES FOR EDUCATION FUNDING

The participating organizations identified five priorities to focus P-20 investments in order to provide every student an excellent education every step of the way:

1. Attract, support and retain quality educators P-12, including teachers, support staff and administrators, by ensuring compensation and benefits are competitive.
2. Improve the quality of and access to early education and literacy across all settings for children birth through age 8 for families who want it.
3. Ensure success for students in grades K-12.
4. Provide comprehensive wrap-around services to increase readiness to learn.
5. Increase student access to postsecondary education and reduce the financial burden to students.

INVESTMENTS NEEDED IN P-20 EDUCATION

Using the principles and five priorities, the participants discussed the major investments needed in each education sector: early childhood, K-12 and postsecondary education. Each has been identified as a short-, mid-, or long-term need, however, that does not preclude them from advancing more expeditiously. In the future, the categorization of these investments will be periodically reviewed to assess the progress and urgency of each item.

A critical theme emerged throughout this conversation: there is a significant need to increase base funding for K-12, community colleges and universities and increase support for quality early learning. Leaders from the education, business, and economic development communities agree that strong classrooms at all levels lead to strong communities. Investments in education are needed not only to make up for funding that has been cut in the past, but to ensure equity of opportunity for all students and to create the ready workforce that will enable our economy to thrive. In order to achieve this, investments must address the entire education continuum and be sustained over time.

A second theme related to equity also emerged: there is a significant need to ensure that students with the greatest needs have the supports necessary to be successful at all levels, P-20. Funding should be allocated in order to close opportunity gaps that lead to persistent achievement gaps. The investments in the Roadmap address both of these critical themes.



SHORT-TERM INVESTMENTS NEEDED

As a first step, Arizona should invest in these strategies:

- Raise teacher pay to the national median, while at the same time providing statewide, meaningful professional development, mentoring and induction that are research-informed and driven by best practices.
- Increase funding for Arizona resident students attending a state university (e.g. 50/50 model).
- Double the STEM workforce funding for all community colleges, including restoration of this funding for Pima and Maricopa Community Colleges.
- Increase access to quality child care, including pre-K (including increasing state funding for child care, providing budget authority to spend the \$56M in additional federal Child Care and Development Block Grant funds and increasing the reimbursement rate to a quality level).
- Fund effective strategies and interventions to support reading proficiency by the end of 3rd grade, as identified by the State Board of Education, including targeted intentional reading supports and technical assistance in the early grades, a comprehensive assessment system, and renewing and redirecting Early Literacy Program Funding to areas of greatest need.
- Provide funding for K-12 school building construction and maintenance, beginning with a focus on rural schools.
- Begin scaling funding for wrap-around services for students where those services are based on individual needs assessment, early interventions and a supply of school internal and external staff resources (including social workers, mental health professionals, nurses, speech and language therapist, school counselors, special education, etc.).



MID-TERM INVESTMENTS NEEDED

Arizona should build on the short-term investments by focusing on the following priorities that will further advance student outcomes:

- Invest in developing and supporting a strong pipeline of principals and school leadership.
- Provide funding for post-baccalaureate teacher certification programs at all community colleges (expand the existing programs and provide funding mechanism for all 10 colleges to provide certifications statewide).
- Scale up quality, free or low-cost child care and pre-K for families who want it to ensure that children are ready for Kindergarten (quality as defined by the Arizona Education Progress Meter).
- Direct state funds to support full-day kindergarten for every student in Arizona.
- Fund effective strategies and interventions in pre-kindergarten through 8th grade to support mathematics proficiency by the end of 8th grade, including teacher development in elementary and middle school mathematics in areas of greatest need, targeted support and technical assistance in grades K-6 where teachers do not have highly-qualified mathematics expertise and the implementation of a comprehensive mathematics assessment system K-8.
- Provide support for all students to complete a Career Development Process and Education and Career Action Plan (ECAP) before graduating from 8th grade, with continued ability for students to use those tools in high school. This should include providing resources for students beginning in grades 5–8 to have access to quality career awareness and career development in order to be best prepared to make choices on pathways once they reach high school.



MID-TERM INVESTMENTS NEEDED - Continued

- Continue supporting K-12 school building construction and maintenance by restoring the building renewal formula.
- Increase funding for special education students and modernize the way special education funding is allocated to better meet student needs.
- Increase student access to school counselors as defined by the Arizona School Counselors Association at all levels (elementary, middle and high school) in order to begin reducing Arizona's ratio of students to counselors from 903:1 to 250:1.
- Invest funding in research-based practices to support English language learners in schools with the greatest need, with a focus on English language proficiency and content mastery.
- Increase funding for wrap-around services for students, including early interventions and screening and an adequate supply of school staff (including social workers, mental health professionals, nurses, speech and language therapists and more).
- Decrease the overall cost of attendance in postsecondary education by funding state-based financial aid.
- Reinvest in all community colleges in order to balance the share of state, local and student revenue to the community colleges.



