Strengthening Equity in College Access: The Role of High School Courses

PACE Annual Conference
Feb 3, 2023

Panelists

Moderated by: Michal Kurlaender, Faculty Director, PACE, and Professor of Education Policy, University of California, Davis School of Education

Sherrie Reed, Executive Director, California Education Lab, University of California, Davis

Christopher Nellum, Executive Director, The Education Trust–West

Lisa Neeley, Vice President, Student Services, Solano Community College

Troy Allen, Director of Secondary Education and Leadership, Davis Joint Unified School District

Fatima Ghatala, Dual Enrollment Specialist, Oakland Unified School District

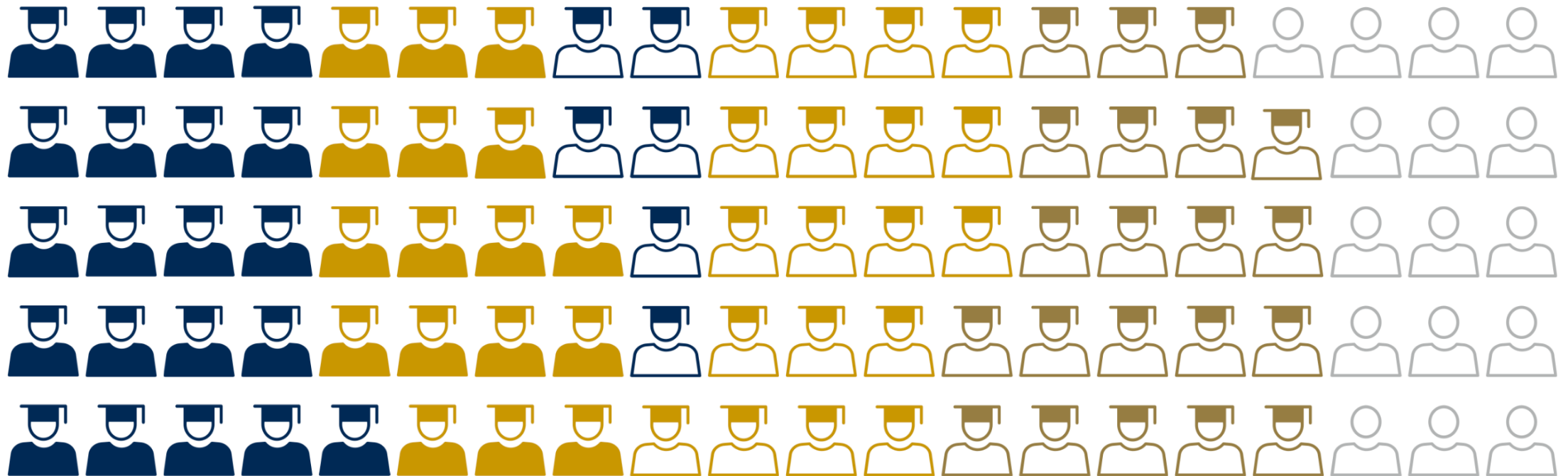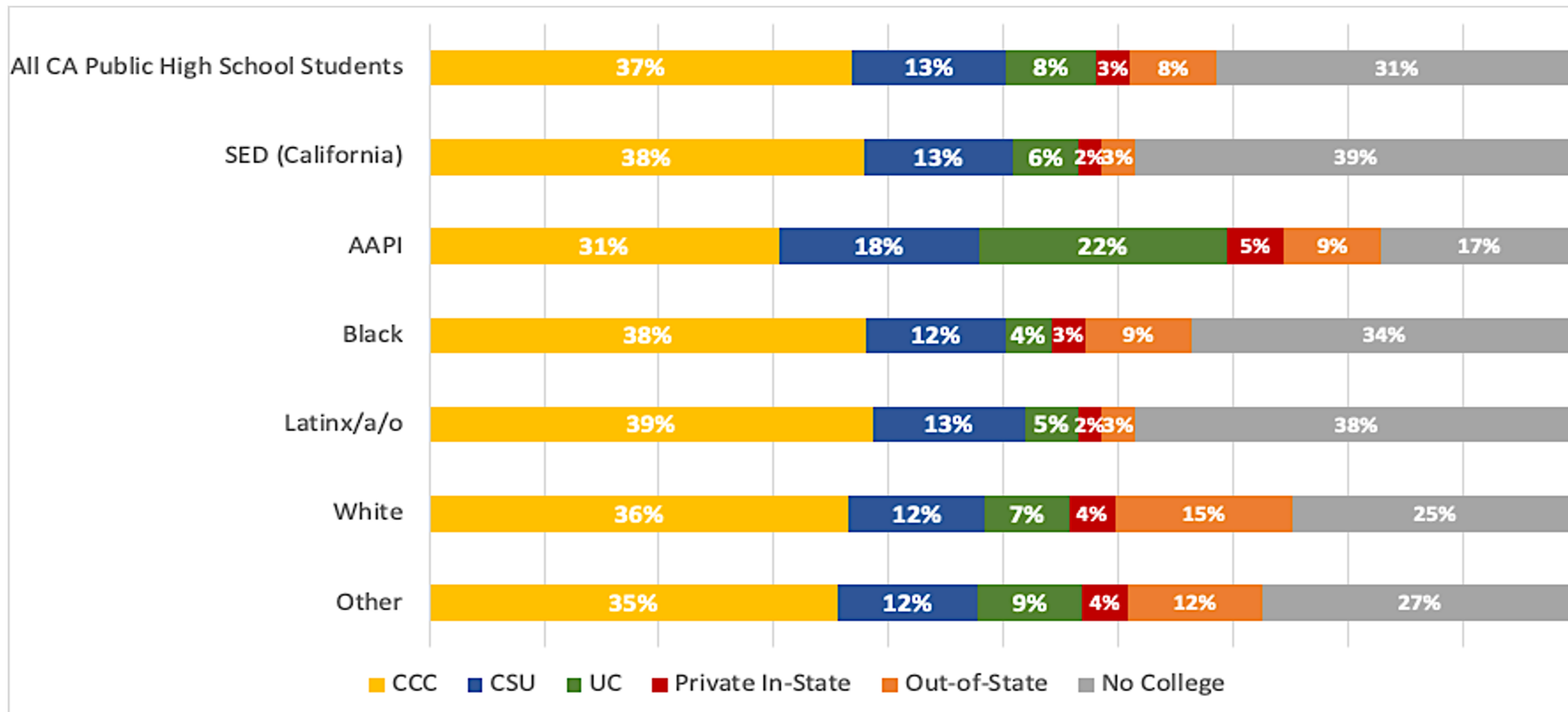# Far too few California students enroll in & complete college

21%
Complete BA

17%
Complete AA

25%
Some College

College enrollment in California differs for students from different subgroups

	CCC	CSU	UC	Private In-State	Out-of-State	No College
All CA Public High School Students	37%	13%	8%	3%	8%	31%
SED (California)	38%	13%	6%	2%	3%	39%
AAPI	31%	18%	22%	5%	9%	17%
Black	38%	12%	4%	3%	9%	34%
Latinx/a/o	39%	13%	5%	2%	3%	38%
White	36%	12%	7%	4%	15%	25%
Other	35%	12%	9%	4%	12%	27%

Key Predictors of Educational Attainment

Aspirations & Beliefs	Academic Preparation
Knowledge & Information	Fortitude & Resilience

(Kurlaender, Reed, & Hurtt, 2019)

Key Predictors of Educational Attainment

Aspirations & Beliefs

Academic Preparation

Structural Barriers

Knowledge & Information

Fortitude & Resilience
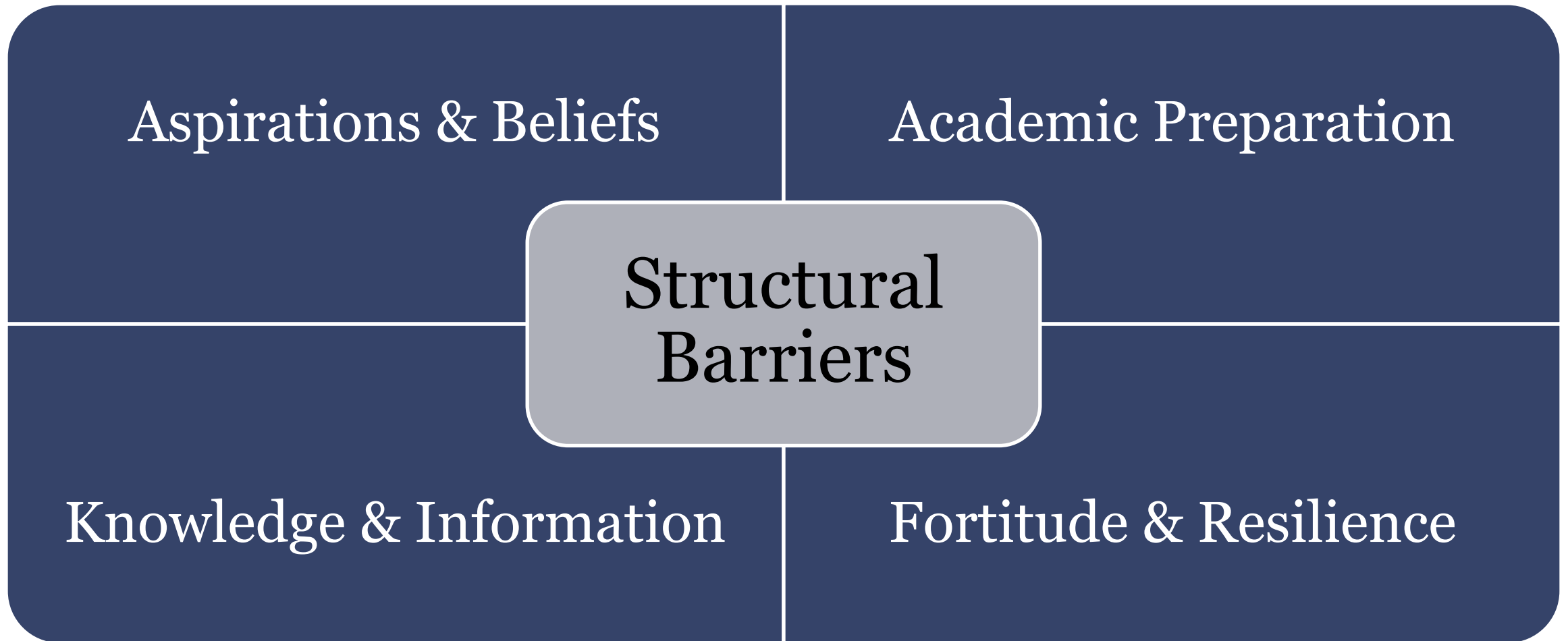
(Kurlaender, Reed, & Hurtt, 2019)

