

SITE VISIT REPORT  
MARICOPA COLLEGE, ARIZONA  
COLLEGE AND CAREER TRANSITION INITIATIVE (CCTI)  
TEACHER PREPARATION

Site visitor: Elisabeth Barnett, UIUC  
Dates: December 9<sup>th</sup> and 10<sup>th</sup>, 2003  
Principal partners: Maricopa County Community College District (MCCCD)  
National Center for Teacher Education  
Estrella Mountain Community College  
Glendale Community College  
South Mountain Community College  
Phoenix College  
Maricopa County High Schools  
Moon Valley High School  
Glendale Union High School  
Teacher Prep Charter High School  
Dystart High School  
South Point High School  
Arizona State Department of Education, Career and Technical  
Education Division  
Buckeye Elementary School District- business partner

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**Program Abstract:**

Maricopa County Community College District, in partnership with local high schools and other stakeholders, will create smooth pathways from high school to college for future teachers. The preferred core curricula for the program will be the courses and activities associated with the secondary Education Professions program and the postsecondary Associate of Arts in Elementary Education. Strong linkages with county, state and national organizations will allow this project to have wide impact.

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**Maricopa County Community College District**

Located in the most populated county in the state of Arizona, the forty-year-old Maricopa County Community College District (MCCCD) is one of the largest education systems of its kind in the nation. The college district has just celebrated its 40<sup>th</sup> year. Originally attached to the Phoenix Union High School District, Phoenix College became a separate entity in 1963 and a cycle of rapid growth began. By 2002, the district had ten colleges, two skill centers, fifteen large educational centers and over 200 teaching sites. It is also the home of the Center for Workforce Development, the largest provider of job training in the state of Arizona. Of the ten colleges in this district, four are participating in the CCTI project.

MCCCD provides educational and training services to more than quarter million students every year. The diverse MCCCD student body represents the variety of ages, interests,

backgrounds, and ethnic mix of the Maricopa County population of 3,200,000 inhabitants. Of all high school graduates in Maricopa County, 45% attend one of the MCCCDC colleges within one year of graduation. The mission of MCCCDC is to create and continuously improve affordable, accessible, effective and safe learning environments for the lifelong educational needs of the diverse communities served.

MCCCDC currently provides leadership on a local, state, and national level for the recruitment, preparation, and retention of high quality and diverse PreK-12 teachers. In doing so, the colleges are well aligned with state priorities. In her State of the State address on January 13<sup>th</sup>, 2004, Governor Janet Napolitano declared that:

To build the new Arizona of our highest aspirations, we must enhance our commitment to Arizona's children and their education. This is where we stake our claim. This is where we create our legacy. In the new Arizona:

- Every Arizona child must start first grade safe, healthy and ready to learn.
- As children advance through school, they must obtain the skills they will need to succeed in the 21<sup>st</sup> century.
- And after they graduate from high school, they must have access to technical and vocational training, to community colleges, and to universities.

She then went on to emphasize the importance of having highly trained, dedicated teachers in every classroom. MCCCDC's board of directors has made it a top priority of the college to contribute to this vision.

### **Preparation of Teachers**

Maricopa is uniquely poised to fulfill the potential of the CCTI project in its aspiration to align secondary and postsecondary education in order to develop seamless pathways for students into priority career areas. This is because of the strong leadership at the site, and the convergence of a number of factors conducive to the fulfillment of this promise.

Maricopa's Center for Teacher Education, created in 2001, is housed in the Maricopa Community College District Office and is working at three levels—local, state, and national—to improve the preparation of teachers. First, they are providing leadership for the development of stronger teacher education programs at the ten independent Maricopa campuses, which currently have an array of existing programs articulated with feeder high schools, as well as with the three branch campuses of Arizona State University (ASU). The Associate in Arts in Elementary Education (AAEE) degree program is one of these, and is thought by the Center to be an especially well-designed model. Implemented for the first time during the 2003 fall semester, the AAEE will be a key component of MCCCDC's CCTI project. This degree plan is covered by a statewide articulation agreement so that it may transfer, as a package, to any college of education in the state, with students entering at the junior level.

Second, many aspects of their work have implications for state policy on teacher education, which has, of course, become a pressing issue due to the requirements of the No Child Left Behind Act (NCLB). Here again, the MCCCCD Center for Teacher Education is taking leadership. In addition to the development of the AAEE degree, extensive effort has gone into planning for the education and certification of classroom paraprofessionals. They have worked with the state to select two tests that will be used to certify paraprofessionals—ParaPro and WorkKeys. They are also involved in several research projects to inform policy in this area, particularly crosswalking various sets of standards, curricula, and exams in order to determine alignment and consistency among them (more on this below).

A related initiative is the Teacher Education Partnership Commission, a joint effort of MCCCCD, local K-12 school districts, the business community, and representatives of state and local government, created to provide leadership in improving teacher recruitment, retention, and quality. The group is currently co-chaired by Dr. Anna Solley, Vice Chancellor for Academic Affairs at MCC and Pete Turner, Superintendent of the Liberty School District. Three sub-committees set annual action goals related to teacher preparation, diversity, and collaboration.

