



Fall 2023

Focus

Group

Report

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Executive Summary

Focus Group Description

According to College Success Arizona, by 2028, 70% of all jobs in Arizona will require a degree from a community college, university, or attainment of an industry-recognized credential or other certifications [1]. However, current research shows that only 47% of high school graduates enroll in post-secondary education within a year of graduating, and just 48% of Arizona residents aged 25-64 completed a two-to-four-year degree or have an active professional certificate or license [2].

According to research by Helios Education Foundation, students who complete college courses through dual enrollment are more likely to attend and complete post-secondary education [3]. ElevateEdAZ, an initiative of the Greater Phoenix Chamber Foundation, has been deeply committed to expanding students' access to dual enrollment courses, ensuring that more students have the opportunity to benefit from these valuable programs. In the fall of 2023, ElevateEdAZ and Level Up Education Pathways Consulting facilitated focus groups to describe experiences and perspectives related to dual enrollment. The focus groups offered an efficient way to collect information from teachers, parents, counselors, and students regarding their experiences around early college credit, including dual enrollment.

Key Recommendations (for detail see full report)

1. Increase Awareness of Dual Enrollment Offerings, Benefits, and Process
 - a. Students emphasized the need for continuous updates about early college credit offerings on their campus. Some opportune times would be:
 - i. Sophomore year as this is a critical time in their post-secondary planning.
 - ii. Before high school registration in early spring and during the college enrollment season in early fall.
 - b. Students also recommended providing more detailed information on the benefits of dual enrollment.
 - i. Include information about how these courses transfer to post-secondary certificates, degrees, and financial aid opportunities.
 - c. Post-secondary institutions should provide high school students, teachers, and counselors with training on their enrollment process.
 - i. A college and high school education plan document would be beneficial to provide a visual aid and act as a documentation tool that illustrates how earned credits apply to both high school graduation requirements and college certificates and degrees.
2. Offer Student and Parent Workshops
 - a. All focus group participants reported a need to better understand early college credit offerings, differences, and processes.
 - b. Develop a workshop to offer students and parents specific information for college planning, including early college credit opportunities. Topics should include:
 - i. Relationship between high school curriculum and core academic classes for college degrees
 - ii. Financial aid information and financial literacy information
 - iii. Ways to earn college credit in high school and their differences
 - iv. Process to submit nationally recognized exam scores and work-based certificates to earn college credit

- c. Offer these workshops in both English and Spanish
- 3. Collect and Share Documentation Required for Enrollment
 - a. The enrollment process was identified as a barrier for students enrolling in early college credit. Top strategies to consider:
 - i. Develop data-sharing agreements between colleges and local education agencies to share student documents (like free and reduced lunch letters, etc.) to remove the multiple file upload requirements from students.
 - ii. Establish timelines and processes to collect and share these documents.
- 4. Establish Equitable Practices for Weighted Grades
 - a. Several teachers and counselors identified weighted grades as a barrier for students selecting dual enrollment courses.
 - b. Local education agencies set the policy for weighted grades and should consider a policy to include dual enrollment classes in their weighted grades system.
- 5. Increase Teacher and Counselor Support through Incentives
 - a. To support consistent messaging, training, and enrollment, high schools should identify a lead teacher or administrator to coordinate all aspects of early college credit on their campus.
 - b. Offer stipends to those on high school campuses leading enrollment efforts, training, etc.

Next Steps

The next steps involve enhancing communication and awareness of dual enrollment opportunities by ensuring that students, parents, and counselors receive timely updates, especially during key times such as sophomore year and before high school registration. Additionally, developing workshops in both English and Spanish will provide families with crucial information on the dual enrollment process, college planning, financial literacy, and ways to earn college credits in high school. To simplify enrollment, schools and post-secondary institutions should establish data-sharing agreements and clear timelines for documentation collection, reducing barriers for students. Promoting equitable grading policies by including dual enrollment courses in weighted GPA calculations will also make these courses more accessible. Finally, designating lead teachers or administrators to oversee dual enrollment efforts and offering them financial incentives will ensure consistent support, training, and coordination across high school campuses.

