EQUITY GOAL & PUBLIC REPORTING DEEP DIVE

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READING THE ROOM…

Each participant, in ≤30 seconds, any of the following:

- Question you'd like answered by the end of this session?
- Specific information you'd like to receive by the end of this session?
- Concern or fear about creating an equity goal or creating/modifying a reporting system?
- Anything else to help make the most of our time together?

PUBLIC REPORTING: TWO TYPES

- Snapshot for purposes of HS/district/federal accountability reporting
  - ESSA: # and % of students enrolled in dual/concurrent enrollment, disaggregated by student subgroup
- More robust reporting by SEA and/or PS agency with additional indicators

Today's conversation will focus on the latter

PUBLIC REPORTING

- Reliable, right-grain-sized, and publicly reported data a prerequisite for setting and monitoring progress toward an equity goal

- Many states not yet positioned to set an equity goal because CHS data are
  - Unreliable
  - Not-right-grain-sized
  - Not publicly reported
  - Possibly not collected at all?

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PUBLIC REPORTING: UNRELIABILITY

What prevents (or disincentivizes) local partners from collecting reliable data?

- No state mandate or direction
- No financial incentive (or disincentive)
- Disparate 2- and 4-year systems with separate data systems that do not "talk" to each other
- ≥2 CHS programs operating in the state, each with differing data collection systems
- Accountability games: Counting a student as "completing" a "college-level course" that is less than the duration or intensity of its traditional on-campus counterpart

PUBLIC REPORTING WITH A VIEW TO EQUITY: WHAT COULD IT LOOK LIKE?

Institution Type

- Four-year
  - Public
  - Nonpublic
  - Tribal
  - For-profit
- Two-year
  - Public
  - Nonpublic
  - Tribal
  - For-profit

Student Academic Background

- Grade level
- High school GPA
- ACT/SAT performance
- Other measures of college-readiness
- English learner status
- Special needs status

Student Demographic Background

- Gender
- Race/ethnicity
- Low-income
- First-generation college-going
- Homeless
- Military dependent
- ?Other?

PUBLIC REPORTING WITH A VIEW TO EQUITY: WHAT COULD IT LOOK LIKE?

