Establishing Dual Enrollment Data Systems to Advance Equity

CHSA/NGA Cross-State Workshop
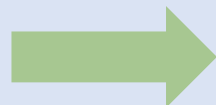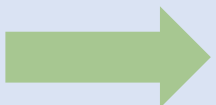June 30, 2021

Agenda

→ *Introductions*

→ *Why Reporting Dual Enrollment Data Matters*

→ *Primary Approaches to Reporting Dual Enrollment Data*

→ *Improving Dual Enrollment Data Reporting*

→ *Discussion Questions*
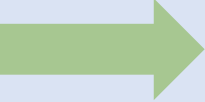
What Does Your State Report?

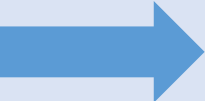➤ **Introduce yourself – name, state, agency/system/institution**

➤ **What kind of dual enrollment data reporting does your state do already, if you know?**

➤ **What is one thing you like or dislike about your current data reporting system for dual enrollment?**

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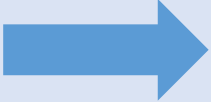
Why Reporting Dual Enrollment Data Matters

Addressing the Equity Imperative – The first step to closing gaps in equity of access and success in dual enrollment is understanding where those gaps are, and how big they are.

Designing Policy Interventions to Address Areas of Need – With data on access and success, particularly when disaggregated by student demographic, we can design policy interventions specifically focused on closing gaps.

Improve Student Access and Success to Dual Enrollment – Dual enrollment data collection and reporting serves to improve access and success for students.

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Why Can't National Data Fill This Need?

It's Not Great – National data sets for dual enrollment access are either very old (NCES 2009 cohort) or have significant data quality issues (OCR data set.)

It's Fairly Limited – We are limited to snapshots in time for NCES, and in the OCR data set we are limited to only looking at access by certain demographics (no low income student participation data, for example.)

It Cannot be Tailored to State Needs – Ultimately, there are specific data points that might be most relevant to a particular state that would not be captured in a national data analysis.

OCR Data Issues Explained – Colorado Example

Participation in DE by Student Group
Colorado

Student Group	Percentage
All Students	9.3%
Male	8.5%
Female	10.1%
White	9.4%
Black	9.0%
Hispanic	9.1%
Asian	10.5%
Multiracial	8.5%
American Indian	7.5%
Pacific Islander	9.4%

Percentage of high school graduating class participating in dual enrollment sometime during high school

38.2%

| Year	Percentage
2018	38.2%
2017	35.7%
2016	33.3%
2015	31.1%
2014	25.7%
2013	22.8%
2012	21.2%

CDE & CDHE Concurrent Enrollment Report 2017-2018

…even accounting for denominator differences of grade levels included, that's a **BIG** disparity!

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Three Types of State Dual Enrollment Reporting

ESSA Report Cards – Many state report cards include some measure of dual enrollment participation, though these are often subsumed within larger meta-indicators.
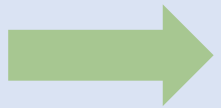
State Data Dashboards – Several state data dashboards include data on dual enrollment participation and success at the individual district and school level.
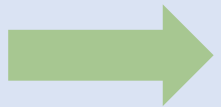
Annual, Periodic or One-Time Dual Enrollment Reports – A number of states produce or have produced specific reports looking at dual enrollment access and success.
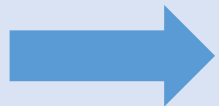
Why States Need All Three – ESSA Report Cards

Advantage – Provides a high-level overview of dual enrollment data, suitable for most audiences.

Advantage – Updated annually by law, providing a consistent mechanism through which to access this data.

Disadvantage – If a state uses a meta-indicator for college and career readiness, it is very difficult to understand the impact of dual enrollment specifically.