1 [College Success Arizona: Understanding College Credentials](#)

2 Achieve60 AZ: [Arizona Education Progress Meter](#)

3 Helios Education Foundation: [Dual Enrollment in Arizona High Schools](#)

Recommendations

The summary of findings suggests that students are key decision makers in the course selection process and often navigate college enrollment with little to no support from parents. Parents have a wide range of involvement with college decision making, however, many parents feel uninformed about the options, benefits, and process. Below is a list of recommendations to improve earned college credit for high school students.

Inform Students and Parents About Dual Enrollment Benefits and Process

The table on the right compares actual student opinions with the perceptions of parents, teachers, counselors, and administrators regarding the factors that motivate students to enroll in college credit classes.

The findings reveal ongoing challenges with the enrollment process, such as difficulties in accessing required documentation. Students mainly rely on high school counselors or teachers for guidance on course selection and navigating college credit decisions. However, high school personnel have limited knowledge about how credits apply to college certificates and degrees, and they are largely unaware of how college credit can be earned through work-based certificates. Many students emphasized the need for continuous updates about college credit options throughout their high school years. They identified sophomore year as a critical period for making course selections that align with college and career goals. Strategic times to inform students and parents about the benefits and processes of earning credit, including dual enrollment, are before high school registration in early spring and during the enrollment season in early fall. Students also recommended providing more detailed information on the benefits of dual enrollment, including cost, credit applicability to college degrees, and cost-saving opportunities such as available grants. Additionally, information should outline the general application of credit to college certificates and degrees and present the enrollment process in simplified steps. Both students and teachers recommended offering training for educators on the enrollment process.

Table 1. Motivation for Earned Credit and Course Selection

	Parents	Students	Teacher-Counselor-Admin
Academic interest	X		
Benefit to future			X
Career readiness	X		X
Complete core academic courses	X	X	X
Early graduation		X	
Electives: career options	X	X	
Environment	X		
Family	X		X
Financial benefit in future		X	
Friends	X	X	X
Graduation requirement	X	X	
Higher GPA weighted	X	X	
Ideas about college		X	
Pacing		X	
Personal interest		X	
Placement by chance			X
Teacher language and expectations		X	

Additionally, a college and high school education plan document would be beneficial for all students, serving as a visual aid and documentation tool that illustrates how earned credits apply to high school graduation requirements and college certificates or degrees.

Offer Student and Parent Workshops

Develop a workshop or series of workshops to offer to students and parents specific to college planning and the process of earned credit. The materials should be developed in English and Spanish. Topics to include:

- Relationship between high school curriculum and core academic classes for college degrees
- Cost savings and financial literacy, as it relates to college debt
- Ways to earn college credit in high school
- College admittance process
- College credit enrollment process
- Difference between dual and concurrent courses
- Process to submit nationally recognized exam scores and work-based certificates to earn college credit

All the focus groups included questions to better understand student choice as it relates to Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment credit options. All stakeholders need additional information about prior learning assessment that applies as college credit with nationally recognized exams (e.g. AP and IB) and work-based certificates.

It would be beneficial for high school counselors, community college liaisons, and administrators to facilitate the workshops to promote consistent messaging among counselors, teachers, parents, and students.

Collect and Share Documentation Required for Enrollment

During the teacher-counselor-admin focus groups, participants were asked to explain their involvement in facilitating college credit opportunities for students at their school. The list below summarizes their responses.

1. 1:1 meetings with students
2. Collect documents for students
3. Google classroom for support
4. Marketing
5. On-site registration
6. Presentations
7. Summer assistance
8. Parent info sessions

Collecting documents for the enrollment process was a key involvement strategy for teachers and counselors. Since students that qualify for free and reduced lunch also qualify for tuition assistance, proof of this qualification is important documentation for student access to earned credit. Schools should develop data sharing agreements between the colleges and local education agencies to remove the additional file upload requirement from students. Establish a process and timeline to collect and share documents for student enrollment.

Establish Equitable Practices for Weighted Grades

Several teachers, counselors, and admins also identified weighted grades as a barrier for students selecting dual enrollment courses. The policy for weighted grades in high school is set by the local education agency (LEA). Since dual enrollment courses are taught at the college level and count toward college certificates and degrees, the LEA should reconsider this policy to include dual enrollment classes in the weighted grade system.