Program Setting

- Urban
- Suburban
- Rural

Geographic Region of State

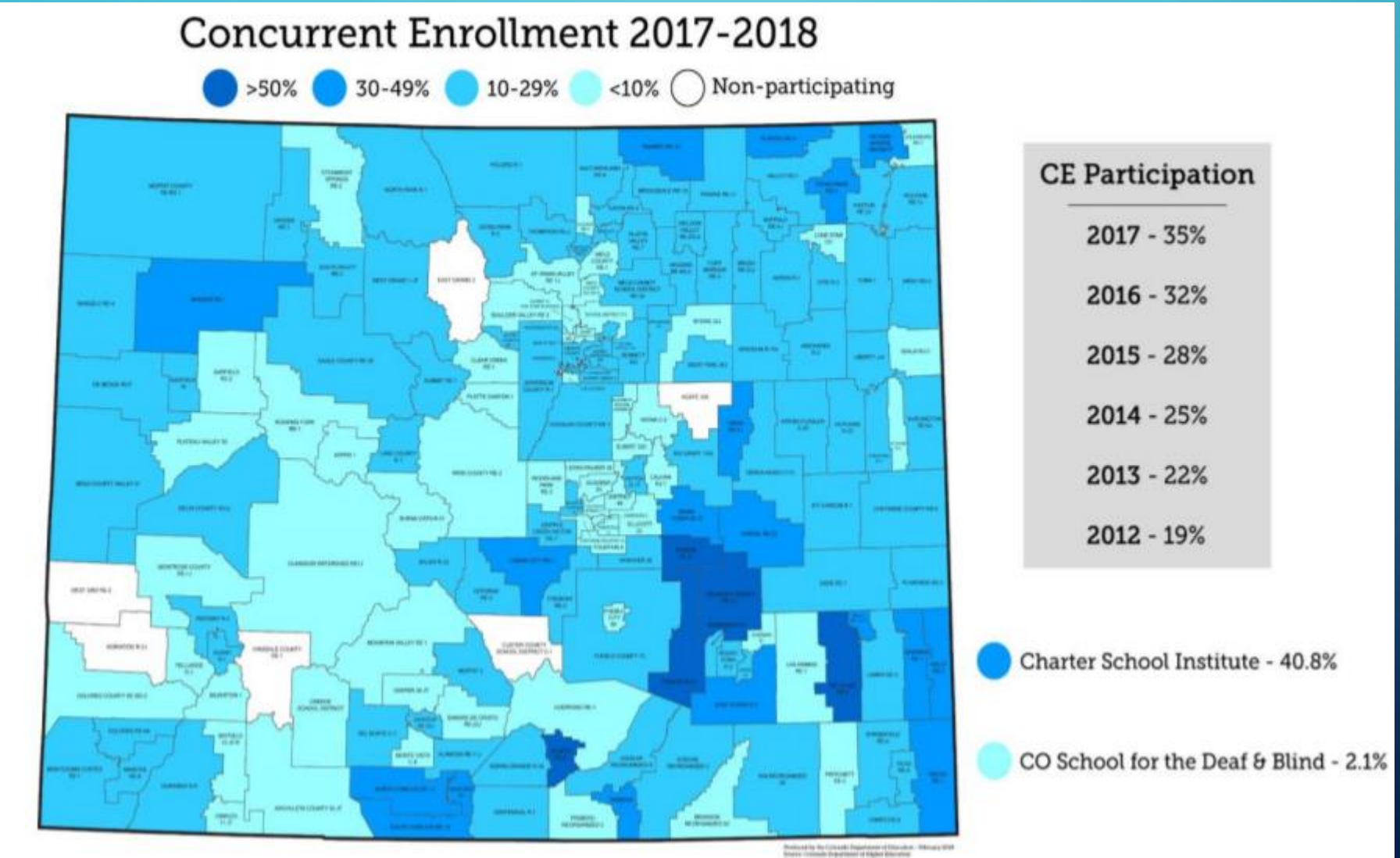
PUBLIC REPORTING: OTHER COMPARISONS

To what extent can public-facing reporting systems highlight program-by-program differences (possibly disaggregated by student academic, demographic background) in:

- Course enrollment vs. completion
- Coursetaking intensity (# of courses completed before HS grad.)
- Completion of courses that are
  - In specific occupational fields (e.g., STEM, computer science/IT)
  - Broadly transferable gen ed courses
  - CTE courses applicable to high-demand credentials in well-paying occupational areas

COLORADO:
IDENTIFYING REGIONAL PARTICIPATION GAPS

Concurrent enrollment: % of public 9-12 graders participating (2017-18)



Source: https://highered.colorado.gov/Publications/Reports/Enrollment/FY2018/2018_Concurrent_Enrollment_April_2019.pdf

INDIANA: IDENTIFYING REGIONAL PARTICIPATION TRENDS

Source: "% earning dual credit" on https://public.tableau.com/profile/che.staff/#!/vizhome/CollegeReadiness2019/Story

Select Metric

- % Associate or Higher
- % Non-White
- % Free and Reduced Lunch
- (•) % Earning Dual Credit
- % Passing an AP Test
- % Enrolling in College
- % Meeting All Early College Success Criteria

Rural or Urban Counties?

(All)

