



NOTICE OF PUBLIC MEETING OF THE
MARICOPA COUNTY WORKFORCE DEVELOPMENT BOARD YOUTH COMMITTEE

Pursuant to A.R.S. § 38-431.02, notice is hereby given to the members of the Maricopa County Workforce Development Board Youth Committee and to the general public that the Maricopa County Workforce Development Board Youth Committee will hold a meeting open to the public on:

Tuesday, January 13, 2026 – 9:30 a.m. - 10:30 a.m.

<https://www.gotomeet.me/MaricopaCountyWDB>

Phone: +1 (872) 240-3212; Access Code/Meeting ID: 167-097-701 #

The agenda for the meeting is as follows:

**Indicates materials attached, please review/read prior to meeting.*

1. Call to Order.

2. Roll Call.

3. Welcome, Chair Opening Remarks. (5 minutes)

Committee Goals

- Explore and develop new ways to connect youth to careers, especially those that align to the Board's strategic focus industries.
- Investigate the creation of youth career pathways to apprenticeships.
- Continue to explore new ways of educating the major stakeholders, decision-makers, and policymakers in the in-demand career opportunities.
- Research innovative methods of connecting the business community to our youth, leveraging efforts from the Employer Connection Committee when possible.

Meeting Objectives

- Learn about how Jobs for Arizona's Graduates are building pathways to success for our youth.
- Learn about new developments of the 3DE instructional model where Junior Achievement is re-engineering the high school learning experience in Arizona.

4. Consent Agenda. (5 minutes)

For Possible Action.

The Youth Committee will consider and vote on the items on the consent agenda. The consent agenda is established to efficiently dispense the business of the MCWDB. These items will not be discussed unless a Member of the Committee asks to remove an item from the consent agenda.

- Meeting Minutes: September 11, 2025***
- Meeting Minutes: December 11, 2025***

PUBLIC PARTICIPATION AND ACCESS: "The public must be allowed to attend and listen to deliberations and proceedings taking place in all public meetings, A.R.S. § 38-431.01(A); however, Open Meeting Law does not establish a right for the public to participate in the discussion or in the ultimate decision of the public body." Note: Agenda items may be taken out of order

"Equal Opportunity Employer/Program." "Auxiliary aids and services are available upon request to individuals with disabilities." A sign language interpreter, alternative format materials, or infrared assistive listening devices will be made available within 72 hours' notice. Additional reasonable accommodations will be made available to the extent possible within the time frame of the request. Arizona@Work: Maricopa County products and services are made available through federal funding provided by the Workforce Innovation and Opportunity Act (WIOA); serving Employers by aiding job seekers, adults, dislocated workers and youth.

- 5. Information/Discussion Only.
 - a. MCWDB Youth Success Story* (5 minutes)
 - b. Jobs for Arizona’s Graduates - JAG (20 minutes)
 - c. 3DE Instructional Model (15 minutes)
-

6. Call to the Public.

7. Adjourn.

NEXT REGULAR YOUTH COMMITTEE MEETING: March 5, 2026

*PUBLIC PARTICIPATION AND ACCESS: “The public must be allowed to attend and listen to deliberations and proceedings taking place in all public meetings, A.R.S. § 38-431.01(A); however, Open Meeting Law does not establish a right for the public to participate in the discussion or in the ultimate decision of the public body.” **Note: Agenda items may be taken out of order***

“Equal Opportunity Employer/Program.” “Auxiliary aids and services are available upon request to individuals with disabilities.” A sign language interpreter, alternative format materials, or infrared assistive listening devices will be made available within 72 hours’ notice. Additional reasonable accommodations will be made available to the extent possible within the time frame of the request. Arizona@Work: Maricopa County products and services are made available through federal funding provided by the Workforce Innovation and Opportunity Act (WIOA); serving Employers by aiding job seekers, adults, dislocated workers and youth.



Consent Agenda.

Meeting Minutes



DRAFT

MINUTES OF PUBLIC MEETING OF THE
MARICOPA COUNTY WORKFORCE DEVELOPMENT BOARD YOUTH COMMITTEE

Thursday, September 11, 2025 – 9:30 am - 10:30 am

Members Present: Anne Landers, Anna Yap, Brittany Holmes, Che Collins, Dr. Meredith Critchfield, JakinDee Kosaka, Marie Raymond, Robert Garcia, Tina Drews

Members Absent: Barbara Coakley, Danielle Lertique, Jessica Putton, Jessica Rivera-Garcia

Call to Order.

Chair Anne Landers called the meeting to order at 9:32am and requested roll call.

Roll Call.

MCWDB Nancy Avina, Management Analyst, called roll. Quorum was established.

Welcome, Opening Remarks, and Meeting Objectives.

Chair Landers welcomed everyone to the meeting and reviewed the objectives and goals for the committee.

Consent Agenda.

Meeting Minutes: May 1, 2025

Chair Landers asked for a motion to approve the consent agenda.

Robert Garcia moved to approve the consent agenda. Che Collins seconded the motion. Motion passed unanimously.

Information/Discussion Only.

H5-Coalition to Redesign High Schools Presentation

Dr. Chad Getson, Founder and Executive Director of NAU Arizona Institute for Education & Economy, shared a presentation for redesigning high schools.

- **Current Misalignment:**

Dr. Getson described the growing incongruence between what students experience in school and the realities of the modern world, contributing to issues such as disengagement, absenteeism, and workforce readiness gaps.

- **Vision for Reform:**

The Institute proposes transitioning to “future-ready” high schools. This includes:

- A State 48 Graduate Profile focused on ensuring every graduate is prepared for multiple pathways: college, employment, military, or entrepreneurship.
-

- Emphasis on digital literacy, critical thinking, life skills, and career-connected learning.
- A move toward learner-centered, agile, and project-based school models.
- **Coalition Building:**
Dr. Getson highlighted a growing, bipartisan, statewide coalition—including educators, business leaders, policymakers, and community members—committed to transforming Arizona’s education system. This coalition spans all 15 counties and includes rural, urban, suburban, and Indigenous communities.

MCWDB Youth Success Story

Workforce Development Program Supervisor, Zach Lynch, presented a success story.

ElevatedEdAZ Presentation

Isabel Gonzalez, Greater Phoenix Chamber Vice President of ElevateEdAZ, presented an overview of current initiatives.