Increasing Complexity of College and Career Coursework

Sherrie Reed & Alexandria Hurtt

with

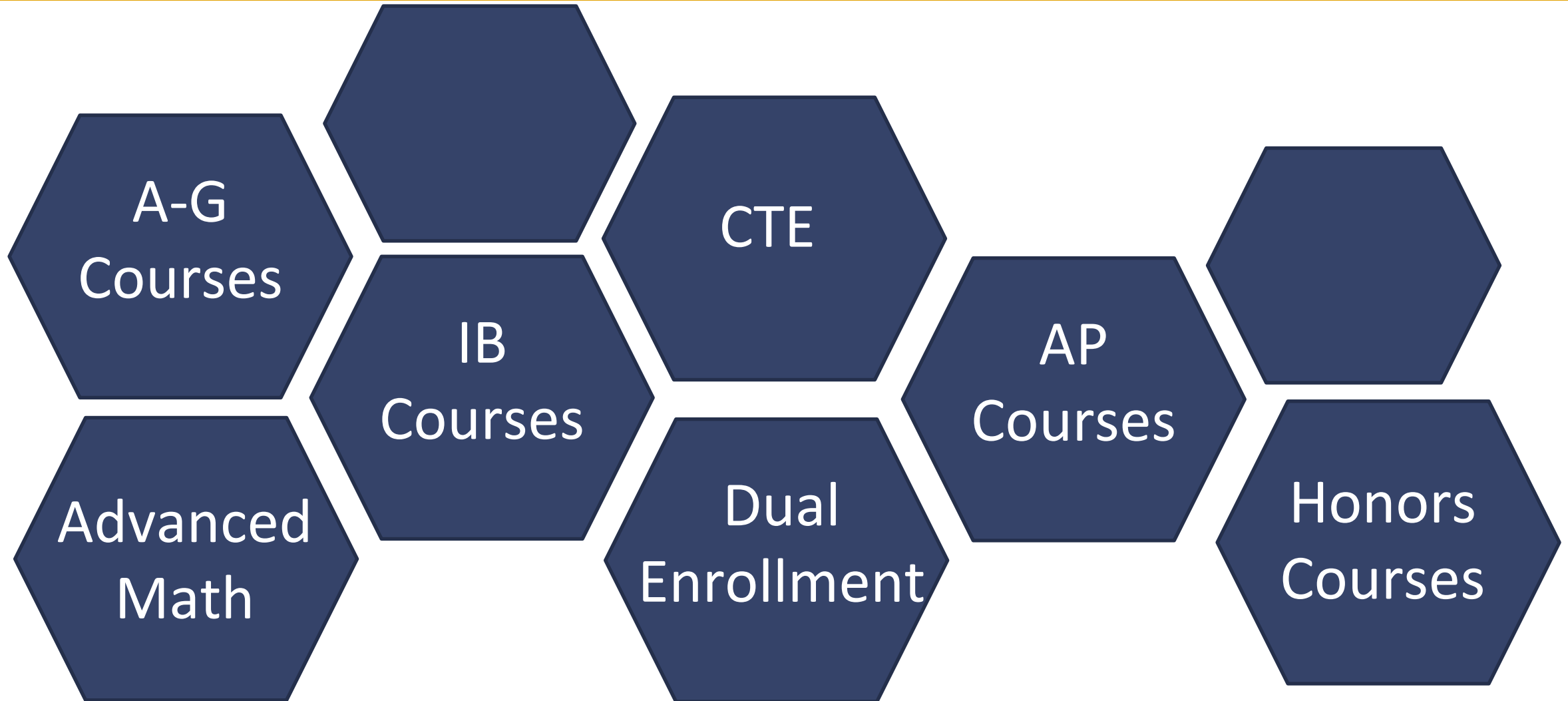Michal Kurlaender, Justin Luu, Cassie Merritt & Audrey Boochever
University of California, Davis

Jonathan Isler
California Department of Education

Landscape of college readiness coursework is increasingly complex

A-G Courses

IB Courses

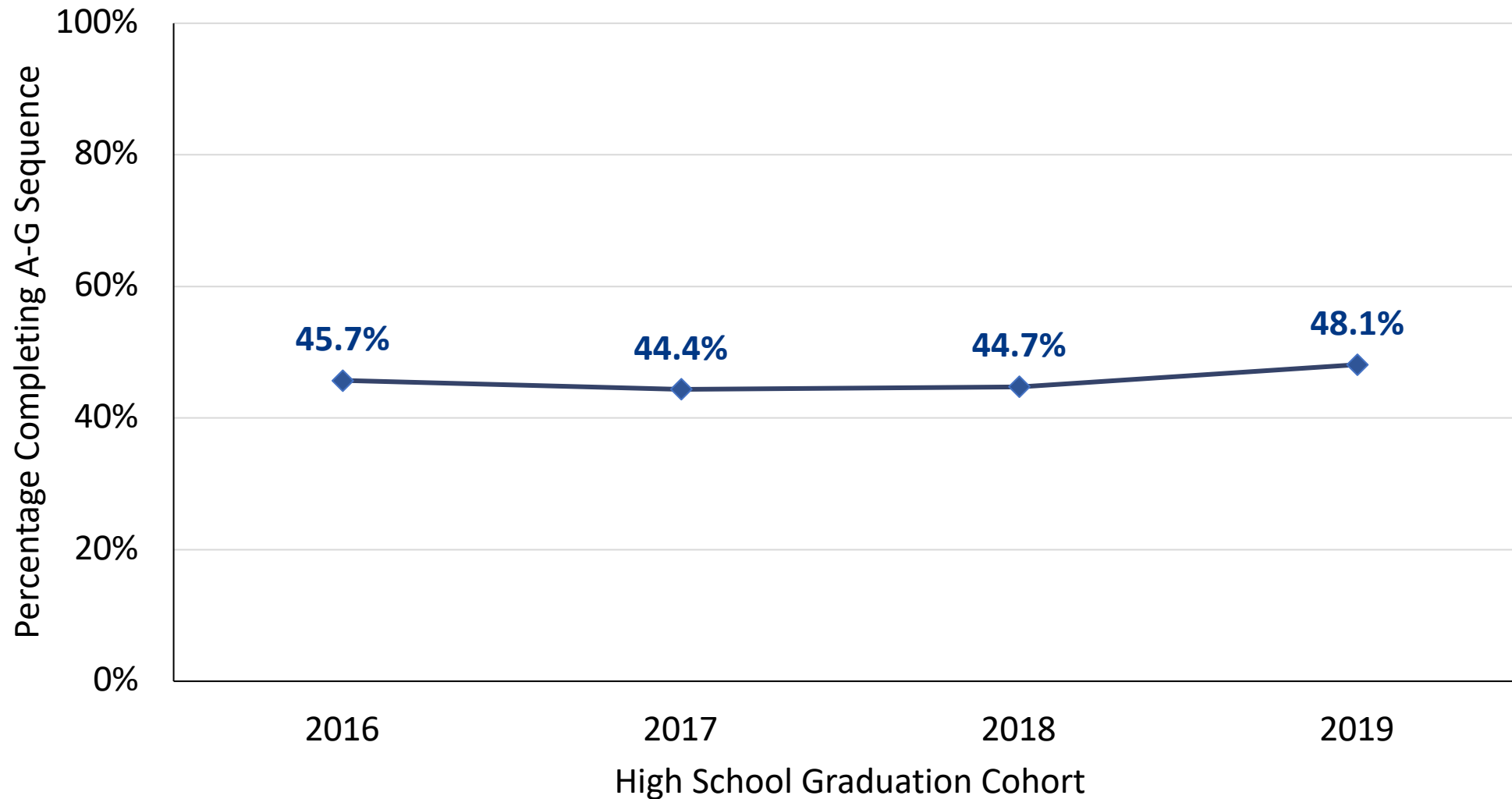CTE

AP Courses

Advanced Math

Dual Enrollment

Honors Courses

A-G Course Requirements

History	English	Mathematics	Science	Foreign Language	Visual & Performing Arts	College Prep Elective
• 1 year of World History, Historical Geography, or Cultures • 1 year of U.S. History or ½ year U.S. History and ½ year Civics or American Government	4 years of English composition and literature that includes practice listening and speaking with different audiences	3 years of math that includes or integrates topics covered in: elementary Algebra, 2D and 3D Geometry, and Advanced Algebra	2 years of science in two of the following: Biology, Chemistry, or Physics	2 years, or equivalent to the 2nd level of high school instruction, of the same language other than English	1 year of dance, music, theater, visual arts (i.e., painting, film/video), or interdisciplinary arts	1 year of additional college preparatory coursework
A	B	C	D	E	F	G

Note. Adapted from information from the University of California Office of the President (UCOP).

