

Spring 2018

Arizona Mayors Education Dashboards

**The Economic Effects of High School
Non-Completion and Disconnected Youth**

The Arizona Mayors Education Roundtable

The Arizona Mayors Education Roundtable, an initiative of Helios Education Foundation and WestEd, brings together mayors of Arizona's larger cities, district superintendents, and their key staff to share data, evidence-based and promising practices, and programmatic strategies that can help address local challenges affecting students' educational and career choices. The Roundtable is convened by WestEd, with primary funding from Helios Education Foundation and additional support from Pearson, America's Promise Alliance, and the Arizona Community Foundation.

About WestEd

WestEd is a nonpartisan, nonprofit research, development, and service agency that works with education and other communities throughout the United States and abroad to promote excellence, achieve equity, and improve learning for children, youth, and adults. Agency headquarters are in San Francisco.

About This Report

This report was authored by Clive R. Belfield, PhD (Queens College, City University of New York) and Ian Hickox (Collaborative Communications Group) and is based on Prof. Belfield's analysis. The Education Dashboards project was coordinated by Paul Koehler, director of WestEd's Policy Center.

Information about the data sources and methodology used to produce this report is available in the appendices. For additional explanation of what the report shows and its significance, please refer to the companion guide, *Arizona Mayors Education Dashboards Report: An Explanatory Guide*, which provides answers to common questions about key aspects of the report.

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Suggested citation:
Belfield, C.R. & Hickox, I. (2018). *Arizona Mayors
Education Dashboards*. San Francisco, CA: WestEd.

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Youth Outcomes Impact Prosperity in Arizona

The prosperity of Arizona's cities and towns is dependent, in large part, on youth becoming educated and contributing members of their communities. School and work are central to ensuring that youth develop the human capital they require to lead successful lives.

Across Arizona, though, many youth are faced with diminished prospects for their futures as a result of their academic outcomes. These are young people who do not complete high school—so called “non-completers”—and “disconnected youth,” young people who are neither attending school nor employed.

This updated *Arizona Mayors Education Dashboards* report presents a series of profiles that demonstrate the estimated economic losses—in 15 Arizona cities and towns—that result from high school non-completion and youth disconnection. These estimated losses reflect lost earnings, higher rates of criminal activity, poorer health, increased reliance on government programs, as well as productivity losses and tax distortions.

The Economic Importance of Non-Completers and Disconnected Youth

Published in 2015, the first *Arizona Mayors Education Dashboards* report featured data on high school dropouts and the associated economic losses. However, after many conversations with mayors in cities and towns across the state, the Arizona Mayors Education Roundtable determined that high school non-completion rates can provide cities with a clearer, more useful way to understand and talk about how youth outcomes impact their communities.

Whereas the various approaches commonly used to define who is a dropout and to calculate high school dropout rates can sometimes cause public confusion with respect to how many dropouts there are in a given locality, non-completion rates are a straightforward alternative. Non-completion rates show the percentage of students in a school cohort who, for whatever reason, did not graduate on time (in four years) with their peers.

For example, in 2015 there were 82,430 18-year-olds in Arizona who could have graduated from public high schools. Using the four-year graduation rate of 78 percent, as reported by the Arizona Department of Education, it can be determined that 22 percent—18,460 students—did not complete high school with their cohort.

It may be the case that some youth who do not complete high school with their cohort will eventually graduate, but the value of using high school non-completion rates is to model the economic impact that localities would face if each non-completer in a cohort did not eventually graduate. After all, each non-completer represents a \$498,920 estimated lifetime loss for Arizona. For the entire cohort of 18,460 non-completers, the estimated loss would amount to \$9.2 billion.

In this updated version of the *Arizona Mayors Education Dashboards*, youth disconnection rates are shown at the county level rather than the locality-level rates presented in the previous report. The county-level data, while broader than locality-level data, is more precise and less susceptible to uncertainties related to sample size.

Rates of disconnected youth offer similar insight into the economic impact that young people who are not in school or working have on their communities. In 2015 there were 830,000 youth aged 16-24 in Arizona. American Community Survey (ACS) data, from the U.S. Census Bureau, suggest that 14.6 percent—or 125,850—of this youth population were disconnected. The resulting economic loss to Arizona is estimated to exceed \$96 billion.

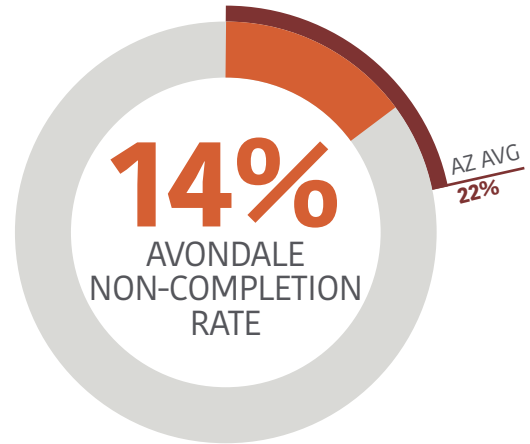
Avondale

Avondale, a city of over 83,000 residents, has transformed from a farming community into a major suburb just west of Phoenix over the past three decades. With the burgeoning growth, the city now includes six school districts, with a combined total of four elementary and two high school districts. Recognizing that educational excellence is key to economic development success, Avondale has adopted a visionary strategic plan with five key initiatives, two of which are focused on supporting and expanding educational initiatives.

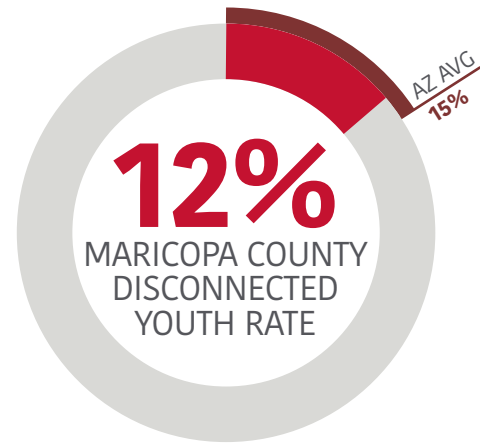
Avondale's commitment to providing diverse recreational and educational opportunities serves to ensure education is a defining value for residents of all ages. Through partnerships with the Care1st Avondale Resource Center, city libraries, and various human services agencies, including United Way and First Things First, Avondale has expanded opportunities for parental involvement and early childhood learning. Programs such as *Read On Avondale*, or those facilitated by the Arizona Science Center, all aim to bridge gaps in literacy awareness and academic enrichment at an early age. At the other end of the continuum, Avondale has focused on workforce development, partnering with WestMec and Maricopa County Workforce Development to equip teens and adults with the skills needed to excel in a rapidly changing world.

Those focused and concerted efforts are positively impacting educational outcomes for Avondale children. In 2017, Avondale was named an All-America City for its success with the *Read On Avondale* program in the area of grade-level achievement. Through this cross-sector collaboration, which targeted third-grade reading proficiency, the *Read On Avondale* program has achieved a 40 percent increase in participants who have maintained or improved literacy skills over the summer. Additionally, an increase of 11 percent was seen in students who were reading proficiently by the end of the third grade.

As a result of this holistic approach to providing children and parents with opportunities for educational and professional success, the City of Avondale is on its way to fulfilling the promise of its strategic plan.



188 non-completers (2015 cohort)



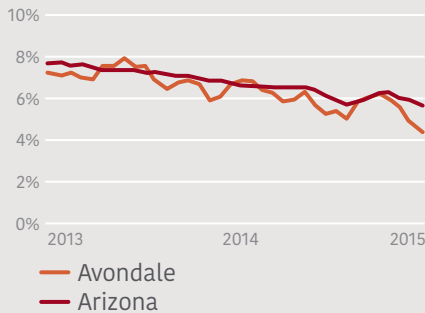
65,890 disconnected youth (2015)

Estimated Lifetime Economic Effects of Non-Completers and Disconnected Youth

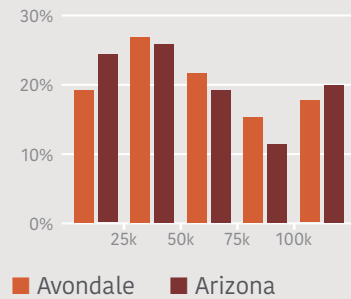
Non-Completers		Disconnected Youth	
Estimated Economic Loss (Locality)	Economic Loss Per Non-Completer	Estimated Economic Loss (County)	Economic Loss Per Disconnected Youth
\$92.7 million	\$493,000	\$48 billion	\$728,000

Notes: Non-completion and disconnection rates in this profile have been rounded to the nearest whole number. Estimated economic losses have also been rounded. Please refer to the report appendices for more detail.

Unemployment Rate



Household Income

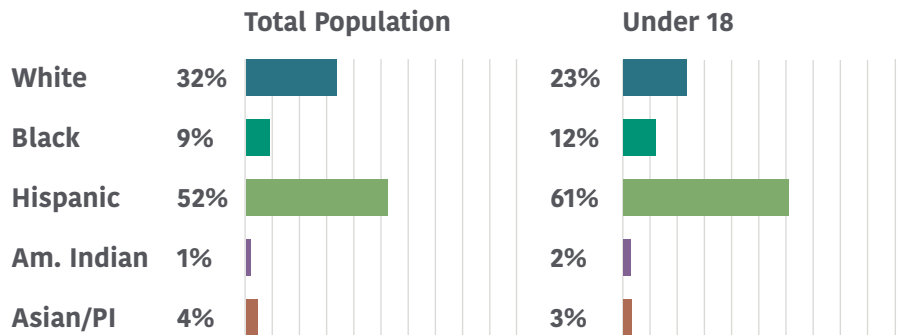


ECONOMIC INDICATORS

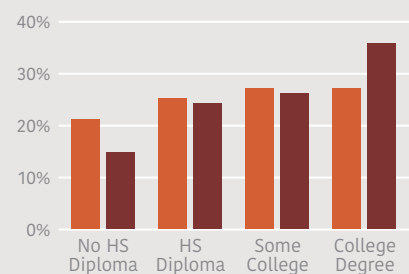
Education and the economy are closely intertwined. In order to address educational challenges, it is necessary to understand the economic context within which students, families, and schools operate. On average, a well-educated population enjoys higher employment and incomes.

DEMOGRAPHICS

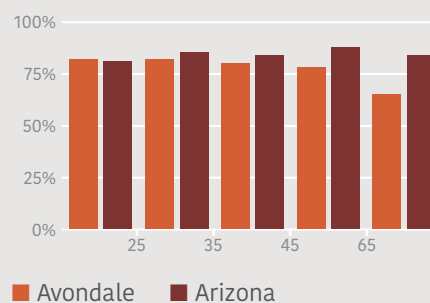
Across Arizona the demographic picture is changing rapidly. Comparing the racial/ethnic composition of the youth population with that of the locality as a whole illustrates the pattern of these demographic shifts and the growth of the Hispanic population in particular.



Education Attainment



HS Completion by Age



EDUCATION RATES

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Sources: Arizona Department of Administration Local Area Unemployment Statistics, Seasonally Adjusted Tables: 2009-2015 City Unemployment Report; US Census Bureau 2010-14 American Community Survey 5-Year Estimates.

Douglas

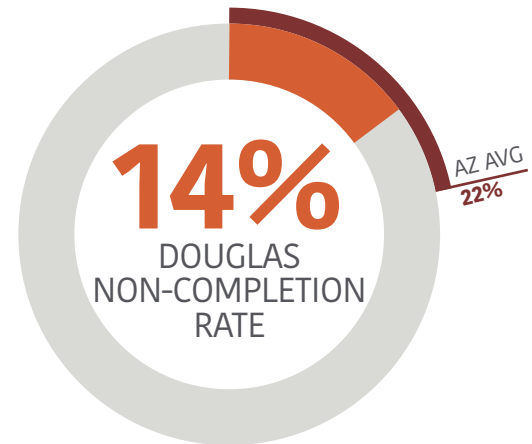
A town of 16,592 residents, Douglas is situated in the southeastern corner of Arizona and just north of Sonora, Mexico. The school district encompasses eight schools, serving approximately 3,800 students from pre-K to 12th grade.

The city places a focus on educational opportunity for all of its students, regardless of their learning needs. This mission has special importance given that almost a quarter of students in Douglas schools are English Language Learners (ELL). As a result, Douglas Unified features a strong Structured English Immersion Program, ensuring that those youths have the tools and resources to thrive in the classroom. The district supports a multi-disciplinary educational intervention team at each school, a group that proactively provides supports for students with academic and behavioral struggles.

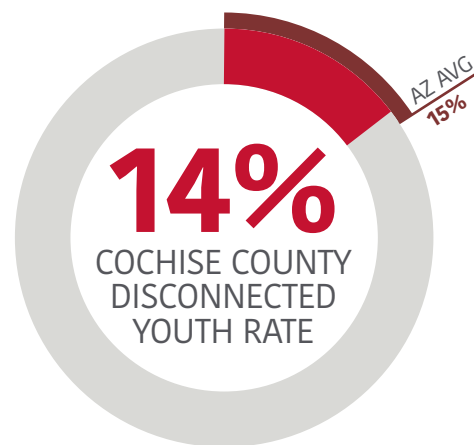
Douglas has also ensured that its students are empowered to provide their diverse perspectives on how the city can better serve its constituents' needs. To this end, Mayor Robert Uribe is in the final stages of establishing a Youth City Council that communicates directly with the Douglas City Council. Such an opportunity provides a powerful outlet for student voice and ensures that children see themselves as future leaders.

The Mayor has focused on raising awareness around the importance of postsecondary opportunities for high school students. He has established a partnership with Cochise College, University of Arizona South, Expect More Arizona, and local businesses to ensure that Douglas' schools have the resources to equip students with critical 21st century skills. The district also has invested in GEAR UP as a resource to help students and families, beginning in 7th grade, plan for postsecondary education options.

Over the coming months, Douglas will focus on a wholesale initiative to become a modern, global community. With strategic investments in its students, and their college and career opportunities, those goals of the initiative are poised to become reality.



