EQUITY GOAL & PUBLIC REPORTING DEEP DIVE

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FOR CROSS-STATE COLLEGE IN HIGH SCHOOL WORKSHOP
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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
  • Unrealiable
  • Not-right-grain-sized
  • Not publicly reported
  • Possibly not collected at all?
PUBLIC REPORTING

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  • Not-right-grain-sized
  • Not publicly reported
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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?

<table>
<thead>
<tr>
<th>Institution Type</th>
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<tbody>
<tr>
<td>• Four-year</td>
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<tr>
<td>Public</td>
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<td>Nonpublic</td>
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<tr>
<td>Tribal</td>
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<td>For-profit</td>
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<td>• Two-year</td>
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<td>Tribal</td>
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<tr>
<th>Student Academic Background</th>
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<tbody>
<tr>
<td>• Grade level</td>
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<tr>
<td>• High school GPA</td>
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<tr>
<td>• ACT/SAT performance</td>
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<tr>
<td>• Other measures of college-readiness</td>
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<tr>
<td>• English learner status</td>
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<tr>
<td>• Special needs status</td>
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<table>
<thead>
<tr>
<th>Student Demographic Background</th>
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<tbody>
<tr>
<td>• Gender</td>
</tr>
<tr>
<td>• Race/ethnicity</td>
</tr>
<tr>
<td>• Low-income</td>
</tr>
<tr>
<td>• First-generation college-going</td>
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<tr>
<td>• Homeless</td>
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<tr>
<td>• Military dependent</td>
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<tr>
<td>• ?Other?</td>
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PUBLIC REPORTING WITH A VIEW TO EQUITY: WHAT COULD IT LOOK LIKE?

<table>
<thead>
<tr>
<th>Program Setting</th>
<th>Geographic Region of State</th>
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<tbody>
<tr>
<td>• Urban</td>
<td></td>
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<td>• Suburban</td>
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<td>• Rural</td>
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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: “% earning dual credit” on https://public.tableau.com/pro...
INDIANA: IDENTIFYING DIFFERENCES AMONG SIMILAR-TYPE COUNTIES

Sorting just for Rural counties...

Source: “% earning dual credit” + selecting “Rural” on https://public.tableau.com/profile/chesstaff#!/vizhome/CollegeReadiness2019/Story
IDAHO: IDENTIFYING REGIONAL PARTICIPATION DIFFERENCES

Participation rates and average credits earned

KENTUCKY: REPORTING DE CREDIT HOURS ATTEMPTED AND EARNED

Source: “Dual Credit Credit Hours” tab on [http://cpe.ky.gov/data/dualcredit.html](http://cpe.ky.gov/data/dualcredit.html)
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

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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