



EVERY STUDENT PREPARED FOR EVERY OPPORTUNITY

A Baseline Report - February 2018



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The work of LAUNCH Flagstaff could not be possible without major financial support from:



THE WHARTON
FOUNDATION



United Way
of Northern Arizona

Thank you!

Dear Friends, Partners, and Colleagues:

“Every student prepared for every opportunity” is our definition of what a “world-class” education creates. Expanding access to a world-class education for every child is the overarching mission of LAUNCH Flagstaff, guiding our many efforts and partnerships.

A little more than one year ago, the partners of LAUNCH Flagstaff identified five educational outcomes as focal points for our work in the greater Flagstaff area:

- Kindergarten readiness
- 3rd grade reading proficiency
- 8th grade math proficiency
- High school graduation rates
- Enrollment in post-secondary education and training

In this first annual LAUNCH Flagstaff community education report, we have many successes to share along with a significant to-do list.

Notable achievements in the past 12 months include:

- A successful Flagstaff Community Town Hall and report of findings related to Funding PreK-12 Education in Arizona
- Expanded awareness of the issues facing our educators and students through an educational documentary series and numerous community conversations in Flagstaff and around Arizona
- The Kindergarten Readiness Community Action Network (CAN) has:
 - Defined what it means to be “kindergarten ready”.
 - Identified a tool to measure developmentally appropriate skills for incoming kindergarten students.
 - Created a multi-LEA (local education agency) partnership to participate in the implementation of the state Kindergarten Development Inventory (KDI).
- The Postsecondary Education Community Action Network (CAN) has increased awareness and participation in the Free Application for Federal Student Aid (FAFSA) process.
- Expanded funding from the Wharton Foundation and United Way of Northern Arizona for operations
- Renewed funding provided by the Arizona Community Foundation of Flagstaff for infrastructure capacity
- A plan for acquiring and disaggregating local data to inform best practices and continuous improvement
- Expanded our collective impact by convening over 50 cross-sector partner organizations

Given that our education goals span cradle through career, every organization in every community sector has a role to play in this work. Every student is a member of a family; many face a spectrum of obstacles that can indirectly impact a child’s success in school. We may not realize the ways we impact student success through our various interactions with other adults during the day, but that influence can run deep.

The LAUNCH Flagstaff framework is collective impact: individuals and organizations working together to accomplish great things. When families, individuals, business and community leaders focus on a shared vision of a world-class education for every child, all children have greater likelihoods of success. This in turn cultivates the long-term health of our community and its continuous improvement for the future.

Thank you for your support.



Paul Kulpinski
LAUNCH Flagstaff Partnership Director

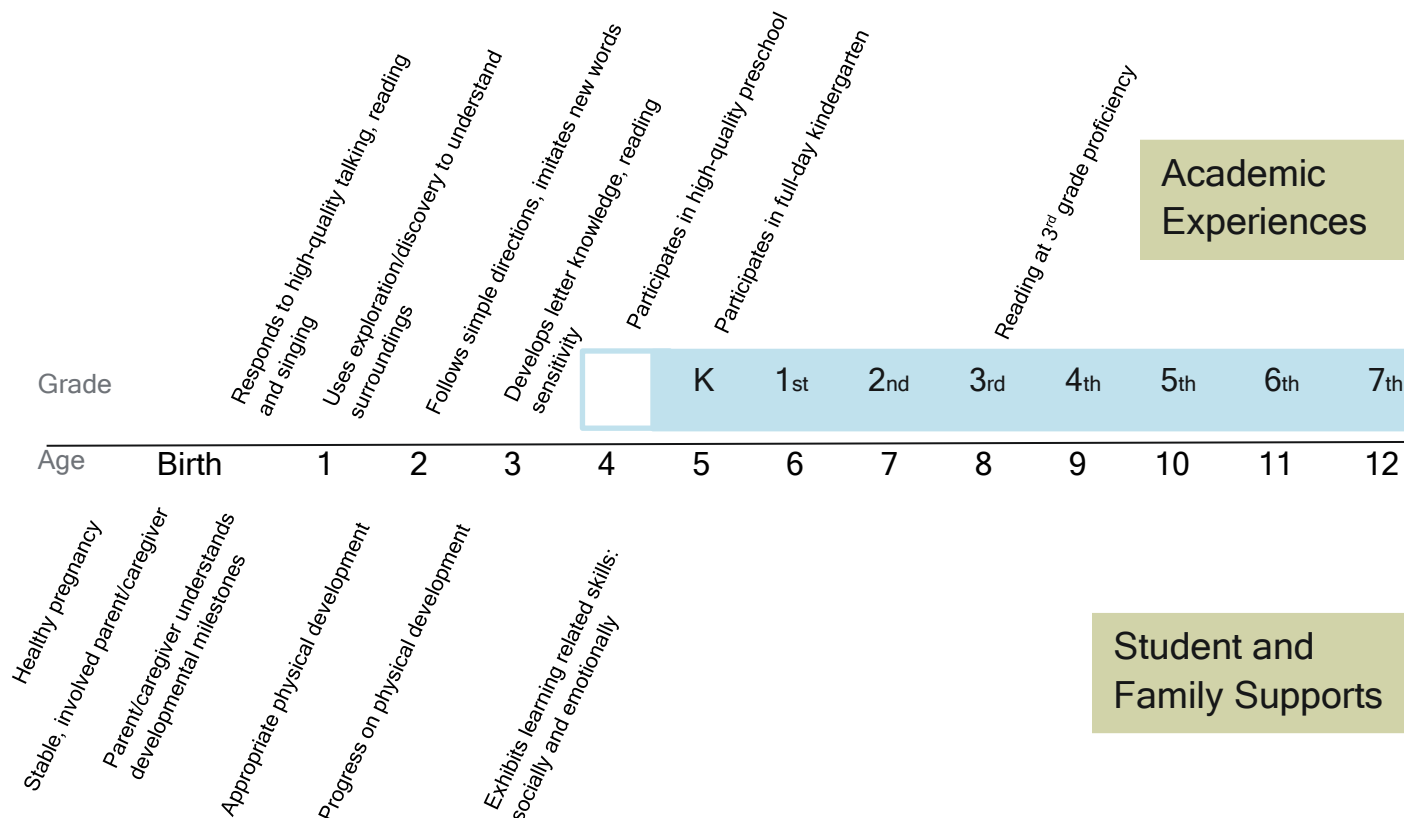
HISTORY / BACKGROUND

The health of a community is rooted in an abundance of exceptional opportunities for all children to learn. Great teachers and schools, great libraries and museums, a wealth of engagement in cultural, artistic and physical activities, an excitement about science, technology, engineering and math, with a network of supportive adults - these all provide children and young adults the skills and perspectives that open the world to them.

Not all communities can offer this array of learning riches, but Flagstaff can.

The problem is that Flagstaff is program rich and infrastructure poor. We have exceptional programs and organizations across our city. However, we often work in silos in a way that produces mixed results. Data show this lack of infrastructure has created opportunity gaps and disparities that prevented some of our kids from reaching their full potential.

THE CRADLE THROUGH



This is why LAUNCH Flagstaff seeks to raise the bar and create a community-wide culture of world-class education for every child, from the time they are born through their career.

Educating our children does not fall entirely on our teachers and education systems. We accept our responsibility of supporting our educators to improve education outcomes. By working together toward shared goals that leverage existing community resources and using data to identify and fund what really works, we can generate measurable change in student success.

This framework of collective impact is what makes LAUNCH Flagstaff different and will be the foundation of our success in preparing every student for every opportunity, from cradle through career.

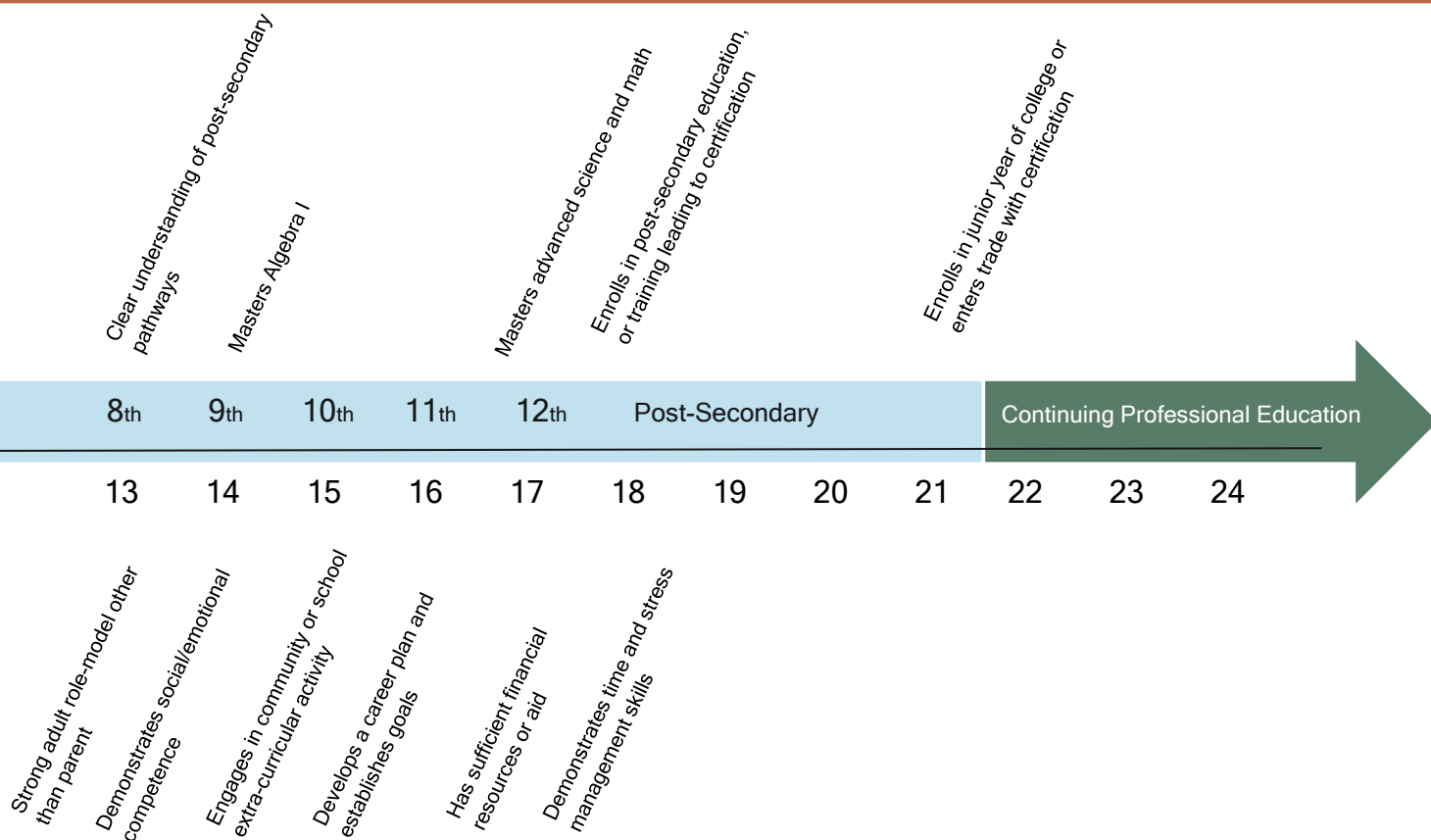
World-Class Education is:

