



**Maricopa County Community College District  
Governing Board Minutes  
October 11, 2016**

A Policy Committee Meeting and an Agenda Review and of the Maricopa County Community College District Governing Board were scheduled to be held beginning at 3:00 p.m. at the District Support Services Center, 2411 West 14th Street, Tempe, Arizona, pursuant to ARS §38-431.07, notice having been duly given.

**GOVERNING BOARD**

Alfredo Gutierrez, President  
Johanna Haver, Secretary  
(via teleconferencing)  
Doyle Burke, Member  
John Heep, Member  
Dana Saar, Member  
Jean McGrath, Member

**Absent:**

Tracy Livingston, Member

**Guest:** Dr. Donald D. Covey,  
Maricopa County Superintendent of  
Schools

**ADMINISTRATION**

Maria Harper-Marinick  
Paul Dale  
LaCoya Shelton  
Gaye Murphy  
Edward Kelty  
Shari Olson  
Chris Haines  
Todd Simmons for Chris Bustamante  
Eric Leschinski  
Stephanie Fuji  
Christina Schultz  
Bill Guerriero  
Becki Currey  
Maggie McConnell

**POLICY  
COMMITTEE**

Policy Committee Chair Dana Saar called to order the Policy Committee Meeting for October 11, 2016 at 3:13 p.m.. Mr. Saar reminded everyone that the Board has been working on Developmental Education and, understanding that a certain percentage of students test into one of more of developmental programs, it is important to look at alternative methods. There is the Florida Method which allows all students walking in to attend classes of their choice or explore suggested new methods to help disconnected youth that are a burden on taxpayers.

With this in mind he stated he had asked the Maricopa County Superintendent of Schools Dr. Donald Covey to come and speak on the Opportunity Youth Initiative. Dr. Covey called attention to a folder of information he was providing for everyone, along with his PowerPoint which called attention to an August, 2013 newspaper article in the Arizona Republic titled: No Jobs, No School, No Direction. The article referenced the Valley was leading the nation in idle youths, also known as "disconnected" young people. Phoenix, along with Miami, Detroit, Riverside, and Atlanta were among the cities with the highest dropout rates. The following statistics were listed in the article:

- 14.7% of youths nationally are disconnected (not in school or working)
- 18.8% of youths in Phoenix are disconnected
- 28.2% of African-American youths in Phoenix are disconnected
- 24% of Hispanic youths in Phoenix are disconnected
- 13% of White youths in Phoenix are disconnected

In another article from USA Today addressing the American Dream, Dr. Covey mentioned that the cost for a family of four to have the American Dream is \$137,357/year. Essentials cost \$58,491, with extras running

\$17,009, and taxes, college savings, retirement/investments running \$54,857. In a country where the median household income is about \$51,000, this dream is very hard to reach.

Dr. Covey spoke about the Arizona Mayors' Education Roundtable Dashboard which highlighted the economic losses from this segment of the population (95,586) that equated to \$217.3 Billion in fixed costs (losses) and social costs of \$218.5 Billion. The question subsequently arises on "what do we do about this?" Dr. Covey spoke about the city of Philadelphia that has succeeded in achieving 80% engagement. He reminded everyone that CTE's, community colleges, training programs require a person to be committed for 18 months. The challenge is to have a shared vision, accepting the data, and accept the challenge.

In 2014 Maricopa County invited 140 agencies to discuss the opportunity of re-engaging 99,831 young adults (16-24) to succeed in life. The outcome was the Collective Impact Model in Maricopa County which included the following proposals:

- Re-Engagement Centers: Identification & Outreach
- Educational Momentum: Multiple Pathways to Graduation
- Career Connections: Developing and Implementing Workforce
- Positive Youth Development: Creating a Culture of High Expectations

This coalition identified four groups needing attention: The groups are as follows:

- Group A: Some high school credits, entry/no work experience, basic needs met
- Group B: Nearing HS completion, gaining job readiness skills, social and emotional needs being addressed
- Group C: Obtained high school diploma or HSE, gaining entry-level job experience, life skills
- Group D: Pursuing post-secondary degree, working in entry-level positions, leadership and resiliency being applied

The coalition further analyzed these groups and came up with the following conclusions:

- Group A was not job ready.
- Group B approaching job readiness
- Group C almost job ready
- Group D job ready

The journey to success shows some progress. In 2010 there were 18.8% disconnected youth, in 2014 there were 17.3% and in 2020 the number is projected to be 11.0%. Between 2010 and 2014 there were 4,245 re-engaged youth. Re-engaged youth become contributors to the society. Data tells us where they are.

## **DISCUSSION/ COMMENTS**

### Discussion/Comments:

Saar: We are part of the Board of Directors. We don't engage with them unless they walk through one of our doors. The question is: Is there a role for us in this whole process? We need to make a decision as a board as to how we want to engage, or leave to other organizations and the youth themselves. We are making glacial progress. We are going to start seeing improvement. We need to be part of that process. Daycare and bus passes are tools that can help.

Burke: What percent of that group (GED) might be from disconnected youth programs?

Covey: How many were before? You have to watch out for FERPA and see if they were disconnected. Look at ages and number of credits they have earned. Database needed.

Saar: Don't know the process of how to identify those students.

Covey: community colleges have great set of gifts to intervene positively at "C" level but not A&B. Need referral to a college if they are ready. Agencies out there that can help students get ready. Get them into career development and also provide food and shelter to help them.

Saar: Students go into One-Stop Centers and they don't know what they want to do. Do we refer to agencies or to dev ed?

Chancellor: The assessments are academic assessments. They are placed into the right courses. We don't ask questions as to whether they need food or clothing. An individual would need to volunteer that information.

Saar: We lose K-12 students in 9<sup>th</sup> grade. Should we be more involved in helping disconnected youth?

Burke: We see very few of these students.

Gutierrez: If a formerly disconnected and financially disadvantaged youth decided to move forward, they would not go to ASU. They would come to us. They are in two broad categories: developmental education and those that have been out of school for four or five years. The 77% number of high school graduates is high. It was pointed out that this does not include 8<sup>th</sup> or 9<sup>th</sup> grade students that abandoned going to school.

Covey: 27,000 are not included. Counting starts in 9<sup>th</sup> grade. Community colleges may have been the safety net for those students that have found themselves. In case you have a person come to the community college refer them to the re-engagement center. Promise Zone Centers are bipartisan and grants are available. Community colleges are warehouses for education and are a stop gap.

Saar: People know what they have to work with. We are the front line in helping students to services they need.

The Policy Committee Meeting adjourned at 4:10 P.M.

**ADJOURNMENT  
OF POLICY  
COMMITTEE**

The Agenda Review was called to order at 4:40 p.m. The agenda for the October 25, 2016 Regular Board Meeting was reviewed and discussed. The following items were discussed in greater detail:

**AGENDA REVIEW**

- 15.1 TRIO-Student Support Service (SSS) Grant Award Agreement Between the U.S. Department of Education and MCC
- 15.2 U.S. Department of Education For English Language Acquisition Grant Program at Mesa Community College
- 15.3 South Mountain Community College TRiO Upward Bound Program
- 15.4 South Mountain Community College TRiO Student Support Services (SSS)

Board Member Doyle Burke expressed an interest in getting historical information pertaining to number of students impacted by these grants. He indicated he didn't want a presentation made at the board meeting but rather an email providing the information. Other board members agreed on the request. Executive Vice Chancellor Dr. Paul Dale stated he would provide this information.

**ADJOURNMENT**      The Agenda Review adjourned at 5:25 p.m. Board Members proceeded to go into Executive Session.  
**TO EXECUTIVE**  
**SESSION**

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President Alfredo Gutierrez for  
Johanna Haver,  
Governing Board Secretary