- **Program Footprint:**
The initiative emphasizes a data-driven strategy to identify priority CTE pathways and collaborates closely with schools and employers. Currently, ElevateEdAZ operates in 27 campuses across seven districts, primarily in Maricopa County, with pilot expansion underway in Southern Arizona. ElevateEdAZ has established a statewide dual enrollment coalition and a consortium of district partners to advocate for policy improvements, share best practices, and coordinate funding efforts.
- **Incentives & Growth:**
They promote incentives such as a \$1,000 dual enrollment teacher certification bonus. The program has seen significant growth in dual enrollment rates and school participation since 2020, with plans to support 100 schools statewide by 2030.
- **Employer Engagement:**
The ongoing challenge is fully engaging local businesses in work-based learning initiatives. She emphasized the importance of employer investment in internships and job shadowing as key to strengthening the talent pipeline and called for greater community collaboration to develop effective strategies for employer involvement.

Youth Workforce Services Update

Workforce Development Program Manager, Jinkee Pacifico, gave an update on youth workforce services:

- FY24 Performance Outcomes
 - Performance Indicators (e.g., credentials earned) surpassed the 90% goal.
 - Program Participation and Services
 - Top Program Elements Utilized:
 - Adult mentoring, counseling, entrepreneurial/financial literacy, WEX, and support services (e.g., transportation, professional attire)
 - All youth receive career path presentations
 - Emphasis on occupational skills training and post-secondary preparation
 - Youth Trainers & Workshops:
 - Two new youth trainer positions
-

- Workshops offered: resume writing, financial empowerment, leadership, entrepreneurship, passport to employment series
 - Program Innovations
 - New Passport to Employment initiative for non-enrolled youth seeking job readiness support
 - Planned improvements to orientation and application processes to increase accessibility and engagement
-

Call to Public.

The Call to the Public was made by Chair Landers; no comments were received.

Adjourn.

Chair Landers asked for a motion to adjourn the meeting.

Robert Garcia moved to adjourn. Marie Raymond seconded the motion. Motion passed unanimously.

The MCWDB Youth Committee meeting adjourned at 10:35am.



DRAFT

MINUTES OF PUBLIC MEETING OF THE
MARICOPA COUNTY WORKFORCE DEVELOPMENT BOARD YOUTH COMMITTEE

Thursday, December 11, 2025 – 9:00 a.m. - 10:00 a.m.

Members Present:

Anne Landers, Brittany Holmes, Dr. Meredith Critchfield, Jessica Ruiz, Marie Raymond, Tina Drews

Members Absent:

Anna Yap, Che Collins, Barbara Coakley, Danielle Lertique, JakinDee Kosaka, Jessica Rivera-Garcia, Robert Garcia

Call to Order.

Chair Anne Landers called the meeting to order at 9:03 a.m. and requested roll call.

Roll Call.

Roll call was conducted by Management Analyst, Madison Ginsberg. Quorum was not confirmed.

Welcome, Opening Remarks, and Meeting Objectives.

Chair Landers welcomed everyone to the meeting and reviewed the objectives and goals for the committee. Chair Landers announced that since there is not a quorum, the Consent Agenda will be postponed to the next meeting.

Consent Agenda.

Meeting Minutes: September 11, 2025

Postponed.

Information/Discussion Only.

AZ Youthforce

Samantha Hansen, Director of Workforce Development & Career Pathways, shared updates from AZ Youthforce, a workforce development program through the Boys & Girls Clubs of the Valley.

Program Overview:

- Recruits' youth ages 14–21 from both BGCAZ clubs and local high schools
- All participating youth complete 30 hours of essential/soft-skills training before beginning internships
- Three program tracks: Group Internships, Career Internships, and an Entrepreneurship Track
- An additional “Emerging Leaders” clubhouse track provides 14–17-year-olds with paid stipends for assisting club operations during the summer

Training & Support:

- Essential-skills curriculum developed in partnership with a community college instructor and aligned with Boys & Girls Clubs of America
- Workshops cover financial literacy, résumé preparation, personal branding, communication, and career exploration
- Youth receive support from case managers (20–25 students each)

Outcomes & Data:

- 983 teens have completed internships since inception
- 709 program participants are attending college
- Competency in essential skills is measured through pre- and post-surveys and the Arizona Career Readiness Credential assessment

Discussion:

- Questions addressed: liability insurance for minors in internships, collaboration with ARIZONA@WORK, and methods for assessing skill mastery.

Workforce 2 You

Diane Meza, Executive Director of Maricopa IT Institute, shared a presentation about the Workforce Professional Skills credential.

Overview:

- The Workforce Professional Skills Credential is a free, non-credit, self-paced online course that was developed in partnership with industry and is offered through the Maricopa IT Institute and all 10 Maricopa Community Colleges
- The credential is open to high school students and community members, requiring only a simple five-minute registration

Courses:

- The course consists of five modules covering essential workplace skills and is updated annually based on employer feedback
- Recent course additions include key performance indicators, public speaking, and virtual meeting etiquette
- Students who score 80% or higher on the final exam earn a digital badge recognized by employer partners
- Approximately 200–300 students are currently enrolled, with capacity to scale to 800 as more faculty integrate the course and as internship programs begin requiring it

Discussion

- Members noted alignment with components of the former Arizona Career Readiness Credential and expressed interest in future statewide conversations about reviving standardized career-readiness tools.

Youth Workforce Services Update

Andrew Lucero, Workforce Development Program Manager, gave an update on youth workforce services:

Data:

- As of December 1, the program is serving 261 active youth, with an additional 482 active clients in the apprenticeship program, 246 of whom are youth
-

- The team has delivered 2,308 services to youth participants, including 143 supportive services such as transportation, tools, and training-related assistance.
- Key program activities include 63 youth in occupational skills training, with healthcare representing 52% of enrollments, followed by transportation, IT, and construction
- The team has 51 active work experiences, offering paid opportunities at \$16/hour plus a \$500 completion incentive, with healthcare again the leading field of interest

Process Improvements Implemented:

- Enhanced outbound communication, more youth-friendly application steps, creation of a “youth lab” for assessments, and dedicated one-on-one youth orientations
- These changes have led to significant increases in engagement, with scheduled enrollments nearly doubling compared to the same months last year

A new promotional video created with the communications team is now being used in follow-up emails and on the website to support outreach. Board members commended the Youth Services Team for strong performance, growing partnerships, and increased visibility across the County. A youth success story was shared by Career Advisor Rebekah Keizer.

Call to Public.

Chair Landers called for public comment. No public comments were made.

Adjourn.