- Student centered
- Performance based
- Provides opportunities to demonstrate mastery of relevant content over time

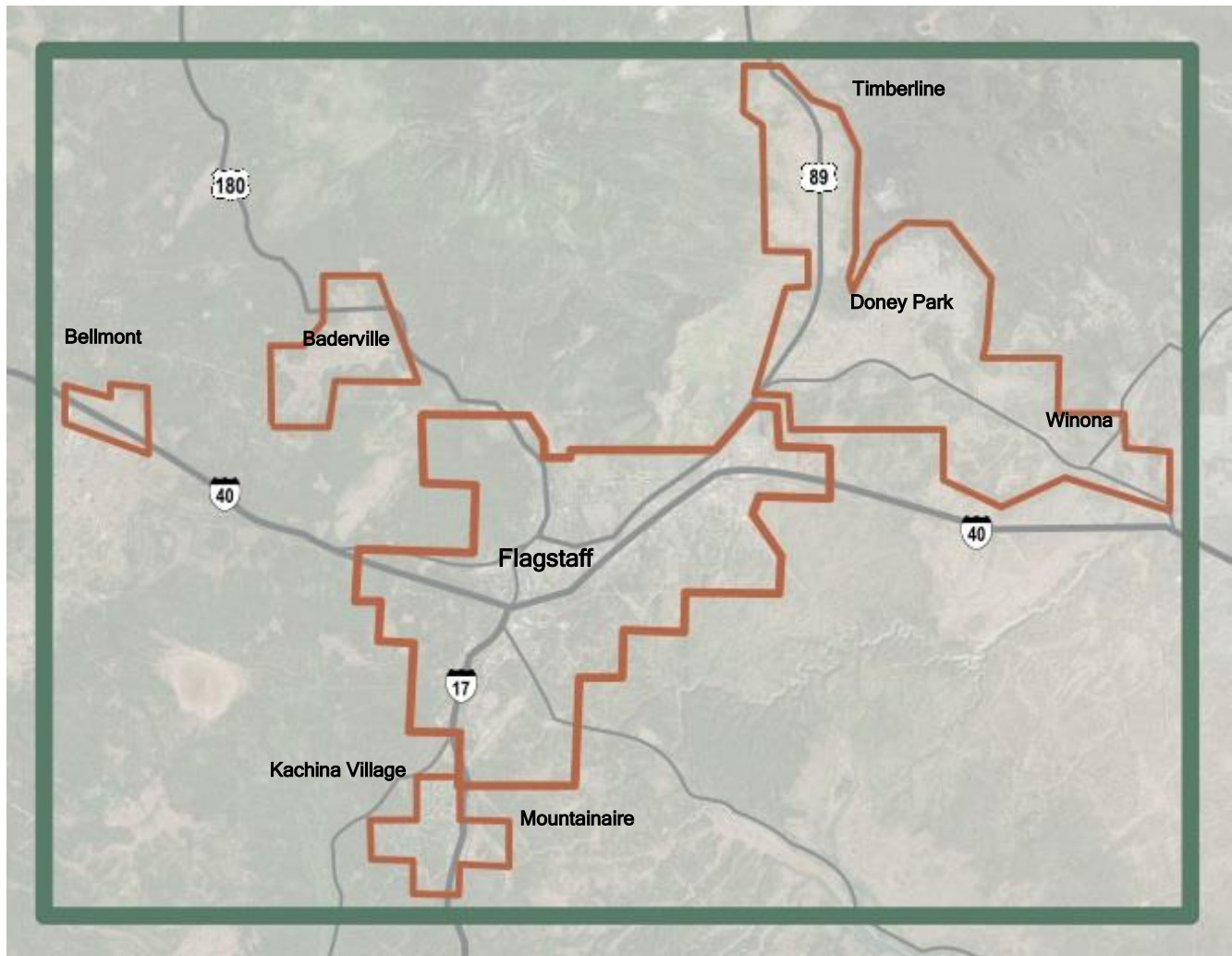
World-Class Education promotes:

- Critical thinking
- Self-advocacy
- Social-emotional skills
- Collaborative problem solving
- Diversity
- Global perspective

CAREER CONTINUUM

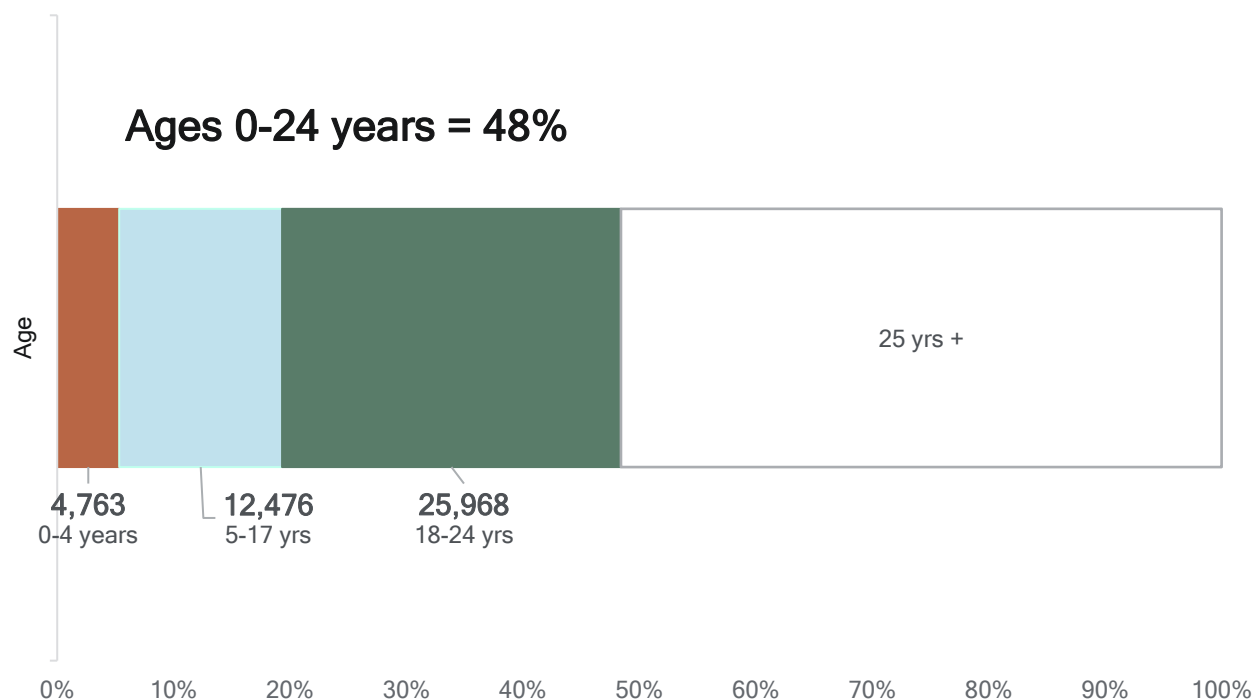


OUR FOOTPRINT



The greater Flagstaff area covers about 625 square miles, comprising the City of Flagstaff and the surrounding communities of Baderville, Belmont, Doney Park, Kachina Village, Mountainaire, Timberline and Winona.

