



Fall 2024

Dual

Enrollment

Follow-Up

Report

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Project Partners



Fall 2024 Dual Enrollment Follow-Up Report

Executive Summary

The Fall 2024 Dual Enrollment (DE) Report provides a follow-up on the Fall 2022 Dual Enrollment project, evaluating progress toward the goals established in the initial report. The 2022 project, a collaboration between ElevateEdAZ, Maricopa Community Colleges District (MCCCD), Mesa Public Schools (MPS), and Phoenix Union High School District (PXU), resulted in a 40% increase in unduplicated students enrolled in DE programs compared to the previous year. **Since 2022, the distinct enrollment count has increased by another 15.87%, across all ElevateEdAZ schools.**

This success was achieved through a multi-pronged approach addressing student and family engagement, teacher incentives, intentional course alignment, and improved administrative processes. This follow-up report provides updates on the ElevateEdAZ Dual Enrollment project since 2022, analyzes updated data for Fall 2024, assesses the impact of the 2022 recommendations, and provides recommendations for continued progress to the ElevateEdAZ team, and other interested stakeholders.

New data on the impact of DE on students' educational trajectories was published in 2023, continuing to demonstrate its effectiveness. According to [Helios Education Foundation's Dual Enrollment Report \(2023\)](#), students who take dual enrollment are 2.1 times more likely to attend college and 1.2 times more likely to persist in college. DE proves to remain a top priority for schools to support students' post-secondary success.

The DE project from 2022 identified **four priority areas** with **key recommendations**. The full report contains details on the process, findings and recommendations, and can be found [here](#).



Students & Families

Students have the opportunity to take 12 college credits and understand the value of early college.



Teachers & Faculty

Teachers are motivated to teach dual enrollment courses and have the opportunity to become qualified.



Intentional Alignment

Dual enrollment courses are a valuable use of time and resources for students.



Administration & Planning

Project partners sustain a strong, seamless partnership resulting in student success.

Progress Updates

Since 2022, three additional districts, including Deer Valley Unified School District (DVUSD), Paradise Valley Unified School District (PVUSD), and Peoria Unified School District (PUSD), as well as one charter network, ASU Preparatory Academy, have joined the ElevateEdAZ network. The full list of ElevateEdAZ districts and schools are in Table 1 below, bringing the total number of participating districts to five, and the total number of high schools to twenty-one. ASU Preparatory Academy is not included in the following data analysis as they offer concurrent enrollment given their partnership with Arizona State University.

District	School
ASUPrep	ASU Prep Downtown Phoenix High School
ASUPrep	ASU Prep South Phoenix High School
DVUSD	Barry Goldwater High School
DVUSD	Deer Valley High School
MPS	Dobson High
MPS	Mesa High
MPS	Mountain View High
MPS	Red Mountain High
MPS	Skyline High
MPS	Westwood High
PUSD	Ironwood High School
PUSD	Peoria High School
PVUSD	North Canyon High School
PVUSD	Paradise Valley High School
PXU	Alhambra High School
PXU	Betty Fairfax High School
PXU	Central High School
PXU	Metro Tech High School
PXU	Phoenix Coding Academy
PXU	South Mountain High School
PXU	Trevor G. Browne High School

Per the recommendations from the 2022 DE report, ElevateEdAZ has continued to convene and facilitate sharing of best practices between the districts to make progress in four key areas:



Students & Families

- ElevateEdAZ College and Career Coaches build student awareness and provide added supports on ElevateEdAZ campuses
- Develop a more comprehensive webpage articulating value of DE on Arizona Department of Education website
- Conduct student and family focus groups to identify barriers to dual enrollment attainment



Teachers & Faculty

- Provide incentives to dual enrollment teachers, including state funding
- Provide incentives to newly certified dual enrollment teachers



Intentional Alignment

- Prioritize availability of dual enrollment courses that have the highest transferability regardless of degree, including ENG 101, ENG 102, HIS 104, and MAT142.
- Prioritize access to Arizona General Education Courses (AGEC)



Administration & Planning

- Convene quarterly statewide Dual Enrollment Coalition to build on best practices
- Sign data sharing agreement between ElevateEdAZ and MCCD to provide real time data for decision making
- Create ElevateEdAZ Power BI Dashboard provides College and Career Coaches with measurable data at the school and district levels

Data Update (Fall 2024 Only)

The Fall 2024 and yearlong dual enrollment data demonstrates positive momentum and opportunity for continued efforts in each of the four priority areas recommended in 2022.

