ELEVATE EDAZ

Fall 2022 Dual Enrollment Project Summary

Prepared by Shan Strategies
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Project Partners

GREATER PHOENIX CHAMBER FOUNDATION

MARICOPA COMMUNITY COLLEGES

mesa PUBLIC SCHOOLS

PHOENIX PXU UNION

EXECUTIVE SUMMARY

Project Description

In July 2022, ElevateEdAZ, an initiative of the Greater Phoenix Chamber Foundation, and the Maricopa County Community Colleges District (MCCCD) jointly funded a project with the goal of boosting dual enrollment (DE) of students in Phoenix Union High School District (PXU) and Mesa Public Schools (MPS). Both of these school districts partner with ElevateEdAZ, which includes a dedicated College and Career Coach at nine of the campuses who could provide additional support for advancing DE. The project was facilitated by a third-party consultant, Shan Strategies.

A growing body of research suggests that students who complete college courses through dual enrollment are significantly more likely to attend, persist in, and complete post-secondary education. Importantly, according to Helios Education Foundation's 2022 report on the subject, this finding holds true for all racial groups and students from low-income backgrounds, making it a key strategy for improving educational outcomes for all students and closing achievement gaps. Students who take dual enrollment are 2.1 times more likely to attend college and 1.2 times more likely to persist in college. Building upon this body of research and the growing momentum around dual enrollment in Arizona, the project partners collaborated with the shared goal of addressing short and long-term barriers to enrollment and implementing short-term solutions to increase enrollment in Fall 2022.

Following the implementation of this project, MPS and PXU collectively accomplished a 40% increase in unduplicated students registered for dual enrollment with Maricopa Community Colleges as compared with the prior year.

Priorities & Recommendations

The project partners identified **four priority areas** with **key recommendations**. The full report contains details on the process, findings, and recommendations.

Priorities
1. Students and Families - Students have the opportunity to take 12 college credits (or 30 college credits if on an accelerated year 13 associate degree pathway) and understand the value of dual enrollment).
2. Teachers and Faculty - Teachers are motivated to teach dual enrollment courses and can become qualified.
3. Intentional Alignment - Dual enrollment courses are a valuable use of time and resources for students.
4. Administration and Planning - Project partners sustain a strong, seamless partnership resulting in student success.

[1]Source: Perrault, P., & O'Reilly, J, (2022). Dual Enrollment in Arizona High Schools. Helios Education Foundation and ASU Helios Decision Center for Educational Excellence.

EXECUTIVE SUMMARY

Key Recommendations (for detail see full report)

Students & Families

1. Engage parents/guardians and students in understanding value
2. Pursue Title 1 funding
3. Maximize FTSE money
4. Increase Maricopa Grant funding
5. Increase low-income students' access to courses

Teacher Incentive

1. Build upon ElevateEdAZ teacher incentive
2. Train teachers and guidance counselors
3. Promote the AZ Teacher Academy's free pathway

Intentional Alignment

1. Align courses to high school graduation, degree and/or certificate requirements
2. Focus on student enrollment and teacher qualification for aligned courses
3. Address inequitable access to aligned courses
4. Make prior learning assessments standard

Administration & Planning

1. Automate the enrollment process
2. Incorporate dual enrollment into school district's strategic plan and provide dedicated staff
3. Continue to hold a shared accountability plan
4. Establish consistent registration processes
5. Develop a single MCCCD enrollment platform

Next Steps

In summary, numerous opportunities exist in the near and longer term to increase dual enrollment rates from students in PXU and MPS. Both districts are in the process of developing action plans based on these four priority areas, starting with identifying meaningful measures of success in each area and a timeline for addressing the recommendations and staff ownership. Areas for immediate collaboration include addressing the funding need created by increased student participation, particularly for Title 1 students. Additionally, there is continued need for facilitation and collaboration across the four entities, a process for tracking progress and moving forward on a shared action plan. It should be noted that spring semester dual enrollment headcount tends to be around 20% of fall enrollment since most courses are year-long.

FALL 2022 DUAL ENROLLMENT PROJECT REPORT

Overview

In July 2022, ElevateEdAZ, an initiative of the Greater Phoenix Chamber Foundation, and the Maricopa County Community College District (MCCCD) jointly funded a project with the goal of boosting dual enrollment (DE) of students in Phoenix Union High School District (PXU) and Mesa Public Schools (MPS). Both of these school districts partner with ElevateEdAZ, which includes a dedicated College and Career Coach at nine campuses who could provide additional support for advancing DE. The project was facilitated by a third-party consultant, Shan Strategies.