Chair Landers asked for a motion to adjourn the meeting.

Jessica Ruiz moved to adjourn. Marie Raymond seconded the motion. The motion passed unanimously.

The meeting adjourned at 10:01 a.m.



Information/Discussion Only.

MCWDB Youth Success Story

Success Story

Participant Name: Yarely M.
Month/Year: October 2025
Career Advisor: Kristy Lee

Yarely first connected with ARIZONA@WORK Maricopa County as an out-of-school youth with a high school diploma. She described herself as a strong communicator with integrity, a fast learner, and someone who values both outdoor activities and quiet time alone. With limited work experience and earnings of approximately \$15.00 per hour, she sought support to pursue medical training that would lead to higher wages and long-term self-sufficiency.

After her enrollment in the Maricopa County Youth Workforce Program was confirmed in September 2024, Yarely began collaborating with her Career Advisor to explore Occupational Skills Training (OST) opportunities in the medical field. She also attended Maricopa County's Résumé Writing Workshop to strengthen her job-readiness skills. Her long-term goal was to complete a training program and earn a certificate of completion, while her short-term plan was to remain with her current employer and continue building her savings. Ultimately, she aspired to secure employment in her chosen healthcare pathway.

On January 27, 2025, Yarely officially began her Occupational Skills Training, enrolling in the Medical Assistant with Phlebotomy and Externship program. She completed her classroom instruction on April 26, 2025, and was required to complete 160 externship hours to earn her certificate.

To gain hands-on experience, she was referred to the Work Experience (WEX) program, which supported her in securing an internship in the medical field. Through WEX, she was placed at AZ Endocrinology Center on May 9, 2025, under the supervision of Practice Administrator Sandhu. To ensure Yarely had a successful Work Experience, Yarely was provided a variety of supportive services which included work related items such as scrubs and shoes, as well as transportation support to ensure consistent access to her job site. On August 18, 2025, she successfully completed the 160-hour externship required by Altrain Medical and Dental Assisting Academy and earned her certificate of completion.

With the help of WIOA funding, Yarely achieved her goal of becoming a certified Medical Assistant with Phlebotomy. On November 2, 2025, she was hired full-time by her internship site at a wage of \$17 per hour—an increase from her earnings at the time of enrollment. She is excited to begin a career that once existed only as a vision and has now become her reality.



Information/Discussion Only.

Jobs for Arizona's Graduates

JOBS FOR ARIZONA'S GRADUATES

**A PROVEN WORKFORCE
DEVELOPMENT SOLUTION FOR
ARIZONA'S YOUTH**



A WORKFORCE-ALIGNED MODEL THAT DELIVERS RESULTS

Mission: Preparing students for career, education, and life success

- Student-centered and outcomes-driven
- Embedded in schools and communities
- Aligned to workforce and employer needs
- Proven results at scale



PREPARING STUDENTS FOR WORKFORCE SUCCESS

What JAG Students Gain:

- Leadership and Teamwork: Lead projects, collaborate effectively, develop confidence
- Workplace Readiness: Professional communication, time management, problem-solving
- Critical Thinking & Adaptability: Solve real-world challenges, make decisions, navigate change
- Career Exposure: Hands-on experiences, mentorship, and insights into postsecondary options



INDIVIDUALIZED PATHWAYS TO SUCCESS

Connecting Skills to Career Goals

- Personalized career and graduation planning
- Goal-setting aligned to workforce pathways
- Ongoing progress monitoring
- Flexible pathways to postsecondary success

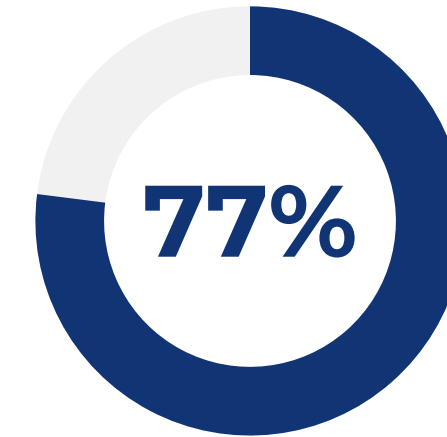


JAG GETS RESULTS

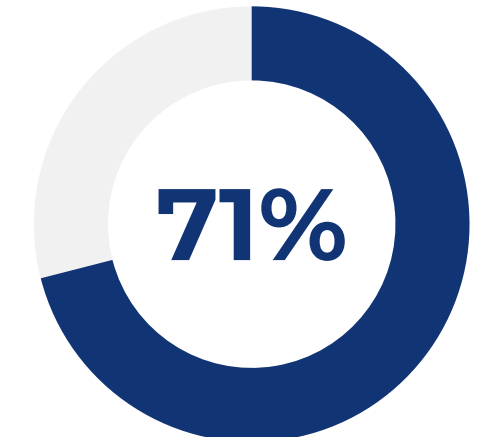
RESULTS THAT EXCEEDED STATE BENCHMARKS



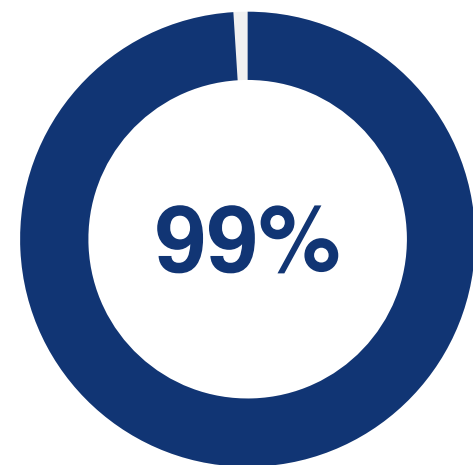
JAG Employment



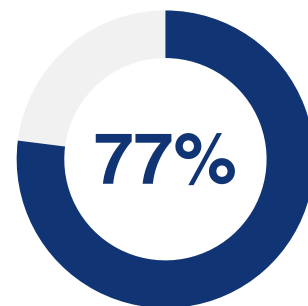
Arizona Rate
(2023)