43 non-completers (2015 cohort)



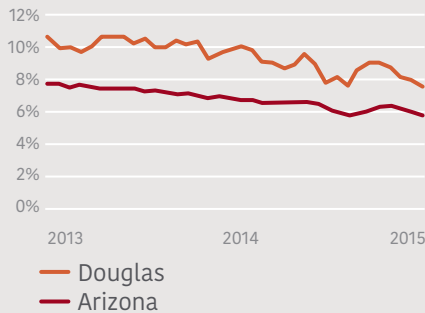
2,390 disconnected youth (2015)

Estimated Lifetime Economic Effects of Non-Completers and Disconnected Youth

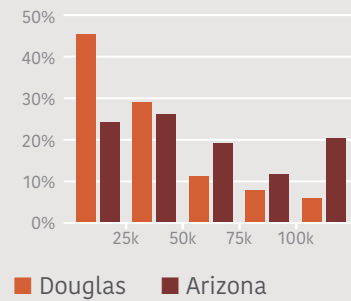
Non-Completers		Disconnected Youth	
Estimated Economic Loss (Locality)	Economic Loss Per Non-Completer	Estimated Economic Loss (County)	Economic Loss Per Disconnected Youth
\$11.9 million	\$276,500	\$1.5 billion	\$624,300

Notes: Non-completion and disconnection rates in this profile have been rounded to the nearest whole number. Estimated economic losses have also been rounded. Please refer to the report appendices for more detail.

Unemployment Rate



Household Income

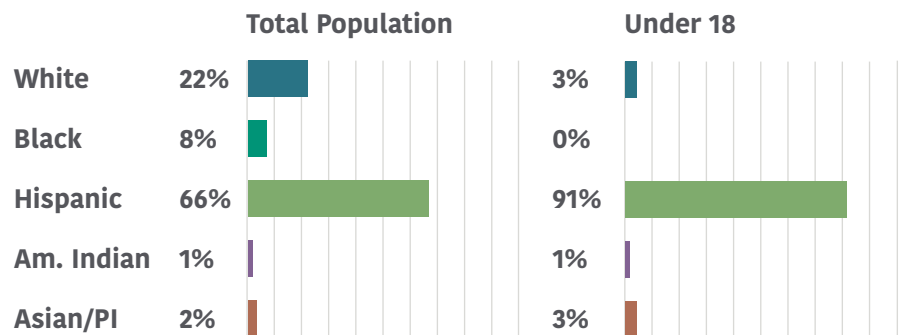


ECONOMIC INDICATORS

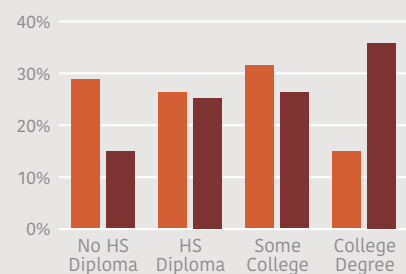
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DEMOGRAPHICS

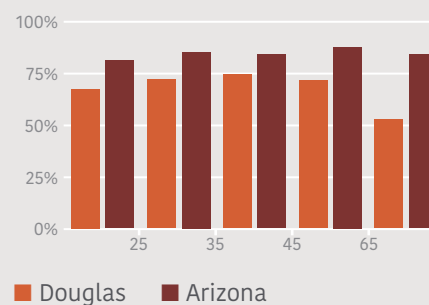
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Education Attainment



HS Completion by Age



EDUCATION RATES

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Flagstaff

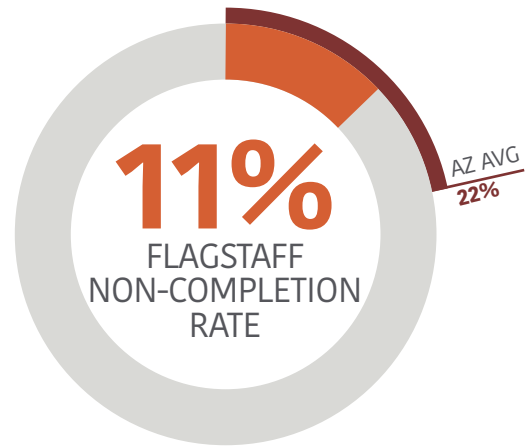
Flagstaff is a city of 70,320 residents located in the northern part of the state. Once a center for the lumber, railroad, and ranching industries, the city has grown to accommodate a strong tourism sector, a notable advanced manufacturing presence, and several observatories.

Flagstaff Unified School District (FUSD) encompasses 15 schools that serve 11,500 students across the city, which include magnet elementary schools specifically devoted to the arts and sciences and its Navajo students, as well as a high school for students in need of alternative education. The district has also supported two enrichment centers that offer continued early learning opportunities for children under five. Flagstaff High School, featuring an Advanced Placement Academy, is ranked among the top high schools in the nation by *U.S. News and World Report*.

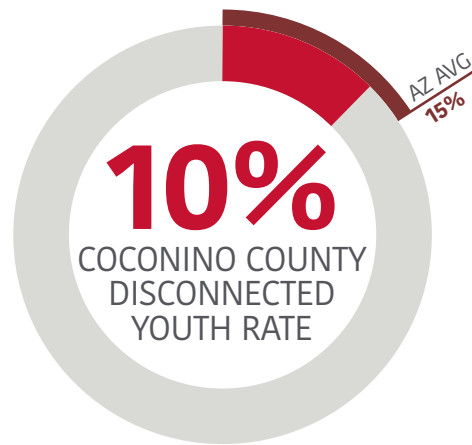
The City of Flagstaff emphasizes providing the supports that educational stakeholders need to succeed. As a part of that philosophy, the city focuses its efforts on engaging parents, serving kids' basic needs so that they can focus in the classroom, and supporting their dedicated staff.

The city contributes more than 30 percent of a robust afterschool fund that supports an array of continuing education, arts, and sports initiatives. Since 2007, the district has sponsored a nationally renowned robotics team (via FIRST) and accompanying STEM initiatives that aim to provide science learning opportunities to all students.

The city and district have also built sustained partnerships with Purina Dog Foods, Flagstaff Medical Center, and Northern Arizona University—the major higher education institution in the region—to provide programming support and additional resources for high-need students. Additionally, as a continued partner in the Coconino County Coalition for Children and Youth, FUSD promotes resources that can increase parental involvement.



77 non-completers (2015 cohort)



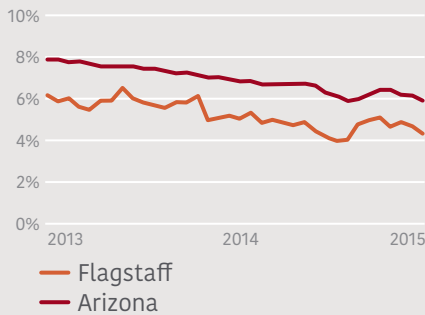
1,830 disconnected youth (2015)

Estimated Lifetime Economic Effects of Non-Completers and Disconnected Youth

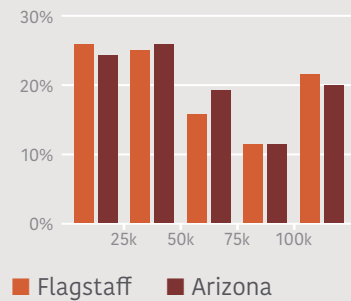
Non-Completers		Disconnected Youth	
Estimated Economic Loss (Locality)	Economic Loss Per Non-Completer	Estimated Economic Loss (County)	Economic Loss Per Disconnected Youth
\$28.7 million	\$372,500	\$959 million	\$524,300

Notes: Non-completion and disconnection rates in this profile have been rounded to the nearest whole number. Estimated economic losses have also been rounded. Please refer to the report appendices for more detail.

Unemployment Rate



Household Income

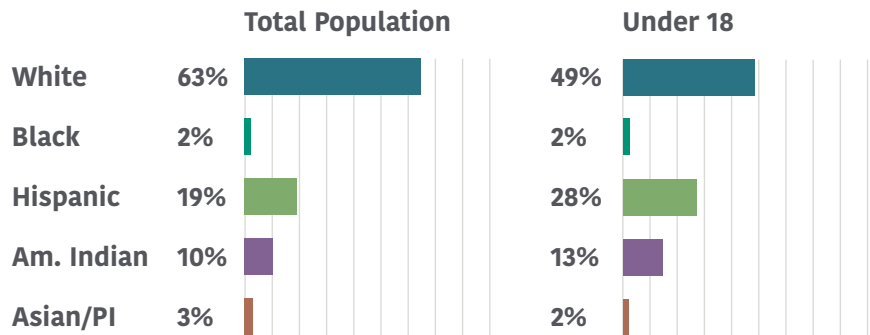


ECONOMIC INDICATORS

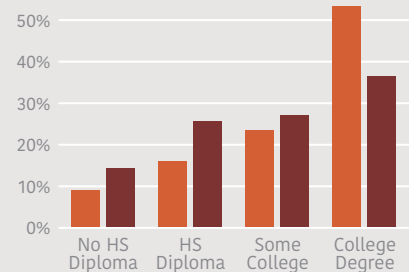
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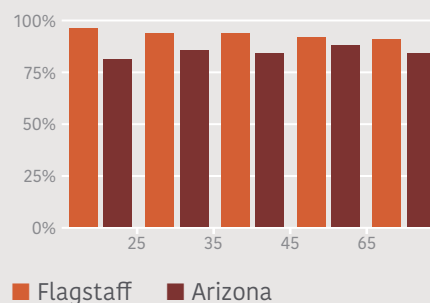
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Education Attainment



HS Completion by Age



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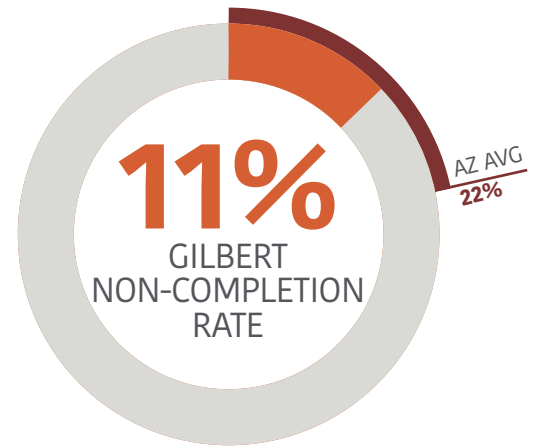
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Gilbert

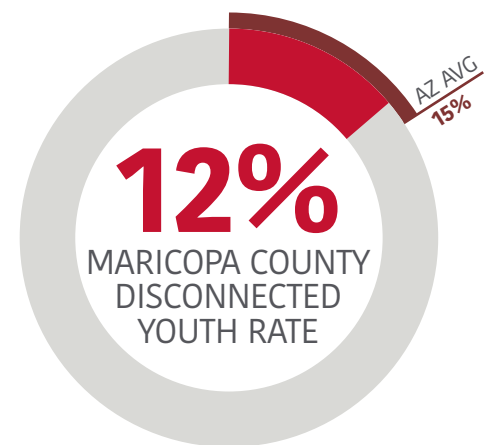
Located in Maricopa County, about 30 minutes outside of Phoenix, Gilbert is home to nearly 250,000 residents and is among the top municipalities with residents who hold a bachelor's degree or higher. Gilbert is served by three school districts—Gilbert Public Schools, Higley Unified School District, and Chandler Unified School District—that, in combination with charter and private schools, educate more than 90,000 students. Gilbert schools are consistently recognized with graduation rates significantly higher than the Arizona average. Gilbert considers a strong education system a strategic priority that is connected both to improved outcomes for students as well as the community's growth and workforce development. Mayor Jenn Daniels has prioritized relationship-building among the many stakeholders with an interest in Gilbert's education system, with the goal of promoting community-wide engagement.

Mayor Daniels believes that ongoing dialogue about education is a key way to strengthen and expand opportunities for Gilbert students. To support this dialogue, she is launching a new initiative that brings together representatives from all schools in Gilbert to foster conversation about what education should look like and the kinds of partnerships and programs that are needed to support the rapidly changing community. Partners in Progress, an initiative of the Gilbert Chamber of Commerce in partnership with the town and area institutions of higher education, helps to foster workforce readiness through programming designed to connect businesses, students, and teachers through curriculum advising and business and education summits. Partners in Progress also offers specific programs for educators, as well as career shadowing and mentorship opportunities for high school and college students.

Because of Gilbert's needs in the current workforce and the anticipated needs of the future, the town supports STEAM by working with the private sector to partner with K-12 School Districts. For example, students at Mesquite High School are being exposed to the engineering industry through partnerships with Orbital ATK and Northrop Grumman. SPARK App League is a prime example of the kinds of innovative partnerships Gilbert strives to foster. SPARK App League is a coding competition for junior high and high school students created by Gilbert in partnership with Arizona State University, sponsored by Waymo, that teaches hundreds of Arizona students the importance of computer science and coding each year. Gilbert aims to inspire students from the arts to engineering to code. SPARK App League is thrilled to announce a collaboration with the Smithsonian Institution to promote work in the invention and innovation space. It's important for all students to understand the basics of coding and to encourage their creativity through the development of mobile apps and games as they incorporate artistic design elements into all of their innovative ideas and encourage them to think about their potential careers.



387 non-completers (2015 cohort)



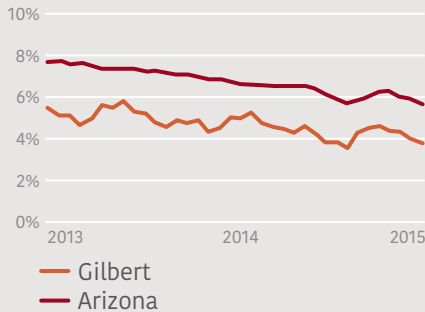
65,890 disconnected youth (2015)

Estimated Lifetime Economic Effects of Non-Completers and Disconnected Youth

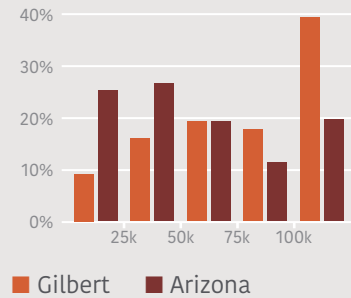
Non-Completers		Disconnected Youth	
Estimated Economic Loss (Locality)	Economic Loss Per Non-Completer	Estimated Economic Loss (County)	Economic Loss Per Disconnected Youth
\$207 million	\$534,900	\$48 billion	\$728,000

Notes: Non-completion and disconnection rates in this profile have been rounded to the nearest whole number. Estimated economic losses have also been rounded. Please refer to the report appendices for more detail.