Under 1/2 of high school graduates complete A-G course requirements

Chart showing percentage completing A-G sequence by high school graduation cohort:
- 2016: 45.7%
- 2017: 44.4%
- 2018: 44.7%
- 2019: 48.1%

Y-axis: Percentage Completing A-G Sequence (0% to 100%)
X-axis: High School Graduation Cohort

A-G course completion rates vary across student subgroups

Percentage Completing A-G Sequence

A-G Course Completion Rates Overtime

Legend: Asian, Filipino, White, All, Other, Latinx, Pacific Islander, Black
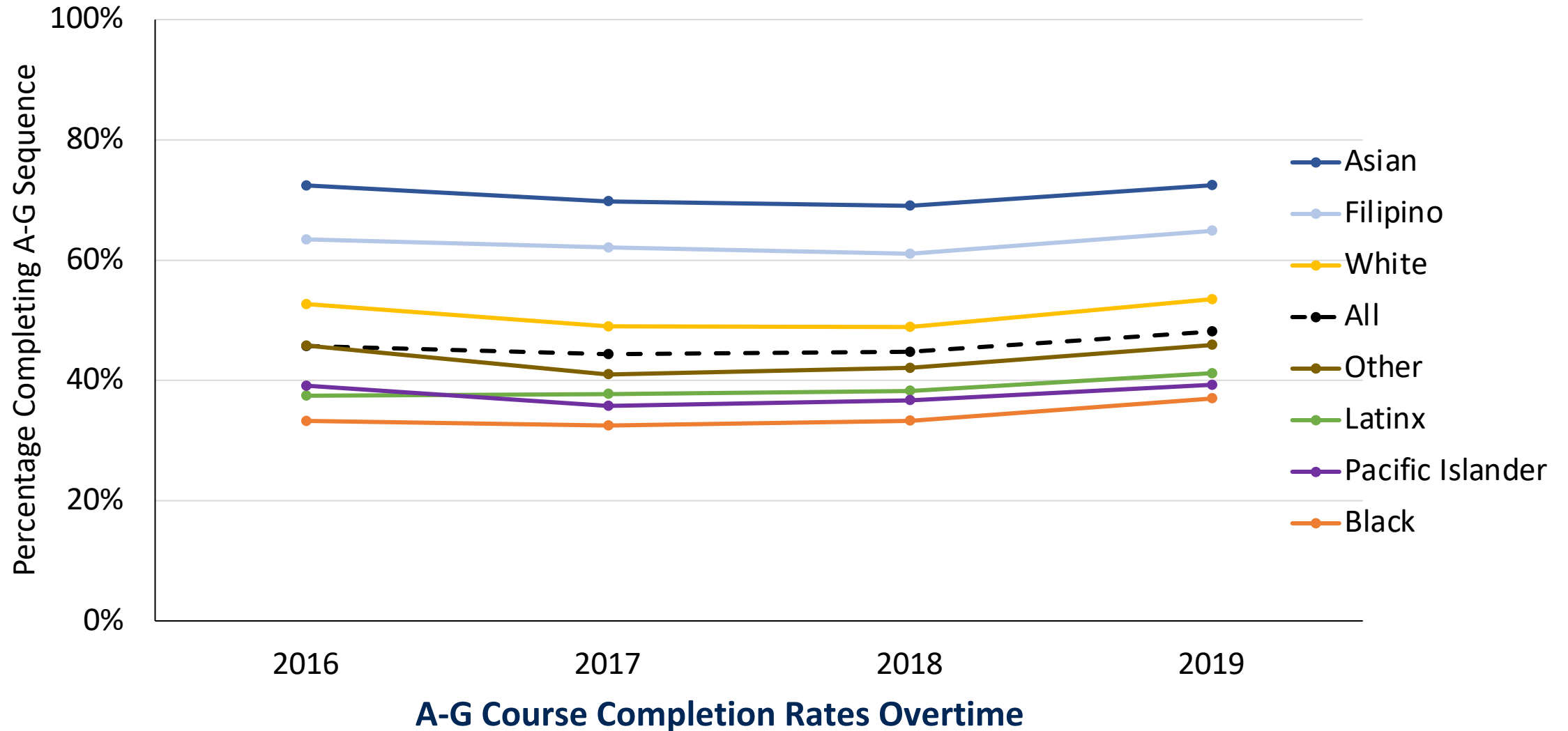
A-G course completion rates vary across schools
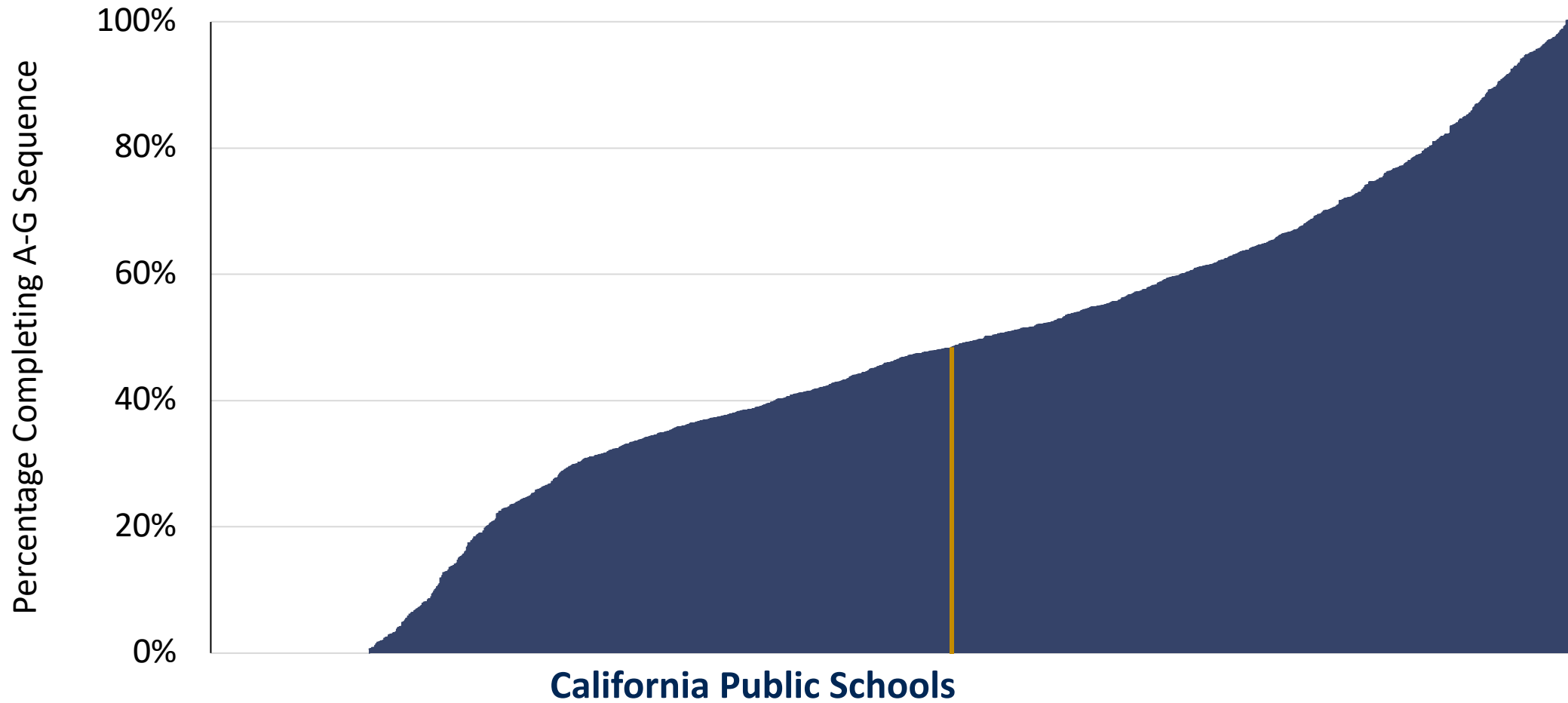
85% of high schools offer the full A-G course sequence

California Public High Schools

Legend: ■ Fully Offer A-G ■ Partially Offer A-G ▪ No A-G Offered

2015-16, N = 1538: No A-G Offered 7.2%, Partially Offer A-G 8.6%, Fully Offer A-G 84.2%

2016-17, N = 1541: No A-G Offered 7.7%, Partially Offer A-G 7.6%, Fully Offer A-G 84.8%

2017-18, N = 1564: No A-G Offered 8.0%, Partially Offer A-G 4.9%, Fully Offer A-G 87.1%