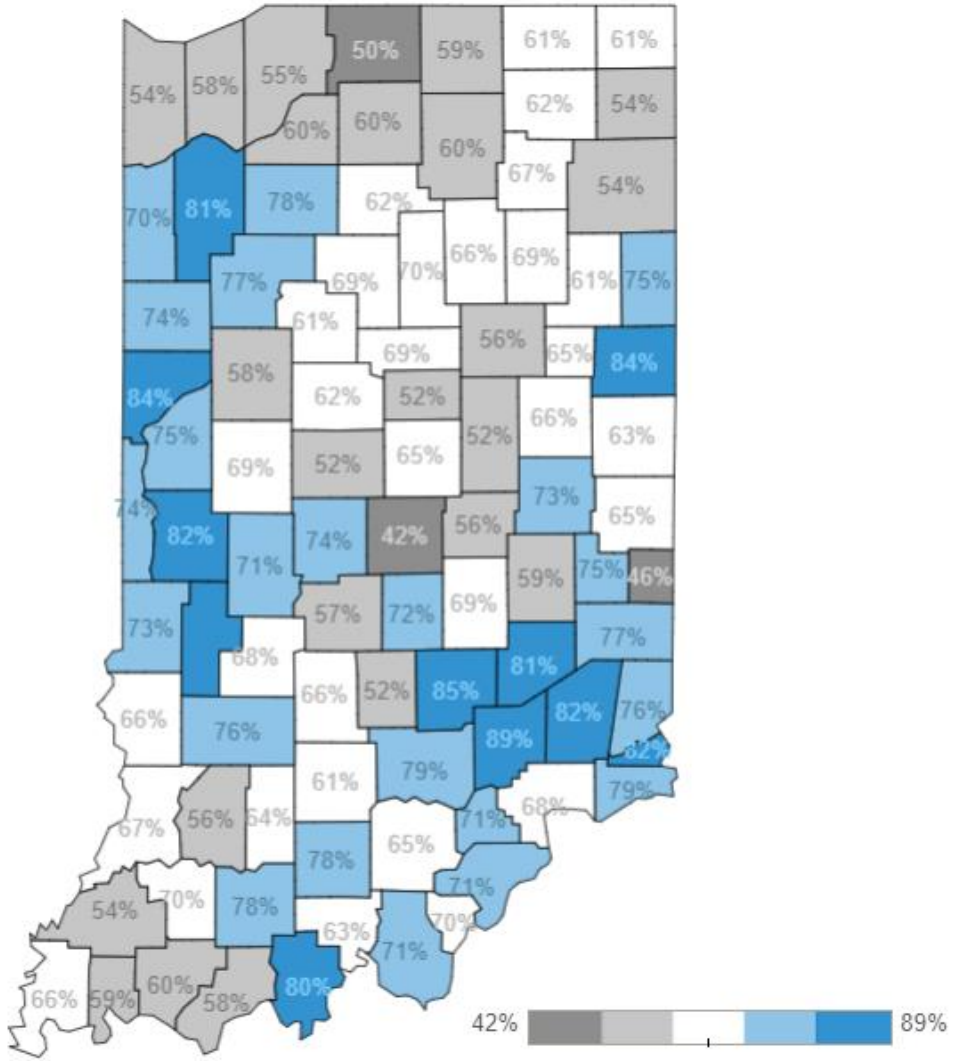
How do regions compare?

(click chart to highlight region)

Central Southeast	80%
West Central	74%
Southeast	70%
East Central	68%
Lower Northwest	65%
Central Southwest	65%
Central	64%
Southwest	63%
Northeast	58%
Northwest	57%
North Central	56%
Marion County	42%

What is the state average?