From July through November 2022, project activities included:
1. Weekly meetings with ElevateEdAZ and bi-weekly meetings with MCCCD dual enrollment team to ensure strong collaboration and project management
2. 1:1 interview with a dozen key stakeholders from project partners to inform partnership meetings
3. Eight whole group planning meetings, including representatives from each participating community college, to develop shared priorities, increase 2022 fall enrollment numbers, and action plan development
4. Ongoing data sharing between partners to inform strategies, tactics, and presentations
5. Development and administration of student surveys, data collection, and analysis
6. Development of a 2022-2023 action plan for each district, including objectives, key results, and measures of success
7. Summary of recommendations report and presentation

Each district agreed on short-term actions that would impact the fall 2022 enrollment cycle.

Phoenix Union High School District
PXU works with four MCCCD community colleges to service fifteen high schools. Each of the community colleges has a staff member who liaises with their partner schools. The PXU team and the MCCCD liaisons worked together to increase fall 2022 enrollment, including:
- Increased collaboration with community college partners and data sharing to monitor progress and drive strategies
- Increased support from administration and on-campus faculty to complete dual enrollment registration
- Coordination with the on-site ElevateEdAZ College and Career Coach, including implementation of teacher stipend
- Re-negotiation of the PXU and MCCCD inter-governmental agreement
- Extended deadline for Maricopa Grant application (MCCCD provided financial aid)
- Hiring additional staff to support DE
- Administering a post-enrollment cycle survey to understand student motivations and actions

Mesa Public Schools

MPS works primarily with Mesa Community College (MCC) to service their six high schools. Additionally, MCC has provided a college advisor who works on campus at each high school. MPS and the MCC advisors took numerous steps to increase Fall 2022 enrollment, including:

- Increased collaboration with community college partners and data sharing to monitor progress and drive strategies
- Identifying students who were enrolled in DE eligible courses at the high schools but who had not yet applied and/or registered at the college for credit
- Administering a student survey mid-enrollment cycle to understand why eligible students were not completing the dual enrollment process
- Coordination with the on-site ElevateEdAZ College and Career Coach, including implementation of teacher stipend
- Increased information sessions and family/student awareness
- Coordination and communication across schools with administration and counselors
- Integrating DE action plan into the district wide Grad Plus initiative

Outcome

Following the implementation of these collaborative steps, MPS and PXU collectively accomplished a **forty percent increase** in unduplicated students registered for dual enrollment with MCCCD as compared with the prior year.

FALL 2022 DUAL ENROLLMENT PROJECT REPORT

Fall 2022 Dual Enrollment Data Analysis and Takeaways

Dual Enrollment Participation by School

At PXU, fifteen out of twenty-three high schools participated in DE, serviced by four community colleges. The number of DE courses varies greatly across high schools.

College	High school name	Number of courses offered
Glendale Community College	Metro Tech High School	1
Gateway Community College	Camelback High School	10
Gateway Community College	Metro Tech High School	12
Gateway Community College	North High School	10
Phoenix College	Alhambra High School	13
Phoenix College	Bioscience High School	3
Phoenix College	Camelback High School	1
Phoenix College	Central High School	16
Phoenix College	Franklin Police & Fire High School	9
Phoenix College	Maryvale High School	13
Phoenix College	Metro Tech High School	1
Phoenix College	North Phoenix College	2
Phoenix College	Phoenix Coding Academy	3
Phoenix College	Trevor Browne High School	14
South Mountain	Betty Fairfax High School	7
South Mountain	Carl Hayden High School	3
South Mountain	Cesar Chavez High School	10
South Mountain	South Mountain High School	16

The following schools do not currently offer DE courses: Linda Abril, Bostrom Alternative Center, Camelback Montessori, Desiderata, Phoenix Digital Academy, PXU City, and Wilson College Prep.

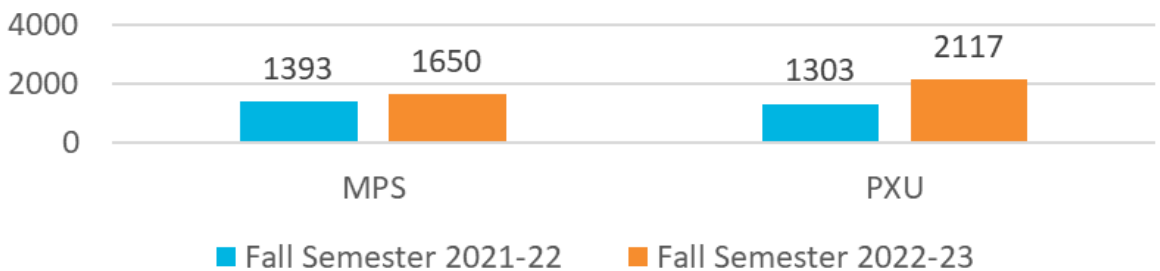# FALL 2022 DUAL ENROLLMENT PROJECT REPORT

At MPS, six high schools participate and are serviced by Mesa Community College.

