

## **Dual Enrollment Best Practices Ongoing Notes-Mesa Public Schools**

### ***Fall Meeting (October 2024)***

<b><u>Group Attendees</u></b>	Erica Maxwell
<b>Group Discussion: DE Data Review</b>	
What do we notice?	Mountain View and Red Mountain have the highest DE numbers. They are the largest high schools in the district. Skyline and Dobson have the lowest DE numbers. They are the smallest high schools in the district.
What worked?	
What didn't work?	
Why did we see increases or decreases?	
What additional data would be helpful?	
Additional Notes:	
<b>Review tasks from June meeting (below)</b>	
What changes or adjustments should be made for spring enrollment?	
<b>Next Steps: School Level Meeting</b>	
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)***

<b><u>Group Attendees</u></b>	
<b>Best Practices: MPS Enrollment and Teacher Survey</b>	
Notes, Questions, Wonderings:	
<b>Summer Strategic Planning:</b>	
What are 3-5 tasks for a summer checklist:	
What resources are needed?	
How can EEAZ support access to resources or supporting partnerships?	
Anything from other teams you would like to add?	
<b>EEAZ Coach Discussion (whole group discussion)</b>	
How can our coaches support?	
<b>Review Team Commitments</b>	
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?	

### Q3 Meeting Notes (March 24)

<b>Group Attendees</b>	Dr. Michael Garcia, Marlo Loria -- MPS Dr. Megan Garvy, Bibiana Rivera -- MCC Jennifer Mellor -- EEAZ Quentin Suffren, Danielle Mezera – Insightful Education
<b>Data Discussion Guide:</b>	
1. What do you immediately notice? <b>Wonder?</b>	<b>Duplicated counts?? How many courses are available per school? 1<sup>st</sup> time DE?? SES Indicators?? Teacher movement?? DE at non EEAZ schools?? Academic vs. Technical?? Demographics, GPA??</b>
2. What kind of data would be helpful to know to drive your work?	<b>Year over year cost? Which courses were added or deleted? Are students taking more courses? Continuing students? Completion rate??</b>
3. What is the process in your district for teachers to become dual enrollment qualified?	<b>Self-identifying, MPS will focus on English, History Schools identify own staff Asking what's in it for teachers – funding to support credentialling</b>
<b>Best Practices Discussion Guide:</b>	
<b>Barry Goldwater High School</b>	<b>Funding Support/Registration Timeline</b>
What would need to happen to implement this strategy/best practice with our school and community college partner?	<b>Recycled funds back into DE—McKinney Vento Funds, Counselor informs student that that money is available, Worked with students 1:1 to enroll with needed paperwork Team approach on campus to support student resource center Train teachers to support students completing the application Have all students apply for school funds first</b>
What are the barriers that need to be addressed?	
What resources would be needed?	<b>FTSE grant DTAP</b>

Which people would need to be in support?	<b>School counselor with a focus on DE --stipend</b>
<b>Mesa Public Schools</b>	<b>Strategic Plan</b>
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?	<b>Survey students—didn't understand value of college School based approach—not district</b>
What resources would be needed?	<b>Ensure schools are offering course that are aligned to pathways</b>
Which people would need to be in support?	
<b>Review of Team Commitment Discussion Guide</b>	
What progress has been made in implementing this practice?	<b>Timeline starting in April identifying students Raise awareness of strategy</b>
What barriers are you running into?	<b>Relevancy to students Point people to streamline communication</b>
What support is needed and from who?	<b>Identify point people to streamline communication</b>
<b>Teams Next Steps</b>	
Identify 2-3 action steps your team can take between now and our next meeting to move your work forward.	<b>Review plan with counselors, AP of registration at next meeting Westwood to pilot scholarship/financial need process similar to Barry Goldwater</b>

Identify any barriers and resources needed to support action steps	<b>Raise awareness of strategy</b> <b>Internal financial barriers</b>
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### **Q2 Meeting Notes (December 23)**

<b>Group Attendees</b>	MPS – Cynthia Catledge, Michael Garcia MCC – Celina Salinas, Megan Garvey, Bibiana Rivera Rio Salado – Art De La Cruz ElevateEdAZ – Tony Finn, Amir Law
<b>Team Best Practice/Strategy</b>	MPS and MCC are Reconvening A Design Team for Communication – Students/Families, staff, and administrators
<b>What would need to happen to implement this strategy/best practice at our school/district?</b>	<ul style="list-style-type: none"> <li>• Establish clear timelines for the students that are easy to follow.</li> <li>• Data-sharing agreement (HS-MCC): What are the opportunities to make the process easier for students (Grades, GPA, Rosters for DE enrollment, pre-enrollment data for HS students/DE Courses)</li> <li>• Awareness and Clear Communication</li> <li>• Collaboration between HS and college personnel</li> </ul>
<b>What are the barriers that need to be addressed?</b>	<p><b><u>NUMBER ONE BARRIER AS SHARED BY STUDENTS– AWARENESS OF PROCESS, REASON, AND IMPLICATIONS OF DE</u></b></p> <p>What’s the why – Parents and students MIUST know how DE applies and why it is important for college-going cultures (How does the course apply?) - pertains to Teachers as well</p> <p>HS and College systems “speaking to each other” through a data sharing agreement.</p> <p>Each College has their own process in supporting students to enroll in DE and providing information to students</p> <p>Labor intensive process – what can be taken off the student’s “plate”</p> <p>Financial Implications; Transportation to College site, when needed.</p>
<b>What resources would be needed?</b>	<p>Development of an Ecosystem of support and communication related to DE</p> <p>Effective and Just-in-time communication to students and parents.</p> <p>Mandatory orientation for DE students and families.</p> <p>Data-sharing agreement between HS Districts and MCCCC</p> <p>HS Email Addresses (Teachers)</p> <p>Certified DE HS Teachers</p> <p>Supporting Under-resourced Communities</p> <p>(Re) Empowering DE Teachers to serve as a catalyst for engaging students</p>
<b>Which people would need to be in support?</b>	<p>effective Collaboration Between:</p> <p>HS Counselors</p> <p>MCC College Reps</p>

	<p>Teachers</p> <p>Administrators</p> <p>Families</p> <p>Peer Advisors</p>
<p><b>Additional thoughts, concerns, questions?</b></p>	<p>Are students in a HS class that is DE or are students in a college course that provides HS credit?</p> <p>Building an ecosystem of support that enables students and families to be aware of the DE opportunities as well as the reasons and benefits of DE.</p> <p>How do we provide the information needed, to the people who need it, when they need it?</p>