Unemployment Rate



Household Income

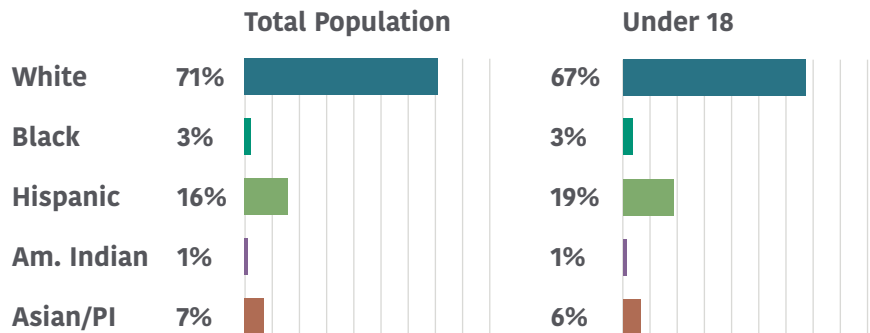


ECONOMIC INDICATORS

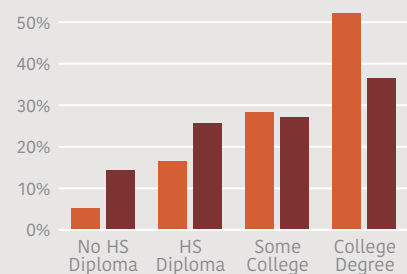
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DEMOGRAPHICS

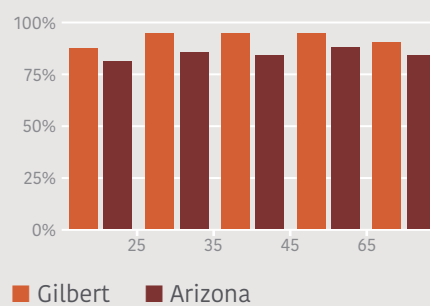
Across Arizona the demographic picture is changing rapidly. Comparing the racial/ethnic composition of the youth population with that of the locality as a whole illustrates the pattern of these demographic shifts and the growth of the Hispanic population in particular.



Education Attainment



HS Completion by Age



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Goodyear

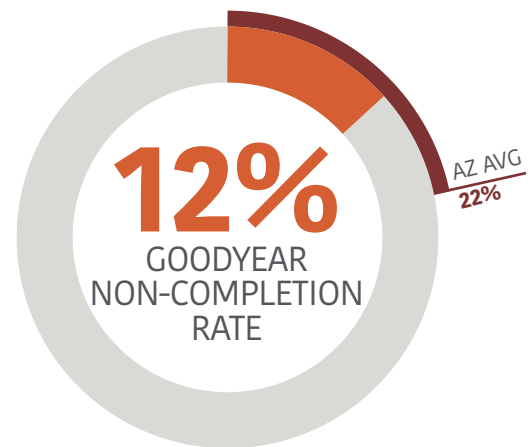
Goodyear, a city of nearly 78,000 residents located in the Phoenix metropolitan area, is one of the fastest growing cities in the United States. Its four elementary school districts—Avondale, Liberty, Litchfield, and Mobile—and two high school districts, Agua Fria Union and Buckeye Union, serve nearly 10,000 students.

Mayor Georgia Lord emphasizes the importance of leveraging community resources to strengthen the city’s education system and create more learning opportunities for young people in Goodyear. For example, Homeless Youth Connection (HYC) partners with the community to support the needs of homeless youth and enable them to stay in school and graduate. In addition to meeting basic needs, HYC programs include counseling, life skills training, and college and vocational school planning.

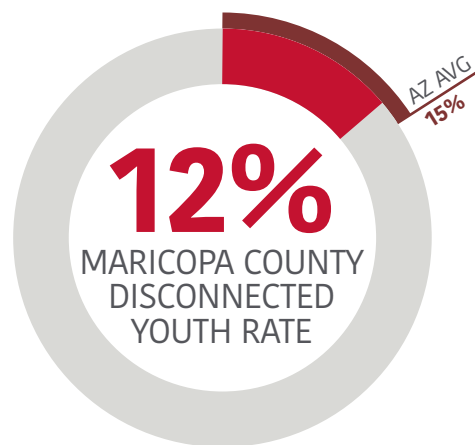
Additionally, Goodyear’s annual Building Blocks to Great Schools summit brings together public, charter, and private schools, as well as education and other youth-serving organizations. Participants work together to discuss progress, identify ongoing needs, highlight opportunities to positively impact young people in Goodyear, and pinpoint ways to address ongoing challenges.

Goodyear has also made literacy efforts a major component of its education strategy, again drawing on community resources. Numerous programs—including Read Better, Be Better, a K-8 citywide literacy challenge, and Read On—focus on improving childhood literacy and interest in reading.

The city actively recruits institutions of higher education and has placed a special focus on attracting more private institutions to Goodyear to enrich and diversify the postsecondary opportunities available to residents. Franklin Pierce University is one such institution and offers online undergraduate and graduate programs, as well as a Doctor of Physical Therapy program. Other local institutions of higher education range from community colleges to full universities and include: Estrella Mountain Community College, Arizona State University-West Campus, Grand Canyon University, Midwestern University-Glendale, and Thunderbird School of Global Management.



260 non-completers (2015 cohort)



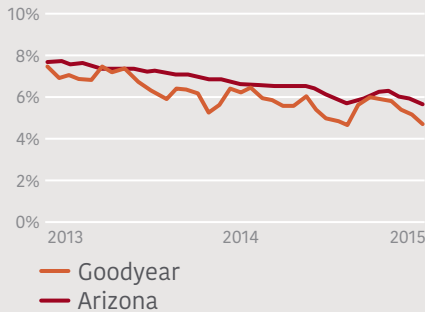
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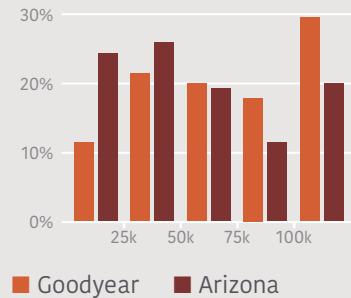
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Unemployment Rate



Household Income

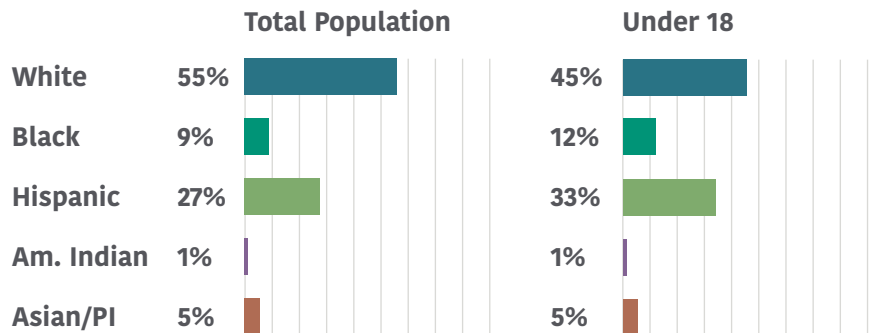


ECONOMIC INDICATORS

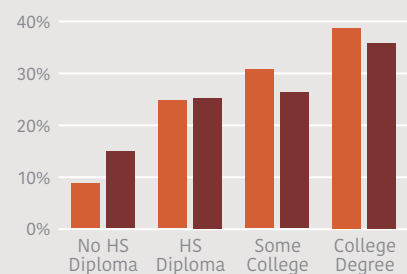
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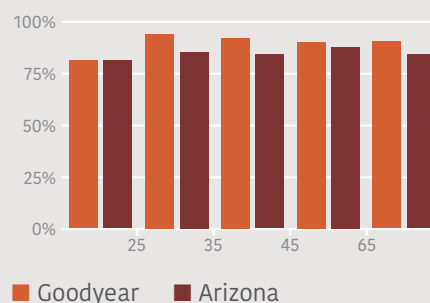
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Education Attainment



HS Completion by Age



EDUCATION RATES

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Sources: Arizona Department of Administration Local Area Unemployment Statistics, Seasonally Adjusted Tables: 2009-2015 City Unemployment Report; US Census Bureau 2010-14 American Community Survey 5-Year Estimates.

Marana

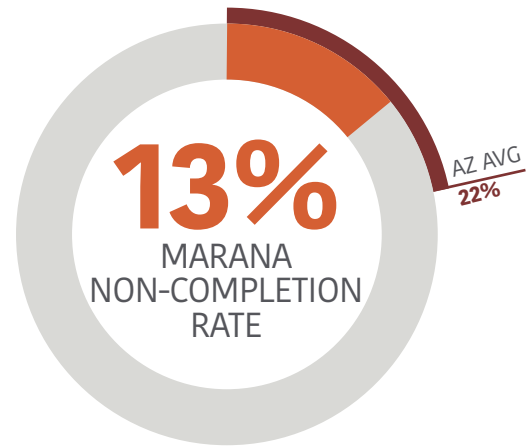
Located northwest of Tucson, Marana, the fourth-fastest growing town in the state over the past two decades, is now home to 43,752 residents. Its school district is growing in turn, currently consisting of 17 schools that serve approximately 15,000 students.

When it comes to education, Marana focuses on creating a level playing field for all students—from pre-K to 12. The 2340 Foundation, for example, is a private off-shoot of the school district that parlays funds from assorted business and non-profit partners into postsecondary scholarships. In the process, it provides an incentive for students to remain in school from start to finish, for all 2,340 days of their educational experience.

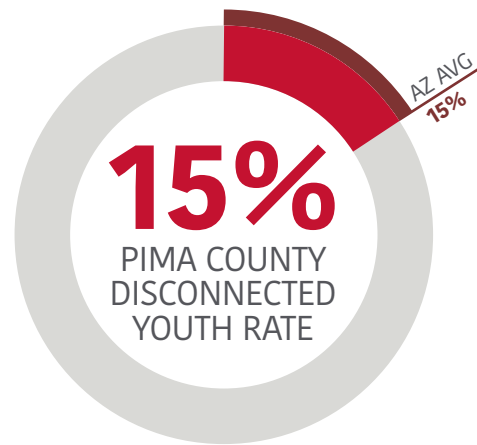
The investment in this mission extends to all parts of the community. Dr. Doug Wilson, the superintendent of the district, created the Marana Cares Mobile, a converted school bus that provides food, medical services, and other basic needs when school is not in session. Additionally, the Marana 2.0 program, coordinated by Marana High School, provides students with valuable internships at various departments across Town Hall. This work experience culminates with an opportunity for these students to offer critical input regarding the town's key initiatives and needs.

Marana has also collaborated with the Marana Police Department to develop the Explorers Program, an initiative that offers youth the chance to partner with law enforcement officers and learn key 21st century skills—from self-discipline and teamwork to leadership. The town has even engaged with the home building and development industries to ensure families have an inclusive and supporting environment where they can raise their kids.

Marana recently launched a comprehensive strategic plan that emphasizes the importance of educational opportunity to its success. With community-wide investment in this mission, it is seeing the results.



117 non-completers (2015 cohort)



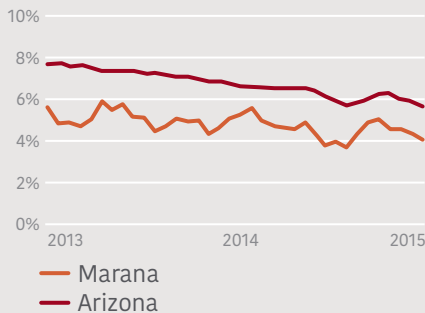
19,070 disconnected youth (2015)

Estimated Lifetime Economic Effects of Non-Completers and Disconnected Youth

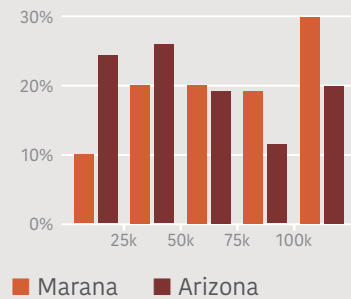
Non-Completers		Disconnected Youth	
Estimated Economic Loss (Locality)	Economic Loss Per Non-Completer	Estimated Economic Loss (County)	Economic Loss Per Disconnected Youth
\$69.6 million	\$594,700	\$13.9 billion	\$727,400

Notes: Non-completion and disconnection rates in this profile have been rounded to the nearest whole number. Estimated economic losses have also been rounded. Please refer to the report appendices for more detail.

Unemployment Rate



Household Income

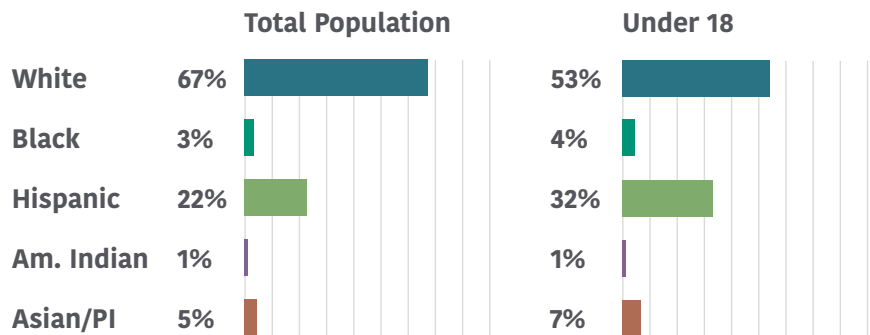


ECONOMIC INDICATORS

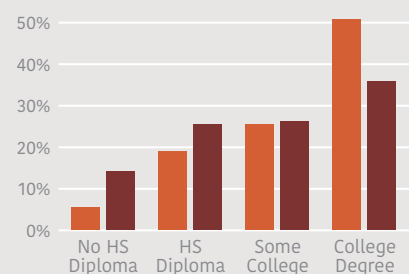
Education and the economy are closely intertwined. In order to address educational challenges, it is necessary to understand the economic context within which students, families, and schools operate. On average, a well-educated population enjoys higher employment and incomes.

DEMOGRAPHICS

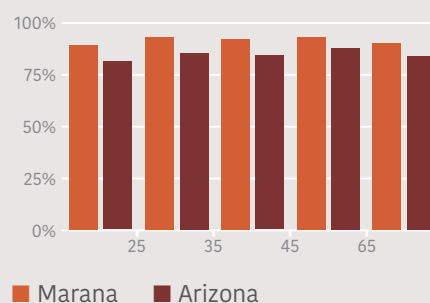
Across Arizona the demographic picture is changing rapidly. Comparing the racial/ethnic composition of the youth population with that of the locality as a whole illustrates the pattern of these demographic shifts and the growth of the Hispanic population in particular.