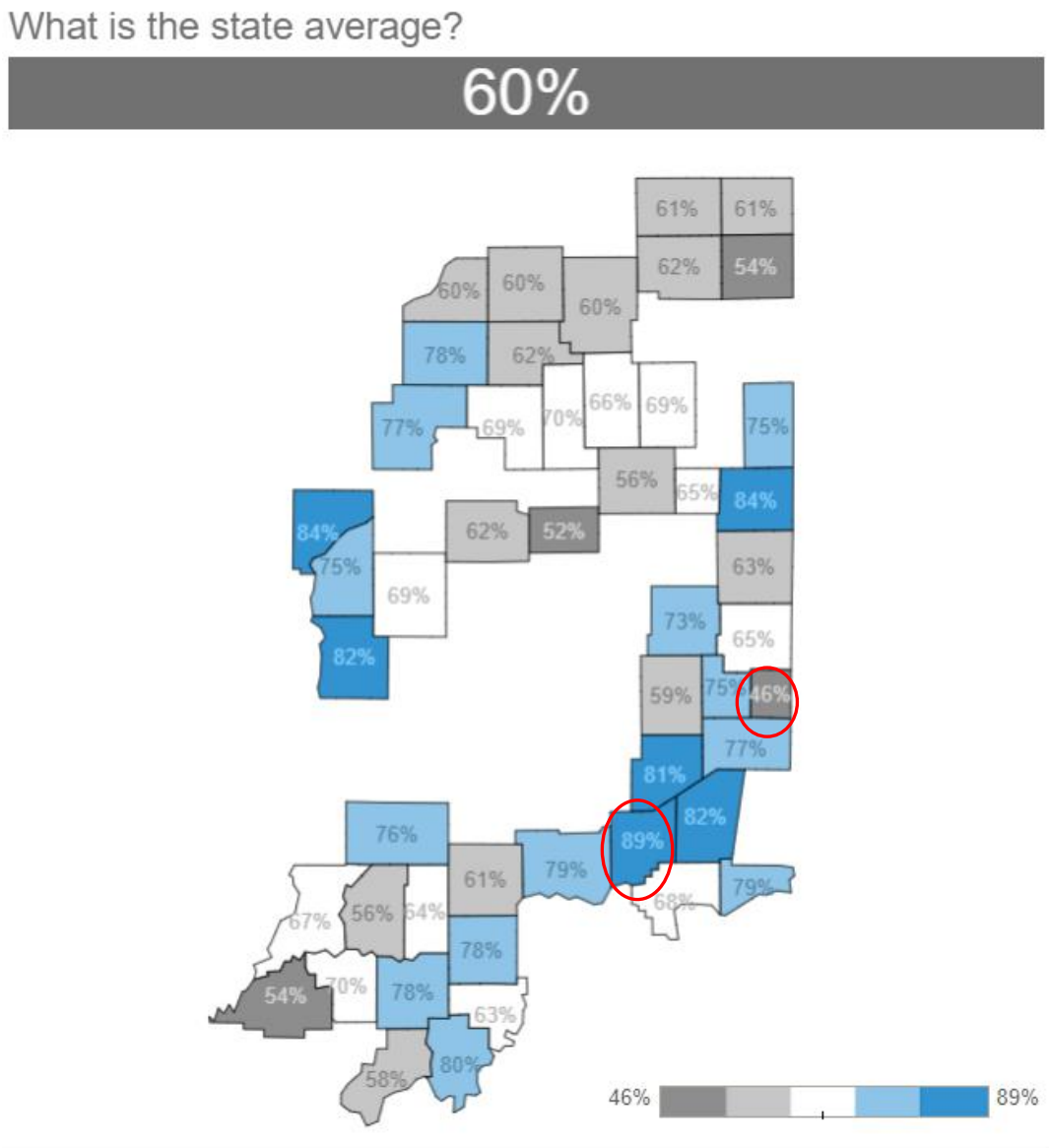
60%



INDIANA: IDENTIFYING DIFFERENCES AMONG SIMILAR-TYPE COUNTIES

Sorting just for Rural counties…

Source: "% earning dual credit" + selecting "Rural" on https://public.tableau.com/profile/che.staff/#!/vizhome/CollegeReadiness2019/Story