Third, the office serves as the National Center for Teacher Education, now in its second year, created to “[serve] in a leadership role for PreK-12 teacher education initiatives, working collaboratively with community colleges, business, education, government, and community leaders to develop programs and services that support the community college role in teacher education, locally, nationally and internationally” (mission statement). Among a number of current initiatives of this office is the National Association of Community College Teacher Education Programs with 461 members, which will hold its second annual conference in February 2004.

In summary, the office is very well positioned to develop and advance policies and programs that will influence a wide audience and affect large numbers of students. A key reason for this is the importance accorded to this issue by the MCCCCD Governing Board, which has made teacher preparation a priority area and established goals and measures for its development. This commitment is embodied in the personal involvement of Vice Chancellor Solley, particularly in her role as Co-Chair of the Teacher Education Partnership Commission. Further, MCCCCD’s history in providing leadership on community college issues in general allows them to set the pace for others in emerging areas such as this one.

The high schools participating in this project were selected by the four colleges who are involved with the CCTI project. Priority was given to those with which they already had established joint initiatives in teacher education. Some of these partnerships already include articulated programs of study, dual credit course work, academic advisement, student mentoring, and special activities to reinforce skills needed by teachers. Two of the participating high schools are participating in the Arizona Department of Education (ADE), Career and Technical Education (CTE), Education Professions program that is being implemented in the 2003-2004 school year. Following the lead of several

individual teachers who researched high school curricula related to teacher preparation, The state recently adopted the South Carolina-based *Education Professions* model as its suggested approach. This curriculum has been adapted to prepare students coming out of high school to become certified as classroom paraprofessionals in Arizona. It has also been aligned with the community colleges' introductory courses in education.

### **The CCTI Program**

The CCTI project entered into this already dynamic environment, and is contributing several new initiatives. These are in the process of being designed, and are expected to have both policy and programmatic dimensions. According to Cheri St. Arnauld, National Director of Teacher Education Programs and Site Partnership Director, the CCTI grant has helped to focus efforts on the alignment of curricula and programs between the secondary and postsecondary levels (i.e., the AAEE and Education Professions), an area that had not received a great deal of previous attention. It is also allowing the office to bring together key partners to create a smoother pathway for students as they transition from high school to college. **Appendix A** offers a visual picture of the relationships among aspects of the MCCCDC project.

#### *Policy Level*

To address the improvement of teacher education programs at the college and state level, the following activities are planned or underway:

- In order to keep making progress in aligning various parts of the teacher preparation system statewide, crosswalks of the following will be performed by grant-supported consultants or other cooperating groups:
  - The Arizona secondary standards with the ASSET test (used by the college as a placement test).
  - The objectives of the Education Professions program with the AAEE introductory course objectives.
  - The ParaPro and WorkKeys tests with the ASSET test.
  - The AAEE coursework with the first of two tests taken by aspiring teachers in Arizona, the Arizona Educator Proficiency Assessment (AEPA).
- In addition, a crosswalk has already been done between the Education Professions curriculum and the Arizona secondary standards.
- Discussions with key stakeholders will be held to: 1) point to gaps between any of these systems that need to be closed, and 2) to further inform high schools and colleges about the clear alignment between the recommended curricula (Education Professions, AAEE) and the gate-keeping exams (ParaPro, WorkKeys, and AEPA).
- The data collection systems developed to track students under the CCTI project are expected to serve as models (or at least learning experiences) for the development of student data systems in the MCCCDC system in general.

### *Program Level*

Four colleges in the MCCCCD system are participating in this project. The selected colleges demonstrated a strong commitment to teacher preparation, had existing relationships with high schools, and expressed a willingness to carry out all planned activities related to the grant. They all serve high numbers of Latino students, a group that has been underrepresented in the teaching profession. High schools were selected because they had an existing group of students involved in teacher preparation activities of some kind. These institutions will implement the following activities:

- Participating high school students will be tested using the ASSET test to assess readiness for college. For those already prepared for college level work, dual enrollment options will be offered in education or other subject areas.
- For those not yet ready for college work, individual student plans will be developed. These will be based on the recommendations of a committee of high school and college faculty and counselors, and may include extra coursework at the high school, remedial coursework provided by the college, tutoring, or other options. Approximately \$200-300 per participating student will be available to support this. Students may choose from the options recommended and available.
- Participating high schools and colleges will receive access to TaskStream. This is a web-based tool that allows instructors to design lessons and units and map them to different sets of standards, develop electronic portfolios and web pages for students, and share curriculum resource collections. TaskStream portfolios are expected to transfer seamlessly to MCCCCD and to ASU.
- High school students, faculty, and counselors will be given information and training about the AAEE as well as other MCCCCD teacher education programs. It is hoped that increasing numbers of students will take advantage of the AAEE degree option because of its rigor and easy transferability to four-year institutions.
- High school and college faculty will be encouraged to use the Education Professions and AAEE curriculum models because of the advantages that they offer to students, and the way that they are aligned with state and national standards and exams.