Increase Teacher and Counselor Support and Incentives

Teachers are indicating satisfaction with increases to teacher stipends, but there are gaps in communication related to instructor qualifications, the process to become qualified, and funds available to complete any coursework required to teach college courses. It is recommended to integrate teacher training around dual enrollment benefits, qualification criteria, and the enrollment process into paid professional development prior to the beginning of the academic year. Additionally, a counselor stipend for training and metrics tracking student enrollment and momentum towards a college certificate or general education curriculum completion is recommended.

Lastly, it is important to identify a lead teacher or administrator as the point of contact for communicating requirements about instructor qualifications to teach college courses. This person should also be a liaison to the university teacher education programs regarding the AZ Teacher Academy Scholarship.

Summary of Findings

The initial cycle of coding identified twelve major themes, which are detailed in the recommendations section of this report and summarized below.

College Information and Credit Type

The word cloud below displays ways in which participants have received information about earning college credit in high school. Word size indicates the frequency of responses with the largest size displaying the most frequent response.

Figure 1. College Information Source



The most common response from students about how they learned about college in high school was through their counselor. Several students at Barry Goldwater High School referred to a junior counselor as a strong advocate for college information and the students' personal success. In addition to meetings, the students' responses describe a trusting relationship with the counselor.

Student participants also identified high school teachers and the high school course selection process as sources for college information. "I found out through my history teacher that I could have her again and earn college credit" says one student participant. Several students mentioned that they discovered the college credit option only after their high school classes had begun. During the registration process, students noted that the course selection sheet includes a star to indicate dual enrollment classes, but they also reported that there is "limited availability" for these courses.

Participants in the parent focus groups communicated that they rely on high school counselors and their enrolled student to receive information about the ways college credit can be earned in high school. Some parents described proactive actions “I create a relationship with the school counselor and make it a priority to discuss course selection with my child and the school counselor.” Many parents identified the high school counselor as the source of information; however, they explained that the student is the person that relays the information from the counselor to them; “I’ve been told everything through my daughter, and she gets it mostly from her school counselor.” Students validated this protocol. Almost all participating parents support college options, but they rely almost completely on their child to make choices while navigating the process.

All focus groups included questions to better understand student choice as it relates to Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment credit options. Parents did not provide a significant amount of input on the topic. Both students and teachers suggested taking AP classes if a student intends to go to college out of state. One teacher said, “One of the reasons students prefer AP over dual enrollment is because they do not plan to stay in state for college and they want those credits to apply to those out of state colleges.” The teacher-counselor-admin group emphasized transferability of the credits as a major factor in the credit type selection. Several of the teacher-counselor-admin participants also explained weighted grades as a barrier for students to select dual enrollment courses “Some of our dual enrollment courses don’t offer honors points like our English 101 or 102 versus our AP and IB that do offer it. So sometimes students choose those to increase their GPA versus just the college credit.”

Post-Secondary Plan

During one student focus group, the facilitator probed the students regarding an education plan for college. Students that participate in Achieving a College Education (ACE) and Hoop of Learning (HOL) indicated that they have met with a high school advisor to review a college plan that is like their high school graduation plan. However, students only enrolled for dual enrollment credit did not have college education plans. Additionally, none of the students have access to an education plan/checklist that shows how any concurrent credit (e.g. ACE or HOL classes) may apply to satisfy high school graduation requirements.

Value of College Credit and High School Actions

All three focus group participant types described a strategy to enroll in high school classes for college credit to make progress towards completing core academic requirements for a college degree. Only students and parents of students in the welding program at Westwood High School described enrollment into the welding classes as a strategy for career readiness. One parent of a student in the welding program explained “For my son it was that he would be able to get the certifications ahead of time and be able to be ready for the workforce and his trade.”

Although many students select high school classes relative to their academic interests, participants in the student and teacher-counselor-admin group described placement into dual enrollment courses by chance. For example, a student may get placed into a dual enrollment course because that is the only option during that class period to fill their student schedule.

In addition to low to no cost, saving time, and getting ahead, participants in every focus group describe the value of earning college credit in high school as building momentum towards earning a college certificate or a degree. Many students used the term “baby steps” to describe the sheltered environment that dual enrollment provides for students to earn college credit in high school.