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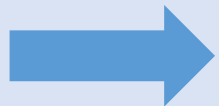ALLIANCE

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Why States Need All Three – Dashboards

Advantage – Provides data on district and individual school level, disaggregated by student demographics to allow for development of targeted interventions.
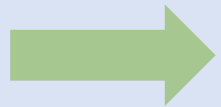
Advantage – Allows local stakeholders to understand specific access and success gaps in their local school(s)

Disadvantage – When used in isolation without being paired with statewide data through a report or report card, it can be difficult to understand statewide trends

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Why States Need All Three – Periodic Dual Enrollment Reports

Advantage – Allows the state to communicate to stakeholders a wide range of access and success data for dual enrollment, disaggregated by student demographics
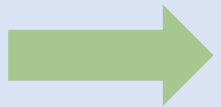
Advantage – States can adopt an experimental research design for their data to support rigorously tested results
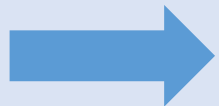
Disadvantage – Requires ongoing political commitment and resources to produce the report, unless mandated by law

Improving Dual Enrollment Data Reporting – Questions to Ask

→ **Who is the intended audience?**
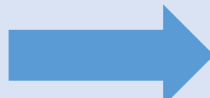
→ **What will the state do with its reporting?**

→ **Why is the state wanting to report data on college in high school program access and success?**

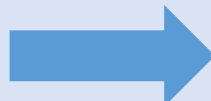# Improving Dual Enrollment Data Reporting – What to Include

Disaggregation between advanced coursework types

States should report any data examining advanced coursework options in the state as a whole disaggregated by type of advanced coursework.

For example, data on Advanced Placement and dual enrollment should be reported separately to understand the student impact of each type of advanced coursework individually. They should not be reported as one combined metric.

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Improving Dual Enrollment Data Reporting – What to Include

Example:

The [Minnesota Department of Education](#)'s report to the legislature on rigorous course-taking explicitly breaks down AP, IB, on campus dual enrollment, and concurrent enrollment.

m1 DEPARTMENT OF EDUCATION

Rigorous Course Taking: Advanced Placement, International Baccalaureate, Concurrent Enrollment and Postsecondary Enrollment Options Programs

Report to the Legislature

As required by Minnesota Statutes, section 120B.13

Improving Dual Enrollment Data Reporting – What to Include

Clear definitions of dual enrollment program types
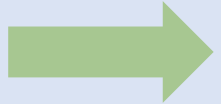
Each state uses different terms to describe college in high school programs, and different terms may have different applications from state-to-state. Clear definitions of program types included in the reporting mechanism are essential.

Definitions should include location of instruction (e.g. in high school, on college campus), type of instructor (e.g. postsecondary faculty, high school instructor), & type of credit earned (e.g. both high school and college credit, college credit only etc.)

Improving Dual Enrollment Data Reporting – What to Include

Example:

The [Colorado Department of Education and Higher Education](#)'s joint annual report on Concurrent Enrollment for school year 2018-2019 includes a definitions page defining program types and important terms used in the report.

Definitions and Data

The term *dual enrollment* is used in this report to refer to the broad array of programs available to high school students that allow them to take college-level courses for credit.

Concurrent Enrollment (capitalized in all usages) refers only to the statewide programs created by House Bill 09-1319 and detailed in the Concurrent Enrollment Programs Act (C.R.S. §22-35-101 et seq.). The definition of Concurrent Enrollment has been updated by legislation throughout the past few years, most currently SB 19-176 (changes in italics below) which now defines Concurrent Enrollment as the "simultaneous enrollment of a qualified student in a local education provider and in one or more postsecondary courses, including academic or career and technical education courses, which may include course work related to apprenticeship programs or internship programs, at an institution of higher education *pursuant to the provisions of this article 35, at no tuition cost to the qualified student or the qualified student's parent or legal guardian, except as provided in section 22-35-105 (4)(c)*." (C.R.S. §22-35-103). For the 2018-19 school year, completed courses that fall under the Concurrent Enrollment definition qualify as developmental education basic skills credit or apply to a certificate or degree program at a Colorado public postsecondary institution of higher education. SB 19-176 also clarified the specific courses to be offered through Concurrent Enrollment.
[3] Early College High Schools and Pathways in Technology Early College High School (P-TECH) are included in this report.