LONG-TERM INVESTMENTS NEEDED

To be a top performing state and to reach the goals in the Arizona Education Progress Meter, Arizona should continue its investment in these funding priorities:

- Raise wages for early childhood educators to attract and retain teachers.
- Provide teachers high-quality classroom and instructional resources and technology (including textbooks, access to broadband and devices, etc.).
- Offer loan forgiveness or other incentives to encourage teachers to complete a teaching degree or credential.
- Support teacher preparation programs in Arizona's universities and community colleges to be high-quality, comprehensive and provide clinical training.
- Take Quality First (the state's child care quality improvement and rating system) to scale, so all early care and education programs that have an interest may participate.
- Increase access to evidence-based home visiting programs.
- Provide developmental screenings and interventions to children experiencing mild and moderate delays.
- Increase resources for approved Career and Technical Education Programs to expand access, quality, and serve more students, including work-place learning, funding a fourth year of CTE for high-demand programs, restoration of funding to Career and Technical Education Districts, and funding for the cost of certifications and licenses or program completers.



LONG-TERM INVESTMENTS NEEDED - Continued

- Provide funding for students to take the ACT, SAT, Cambridge, Advanced Placement, International Baccalaureate, or other exams.
- Provide access to safe and reliable transportation for students, especially in rural communities.
- Reconnect opportunity youth to education, work and wrap-around services by scaling up the number of re-engagement centers around the state.
- Increase compensation and professional development for student support service workers (counselors, physical therapists, social workers, psychologists, and others).
- Provide professional development on trauma-informed practices to create a supportive environment for students.
- Fully fund each institution providing dual enrollment instruction to students (e.g. fully fund at 100% of FTSE rate).
- Develop a statewide postsecondary-going initiative to support students in preparing for and matriculating to postsecondary education and/or training targeted to schools with low post-high school enrollment rates.
- Implement programs that incentivize working adults, low-income students and first-generation students to attend and complete postsecondary education.
- Provide funding to schools with high concentrations of American Indian students to implement comprehensive language revitalization programs and to the Office of Indian Education to support implementation.

ROADMAP FOR P-20 EDUCATION FUNDING

BACKGROUND

In response to the ongoing and increasing need to address education funding, more than 80 organizations representing education, business and community leaders from across the state joined together to create a shared vision for education funding, from the early years through college and career.

This vision represents consensus on the major investments needed for P-20 education to advance the shared goals in the Arizona Education Progress Meter by 2030 and close persistent achievement gaps.

The Roadmap for P-20 Education Funding, builds on the work of many conversations that have taken place over the past decade about education funding in Arizona, including the 2017 Arizona Town Hall on Pre-K-12 funding. The investments included in the Roadmap were prioritized by their ability to both stabilize the education system and advance outcomes for all students, then

were grouped by what needs to be funded in the short-, mid- and long-term. The group prioritized consensus over unanimity, working together to reach as much agreement as possible and agreeing to not let perfect be the enemy of good.

The Roadmap is intended to be used by policymakers, business, education and community leaders to inform and evaluate funding proposals and to focus conversations on the complete picture, even as incremental investments are made in the short term. Further, it is intended that this Roadmap is used as a way to unite the broader community around a set of shared priorities that can be jointly communicated about and advocated for over time.



ROADMAP FOR P-20 EDUCATION FUNDING

BACKGROUND

Also, it should be noted that this Roadmap should be accompanied by changes to policy, effective implementation of strategies as led by the experts in each sector, and instruction as provided by Arizona's educators.

Funding alone will not enable the state to meet the goals in the Arizona Education Progress Meter however, these investments are an important tool that, if coupled with policy, strategy and instruction, will propel Arizona to the 2030 goals.

For example, the K-12 funding formula and special education formula must be addressed, as both require policy change. Partners across the state have also been working to advance strategies and support instruction, which will be propelled by additional funding.

It is also important to note that some of the investments included in the Roadmap have the potential to free up dollars that could be used for other purposes. For example, the state currently pays for a half day of Kindergarten while schools make up the difference by leveraging other dollars, charging tuition fees, and asking for budget override approval from voters. If the state fully funded Kindergarten, these dollars supporting Kindergarten could be used for other purposes.