### **Advisory Council**

As this project is especially broad in scope, there are many people involved in both advisory and implementation capacities. In addition to a partnership team associated with each participating college, there are four other groups with responsibilities related to this project:

- MCCCCD Site Team
- MCCCCD Data/Research Collection Team
- Business Team Members
- Secondary and Postsecondary Faculty.

**Appendix B** provides a list of those involved with the project, along with their affiliations and the sub-groups of which they are part (see the key on the last page). Meetings of this group took place in July and October of 2003.

## **Implementation Plan**

The specific activities planned to address each of the five outcomes sought in the CCTI project are listed in **Appendix C** (updated copies will be posted on the project website of the League for Innovation in the Community College as they become available). The following are some of the activities that have taken place during this academic year to advance aspects of the CCTI project:

- An orientation session has been offered to high school faculty to introduce them to TaskStream.
- Meetings have taken place with state representatives to coordinate the preparation of paraprofessionals.
- A brochure promoting the AAEE has been developed for use in high schools and elsewhere. This has already proven to be a useful tool.
- Extensive planning and relationship building activities have been underway in coordination with staff of the four colleges, the five high schools, and the Arizona Department of Education, in addition to other groups within MCCC.
- Staff is developing administrative systems and forms for various aspects of the project.

Activities planned for later this academic year include:

- Training of counselors on the AAEE at their annual conference in February 2004.
- Training of faculty on the use of TaskStream.
- Crosswalks of various curricula, standards, and tests as noted above.
- Officially enrolling students into the CCTI program. It is expected that between 20 and 30 students at each high school will participate.
- Administering the ASSET test to participating high school students.
- Follow-up counseling to offer dual credit opportunities or remediation support.
- Creation of individual student plans with options for remediation
- More aggressive recruitment of high school students into the AAEE program.

## **Data Collection**

Most data collection activities are in the planning stages and will be coordinated by the Site Coordinator and Project Co-Coordinators, with technical assistance from the Director of Institutional Effectiveness. They have begun gathering data on students enrolled in the AAEE, although numbers are still small due to the fact that the program is very new and that it competes for students with numerous other teacher preparation programs in the college system. Staff are hopeful that much of the data on participating high school students can be provided by the Arizona Department of Education which collects data on career and technical education students throughout the state. Current

plans are to use the ParaPro and WorkKeys tests as important sources of information on the program's impact on students at the time of high school graduation. The Community College Survey of Student Engagement (CCSSE) and the High School Survey of Student Engagement (HSSSE) are both scheduled to be administered in 2004 and 2006.

### **Benefits of the CCTI Project**

Those interviewed highlighted a number of benefits that CCTI brings to MCCCCD and its colleges, participating high schools, and local students. Enthusiasm was expressed regarding the progressively closer working relationships that are developing between the colleges and high schools leading to opportunities to work together on a variety of fronts. Of particular value is the focus on making sure that students graduate from high school fully prepared for college.

Those involved with the project also appreciate the way that the CCTI project supports and complements the district's goals related to teacher education at the local, state and national levels. Important advances are being made in each of these arenas, bolstered by CCTI activities. Particularly important are the gains to be made in addressing gaps and alignment problems throughout the system. Further, the prestige associated with a national grant from the League for Innovation in the Community College is helpful in getting stakeholders to the table and encouraging coordinated planning among the autonomous colleges and diverse school districts. In addition, some newer ideas are being tried under the auspices of the grant that have important potential for statewide replication.

Vice Chancellor Anne Solley noted that interaction with representatives of other CCTI projects around the country has been helpful to the college in designing their approach. Maricopa Colleges are, and aspire to continue as, national leaders in community college innovation and expect that projects such as this will allow them to further advance in this role.

### **Challenges Associated With the Project**

This college district has set itself a very ambitious agenda for the CCTI project, which will be accomplished by drawing on resources and leveraging funds from a number of different sources. This is possible because the area of teacher preparation is a clear priority for the institution at this time. Despite this, the staff appear to be stretched by the tasks involved in establishing four high school-college partnerships; supporting the implementation of the AAEE and Education Professions curricula; introducing new tools and assessments like TaskStream and ParaPro; crosswalking a number of different sets of standards, tests and curricula; developing a system to test and remediate students; working on recruitment of students into programs; and collecting data needed for evaluation.

Other challenges mentioned by those interviewed include:

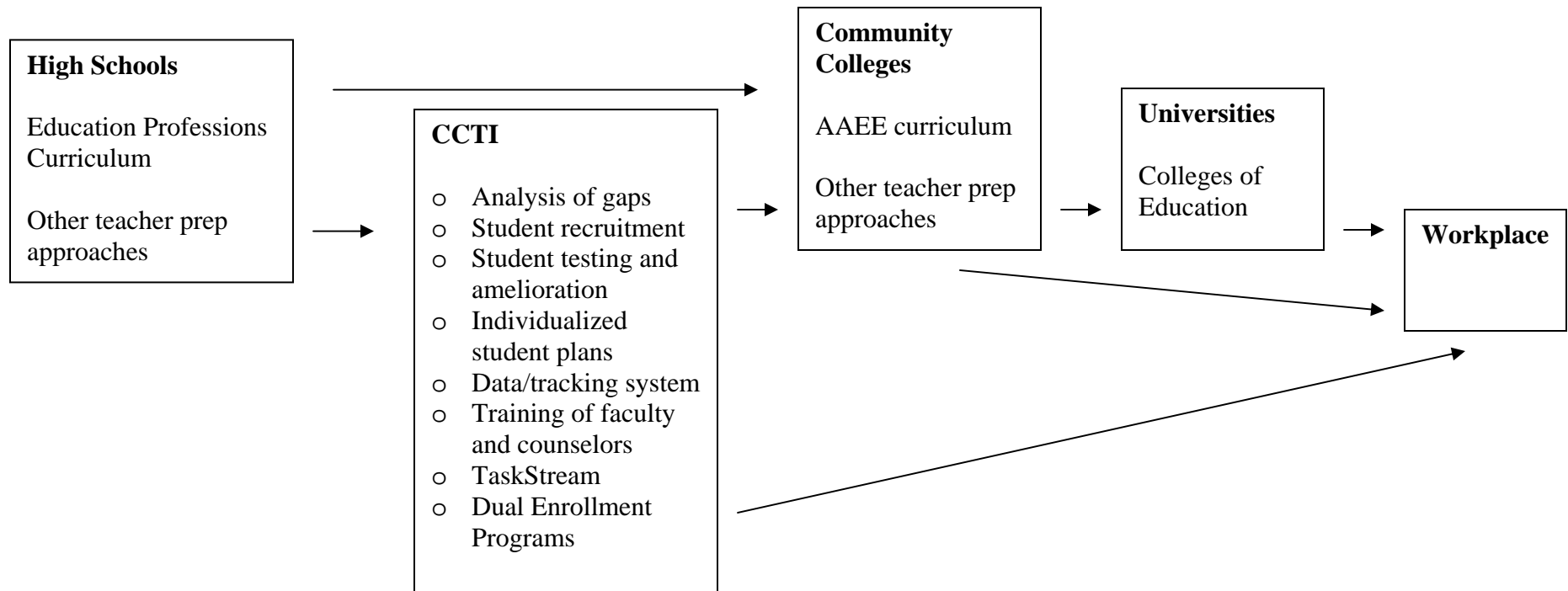
- The NCLB elicits a great deal of attention from high school leadership; other projects may be considered a lower priority. The new AIMS test required for high school graduation has had a similar impact.
- The AAEE is set up as a block program with students moving as a cohort through each semester of classes. This may impede early entry by high school students.
- There are large numbers of students with multiple challenges including speaking English as a second language.
- Each participating college is independent and may choose whether or not to participate in specific grant-related activities. They establish their own agendas, priorities, and schedules. However, the Instructional Council serves an important and unifying curriculum coordinating function.
- Some difficulties are expected to arise in the collection of the data needed for this project.

## **The Future**

The teacher preparation program at MCCCCD is uniquely positioned to make important and lasting contributions at the local, state, and national levels, especially influencing the ways that high schools, community colleges, and university-based colleges of education work together. The groundwork laid by this program will also be of great benefit as they move on to the development of degrees in special education and secondary education in the not-too-distant future.



**APPENDIX A:**  
**MARICOPA CCTI PROGRAM**  
**TEACHER PREPARATION**





## SITE PARTNERSHIP MEMBER LIST

Site Partnership:

**MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT**

	NAME	TITLE	INSTITUTION/ORGANIZATION	email address	PHONE NUMBER
1	ANNA SOLLEY	VICE CHANCELLOR OF ACADEMIC AFFAIRS	MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT	<a href="mailto:anna.solely@domail.maricopa.edu">anna.solely@domail.maricopa.edu</a>	(480) 731-8101
1-8	CHERI ST. ARNAULD	NATIONAL DIRECTOR FOR TEACHER EDUCATION PROGRAMS	MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT	<a href="mailto:cheri.st_arnauld@domail.maricopa.edu">cheri.st_arnauld@domail.maricopa.edu</a>	(480) 731-8726
1-8	RAY OSTOS	DIRECTOR OF COMMUNITY PARTNERSHIP PROGRAMS	MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT	<a href="mailto:ray.ostos@domail.maricopa.edu">ray.ostos@domail.maricopa.edu</a>	(480) 731-8095
1-8	RENE MANNING	DIRECTOR OF SPECIAL PROJECTS	MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT	<a href="mailto:rene.manning@domail.maricopa.edu">rene.manning@domail.maricopa.edu</a>	(480) 731-8034
1,2	ARCHANA AGRAWAL	INSTITUTIONAL RESEARCH SPECIALIST	MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT	<a href="mailto:Archana.agrawal@domail.maricopa.edu">Archana.agrawal@domail.maricopa.edu</a>	(480) 731-8028
1,2	GEORGIA GUDYKUNST	DISTRICT DIRECTOR OF INSTITUTIONAL EFFECTIVENESS & OUTCOMES	MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT	<a href="mailto:georgia.gudykunst@domail.maricopa.edu">georgia.gudykunst@domail.maricopa.edu</a>	(480) 731-8495
2	DONNA SILBER	COORDINATOR FOR INSTITUTIONAL EFFECTIVENESS & OUTCOMES	MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT	<a href="mailto:donna.silber@domail.maricopa.edu">donna.silber@domail.maricopa.edu</a>	(480) 731-8689
2	TRACY SALTER	SYSTEMS PROGRAMMER II	MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT	<a href="mailto:tracy.salter@domail.maricopa.edu">tracy.salter@domail.maricopa.edu</a>	(480) 731-8035
1	CAROL HALE	DIRECTOR OF GRANTS & CORPORATE DEVELOPMENT	MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT	<a href="mailto:carol.hale@domail.maricopa.edu">carol.hale@domail.maricopa.edu</a>	(480) 731-8031
1,8	RICHARD MALENA	EDUCATION INSTRUCTIONAL COUNCIL CHAIR	MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT	<a href="mailto:richard.malena@mcmill.maricopa.edu">richard.malena@mcmill.maricopa.edu</a>	(480) 654-7720

