College and Career Readiness for Every Student

Earning Postsecondary Credit in High School
Presenters

Nathan Auck
Early College Specialist, USBE

Cynthia Grua
Concurrent Enrollment, USHE

Kim Herrera
School Counseling Programs Specialist, USBE

Jonathan Frey
CTE Coordinator, USBE
What’s happening in Utah currently?
Do all students have access?
What are we currently doing to provide access?
Where do we go next?
Objectives:

• Overview of college and career readiness

• Understand barriers for underrepresented Student Groups in accessing early college experiences

• Identify policy makers’ role in overcoming barriers and closing gaps in representation in early college experiences
1. What’s Happening in Utah’s College and Career Readiness Landscape?
A student who is ready for college and career can qualify for and succeed in entry-level, credit-bearing college courses leading to a baccalaureate or certificate, or career pathway- oriented training programs without the need for remedial or developmental coursework.

David Conley
Education Policy Improvement Center (EPIC)
University of Oregon
Metric: Earning a “C” or higher in AP, Concurrent Enrollment, International Baccalaureate, or completing a career and technical education pathway
Utah at a Glance (2018/19)

- 39,000 students earn college credit in CE
- # Students earn college credit in AP
- # Students earn college credit in IB
- 19,000 Students earn college credit in CTE
50%+ of graduates earn college credit in CE

25%+ of graduates earn college credit in AP

#%+ of graduates earn college credit in IB

25%+ of graduates earn college credit in CTE
Utah College Freshman taking remedial Mathematics

2008 47%

2008 47%
Early College Coursework can move the needle toward Educational Equity
● Increased likelihood of enrolling in and graduating college in four years

● Cost savings for Utah families
  ○ AP: ~$20M in FY18
  ○ CE: ~$52M in FY19

● Strengthens High School to College Pipeline
Figure 7: Percent of June 2018 High School Graduates Enrolled in Higher Education Fall 2018

- Low Income: 50.2%
- Non-Low Income: 55.2%
- Took Concurrent Enrollment: 23.0%
- Did Not Take Concurrent Enrollment: 30.2%
161,596 Students enrolled in CTE

57% of students concentrate in a CTE Pathway (1.5 credits earned in the pathway)

20% of students complete a pathway (3.0 credits earned in the pathway)
79,223 Credits earned in CTE CE courses

132,056 Industry and state skill certification earned

Currently have:
58 Pathways, Moving to 34 for SY2020-21
- more flexible,
- more access for rural schools
36,713 Students enrolled in eight technical colleges

Including 9,913 (27%) high school students

High school students attend tuition free

$4.4 million secondary student tuition savings

Affordable for Adult Students

- $2.03 Average tuition and fees per hour
- $2,572 Average cost of tuition and fees
- $242 Average cost of books and supplies
• **6,992** Students earned technical college certificates
• **2,787** Students earned third-party industry credentials
• **3,297** UTech students participated in work-based activities
• **72%** of UTech students have related employment
• **90%** UTech graduates employed one year after graduation
• **$34,050** median salary of UTech graduates
UTech Stackable Credentials

- **284** UTech accepts USBE courses
- **185** UTech programs articulate into USHE General AAS degrees
- **38** UTech programs articulate into USHE AAS specific degrees
- **251** UTech courses are individually articulated to USHE courses
Pathway to Career Opportunities

- High wage
- High Skill
- High Demand
Career Pathway Experience in High School → Postsecondary Opportunities → Acquisition of a well-paying, satisfying job
K-12 College and Career Readiness School Counseling Programs

- Identify gaps and barriers in the areas of access, attainment, and achievement
- Make modifications to program implementation to meet the needs of the whole child
- Assess student outcomes through program accountability
Data projects help school counselors close equity gaps through intentional interventions and programming.

- FAFSA Completion
- CTE Pathway Concentrators/Completers
- Early College Coursework
- Graduation Completion
- School Culture/Climate
- Academic Proficiency
- Social Emotional Competencies

Utah Education Policy Center Research Study, 2019
What is Compelling to You About Utah’s College and Career Readiness Landscape?
2. How do we ensure College and Career Readiness for Each Student?
Equality: Giving all students the same thing

VS

Equity: Giving each student what they need when they need it
**Equity** is the equitable distribution of resources based upon each individual student’s needs. Equitable resources include funding, programs, policies, initiatives and supports that target each student’s unique background and school context to guarantee that all students have access to a high-quality education.