ROADMAP FOR P-20 EDUCATION FUNDING

PARTICIPATING ORGANIZATIONS

Achieve60AZ	Arizona Town Hall	Isaac School District
Arizona Association Of Community College Trustees	Balsz School District	JTED Superintendents
Arizona Association of County School Superintendents	Buckeye Elementary School District	LAUNCH Flagstaff
Arizona Association for the Education of Young Children	Center for the Future of Arizona	Lowell Observatory
Arizona Association of School Business Officials	Central Arizona College	Maricopa Community Colleges
Arizona Association of Teachers of Math	Children's Action Alliance	NALEO Educational Fund
Arizona Board of Regents	Cochise County School Superintendent	Northern Arizona Leadership Alliance
Arizona Business and Education Coalition	Cochise Community College	Northern Arizona University
Arizona Charter Schools Association	Coconino Coalition for Children and Youth	Opportunities for Youth
Arizona College Access Network	Coconino Community College	Pima Community College
Arizona Commission for Postsecondary Education	Coconino County Superintendent of Schools	Pima County JTED
Arizona Community College Coordinating Council	College Success Arizona	Pima Unified School District
Arizona Community Foundation	Community Foundation for Southern Arizona	Read On Arizona
Arizona Department of Education	Cradle to Career Partnership	RL Jones Insurance & MVS
Arizona Early Childhood Alliance	Douglas Education Partnership Council	Rodel Foundation of Arizona
Arizona Education Association	Earn to Learn	Stand for Children Arizona
Arizona Educational Foundation	East Valley Partnership	Southern Arizona Leadership Council
Arizona GEAR UP	Economic Independence, LLC	Teach for America
Arizona K-12 Center	Expect More Arizona	Tolleson Elementary School District
Arizona PTA	First Things First	Tucson Metropolitan Education Commission
Arizona Rural Schools Association	Flagstaff Chamber of Commerce	Tucson Values Teachers
Arizona School Administrators	Flagstaff STEM City	UNIDOS US
Arizona School Boards Association	Friendly House	Union Elementary School District
Arizona School Counselors Association	Greater Phoenix Economic Council	United Way of Northern Arizona
Arizona State Board for Charter Schools	Greater Phoenix Educational Management Council	United Way of Tucson and Southern Arizona
Arizona State University	Greater Phoenix Chamber	University of Arizona
	Greater Phoenix Leadership	University of Arizona South
	Helios Education Foundation	Valley of the Sun United Way
	Inter Tribal Council of Arizona	Yavapai County Education Service Agency
		Yuma Education Advocacy Council
		Yuma Union High School District

ARIZONA EDUCATION PROGRESS METER

It's been nearly three years since the Arizona Education Progress Meter was developed to provide a clear picture of where we stand today and to outline broadly supported goals the state aims to meet by 2030. While the state has gained ground on all eight indicators, it is clear we will not meet the long-term goals or close persistent achievement gaps without significant investments in the entire education continuum, coupled with effective instruction, policy, and strategy implementation.

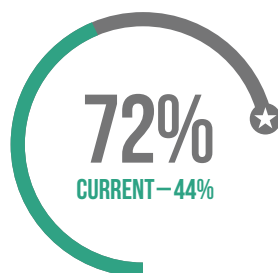
2030 GOALS

QUALITY EARLY LEARNING



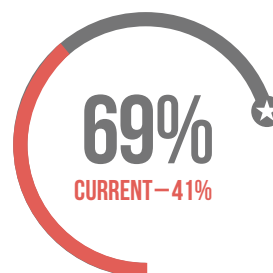
Percent of three and four year old children that are in quality early learning settings.

3RD GRADE READING



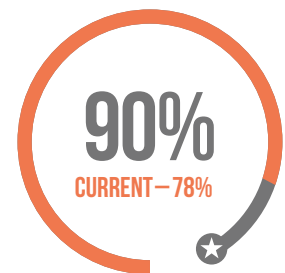
Percent of 3rd grade students who scored proficient or highly proficient on the AzMERIT English language arts assessment.

8TH GRADE MATH



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

HIGH SCHOOL GRADUATION



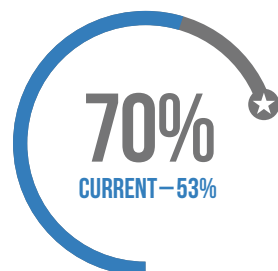
Percent of high school students who graduate in 4 years.

OPPORTUNITY YOUTH



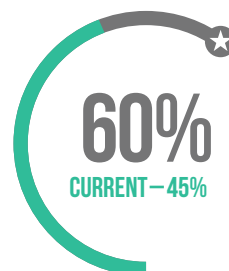
Percent of 16-24 year olds NOT going to school or working.

POST HIGH SCHOOL ENROLLMENT



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

ATTAINMENT



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

TEACHER PAY



Arizona's ranking compared to other states for median elementary teacher pay.

*Adjusted for cost of living.

For more information about the Arizona Education Progress Meter and data sources visit:

ExpectMoreArizona.org/Progress/



Expect More Arizona[®]

THE MOVEMENT FOR
WORLD-CLASS EDUCATION

For more information, visit:

ExpectMoreArizona.org/Roadmap/