1,7	KEN ROBERTS	DEAN OF INSTRUCTION	SOUTH MOUNTAIN COMMUNITY COLLEGE	<a href="mailto:ken.roberts@smcmail.maricopa.edu">ken.roberts@smcmail.maricopa.edu</a>	(602) 243-8032
2,7	SUSAN STARRFIELD	DIRECTOR OF INSTITUTIONAL ASSESSMENT & PLANNING	SOUTH MOUNTAIN COMMUNITY COLLEGE	<a href="mailto:susan.starrfield@smcmail.maricopa.edu">susan.starrfield@smcmail.maricopa.edu</a>	(602) 243-8047
7,8	STACEY AYERS	ASSOC. DEAN OF INSTRUCTION OCCUPATIONAL CONTINUING EDUCATION	SOUTH MOUNTAIN COMMUNITY COLLEGE	<a href="mailto:stacey.ayers@smcmail.maricopa.edu">stacey.ayers@smcmail.maricopa.edu</a>	(602) 243-8165
1,6	MARIAN TADANO	DEAN OF INSTRUCTION	PHOENIX COLLEGE	<a href="mailto:marian.tadano@pc.mail.maricopa.edu">marian.tadano@pc.mail.maricopa.edu</a>	(602) 285-7114
2,6	JEREMY MORELAND	DIRECTOR OF INSTITUTIONAL ASSESSMENT & PLANNING	PHOENIX COLLEGE	<a href="mailto:jeremy.moreland@pcmail.maricopa.edu">jeremy.moreland@pcmail.maricopa.edu</a>	(602) 285-7113
6,8	ALBERT CELOZA	SOCIAL SCIENCE	PHOENIX COLLEGE	<a href="mailto:Alert.celoza@pcmail.maricopa.edu">Alert.celoza@pcmail.maricopa.edu</a>	(602) 285-7185
6,8	OFELIA CANEZ	EDUCATION PROGRAM DIRECTOR	PHOENIX COLLEGE	<a href="mailto:o.canez@pcmail.maricopa.edu">o.canez@pcmail.maricopa.edu</a>	(602) 285-7657
1,5	JEAN ABEL	DEAN OF INSTRUCTION	GLENDALE COMMUNITY COLLEGE	<a href="mailto:jean.abel@gmail.maricopa.edu">jean.abel@gmail.maricopa.edu</a>	(623) 845-3155
2,5	LINDA HAWBAKER	DIRECTOR OF INSTITUTIONAL ASSESSMENT & PLANNING	GLENDALE COMMUNITY COLLEGE	<a href="mailto:l.hawbaker@gmail.maricopa.edu">l.hawbaker@gmail.maricopa.edu</a>	(623) 845-3560
2,5	DONNA WHITE	SENIOR ASSOCIATE DEAN OF STUDENT LIFE	GLENDALE COMMUNITY COLLEGE	<a href="mailto:donna.white@gmail.maricopoa.edu">donna.white@gmail.maricopoa.edu</a>	(623) 845-3528
5,8	NANCY ORESHACK	EDUCATION	GLENDALE COMMUNITY COLLEGE	<a href="mailto:nancy.oreshack@gmail.maricopa.edu">nancy.oreshack@gmail.maricopa.edu</a>	(623) 845-3265
1,4	SYLVIA ORR	SENIOR ASSOCIATE DEAN OF INSTRUCTION	ESTRELLA MOUNTAIN COMMUNITY COLLEGE	<a href="mailto:sylvia.orr@emcmail.maricopa.edu">sylvia.orr@emcmail.maricopa.edu</a>	(623) 935-8413
2,4	RENE' WILLEKENS	DIRECTOR OF INSTITUTIONAL ASSESSMENT & PLANNING	ESTRELLA MOUNTAIN COMMUNITY COLLEGE	<a href="mailto:rene.willekens@emcmail.maricopa.edu">rene.willekens@emcmail.maricopa.edu</a>	(623) 935-8069
4,8	DEBORAH RAFFIN	EDUCATION	ESTRELLA MOUNTAIN COMMUNITY COLLEGE	<a href="mailto:deborah.raffin@emcmail.maricopa.edu">deborah.raffin@emcmail.maricopa.edu</a>	(623) 935-8441