-USBE Definition
Any student group that holds a smaller percentage in a program as compared to the overall LEA population
Figure 8: 2017-18 CE Participation Among Low-Income Students by USHE Institution Compared to Service Area
<table>
<thead>
<tr>
<th>Percentage of 9-12 Students</th>
<th>Non-Low Income Students</th>
<th>Low-Income Students</th>
<th>Asian &amp; White Students</th>
<th>All other Minority Students</th>
<th>English Learners</th>
<th>Special Ed Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>36%</td>
<td>41%</td>
<td>25%</td>
<td>39%</td>
<td>28%</td>
<td>17%</td>
<td>10%</td>
</tr>
</tbody>
</table>
### Percent of Students in Accelerated Programs

<table>
<thead>
<tr>
<th>STATE</th>
<th>Student Count Grades 9-12</th>
<th>Distinct Students in at least 1 or more of the Adv Classes</th>
<th>Percent Females</th>
<th>Percent Males</th>
<th>Percent Non Low income Students</th>
<th>Percent Low Income</th>
<th>Asian and White Percentage</th>
<th>All Other Minority Students</th>
<th>EL Students Percentage</th>
<th>Special Ed Percentage</th>
<th>Gap between Low Income and Non Low Income Students</th>
<th>Gap student groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE</td>
<td>2E+05</td>
<td>36%</td>
<td>39%</td>
<td>34%</td>
<td>41%</td>
<td>25%</td>
<td>39%</td>
<td>28%</td>
<td>17%</td>
<td>10%</td>
<td>16%</td>
<td>11%</td>
</tr>
<tr>
<td>LEA</td>
<td>3416</td>
<td>37%</td>
<td>42%</td>
<td>32%</td>
<td>43%</td>
<td>24%</td>
<td>24%</td>
<td>16%</td>
<td>8%</td>
<td>4%</td>
<td>19%</td>
<td>8%</td>
</tr>
<tr>
<td>HS 1</td>
<td>1225</td>
<td>28%</td>
<td>30%</td>
<td>26%</td>
<td>33%</td>
<td>27%</td>
<td>31%</td>
<td>26%</td>
<td>9%</td>
<td>9%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>HS 2</td>
<td>1516</td>
<td>45%</td>
<td>47%</td>
<td>43%</td>
<td>59%</td>
<td>21%</td>
<td>53%</td>
<td>32%</td>
<td>15%</td>
<td>2%</td>
<td>38%</td>
<td>21%</td>
</tr>
<tr>
<td>HS 3</td>
<td>239</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
What observations do you have about this data set?
Utah School District Participation: 10% to 72%

Students from low income backgrounds: 6% to 61%

Low income gaps in early college coursework: 5% to 37%

Hispanic, Black, Pacific Islander, Native American, and multi-racial participation ranged from 6% to 68%

Racial gaps in early college coursework: no gap to 33%
3.
What are we doing to provide access to the students that don’t currently have it?
Use data to identify the issue

Convene diverse stakeholder groups to develop recommendations for action

Adopt vision/timeline for statewide implementation

Update relevant Statute/Board Rules

Provide implementation support
Equity Labs in Utah

5 Locations
Empowering Communities to Make the Best Decisions for Their Students
Stop ability grouping and start supporting differentiation

Use data more effectively

Utilize Plans for College and Career Readiness (PCCRs) more effectively

Use diverse student ambassadors

Change counseling practices

Leverage social media using diverse voices

Survey students
USBE Priorities in Early College:

- 3 year plan for pursuing
Proposed Solutions:

Legislative

College Access Advising Program:
connecting Utah HS students to postsecondary opportunities and financial aid

$3M
$1.9M

Enhancement for Accelerated Students Program

Change funding growth mechanism for funding and include underrepresented students
Concurrent Enrollment: Change funding growth mechanism for funding and include underrepresented student 

$4.9M
● Define goals, resources, and potential implementation of proposed joint board resolution developing postsecondary access framework

● Develop statewide definition of College and Career Readiness
“Priming students for their future”

Innovation to create stackable credentials in K-12

LAUNCH - DISCOVER - TRANSFORM
  ◦ Equity Opportunity
  ◦ Increasing Availability of Advanced Coursework
What initiatives are you excited to tackle in the college and career readiness landscape?