Since 2022, the Fall plus Yearlong enrollment count in ElevateEdAZ Schools has **increased by 15.87%, reaching 7,008 distinct enrollment counts across the twenty-one schools.** (Table 2) MPS leads the distinct enrollment count, at 2,791, and DVUSD leads the percentage growth in distinct enrollment count, increasing by 46% since 2023. (Table 3) The most significant year over year percentage increases in distinct enrollment counts occurred at Barry Goldwater High School (90%) in DVUSD and MetroTech (89%) in PXU. Paradise Valley High School in PVUSD also increased distinct enrollment count significantly since Fall 2023, by 55%. (Table 4) These three high schools also had the largest year over year percentage growth in dual enrollment courses offered (Table 5). Looking at each district, ElevateEdAZ participating schools had higher growth in dual enrollment headcount than in schools not participating. (Table 6)

Table 2. Distinct Enrollment for all ElevateEdAZ Schools

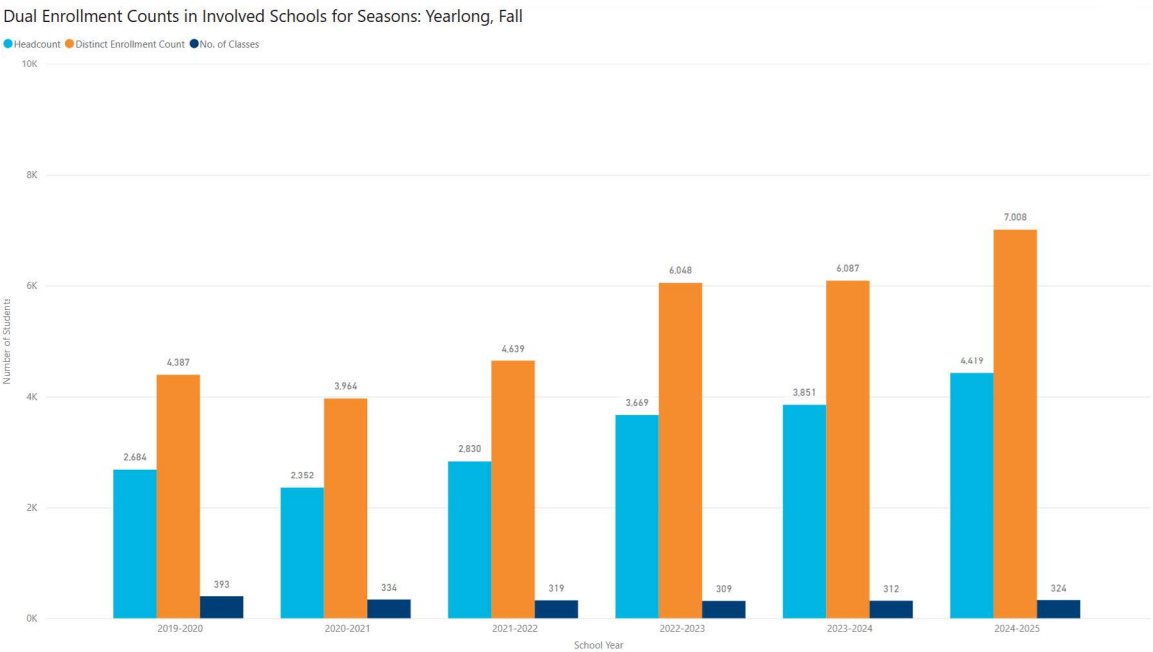


Table 3. Distinct Enrollment for all ElevateEdAZ Schools by District

Distinct Enrollment Counts Fall and Yearlong ElevateEdAZ Schools

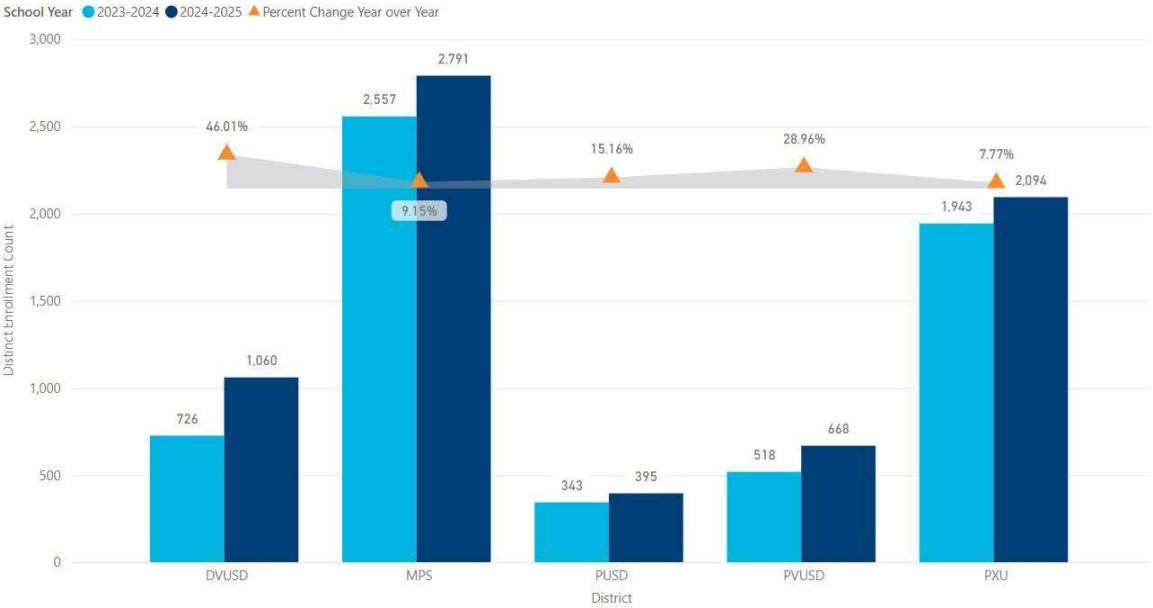


Table 4. Distinct Enrollment by District/School

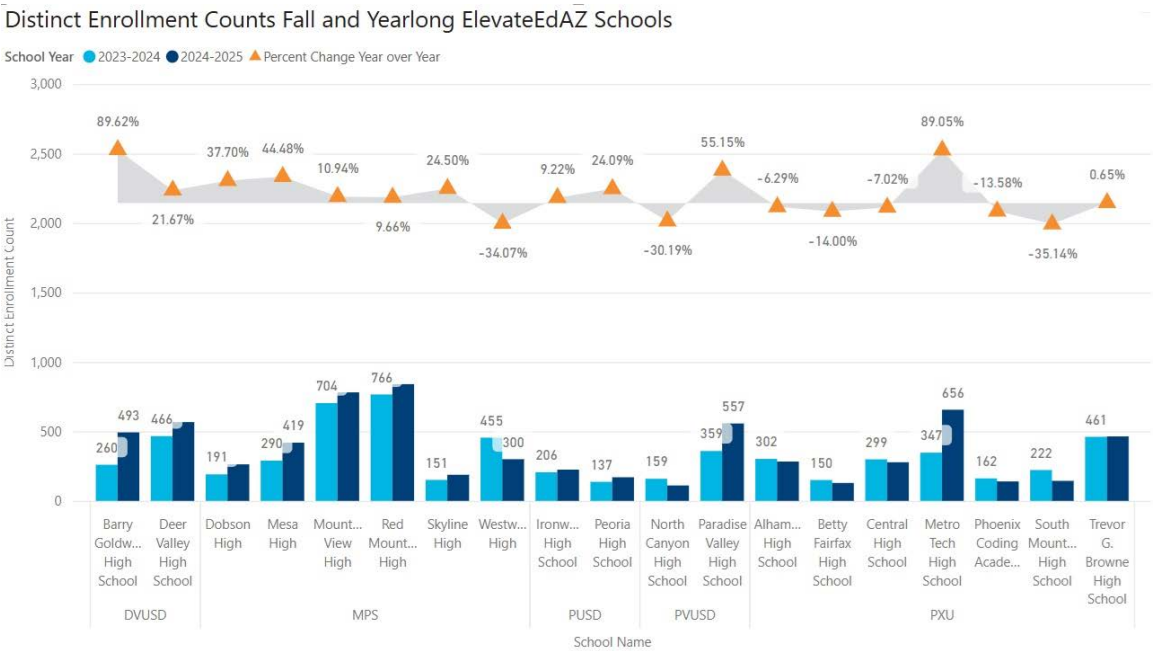


Table 5. Number of courses offered by district/school

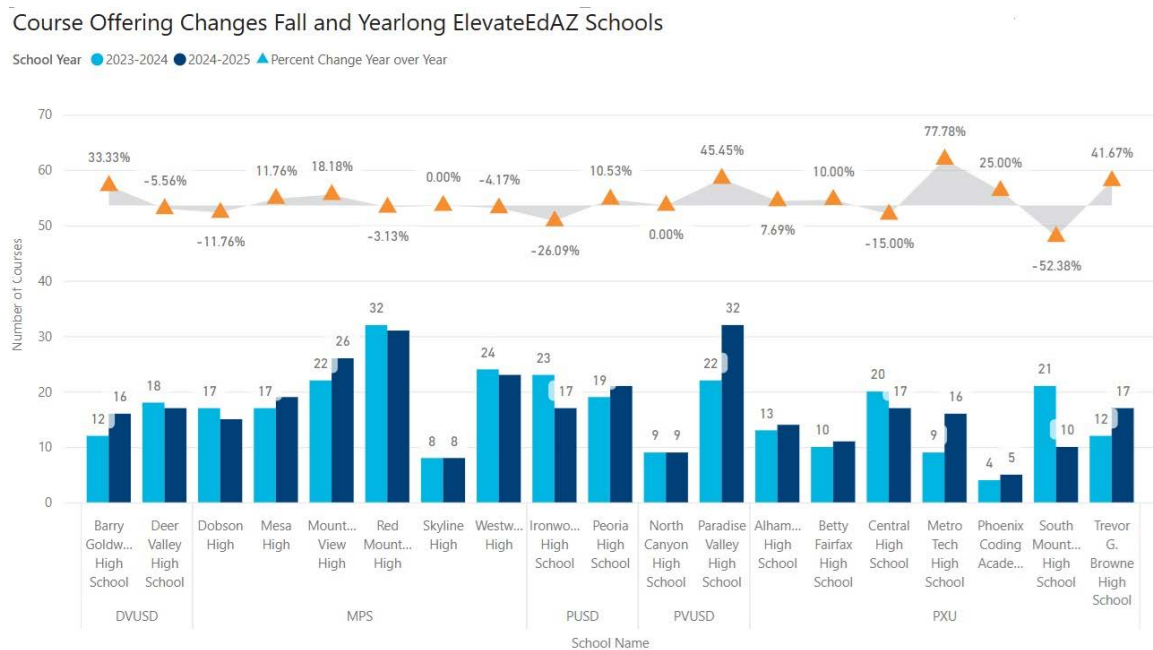
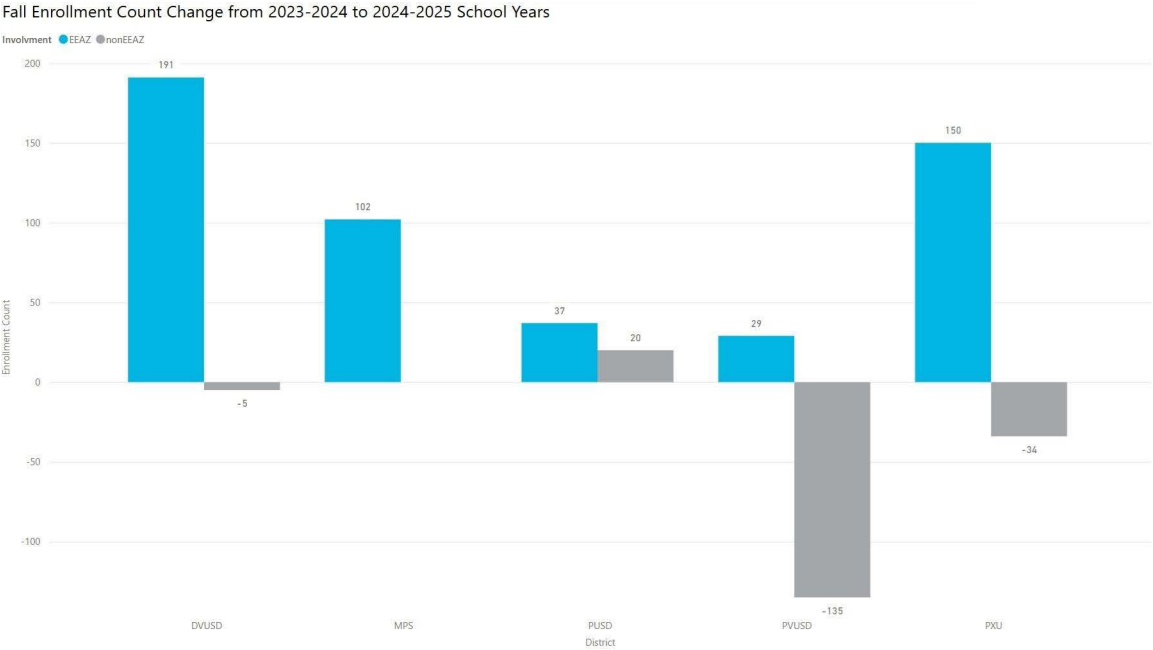