Greater Flagstaff Population



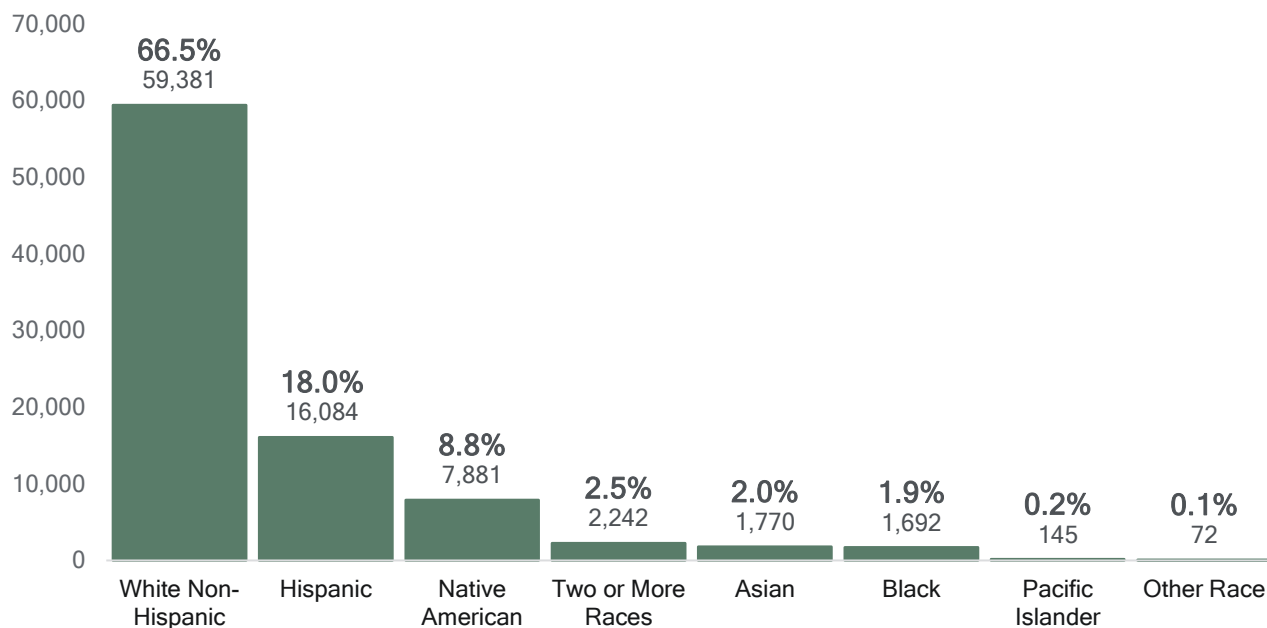
Source: U.S. Census Bureau - American Fact Finder, 2012-2016 American Community Survey 5-Year Estimates

Our work in the greater Flagstaff area has an influence on a total estimated population of 89,257 people; 43,207 individuals are between the ages of 0-24 (48.4%), the primary target age of LAUNCH Flagstaff.



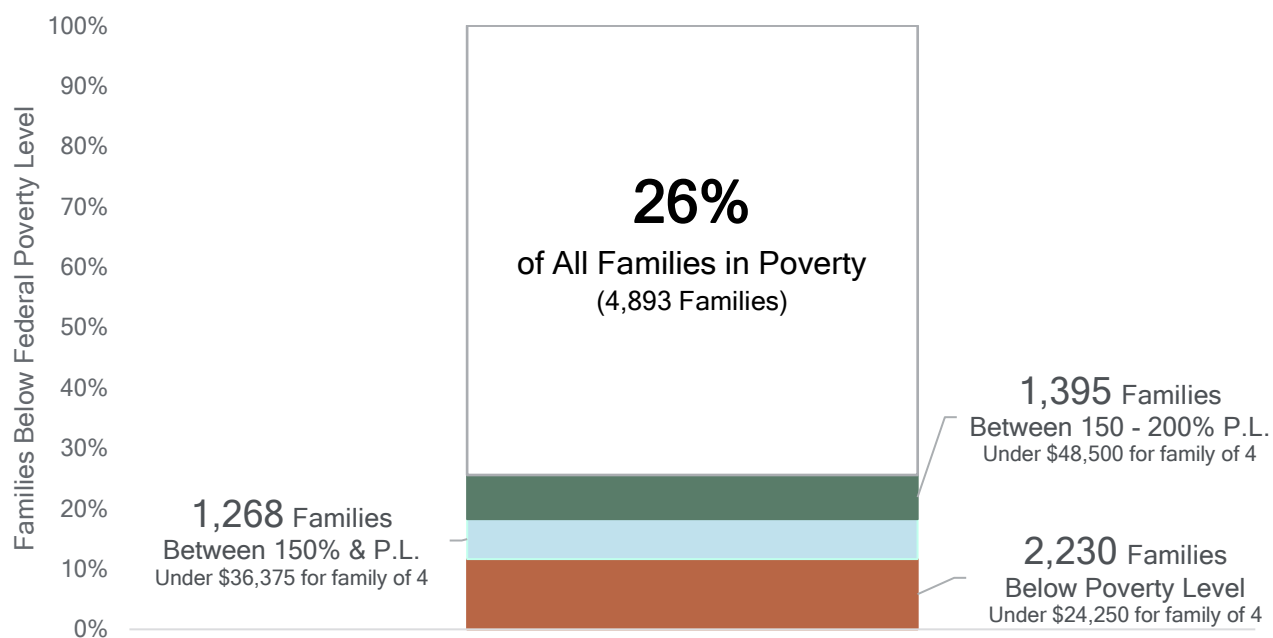
DIVERSITY AND EQUITY

Greater Flagstaff Population by Race & Ethnicity



Source: U.S. Census Bureau - American Fact Finder, 2012-2016 American Community Survey 5-Year Estimates

Flagstaff Area Families in Poverty



Sources: Read On Arizona MapLIT; American Community Survey 2011-2015 5-Year. U.S. Department of Health & Human Services, 2015 Poverty Guidelines (September, 2015).



Equity [ĕk'wĭ-tē] *n.*

- The state of being just and fair.

Equality [ĭ-kwŏl'ĭ-tē] *n.*

- The state of being equal.

Achieving equity often requires a non-equal distribution of resources with the intent of creating equal opportunity of success for every child.

Multiple social influences affect a child's educational success, many which exist outside our educational system. Our children are members of families which are unequally impacted by various socio-economic systems in our community.

For this reason, we must commit to a strategic, coordinated approach across all community sectors that ensures equity for every child. We must be innovative, with tactics proven to build resiliency in struggling families, because household stability is fundamental to ensuring educational success for children.

All children and families bring unique talents, skills and gifts to the educational experience. Working toward achieving equitable access to a world-class education for every child will not be easy, but is one of the most important components of the work of LAUNCH Flagstaff.

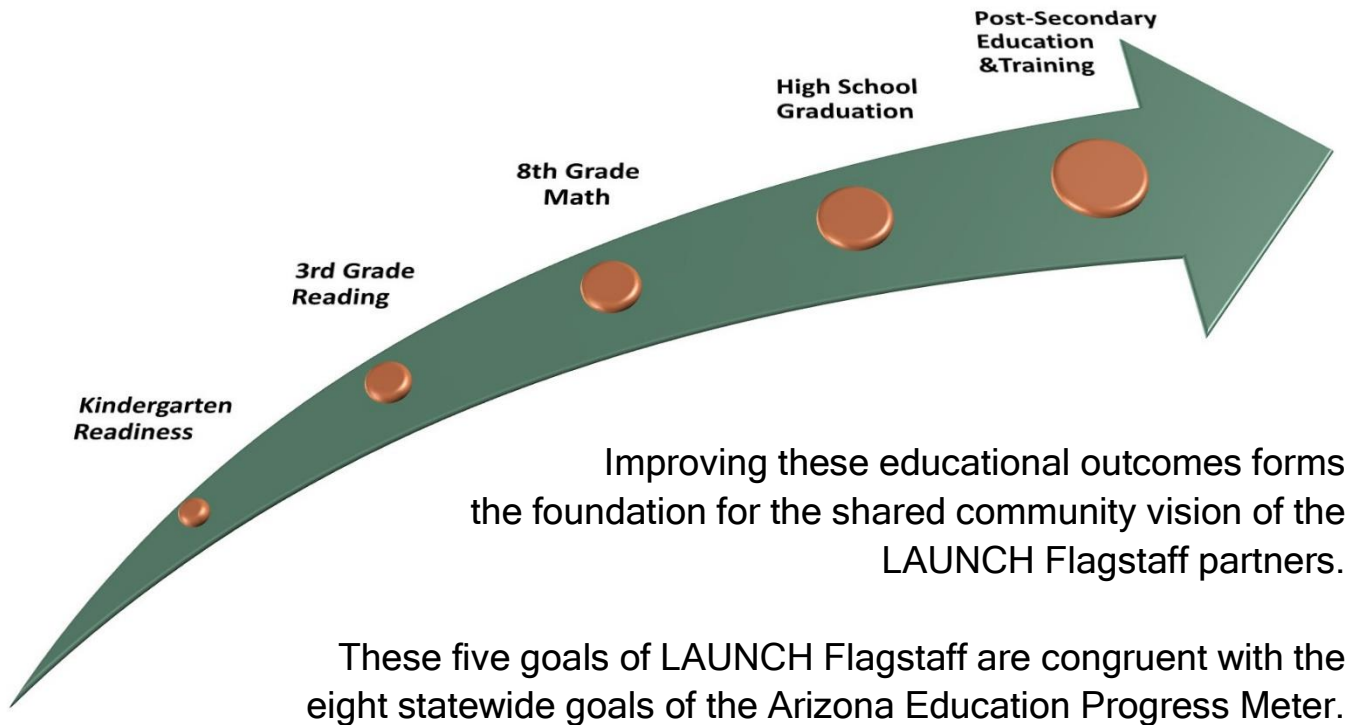
OUR THEORY OF CHANGE

Our partners collaborate within a framework of collective impact, with LAUNCH Flagstaff serving as the impartial backbone.

What we do:



Our Shared Vision



Through the work of LAUNCH Flagstaff, stakeholders in the Flagstaff area will be better able to support the statewide effort for making education a top priority in Arizona.

BEGINNING OUR WORK

Using an analysis of current capacity and existing need, the partners of LAUNCH Flagstaff have intentionally chosen to begin our work around two of our five goals:



Subject-matter experts are working in our Community Action Networks (CANs) to address these two goals. As data is gathered and reviewed, the CANs will make strategic decisions for implementation by partner organizations.