College	High school name	Number of courses offered
Mesa Community College	Dobson High School	10
Mesa Community College	Mesa High School	16
Mesa Community College	Mountain View High School	17
Mesa Community College	Red Mountain High School	33
Mesa Community College	Skyline High School	11
Mesa Community College	Westwood High School	15

Fall 2022 Dual Enrollment Project Outcomes

The project collaboration led to a forty percent increase in dual enrollment in both PXU and MPS. MPS grew from 1393 to 1650 unduplicated student headcount, an increase of 18.4% over Fall 2021. PXU grew from 1303 to 2117 in unduplicated student headcount, an increase of 62.4% over the previous year.[2]

### Growth in Total Students Enrolled | Fall 22 - Dual Enrollment at MCCCD

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[2]Raw data provided courtesy of Maricopa Community College District and based on a forty-five-day count.

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In PXU, ElevateEdAZ schools saw a greater increase of dual enrollment students than non-ElevateEdAZ schools, a difference of 73% over 54% increase.
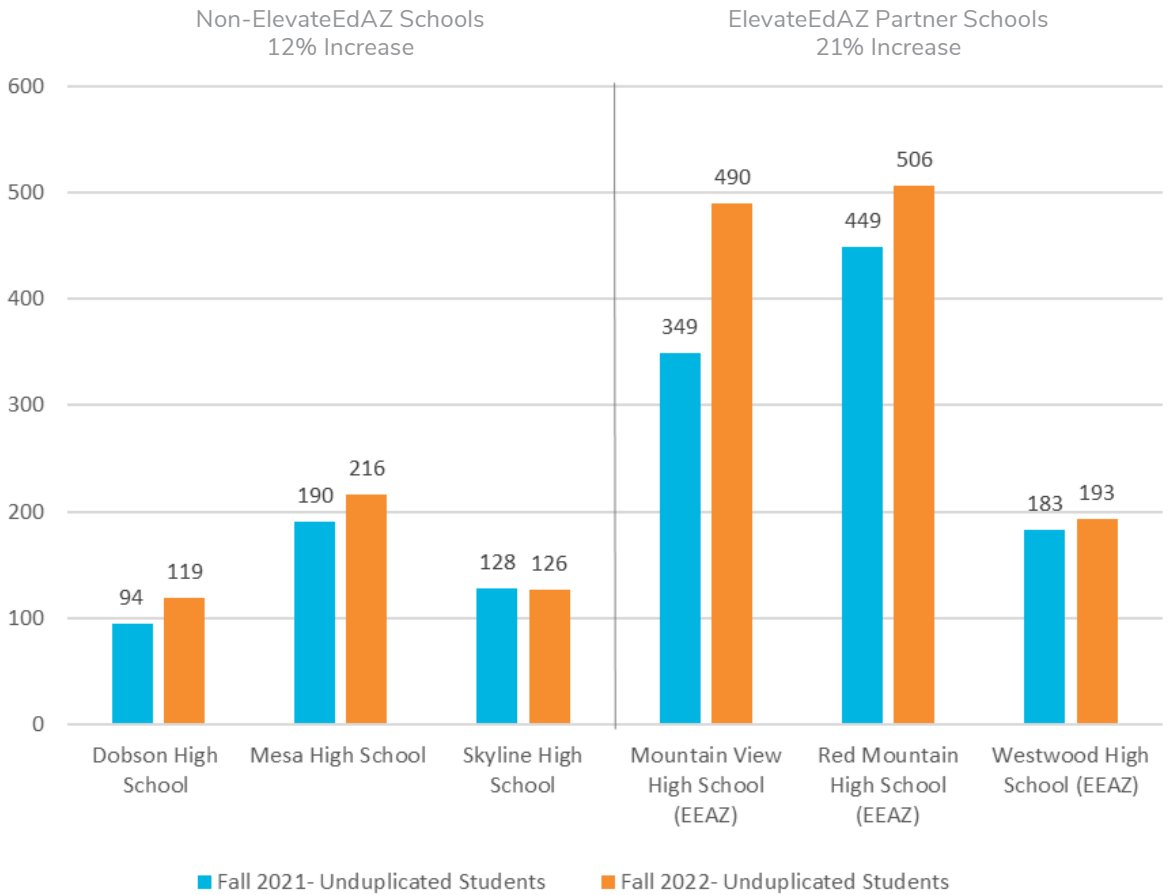
Phoenix Union High School District (PXU) | Fall Dual Enrollment Comparison 2021 and 2022
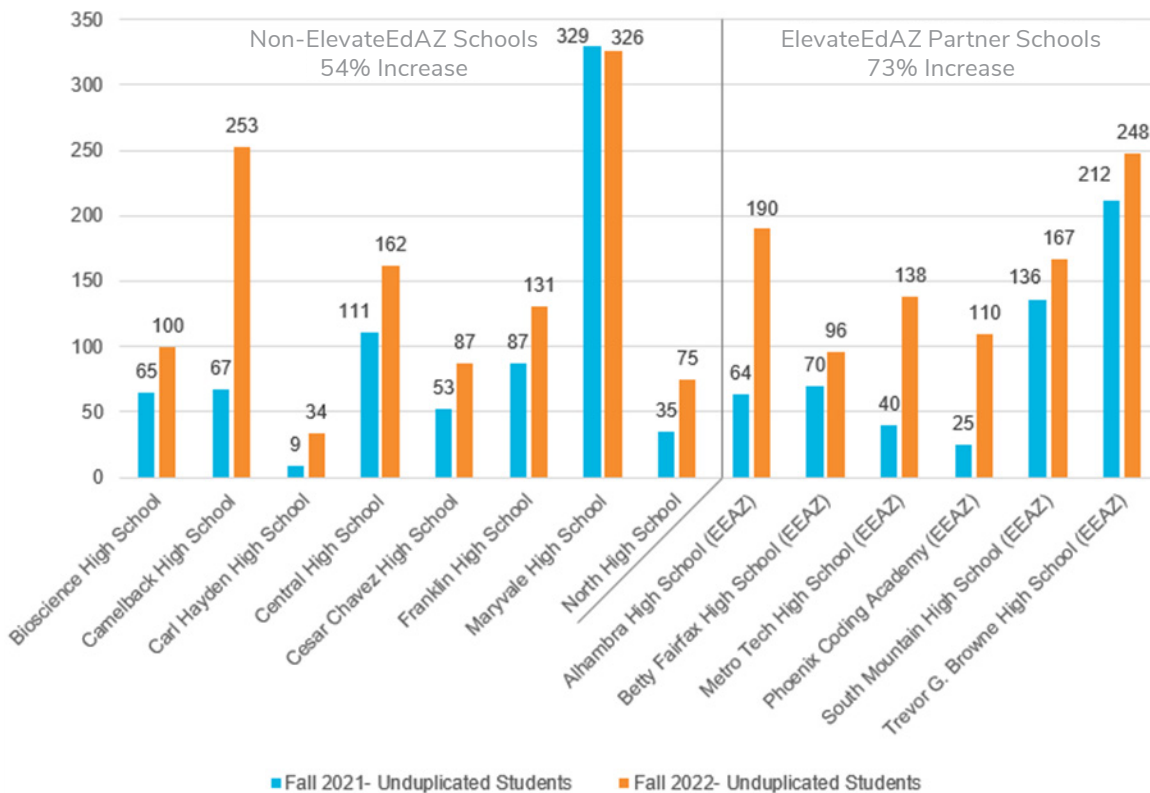
FALL 2022 DUAL ENROLLMENT PROJECT REPORT