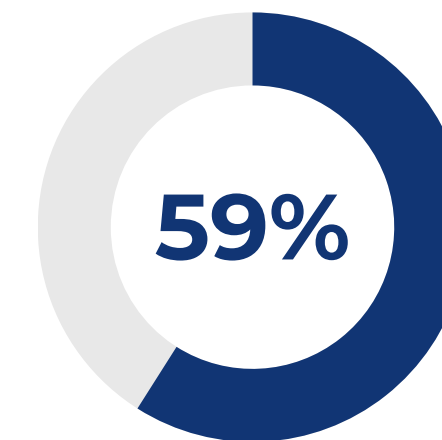
JAG Participants
Graduation Rate



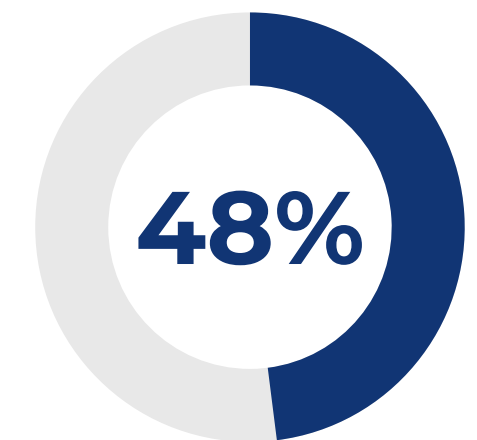
State of
Arizona



JAG Post-Secondary



Arizona Rate
(2020)



DIRECT EMPLOYER CONNECTIONS

From Classroom to Career

- Employer-led learning experiences
- Internships and job shadowing
- Career expos aligned to labor market demand
- Professional mentorship



EMPLOYER PARTNERSHIP IN ACTION



SRP & Gila Bend High School JAG Program:

- 100% graduation rate for participating students
- Significant improvement in GPA and attendance
- Leadership development through student-led initiatives
- Hundreds of community service hours completed

Recognition:

- Program of the Year award two-years in a row
- State and national acknowledgment for student outcomes



Program Launched in 2023

AZ School Grade Increased from
'F' to a 'C' in one year!

Class of 2025 Outcomes:

100% GRADUATED

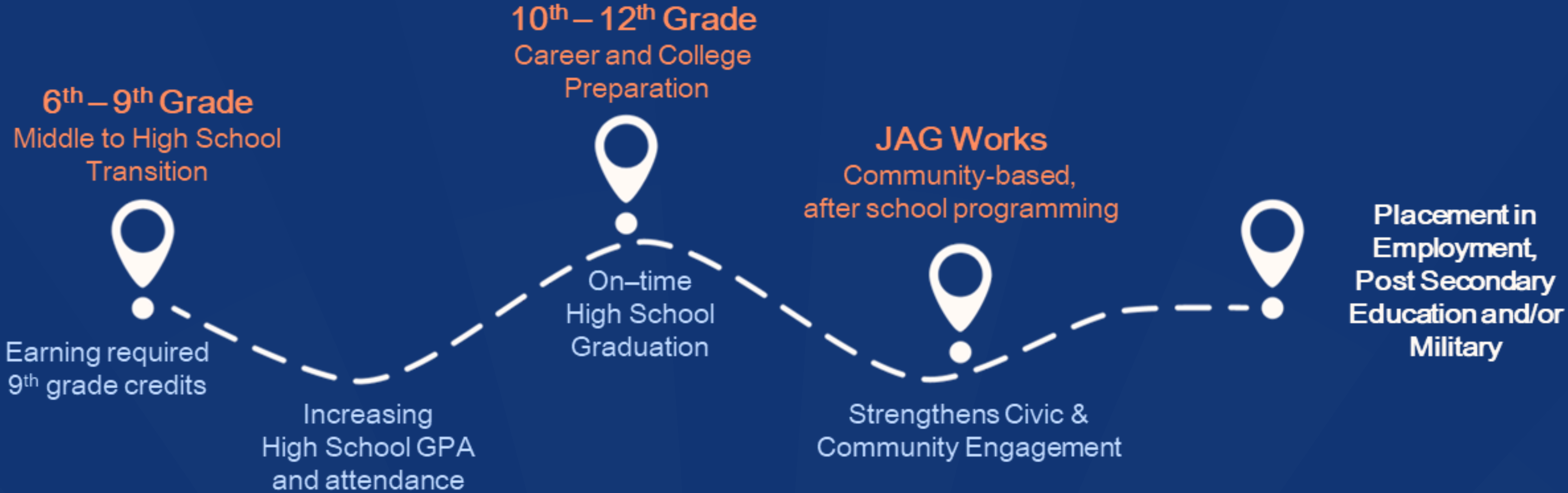
73% IMPROVED GPA

“Before JAG, our graduation rate was below the state average. Now we are a National JAG Program of the Year. Our students are getting jobs, enrolling in college, and excelling in leadership roles. JAG has completely shifted our school’s culture for the better.”

Dr. Varner, Gila Bend HS District Superintendent

ALIGNING EDUCATION WITH WORKFORCE NEEDS

By equipping students with both the hard and soft skills they need, we ensure that they graduate prepared not only for the next step in education or employment but as leaders empowered to contribute to their communities.



WHY JAG MATTERS TO WORKFORCE DEVELOPMENT

With a robust local network and 40+ years experience serving students in Arizona, JAG builds a strong connection between education and the workforce.

- Programs embedded in schools and communities for local impact
- Career readiness and leadership development for students
- Hands-on learning, mentorship, and career exposure
- Flexible programs designed to align with workforce priorities
- Increased graduation and completion
- Work-ready young adults
- Reduced disengagement
- Economic impact for communities



STATE EVENTS

JAG's state events like Legislative Day and Career Development Conference are not just about career exploration, they are crucial platforms for students to connect with mentors, experience leadership training, and engage with professionals, setting them on a path toward success that goes beyond the classroom.



NATIONAL CONFERENCES

Our National Student Leadership Academy and National Career Development Conference offer our students, especially those from underserved communities, the chance to broaden their networks, gain valuable leadership experience, and receive recognition for their achievements—equipping them to succeed beyond their local communities.