KINDERGARTEN READINESS

Entering kindergarten with strong cognitive and social skills helps children find success in school. Because 90% of the brain is developed by age five, access to high-quality early childhood learning experiences is fundamental to kindergarten readiness and rewarding life outcomes.

Arizona does not have a standard assessment tool or standards for measuring school readiness upon entry into kindergarten. In 2017 the Arizona Department of Education (ADE) unveiled its new Kindergarten Developmental Inventory (KDI) of 75 skills. The ADE maintains that the KDI is not intended to serve as a “kindergarten readiness assessment”. However, it does include a questionnaire which a kindergarten teacher can use to indicate baseline data for each child.



LAUNCH Flagstaff has facilitated a multi-LEA (local education agency) partnership to pilot local implementation of the KDI in the Flagstaff area. The Kindergarten Readiness CAN will use data from the KDI to establish a consistent and reliable method for assessing student readiness communitywide and more readily identify and address individual student needs.

KDI PARTNER SCHOOLS

- W.F. Killip Elementary School
- Eva Marshall Magnet School
- Mountain Charter School
- PEAK Charter School
- Charles W. Sechrist Elementary School

KDI SUPPORTING AGENCIES

- Coconino County Educational Service Agency
- Northern Arizona University College of Education



Only 47% of Coconino County five-year olds begin kindergarten with the necessary foundational skills required for social and academic success, according to a 2013 Coconino County Education Report. Additional key findings from that report show children in low-income families were less prepared for kindergarten than students in higher income brackets. On average, boys were less prepared than girls across 24 readiness skills in the categories of academics, social expression, self-regulation, and self-care/motor skills.

In December 2017, LAUNCH Flagstaff investigated the relationship between a cohort of 107 students who:

- participated in KinderCamp™ in 2013
- received a Kindergarten Development Assessment (KDA) upon entering kindergarten within the Flagstaff Unified School District (FUSD)
- received a 3rd grade English Language Arts (ELA) score on the AzMERIT state standardized test in spring 2017

This research examined the factors or a combination of factors that are predictive of AzMERIT ELA scores for 3rd grade achievement. By understanding this data, interventions can be designed to impact kindergarten readiness and later reading skills.

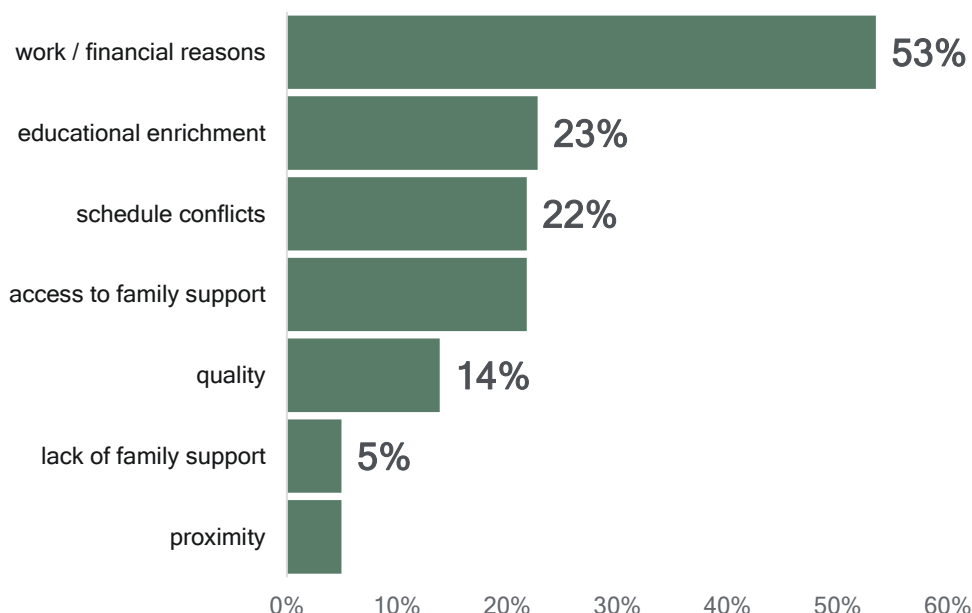
Initial analysis indicates a strong positive correlation between greater reading readiness in kindergarten and higher AzMERIT ELA scores in 3rd grade. The data also show indications of moderate relationships between 3rd grade reading achievement and the factors of:

- a child's preschool experience
- family socio-economic status
- parent education

We are seeking further confirmation of these initial findings by expanding the sample of students from the same FY14 kindergarten cohort, to study a broader group that represent the diversity in the general student population of Flagstaff.

In September 2017, LAUNCH Flagstaff conducted a survey of a small population of families with preschool aged children. (Total n=116)

Reasons for choosing childcare option



53% of respondents indicated that their childcare preschool choice was mostly influenced by financial reasons or the need to work.

The next greatest factor was the desire for educational enrichment. Fewer people indicated the quality of the educational environment as a determining factor.

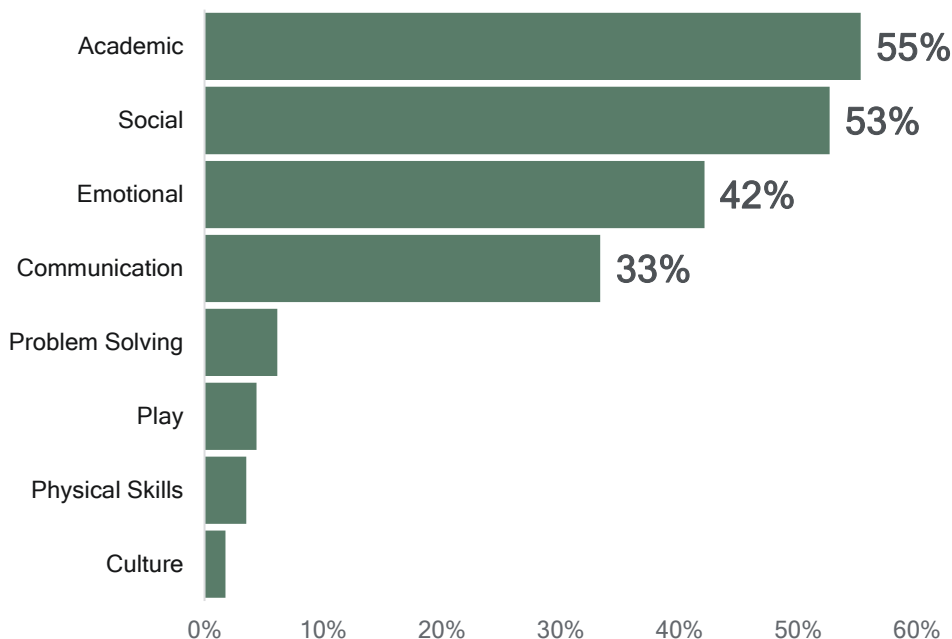
Some families kept their child home or with a relative rather than choosing a preschool.

Important skills for kindergarten readiness

55% of respondents indicated that academic skills like counting, letter recognition, shapes and colors were of primary importance in preparing their child for school.

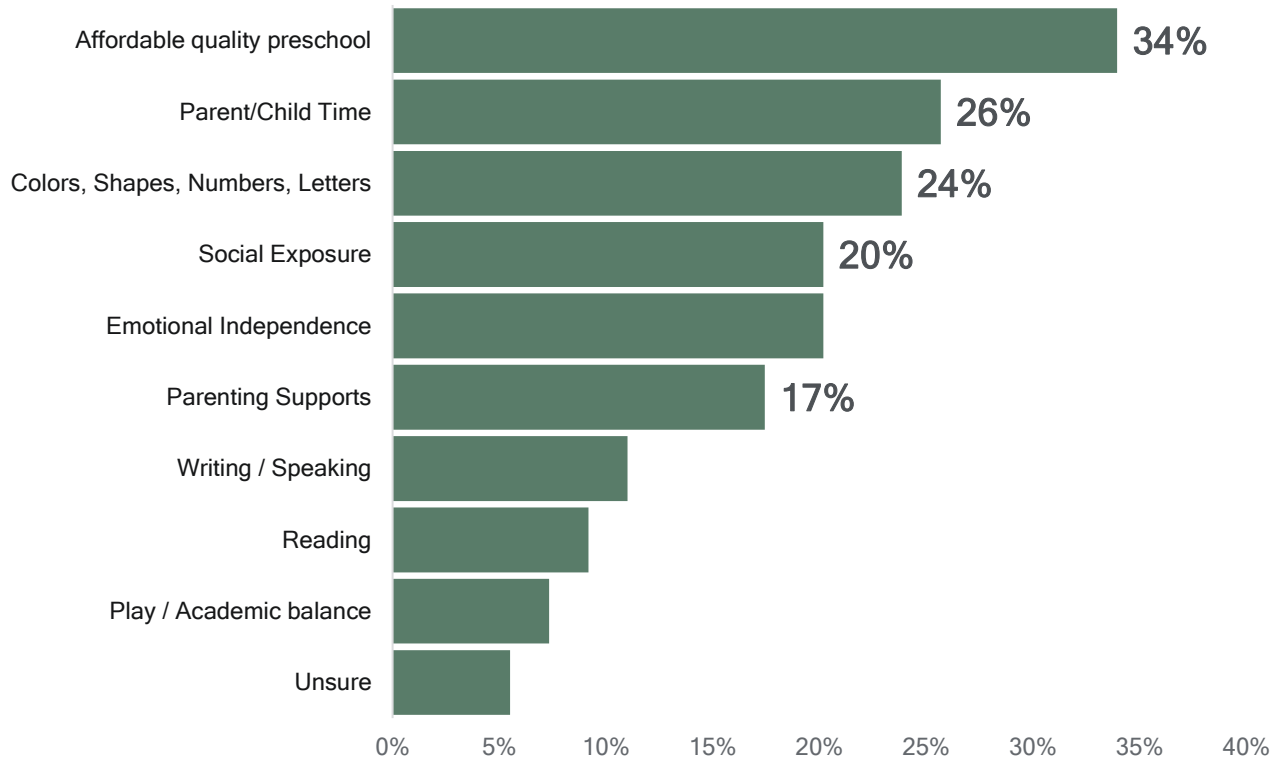
53% indicated that social skills were one of the most important skills.