The *Accelerating Students through Concurrent ENrollmenT Program (ASCENT)* falls under the Concurrent Enrollment Programs Act and differs substantially in its parameters and funding. Students who have completed at least 12 credit hours of postsecondary coursework prior to completion of their 12th grade year and are remediation-free in their selected program of study may be eligible for ASCENT (C.R.S. § 22-35-108). They remain students at their LEP for one year following their 12th grade year (creating a 5th year of high school), and the LEP receives ASCENT-specific, per-pupil state funding that it uses to pay the student's college tuition at the resident community college rate. Students receive their high school diplomas at the end of their ASCENT year and are counted as "on-time" high school graduates in high school graduation rates. Please note: ASCENT participation is limited by its legislative allocation, currently funded at 500 full-time slots with the ability to carry-forward unused slots to the following year.

Programs identified in this report as *other high school dual enrollment programs* are administered directly by postsecondary institutions and do not fall under the statutory definition of Concurrent Enrollment, such as the University of Colorado's CU Succeed program. Students can receive college-level credit through these other programs, but the courses are not required to transfer, and students and their families may be required to pay for courses.

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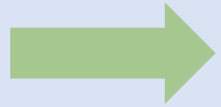# Improving Dual Enrollment Data Reporting – What to Include

Participation data disaggregated by student demographics

States should report data on participation in college in high school programs by student demographics to understand size and scope of existing equity gaps

Should include race, gender, socioeconomic status, disability status, & English language learner status

Improving Dual Enrollment Data Reporting – What to Include

Example:

The Louisiana Board of Regents' 2021 Annual Dual Enrollment Report includes participation data by gender, race, socioeconomic status, and disability status (though not English language learners.)
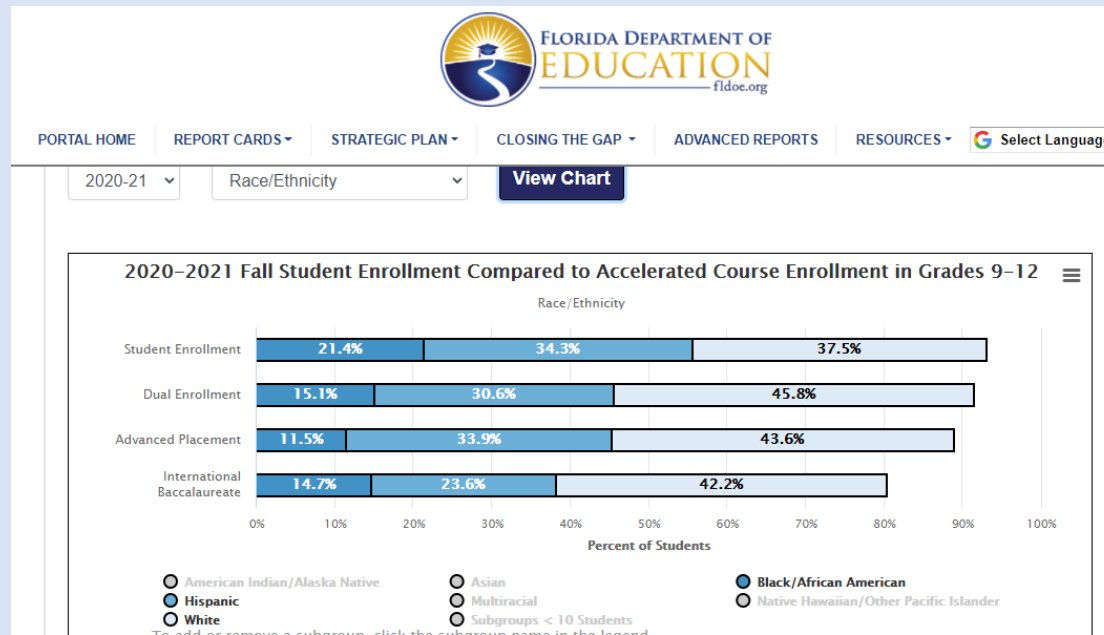
Improving Dual Enrollment Data Reporting – What to Include
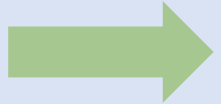
➡️ **Example:**

➡️ The [Florida State Report Card](#) includes dual enrollment participation data broken down by race, gender, students with disabilities, and English language learners compared to student enrollment as a whole.
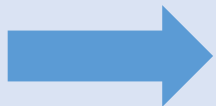
Improving Dual Enrollment Data Reporting – What to Include

Student success data, also disaggregated by student demographic.