2025 NATIONAL CDC RECAP VIDEO

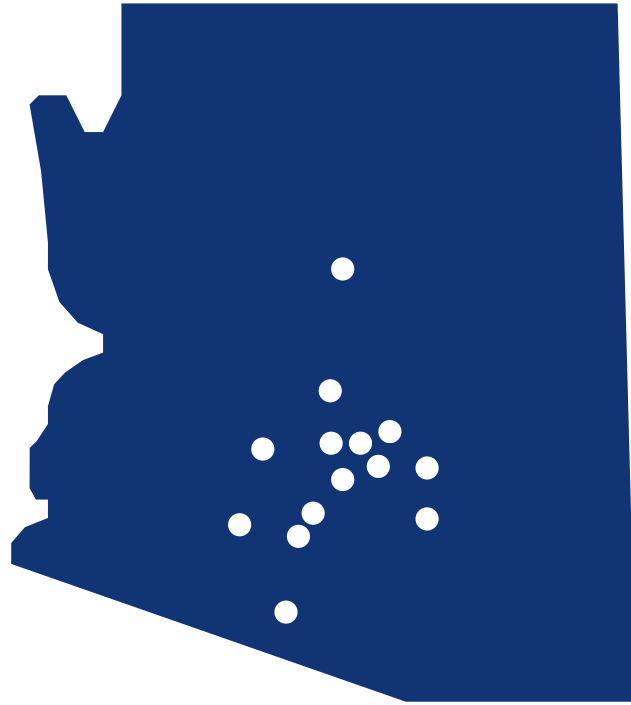


JAG IS A WORKFORCE SOLUTION

- Proven outcomes
- Employer-connected
- Scalable and sustainable
- Student-centered by design



CONTACT US!



Since 1980, we have served more than 46,000 students in rural and urban communities across Arizona.

As of 2023, we have middle school, high school and community programs in:

Avondale, Camp Verde, Coolidge, Eloy, Gila Bend, Glendale, Guadalupe, Mesa, Peoria, Phoenix, Scottsdale, Sells, Tolleson, Tonopah, and Wickenburg.

Contact Information

Marjorie DeRubeis
JAG CEO & President

480-720-7480
Marjorie.derubeis@jagaz.org



Jobs for Arizona's Graduates is a 501(c)3 nonprofit affiliate of Jobs for America's Graduates. Jobs for America's Graduates (JAG) is a state-based national non-profit organization dedicated to supporting young people of great promise. JAG is delivering the best results in its 40-year history, while serving youth who face significant challenges, to help them reach economic and academic success.

Visit our website data center for more information on student outcomes!



JAGAZ.ORG



Information/Discussion Only.

3DE Instructional Model

EDUCATION FOR EVERY DIMENSION OF LIFE

Re-engineering high school education to expand economic opportunity for all students.



The Vision:

To systemically reengineer high school education to expand economic opportunity for all students.



The Why:

EXPAND ECONOMIC OPPORTUNITY

Ensuring students are equipped with the skills, mindsets, and behaviors to be competitive in a rapidly changing economy and lead choice-filled lives.

The How:

SYSTEMICALLY REENGINEER EDUCATION

Changing the systems, structures, strategies, and practices that frame the US approach to high school education.

- *Interdisciplinary Learning Environments*
- *Application to Real-World Scenarios*
- *Competency-Based Skill-Building*

For Whom:

FOR ALL STUDENTS

Designing innovation to meet needs of all students with intentional structures for scale and sustainability.

The Differentiators:

1

Implementation Support

Teachers and Administration are supported by specialists through each element and phase of the 3DE model.

2

Business Partner Connectivity

Junior Achievement harnesses the strengths of the business community for integrated vs. episodic engagement.

3

Comprehensive Model & System

The multi-dimensional aspect of 3DE creates an iterative, repeatable, and sustainable approach to education.



3DE authentically connects high school education to the complexities of the real-world.

Equipping students with the mindsets, skills, and behaviors to effectively navigate a rapidly changing economy.



Anchored in Interdisciplinary Case Method

- Integrates relevant, experiential, applied learning across the Core Academic Subjects (Math, Science, ELA, Social Studies).
- Proven pedagogy to heighten student engagement, increase academic comprehension, and build critical-thinking skills.



Activated by Authentic Career Connections

- Authentic activation of learning through scalable career-connected partner engagements across 9th-12th Grade.
- Co-authoring of real-time strategic challenges from diverse spectrum of industries brought to life through project coaching.



Positioning Students for Choice-Filled Lives

- Intentional instructional framework that develops key behaviors & competencies through iterative practice and demonstration.
- Through 3DE's cohort structure, all students are provided the opportunity to build competencies and skills for the future.





Rigor Meets Real-World

Case Methodology is proven to increase student engagement, strengthen comprehension, build critical thinking, and accelerate academic performance.

This universally effective approach to learning is central to 3DE’s model and is the anchor for interdisciplinary pedagogy, relevant connectivity, and authentic project-based application that is delivered in every 3DE school.

The result is a high school experience that reflects the dynamic pace of activity and interconnectedness of life beyond the classroom walls.



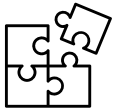
HOW DOES IT WORK?

Strategic Partnership to Support Change in Complex Environments



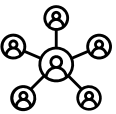
Delivered within Traditional Public High Schools

To reach the 90% of students that are educated within local public high schools, creating equitable access to opportunity for all students.



Built on Strengths of Public-Private Partnerships

Innovative joint venture solution to education transformation that leverages existing infrastructure, networks, and resources.



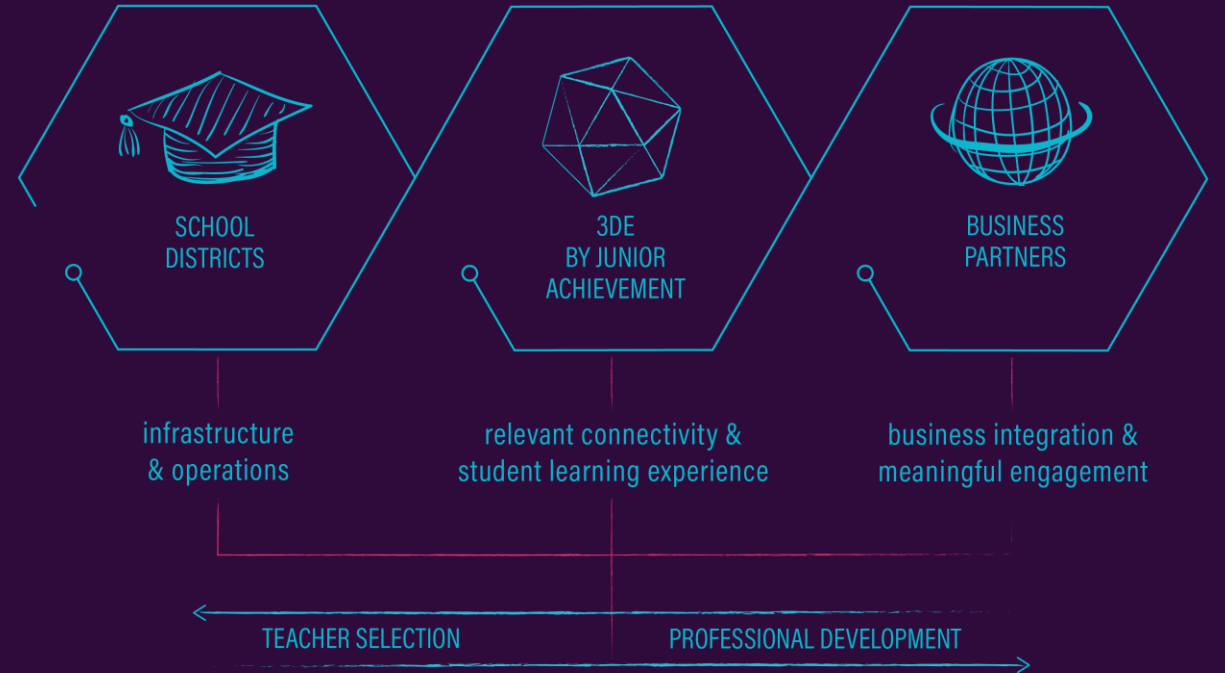
Cohort-Based Implementation for Students/Faculty