1,3,8	JAN BRITE	EDUCATION PROGRAM SPECIALIST – FEDERAL VOCATIONAL PROGRAMS	CAREER & TECHNICAL EDUCATION DIVISION – AZ. DEPT. OF EDUCATION	<a href="mailto:jbrite@ade.az.gov">jbrite@ade.az.gov</a>	(602) 542-1849
1,3	JANE HUNT	ASSISTANT SUPERINTENDENT – RURAL EMPLOYER	BUCKEYE ELEMENTARY SCHOOL DISTRICT	<a href="mailto:jhunt@besd.k12.az.us">jhunt@besd.k12.az.us</a>	(623) 386-4487
5	LINDA ROSNESS	PRINCIPAL	MOON VALLEY HIGH SCHOOL	<a href="mailto:LDRosness@guhsdaz.org">LDRosness@guhsdaz.org</a>	623-915-8009
5,8	JULIE HARVEY	ASPIRE TO TEACH – CAREER & TECHNICAL EDUCATION TEACHER	MOON VALLEY HIGH SCHOOL	<a href="mailto:jaharvey@guhsdaz.org">jaharvey@guhsdaz.org</a>	623-915-8000
5	CAROL LIPPERT	ASSISTANT PRINCIPAL	MOON VALLEY HIGH SCHOOL	<a href="mailto:cglipper@guhsdaz.org">cglipper@guhsdaz.org</a>	623-915-8011
1,5	DEAN PETERSON	CAREER & TECHNICAL EDUCATION DIRECTOR	GLENDALE UNION HIGH SCHOOL DISTRICT	<a href="mailto:dapeters@guhsdaz.org">dapeters@guhsdaz.org</a>	623-435-6056
7,8	LETICIA RUIZ	PRINCIPAL	TEACHER PREP CHARTER HIGH SCHOOL	<a href="mailto:leticia.ruiz@smcmail.maricopa.edu">leticia.ruiz@smcmail.maricopa.edu</a>	602-223-4101
4	JOSEPH P. REGA	PRINCIPAL	DYSART HIGH SCHOOL	<a href="mailto:jrega@dysart.org">jrega@dysart.org</a>	623-876-7502
4,8	DEBRA McCARTHY	INSTRUCTIONAL COACH	DYSART HIGH SCHOOL	<a href="mailto:dmccarthy@dysart.org">dmccarthy@dysart.org</a>	623-876-7524
4,8	MARJEAN HAPPE	TEACHER	DYSART HIGH SCHOOL	<a href="mailto:mhappe@dysart.org">mhappe@dysart.org</a>	623-876-7500
6,8	PATRICIA HENRY	CCTI LIAISON	SOUTH POINT HIGH SCHOOL	<a href="mailto:phenry@leonagroupaz.com">phenry@leonagroupaz.com</a>	602-243-0600
6	LARRY MCGILL, JR.	PRINCIPAL	SOUTH POINT HIGH SCHOOL	<a href="mailto:lmcgill@leonagroupas.com">lmcgill@leonagroupas.com</a>	602-243-0600



**SITE PARTNERSHIP MEMBER LIST**

Site Partnership: **MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT**

**WORK TEAMS PARTICIPATION KEY**

1	Maricopa County Community College District Site Team
2	MCCCD Data/Research Collection Team
3	Business Team Members
4	Estrella Mt. Community College Partnership Team
5	Glendale Community College Partnership Team
6	Phoenix College Partnership Team
7	South Mt. Community College Site Team
8	Secondary & Post Secondary Faculty



College and Career Transitions Initiative

## CCTI IMPROVEMENT PLAN

Maricopa Community College District

### Site Partnership

Outcome #1	Strategy	Action Steps	Deadline for each step
Reducing the need for remediation of students entering post secondary education.  Measures: ASSET placement test	<p>Development of a systemic process for assessing and providing remediation for all high school students who have been identified as pursuing Teacher Education through the Associate in Arts in Elementary Education (AAEE) course of study.</p> <p>Who: High School Students</p> <p>Why: Our decisions to use this strategy was based on the research by the following:</p> <ul style="list-style-type: none"><li>• The American Federation of Teachers 1997 "Reaching the Next Step: How School to Career to Can Help Students Reach High Academic Standards and Prepare for Good Jobs" Washington D.C.</li><li>• Spence, Sarah D.; Autin, Gwen; Clausen, Sally 2000 "Reducing the Cost of Remediation: A Partnership with High Schools" Research in Teaching in Developmental Education V16 n@ p5-23 Spr 2000</li></ul>	<ol style="list-style-type: none"><li>1. Establish a data tracking system.</li><li>2. Develop a process to identify high school students who will pursue the AAEE course of study.</li><li>3. Develop a process for assessing AAEE students at the high school level.</li><li>4. Create and/or strengthen partnerships with high school programs that inform students of the course of study requirements for the AAEE Degree and encourage participation in the pre-college enrollment assessment process.</li><li>5. Development of individualized student plans and/or programs for AAEE students that are designed to ameliorate the academic deficiencies identified in the pre-college enrollment assessment process.</li></ol>	<ol style="list-style-type: none"><li>1. December 2003</li><li>2. December 2003</li><li>3. December 2003</li><li>4. October 2003</li><li>5. June 2004</li></ol>