Access to college in high school programs is not sufficient to ensure student success; students must also pass the courses as well. It is essential to understand not just how many students are participating in these experiences but how many are passing the courses and accumulating college credit.

Student success data should, to the extent practicable, also be disaggregated by student demographics to understand equity gaps in program success.
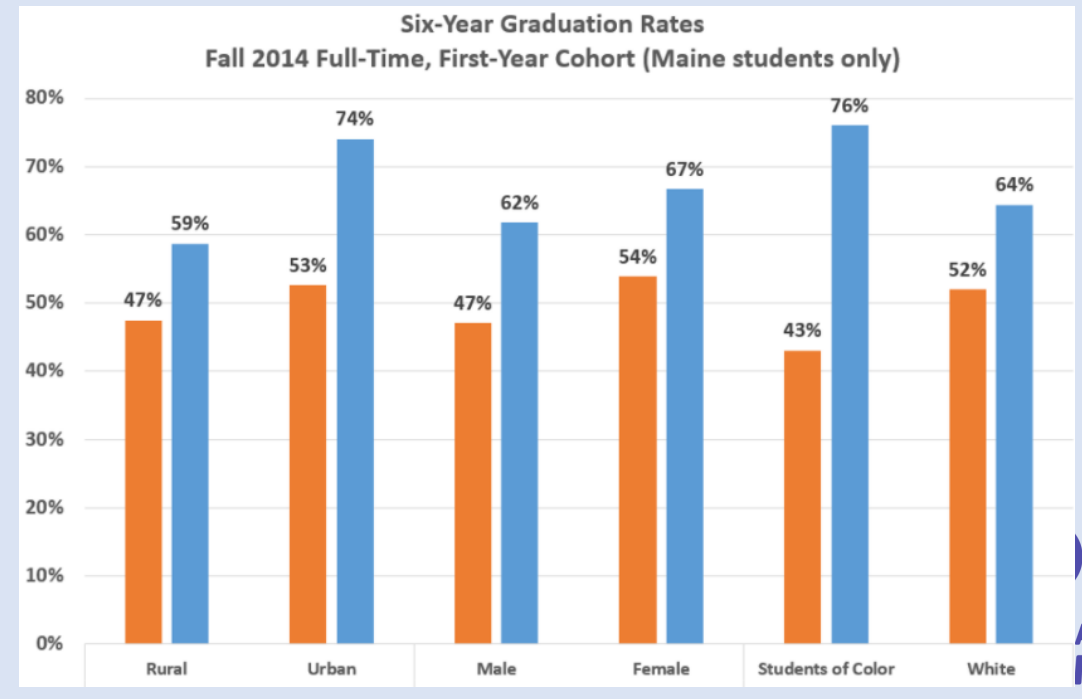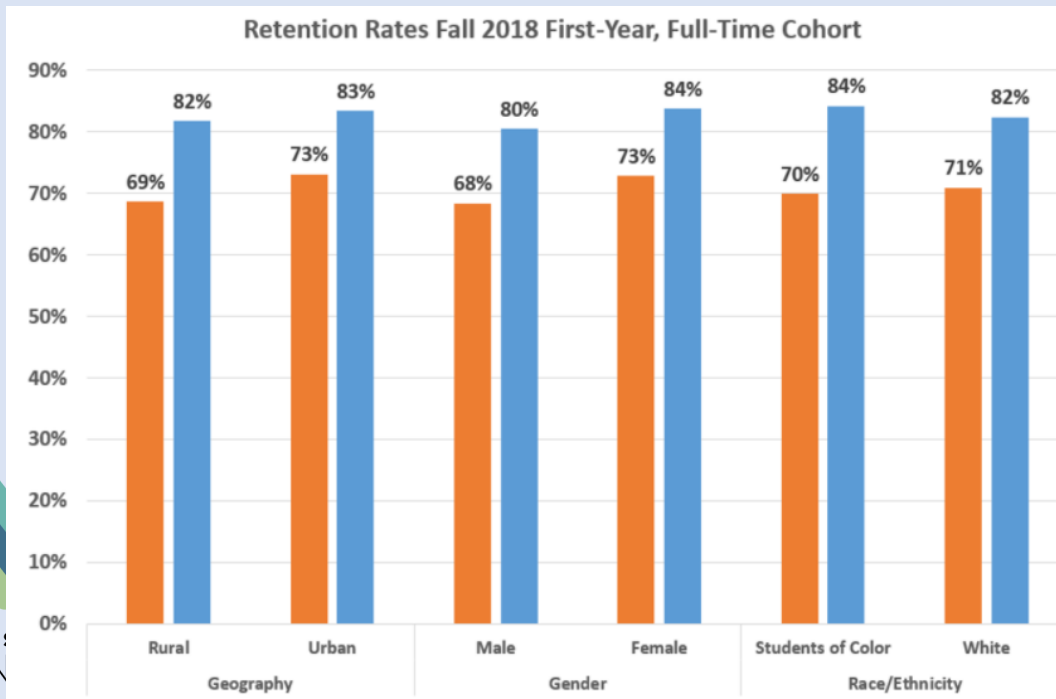
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Improving Dual Enrollment Data Reporting – What to Include