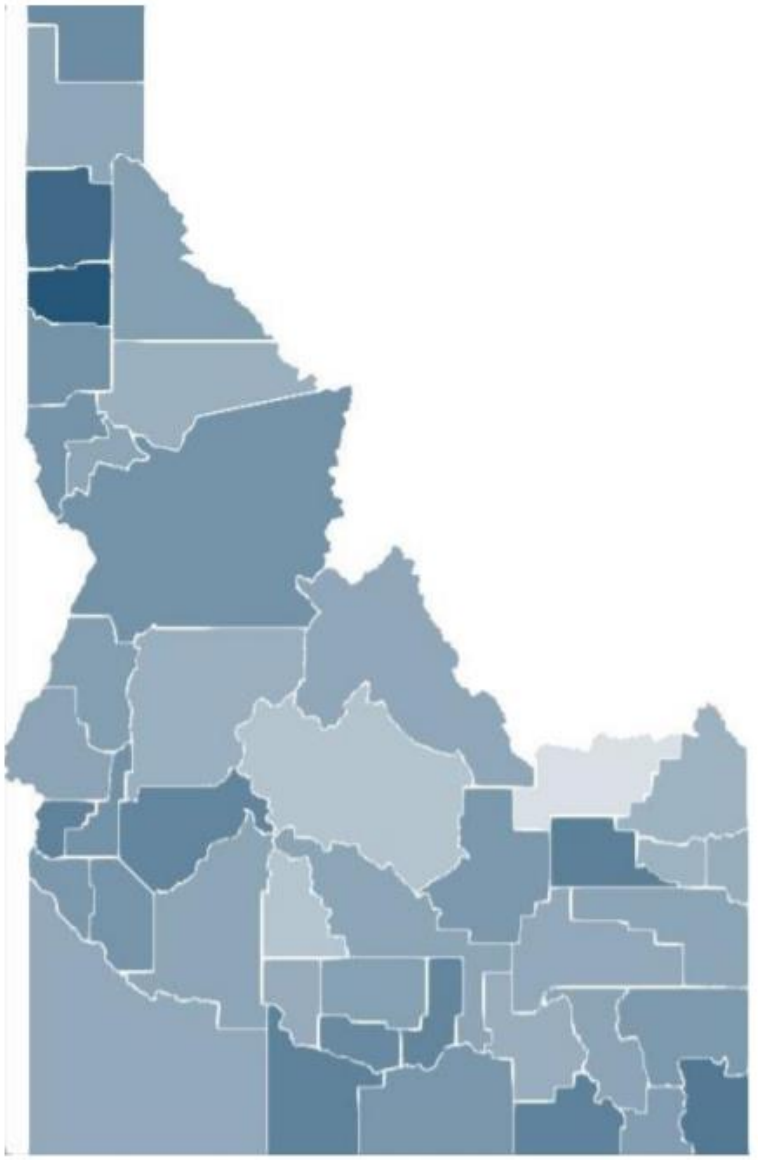
IDAHO: IDENTIFYING REGIONAL PARTICIPATION DIFFERENCES

Participation rates and average credits earned