2018-19, N = 1624: No A-G Offered 9.5%, Partially Offer A-G 4.0%, Fully Offer A-G 86.5%
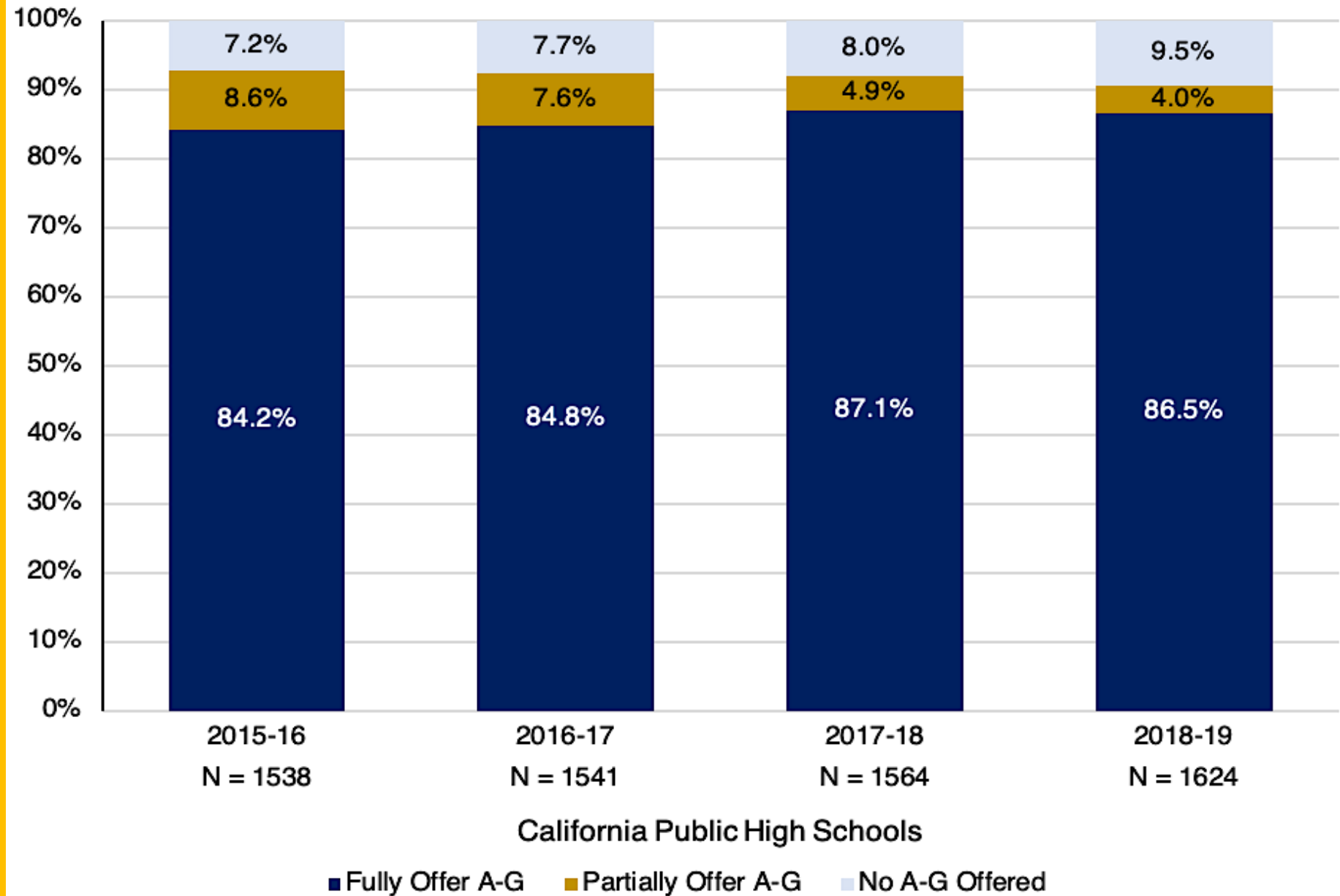
Only about 75% of students successfully complete A-G courses when offered and enrolled

Academic Subject		Percent of Students Passing an A-G Course			
		2015-16	2016-17	2017-18	2018-19
A	History	78.2%	78.9%	78.8%	79.0%
B	English	76.5%	77.3%	77.1%	77.2%
C	Mathematics	68.2%	69.4%	69.6%	70.2%
D	Science	75.9%	76.4%	76.4%	76.3%
E	Foreign Language	82.0%	82.5%	82.1%	82.0%
F	Visual & Performing Arts	88.9%	88.9%	88.5%	88.1%

Note. Performance in courses designated as "G" (i.e., an additional college preparatory elective in any A-F course) are included in associated subject results. Course passing rates calculated by collapsing student- and course-level data in CALPADS.

Schools matter, but do not fully explain disparities

- Schools matter when it comes to educational opportunities
  - Students of all racial/ethnic backgrounds do better in schools with a more affluent population than students of the same race in schools with greater concentration of SED students
  - Students in small schools are less likely (or more likely) to complete A-G requirements
  - Student in charter schools are less likely to complete A-G requirements

- Differences in A-G completion are not fully explained by school differences

- Disparities across racial/ethnic groups and SED status *within schools*

Participation in dual enrollment is increasing overtime

A Rising Tide

Dual Enrollment is Growing Among California High School Students

Bolstered by state policy changes and substantial evidence that participation in college courses during high school leads to better preparation and persistence, dual enrollment is growing steadily in California. Participation remains uneven among different groups of California students, however, with variations by race/ethnicity and socio-economic status.

More students are participating in dual enrollment over time.

11.3%	**13.4%**	**15.6%**	**18.2%**
2015–16	2016–17*	2017–18	2018–19

* In *A Leg Up on College* (January 2020), we reported that 12.6% of 2016–17 high school seniors participated in community college courses during their high school years. Since the publication of that report, we improved our methods for matching high school students to the community college data, resulting in this updated figure.

# Persistent disparities in dual enrollment by race

Figure 1. Dual Enrollment Participation by Student Race/Ethnicity and Over Time
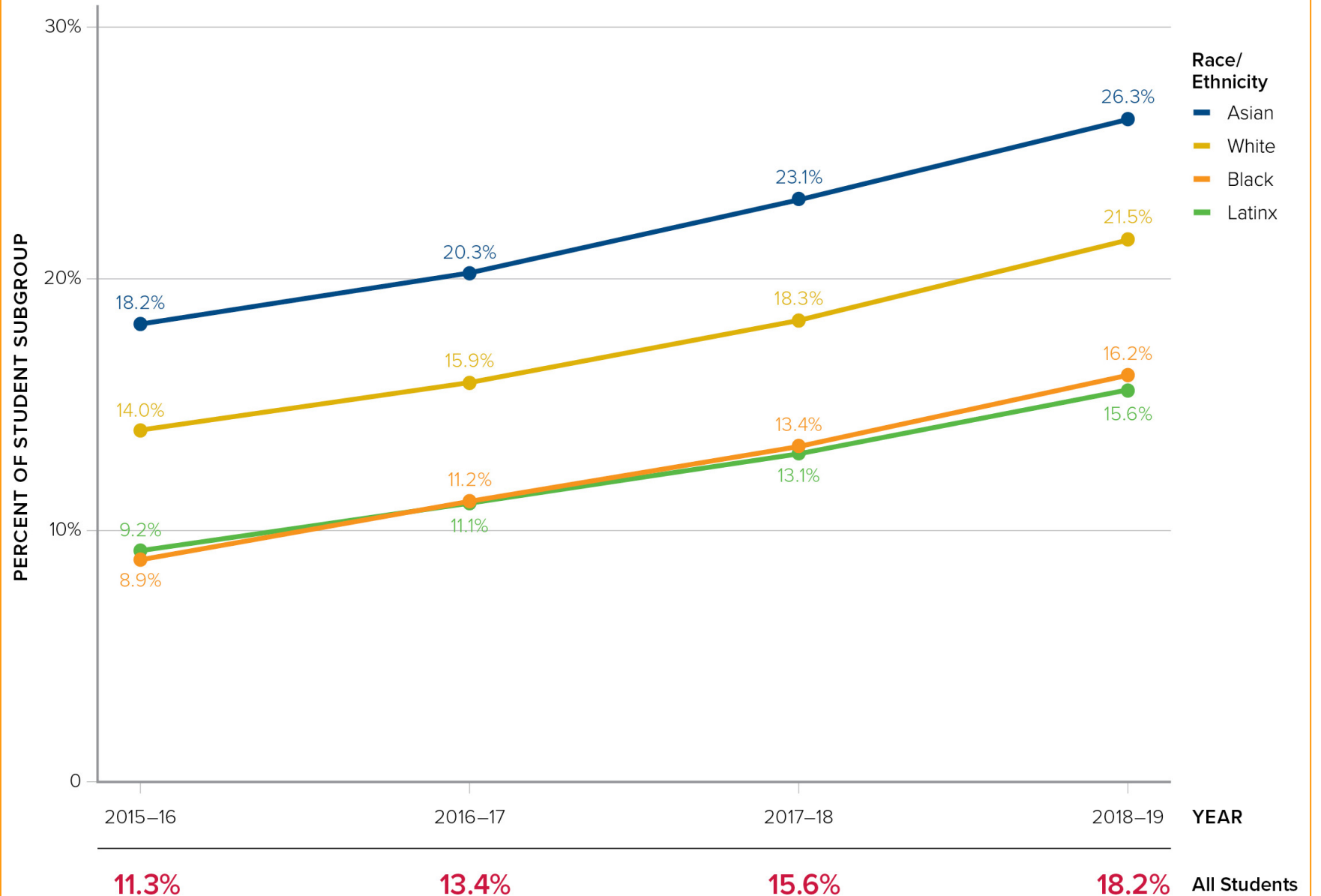
Notes: Figure from *A Rising Tide* (2020). Statistics calculated by merging student-level College/Career Indicator (CCI) data from the CDE and special admit data from the CCCCO. Years limited to those for which CCI data was available.
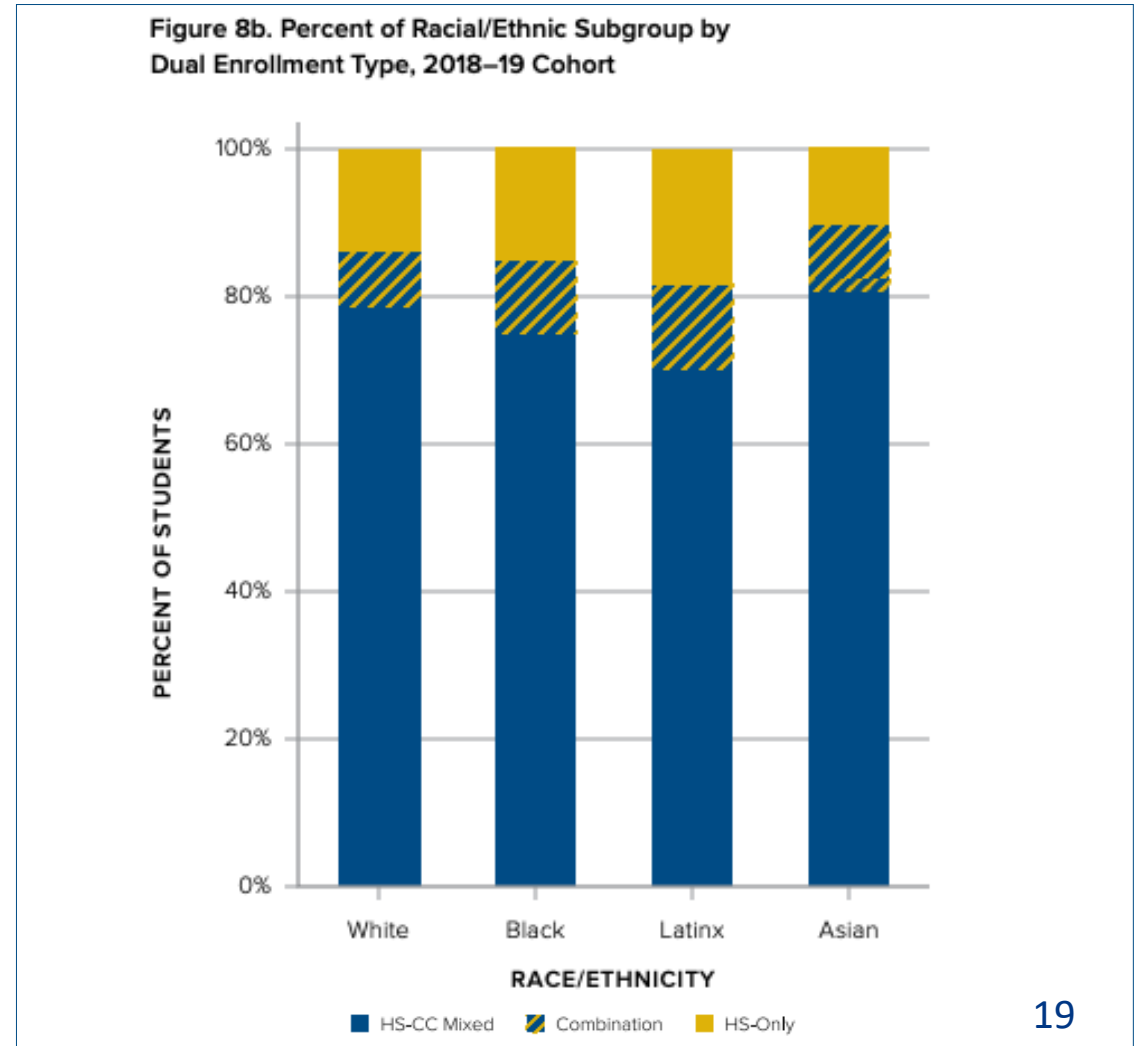
Dual enrollment participation varies across schools