The table on the right displays a comparison between students, parents, teachers, counselors, and administrators about the value of earning college credit in high school.

Table 2. Value of College Credit in High School

Career and Technical Education (CTE) teachers often follow up with their former students to gain insight on what their students are doing for post-secondary programs. One CTE teacher asks her students what they wish they would have done more of. “The answer is always dual enrollment, this wish they would have taken as much dual enrollment courses as they could.”

Students also shared clear evidence of dual enrollment being a boost for college applications and resumes. Students were asked about creating resumes in the high school CTE classes, and the students indicated they have not engaged with that exercise.

	Parents	Students	Teacher-Counselor-Admin
Build momentum	X	X	X
College application		X	X
Credit application		X	
Get ahead	X	X	X
Low to no cost	X		X
Mental preparedness		X	X
More qualified teachers		X	
Open access			X
Program Recruitment			X
Resume		X	
Save time	X		X
School letter grade			X
Sheltered college environment		X	X
Student feedback			X
Weighted grades		X	X

High School Actions

Each of the focus group participants are associated with schools that have seen an increase in dual enrollment in the most recent term. In the teacher-counselor-admin focus group sessions, participants were asked to explain their roles in facilitating opportunities for students to earn college credit at their school.

Collecting documents for the enrollment process was a key involvement strategy for teachers and counselors. One teacher detailed their actions to assist students in collecting the required paperwork for enrollment.

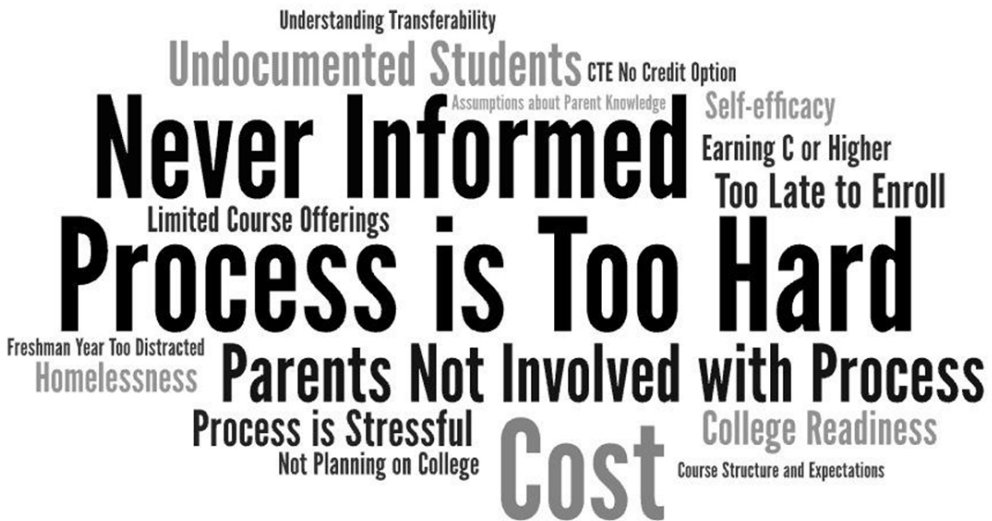
“I make sure the students have copies of their transcripts of their GPA and ACT scores, which they’re not normally able to have. I work with my counselor to do that. I’ve worked with my front office staff to get copies of their birth certificates from their files. I am in communication with the person in charge of dual enrollment at Phoenix College and I’m looking at the documents that my students are missing and I’m making sure they get them in. And then I also have the front office staff call home if we need that parent involvement or permission or whatever. But it’s very time consuming and it’s not really part of my job, but I want my students to be enrolled.”

One high school has created a Google classroom where students get updates on class codes, registration deadlines, and other important information. Parents also receive an enrollment code to access the Google classroom. Another school offers summer sessions “for parents to come in and get assistance with dual enrollment and bring their students and walk them through that process.”

Barriers to Earned Credit

The word cloud below displays barriers to students earning college credit in high school. Word sizes display indicates the frequency of responses with the largest size displaying the most frequent response.