College and Career Transitions Initiative

## CCTI IMPROVEMENT PLAN

Maricopa Community College District

### Site Partnership

Outcome #2	Strategy	Action Steps	Deadline for each step
<p>Increasing enrollment and persistence in postsecondary education.</p> <p>Measures: CCTI Student Tracking Data Base and MCCC Student Identification System</p>	<p>Development of a Maricopa Community College District (MCCD) recruitment plan for increasing enrollment and supporting students in the Associate in Arts in Elementary Education (AAEE) course of study.</p> <p>Who: High School and AAEE Community College Students</p> <p>Why: Our decisions to use this strategy was based on the following:</p> <ul style="list-style-type: none"> <li>Schuetz, Pam. (2000, November). Successful collaborations between High Schools and Community Colleges. ERIC Digest No. EDO-JC-00-11.</li> <li>Tinto, Vincent. (2002). Enhancing Student Persistence: Connecting the Dots. Prepared for presentation at Optimizing the Nation's Investment: Persistence and Success in Postsecondary Education. Madison, WI, Oct. 23-25, 2002.</li> </ul>	<ol style="list-style-type: none"> <li>Development of MCCD AAEE recruitment materials (e.g. program brochure, flyers, newsletter, Power Point presentation).</li> <li>Development of MCCD marketing and recruitment plan.</li> <li>Development of district wide procedures around the AAEE course of study.</li> <li>Development of AAEE training seminars for college and high school faculty, advisors/counselors, and mentors regarding program details, process and procedures.</li> <li>Development of support systems for students, faculty, mentors, advisors (e.g. student notebooks, quarterly seminars, web site).</li> <li>Identification process for AAEE key contact at each high school and college campus, MCCD office (advisor/mentor, faculty, administrator)</li> </ol>	<ol style="list-style-type: none"> <li>September 2003</li> <li>December 2003</li> <li>June 2004</li> <li>Pilot in September 2003 – Finalized December 2003</li> <li>December 2004</li> <li>October 2003</li> </ol>



College and Career Transitions Initiative

## CCTI IMPROVEMENT PLAN

Maricopa Community College District

### Site Partnership

Outcome #3	Strategy	Action Steps	Deadline for each step
<p>Improving academic and skill achievement at secondary and postsecondary levels.</p> <p>Measures: ASSET Placement Test data, CCIT Student Tracking System, MCCCCD Student Information System Data, Post Community College Enrollment Survey</p>	<p>Development of an AAEE recruitment system at the High School level that supports the academic and skill achievement of students through high school graduation, AAEE completion, public university transfer, and completion of the Arizona Educator Proficiency Assessment (AEPA).</p> <p>Who: High School Students and AAEE Community College Students</p> <p>Why: Our decisions to use this strategy was based on the following:</p> <ul style="list-style-type: none"> <li>Wilson, Eleanor Vernon, Pathways to Teacher Education: Factors Critical to Retention and Graduation to Community College Transfer Pre-Service Students in Teacher Education Programs. Inquiry v6, n2, p17-27, 2001.</li> <li>Ehrenberg, Ronald and Smith, Christopher. Within State Transactions from 2 to 4 Year Institutions. U.S. New York, Cornell Higher Ed. Research Insit. 2002.</li> </ul>	<ol style="list-style-type: none"> <li>1. Implementation of the AAEE marketing and recruitment plan.</li> <li>2. Implementation of the data tracking system for AAEE students, those identified in high school and enrolled in the AAEE program at the colleges.</li> <li>3. Implementation of the assessment process for AAEE students identified at the high school level.</li> <li>4. Implementation of the amelioration programs for AAEE students.</li> </ol>	<ol style="list-style-type: none"> <li>1. January 2004</li> <li>2. January 2004</li> <li>3. January 2004</li> <li>4. January 2004</li> </ol>



