





I can use Utah's equity in CE story to inform how to tackle equity gaps in my community

I can identify some success criteria I'd like to pursue in my CE community I can identify
some strategies
my community
can implement in
order to reach
those success
criteria





ANY STUDENT GROUP THAT HOLDS A SMALLER PERCENTAGE IN A PROGRAM AS COMPARED TO THE OVERALL POPULATION

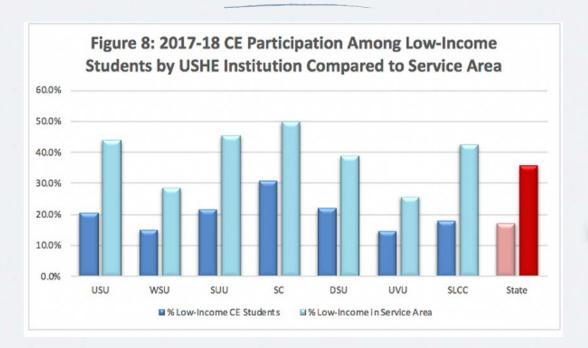


UTAH CE AT A GLANCE/20-21

- ·46,351 students/342,386 earned semester credits
- ·Participation in all districts, 180+ high schools
- ·86% CE courses taught in HS by educator/adjunct
- •\$5 per credit students & families saved over \$66M



UTAH CE PARTICIPATION BY INCOME BRACKET





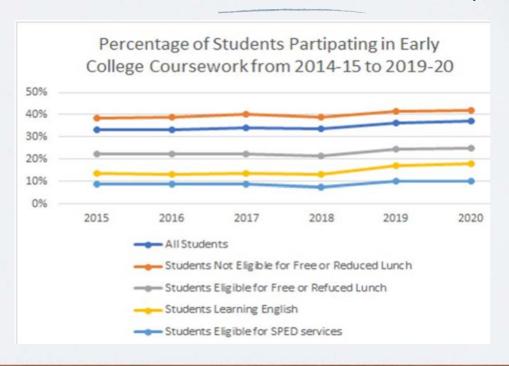
UTAH CE PARTICIPATION BY INCOME BRACKET: STATE-WIDE GAPS, LITTLE CHANGE

TABLE A Percentage of Students who Coded as NSLPS who Attempted Credits for the First time at Each Institution by Year

Inst	2016	2017	2018	2019	
UU	34%	33%	31%	31%	NA
USU	21%	22%	20%	21%	43%
WSU	16%	16%	17%	15%	28%
SUU	23%	26%	25%	24%	44%
SNOW	28%	34%	31%	27%	50%
DSU	18%	23%	23%	24%	39%
UVU	17%	16%	15%	15%	25%
SLCC	20%	19%	19%	22%	42%
Grand Total	19%	19%	18%	19%	



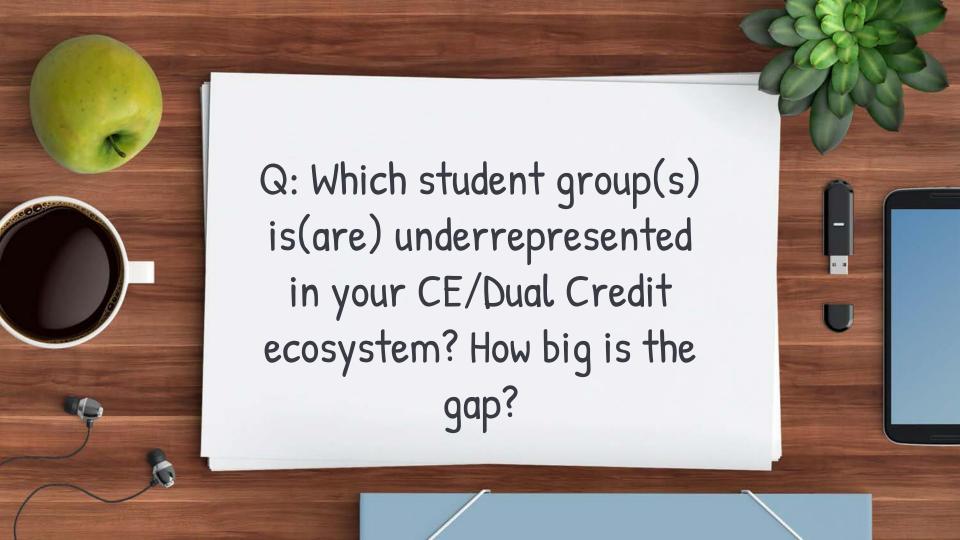
UTAH'S EARLY COLLEGE BACKGROUND:



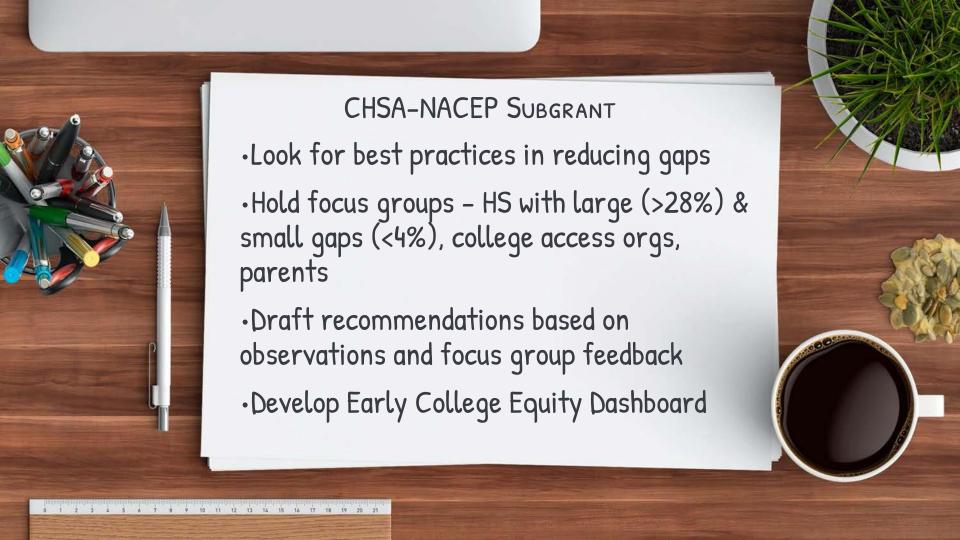
COLLEGE READINESS COURSEWORK

BY STUDENT GROUP, 2019











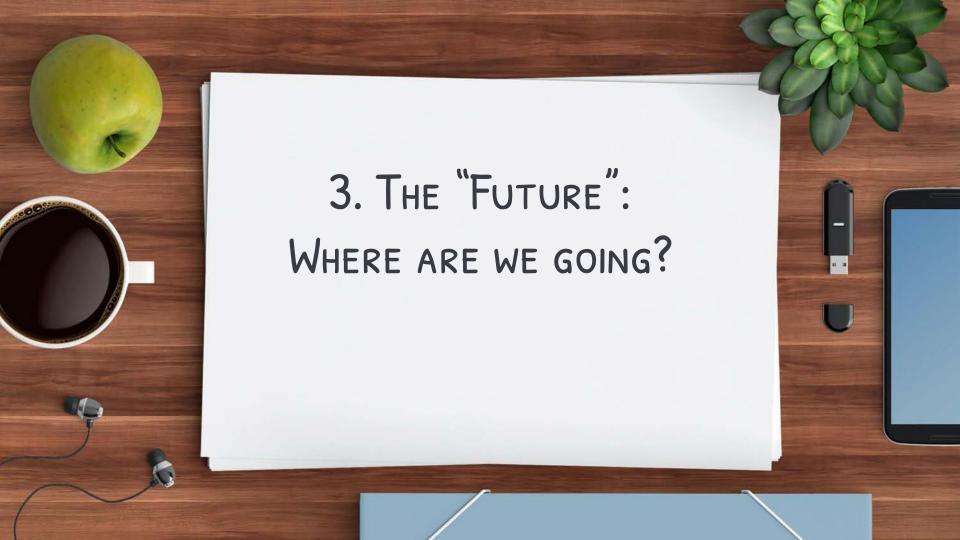
SUBGRANT RECOMMENDATIONS

- •Recruit all CE-eligible students students who don't self-select CE (or AP or IB)
- ·Explore CE financial assistance for students in need
- ·Improve CE messaging develop grade appropriate common messaging
- Promote collaboration among groups serving underrepresented student groups



JOINT GOALS USHE/USBE

- > Common messaging
- > Common language
- > Coherent portraits of a graduate
- > Facilitation of Equity Labs
- > CE Grant Expectations





CE IS A USHE PRIORITY

USHE STRATEGIC PLANS INCLUDES:

- Coordinate statewide college access efforts among USHE, USBE, UT College Advising Corp, state's college access orgs)