Figure 2. Barriers to Earned Credit



Unequivocally, the enrollment process is the greatest perceived barrier for student access to earned credit among both the student and teacher-counselor-admin groups. The enrollment challenge was described by one teacher-counselor-admin participant:

"I think the application process and the paperwork is huge for the students. I think a lot of times when we look at our total enrollment and registration numbers, we assume that students aren't interested, but I think that given the opportunity for a free college credit almost 100% of our students will be interested. It's the fact that they are having difficulties with the application process that's preventing them [from enrolling]."

The second highest rated barrier is parents not being involved in the process. This lack of involvement is further confirmed by the fact that no parents identified the enrollment process as a barrier. Students are often completing the enrollment process with little to no help.

One teacher contributed ideas about EdReady to address college readiness. Although the teacher attempted to encourage math teachers to integrate the exam into their classes, there was “confusion about the use of the exam for placement.”

Student and teacher-counselor-admins also identified limited college course offerings in academic and CTE areas as a barrier to earned credit.

Teacher Experience

The National Council for Accreditation of Teacher Education (NCATE) (2008) defines dispositions as: ‘Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development’ (89-90) and include dispositions such as ‘fairness and the belief that all students can learn’ (90). In a recent study by West, et al. (2018), Highly Affective Teachers (HATs) were interviewed to identify teacher dispositions that correspond with literature. The following is a list of dispositions considered essential by at least two-thirds of the HATs that were interviewed:

1. Shows a passion for teaching
2. Engages in evaluative practice of pedagogy
3. Displays a genuine concern for students’ well-being
4. Shows a passion for students’ learning
5. Copes well with change and ambiguity
6. Foresees the need to differentiate for diverse students
7. Possesses professional knowledge
8. Demonstrates a level of overall teacher professionalism (West, et al., pp. 10-11)

During the focus group sessions, several teachers discussed the issue of stipends for dual enrollment. The prevailing theme was that the financial incentives are insufficient for the work involved. One teacher clarified this by saying, “It’s better now, and we do receive a small amount of money for it. But considering the number of hours we invest, along with handling issues when things go wrong, dealing with parents, and making calls, it’s really a lot of work.” Despite this, responses also revealed that teachers’ attitudes towards their work played a significant role in their motivation. A teacher from Phoenix Union High School District explained:

“I think what motivates me is to be able to help those students who are not sure whether they will do anything after high school. I tell them they are not going to do anything additional than what they’re [already] doing in class. So, I think that’s my motivation to be able to ensure that more students who might not end up in college will be motivated to do so.”

Another teacher described the culture of teachers “At our school, I think we have teachers who are passionate, and they don't feel like our kids in our neighborhood have a lot of opportunities. And so, this gives them more opportunities.” Other teachers discussed the social imperative to equip students to earn college credit at low to no cost to avoid college debt.

“The student loan crisis you know it's over two trillion dollars in debt and it's a great conversation with students to talk about being financially literate and being able to set yourself up when you leave high school to try not to get into student loan debt and I think dual enrollment is a great way for students to get on the right path financially.”

Teacher qualifications to teach community college courses and college support are topics that increased teacher frustration in the focus group. Teachers described challenges in communication with the high school administration and colleges.

In one focus group, teachers emphasized peer support in the process. One teacher explained getting “more information from her [peer] than from anyone from the district or any of the Maricopa Community Colleges.”

References

- NCATE [National Council for Accreditation of Teacher Education]. (2008). Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education. Washington, DC: NCATE.
- West, C., Baker, A., Ehrich, J. Fitzgerald., Woodcock, S., Bokosmaty, S., Howard, S. J. & Eady, M. J. (2018). Teacher Disposition Scale (TDS): construction and psychometric validation. Journal of Further and Higher Education, Online First 1-16.

Focus Group Methodology

Focus groups are a qualitative research methodology that brings individuals from the study population together in a specific setting to discuss an issue as a group. The findings represent the key ideas that emerged in group discussions framed by guiding questions. Focus group methodology offers an efficient way to collect data from several people. A unique feature of focus group data is the interactions between participants and the facilitator. These groups may generate more critical comments than interviews, which are valuable to improving products or services. The limitations of focus groups include individual perspectives and confidentiality due to the existence of the group. Focus groups also tend to present a range of views in a population rather than the prevalence of such views.