Structured around grade-level cohorts of 125-175 students to every 5-8 teachers, driving connections and building sense of belonging.

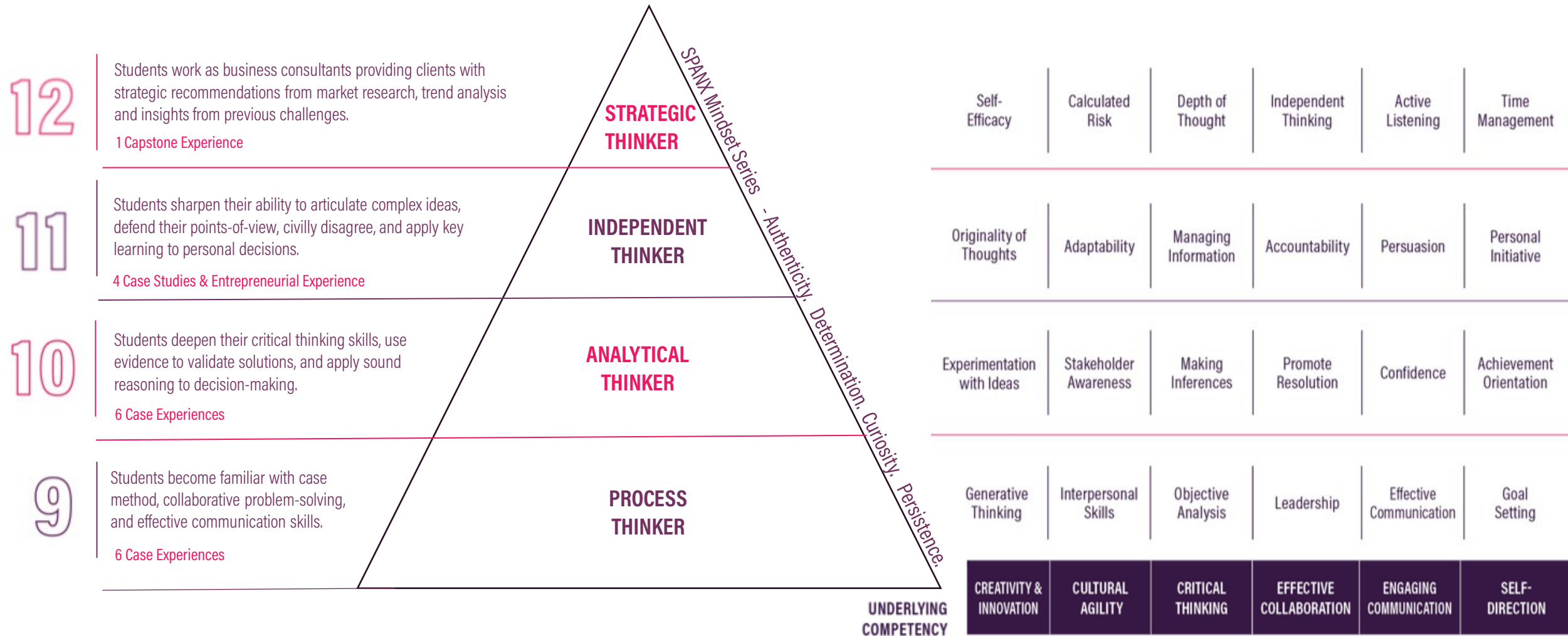


Embedded On-the-Ground Implementation Support

JA/3DE serves as an on-the-ground implementation partner to provide supports, coaching and tools for teachers and school leaders.



DEVELOPING THE 3DE LEARNER THROUGH THE LADDERING OF COMPETENCIES



THE 3DE CASE FOR IMPACT

The 3DE model is built on research-based design with an intentional forethought on addressing entrenched barriers to change in the education system.



STUDENT OPPORTUNITY

WHEN LEARNING IS

Collaborative, Relevant,
and Competency-Based.

BUILDS POSITIVE CULTURE & ENGAGEMENT

as a foundation for student
success and teacher efficacy.

ACCELERATES ACADEMIC GROWTH

as attendance, self-motivation,
and comprehension increases.

EMPOWERS COLLEGE & CAREER READINESS

as students build transferable
skills for post-secondary.



COMMUNITY OPPORTUNITY

WHEN INNOVATION IS

Replicable, Transferable,
and Scalable.

CREATES PROOF POINTS ACROSS COMMUNITIES

as results engender confidence
that change is possible.

SPURS POLICY CHANGES FOR BROADER ADOPTION

as tipping point is achieved to
expand effective practices.

POSITIVELY IMPACTS SYSTEMIC CHALLENGES

as critical mass affects economic
mobility and regional growth.

KEY METRICS:

Culture & Engagement

- *Sense of Belonging/Community*
- *Teacher Morale/Satisfaction*
- *Attendance/Chronic Absenteeism*

Academic Growth & Achievement

- *Math/ELA Proficiency Levels*
- *Learning Gains*
- *Graduation Rates*

College & Career Readiness

- *Certifications/Credentials*
- *Internships/Dual Enrollment*
- *College Enrollment/Persistence*

Systemic Proof Points

- *Impact Consistency Rates*
- *Concentrated Density (e.g. 1/3)*
- *Retention/Sustainability*

IMPACT PROFILE

3DE is positioning students for economic opportunity and choice-filled lives, by ensuring students are graduating with the skills, mindsets, and behaviors to be competitive in a rapidly changing economy. This starts with fostering student engagement in learning, accelerating academic comprehension and achievement, and ultimately building mastery in transferable skills and competencies.