Also, emotional skills and communication skills in total stood out as the top 4 skills identified by respondents as most important for kindergarten readiness.



Respondents could identify more than one skill, so totals do not add up to 100%. Source: LAUNCH Flagstaff (2017)

What has/would help you prepare your child for kindergarten?



Access to preschool was the most valuable resource for respondents in helping them prepare their child for school, over several others.

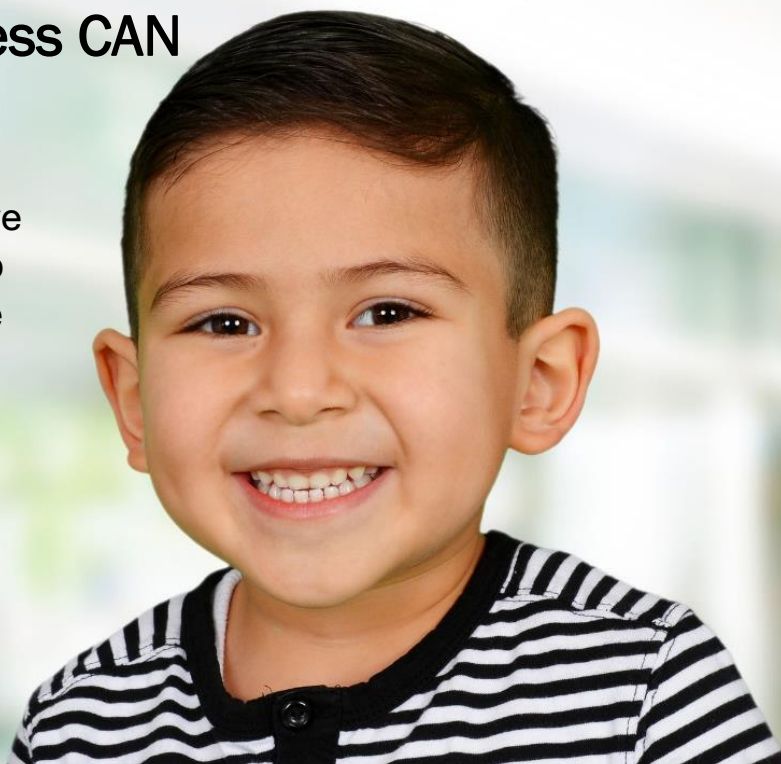
Respondents could identify more than one skill, so totals do not add up to 100%. Source: LAUNCH Flagstaff (2017)



Kindergarten Readiness CAN

THEORY OF CHANGE

Our theory: By starting to improve the measurable outcomes of two contributing indicators, over time we will begin to increase the number of children entering kindergarten ready to succeed.



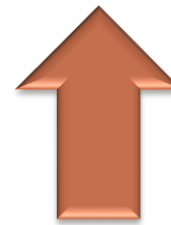
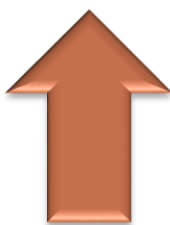
Goal

Communitywide data will reflect evidence of continuous improvement annually in the percentage of children entering kindergarten ready for school - socially, behaviorally and academically.

Contributing Indicators

Access to enriching early learning experiences

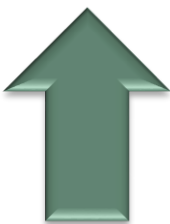
Coordination and delivery of parenting and child development information



Measurable Outcomes

Increased student attendance in high quality preschool environments

Increased participation of new and existing providers for improved communication and coordination

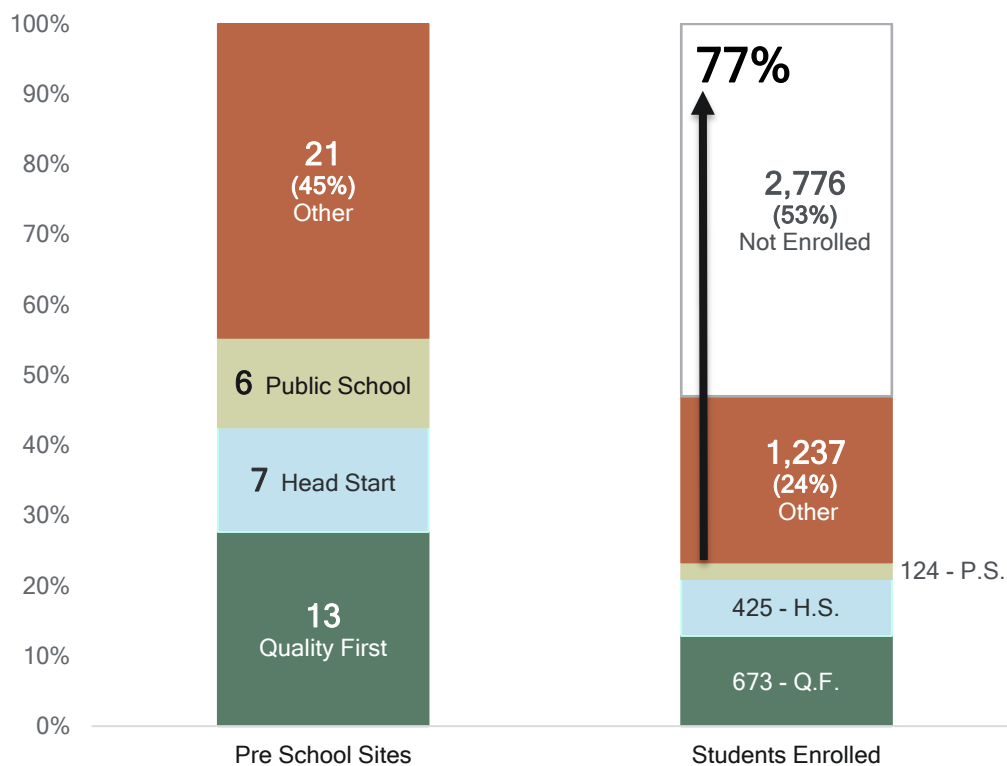


Strategies

Expand professional development opportunities for early childhood educators and caregivers

Inventory existing resources and engage those providers in the conversation

Student Enrollment in High Quality Preschool



As many as 45% of preschool sites in the Flagstaff area are of unknown quality; with a standard of quality measured by Head Start, Quality First, and the area's public preschool sites.

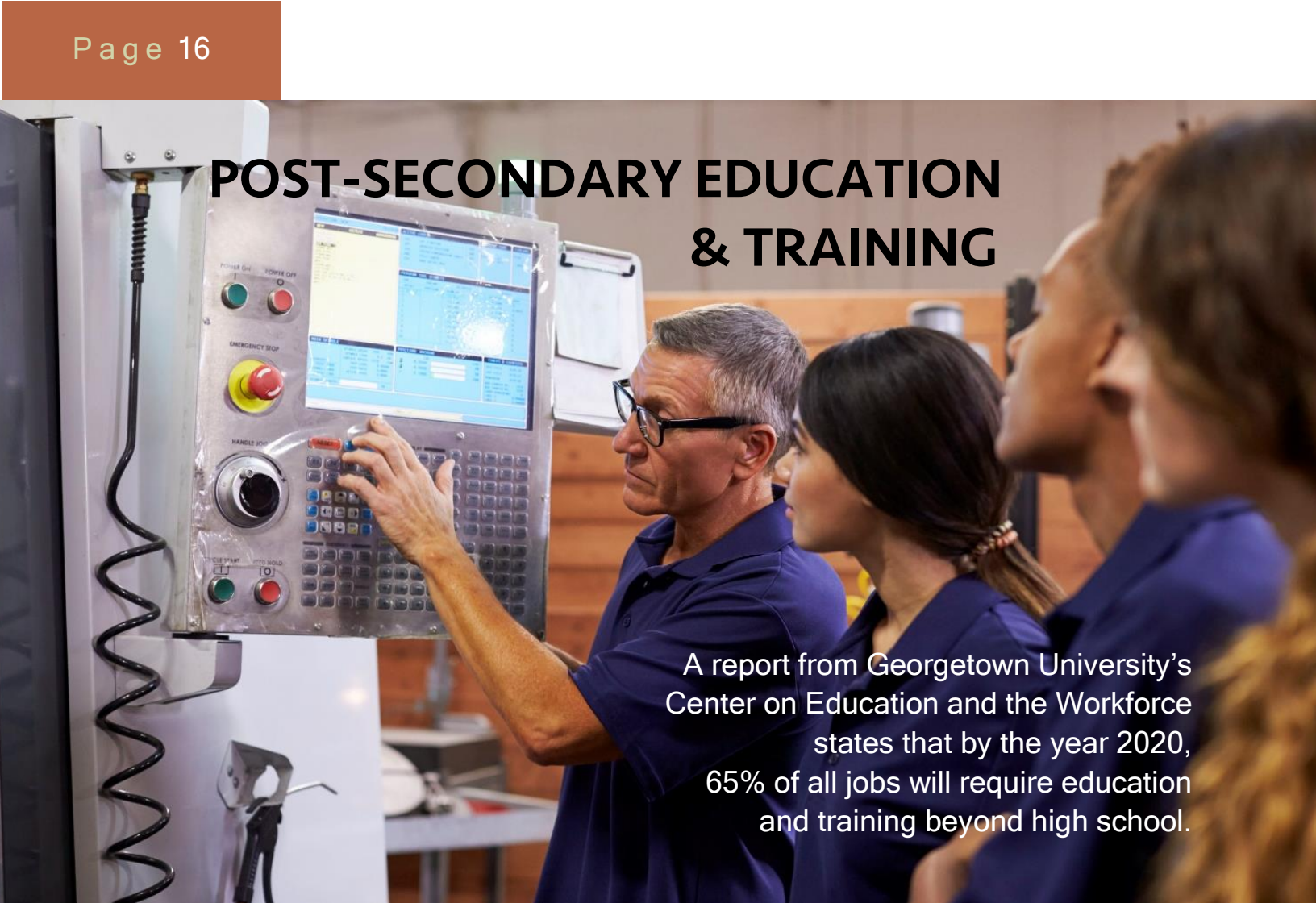
Additionally, 77% of the total population of children 0-4 years of age are either not enrolled or are being served in a pre-school site of unknown quality.