Education Attainment



HS Completion by Age



EDUCATION RATES

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Mesa

Located 15 miles east of Phoenix, Mesa is the third largest city in Arizona. The city is served by four school districts. Mesa Public Schools is the largest of these, and is a nationally recognized district that educates more than 63,000 students.

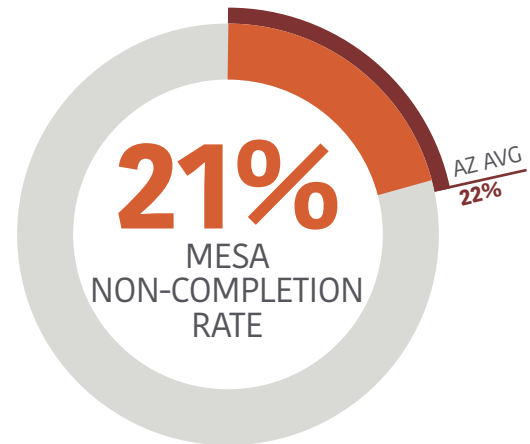
Mesa recently convened an early childhood education taskforce to evaluate the learning opportunities available to families with young children and the impact that those opportunities have on kindergarten readiness. The taskforce found that approximately one-third of eligible children in Mesa currently benefit from early childhood education.

In response, Mayor John Giles has set a goal of increasing early childhood participation to 50 percent. Initially, Mesa is taking a community-based approach to increasing participation rather than a programmatic approach. The city is leveraging existing resources such as libraries and museums to increase access to, and awareness of, early child education opportunities.

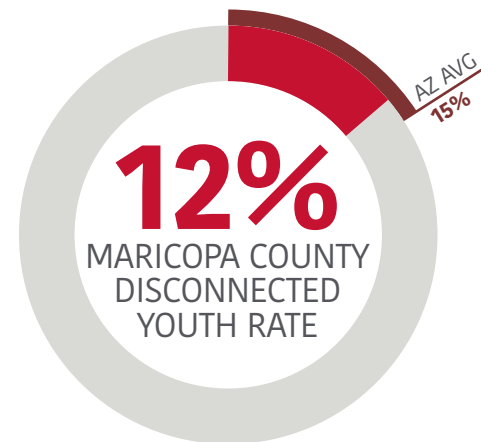
Mesa has also made significant efforts to strengthen postsecondary outcomes for low-income youth through Mesa Counts on College (MCoC), a partnership between Mesa Public Schools and Mesa Community College. The goal of the partnership is to increase education and economic opportunities in Mesa by reengaging disconnected and underserved populations. MCoC expands the community supports available to youth and helps them to enroll in college and complete their studies.

Mesa's focus on building a college-going culture extends to the city's partnerships with other institutions of higher education. Approximately six years ago, the Mayor and City Council reached out to legacy colleges across the country inviting them to establish campuses in Mesa to increase the postsecondary opportunities available to the city's youth.

The Benedictine University and Wilkes University campuses are two of the success stories resulting from this effort. A substantial number of Benedictine students come from Mesa and the surrounding communities, and the university is helping to build a homegrown workforce with the skills that Mesa employers need to succeed and grow.



873 non-completers (2015 cohort)



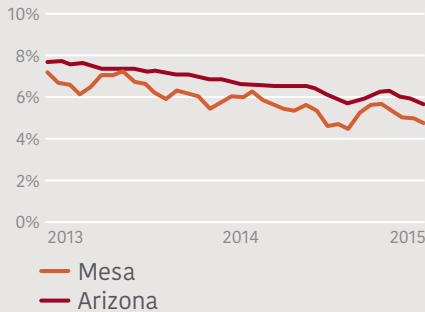
65,890 disconnected youth (2015)

Estimated Lifetime Economic Effects of Non-Completers and Disconnected Youth

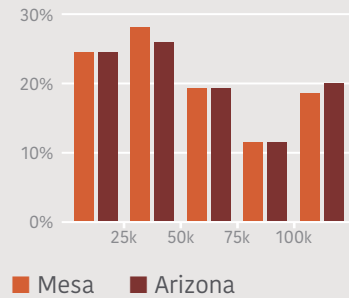
Non-Completers		Disconnected Youth	
Estimated Economic Loss (Locality)	Economic Loss Per Non-Completer	Estimated Economic Loss (County)	Economic Loss Per Disconnected Youth
\$467.8 million	\$535,900	\$48 billion	\$728,000

Notes: Non-completion and disconnection rates in this profile have been rounded to the nearest whole number. Estimated economic losses have also been rounded. Please refer to the report appendices for more detail.

Unemployment Rate



Household Income

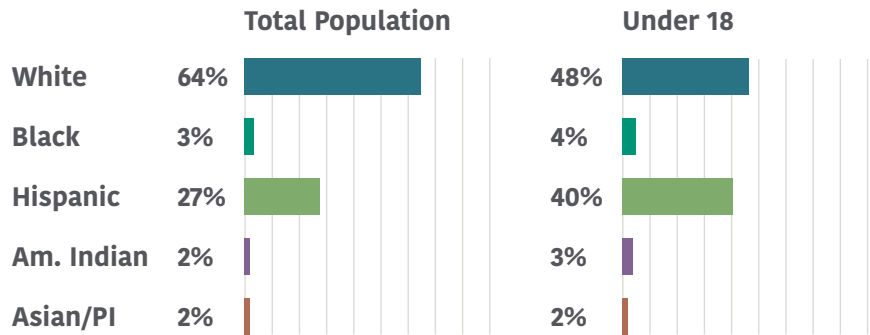


ECONOMIC INDICATORS

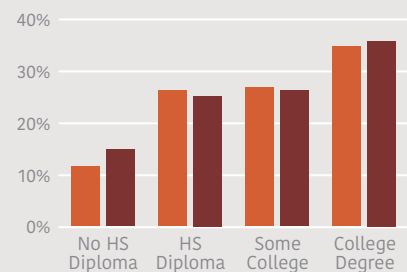
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DEMOGRAPHICS

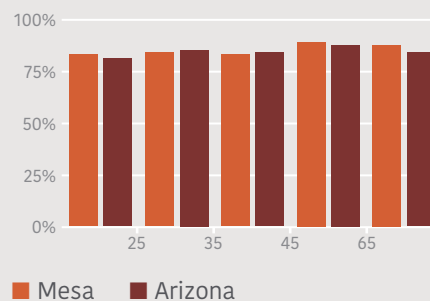
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Education Attainment



HS Completion by Age



EDUCATION RATES

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Miami

Once a classic Western copper boom town, Miami is a small town of 1,837 residents located on the northeastern slope of the Pinal Mountains. Its three schools serve about 500 students from kindergarten through 12th grade.

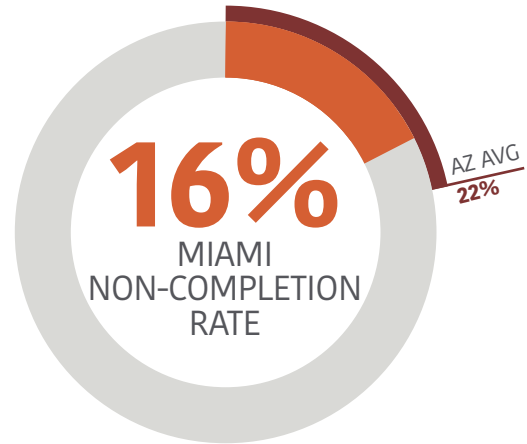
Under new superintendent Sherry Dorathy, the school district has placed a big focus on parent engagement. Parents are typically very young in this poor rural area and, in balancing multiple jobs, do not have the opportunity to get involved in their children's educational experiences. That lack of engagement can contribute to poor attendance.

With Academic Nights that have dedicated child care for elementary and middle school students, Superintendent Dorathy has focused on bringing parents to the buildings and highlighting the importance of staying and excelling in school. She has also encouraged her principals to proactively engage with parents and partnered with school resource officers to make sure kids are attending school every day.

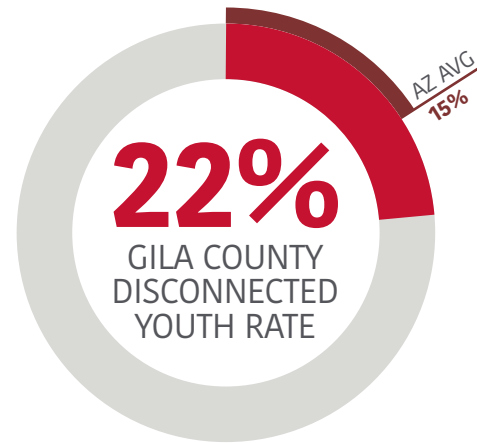
The district has also expanded professional development initiatives that prepare teachers for success in the classroom. Through programs like MATH 2020, K-6 educators are developing the strategies to hone their students' problem-solving skills. Elementary school teachers are gaining the tools to ensure all children can read at grade level by the end of third grade.

Mayor Darryl Dalley is also working to expand the network of partners involved in Miami's college and career readiness efforts. Juniors and seniors can take liberal arts and STEM courses at Gila Community College, as well as online courses in conjunction with Grand Canyon University. Mayor Dalley has also launched a program at Town Hall to engage students with their community via hands-on internship opportunities.

Miami's clear commitment to parent engagement, professional development, and college and career readiness is already paying dividends for all of its students.



10 non-completers (2015 cohort)



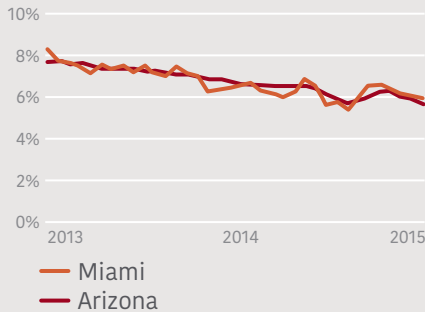
1,540 disconnected youth (2015)

Estimated Lifetime Economic Effects of Non-Completers and Disconnected Youth

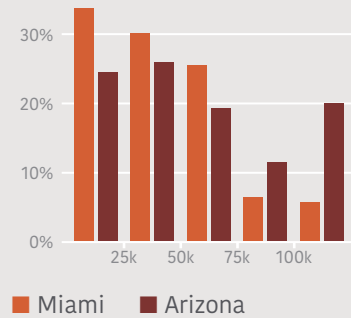
Non-Completers		Disconnected Youth	
Estimated Economic Loss (Locality)	Economic Loss Per Non-Completer	Estimated Economic Loss (County)	Economic Loss Per Disconnected Youth
\$4.3 million	\$425,000	\$1 billion	\$654,200

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Unemployment Rate



Household Income

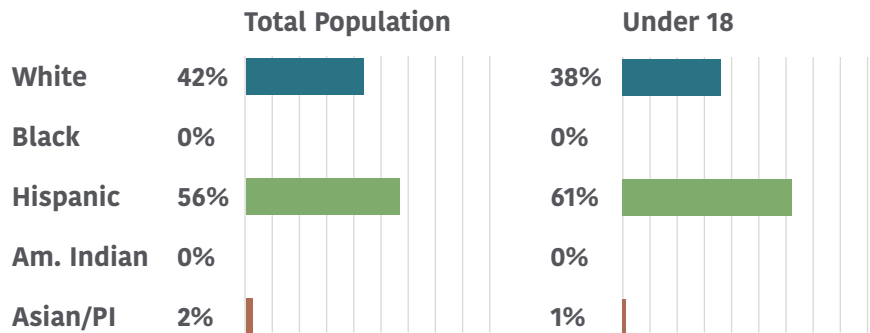


ECONOMIC INDICATORS

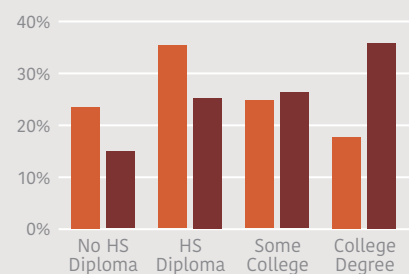
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DEMOGRAPHICS

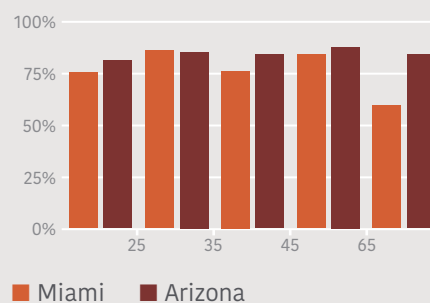
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Education Attainment



HS Completion by Age



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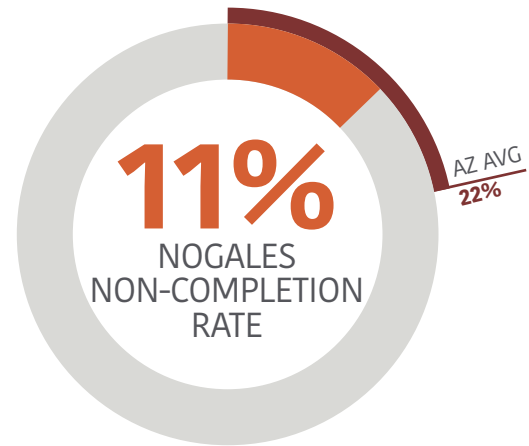
Nogales

Nogales, located in rural Santa Cruz County, has a population of more than 20,400 residents and is considered to be Arizona’s largest international border community. The city’s school district serves approximately 6,200 pre-K to 12th grade students across 10 schools.

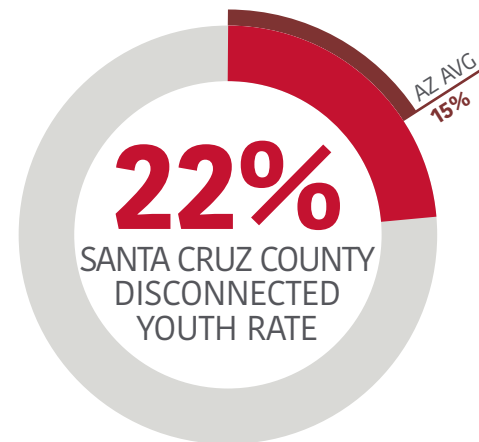
Nogales Unified School District has been cited as a model for how to help schools best serve underserved students. Three of its six elementary schools have earned Blue Ribbon Academic Excellence status. Nogales High School features one of the highest graduation rates in the state (92 percent) and offers robust International Baccalaureate and Advanced Placement courses, ensuring that hundreds of students have the chance to earn college credits and accelerate through high school. The district achieves this success with a focus on rigorous academic standards and on creating a learning environment in which all students can become culturally appreciative, critical thinkers for the 21st century.

