

Dual Enrollment Best Practices Ongoing Notes-PV/DV

Fall 2024 Meeting Notes (October 2024)

<u>Group Attendees</u>	Tia Wilson Vanessa Burry Art De La Cruz
Group Discussion: DE Data Review	
What do we notice?	Increases at BGHS and DVHS, addition of new courses. BGHS has close to the same student pop but less DE teachers but still running close to DVHS.
What worked?	Support from the ElevateEdAZ BGHS CCC, Rikelle Ellis and working with the DE reps from Rio. More Rio Rep time on campus. Receiving the calendar from Rio Reps when they would be on campus to ensure ElevateEdAZ collaboration.
What didn't work?	Students do not follow through if they do not have Rio rep or ElevateEdAZ support.
Why did we see increases or decreases?	Increases came from new teachers and courses and increased student support.
What additional data would be helpful?	Knowing the gaps why students get dropped. How many students are considered out of state tuition (new students). Students that drop due to an eligibility requirement, pre-req or EdReady. Students not recaptured.
Additional Notes:	
Review tasks from June meeting (below)	
What changes or adjustments should be made for spring enrollment?	
Next Steps: School Level Meeting	
How can we help you engage your school level leaders?	

What would be a successful approach in engaging your school leaders?	
Who should be included in this school level meeting?	
Include titles and emails:	

Q4 Meeting Notes (June 24)

Group Attendees	Jessamy Sanchez, Ashlyn Tupper, Erica Maxwell, Jackie Clayton, E.J Anderson, Tia Wilson
Best Practices: MPS Enrollment and Teacher Survey	
Notes, Questions, Wonderings:	<ul style="list-style-type: none"> - MPS is working to establish earlier start times for admission and enrollment. - MPS has a goal to graduate students with 12 early postsecondary credits. - Comments regarding increasing access to all subgroups of students. - Barrier is accessing data early enough to create rosters for students interested in dual enrollment.
Summer Strategic Planning:	
What are 3-5 tasks for a summer checklist:	<ul style="list-style-type: none"> - Contacting Rio Rep to see if CCC can join in viewing other schools set up. - Increase awareness to ATA for both coaches and educators. - Use the school calendar to use and set dates for enrollment process. - Offer a day for EdReady: Review admission requirement changes.
What resources are needed?	<ul style="list-style-type: none"> - Admission requirement - Rosters for enrollment
How can EEAZ support access to resources or supporting partnerships?	<ul style="list-style-type: none"> - Being aware of dates in which liaisons will be on campus - Have rosters prepared to share with coaches/support staff to help work collaboratively with Rio staff. - Training resources for educators.
Anything from other teams you would like to add?	-Ensuring that all parties are properly introduced; CCC and college reps know each other.

	<ul style="list-style-type: none"> -Helping to ensure that workshops are scheduled in a timely manner. - Considering altering the enrollment process to include an additional question about dual enrollment interest. -Parent nights for dual enrollment; making sure that parents and students are successful in understanding dual enrollment.
EEAZ Coach Discussion (whole group discussion)	
How can our coaches support?	<ul style="list-style-type: none"> - Jessamy; “A college and career coach provides resources to help students in and after high school. They provide access to information regarding access to high-way high demand programs.” - Provided information about WBL, such as internships, job shadows, and guest speakers. - Rikelle: - Worked directly with rio rep to learn the process and replicate with other classrooms <ul style="list-style-type: none"> - Used tools such as AZTransfer to understand how credits transfer to empower students to understand the benefits for their future college pathways/current high school pathway - Provided one to one support -Share support to dual enrollment teachers as well as potential dual teachers - Ashlyn: There are dependencies, so it is important to develop a strong rapport with admin and team. - Megan- Coaches can provide more support for parent resources. - Tia- Tuition assistance was a big factor, getting free and reduced lunch letter, and obtaining transcripts, etc. - Megan- Coaches can provide assistance with EdReady, coaches can get admitted into Maricopa, and take EdReady exam. Encourage coaches to be proficient in exam. Visit CTE classrooms about the relationship between CTE and core classes. - E.J Anderson- Challenge at the CC is to get students who want to be enrolled, enrolled. The high school receives a roster of enrolled, and the high school has the complete roster. E.J suggests coaches review rosters

Review Team Commitments	
What progress has been made in implementing this practice?	- Able to connect with Stephanie Chambers, liaison with dual enrollment. CCC was going to go into classrooms to connect about tuition assistance.
What barriers are you running into?	
What support is needed and from who?	
Are there any overlapping tasks on your Summer DE Checklist?	

