High Expectations for Every Student: Utah’s Early College Story
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Utah System of Higher Education
Academic Affairs
Learning Intentions for Today:

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.
1. The Past: How did we get here?
Underrepresented

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

Figure 8: 2017-18 CE Participation Among Low-Income Students by USHE Institution Compared to Service Area

[Bar chart showing participation rates]
Utah CE Participation by Income Bracket: State-wide Gaps, Little Change

<table>
<thead>
<tr>
<th>Inst</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>UU</td>
<td>34%</td>
<td>33%</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>USU</td>
<td>21%</td>
<td>22%</td>
<td>20%</td>
<td>21%</td>
</tr>
<tr>
<td>WSU</td>
<td>16%</td>
<td>16%</td>
<td>17%</td>
<td>15%</td>
</tr>
<tr>
<td>SUU</td>
<td>23%</td>
<td>26%</td>
<td>25%</td>
<td>24%</td>
</tr>
<tr>
<td>SNOW</td>
<td>28%</td>
<td>34%</td>
<td>31%</td>
<td>27%</td>
</tr>
<tr>
<td>DSU</td>
<td>18%</td>
<td>23%</td>
<td>23%</td>
<td>24%</td>
</tr>
<tr>
<td>UVU</td>
<td>17%</td>
<td>16%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>SLCC</td>
<td>20%</td>
<td>19%</td>
<td>19%</td>
<td>22%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>19%</td>
<td>19%</td>
<td>18%</td>
<td>19%</td>
</tr>
</tbody>
</table>
Utah’s Early College Background:

Percentage of Students Participating in Early College Coursework from 2014-15 to 2019-20

- All Students
- Students Not Eligible for Free or Reduced Lunch
- Students Eligible for Free or Reduced Lunch
- Students Learning English
- Students Eligible for SPED services
Q: Which student group(s) is(are) underrepresented in your CE/Dual Credit ecosystem? How big is the gap?
2. The “Present”: Where are we?
CHSA-NACEP Subgrant

• Look for best practices in reducing gaps
• Hold focus groups – HS with large (>28%) & small gaps (<4%), college access orgs, parents
• Draft recommendations based on observations and focus group feedback
• Develop Early College Equity Dashboard
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
3. The “Future”: Where are we going?
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
  - Prioritize CE courses that meet GenEd/Scholarship rqrmnts
- 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
Q: What defines success in YOUR CE/Dual Enrollment ecosystem?
Early College Roadmap

Community Awareness
Strategy
Testing and Innovation
Highlight
Promising Practice

Data Analysis
Success Criteria
Targeted Support
Early College Success Criteria

- Recruitment
- Retention
- Middle School Pipeline
- Course Efficacy
EARLY COLLEGE COURSEWORK RETENTION RATES FROM OCT 1 TO DEC 1 FOR STUDENTS WITH DISABILITIES, SY 2021

97.5% 98.4% 98.3% 98.0% 95.8%
<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
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</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>A.P. Spanish - Language</td>
<td>Language Arts 11 or 12 CE</td>
<td>A.P. Human Geography</td>
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<tr>
<td>White</td>
<td>Language Arts 11 or 12 CE</td>
<td>Finance CE</td>
<td>A.P. Human Geography</td>
</tr>
<tr>
<td>Asian</td>
<td>A.P. Human Geography</td>
<td>A.P. United States History</td>
<td>A.P. Psychology</td>
</tr>
<tr>
<td>Black/African American</td>
<td>Language Arts 11 or 12 CE</td>
<td>A.P. Human Geography</td>
<td>Finance CE</td>
</tr>
<tr>
<td>American Indian</td>
<td>Language Arts 11 or 12 CE</td>
<td>A.P. United States History</td>
<td>A.P. English Language</td>
</tr>
<tr>
<td>Multi-race</td>
<td>A.P. Human Geography</td>
<td>Language Arts 11 or 12 CE</td>
<td>A.P. United States History</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>Language Arts 11 or 12 CE</td>
<td>A.P. Human Geography</td>
<td>A.P. World History Modern</td>
</tr>
</tbody>
</table>
## Middle School Pipeline

<table>
<thead>
<tr>
<th></th>
<th>8th Grade Average Proficiency</th>
<th>8th Grade Proficiency for students in Early College Courses</th>
<th>8th Grade Proficiency in Early College subject areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td>44%</td>
<td>64%</td>
<td>79%</td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
<td>44%</td>
<td>62%</td>
<td>73%</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>49%</td>
<td>67%</td>
<td>79%</td>
</tr>
</tbody>
</table>
Early College Roadmap

Community Awareness

Strategy Testing and Innovation

Highlight Promising Practice

Data Analysis

Success Criteria

Targeted Support

You Are Here
You Are Here
Early College Roadmap

Community Awareness

You Are Here

Strategy

Testing and Innovation

Highlight

Promising Practice

Data Analysis

Success Criteria

Targeted Support
Q: What strategies can your community leverage to achieve your success criteria?
Early College Implementation Strategies
Thank You!

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