At MPS, ElevateEdAZ schools also saw a greater increase in dual enrollment students than non-ElevateEdAZ schools, a difference of 21% over 12% increase.

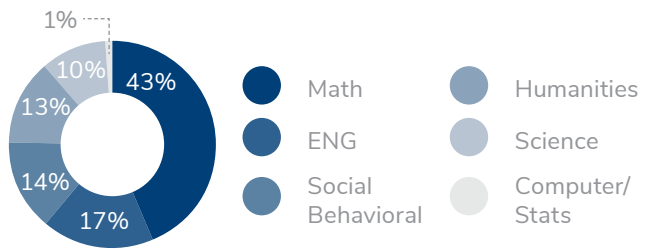Mesa Public Schools (MPS) | Fall Dual Enrollment Comparison 2021 and 2022

Additionally, an analysis of dual enrollment course type is useful to understand the percentage of students who are taking dual enrollment courses that are a part of the Arizona General Education Curriculum (AGEC), which are courses that have been agreed upon as part of a common structure for general education core that ensure transferability to any state post-secondary institution.[3] These AGEC courses are also commonly referred to as "best bet" courses and viewed as a promising use of student/family time and resources.

In PXU, the majority (75%) of students were enrolled in AGEC courses, with the most significant number in math courses (43%), followed by English courses (17%).
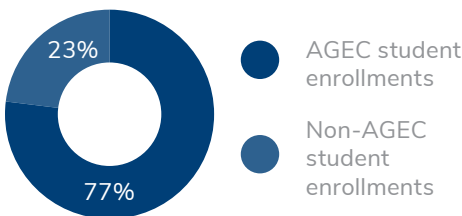
Total Student Enrollments in AGEC (PXU)

- 25% — AGEC student enrollments
- 75% — Non-AGEC student enrollments

Total Student Enrollment by AGEC Course Subject (PXU)