Table 6. Fall Enrollment Headcount in ElevateEdAZ vs. non ElevateEdAZ schools



*Note: The data in Table 6 has a pull date of 2/26/25, different than Tables 1–5 which have a pull date of 10/15/24

Highlights

ElevateEdAZ coaches work directly on high school campuses and with community college partners to problem solve with the goal of increasing DE rates. Their campus presence and collaboration has a significant impact, as shown in these examples.

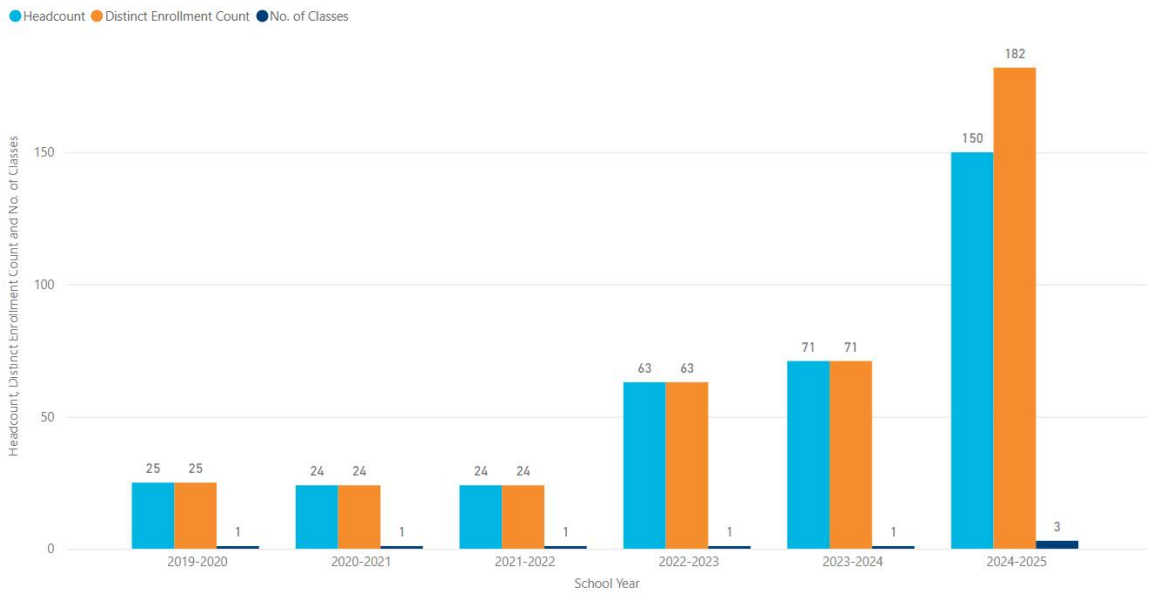
ElevateEdAZ Collaboration in Action at BGHS and PHS

Rikelle Ellis (College and Career Readiness Coach, Barry Goldwater High School)

At BGHS, Rikelle worked with administration to increase DE offerings from one to three courses, and 64% in district enrollment headcount.