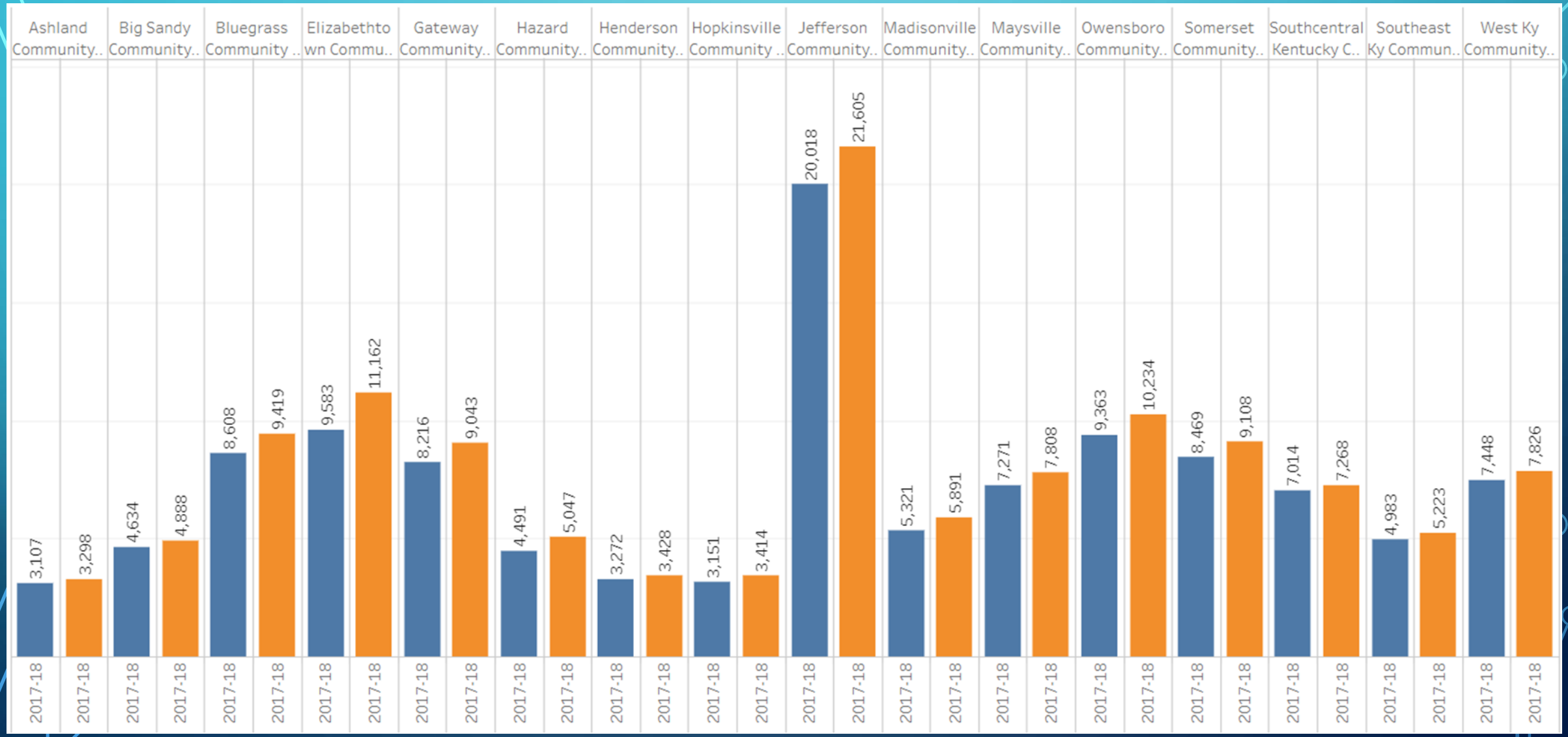
Source: https://boardofed.idaho.gov/wp-content/uploads/2019/01/DualCredit_2018_FullRpt.pdf