 • Inform HS students on scholarships, dual enrollment, finAid, HE
- pathways
 - O Prioritize CE courses that meet GenEd/Scholarship rarmnts
- Standardize processes/policies to ensure access to CE/TE in HS
 Expand supportive entry level education practices (e.g., co-req Math and English)

COLLEGE READINESS IS A USBE PRIORITY

ENDS



Portrait of a Graduate

MEANS



Our Goals

Metrics

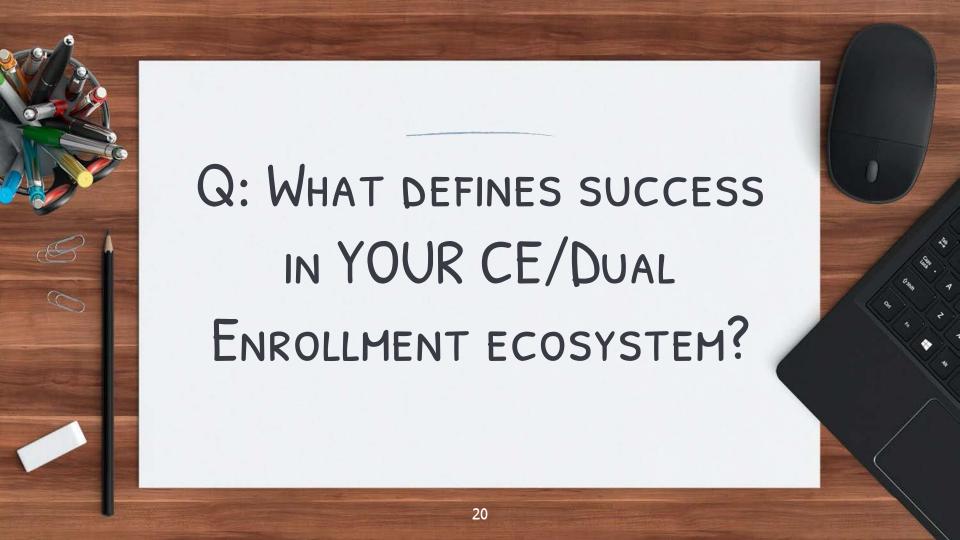


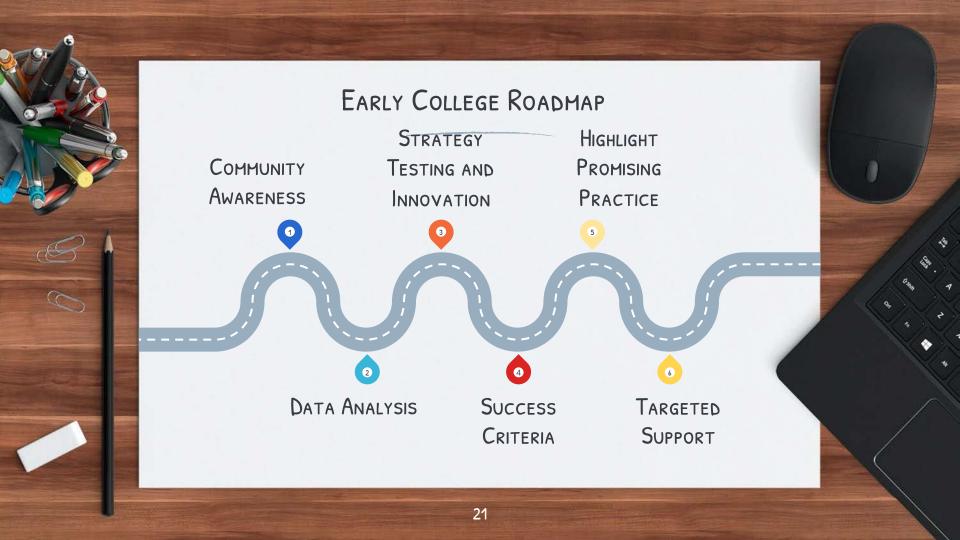
Education Elevated Targets



USBE-USHE INITIATIVES

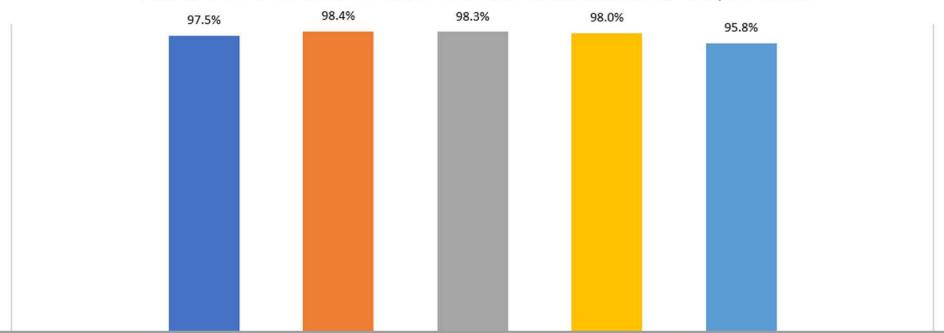
- Underrepresented Student Data projects
- Co-Requisite ENGL
- CE Success Criteria
- Early College Dashboard







FROM OCT 1 TO DEC 1 FOR STUDENTS WITH DISABILITIES, SY 2021



Hispanic/Latino	A.P. Spanish - Language	Language Arts 11 or 12 CE	A.P. Human Geography
White	Language Arts 11 or 12 CE	Finance CE	A.P. Human Geography
Asian	A.P. Human Geography	A.P. United States History	A.P. Psychology
Black/African America	Language Arts 11 or 12 CE	A.P. Human Geography	Finance CE
American Indian	Language Arts 11 or 12 CE	A.P. United States History	A.P. English Language