Figure 10. Distribution of Schools by Overall Dual Enrollment Participation Rates, 2018–19 Cohort
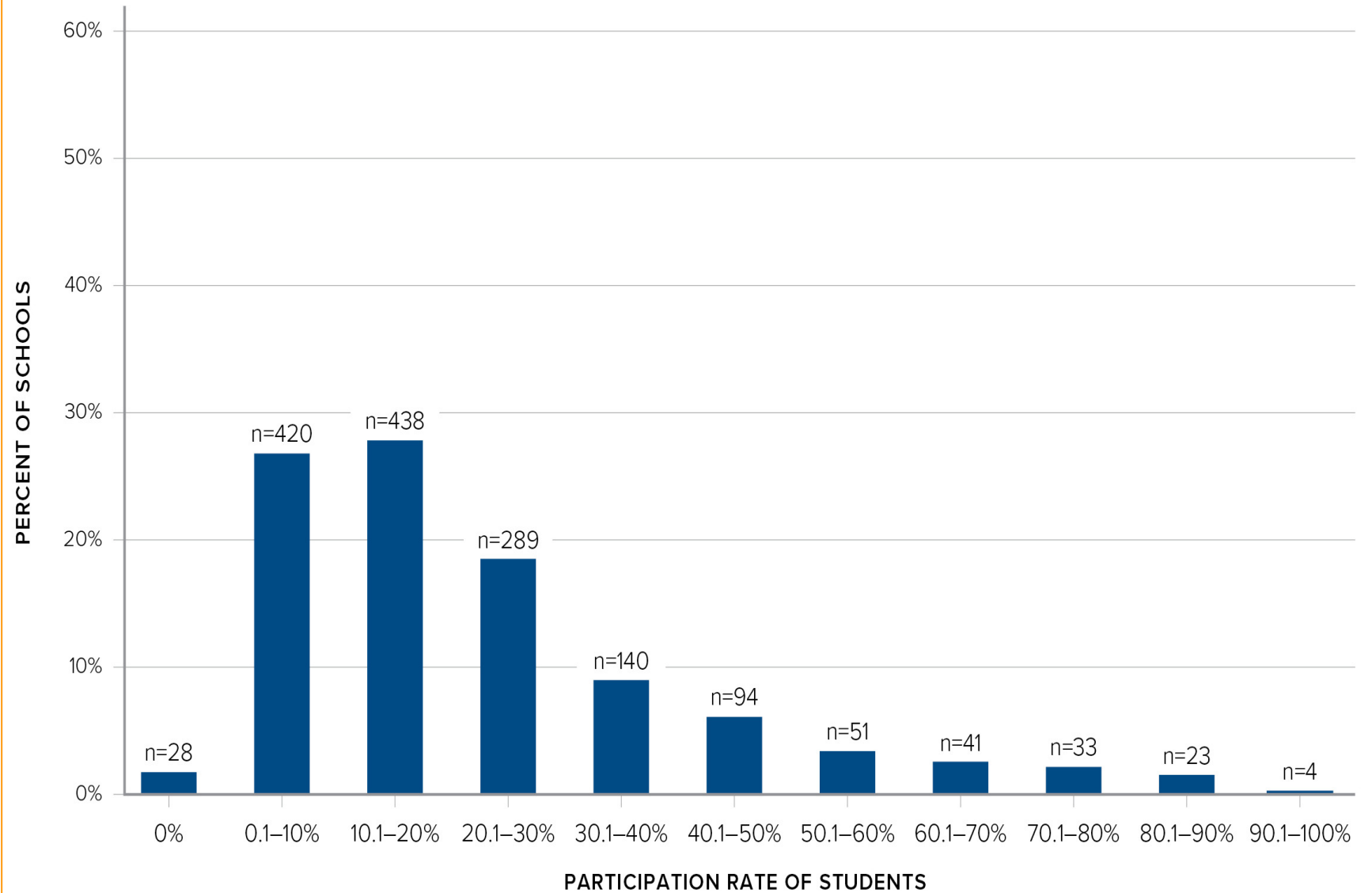
Notes: Graph includes 1,561 California public high schools with 15 or more graduates in the 2018–19 4-year cohort. Graph excludes 426 small schools, 319 of which did not have any dual enrollment participation. The vertical axis represents the percent of the 1,561 schools in each category of student participation rate and the numbers above the bars represent the number of schools in each category.

HS-Only dual enrollment more equal across racial groups, with high rates among Latinx students

Figure 9. Participation Rates in Any Dual Enrollment and HS-Only Dual Enrollment, by Racial/Ethnic Subgroup