Dual Credit Presence by County
2016-17 High School Graduates

County	Graduates with Dual Credit	Average Cumm Credits	Graduates with Dual Credit (Rate)
Ada	2232	11.04	46%
Adams	9	9.11	50%
Bannock	470	9.41	50%
Bear Lake	42	15.26	59%
Benewah	39	20.00	49%
Bingham	280	8.05	43%
Blaine	149	8.48	62%
Boise	29	12.52	54%
Bonner	134	8.83	39%
Bonneville	409	9.28	29%
Boundary	35	12.66	36%
Butte	18	9.94	72%
Camas	4	4.00	80%
Canyon	1227	10.35	58%
Caribou	71	9.96	68%
Cassia	134	10.39	42%
Clark	1	2.00	13%
Clearwater	37	7.92	45%
Custer	13	6.08	41%
Elmore	116	8.20	42%
Franklin	97	9.36	46%
Fremont	46	6.78	37%
Gem	94	10.83	53%
Gooding	84	7.67	46%
Idaho	72	12.71	61%
Jefferson	134	13.59	40%
Jerome	132	12.52	57%
Kootenai	556	16.81	40%
Latah	162	10.84	64%
Lemhi	24	7.96	56%
Lewis	25	8.00	63%

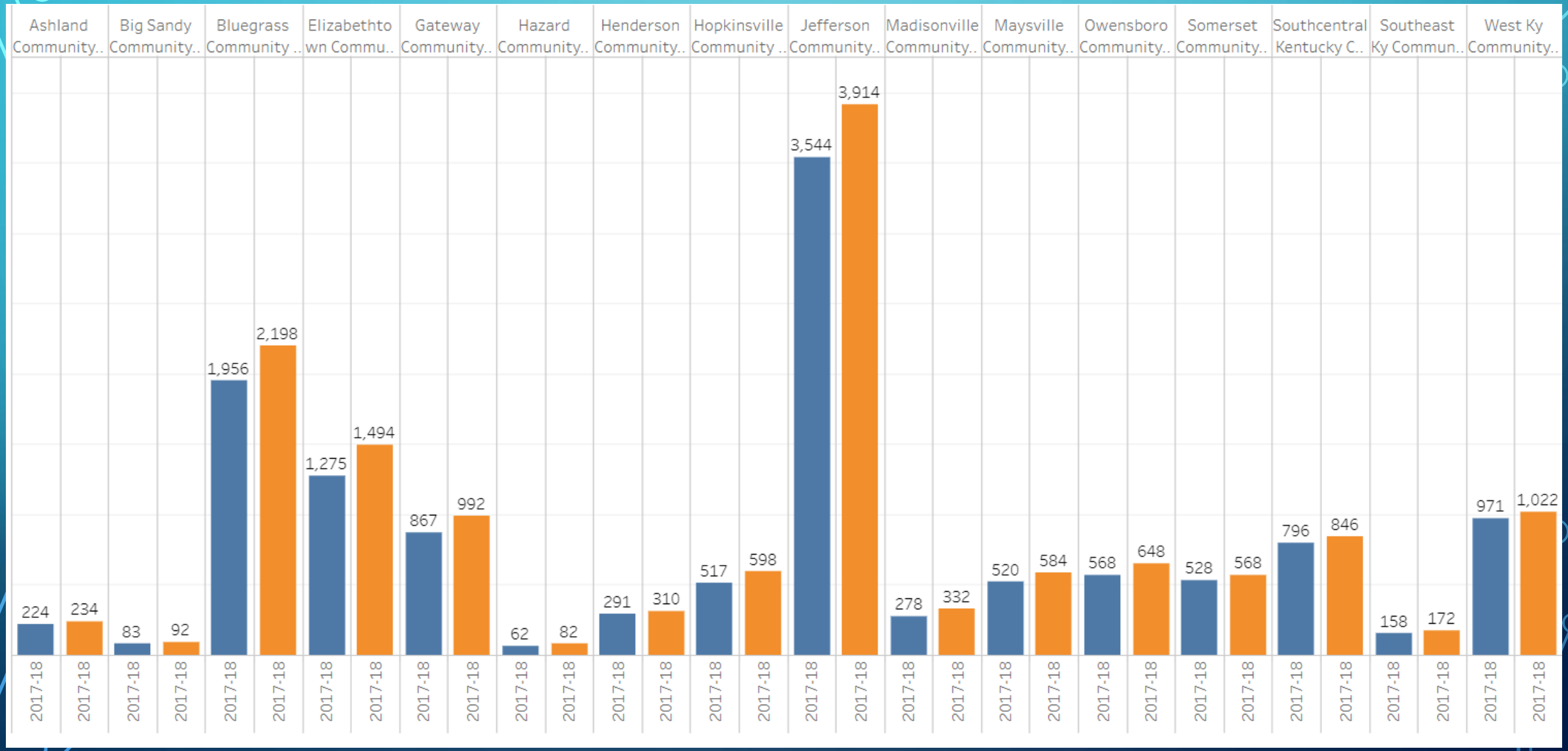


KENTUCKY:
REPORTING DE CREDIT HOURS ATTEMPTED **AND** EARNED



Source: "Dual Credit Credit Hours" tab on http://cpe.ky.gov/data/dualcredit.html

KENTUCKY: … INCLUDING BY URM



Source: "Dual Credit Credit Hours" tab on http://cpe.ky.gov/data/dualcredit.html

CONNECTING K-12 AND PS DATA SYSTEMS

If more students complete CHS programs but we lack reliable externally-facing data on their PS matriculation and success, everyone's investment is falling short

Relatively few states publish annual, reliable, externally-facing data on CHS students' PS matriculation and success, including

- Comparisons of PS outcomes for CHS- vs. non-CHS completers
- State ROI data

BEFORE WE MOVE ON…

- Questions about the specifics of any state's approach?
- What would your agency/other agencies in your state need to do to enhance CHS data collection/reporting?

EQUITY GOAL: OPENING REFLECTION

- What do we mean by “equity”?
- Who are the students not being served (or adequately served) by your state’s CHS policies/programs?

EQUITY GOAL: WHERE ARE WE NOW?

