**Dual Enrollment Best Practices Ongoing Notes-PXU**

***Q4 Meeting Notes (June 27)***

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| **Group Attendees** | **MCCCD: Georgina, Shauna, Leah, Rosa**  **ElevateEdAZ: Cece** |
| **Best Practices: MPS Enrollment and Teacher Survey** | |
| Notes, Questions, Wonderings: |  |
| **Summer Strategic Planning:** | |
| What are 3-5 tasks for a summer checklist: |  |
| What resources are needed? |  |
| How can EEAZ support access to resources or supporting partnerships? | 1. Schedule intro meetings with coaches and college reps  2. Cece – keep all stakeholders on track to ensure progress |
| Anything from other teams you would like to add? |  |
| **EEAZ Coach Discussion (whole group discussion)** | |
| How can our coaches support? | 1. assist in scheduling workshops on their campus (do this early)  2. Visit classrooms to speak to students about DE and the difference between DE and AP  3. Assist with follow up and follow through at each of their campuses – items needed by MCCCD  4. assist in scheduling Parent night workshops or ensure MCCCD DE reps are included in existing ones (Spanish speaking opps as well) |
| **Review Team Commitments** | |
| What progress has been made in implementing this practice? |  |
| What barriers are you running into? |  |
| What support is needed and from who? |  |
| Are there any overlapping tasks on your Summer DE Checklist? |  |
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***Q3 Meeting Notes (March 24)***

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| **Group Attendees**  **Julie Pallisard**  **Tony Camp** |  |
| **Data Discussion Guide:** | |
| 1. What do you immediately notice? Wonder? | Does the data include the number of students or number of enrollments? Are these completers – completion data?  What is the market for enrollment at schools – GPA marker? |
| 2. What kind of data would be helpful to know to drive your work? | What are the data points behind the drop in enrollment – teachers who left the campus, etc. |
| 3.What is the process in your district for teachers to become dual enrollment qualified? | 1. HR – who has the qualifications, district could survey teachers; start at the campus – students enroll, administrators and counselors evaluate which classes they want for the next SY, teachers look at application, they look at schedule, compile all sigs necessary, when packet is complete all MCC partners review, MCC then pulls records to review for teacher eligibility  MCC recommendation – List of qualified teachers first |
| **Best Practices Discussion Guide:** | |
| **Barry Goldwater High School** | **Funding Support/Registration Timeline**  **Funding: recycled (FUTSI) stipend funds to create scholarship for students**  **Supporting all students not just free/reduced lunch**  **Spring pull lists of students who have requested DE classes, created a dedicated team to support student enrollment and registration**  **IB school works to help students have a combination of AP and DE courses**  **Help students see how their courses align to degrees** |
| What would need to happen to implement this strategy/best practice with our school and community college partner? |  |
| What are the barriers that need to be addressed? |  |
| What resources would be needed? |  |
| Which people would need to be in support? |  |
| **Mesa Public Schools** | **Strategic Plan: Graduation Plus (earned college credits)**   * Enrollment and registration process begins in April/May of prior year * Focus on universal access to Eng 101/102 and His 103/104 * Placing well-matched DE courses in high school pathways * Recruit teachers in these areas |
| What would need to happen to implement this strategy/best practice with our school and community college partner? |  |
| What are the barriers that need to be addressed? |  |
| What resources would be needed? |  |
| Which people would need to be in support? |  |
| **Review of Team Commitment Discussion Guide** | |
| What progress has been made in implementing this practice? |  |
| What barriers are you running into? |  |
| What support is needed and from who? |  |
| **Teams Next Steps** | |
| Identify 2-3 action steps your team can take between now and our next meeting to move your work forward. | Work on getting Synergy access for MCCCD thru MOU agreement  Julie have more access to CCCs to help drive DE on partner campuses  Implement a dedicated DE counselor on PXU campuses and/or an identified campus DE liaison (teacher lead)  Information night on each campus for parents with MCCCD; invite MCCD to Freshman night or open houses in Aug/Sept  Spring or summer rosters of DE courses for the next year to begin enrollment process  Parent nights Summer or EARLY fall for DE info sessions and early enrollment |
| Identify any barriers and resources needed to support action steps |  |

***Q2 Meeting Notes (December 23)***

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| **Group Attendees** | PXU/Phoenix College |
| **Team Best Practice/Strategy** | Intentional and Strategic Enrollment |
| **What would need to happen to implement this strategy/best practice at our school/district?** | Strong messaging to students and parents, 9th grade engagement  Strong hand holding with students – peer to peer support in registration process |
| **What are the barriers that need to be addressed?** | First gen college students, educating parents in the process, blended families – some undocumented parents, building trust with parents/students |
| **What resources would be needed?** | Create cohorts of students by interest (Counselors would vet this in Freshman year) align with AGEC courses  Pilot at Central HS – admissions process for all students which will help students move forward in a variety of pathways – ACE, DE |
| **Which people would need to be in support?** | Peer to peer messaging – bring students who have completed DE courses to speak to freshman |
| **Additional thoughts, concerns, questions?** | DE teachers had to give up instructional time; many DE instructors intentionally kept encouraging students to persevere |