Any Dual Enrollment
- Asian
- White
- Black
- Latinx

HS-Only Dual Enrollment
- Asian
- White
- Black
- Latinx

Notes: Cohort-level analysis conducted by merging student-level College/Career Indicator (CCI) data from the CDE and special admit data from the CCCCO. Each year on the horizontal axis represents a public 4-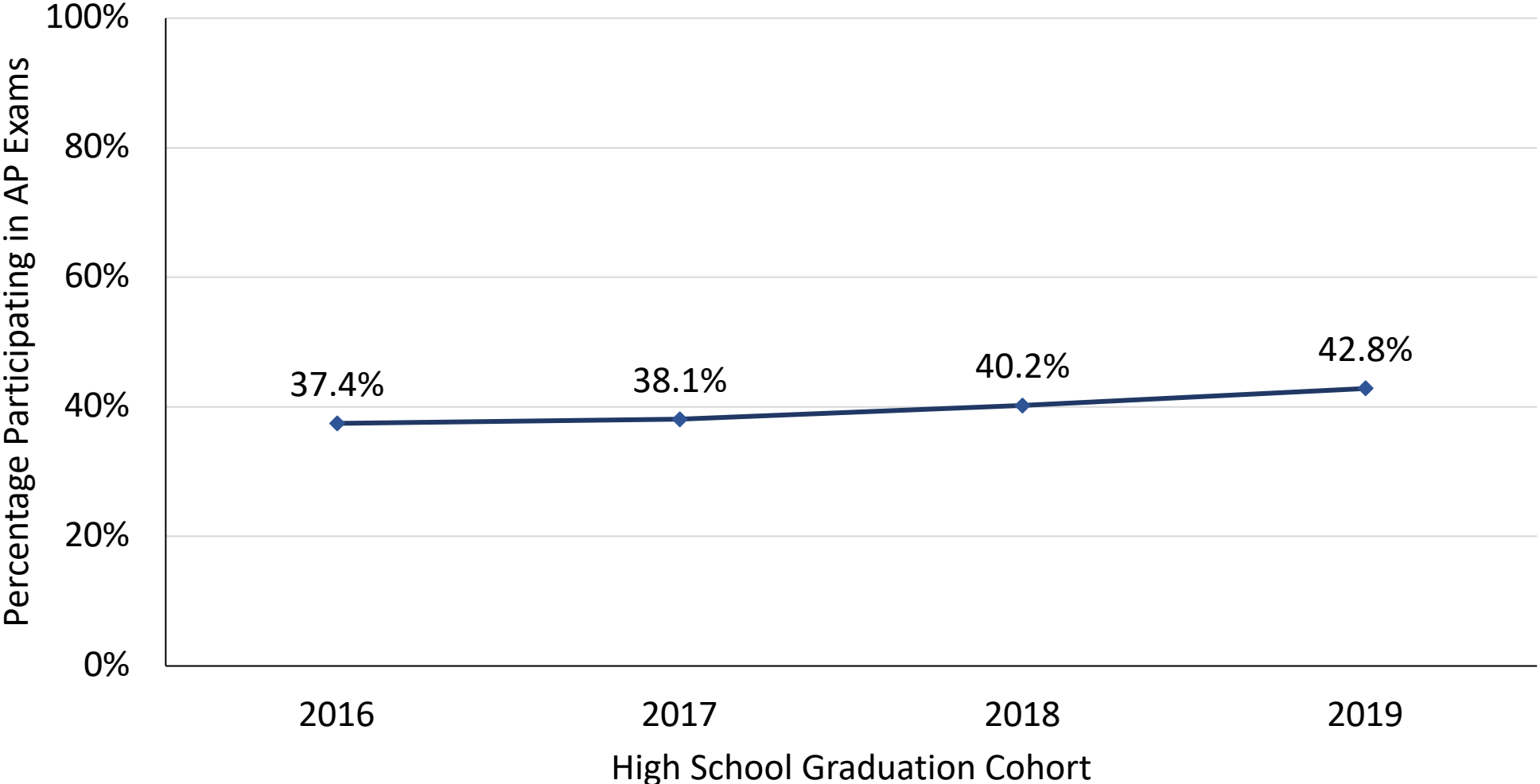year high school graduating cohort and their dual enrollment participation during the four normative years of high school. Cohorts limited to those for which CCI data was available.

Figure 8b. Percent of Racial/Ethnic Subgroup by Dual Enrollment Type, 2018–19 Cohort

HS-CC Mixed | Combination | HS-Only

19

Participation in AP exams is increasing overtime

Participation and success in AP exams differs across student subgroups
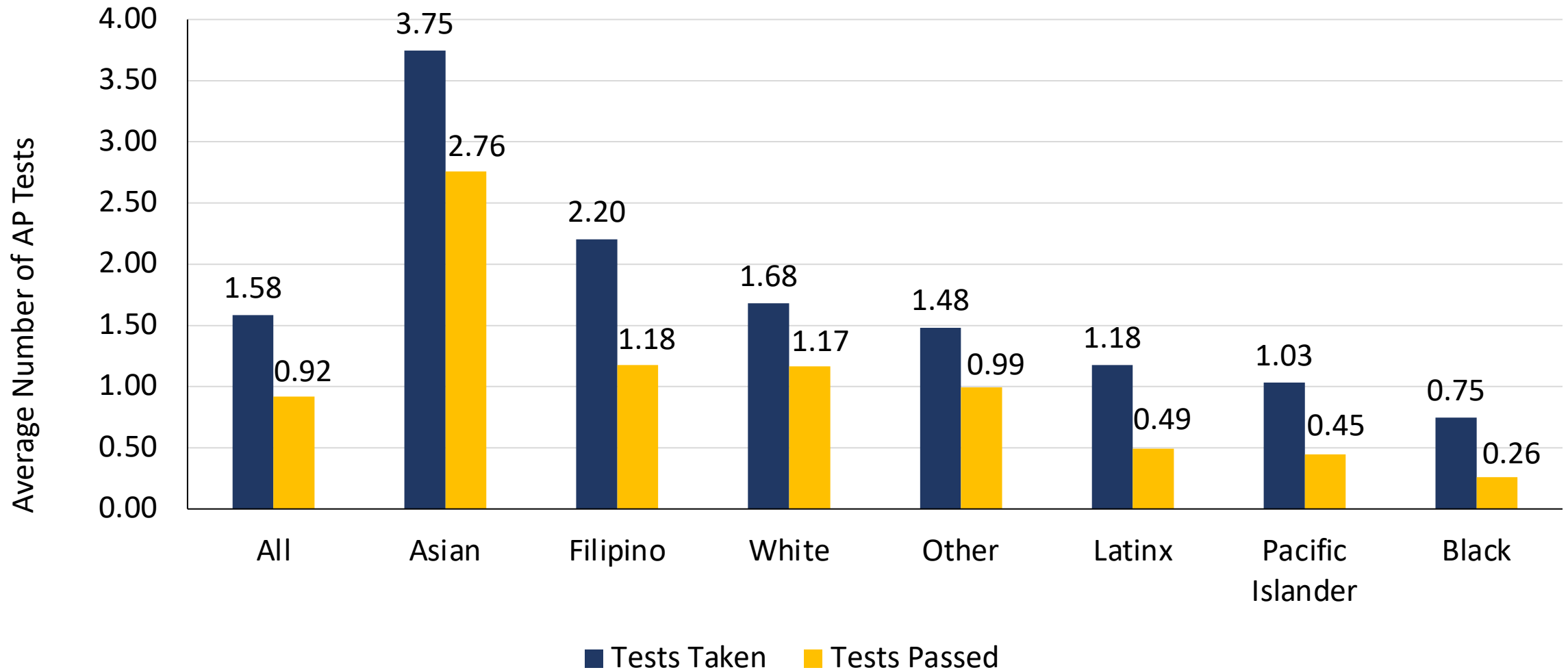
AP exam participation rates vary across schools
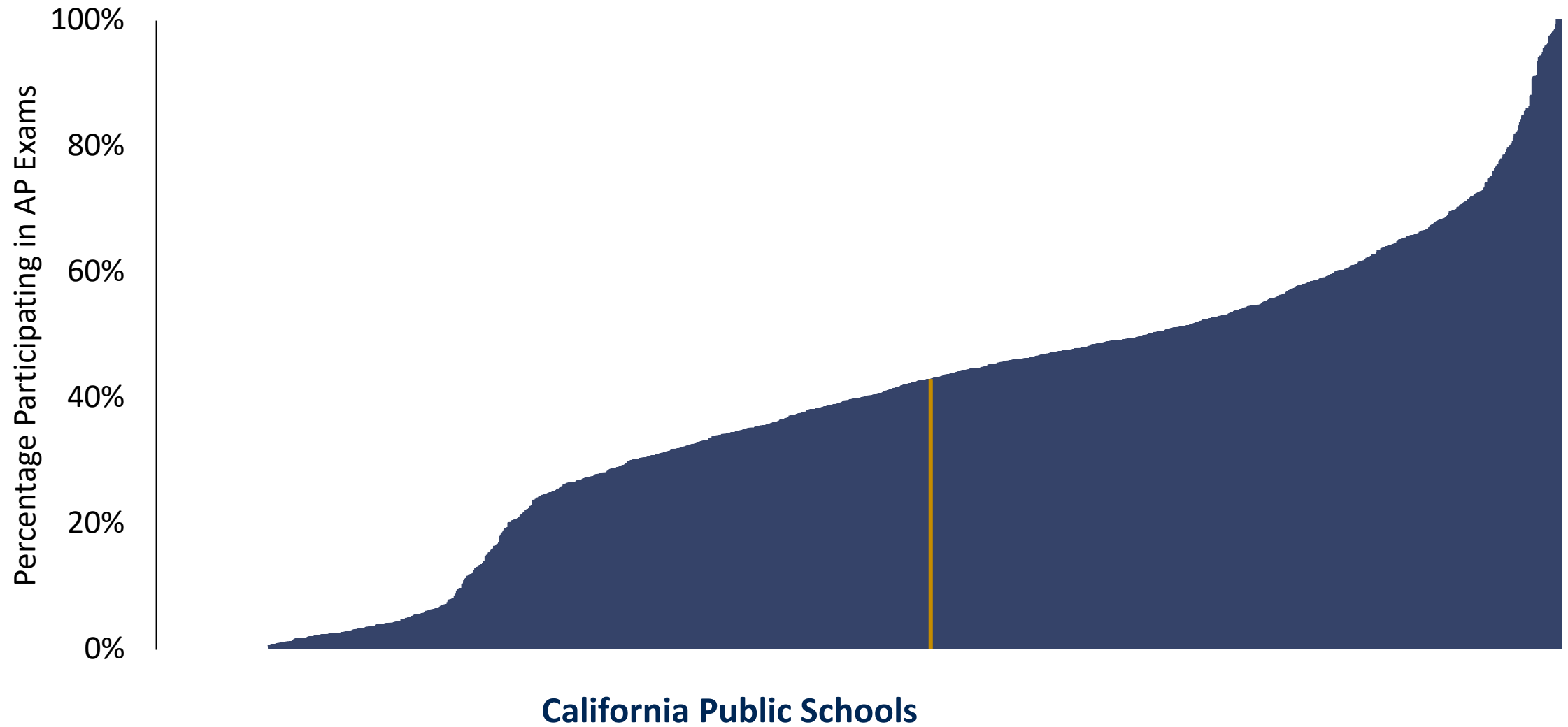

Percentage Participating in AP Exams

California Public Schools

1/2 of high school seniors take an advanced math course
25% of seniors do not take any math