- Virtually no states have set an equity goal
- Montana guidance: "Equality of access to dual enrollment programs should be assured through outreach efforts and tuition assistance to targeted populations – e.g., rural students, low-income students, minority students." Source: https://mus.edu/board/meetings/2010/Sept2010/Workforce/DualEnrollmentGuidelines.pdf
- States can consider how PS attainment goals aimed at closing equity gaps may be enhanced to include CHS equity goals

EQUITY GOAL: POLICY/PROGRAM PRECURSORS

While setting an equity goal, states must consider:

- Broader CHS goal
- Reporting
- Finance (who's covering tuition and non-tuition expenses?)
- Navigational supports
- Credit transferability
- Course access/availability
- Instructor capacity

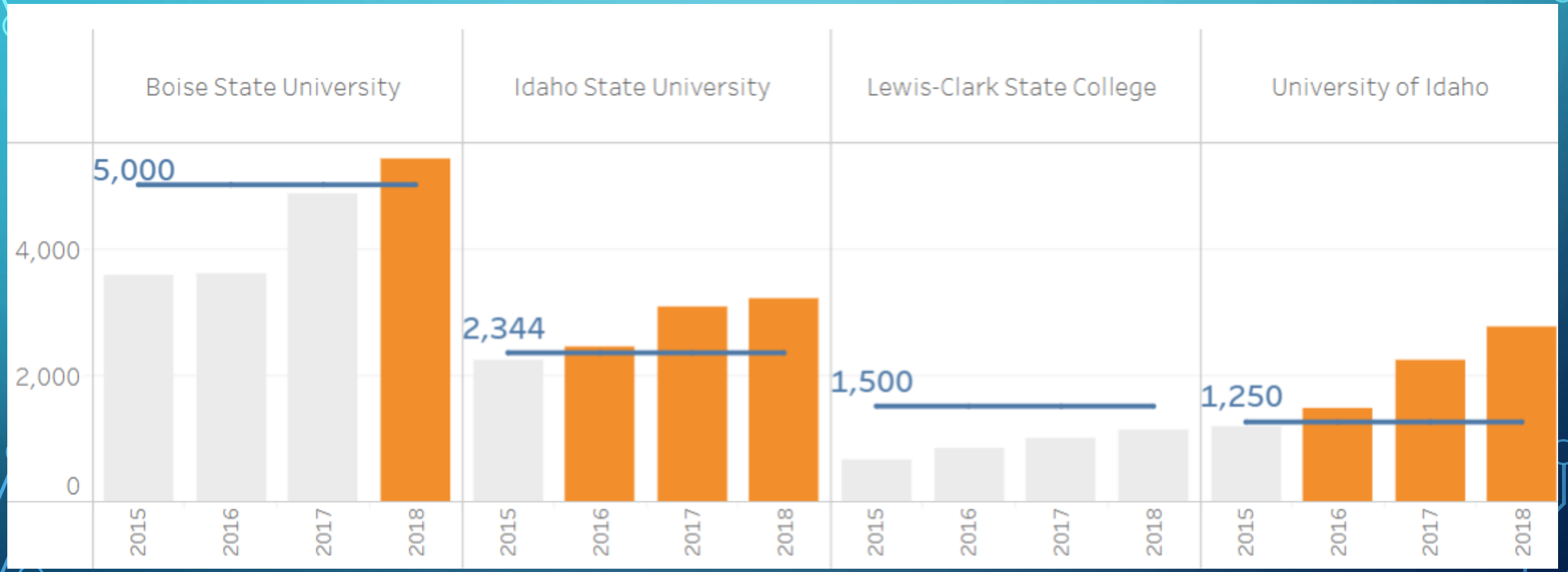
EQUITY GOAL: POLICY/PROGRAM PRECURSORS

While setting an equity goal, states must consider:

- Progress vs. overall course completion rates
  - Geographic region of state
  - Rural/suburban/urban
  - Type of credit completed (broadly transferable gen. ed? Less transferable liberal arts? High-demand vs. less high-demand CTE?)
- Credit accumulation
- Tracking/reporting postsecondary outcomes for former CHS students
- Making explicit connections between CHS and other efforts to increase PS success (corequisite support, guided pathways, etc.)

IDAHO: IDENTIFYING ATTAINMENT OF PARTICIPATION GOALS

of dual credit students served



Source: "Dual Credits" tab on https://boardofed.idaho.gov/data-research/data-dashboard/postsecondary-education/

CLOSING REFLECTIONS…

- Questions about the specifics of any state's approach?
- Might your state begin developing an equity goal?
  - Lead entity?
  - What stakeholders would be involved?
  - Arguments to win hearts and minds?
  - Timeline for equity goal development?
  - What policy issues would need to be addressed beforehand/in tandem?

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