Source: Coconino Regional Partnership Council 2018 Needs and Assets Report (2018) First Things First


Our objective is to ensure that every family has choices and equitable access to all options, providing the greatest number of educational opportunities for their child.



POST-SECONDARY EDUCATION & TRAINING



A report from Georgetown University's Center on Education and the Workforce states that by the year 2020, 65% of all jobs will require education and training beyond high school.



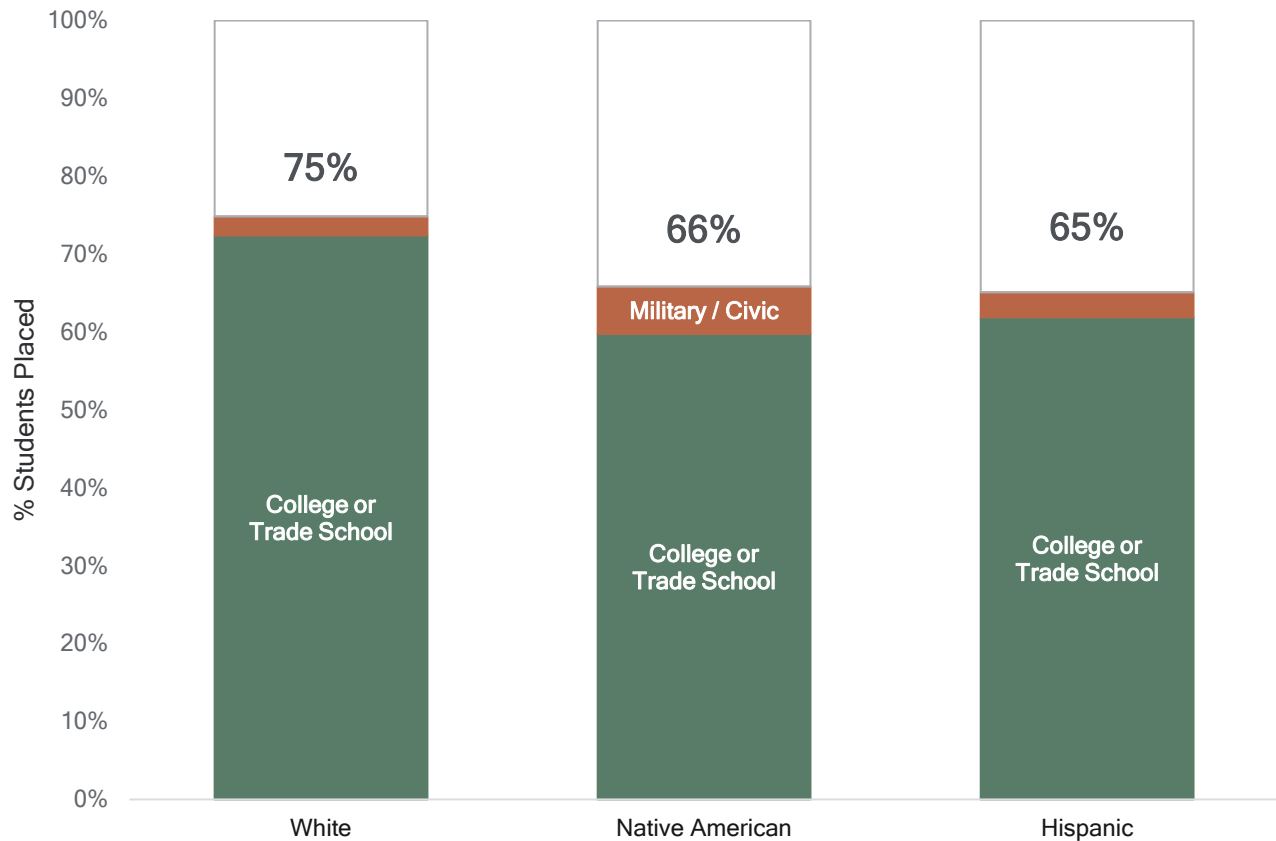
LAUNCH Flagstaff recognizes that education for career can include more than a degree program; it can also include military or civic service, training or apprenticeship leading to certification in a desired field.

Data from the Arizona Progress Meter show that only 59% of high school graduates in Flagstaff enroll in two or four year degree programs in the year after high school graduation.

61%

When we integrate the percentage of students entering military or civic service with this figure, we can estimate a post-secondary placement rate of 61% for all high school graduates.

Post Secondary Placement of CTE Students



Source: Flagstaff Unified School District, Class of 2016 Placement Follow Up Report (2017). n=314

In a sampling of Flagstaff area high school graduates from the class of 2016 who completed a Career and Technical Education (CTE) program, 70% of these graduates engaged in a two or four-year college or trade school, or entered into military or civic service.



Post-Secondary CAN

THEORY OF CHANGE

Our theory: By starting to improve the measurable outcomes of three contributing indicators, over time we can have a positive impact on the number of high school graduates entering into post-secondary education or training.



Goal

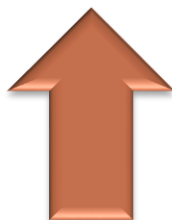
Communitywide data will reflect evidence of continuous improvement annually in the percentage of high school graduates who enter a post-secondary career path including, but not limited to a two or four-year degree program, military or civic service, training or apprenticeship leading to certification in a desired field.

Contributing Indicators

FAFSA Completion

Dual/Concurrent Enrollment

Internships



Measurable Outcomes

Increased number of students completing the FAFSA

Increased enrollment and completion of dual/concurrent enrollment courses while in high school, especially with the hardest to serve students

Increased number of students participating in internships with local business for high school credit



Strategies

Communitywide promotion and events for FAFSA awareness and completion

Financial literacy resources for parents and students

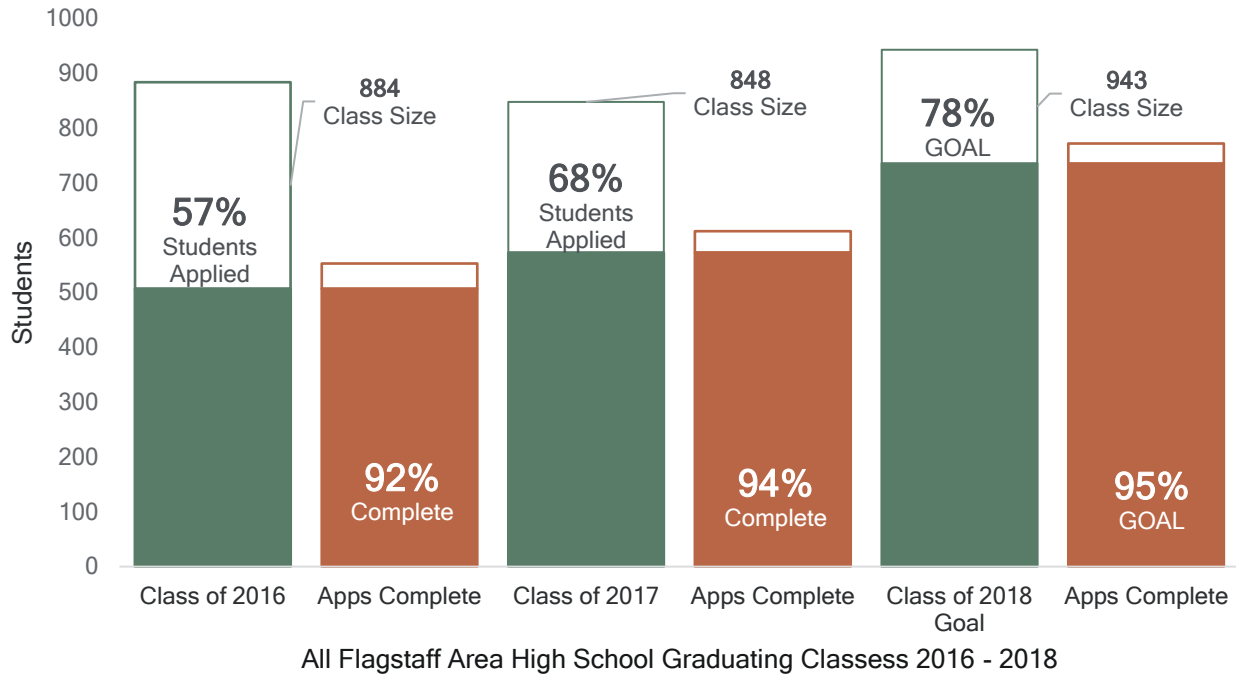
Increase the number of schools offering eligible courses by including charter schools