43%, 17%, 14%, 13%, 10%, 1%
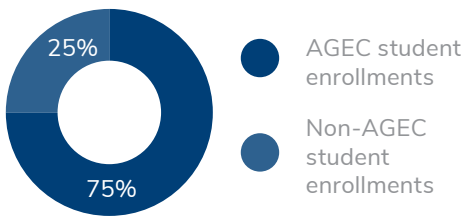
- Math
- ENG
- Social Behavioral
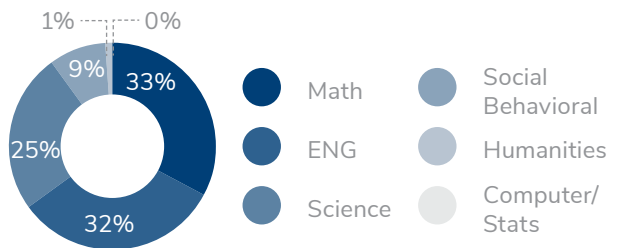- Humanities
- Science
- Computer/Stats

In MPS, the majority (77%) of students were enrolled in AGEC courses, with the most significant number in math courses (33%), followed by English courses (32%).

Total Student Enrollments by Course Type (MPS)

- 23% — AGEC student enrollments
- 77% — Non-AGEC student enrollments

Total Student Enrollment by AGEC Course Subject (MPS)

33%, 32%, 25%, 9%, 1%, 0%

- Math
- ENG
- Science
- Social Behavioral
- Humanities
- Computer/Stats

[3]A detailed description of AGEC is available at https://aztransfer.com/generaleducation/

FALL 2022 DUAL ENROLLMENT PROJECT REPORT

When compared to the increase in dual enrollment for all other Maricopa County Community Colleges and partner high schools, MPS and PXU outperformed the average year-over-year percent growth from 2022 to 2023.

Fall | Percent Change Year Over Year

Academic Year	MPS	PXU	All Other
2020	3%	-7%	15%
2021	-15%	-14%	-11%
2022	14%	79%	16%
2023	19%	61%	14%

Fall | Headcount

Academic Year	MPS	PXU	All Other
2019	1,388	910	15,093
2020	1,428	846	17,290
2021	1,219	727	15,346
2022	1,391	1,303	17,738
2023	1,649	2,102	20,300

Recommendations

Looking ahead, there are numerous opportunities to increase dual enrollment, increasing student success in high school and post-secondary education. Additionally, there are some challenges that can be successfully addressed by working together. The team should consider the following recommendations with a focus on equity throughout.

Priority 1: Students and Families

It will be critical to engage families as well as students in learning more about why dual enrollment is beneficial for the student's future. Enrollment data demonstrated that most students currently in DE eligible courses in high schools are not actually registering for community college credit. More work should be done here to understand why this is occurring. Survey data captured through this process indicates that some students don't plan on going to college. Data also indicates that a majority of students don't understand the process for dual enrollment registration or are having a difficult time completing it. Additionally, cost continues to be a challenge for many families.[4] Title I funding, full-time student enrollment funding from the community college, and other scholarships like the Maricopa Grant and Promise Scholarship should be maximized to directly offset student tuition. Another finding includes the need to move the DE process up earlier so that students can register for the following year's courses with an understanding of which courses will qualify for DE. Currently, students enroll in their high school courses the previous year without knowing which will become dual enrollment courses in the fall.

Priority 2: Teachers and Faculty

Consistently throughout the project, it was noted by team members that teachers do not have adequate incentive to take on the extra qualifications and administrative work that is required to teach DE courses. Unlike AP courses, there is currently no financial incentive to take on the extra work. As a result, ElevateEdAZ implemented a teacher stipend incentive. Further study should be undertaken to assess the impact.

The barriers to becoming qualified also need to be directly addressed, such as advertising the free pathway through the Arizona Teachers Academy. A survey to understand which teachers are already qualified but not teaching DE or are interested in becoming qualified would help inform a strategy to increase the qualified teacher pipeline. These steps should be undertaken now to anticipate an increased interest from students as well as the effectiveness of the enrollment process in the future. Teachers and counselors also play a major role in creating awareness of dual enrollment opportunities and supporting their students in completing the application and registration process. More attention needs to be placed on direct training for staff who can support the process.

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[4]See Appendices for student survey results.

Priority 3: Intentional Alignment

Planning for increased dual enrollment should support the alignment of teacher qualifications and student interest with AGEC courses to ensure the transferability of the completed credits. Promising practices around the nation focus on intentional planning based on the student's future aspirations. These plans could include existing options such as their career pathway plans developed with ElevateEdAZ or Center for the Future of Arizona. Other options include college and career planning tools like the Education and Career Action Plan (ECAP) and prior learning assessments (PLAs). These tools help ensure students are taking courses that will likely benefit their future career interests and set them up for earning more college credit. There are numerous college and career planning tools available in Arizona; it is recommended that the districts and collaborating MCCCD partners adopt uniform practices that can be translated across any high school or college.

