

# Our Five-Year Impact Plan

**We believe that something can be done to increase educational opportunity, that improvement is possible – and that we can make progress.**

## **OUR APPROACH**

We are more than a grant maker. Our strategy for delivering results in early learning, college access, and postsecondary attainment features the integration of four key areas of work. We seek to influence **policy changes** that can bring systemic improvements and to identify highly focused **community investments** that can serve as proof of concept for spreading effective practices and inform policy change. Along the way, original **research and data** drive our approaches, and we amplify insights and build public will through **strategic communications**. We approach all of this with a commitment to continuous improvement.

## **THE FIVE-YEAR IMPACT PLAN**

Our Five-Year Impact Plan brings vision, rigor, and commitment to tackling educational inequities in Arizona and Florida. It focuses on three key drivers essential to getting students on track for educational success:

**1**

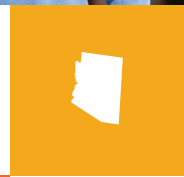
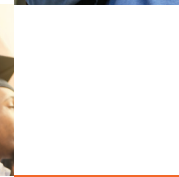
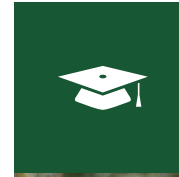
**Early Learning/Third Grade Reading:** Increase the number and proportion of students reading proficiently by the third grade.

**2**

**College-Going:** Increase college enrollments.

**3**

**Postsecondary Attainment:** Increase attainment of two- and four-year degrees.



## KEY LEVERS FOR CHANGE

Based on current state- and district-level data, engagement of our partners, and a commitment to continual learning, we see the following as key levers for progress in our three priority areas:



### Early Learning/ Third Grade Reading

Increase the number and proportion of students reading proficiently by the third grade.

**Our policy, research, and investments in this area are focused on improving early learning environments with an eye toward the critical benchmark of third grade reading proficiency. To do this, we are working to increase:**

- The number of quality early learning providers in Arizona and Florida;
- The availability of seats in quality early learning environments;
- The number and proportion of students who have access to those seats;
- Ongoing attendance of young learners; and
- The number and proportion of students proficient on state-level third grade reading assessments.

To get there, we will support the continual improvement of quality early learning teaching and expanding the use of research-based literacy initiatives grounded in the science of reading, specifically in schools and communities that serve Black and Latino students and students from low-income backgrounds.



### College-Going

Increase college enrollments.

**To increase the percentage and number of Black and Latino students and students from low-income backgrounds in Arizona and Florida enrolling in two- and four-year colleges and universities, our policy, research, and community investment efforts focus on boosting:**

- The number and proportion of secondary schools offering rigorous courses that prepare students for college and careers, including but not limited to dual enrollment and Advanced Placement courses;
- The number and proportion of students taking and passing rigorous courses;
- Ongoing attendance of secondary students; and
- The number and proportion of students completing the Free Application for Federal Student Aid (FAFSA), which is critical for accessing needed financial aid.

To achieve these improvements, we will support research and policy that help to create pathways to more rigorous coursework for secondary students; increase access to and enrollment in dual enrollment and AP courses; and support scholarships, specifically those including student advising and mentoring. Additionally, we are working to increase FAFSA completion through support of effective practices at the state, institutional, and local levels.



### Postsecondary Attainment

Increase attainment of two- and four-year degrees.

**To increase the percentage and number of Black and Latino students and students from low-income backgrounds in Arizona and Florida persisting in and completing two- and four-year colleges and universities, we are supporting efforts that increase the number and proportion of students who:**

- Receive financial aid needed to attend college;
- Receive completion-focused scholarships; and
- Make an effective transition from community college to a four-year college or university.

To accomplish this, we will support research and policy efforts that elevate systemic approaches to student success and enhance initiatives in research-backed persistence supports, financial aid, and completion-focused scholarships.