INCREASING STUDENT ACHIEVEMENT

90%+ of 3DE schools outperform prior year metrics and/or non-3DE comparative cohorts.

Improved Attendance

Measured through rates of Chronic Absenteeism, averaging 15% fewer cases relative to non-3DE comparative cohorts.

Stronger Academic Proficiency

Measured through Reading/Math state assessments, averaging 25% more students scoring at proficiency levels and/or at higher growth rates.

Higher Graduation Rates

Measured through 4-year cohorts, averaging 20% higher than reported graduation rates of each respective school at 3DE inception.

Increased Post-Secondary Enrollment

Measured as immediate college enrollment through the National Student Clearinghouse, averaging 20% higher than reported historical benchmarks of each school.



BUILDING POSITIVE SCHOOL CULTURE

85%+ of 3DE students, teachers, and principals see significant pre/post gains from Years 1-4.

Creating Connections to School & Sense of Belonging

Measured through pre/post surveys of 3DE students, with questions like "I feel accepted, respected, and included at school," and "The things I learn in school apply to the real world."

Building Confidence, Self-Efficacy, Growth Mindset, & Persistence

Measured through pre/post surveys of 3DE students, with questions like "I believe in myself," "I don't let being afraid stop me from pursuing my ideas," & "It's important to try new things."

Strengthening Teacher Engagement, Satisfaction, & Effectiveness

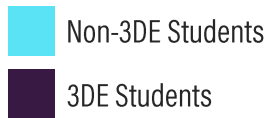
Measured through pre/post surveys of 3DE teachers, with questions like "I feel supported," "I feel like my ideas and input are valued," & "I feel school is preparing students for the real-world."

Positively Impacting Overall School Culture & Performance

Measured through pre/post surveys of 3DE teachers and principals, with questions like "I see a change in culture across our school due to 3DE," and "3DE has improved academic achievement."

INCREASING STUDENT ACHIEVEMENT

3DE Consistently Outperforms Across Key Academic Metrics

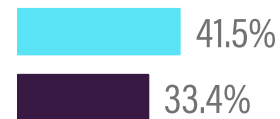


-20.3%

Fewer Cases of Chronic

ABSENTEEISM

Measured by students with 10%+ absences during year, as compared to state-reported prior year.



Average Chronic Absenteeism Rates across 3DE Schools; compared to prior year host school averages.

+27.1%

Increase in Average 9th/10th Grade

READING PROFICIENCY

Based on State Assessments for 9th & 10th grade ELA as compared to prior year cohort baselines.

(42.1% avg proficiency vs. 33.1% avg baseline - note the 9-pt increase is more than 2x the non-3DE gain).

+27.0%

Higher 4-Year Cohort

GRADUATION RATES

Average 3DE Class of 2024 graduation rate compared to pre-3DE school averages.



Reflects the change in schools with historical graduation rates less than 90% prior to 3DE implementation.

+34.4%

Increase in Average 9th Grade

MATH PROFICIENCY

Based on State Assessments for 9th Grade Algebra I & Geometry as compared to 8th grade cohort baselines.

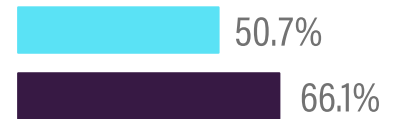
(43.2% avg proficiency vs. 32.1% avg baseline - note the 11-pt increase is more than 2x the non-3DE gain).

+30.2%

Higher Rates of First Year

COLLEGE ENROLLMENT

Aggregate 3DE Class of 2023 post-secondary enrollment rate compared to pre-3DE school averages.



Reflects the change in all 3DE portfolio schools with graduating classes as of June 2023 as tracked by NSCH.

100%

Students Developing Skills towards

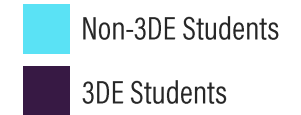
COMPETENCY MASTERY

Based on 3DE's cohort completion of all case units from 9th-12th grade.

Metrics aggregate of all 41 3DE Schools in SY23-24; except pending data transfer for attendance and proficiency from Prince George's County Public Schools.

BUILDING POSITIVE SCHOOL CULTURE

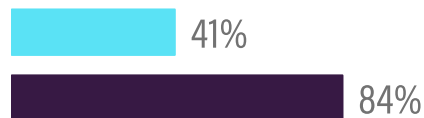
3DE Increases Engagement & Belonging for Students, Teachers, & Administration



+102.9%

Increase in Students Seeing RELEVANCE OF SCHOOL

Aggregate 3DE 12th Grade survey responses compared to surveys of rising 9th graders.

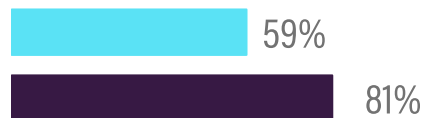


Based on question "The things I learn in school apply to the real-world and/or experiences in my life."

+36.5%

Increase in Students Feeling a SENSE OF BELONGING

Aggregate 3DE 12th Grade survey responses compared to surveys of rising 9th graders.



Based on question "I feel accepted, respected, and included at school."

+19.4%

Increase in Students' Perception of SELF-EFFICACY

Aggregate 3DE 12th Grade survey responses compared to surveys of rising 9th graders.



Based on questions "I believe in myself" and "I am confident in my ability to reach my goals."



92%

of TEACHERS RECOMMEND TEACHING WITHIN 3DE

Representative of 118 Launch Teachers across the network in SY23-24, a key indicator of satisfaction and effectiveness.

91%

of 3DE TEACHERS FEEL SUPPORTED & VALUED

Representative of 364 Launch & Non-Launch Teachers across the network, a key indicator of engagement.

100%

of PRINCIPALS WOULD CHOOSE 3DE AGAIN

if given the opportunity, an indicator of belief in the model, based on SY23-24 Annual Survey.



SUSTAIN OPERATIONAL EXCELLENCE AT SCALE

Drive consistent impact outcomes for students, teachers, and schools.