Priority 4: Administration and Planning

The majority of students completing both PXU and MPS' student surveys indicated that they had difficulty completing the dual enrollment process. A comprehensive assessment is needed to understand the process students navigate across multiple platforms and documentation requests to identify where streamlining and support can occur. The district and community college partners should consider automating parts of the process wherever possible, for example automatically enrolling all students after their freshman or sophomore year, or sharing key identification documents that will be requested along the way so students do not need to provide it themselves. In addition, technical support is needed to bring together the various platforms that students navigate into a single one-stop shop interface that is the same across all schools. The shared vision, priorities and action plans that have been developed as a part of this project should continue to be facilitated and managed forward; it will be easily lost among competing priorities. Specifically, a full-time staff member should be dedicated to leading the plan. Currently districts and colleges lack capacity to manage the work and there are multiple point people holding different pieces of the project. Clearer ownership and lines of communication will improve collaboration and results.

A Note on Equity

Equity is a major theme throughout all four priorities. With students and families, there is a significant difference in courses offered across the high school campuses, with low-income schools often having less access. This is especially critical when considering AGEC course availability. Compounding this challenge, students and families from low-income backgrounds need additional support in building awareness of college pathways and financial aid options. Also noted throughout the process from both school districts was the need to support DACA recipients in finding financial aid. Incentives should also be considered for teachers particularly at low-income schools or innovative approaches such as teachers who can provide virtual instruction across the district that any student can access. Further study is needed to understand equity gaps across schools in career planning and aligned course-taking.

Conclusion

Significant opportunity exists to grow dual enrollment and other early college options in PXU and MPS for both students in already eligible courses and the overall student body from ninth through twelfth grade. Continued collaboration on the recommendations in this report and resulting action plans will lead to greater post-secondary success and career opportunities for thousands of students. Both districts are in the process of developing action plans based on these four priority areas, starting with identifying meaningful measures of success in each area, along with a timeline for addressing the recommendations and staff ownership. Areas for immediate collaboration include addressing the funding need created by an increased student participation, particularly Title 1 students.

Acknowledgments

Many thanks to all of the collaborating partners who participated in this project, including Maricopa Community College's dual enrollment team led by Jesus Chaidez, the community college liaisons, ElevateEdAZ staff led by Brittany Holmes, the administration and faculty at Phoenix Union High School District led by Tony Camp and Mesa Public Schools led by Marlo Loria. This initiative has required communication and collaboration going above and beyond the usual call of duty. The enthusiasm and commitment of the project partners to maximizing opportunities for all students is evident. Their hard work and willingness to come together have resulted in the successes detailed in this report.

Recommendations Summary

Students & Families

1. Engage parents/guardians and students in understanding value and process for dual enrollment
2. Pursue Title 1 funding to support student tuition for courses that earn college credit in a degree or certificate pathway
3. Maximize FTSE money provided to school district to support student tuition
4. Increase Maricopa Grant funding to support significant enrollment growth
5. Identify a pathway for DACA students
6. Analyze data by school and ensure that low-income students have equitable access

Teachers & Faculty

1. Build upon ElevateEdAZ teacher incentive to a system-wide, sustainable incentive (ex: AP incentive)
2. Train teachers and guidance counselors on enrollment process and provide class time to complete
3. Promote the AZ Teacher Academy's free pathway to becoming a qualified DE instructor

Intentional Alignment

1. Align courses to high school graduation requirements and degree or certificate requirements (also known as "best bet" courses)
2. Focus student enrollment and teacher qualification in "best bet" courses
3. Analyze course data to identify equity gaps to address for low-income students and "best bet" courses
4. Make prior learning assessments a standard step for all students
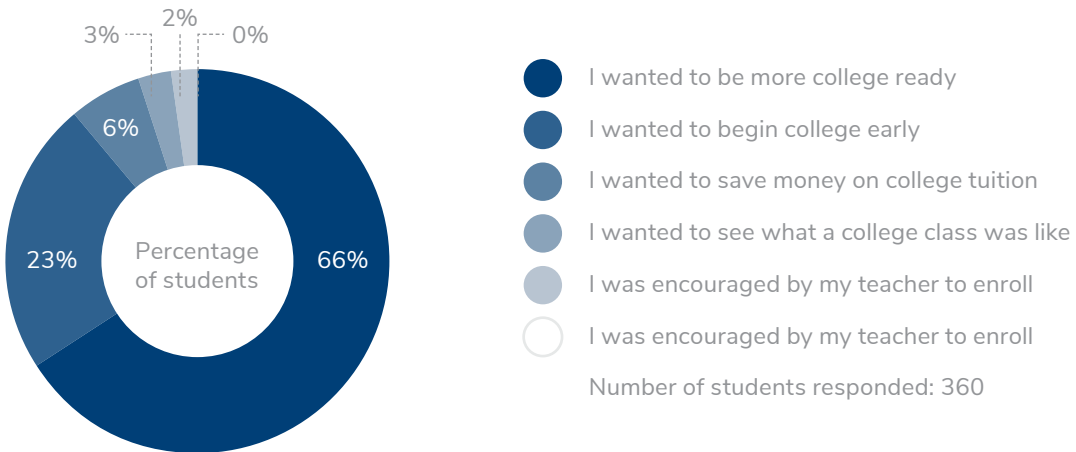
Administration & Planning