This holistic approach begins early on in the educational experience, with a Family Resource Center that offers a set of early learning programs to best prepare children before they enter kindergarten—and engage parents in the process. It continues with two highly successful summer enrichment programs, the first being the Metromatematicas camp, which provides incoming high school freshmen with the opportunity to learn fundamental STEM skills and apply them in project-based settings. The other is a partnership with the University of Arizona College of Pharmacy and Mariposa Community Health Center, aiming to provide high school students with the skills to excel in the growing pharmacy profession.

Nogales residents have supported their schools’ success, most recently uniting in November 2014 to approve a measure that provides ongoing support to fund academics, extracurricular programs, and additional resources for teachers and support staff. As a result of this community-wide investment, Nogales can continue to best serve all of its students.



45 non-completers (2015 cohort)



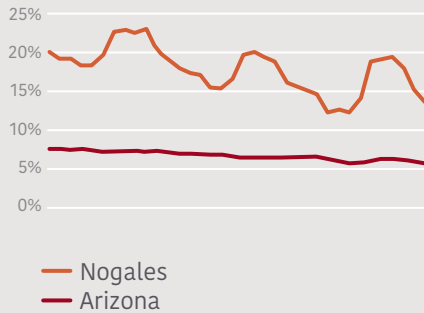
1,360 disconnected youth (2015)

Estimated Lifetime Economic Effects of Non-Completers and Disconnected Youth

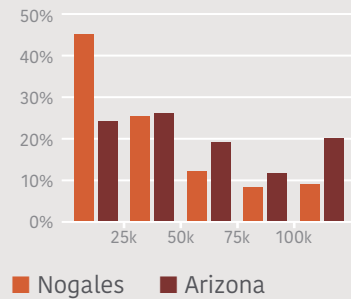
Non-Completers		Disconnected Youth	
Estimated Economic Loss (Locality)	Economic Loss Per Non-Completer	Estimated Economic Loss (County)	Economic Loss Per Disconnected Youth
\$15.1 million	\$336,500	\$1.1 billion	\$814,300

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Unemployment Rate



Household Income

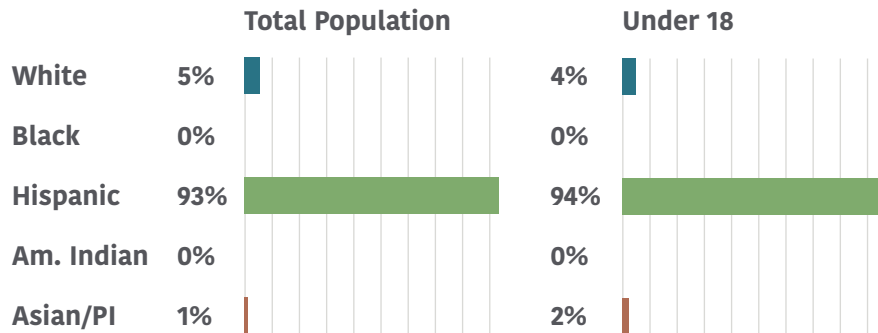


ECONOMIC INDICATORS

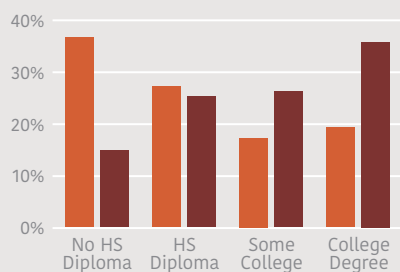
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DEMOGRAPHICS

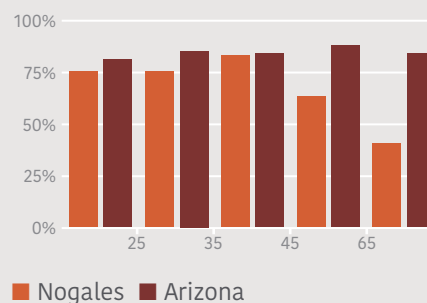
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Oro Valley

Oro Valley is a town of more than 43,500 residents and sits three miles north of Tucson, in Pima County. The town is rapidly becoming a hotbed of global bioscience, pharmaceutical, and high-tech industries.

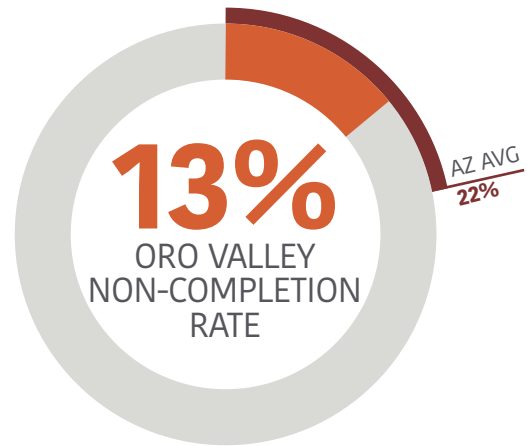
Residents of Oro Valley have a range of education options available to them, including private and charter schools as well as Amphitheater Public Schools, a district of 20 schools that serves more than 13,000 students.

A foundational component of Oro Valley’s education strategy has been the expansion of its highly successful School Resource Office program. The expanded program provides Oro Valley schools, including one private school, across the K-12 spectrum with resource officers who serve primarily as trusted counselors and mentors for students and who are trained to support the various non-academic needs students may have. Resource officers are fully integrated into their schools and coordinate closely with teachers and school leaders.

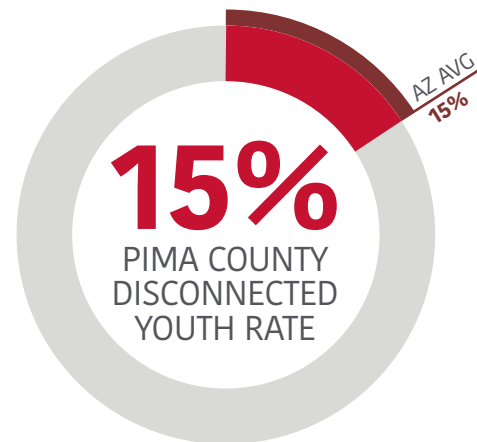
Oro Valley has also prioritized early childhood education, and a community collaboration brought the Children’s Museum Oro Valley, to the town to provide engaging learning opportunities to kids before they enter kindergarten. Additionally, after several years spent priming them for success, the town’s early childhood programming and services are beginning to take off.

Oro Valley is building bridges between its education system and the science and technology-oriented companies that call Oro Valley home. The Amphitheater School District is building a new K-5 school focused on STEM education, to help young students develop STEM skills and interest early in their educational careers. Additionally, Oro Valley is in the early stages of developing an internship/externship program with area biotech and pharmaceutical companies.

Oro Valley Mayor Dr. Satish Hiremath emphasizes the importance of the partnership between his office, other town government departments, and the school system within the town. By cultivating a close relationship built on open lines of communication, trust, and a commitment to quickly implementing education solutions, the town and district successfully collaborate to ensure children and youth in Oro Valley have the support they need to thrive.



123 non-completers (2015 cohort)



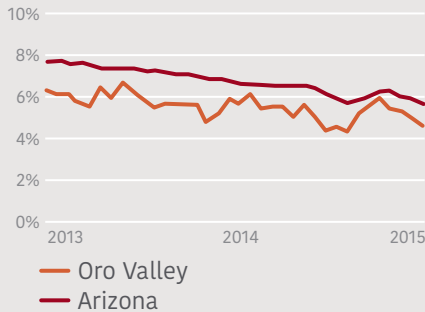
19,070 disconnected youth (2015)

Estimated Lifetime Economic Effects of Non-Completers and Disconnected Youth

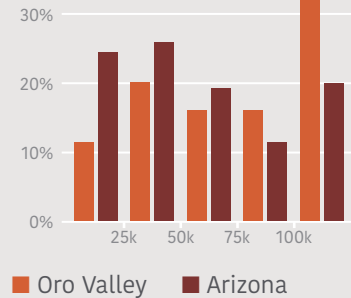
Non-Completers		Disconnected Youth	
Estimated Economic Loss (Locality)	Economic Loss Per Non-Completer	Estimated Economic Loss (County)	Economic Loss Per Disconnected Youth
\$63.2 million	\$513,700	\$13.9 billion	\$727,400

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Unemployment Rate



Household Income

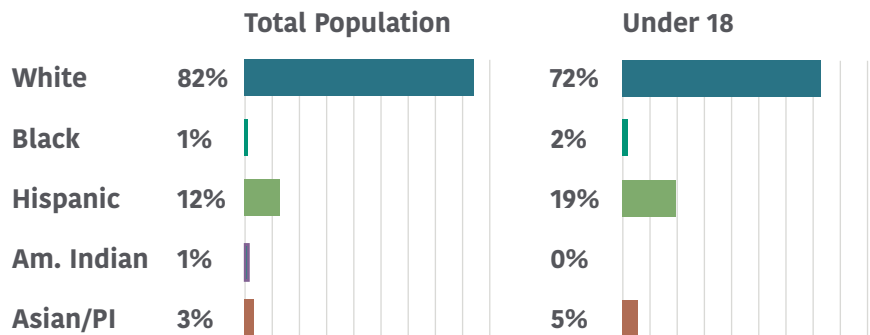


ECONOMIC INDICATORS

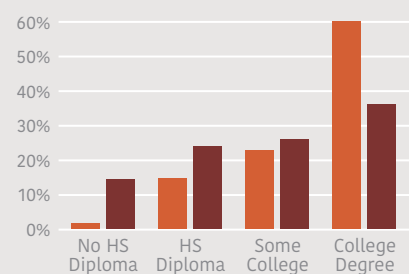
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DEMOGRAPHICS

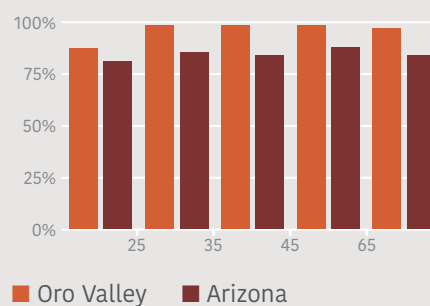
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Education Attainment



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Phoenix

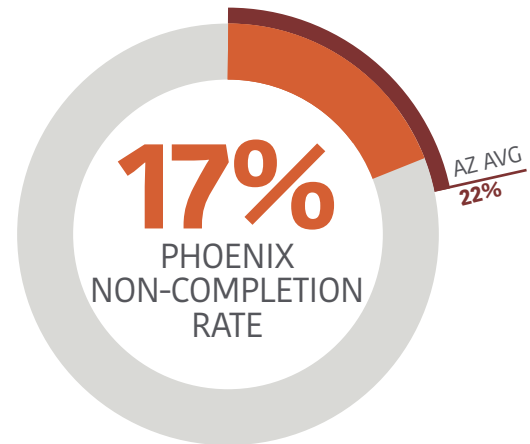
With a population of nearly 1.5 million, Phoenix continues to be one of the fastest growing cities in the nation. The city has experienced similar rapid growth in our education system. Phoenix is home to 29 school districts with 283 public and 108 charter schools, and its two largest school districts, Phoenix Union High School District and Washington Elementary School District, serve more than 51,000 students combined.

Under the leadership of Mayor Greg Stanton, the City of Phoenix is building connections among city services, community resources, and schools to ensure that all students have real opportunities to succeed in school, life, and career. Mayor Stanton focuses on providing the tools students need in today's classroom to fill the ranks of tomorrow's high-skilled workforce. His office aims to create a road to educational excellence for each child in Phoenix.

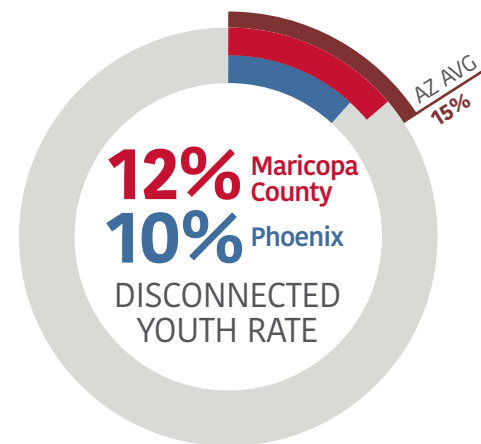
One of Mayor Stanton's first priorities in office was to re-open the City's Youth and Education Office to support students across the educational spectrum, beginning with a focus on ensuring all third graders read at grade level. The AARP Experience Corps tutoring program gives adults the opportunity to help underserved Phoenix students reach their reading benchmark. Additionally, Read On Phoenix creates partnerships to address and reduce summer reading loss and promote afterschool enrichment opportunities.

The Phoenix Great Start Initiative helps children in low-income families prepare for kindergarten by providing no-cost outings with their parents to educational and cultural attractions. ReEngage Phoenix is a program that connects disengaged youth and adults with opportunities to obtain a high school diploma or equivalency and continue to earn a postsecondary degree or credential.

Finally, based on a recommendation from the Youth and Education Commission, the City recently created Phoenix Achieves, an umbrella initiative focused on improving rates of early literacy, math proficiency, high school completion, and college and career readiness by increasing access to quality programs that prepare students and families for success.