Increase the number of instructors teaching eligible courses through a mentoring program

Work with existing partners to better coordinate existing efforts in the community

Initiate effort to allow for academic high school credit for internships through the ADE

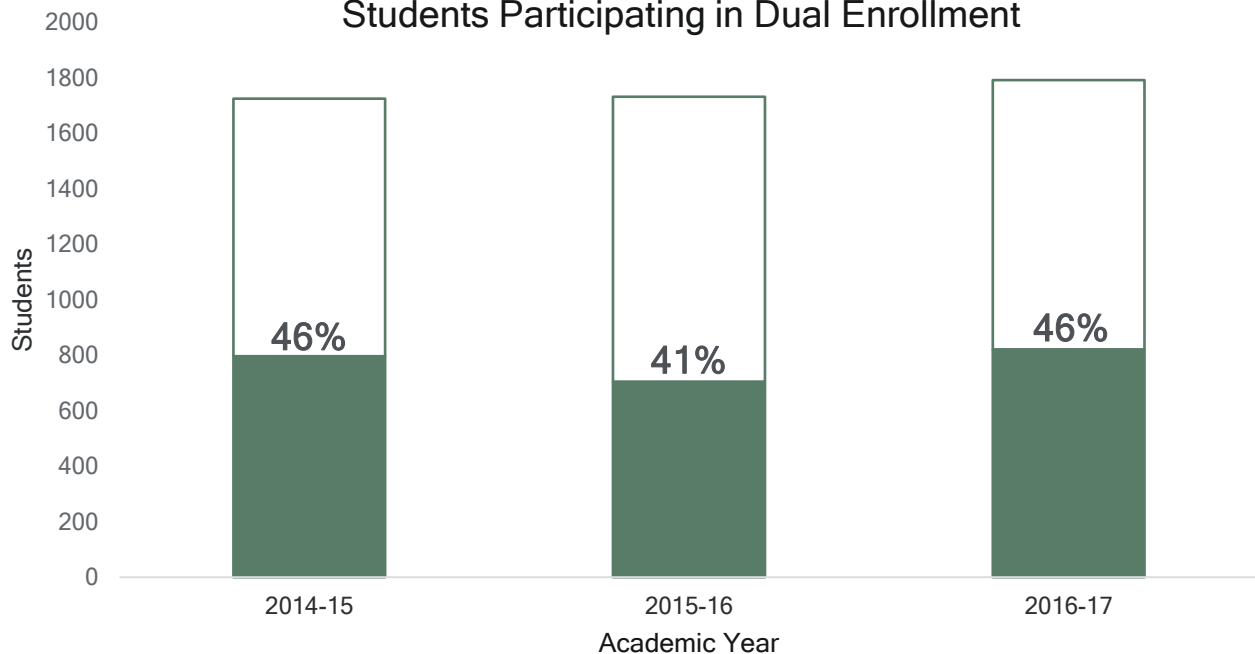
FAFSA Completion



The Free Application for Federal Student Aid (FAFSA) is an indicator for continuation of education and training beyond high school. We are tracking data around the percentage of graduating seniors from all high schools who apply for the FAFSA and the percentage of applications that are fully completed before graduation.

Source: Northern Arizona College Resource Center: FederalStudentAid.gov; ABOR; listed schools. (2017)

Students Participating in Dual Enrollment



Dual enrollment courses successfully completed during a high school student's junior or senior year will also earn them college credit through Coconino Community College. Currently only three out of seven Flagstaff area high schools participate in the dual enrollment program serving approximately 45% of eligible students.

Source: Coconino Community College (2017)

FUTURE AREAS OF FOCUS



3RD GRADE READING PROFICIENCY

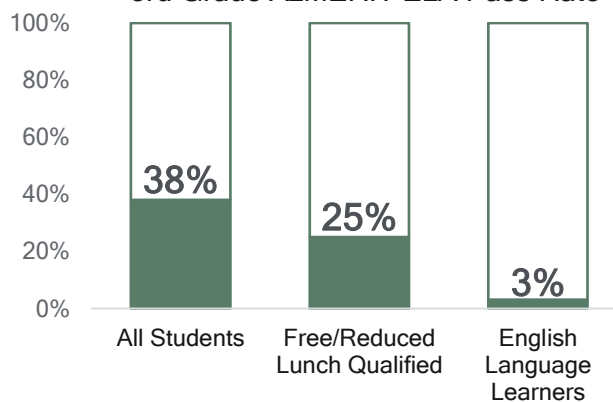
2016 Arizona Education Progress Meter data show that approximately 38% of all Flagstaff area third-graders are performing at grade level in reading; therefore, we seek continuous improvement annually in the percentage of students reading on grade level by the end of third grade.

LAUNCH Flagstaff is committed to understanding these achievement disparities in systemic ways, which means advocating for educational policy and practice that ensures all students are served well by our schools. These data presented throughout this report highlight the fact that there is much work to do.

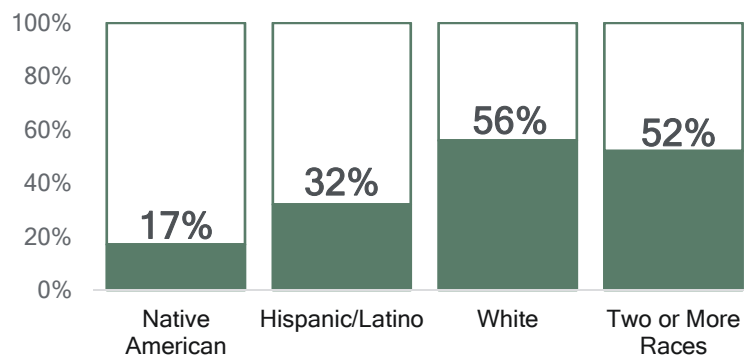
3rd Grade reading proficiency represent all Flagstaff area schools. Source: Arizona Education Progress Meter (2016) Expect More Arizona; Center for the Future of Arizona

All graphs are a representative sampling of Flagstaff area schools. Source: Flagstaff Unified School District.

3rd Grade AzMERIT ELA Pass Rate

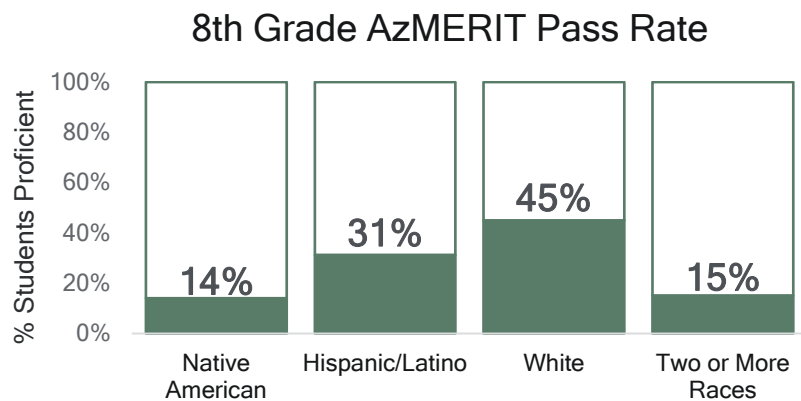


3rd Grade AzMERIT ELA Pass Rate



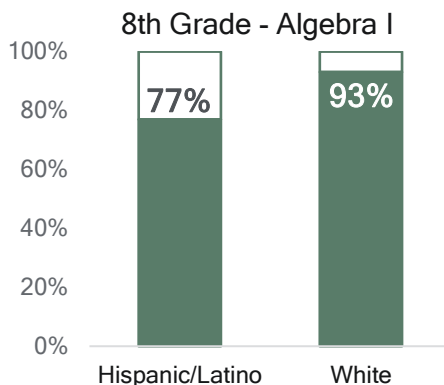
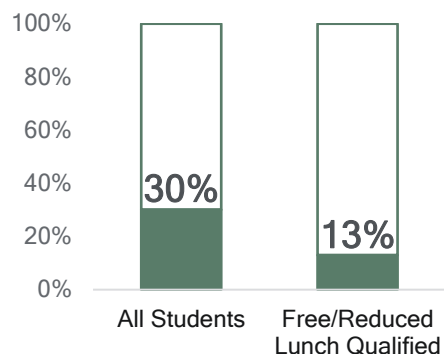
8TH GRADE MATH PROFICIENCY

Performance in mathematics in the middle grades is correlated to success in high school and post-secondary achievement. Local data from a sampling of Flagstaff area schools show that 30% of all eighth graders are performing at grade level in math; therefore, we seek continuous improvement annually in the percentage of eighth-grade students performing at grade level in math.



* Chart corrected on 3/19/18 to show all 8th Grade student scores. Previous drafts did not include Algebra 1 students with total 8th grade population.