1. Consider automating parts of the enrollment process for students (ex: all students are enrolled as freshmen, key student documents are shared by school so students do not have to upload again)
2. Make dual enrollment a part of the school district's strategic plan and provide a full-time staff member to lead the effort
3. Continue to manage and hold accountable a shared plan between the colleges, districts, and key partners
4. Pursue open, uniform, and consistent dual enrollment and registration processes across high schools and colleges
5. Develop a single user platform for dual enrollment students bringing together the multiple existing platforms

APPENDIX

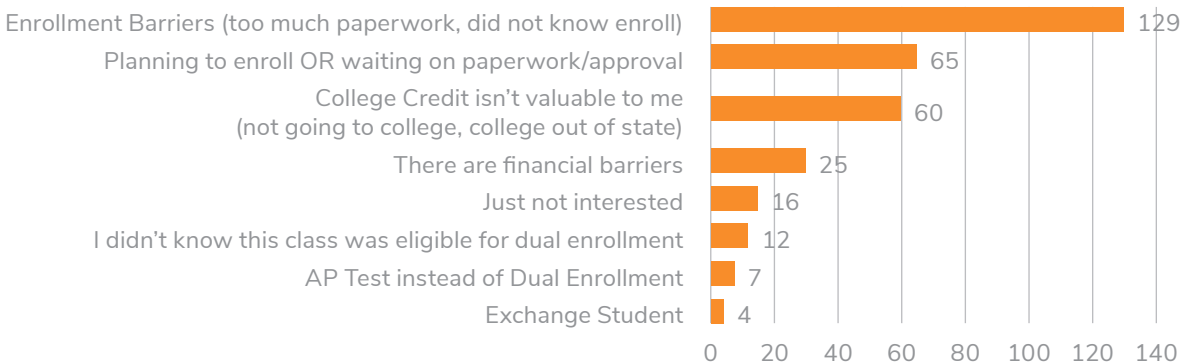## Appendix A Mesa Public Schools Student Survey

Of students enrolled in high school courses eligible for dual enrollment, a high percentage do not actually register at the community college for credit, and the team wanted to understand why. A survey of students was conducted at MPS to better understand the student and family perspective during the dual enrollment process. The results of the survey administered during September, the middle of the enrollment period, are presented in the graphs below.

Reasons Students Cited for Enrolling in College Credit | September 2022

- I wanted to be more college ready
- I wanted to begin college early
- I wanted to save money on college tuition
- I wanted to see what a college class was like
- I was encouraged by my teacher to enroll
- I was encouraged by my teacher to enroll

Number of students responded: 360

APPENDIX

Reasons students cited for not enrolling in college credit | September 2022

Reason	Value
Enrollment Barriers (too much paperwork, did not know enroll)	129
Planning to enroll OR waiting on paperwork/approval	65
College Credit isn't valuable to me (not going to college, college out of state)	60
There are financial barriers	25
Just not interested	16
I didn't know this class was eligible for dual enrollment	12
AP Test instead of Dual Enrollment	7
Exchange Student	4

What would have made a difference in your decision to enroll in dual enrollment for college credit? | September 2022

| Reason	Value
Easier application process	144
Financial assistance	32
More information about the dual enrollment process	29
Other reasons	27
More information about how credits transfer to community college and the university	25
More access to a college advisor	21
Planning to do it	15
Encouragement from a family member	13
Encouragement from a teacher	8
Alignment to a Certificate, Associate's or Bachelor's degree program	7
Being able to get credit for more colleges outside AZ	1

APPENDIX

Appendix B Phoenix Union High School Student Survey

At Phoenix Union High School, a student survey was administered after the fall enrollment period had closed. Key headlines are below, with open-ended responses that could be analyzed for more in-depth understanding.

PXU Student Survey: Familiarity with DE Courses
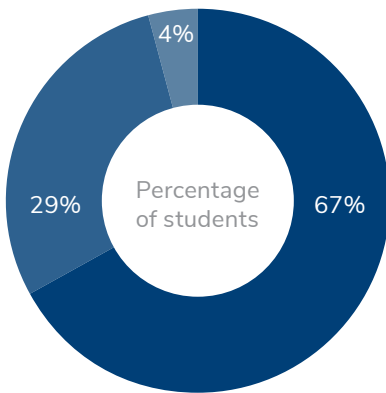
I am familiar with which of my high school classes offer college credit (dual enrollment) and I am enrolled in some of these courses while in high school.

I am familiar with which of my high school classes offer college credit (dual enrollment) but not enrolled in these courses.