## CCTI IMPROVEMENT PLAN

Maricopa Community College District

### Site Partnership

Outcome #4	Strategy	Action Steps	Deadline for each step
<p>Increasing the number of postsecondary degrees, certificates, and licensures.</p> <p>Measurements: CCIT Student Tracking System, MCCCC Student Information System Data, Post Community College Enrollment Survey</p>	<p><b>Increase the number of high school students:</b></p> <ul style="list-style-type: none"> <li>participating in AAEE partnership programs</li> <li>completing MCCCC AAEE course of study</li> <li>transferring and completing the public university colleges of education degree programs</li> <li>passing the AEPA and obtain Arizona Teacher Certification.</li> </ul> <p>Who: High School Students, AAEE Community College Students</p> <p>Why: Our decisions to use this strategy was based on the research by the following:</p> <ul style="list-style-type: none"> <li>Van Middlesworth, C., Carpenter-Davis, C. &amp; McCool, M. Examining the Effectiveness of Articulation Agreements through Community College Transfer Students: A Pilot Study of Teacher Education Transfers. Journal of Applied Research in the Community College v8, Spring 2001.</li> <li>State Center Community College District. 2+2+2=Articulation: The Student's Key to Success. U.S. California, 1990.</li> </ul>	<ol style="list-style-type: none"> <li>1. Implementation of the Action Steps on Outcome #3.</li> <li>2. Improve communication with university partners on points of transfer.</li> <li>3. Improve communication with Arizona Department of Education Certification Unit concerning the AEPA.</li> <li>4. Complete a "crosswalk" between the ASSET Placement Test and the AZ Academic Standards and crosswalk the AEPA Standards for Professional Knowledge – Elementary with the AAEE Course of Study.</li> </ol>	<ol style="list-style-type: none"> <li>1. January 2004</li> <li>2. June 2004</li> <li>3. December 2003</li> <li>4. September 2004</li> </ol>



# CCTI

College and Career Transitions Initiative

## CCTI IMPROVEMENT PLAN

Maricopa Community College District

### Site Partnership

Outcome #5	Strategy	Action Steps	Deadline for each step
<p>Improving entry into employment and/or further education.</p> <p>Measurement: Degree/Course of Study completion data from MCCCCD, Degree completion data from public universities, ADE certification data, Post AAEE Student Surveys</p>	<p>To create universal awareness of the student benefit the AAEE course of study provides towards decreased remediation, ease of degree transfer to public universities, increased success in the completion of the AEPA, and career pathways for teaching position attainment.</p> <p>Who: High School Students, AAEE Students, Anyone interested in Teacher Education Pathways</p> <p>Why: Our decisions to use this strategy was based the following:</p> <ul style="list-style-type: none"><li>Elsner, P. and Clift, J.T. Community Building: The Community College as a Catalyst. American Association of Community Colleges. Washington DC, 2002.</li><li>Education Commission of the States. Community Colleges' Role in Teacher Preparation. Policy Issue. Center for Community College Policy. Denver, CO, 2001.</li></ul>	<p>1. Implementation of the Action Steps on Outcome #3 &amp; #4.</p>	<p>1. January 2004</p>

### Addendum :Transition Strategies Implementation Table

A coherent sequence of academically rigorous courses that prepare students for more advanced coursework related to their occupational area of interest and successful completion of State academic standards.	The systemic process for assessing students (Strategy for Outcome #1) and the implementation programs for supporting academic/skill achievement and remediation (Strategy for Outcome #3) will be used to implement this transition strategy for students in the CCTI high schools who are identified as pursuing the AAEE course of study.
A coherent sequence of rigorous technical skill coursework for 11 <sup>th</sup> and 12 <sup>th</sup> grades that culminates in dual/concurrent enrollment credit.	The recruitment system that supports academic skill achievement (Strategy for Outcome #3) and increasing the number of high school students participating in AAEE partnership programs (Strategy for Outcome #4) will be used to implement this transition strategy for students in the CCTI high schools who are identified as pursuing the AAEE course of study
Early (pre-high school) preparation programs that lead students to high academic and technical skill development courses.	This strategy will not be implemented as a part of the MCCCCD CCTI project.
Statewide articulation agreements between secondary and postsecondary schools for common dual/concurrent enrollment strategies.	This strategy cannot be implemented by MCCCCD as a statewide effort. Our current legislation does not support this idea and MCCCCD is only one of 15 community college districts in our state. However, common dual/concurrent enrollment strategies will be pursued as a part of the CCTI project and included in the district wide procedures around the AAEE degree (Action Step #3 to implement the Strategy for Outcome #2).
Use of college placement exams for determining academic readiness, and other assessments that determine technical skill preparedness.	The development and implementation of a systemic process for assessing high school students using the ASSET placement test (Strategy for Outcome #1 and Outcome #3) will be use to implement this transition strategy for students in the CCTI high schools who are identified as pursuing the AAEE course of study.
High quality professional development for teachers and faculty at the K-12 and community college levels.	The development and implementation of training seminars, support systems, and identification process for key staff members (Action Step #4, 5, and 6 for the Strategy for Outcome #2) will be used to implement this transition strategy.
Academic and career related counseling and other student services.	The development of individualized student plans (Action Step #5 for the Strategy for Outcome #1) and the development of support systems for students (Action Step #5 for the Strategy for Outcome #2) will be used to implement this transition strategy.
Creative delivery strategies such as distance learning and computer assisted applications.	Distance learning and computer assisted applications are included in the support systems for students (Action Step 5 for the Strategy for Outcome #2) and will be used to implement this transition strategy.
Articulation opportunities from two-year to four-year postsecondary institutions.	Improvement of communication with university partners on points of transfer/articulation (Action Step #2 for the Strategy for Outcome #4) will be used to implement this transaction strategy. An articulation agreement already exists for the MCCCCD AAEE Course of Study with all three of our public universities.