Q3 Meeting Notes (March 24)

Group Attendees	<p>Laura Mayhew (PVUSD)</p> <p>Jackie Clayton (PVUSD)</p> <p>Rikelle Ellis (BGHS/DVUSD/ElevateEdAZ)</p> <p>Tia Wilson (BGHS/DVUSD)</p> <p>Denise Darre (DVHS/DVUSD)</p> <p>Jayne Fitzpatrick (DVUSD CTE)</p> <p>Alejandra ? (Rio Rep)</p>
Data Discussion Guide:	
1. What do you immediately notice? Wonder?	<p>That some of the school's enrollment went down and others were trending upward.</p> <ul style="list-style-type: none"> - Was it due to teacher attrition and are more teachers getting certified for the schools that had increases or was it more students participating?
2. What kind of data would be helpful to know to drive your work?	<ul style="list-style-type: none"> • It would be helpful to see the data from the other schools that we are not partnered with for comparison. • Growth and attrition are different factors so how can we get an accurate account of what the impact factors are when we collect this data?

	<ul style="list-style-type: none"> • The numbers don't show if a section is removed or added. • Knowing other data points such as student GPA that could impact their ability to participate and accurate number of eligible students.
3.What is the process in your district for teachers to become dual enrollment qualified?	<p>Limited process through the school district or campus. Most of the work happens at the back end of the college. PV and DV – Teachers can connect with the campus liaison but most of the work is done through the community college that offers the aligned dual enrollment course. Teachers need to connect with the college rep and the college department chair to ensure their curriculum meets the criteria and they have the correct credentials.</p> <p>Teacher credentials are collected and on file at the district office. Teachers can have a Master's degree but it may not be in the content area and the teacher would still need to obtain those focused credit hours.</p>
Best Practices Discussion Guide:	
Barry Goldwater High School	Funding Support/Registration Timeline
What would need to happen to implement this strategy/best practice with our school and community college partner?	DVUSD and PVUSD operate on similar models for DE best practices.
What are the barriers that need to be addressed?	<ul style="list-style-type: none"> • Funding support for ALL students
What resources would be needed?	<ul style="list-style-type: none"> • More information on McKinney Vento funds
Which people would need to be in support?	<ul style="list-style-type: none"> • For BGHS - Teacher training from Rio to increase enrollment
Mesa Public Schools	Strategic Plan

What would need to happen to implement this strategy/best practice with our school and community college partner?	DV and PV are implementing their own best practices which have some crossover to MPS strategies and their Graduation Plus plan (Industry certifications, WBL, earned college credit, advanced diploma designations, and college/career action plan). Differences occur in their funding process and covering student tuition.
What are the barriers that need to be addressed?	See comments in team review and next steps
What resources would be needed?	See comments in team review and next steps
Which people would need to be in support?	See comments in team review and next steps

Review of Team Commitment Discussion Guide

What progress has been made in implementing this practice?	First time meeting for DV and PV team.
What barriers are you running into?	<ul style="list-style-type: none"> • Remember not to compete with IB courses. • DE teachers are not knowledgeable enough on the enrollment process so they can also support students. • Submitting required documents • Students getting dropped and needing to re-enroll • Undocumented students get charged out of state tuition. Limited funding available and not under the same policy as DACA.
What support is needed and from who?	<ul style="list-style-type: none"> • Student enrollment support from DE teachers and other knowledgeable staff. • College rep supported by ElevateEdAZ Coach • Required document submission/access agreement approved through MOUs and appropriate individual assigned.

Teams Next Steps

Identify 2-3 action steps your team can take between now and our next meeting to move your work forward.	<ul style="list-style-type: none"> • Training the DE teachers so they can better support their students with enrollment and navigating any account issues. • Work with the DE College Liaisons to improve the application process and access to records. • Continue consistent team support and communication regarding dual enrollment through a champion team >>> Registrar>>Counseling>College Liaison>>ElevateEdAZ Coach>>Admin. • Create cheat sheets with QR (Denise uses this already but other campuses could lean into this tool).
Identify any barriers and resources needed to support action steps	<ul style="list-style-type: none"> • Improved college DE website • Additional DE deliverables for students and parents to highlight the benefits of DE and explain that it can be paired with concurrent early college courses, a timeline of the process, tuition options, etc. • Ease of teacher requirements of the focused credit hours when they already have a Master's degree (decision/rules can change depending on the college chairs).

Notes:

Jackie, PVUSD

- Students have option of 25/50/75/100% DE tuition support.
- Trust Fund (DE/IB/AP) > Grants > FTSE (Full-time Student Equivalents)
- Eng 101 DE is pure and students will be removed if needed
- Jackie got their rep access to Synergy through their MOU verbiage
- Parents need more information on how credits transfer