2,258 non-completers (2015 cohort)



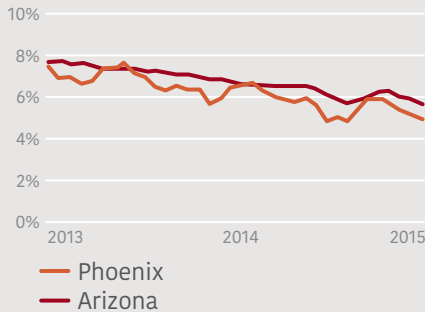
65,890 disconnected youth (2015)

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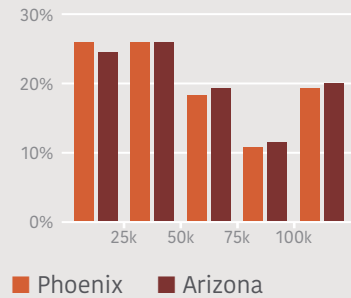
Estimated Lifetime Economic Effects of Non-Completers and Disconnected Youth

Non-Completers		Disconnected Youth		
Estimated Economic Loss (Locality)	Economic Loss Per Non-Completer	Estimated Economic Loss (Locality)	Estimated Economic Loss (County)	Economic Loss Per Disconnected Youth (County)
\$1.2 billion	\$513,100	\$14.5 billion	\$48 billion	\$728,000

Unemployment Rate



Household Income

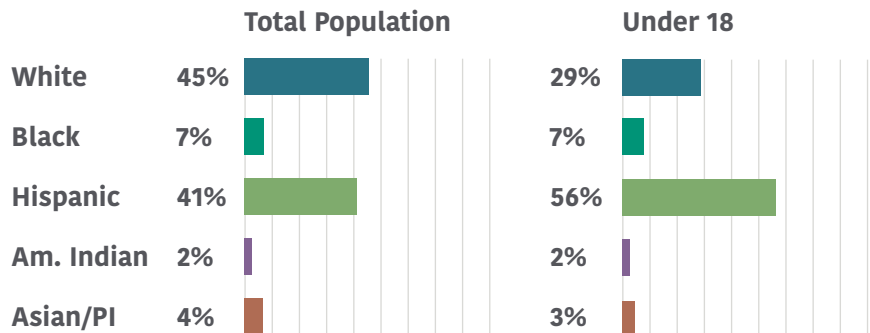


ECONOMIC INDICATORS

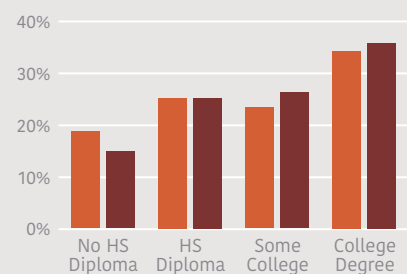
Education and the economy are closely intertwined. In order to address educational challenges, it is necessary to understand the economic context within which students, families, and schools operate. On average, a well-educated population enjoys higher employment and incomes.

DEMOGRAPHICS

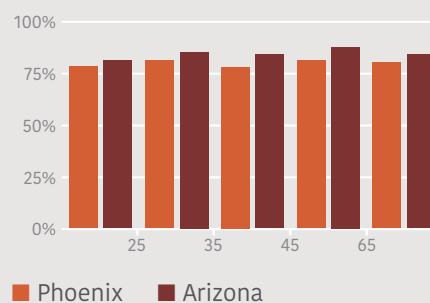
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Education Attainment



HS Completion by Age



EDUCATION RATES

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Sources: Arizona Department of Administration Local Area Unemployment Statistics, Seasonally Adjusted Tables: 2009-2015 City Unemployment Report; US Census Bureau 2010-14 American Community Survey 5-Year Estimates.

Prescott

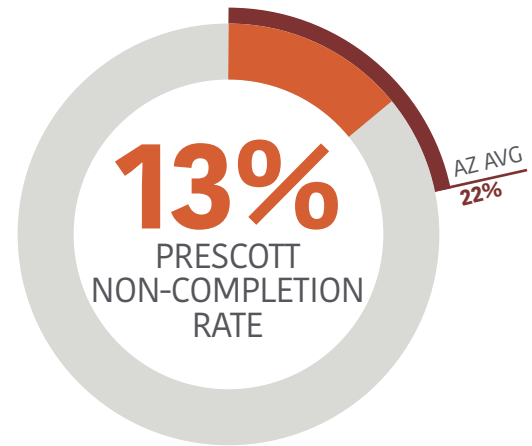
Prescott is a growing city of nearly 40,000 residents situated in Yavapai County, 96 miles from Phoenix. The city’s public school system, Prescott Unified School District (PUSD), consists of seven schools and serves approximately 4,000 students in grades pre-K-12.

The Mayor’s Office has prioritized collaboration and partnership development across the Prescott community. Cooperation between city government, schools, community organizations, and the award-winning Yavapai County Education Service Agency forms a strong network of education support for the city’s young people. As part of this cooperative approach to supporting students, dropout prevention and student engagement represent an important dimension of the city’s educational strategy.

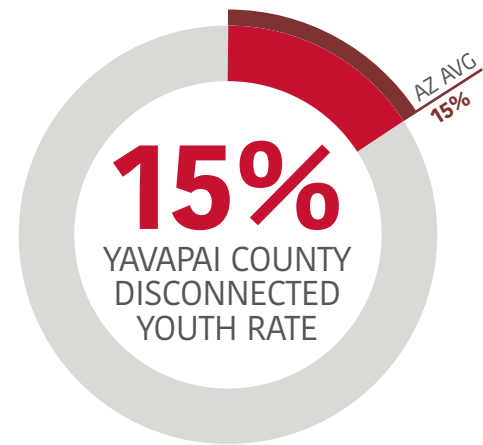
The Genesis credit recovery program has enabled many students, who would not have otherwise graduated or who are at risk of dropping out, to graduate and succeed. Designed with flexibility in mind—to accommodate the busy work schedules of many program participants—the Genesis program offers daily open computer lab hours and other resources that provide a rich alternative to the more traditional educational experience that high school offers.

Prescott’s commitment to community-wide partnerships is exemplified by Prescott’s Wraparound Restorative Attendance Program (WRAP). In 2016, PUSD launched WRAP as a pilot program—in partnership with the Prescott Area Restorative Initiative (PRARI), the city court system, and the police department—designed to mitigate the risk of students dropping out of school. The program connects young people at risk and their families with volunteers and school staff to identify attendance challenges and develop plans for addressing those issues

At Prescott High School, all students must complete an annual Education and Career Action Plan (ECAP). Each student’s ECAP is completed with educator guidance and is intended to ensure that student’s educational experience aligns with his or her interests and goals, and that each student has a cohesive, engaging, and relevant course of study planned. ECAPs evolve with students’ changing interests and experiences, enabling them to re-envision their future plans and aspirations.



56 non-completers (2015 cohort)



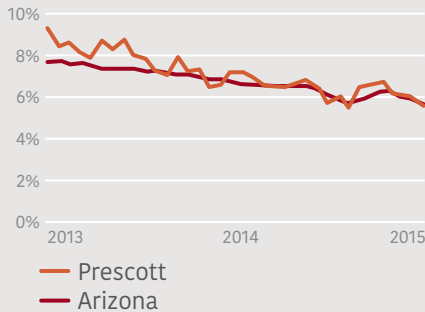
4,320 disconnected youth (2015)

Estimated Lifetime Economic Effects of Non-Completers and Disconnected Youth

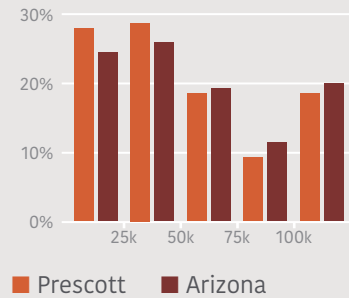
Non-Completers		Disconnected Youth	
Estimated Economic Loss (Locality)	Economic Loss Per Non-Completer	Estimated Economic Loss (County)	Economic Loss Per Disconnected Youth
\$21.5 million	\$384,300	\$2.6 billion	\$607,200

Notes: Non-completion and disconnection rates in this profile have been rounded to the nearest whole number. Estimated economic losses have also been rounded. Please refer to the report appendices for more detail.

Unemployment Rate



Household Income

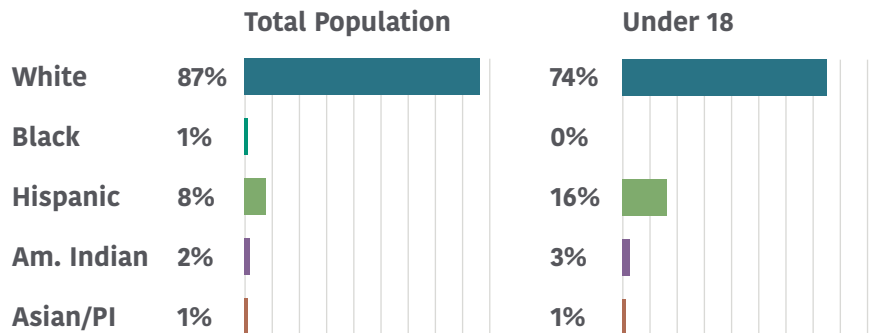


ECONOMIC INDICATORS

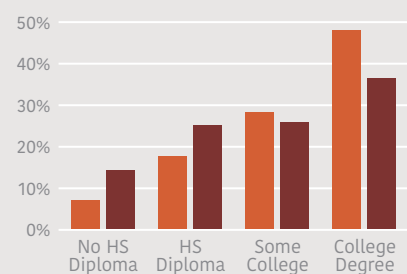
Education and the economy are closely intertwined. In order to address educational challenges, it is necessary to understand the economic context within which students, families, and schools operate. On average, a well-educated population enjoys higher employment and incomes.

DEMOGRAPHICS

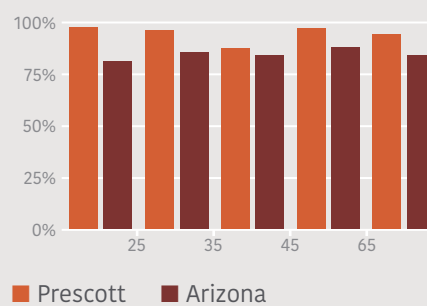
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Education Attainment



HS Completion by Age



EDUCATION RATES

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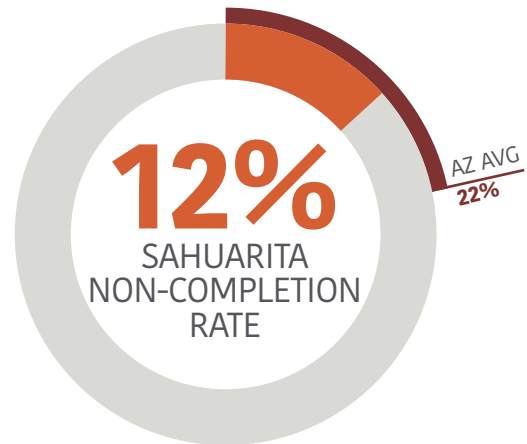
Sahuarita

Sahuarita is located in Pima County, roughly 15 miles south of Tucson, and is home to more than 28,000 residents. The town is served by two school districts, Sahuarita Unified School District and Continental Elementary School District, which together educate nearly 6,500 students. In addition to the seven schools in these two districts, Sahuarita residents also have three charter schools from which to choose.

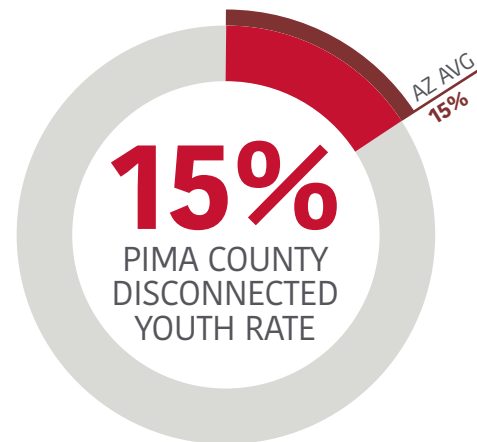
In Sahuarita, a focus on college and career readiness is a hallmark of the educational approach. SUSD has implemented rigorous college and career readiness standards and provides students with learning tools that prepare them for real world applications and help them to develop the technology skills they need for success.

Additionally, community partnerships play an important role in Sahuarita's education system. SUSD prioritizes community outreach and works to develop strong ties with families, businesses, local media, and other community partners. The Sahuarita Educational Enrichment Foundation, a nonprofit established in 2003, works with SUSD to enhance the educational opportunities available to students in Sahuarita. The foundation provides resources for teacher grants, college scholarships, preschool programs, and out-of-school time programming. The foundation also provides resources for educational needs not supported through SUSD's regular budget.

Sahuarita places significant emphasis on supporting its young people outside of school. The Sahuarita Teen Advisory Council (STAC) facilitates youth engagement by empowering teens to raise issues of importance to the Town Council. Participation in STAC helps youth to develop leadership skills and a sense of citizenship and involvement in civic life, and STAC events serve to bring the community together in support of Sahuarita's youth. Additionally, the Sahuarita Department of Parks and Recreation offers a wide array of child-focused programming that focuses on developing key skills for school success.



48 non-completers (2015 cohort)



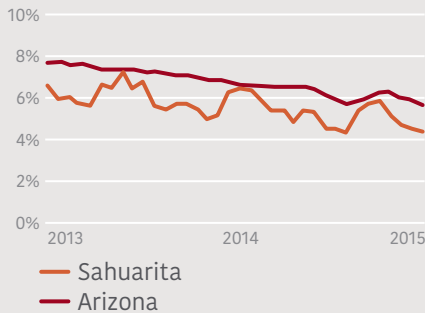
19,070 disconnected youth (2015)

Estimated Lifetime Economic Effects of Non-Completers and Disconnected Youth

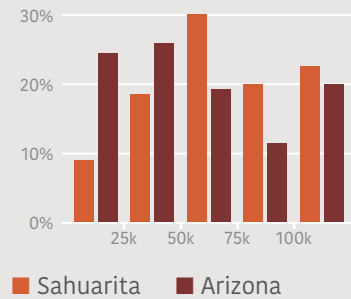
Non-Completers		Disconnected Youth	
Estimated Economic Loss (Locality)	Economic Loss Per Non-Completer	Estimated Economic Loss (County)	Economic Loss Per Disconnected Youth
\$24.7 million	\$514,600	\$13.9 billion	\$727,400

Notes: Non-completion and disconnection rates in this profile have been rounded to the nearest whole number. Estimated economic losses have also been rounded. Please refer to the report appendices for more detail.

