

Early College Coursework Recommendations from Committees

Purpose: During the presentation of the Legislative reports for the Accelerated Programs and Concurrent Enrollment provided during the December 2016 Board meeting, Board members expressed concern at the underrepresentation of students from diverse backgrounds enrolled in early college coursework programs (i.e. Advanced Placement, Concurrent Enrollment, and International Baccalaureate). The Law and Licensing Committee requested Board staff provide recommendations for increasing the number and percentage of students from diverse and/or disadvantaged backgrounds earning credit.

Framework: Stakeholders from across the state developed a framework. The framework provided direction to subcommittees to identify efforts in providing equity and opportunity to all populations of students and families. The framework is organized into three pillars: Students/Parents, Teachers/School Counselors, and School/Policy. All items in the framework were analyzed using evidence, extensively discussed, and refined for further guidance and recommendations from the Board.

Pillar One—Students/Parents: Increase early awareness and preparation.

- Implement early community outreach to parents and students increasing awareness of the benefits of early college opportunities for future career pathways.
- Vary approaches for family and student engagement based on most relevant needs determined by the community served.
- Create educational opportunities for students with their families to increase engagement in and awareness of the benefits of early college coursework access and success.
- Expand access, allocate resources for equitable opportunities, and build capacity for academic excellence for each student.

Pillar Two—Teachers/School Counselors: Increase equitable access and opportunities.

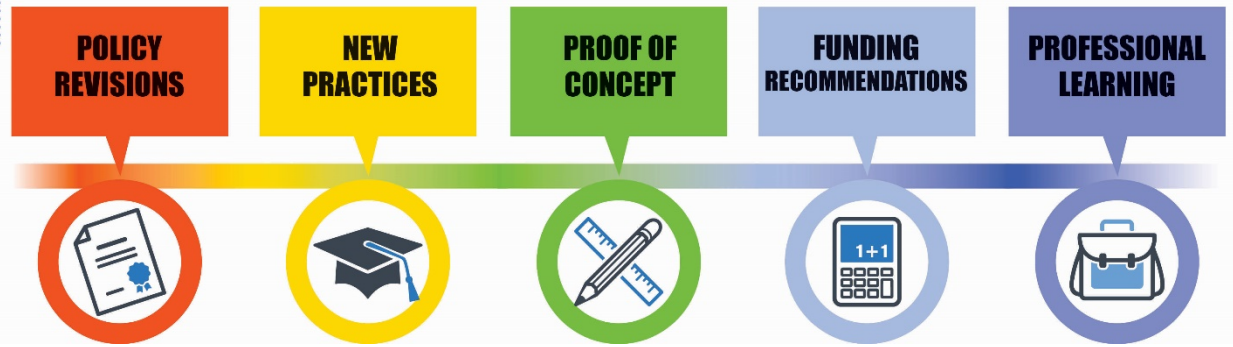
- Evaluate current instructional/counseling practices in K-16 that encourage and support early college opportunities for each student.
- Build teacher and school counselor capacity to offer relevant support that build students' ability to see themselves capable of achieving success in early college coursework.
- Provide professional development for teachers and school counselors to address the diverse needs of each student.

Pillar Three—School/Policy: Evaluate policies, practices, and processes.

- Identify and revise current policies, practices, and processes that inhibit equitable access to early college coursework.
- Evaluate course-taking patterns as well as course placement recommendations to ensure equitable access for under-represented students.
- Provide LEA leadership opportunities for professional learning to address the diverse needs of each student.
- Evaluate the current allocation of resources for early college coursework.

Based on the three pillars, Utah State Board staff facilitated three working groups from December 2017 to March 2018. Students, families, teachers, counselors, district administrators, and Utah State Board members developed the following recommendations.

EARLY COLLEGE COURSEWORK COMMITTEE RECOMMENDATIONS



Policy Revisions

LEAs will:

- Review course descriptions in course catalogues for every high schools to eliminate discriminatory prerequisites (scores on SAGE and other standardized assessments, GPA, teacher recommendation, summer reading lists).
- Eliminate all registration procedures that track underrepresented students into non-college preparatory courses.

USBE Rule will:

- Update definitions with an emphasis on the rigor of the courses and their open nature, not the acceleration of the students.
- Amend current funding procedures to encourage LEAs to increase their student enrollment in courses to be representative of their student population, as well as an increase in the number of students completing AP courses/tests at a certain threshold. Also, incentivize LEAs to encourage first-generation students to enroll and succeed.

New Practices

- Share innovative strategies, including effective recruitment practices, through a Best Practices in Early College document with an equitable access statement.
- Universal screening practice for identification of gifted and talented students.
- Work with USHE to standardize the forms for concurrent enrollment to make them easier for students and families to complete.
- Develop a College and Career Standards and Awareness CE course (stand alone or embedded into another content area).
- Showcase the practices of administrators whose schools have been honored as Title I Distinguished Schools.
- Highlight middle/high schools making progress toward increasing underrepresented students in early college coursework.

Proof of Concept

- Based on current research, validate the effectiveness of:
 - AVID
 - Content Link (Park City SD)
 - Models of Co-Teaching (Canyons SD)
 - Summer Bridge Program Middle-to-High School (Park City SD)

Funding Recommendations

- Seek funding for AP testing cost supplement for low-income or first-generation college students.
- Develop a data dashboard in Data Gateway to be able to pull early college enrollment and success rates to identify strengths and weaknesses of representation of diverse populations.
- Seek funding to cover fees for Concurrent Enrollment (admission fee + tuition).
- Provide LEAs compensation for each 1st-time enrollee in an AP/CE/IB course.
- Seek funding to run a summer CE pilot program.

Professional Learning

- Provide teachers with AP training every x of years and/or when teachers' pass rates are under a certain level of performance.
- Provide professional learning opportunities focused on equity and access, multicultural approaches for differentiated instruction/support, and culturally relevant teaching.
- Develop a webinar series to address closing the gaps using Education Elevated indicators.
- Develop workshops for administrators to engage families about the opportunities for success in early college coursework in the language they understand.

Action Requested

USBE staff request for the Board to prioritize and recommend further staff action towards increasing equitable access to early college experiences for all students.