Population

Participants were from the following ElevateEdAZ partner high schools or districts: Barry Goldwater High School, Deer Valley Unified School District, Mesa Public Schools, Paradise Valley High School, Phoenix Coding Academy, Trevor Browne High School, and Westwood High School. Each of the participants are associated with schools that showed an increase in dual enrollments in the fall 2023 term. In addition to the school sample, participants were selected if they were also associated with at least one high school class that is eligible to be offered for dual enrollment credit.

Teachers

Eight teachers participated in a focus group, and more than half have been teaching for 6-10 years. The remaining teachers have exceeded these years teaching. The teaching fields represented by teacher participants included Career and Technical Education (3), English (2), Math (2), and Social Studies (1). Most teachers offer their high school classes for dual enrollment credit, and three of the teachers also offer their high school classes for Advanced Placement (AP) or International Baccalaureate (IB) credit. All three of the Career and Technical Education teachers indicated that students in their classes earn industry credentials. In addition to offering classes for dual enrollment credit, three teachers also teach college classes outside of the high school day. Teacher participants in the study have earned bachelor's degrees (6), master's degrees (5), and professional or doctorate degrees (1). Regarding their education journey, two teachers completed dual enrollment credits in high school and four earned credits with AP or IB exams. Half of the teachers attended community college.

Counselors

Two counselors participated in a focus group, and both have been working as high school counselors for more than six years. For the purpose of anonymity of a single survey response, no additional information will be provided about the administrator in this section of the report.

Administrator

One administrator participated in a focus group. For anonymity of a single survey response, no additional information will be provided about the administrator in this section of the report.

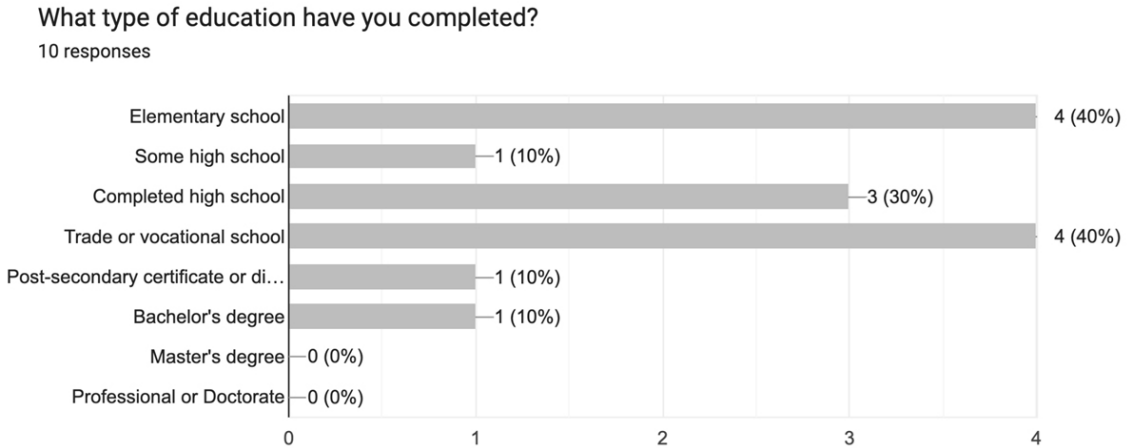
Students

Seventeen high school seniors and eight juniors participated in a focus group. Seven students are not enrolled in dual enrollment courses this semester; however, they are all enrolled into classes that are eligible for dual enrollment credit. Eighteen students are enrolled for college credit: one class (8), two classes (8), three classes (1), and four classes (1). Three students are enrolled in one AP or IB class and four students are enrolled in three AP or IB classes. Two students also take classes at West-MEC or EVIT. Most students were familiar with other students in the focus group sessions.

Parents

Seven parents of senior high school students and three parents of junior high school students participated in a focus group. Seven of the parents have students that are enrolled into 1-2 courses for dual enrollment credit. Three of the parents have students that are enrolled into 1-3 AP or IB classes. The chart below displays the education obtained by parent participants.

Figure 9. Parents Education Completed



Two parents completed dual enrollment credits in high school and four parents earned credit with AP or IB exams. Six parents attended community college.