Unemployment Rate



Household Income

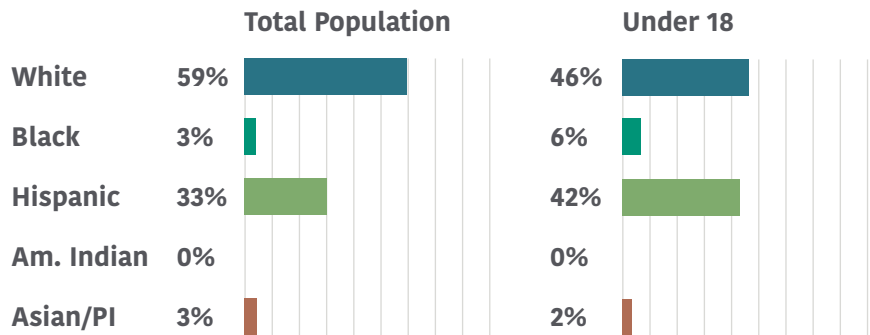


ECONOMIC INDICATORS

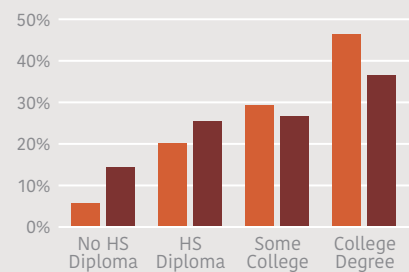
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DEMOGRAPHICS

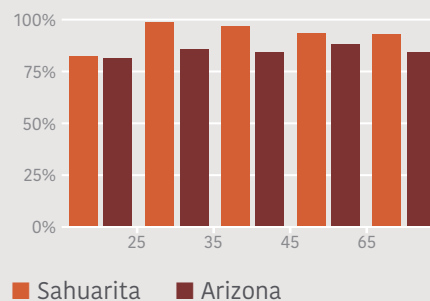
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Education Attainment



HS Completion by Age



EDUCATION RATES

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Tempe

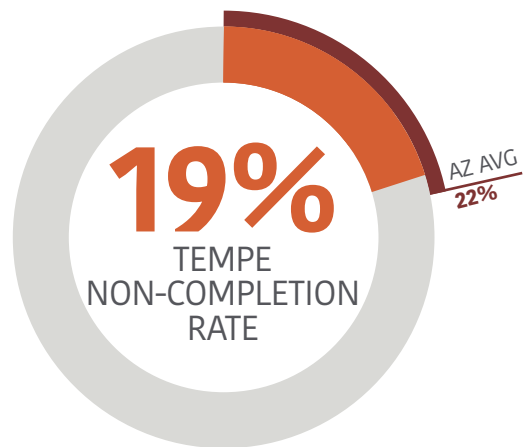
Tempe, located in the East Valley section of metropolitan Phoenix, has grown to include over 175,000 residents and is home to Arizona State University, the nation's largest university system. With three public school districts supporting its student population, the education system now operates 21 elementary schools, six middle schools, and seven high schools, five of which are in Tempe.

The city focuses on providing the needed support and resources for students from the moment they enter kindergarten to the moment they graduate from high school. Tempe's continued leadership in the Read On Arizona Program, a state-wide, public-private partnership to ensure all children can reach grade-level reading standards by third grade, is evidence of this focus in the early stages of students' education. On the other end of the spectrum, Tempe has launched a College Connect program that provides critical supports to high school students and their families as they explore postsecondary options, complete financial aid forms, and apply for scholarships.

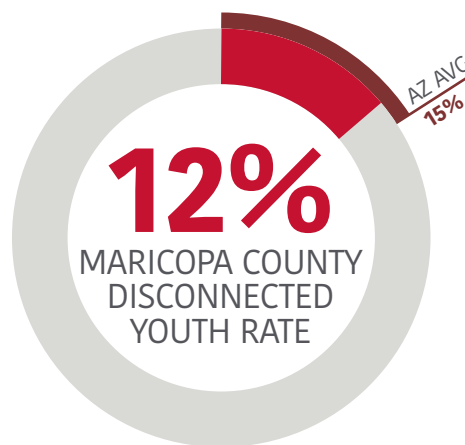
The commitment to a mission of college and career readiness for all students extends beyond the city and its classrooms. Over nearly 50 years, the Tempe Diablos have provided numerous scholarship opportunities for student leaders and launched an array of community-based enrichment programs. Additionally, the Tempe Impacts Education (TIE) Foundation collaborates with community groups to provide needed resources for academic success, ranging from hands-on materials for STEM learning to funding for summer enrichment programs.

Mayor Mark Mitchell is also dedicated to serving children's basic needs so they can succeed during and after school. The city provides significant per capita resources to Human Services, which works through community partners to provide assistance to children and families throughout Tempe. The city has also continually supported the growth of the Kid Zone Enrichment Program, an out-of-school time program that now begins in pre-K and continually provides children with a safe, enriching environment to learn and play.

As Tempe has continued to grow, its community-wide commitment to college and career readiness has expanded in turn.



408 non-completers (2015 cohort)



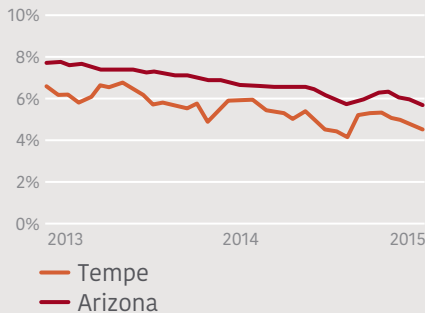
65,890 disconnected youth (2015)

Estimated Lifetime Economic Effects of Non-Completers and Disconnected Youth

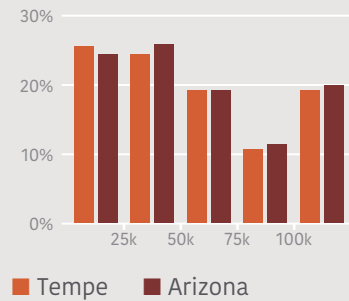
Non-Completers		Disconnected Youth	
Estimated Economic Loss (Locality)	Economic Loss Per Non-Completer	Estimated Economic Loss (County)	Economic Loss Per Disconnected Youth
\$199.5 million	\$489,000	\$48 billion	\$728,000

Notes: Non-completion and disconnection rates in this profile have been rounded to the nearest whole number. Estimated economic losses have also been rounded. Please refer to the report appendices for more detail.

Unemployment Rate



Household Income

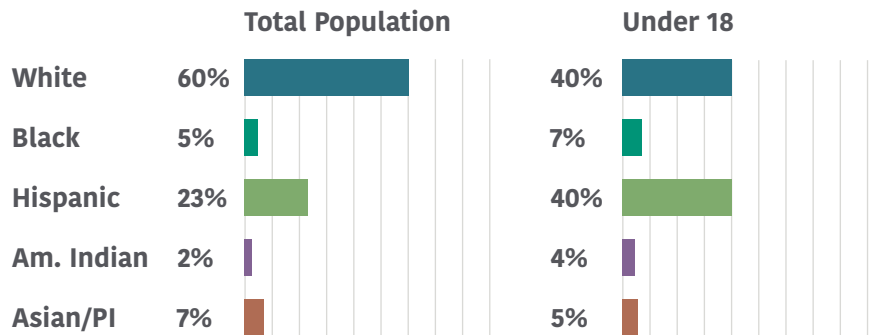


ECONOMIC INDICATORS

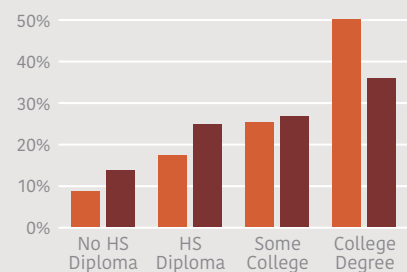
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DEMOGRAPHICS

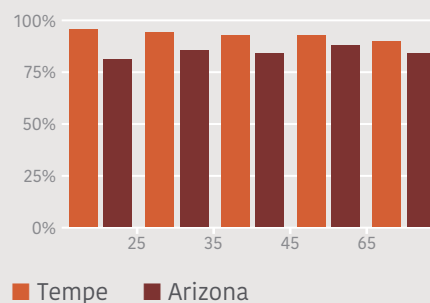
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Education Attainment



HS Completion by Age



EDUCATION RATES

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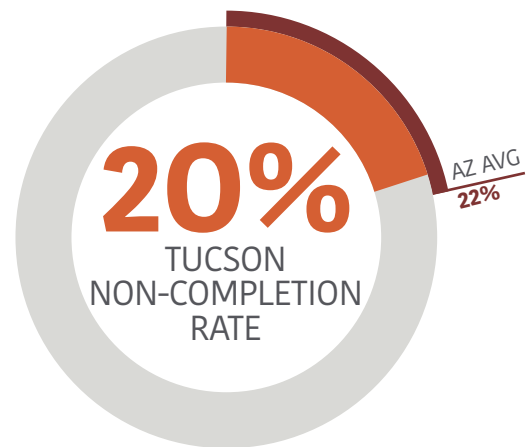
Tucson

Tucson, the second largest city in the Arizona, has earned a reputation as a budding center of trade and tourism. It is also home to the University of Arizona, ranked one of the top 15 public research institutions in the nation. The city's five school districts include Tucson Unified School District, the second largest district in Arizona with 86 K-12 schools. Mayor Rothschild and his staff have focused on ensuring each student has the supports needed to graduate from high school and be ready to succeed in college and career.

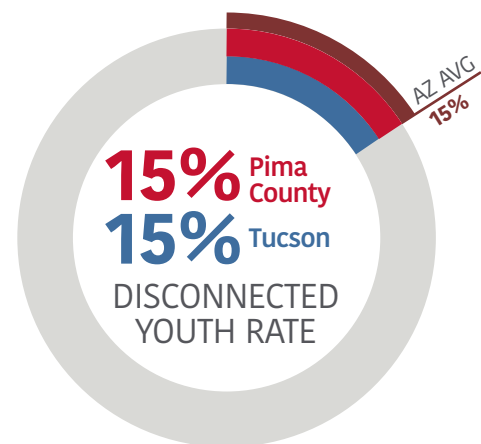
In 2015, the Mayor's Office applied for and won a two-year, \$1.4 million grant from the Corporation for National and Community Service to create Community Schools, an initiative to increase high school graduation rates by providing students and their families with supportive services. In 2017, CNCS renewed the grant for an additional three years, adding middle schools to the mix. Currently, Community Schools works with 10 schools in low-income neighborhoods, placing AmeriCorps volunteers with schools and nonprofits to develop collaborative models that support student success. Assistance ranges from help applying for federal and state benefits to tutoring and college and career readiness. In its first two years, high schools served by the program saw graduation rates increase by 3%, and college attendance increase by 9.5% among graduating seniors.

In 2018, Mayor Rothschild merged his Great Start program with Act One, increasing the number of children who would have access to the arts. In its first year, Great Start provided 2,000 students and their families with access to the arts. By merging with Act One, this year, 7,000 Tucson-area students in Title I schools will have access to the arts – through field trips to concerts, museums, and plays.

Since 2014, Tucson has also focused on two signature efforts to decrease chronic absenteeism. Tucson Unified School District's Steps to Success program brings together volunteers and staff to knock on doors of high school dropouts and offer the supports needed to bring them back to the classroom. The Count Me In initiative reinforces the message, raising awareness about the importance of school attendance with families.



793 non-completers (2015 cohort)



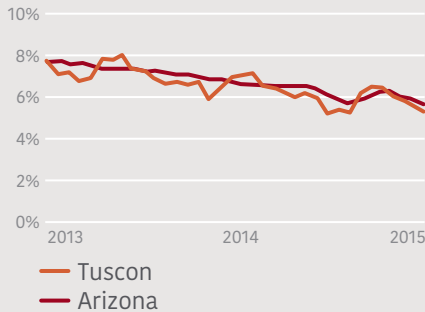
19,070 disconnected youth (2015)

Notes: Non-completion and disconnection rates in this profile have been rounded to the nearest whole number. Estimated economic losses have also been rounded. A separate city-level disconnection rate and estimated economic loss have been provided for Tucson because it is among the 100 most populous cities in the country. Please refer to the report appendices for more detail.

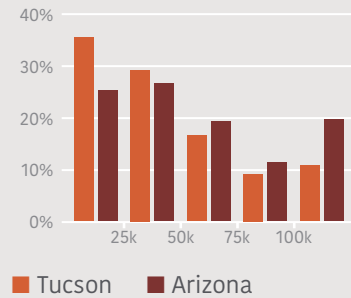
Estimated Lifetime Economic Effects of Non-Completers and Disconnected Youth

Non-Completers		Disconnected Youth		
Estimated Economic Loss (Locality)	Economic Loss Per Non-Completer	Estimated Economic Loss (Locality)	Estimated Economic Loss (County)	Economic Loss Per Disconnected Youth (County)
\$414.4 million	\$522,600	\$8.5 billion	\$13.9 billion	\$727,400

Unemployment Rate



Household Income

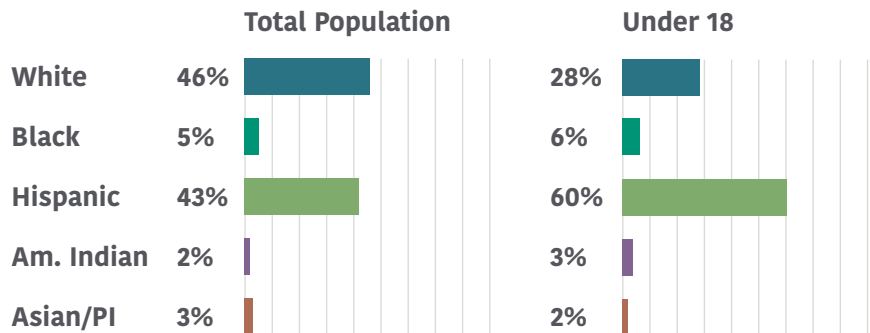


ECONOMIC INDICATORS

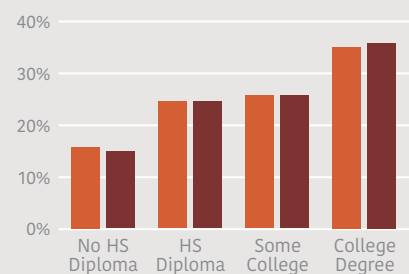
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DEMOGRAPHICS

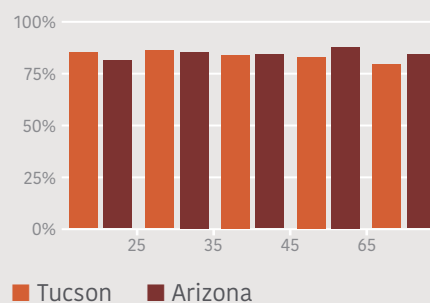
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Education Attainment