1st

A.P. Human Geography

Language Arts 11 or 12 CE

2nd

Language Arts 11 or 12 CE

A.P. Human Geography

Race/Ethinicity

Multi-race

Pacific Islander

3rd

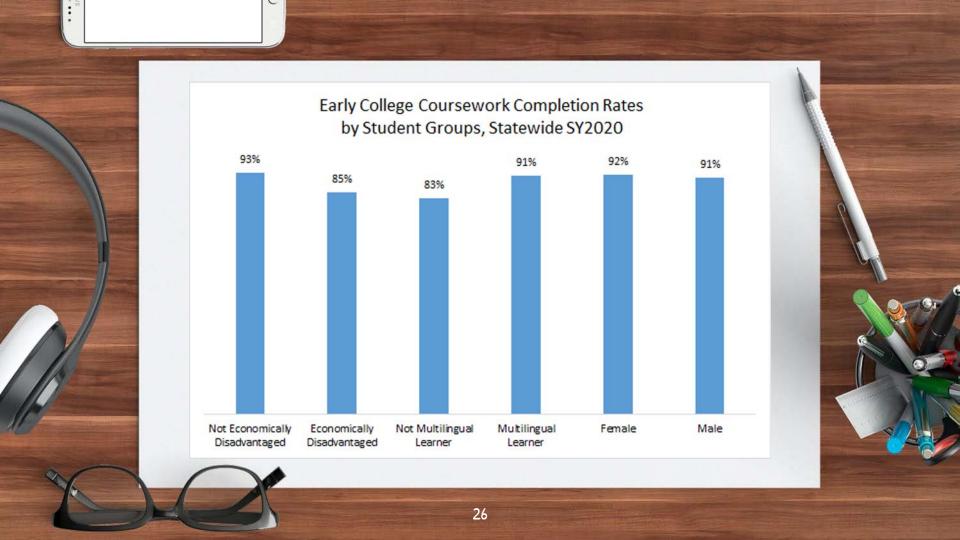
A.P. United States History

A.P. World History Moder

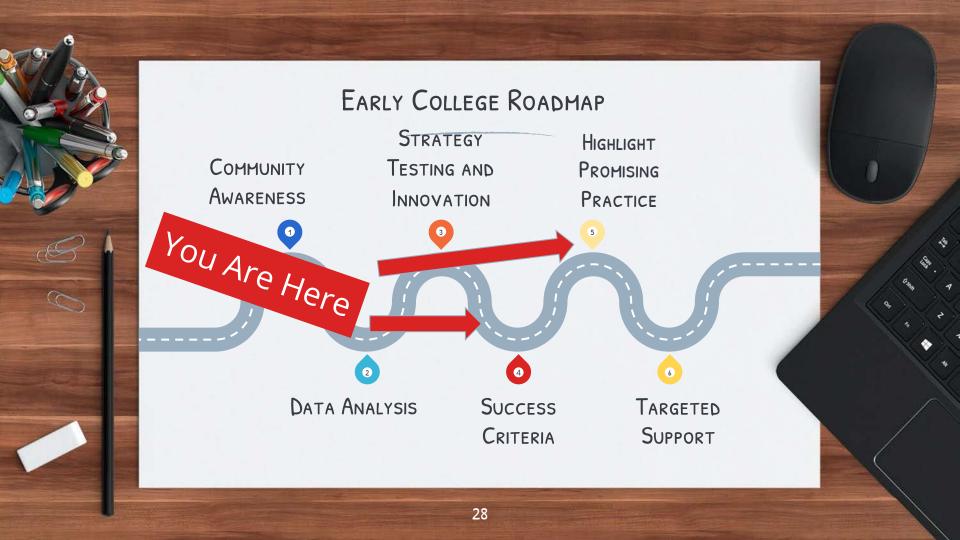


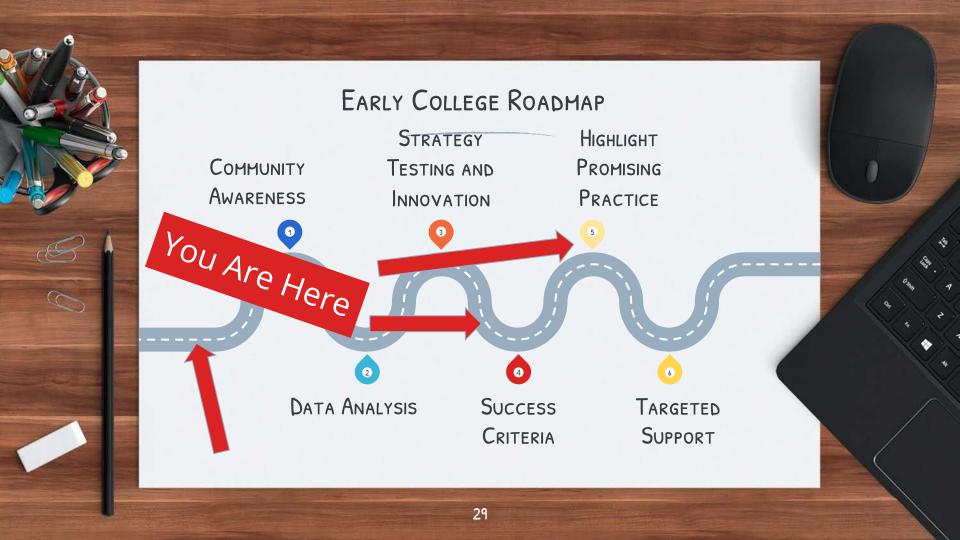