All 8th Grade Students Math Proficiency

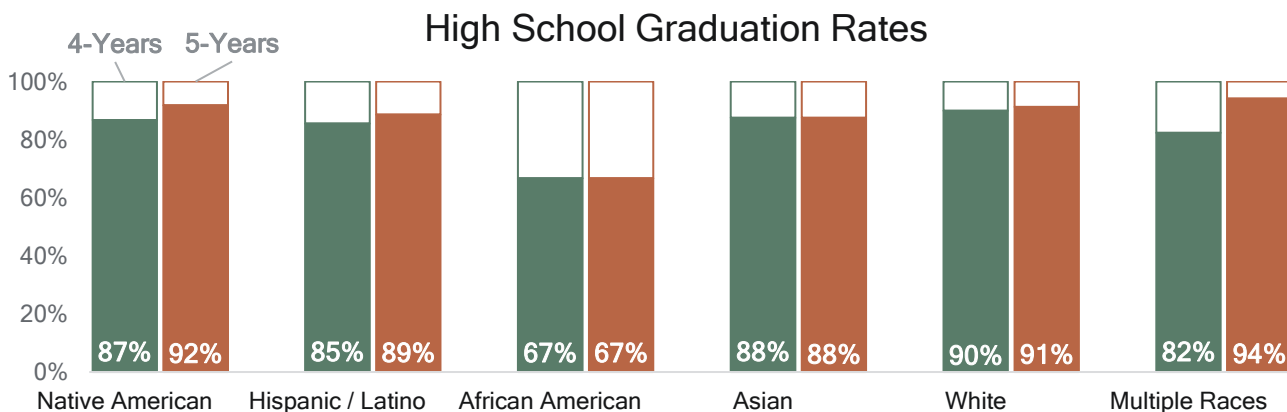
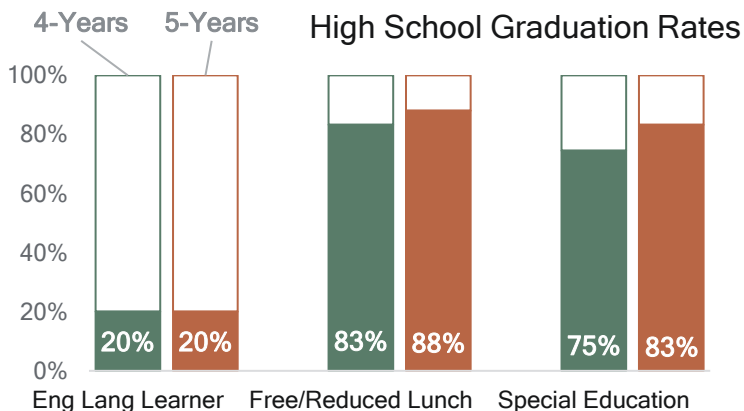


HIGH SCHOOL GRADUATION

2016 Arizona Progress Meter data show that 85% of all Flagstaff area ninth-graders graduate high school in four years; therefore, we seek continuous improvement annually in the percentage of students graduating from high school.

High School Graduation Rates represent all Flagstaff area schools. Source: Arizona Education Progress Meter (2016) Expect More Arizona; Center for the Future of Arizona

All graphs are a representative sampling of Flagstaff area schools. Source: Flagstaff Unified School District.



2018 Measurable Outcomes

On February 6, 2018 the LAUNCH Flagstaff Community Leadership Council established a set of goals for 2018.



Kindergarten Readiness

2018 Measurable Outcomes

Maintain the number of children 0-4 years of age who attend a high-quality preschool at 23% in response to impacts of recent state and local minimum wage increase which has created a loss in eligibility for access to Head Start

Develop an inventory of existing providers of child development and parenting resources and increase participation of these providers in LAUNCH.

Strategies

Define "quality" for families and why it matters

Merge existing lists of providers

Expand professional development for early childhood educators

Develop a communication strategy to engage providers

Survey families to better understand their early learning choices

Survey families to better understand their needs for resources

Address transportation challenges that prevent regular attendance at preschool



Eighth Grade Math Proficiency

2018 Measurable Outcomes

Begin developing effective interventions to improve the math proficiency of the lower performing cohort of 8th grade students.

Strategies

Analyze current AzMERIT data related to specific testing areas such as informational or literary text

Identify existing resources and interventions and understand how they are being used

Focus strategies on students performing near the proficiency line

Focus strategies on younger cohorts of students and help them before they get to 8th grade



Post-Secondary Education & Training

2018 Measurable Outcomes

Increase the number of H.S. students who have completed the FAFSA from 68% to 78%

Increase the number of H.S. students who have completed dual/concurrent enrollment courses from 45% to 50%

Create a working definition of "internship" and establish a baseline dataset of how many graduating H.S. seniors have experienced an internship.

Strategies

Communitywide promotion and events of FAFSA awareness and completion

Increase the number of schools offering d/c enrollment courses

Develop common language for "soft skills" and "leadership skills"

Financial literacy resources for parents and students

Increase the number of qualified instructors who can teach d/c enrollment courses

Survey existing internship resources and schools to get baseline data

Improve coordination for completion of student ECAP's during H.S.

Establish a communication plan for employers, educators, students and parents

Coordinate with existing internship efforts

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Virginia Watahomigie
Coconino Coalition for Children & Youth

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Vice-Mayor - City of Flagstaff

Diana White
Coconino County SBDC

Rachel Yanof
Achieve60AZ



WE NEED YOUR HELP! JOIN US:

LEARN - Stay informed! Join our email list and follow us on Facebook to receive updates about upcoming events, meetings and critical information about issues impacting our education system.

ADVOCATE - Ask us about our partner organizations and programs that help you learn how to take action on behalf of Flagstaff's students.

UNITE - The Founding Father Thomas Paine once said that "in unity, our great strength lies". Help us to strengthen our community by making a commitment to share our mission with your neighbors, friends, and colleagues, and encourage them to get involved with our work.

NETWORK - Attend one of our network meetings to engage with other community members working to create a world-class education system in Flagstaff.

CONTRIBUTE - Add your voice and perspective by engaging with one of our Community Action Networks.

HELP - Ensure our sustainability by donating or volunteering your time or resources

Learn
Advocate
Unite
Network
Contribute
Help



REPORT CONTRIBUTORS

Theresa Bierer, M.A.

Theresa Bierer serves on the LAUNCH Flagstaff Communications committee and the LAUNCH Community Leadership Council. As a professor of practice in management at Northern Arizona University, and owner of the consulting agency Mediascape, LLC., Theresa shares her more than 30 years of communication experience to further improve educational outcomes in the region.

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Angelina Castagno is an Associate Professor of Educational Leadership and Foundations at Northern Arizona University and the Executive Director of Just Perspective, LLC, which provides equity consulting, diversity education, and culturally responsive program evaluation to schools, universities, and community organizations. She has researched and taught extensively on issues of diversity, racism, and Indigenous education; her most recent books include: *The anthropology of education policy: Ethnographic inquiries into policy as sociocultural process* (2018), and *Whiteness: Good intentions and diversity in schools* (2014).

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Jessica Eaton is a junior at Northern Arizona University currently pursuing her Bachelor's Degree in Early Childhood Education.

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Robert Hagstrom is currently the Director of Research & Assessment for Flagstaff unified School District and adjunct faculty at Northern Arizona University in the College of Education. He has worked and studied in education for 18 years focusing on learning and instruction with an emphasis in assessment practices that guide instruction for teachers and demonstrate student learning.

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Jade Heffern is pursuing her doctoral degree in the Counseling and School Psychology Combined PhD program at Northern Arizona University. She works as the graduate research assistant for the Dean of the College of Education, Ramona Mellott.

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Jennifer Hernandez is the Northern Arizona Community Regional Engagement Manager for Expect More Arizona, nonpartisan education advocacy organization. Through her work in public health and education, Jennifer has accumulated over 18 years of experience in advocating for families and children and collaborating with community partners across the state.

Willis A. Jensen

Willis Jensen is the Global Statistics Team Leader at W. L. Gore & Associates, where he leads a team of statisticians that provides statistical support and training across the globe. With 15 years of experience as a statistician, he has worked in many areas to enable better decisions with data.

Sylvia A. Johnson, M.Ed.

Sylvia Johnson has served in Flagstaff Unified School District for more than 30 years, 25 of them as an administrator responsible for state and federal grants to support high-needs students (including children of poverty, homeless families, and adjudicated youth). She also oversees many of the early childhood programs, including child enrichment centers, Title I preschools, and kindergarten programming.

Robert Kelty, Ed.D.

Robert Kelty is the principal at Puente de Hozho Elementary School, a dual-language and International Baccalaureate Candidate School. Robert has formerly worked as an educator, County Superintendent, district superintendent, and national consultant with Teach For America.

Paul Kulpinski

Paul Kulpinski is the Partnership Director of LAUNCH Flagstaff. He has 14 years of experience in education policy, governance and management.

Ramona Mellott

Ramona Mellott serves on the Community Leadership Council for LAUNCH Flagstaff, and is also the Dean of the College of Education (COE) at Northern Arizona University. She has over 30 years of experience in higher education and is a key partner along with many of her COE colleagues supporting the various goals of LAUNCH, including providing assistance with data acquisition to inform best practices and continuous improvement.

Frank X. Moraga

Frank X. Moraga is community outreach coordinator for the Coconino Coalition for Children and Youth, which exists to provide leadership in developing community-wide strategies that enhance the well-being of children and youth in Coconino County.

SOURCES

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Greater Flagstaff Population - Source: U.S. Census Bureau - American Fact Finder, 2012-2016 American Community Survey 5-Year Estimates

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Greater Flagstaff Population by Race and Ethnicity - Source: U.S. Census Bureau - American Fact Finder, 2012-2016 American Community Survey 5-Year Estimates

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Placement of CTE Students - Source: Flagstaff Unified School District (2017)

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FAFSA Completion - Source: Northern Arizona College Resource Center: FederalStudentAid.gov; ABOR; listed schools. (2017)

Students Participating in Dual Enrollment - Source: Coconino Community College (2017)

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All Graphs are a representative sampling of Flagstaff area schools.

8th Grade AzMERIT Pass Rate corrected 3/19/18 to show all 8th Grade student scores. Previous drafts did not include Algebra 1 students with total 8th grade population. Source: Flagstaff Unified School District.

Reading Proficiency and High School Graduation Rates represent all Flagstaff area schools. Source: Arizona Education Progress Meter (2016) Expect More Arizona; Center for the Future of Arizona



Funding for the printing of this report was provided by The NARBHA Institute



Printing services provided by APS



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