25 Not enrolled in math

75 Enrolled in any math

Percent 12th graders enrolled in math

17 Up to Algebra 2

11 Algebra 2 or similar

Percent students in each math course

12 Calculus

8 AP Statistics

26 Trig, Precalculus, and other
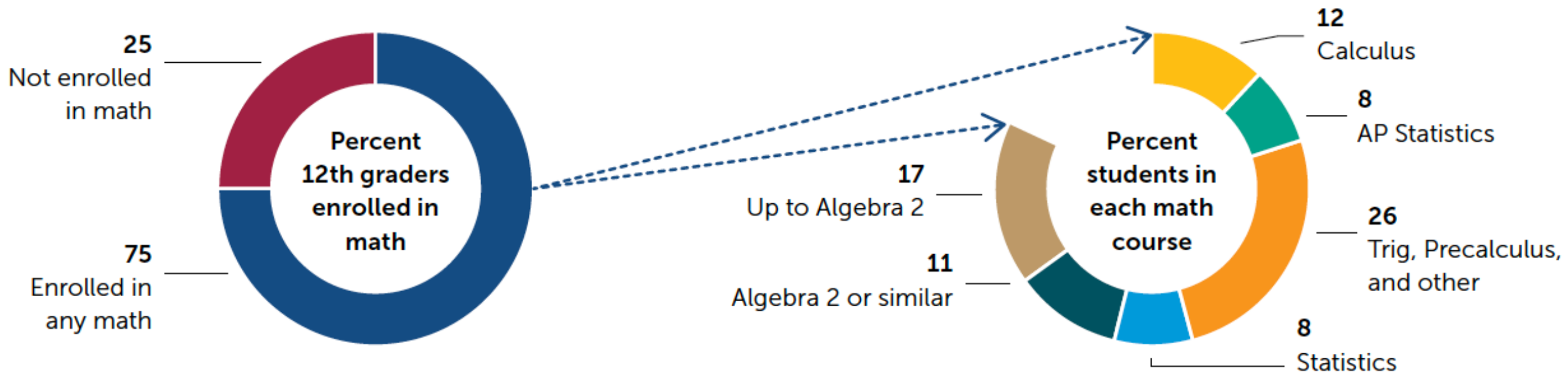
8 Statistics

12th-Grade Math Course Enrollment, 2018–19

12th grade math course-taking varies by student race/ethnicity
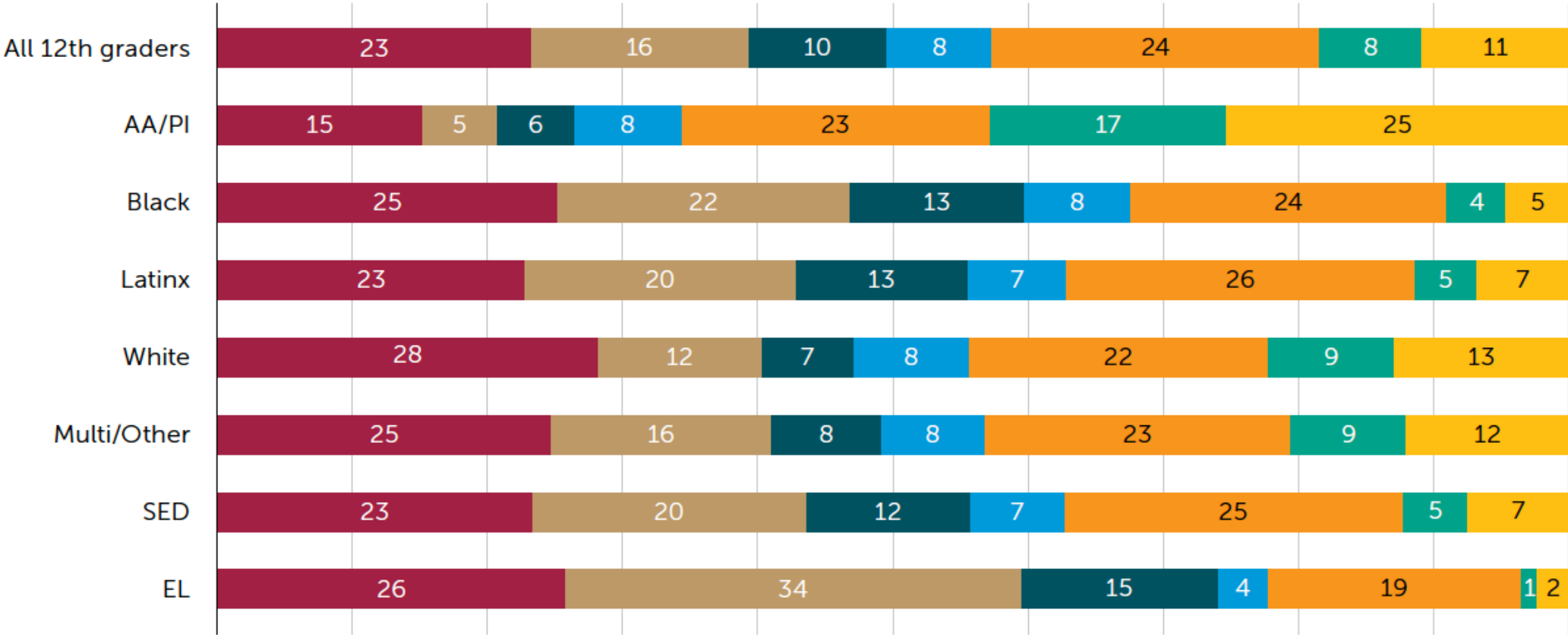
Enrollment in 12th-Grade Math Courses by Key Student Subgroups, 2018–19

Legend: No math | Up to Algebra 2 | Algebra 2 | Statistics | Trig, Precalculus, and other | AP Statistics | Calculus

Subgroup	No math	Up to Algebra 2	Algebra 2	Statistics	Trig, Precalculus, and other	AP Statistics	Calculus
All 12th graders	23	16	10	8	24	8	11
AA/PI	15	5	6	8	23	17	25
Black	25	22	13	8	24	4	5
Latinx	23	20	13	7	26	5	7
White	28	12	7	8	22	9	13
Multi/Other	25	16	8	8	23	9	12
SED	23	20	12	7	25	5	7
EL	26	34	15	4	19	1	2

Disparate opportunities in high school serve to limit opportunities & options after high school

- Too few students are participating & successful in college & career readiness coursework

- Participation & success in college & career readiness coursework is not equally experienced

  - Lower income students and students of color are less likely to complete A-G course requirements, take an advanced math course, pass an AP exam or enroll in a college course during high school

- Participation and success in college & career readiness coursework is a function of the school one attends and the practices within schools

Strengthening Equity in College Access: The Role of High School Courses

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University of California, Davis

Chris Nellum
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Troy Allen
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College Access in California:
Perfectly Designed for Rationing Access to Opportunity

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The Education Trust–West

Our Mission

The Education Trust—West (ETW) is committed to advancing policies and practices to dismantle the racial and economic barriers embedded in the California education system. Through our research and advocacy, Ed Trust—West improves equity in education from preschool through college, engages diverse communities dedicated to education equity and justice, and increases political and public will to build an education system where students will thrive.

The Education Trust—West

"...the reality is that the perceived value proposition that was once a constant for institutions of higher education becomes cloudier day by day, with just 6 in 10 Americans recently surveyed saying college is worth the time and money."

- Jason Wingard

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The Education Trust–West

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The University of California: Free for (Almost) All

abc10

1921: California colleges begin to charge "incidental fees" of $25 per year to cover non-instruction related services. Non-California residents are charged $75 per year for tuition, but residents are still tuition-free.

1960: The Master Plan for Higher Education in California maintains that tuition at University of California and state colleges should be free, but that fees are necessary to help cover non-instructional costs. "The two governing boards reaffirm the long established principle that state colleges and the University of California shall be free to all residents of the state."

The New York Times

CALIFORNIA WEIGHS END OF FREE COLLEGE EDUCATION

EDUCATION

npr University of California will waive tuition and fees for many Native American students

The Education Trust–West

A-G Course Taking vs. Course Offering

offering
What can course ~~taking~~ patterns tell us about how to increase equity and opportunity on the path to college?

The Education Trust—West

Courses Offered

While some districts have adopted the A-G courses required for UC/CSU eligibility as the default curriculum, **nearly half of districts don't require students to complete A-G courses successfully to graduate.** Further, some high schools don't even offer a full A-G course sequence.*

Source: Black Minds Matter: 2022 Factsheet, The Education Trust—West

The Education Trust—West

As a Result…

In the 2020-21 school year, **just 45% of Latinx students** graduated high school with A-G requirements completed

And **only 43% of Black students** graduated from high school with A-G requirements completed

Source: The Majority Report, 2023 Factsheet (Forthcoming) and Black Minds Matter: 2022 Factsheet, The Education Trust—West

The Education Trust—West

http://bit.ly/ETWCCR

- Making A-G the **default curriculum** in order to expand access to, enrollment in, and supports for college-preparatory courses.

- What makes A-G as default successful is the **intentionality with which district and school leaders think about the pre-existing systemic barriers** that prevent students from accessing and succeeding in the A-G course sequence, and the work they do to remove those barriers.

- This work often begins with reviewing data, then using these data to make strategic decisions about policies, practices, and resource allocation in order to **meet the needs of their most vulnerable student populations**.