➡️ **Example:**

➡️ [Maine's Public Universities](#)' 2020 Early College Report includes data on course completion, college persistence, and degree completion.

Retention Rates Fall 2018 First-Year, Full-Time Cohort

Geography: Rural 69%/82%, Urban 73%/83%
Gender: Male 68%/80%, Female 73%/84%
Race/Ethnicity: Students of Color 70%/84%, White 71%/82%

Six-Year Graduation Rates
Fall 2014 Full-Time, First-Year Cohort (Maine students only)

Rural 47%/59%, Urban 53%/74%, Male 47%/62%, Female 54%/67%, Students of Color 43%/76%, White 52%/64%
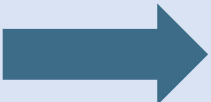
Improving Dual Enrollment Data Reporting – Other Considerations

→ Participation & success data disaggregated by additional student demographics

→ Disaggregation by multiple student demographics, e.g. race and gender or race and student economic status

→ Data on the type of course experiences that students are participating in

→ Cost savings or return on investment information

→ Applying an experimental design to the data

A Side Note on State Report Cards

➡️ Most state ESSA report cards use meta-indicators that will report college and career readiness demonstrated by multiple avenues (e.g. taking dual enrollment, passing an AP exam, scoring above a certain level on ACT.)

➡️ These meta-indicators are functionally useless to the dual enrollment community in understanding the impact that dual enrollment plays on the meta-indicator, because most states do not disaggregate between the different components of the meta-indicator.

➡️ In addition, most state report cards provide only limited disaggregation of student demographics for advanced coursework in their report cards.
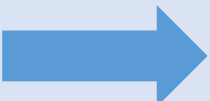
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The Most Impactful Dual Enrollment Reporting Will…

→ **Understand its purpose & audience**

→ **Use clear language**

→ **Be regularly updated, ideally annually**

→ **Supply clear definitions for dual enrollment program type, and disaggregates between different types of advanced coursework (e.g. AP and IB) where applicable**

→ **Provide clear information on student access and success metrics**

→ **Clearly demonstrate gaps in equity of access and success disaggregated by student demographics**

Discussion Questions

→ What would you like your state's dual enrollment reporting to include?

→ What challenges are preventing you from being able to include that information?
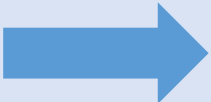
→ What support do you need to improve your state's dual enrollment data collection and reporting?

Three Key Takeaways

➡ Examine your state's report card, dashboard, and any dual enrollment state report to understand what information is being reported currently. We can help!

➡ Determine whether your state is reporting dual enrollment data disaggregated by gender, race, socioeconomic status, disability status, and English language learner status.

➡ If there are gaps in reporting, ask your data managers – is there information on dual enrollment participation and success being collected that is not being reported? Some of that data may already exist.

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