Instrument and Procedure

There were seven 1-hour focus group sessions held virtually and in-person from November 28, 2023, to December 14, 2023. Each focus group had one facilitator that guided the discussion using open-ended questions and at least one note taker. The facilitator has extensive experience with assessment and dual enrollment. Although a predetermined list of questions was used, organic conversation emerged between the facilitator and participants and among the participants. Each session was recorded, transcribed, and imported into qualitative data software. The researcher used first cycle coding from the note-taker documents to identify the major themes of the combined sessions and refined sub-codes with the transcribed focus group text analysis.

There were ten predetermined questions for the teacher-counselor-admin focus groups. Questions focused on the value of earned credit, motivation and barriers for students to enroll, ways to earn college credit in high school, credit application to college certificates and degrees, school actions, and the teacher experiences with dual enrollment including the certification and enrollment processes. The complete set of questions are provided in Appendix A.

There were thirteen predetermined questions for the student-parent focus groups. The initial questions focused on perceptions of important and in-demand jobs in the community. The latter questions focused on the value of earned credit, motivation and barriers for students to enroll, ways to earn college credit in high school, credit application to college certificates and degrees, and the student or parent experience with dual enrollment including the enrollment process. The complete set of student-parent focus group questions are provided in Appendix B.

Appendix A

Teacher-Counselor Focus Group

ElevateEdAZ is conducting a virtual focus group with teachers and counselors to better understand trends, barriers, and successes of dual enrollment across our partner schools. Our ElevateEdAZ staff has identified you as a potential participant in our future Teacher and Counselor Focus Group. Topics will include teacher certification incentives, dual enrollment course availability, and discussions on how we can continue to work together to increase dual enrollment opportunities across the valley. We hope you will join us as your perspective as a high school teacher or counselor is important to our work.

Questions

1. What is the value of students earning college credit in high school?
2. How do students earn college credit at your school?
3. Why do students choose one college credit option over another (e.g. AP, IB, dual, concurrent, industry credentials)?
4. What barriers limit the opportunities for students to earn college credit at your school?
5. What can be attributed to an increase in dual enrollments at your school?
6. On a scale of 0–5, zero being not at all and five being proficient, rate your confidence to describe the ways that earned college credit for students at your school applies to college requirements or workforce development.
7. Where do you get information to understand how earned college credit in high school applies to college requirements?
8. How do counselors and/or teachers participate in ways for students to earn college credit at your school (e.g. teaching classes for college credit, integrating industry exams, giving college credit presentations)? Are there incentives to do the work? If yes, are they enough?
9. What motivates you to participate in ways for students to earn college credit at your school?
10. Of all the things that we discussed, what do you think is the most important?
Have we missed anything?

Appendix B

Student-Parent or Guardian Focus Group

ElevateEdAZ is conducting a virtual focus group with students and parents to better understand trends, barriers, and successes of dual enrollment across our partner schools. Our ElevateEdAZ staff/your teacher has identified you as a potential participant for our upcoming Student and Family Focus Group. Your perspective as a high school student/guardian is a very important part of our work. We hope you can participate in this focus group so we can continue to better understand how to support and increase early college credit opportunities for students across Arizona.

Questions

1. What are the most important jobs in your community? What are the most in demand jobs in your community?
2. What is your (child's) college and/or career plan after high school? What informs the plan?
3. What is the value of earning college credit in high school?
4. What motivates students to earn college credit at your school?
5. How do students earn college credit at your school?
6. How do students (or parents/guardians) learn about earning college credit in high school?
7. How do students decide which courses to enroll into in high school?
8. Why do students choose one college credit option over another (e.g. AP, IB, dual, concurrent, industry credentials)?
9. Why do you (your student) enroll into courses for college credit? Why don't you enroll into courses for college credit?
10. On a scale of 0–5, zero being not at all and five being proficient, rate your confidence to describe the ways that earned college credit for students at your school applies to college requirements.
11. If you (your student) enrolled into a course for college credit, what was your experience like enrolling into the course? What needs improvement?
12. What would make a difference in a student's decision to take a high school dual enrollment class and enroll for college credit?
13. Of all the things that we discussed, what do you think is the most important? Have we missed anything?



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