“I did work with staff to encourage the use of a current teacher for ENG. I had requested a list of educators with masters and noticed she had one in English. After discussing dual enrollment with her, my DE team and I collaborated with the community college. We discovered that offering ENH110/ENG101 to juniors would allow for them to take ENG102/ENH111 the following year (ENH110 is a pre-rec) and would extend the number of dual courses offered and allow BGHS students to be closer to obtaining an AA. That educator had previously submitted to teach DE creative writing but was denied. I figured out how to best utilize her background, without stepping on toes or taking away DE from the teacher who was currently teaching ENG101/102. The two of them now work in collaboration as a year one, year two set up.”

Barry Goldwater Enrollment in Eng 101



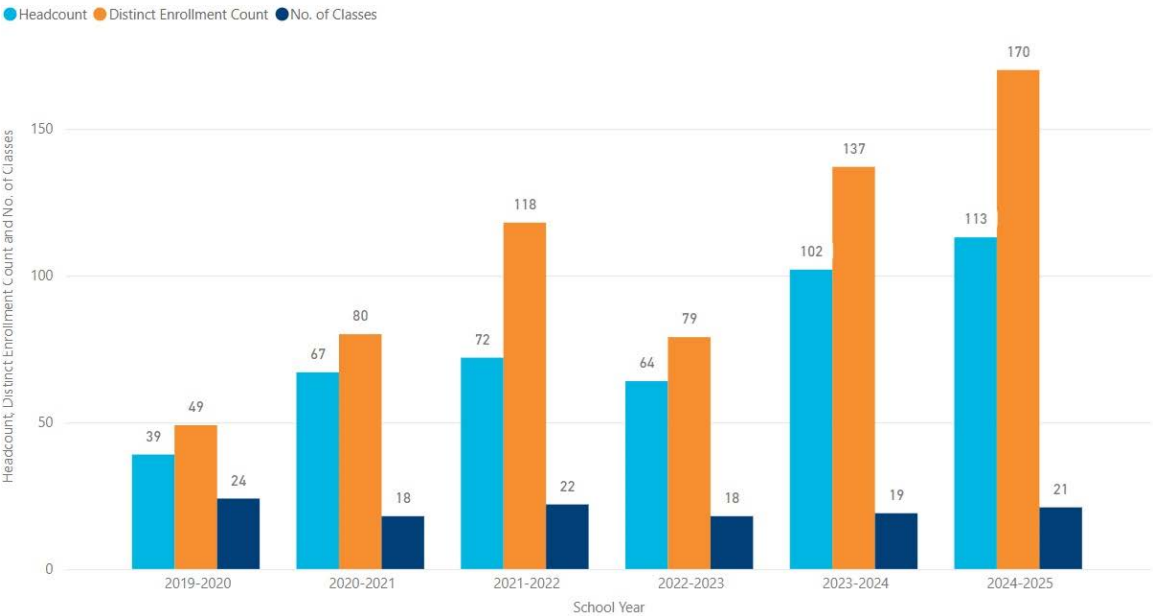
Karina Soriano – Peoria High School

Karina’s collaboration with school leaders and the community college led to a 24% growth in distinct DE headcount.

Karina worked on these strategies to increase DE at Peoria High School, Spring 2024/Fall 2024:

- build relationships with all dual teachers (meeting with them 1:1 and in small groups)
- build relationships with community college partners
- planning a semester ahead of time (if possible)
- introduction to dual workshops in classrooms (first or second week of the semester when dual is being offered). These are quick 15-minute information workshops.
- multiple on-campus registration workshops with the community colleges (semester that dual is being offered, before deadlines)
- student follow ups for missing items (weekly before deadlines)
- email reminders to teachers about deadlines