I am not aware that I can take college classes while in high school. I am not aware that some of my high school classes offer college credit (dual enrollment).

Total students surveyed: 1,134

## PXU Student Survey: How did you learn about Dual Enrollment Courses?

Number of Students

■ Number of Students
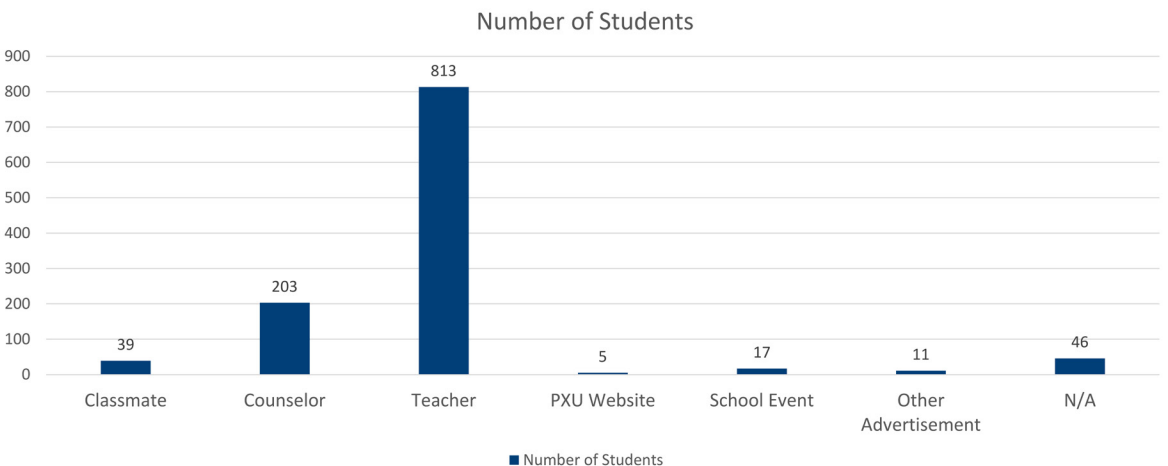
PXU Student Survey: How was your experience enrolling for your dual enrollment courses?

● It was an easy process

● I needed some help in understanding the enrollment process

● I didn't enroll

● It was frustrating but completed the process

Total students surveyed: 1,219

Number of students

32%
30%
28%
10%
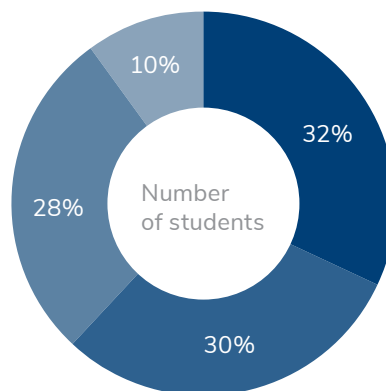
Appendix C Arizona General Education Curriculum (AGEC) List

AZ High School Graduation	AGEC-A: Liberal Arts	AGEC-B: Business	AGEC-S: Math & Science
English or ESL (4)	First Year Composition (6) ENG101 (FYE) ENG102 (FYE)	First Year Composition (6) ENG101 (FYE) ENG102 (FYE)	First Year Composition (6) ENG101 (FYE) ENG102 (FYE)
Mathematics (4)	Mathematics(3) MAT142 or higher	Mathematics(3) MAT212 or MAT142 or higher	Mathematics(4–5) MAT221 or higher
Fine Arts OR Practical Arts (1) Social Studies (3)	Arts & Humanities (6)	Arts & Humanities (6)	Arts & Humanities (6)
Science (3)	Physical & Biological Science (8) BIO100 (SQ) CHM130 (SQ) PHY101 (SQ) GLG101/103 (SQ) GLG102/104 (SQ)	Physical & Biological Science (8) BIO100 (SQ) CHM130 (SQ) PHY101 (SQ) GLG101/103 (SQ) GLG102/104 (SQ)	Physical & Biological Science (8) and/or Subject Options (6) BIO100 (SQ) CHM130 (SQ) PHY101 (SQ) GLG101/103 (SQ) GLG102/104 (SQ)
Practical Arts OR Career & Technical OR Vocational (1)	Computer Information Systems (3) CIS105 (CS)	Computer Information Systems (3) CIS105 (CS)	
Options (7)	Literacy (3) L	Literacy (3) L	Literacy (0–3) L
	Awareness Areas (0–6) C, G/H	Awareness Areas (0–6) C, G/H	Awareness Areas (0–6) C, G/H
	Social & Behavioral Science (6) COM100 (SB)	Social & Behavioral Science (6)	Social & Behavioral Science (6) COM100 (SB)
22 credits	35 credits	35 credits	35 credits

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ElevateEdAZ is an initiative of the
Greater Phoenix Chamber Foundation