**2019 SDP SELECTION DAY CASE ASSIGNMENT**

***Instructions:*** Please read the scenario below. Using the accompanying data set, generate a recommendation for Jane Smith, Deputy Commissioner of the Department of Education, based on your analysis. Create a 6-8 slide presentation of your recommendations and analysis that you will present to interviewers. Your presentation should be no longer than 15 minutes. Following your presentation, there will be a 15-20 minutes Q&A regarding your analysis and findings.

***General guidelines:*** *i) Candidates can complete the case and create a successful presentation using Excel, SAS, STATA, R, SPSS, or other data analysis software; ii) 15 minutes will be allotted for your presentation; your presentation should be timed accordingly; iii) your cover slide and any slides in your appendices do not count toward the slide limit total (6-8 slides); iv) please upload your completed slides to sdp.smapply.io by the deadline; v) please plan to dress professionally as if you are presenting in front of state education agency officials.*

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***Scenario:*** The Importance of Dual Enrollment Coursework

When Deputy Commissioner Jane Smith joined the Department of Education of a large Midwestern state in August 2012, she declared increasing students’ postsecondary success as one of her top priorities. While high school graduation rates in the state had been improving steadily over the past several years (and were now consistently above 85%), these improvements did not seem to have translated into a greater pursuit of postsecondary education. The college enrollment rate of recent graduates seemed stuck around 50%.

Based on her vast experience in both secondary and postsecondary education, Ms. Smith believed that exposing students to rigorous college-level coursework early in their high school years was critical. It seemed logical that such courses would not only build students’ academic readiness for college but would also foster greater college aspirations and create a culture of high expectations in their schools. Ms. Smith also knew that, for many years now, high school students across the state had the option of taking college-level courses at the campuses of public universities and community colleges. Upon successful completion, these “dual enrollment” courses granted both high school credits and college credits. Dual enrollment coursework seemed like a promising start on which the Deputy Commissioner could focus her broader college-going agenda. However, she had no idea whether students actually took advantage of dual enrollment opportunities—and whether these opportunities actually paid off in terms of greater postsecondary enrollment and success.

Ms. Smith is considering formalizing opportunities for dual enrollment course-taking and making them more widely and consistently available across the state. She is planning to schedule meetings with representatives of several major public colleges and universities to discuss the issue. In preparation for these meetings, Ms. Smith has asked Mark Brady, director of the Research and Evaluation Department, to provide some insights about dual enrollment course-taking in the state. Brady is expected to present findings at the next cabinet meeting in 3 days. As his trusted advisor, you are not at all surprised when he pulls you aside and assigns you the analysis. He tells you:

*I need you to conduct an analysis of our dual enrollment coursework data. Make sure to examine the prevalence of dual enrollment course-taking in the state, the characteristics of the students who take advantage of it and its association (if any) with postsecondary success. Does taking dual enrollment courses actually improve postsecondary success among our students? In your analysis, you can use any measure of postsecondary success, such as enrollment rates, but it seems sensible to examine remedial work in college as one of the outcomes.*

*Your primary audience is the Deputy Commissioner, her team, and some members of the research and evaluation department. But remember that your results may need to be presented to the higher education community, so please consider how to present your results to those without strong quantitative backgrounds.*