Peoria High School Dual Enrollment Growth

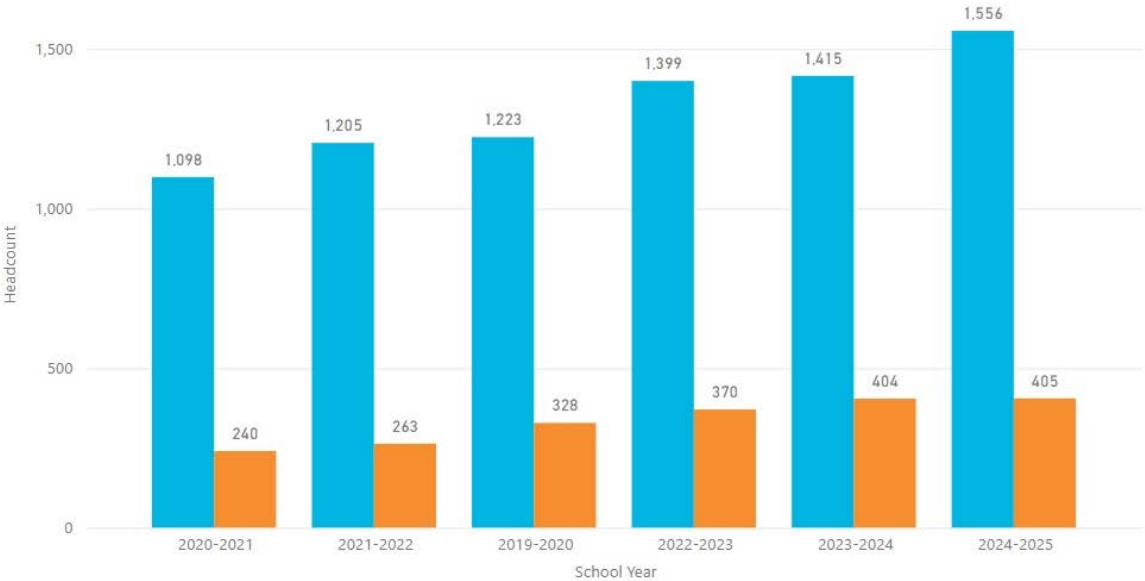


Strategic Focus Leads to Outcomes in MPS

Additionally, a key recommendation in the Intentional Alignment priority was to increase the focus on AGECE course offerings within schools. Mesa Public Schools focused on implementing this strategy. Between 2022 and 2024, the district had increased enrollment in AGECE courses by one hundred fourteen students.

MPS AGECE Enrollment Growth

AGECE Course Match ● AGECE ● Non-AGECE



Recommendations

Based on the Fall 2024 data and the analysis of the 2022 project, recommendations for Fall 2025 and beyond include:

Students and Families

- Utilize ElevateEdAZ coaches' support to offer workshops and informational sessions for students and families about the benefits of dual enrollment.
- Work with schools, the state, and community colleges to create more affordable dual enrollment options for low-income students, restoring state funding for financial aid, and increasing the pool of dollars for the Maricopa Grant.

Teachers and Faculty

- Provide professional development opportunities for teachers on how to effectively teach dual enrollment courses.
- Create a supportive environment for teachers who are teaching dual enrollment courses.
- Offer incentives for teachers who teach dual enrollment courses and assess the impact of incentives provided by ElevateEdAZ to new DE teachers or DE teachers teaching new courses, as well as by the Arizona Teacher's Academy.

Intentional Alignment

- Develop a clear and concise articulation agreement between high schools and community colleges
- Continue to focus on increasing enrollment in AGEC courses.

Administration and Planning

- Increase the number of dual enrollment courses offered to students, with a focus on ensuring low-income students have access.
- Ensure that any sources of financial support for students come with enough time to provide schools and students with guidance on usage.
- Continue to improve and streamline the process for DE by leveraging technology and automating as much of the enrollment process as possible.

Conclusion

The Fall 2022 Dual Enrollment project demonstrated significant potential for expanding access to dual enrollment coursework for high school students. The 2024 data demonstrates continued growth and improvement in Dual Enrollment across ElevateEdAZ schools. Continued collaboration and commitment from all partners remain crucial for achieving long-term success in enhancing college readiness and postsecondary attainment for students.



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