Increasing Student Achievement

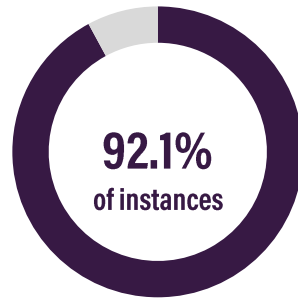
Goal of 90%+ frequency of outperformance on key academic metrics (SY23 data shown)

IMPROVED ATTENDANCE



Outperformance for 9th/10th grade in 35 of 39 schools, averaging 20.3% fewer cases of Chronic Absenteeism compared to SY23 state-reported averages.

ACADEMIC OUTPERFORMANCE



Improvement for 9th/10th grade on 35 of 38 ELA state assessments compared to prior year ELA proficiency cohort baselines.

INCREASED GRADUATION RATES



Higher rates in 18 of 18 schools with an aggregate 3DE rate of 96.5% -- 27.0% higher than pre-3DE school averages.

HIGHER COLLEGE ENROLLMENT



Higher rates in 8 of 10 schools with an aggregate 3DE rate of 66.1% -- 30.2% higher than pre-3DE school averages. (Norcross & Parkview 3DE below school avgs)

Building Positive School Culture

Goal of 80%+ agreement from teachers and principals on key aspects of positive culture (SY24 data shown)

81%

of STUDENTS FEEL SENSE OF BELONGING

Aggregate 3DE 12th Grade survey responses compared to 59% for surveys of rising 9th graders.

84%

of STUDENTS SEE RELEVANCE OF SCHOOL

Aggregate 3DE 12th Grade survey responses compared to 41% for surveys of rising 9th graders.

92%

of TEACHERS RECOMMEND TEACHING WITHIN 3DE

Launch teachers to their colleagues, a key indicator of satisfaction and effectiveness, based on SY23-24 Survey.

100%

of PRINCIPALS WOULD CHOOSE 3DE AGAIN

if given the opportunity, an indicator of belief in the model, based on SY23-24 Annual Survey.



2024-2025 District Partners

CALIFORNIA

Compton Unified School District*
Los Angeles Unified School District

FLORIDA

Alachua County Public Schools*
Broward County Public Schools
Hillsborough County Public Schools
Orange County Public Schools
School District of Osceola County
School District of Palm Beach County
Pinellas County School District
Polk County Public Schools

GEORGIA

Atlanta Public Schools
Clayton County Public Schools*
Cobb County School District
Dalton Public Schools
DeKalb County School District
Forsyth County Schools
Fulton County Schools
Gwinnett County Public Schools
Savannah-Chatham County Public Schools

INDIANA

Fort Wayne Community Schools

IOWA

Alburnett Community School District*
College Community School District*

KANSAS

Kansas City Kansas Public Schools*
Olathe Public Schools

KENTUCKY

Jefferson County Public Schools

MARYLAND/DC

District of Columbia Public Schools
Prince George's County Public Schools

MASSACHUSETTS

Boston Public Schools*

MINNESOTA

Saint Paul Public Schools*

MISSOURI

Kansas City Public Schools

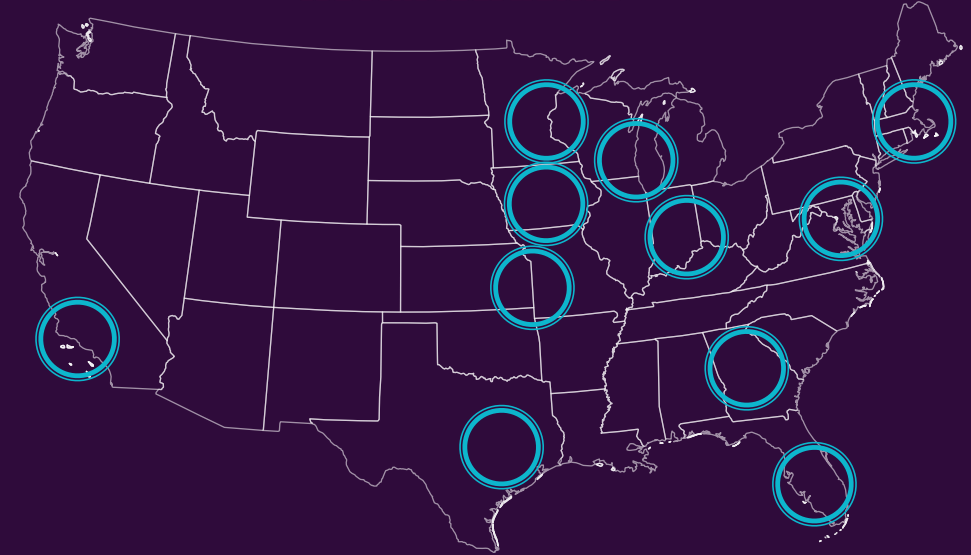
TEXAS

Houston Independent School District

WISCONSIN

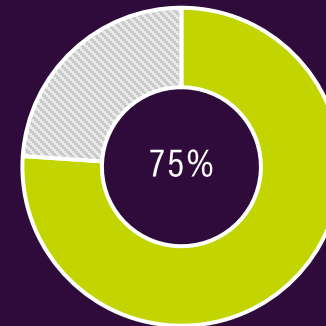
Milwaukee Public Schools*

3DE SCHOOL LOCATIONS

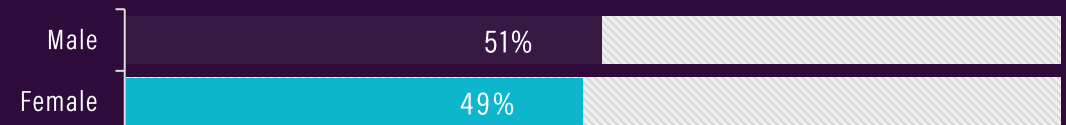
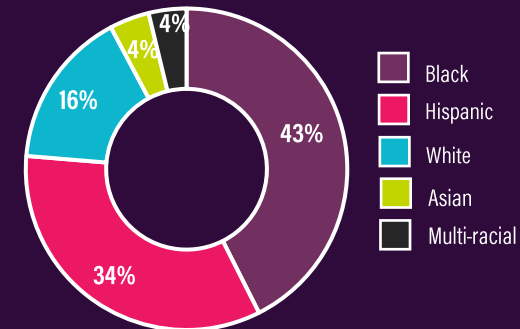


STUDENT DEMOGRAPHICS

ECONOMICALLY DISADVANTAGED



RACE / ETHNICITY



60 Schools | 17,000 Students

*Districts in Years 1-2



Call to Public.



Adjourn.
Next Youth Committee Meeting:
March 5, 2026