HS Completion by Age



EDUCATION RATES

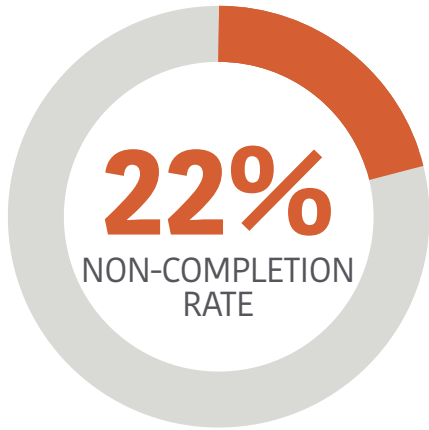
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Arizona



18,460 non-completers (2015 cohort)

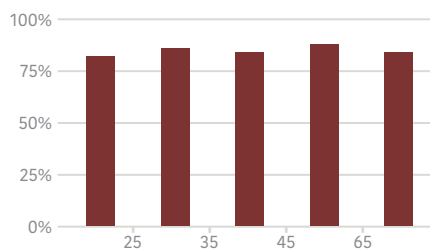


125,850 disconnected youth (2015)

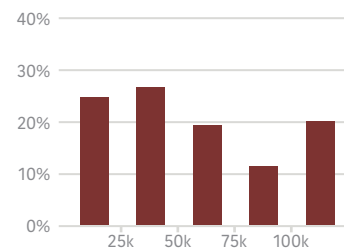
Estimated Lifetime Economic Effects of Non-Completers and Disconnected Youth

Non-Completers		Disconnected Youth	
Estimated Economic Loss to the State	Economic Loss Per Non-Completer	Estimated Economic Loss to the State	Economic Loss Per Disconnected Youth
\$9.2 billion	\$498,920	\$96.4 billion	\$765,600

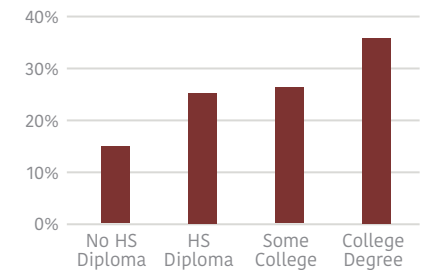
HS Completion by Age



Household Income



Education Attainment



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APPENDIX A

High School Non-Completion Rates

The non-completion rate for each locality included in our report reflects the percentage of students—in the 2015 academic year cohort—who did not graduate high school in four years, for whatever reason. For example, if 100 students were in the 2015 cohort and 85 graduate after the expected four years in high school, then the non-completion rate for that cohort is 15 percent.

The cohort and graduate data used to calculate the high school non-completion rate for each locality are published by the Arizona Department of Education in the “Cohort 2015 Four Year Grad Rate Data” report.

According to the Department’s “Graduation, Dropout, and Persistence Technical Manual,” class cohort membership is determined by when a student first enrolls in a high school grade at a public school in Arizona and is based on the expectation that a student will graduate in four years. For example, a student who enrolled in grade 9 during the 2011-12 academic year is a member of the 2015 cohort.

Students are considered to be on-time graduates if they meet the requirements for high school graduation before September 1 of the school year following their cohort year.¹

The schools included in our report were selected, in consultation with officials in each locality, based on geographic location—as opposed to district boundaries. All public high schools (including charter schools) that are physically located in each locality are included in our analysis. Private and religious schools are excluded, as are schools that did not report complete data to the state of Arizona.

Our Source for Non-Completion Data

To access the original data files from the Arizona Department of Education we used to collect the cohort and graduation rate data included in this report, please visit the Department’s Accountability and Research page.

1. Go to: <http://www.azed.gov/accountability-research/data/>
2. Select the “Graduation Rates” tab.
3. Download the “Cohort 2015 Four Year Grad Rate Data” report.
4. Within that report, select the “Schools” sheet.

To access the Arizona Department of Education’s technical manual, please visit: <https://cms.azed.gov/home/GetDocumentFile?id=5515c6921130c0115c1a351f>

¹ See the Arizona Department of Education’s “Graduation, Dropout, and Persistence Technical Manual,” pp. 6-7, for details on graduation requirements.

APPENDIX B

Economic Losses Per Non-Completer

Localities bear significant economic losses when a student does not complete high school. These losses affect all of society and occur over a lifetime. They typically result from lower earnings and extra costs associated with health care and crime. Other smaller, but nonetheless notable, losses include higher welfare spending, tax distortions,² and lost worker productivity. Fundamentally, these losses occur because people with low educational attainment are more likely (than people with higher educational attainment) to have lower incomes, lower health status, and greater involvement in the criminal justice system.

In our report, the estimated lifetime economic losses that result from high school non-completion are modeled in accordance with the method described in Belfield (2014ab).³ Notably, in each locality, the lifetime economic losses per high school non-completer vary—due to local differences in average earnings, health status, and crime rates—but do not imply relative value judgements of young people in different localities.

The data used to calculate the lifetime economic losses presented in our report come from a range of sources. Some of these sources are specific to each locality, some are county-specific, and others are statewide averages. In particular:

- Earnings data are taken from the Current Population Survey and U.S. Census
- Health data are taken from the Medical Expenditure Panel survey and Public Use Micro-Areas (PUMA)
- Crime data are taken from the FBI's Uniform Crime Records (reported by urban area)

The estimated economic loss for each locality in our report is summarized in Table B1. This summary includes the savings that result from each non-completer not attending college (i.e., the cost of subsidizing college tuition for that student is saved).

² Tax distortions occur as a result of raising government revenue through taxes. Taxation impacts, or distorts, individual economic activity because it causes people to switch away from the taxed good. For example, people would likely work more hours were they not subject to income tax.

^{3a} Belfield, C. R. (2014, March). *The Economic Burden of High School Failure and Opportunity Youth Evidence across Arizona: Cost-Benefit Analysis, Return on Investment and Social Value*. Retrieved from: <https://www.crbelfield.org/articles>

^b Belfield, C. R. (2014, November). *The Economic Loss from High School Failure and Disconnected Youth: Subgroup Evidence across America*. Retrieved from: <https://www.crbelfield.org/articles>

Note that these studies refer to the economic losses discussed in this report as social losses.

Table B1 Estimated Economic Losses per Non-Completer

	Earnings Losses	Extra Health Costs	Extra Crime Costs	Additional Losses*	College Savings	Total Loss per High School Non-Completer
Avondale	\$337,200	\$52,900	\$96,500	\$31,500	-\$25,100	\$493,000
Douglas	\$146,600	\$27,100	\$102,100	\$13,500	-\$12,800	\$276,500
Flagstaff	\$214,200	\$49,700	\$111,400	\$20,700	-\$23,500	\$372,500
Gilbert	\$404,300	\$64,700	\$60,800	\$35,700	-\$30,600	\$534,900
Goodyear	\$383,100	\$59,900	\$82,300	\$37,700	-\$28,300	\$534,700
Marana	\$453,400	\$72,500	\$60,800	\$42,300	-\$34,300	\$594,700
Mesa	\$361,100	\$52,600	\$114,500	\$32,600	-\$24,900	\$535,900
Miami	\$285,400	\$38,700	\$90,600	\$28,600	-\$18,300	\$425,000
Nogales	\$217,700	\$29,000	\$83,200	\$20,300	-\$13,700	\$336,500
Oro Valley	\$369,200	\$61,500	\$78,500	\$33,600	-\$29,100	\$513,700
Phoenix	\$347,000	\$55,100	\$104,700	\$32,400	-\$26,100	\$513,100
Prescott	\$255,000	\$52,700	\$78,500	\$23,000	-\$24,900	\$384,300
Sahuarita	\$372,700	\$53,500	\$80,000	\$33,700	-\$25,300	\$514,600
Tempe	\$318,100	\$53,900	\$112,300	\$30,200	-\$25,500	\$489,000
Tucson	\$289,900	\$44,300	\$180,900	\$28,500	-\$21,000	\$522,600

Notes: * Additional losses (higher welfare, tax distortions, productivity losses). Lifetime economic loss expressed as present value at age 18. 2015 dollars rounded to nearest \$100.

APPENDIX C

Economic Losses Per Disconnected Youth

Disconnected youth are individuals, aged 16-24, who are neither in school (secondary or postsecondary) nor employed. As with high school non-completion, youth disconnection saddles localities with significant economic losses associated with lower earnings, poorer health status, and greater burdens on the criminal justice system. These losses are effective immediately (during youth) as well as over an individual's lifetime (after a disconnected youth enters full adulthood).

In our report, the economic losses associated with youth disconnection are modeled according to the method described in Belfield (2014ab).⁴ This method is similar to the one used to calculate the economic losses associated with high school non-completion, but the data and economic consequences differ.

There are multiple data sources that can be used to determine youth disconnection rates. Consequently, researchers may calculate different rates depending on which data source they use and how they define youth disconnection. The employment and school enrollment data used in our youth disconnection calculations come from the American Community Survey (ACS), which is produced by the U.S. Census.

ACS is a reliable data source used by prominent organizations—such as the Social Science Research Council, for its Measure of America project—to report on youth disconnection. ACS data are updated annually and enable calculations at the state and county levels, as well as by metro area. Because ACS is an annual survey that samples a subset of the entire population in a locality, ACS data have an inherent degree of uncertainty and should not be considered exact.⁵

In our report, estimates are based on ACS 2015 data for Arizona. Rates of disconnected youth are only available for Public Use Microdata Areas (PUMAs). These are areas with populations of at least 100,000. PUMAs do not perfectly align geographically with the county borders; consequently, we assign each PUMA to each of the counties it overlaps with using a geocode crosswalk.

Notably, some of the youth counted as high school non-completers are likely—but not necessarily—counted among the disconnected youth in any given locality. For example, while some non-completers will be dropouts who are unemployed—and are therefore considered disconnected—others may have left school to work. Others still may be pursuing alternative pathways to completing their high school education. In both instances, youth would not be considered disconnected.

Table C1 shows the estimated economic loss per disconnected youth in each Arizona county. This loss includes all the possible losses, regardless of which members of society incur these losses. Amounts vary across counties because of differences in earnings, health status, crime rates, and costs of school and college education. Nevertheless, the losses are significant across every county.

4 a) Belfield, C. R. (2014, March). *The Economic Burden of High School Failure and Opportunity Youth Evidence across Arizona: Cost-Benefit Analysis, Return on Investment and Social Value*. Retrieved from: <https://www.crbelfield.org/articles>

b) Belfield, C. R. (2014, November). *The Economic Loss from High School Failure and Disconnected Youth: Subgroup Evidence across America*. Retrieved from: <https://www.crbelfield.org/articles>

Note that these studies refer to the economic losses discussed in this report as social losses.

5 For more information on ACS margins of error, please visit: <https://www.census.gov/programs-surveys/acs/guidance/training-presentations/acs-moe.html>

Table C1 Estimated Economic Loss per Disconnected Youth, by County

	Disconnected Youth Rate (%)	Disconnected Youth (Annual Cohort)	Economic Loss per Disconnected Youth
Apache	31.0	2,890	\$598,900
Cochise	14.4	2,390	\$624,300
Coconino	10.2	1,830	\$524,300
Gila	22.3	1,540	\$654,200
Graham	22.3	1,090	\$604,300
Greenlee	22.2	2,370	\$653,900
La Paz	16.9	440	\$951,400
Maricopa	12.4	65,890	\$728,000
Mohave	16.9	4,470	\$974,200
Navajo	31.0	4,360	\$584,900
Pima	14.6	19,070	\$727,400
Pinal	23.2	12,120	\$635,800
Santa Cruz	22.3	1,360	\$814,300
Yavapai	15.2	4,320	\$607,200
Yuma	21.2	5,600	\$750,400

Notes: *Losses assume each youth is disconnected for five years during age 16-24. Losses include differences in earnings, health status, involvement in the criminal justice system and other benefits (Lower welfare, smaller tax distortions, productivity gains) less the costs of subsidizing a college education. Lifetime economic loss expressed as present value at age 18. 2015 dollars rounded to nearest \$100.

Disconnected Youth in Phoenix and Tucson

Measure of America is one of the leading initiatives addressing the issue of youth disconnection and has created numerous data tools and reports to advance understanding of youth disconnection at the national, state, and local levels. Measure of America’s latest report on youth disconnection, *Promising Gains, Persistent Gaps: Youth Disconnection in America*, is accompanied by a range of interactive data tools that map youth disconnection across the country and in Arizona.

In addition to presenting youth disconnection rates by county, Measure of America also presents youth disconnection rates for the Phoenix and Tucson metro areas, which are among the 100 largest in the United States. We invite you to view the reports and data tools to see how Arizona compares to the rest of the country. To access *Promising Gains, Persistent Gaps*, please visit: www.measureofamerica.org/youth-disconnection-2017/

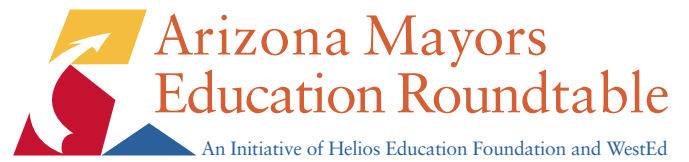
It is important to note that, although the Arizona Mayors Education Dashboards report uses the same data source as Measure of America (American Community Survey), the disconnection rates in the two reports should not be directly compared. Due to methodological differences, the youth disconnection numbers and rates for Arizona that Measure of America publishes differ from those we present in this report. In particular, Measure of America presents disconnection rates for the Phoenix and Tucson metro areas, whereas this report presents those rates for the cities exclusive of the metro area. For more information about Measure of America’s methodology, please visit: https://ssrc-static.s3.amazonaws.com/moa/DY2017_Methods.pdf

The table below shows the disconnected youth numbers and rates for the cities of Phoenix and Tucson, as well as the estimated economic losses per disconnected youth in both cities.

Estimated Economic Loss per Disconnected Youth, Phoenix and Tucson

	Disconnected Youth Rate	Disconnected Youth (Annual Cohort)	Economic Loss per Disconnected Youth*
Phoenix	10.0%	18,280	\$793,500
Tucson	15.3%	10,250	\$832,900

Notes: *Total loss assumes youth is disconnected for five years during age 16-24. Losses include differences in earnings, health status, involvement in the criminal justice system, and other benefits (lower welfare, smaller tax distortions, productivity gains) less the costs of subsidizing a college education. Lifetime economic loss expressed as present value at age 18. 2015 dollars rounded to nearest \$100.



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