MIDDLE SCHOOL PIPELINE

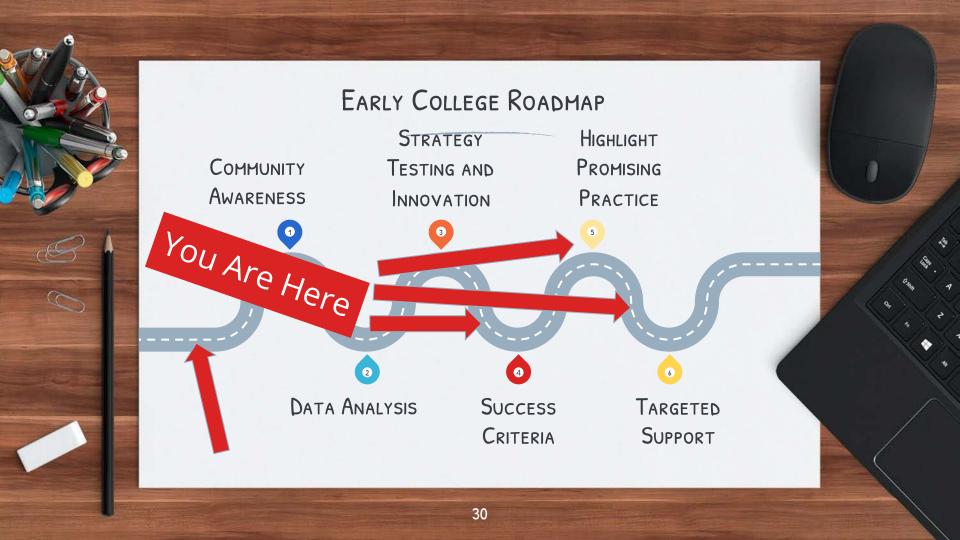
	8th Grade Average Proficiency	8th Grade Proficiency for students in Early College Courses	8TH GRADE PROFICIENCY IN EARLY COLLEGE SUBJECT AREAS
Матн	44%	64%	79%
Language Arts	44%	62%	73%
Science	49%	67%	79%

















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