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Dual Enrollment Can Be An Equity Strategy for Increasing College Access and Success

JUMPSTART:
Setting Goals to Drive Equitable Dual Enrollment Participation in California's Community Colleges

- Improved rates of high school graduation

- Higher rates of subsequent college enrollment, persistence and completion

- Decreased time and costs towards degree completion

The Education Trust–West

Black Student Representation in Dual Enrollment
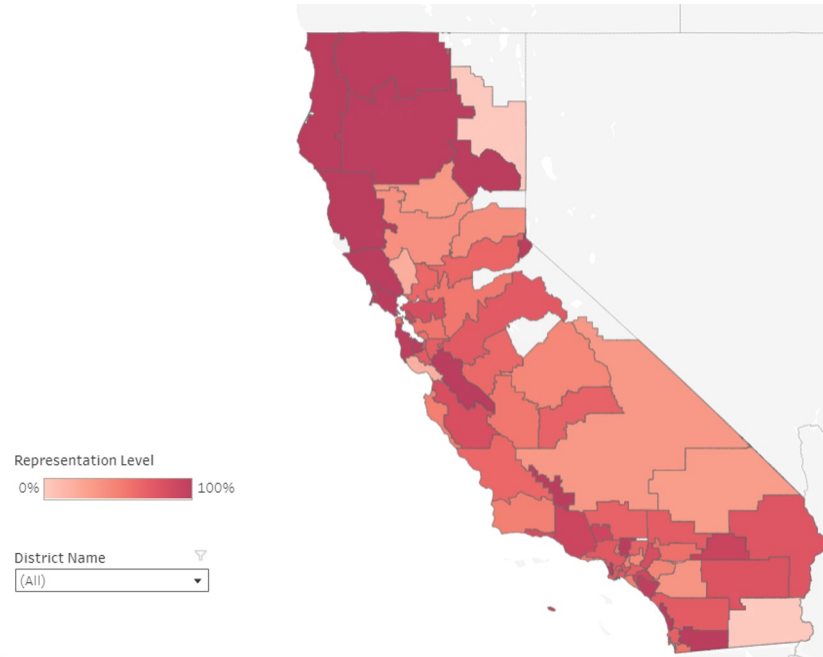
Community College District	% Black HS students in CCD	% Black DE students in CCD
Pasadena Area	5.53%	9.91%
West Kern	5.16%	5.71%

Representation Level
0% — 100%

District Name
(All)

23% of CCDs with High Representation

51% of CCDs with Low Representation

26% of CCDs with Moderate Representation

How well are **Black students** represented in each Community College District
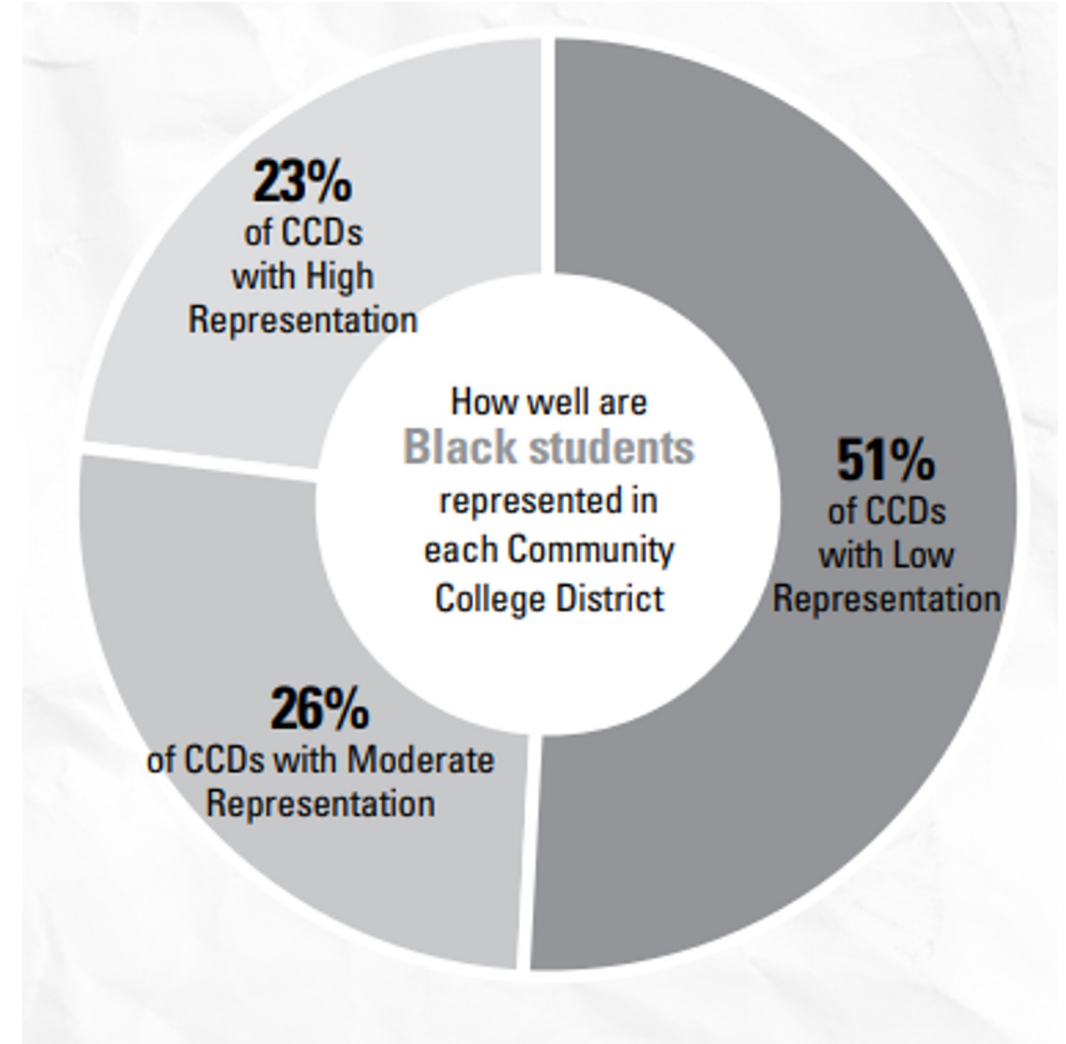
Native American Student Representation in Dual Enrollment

Representation Level
0% ▮▮▮ 100%
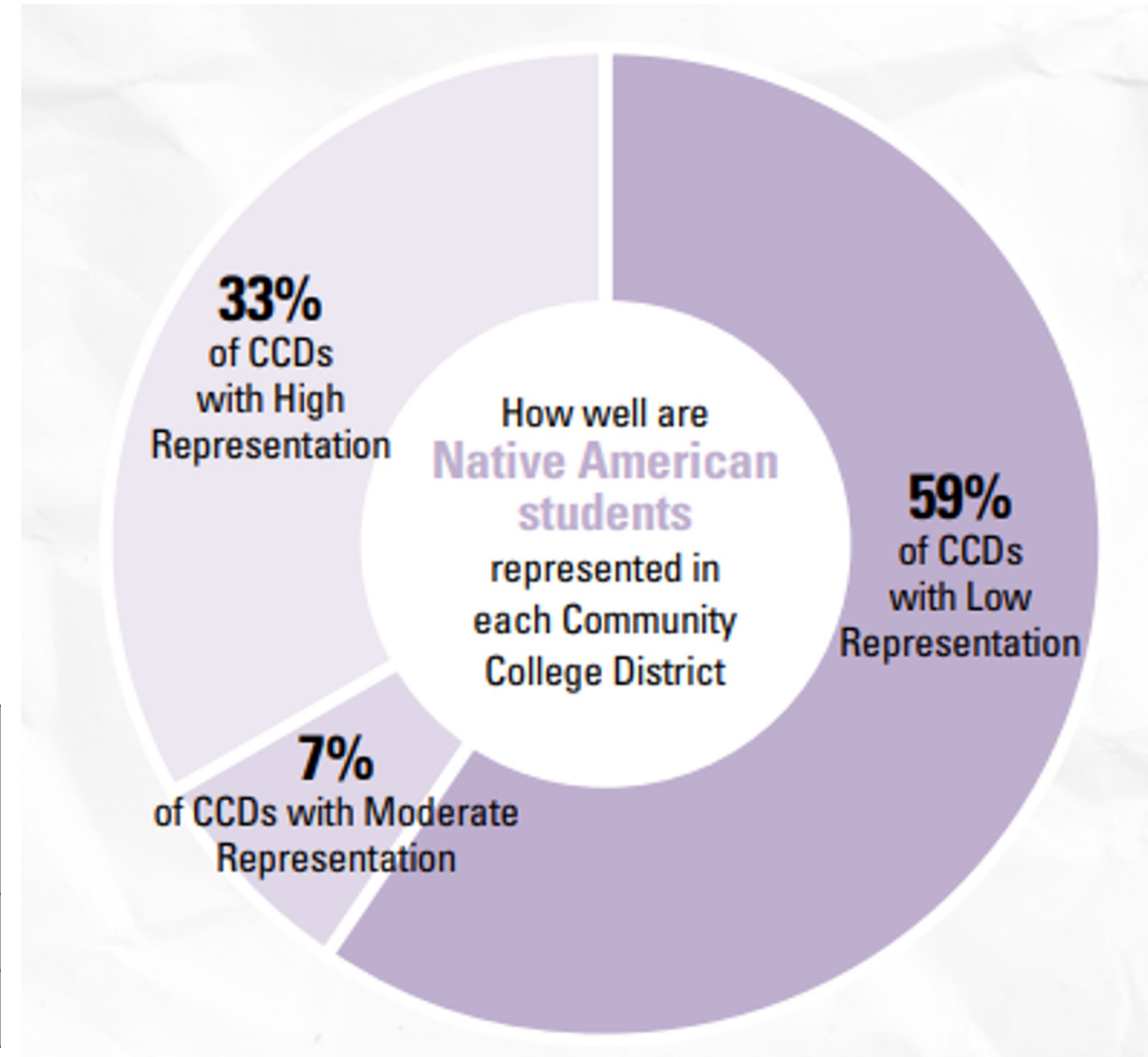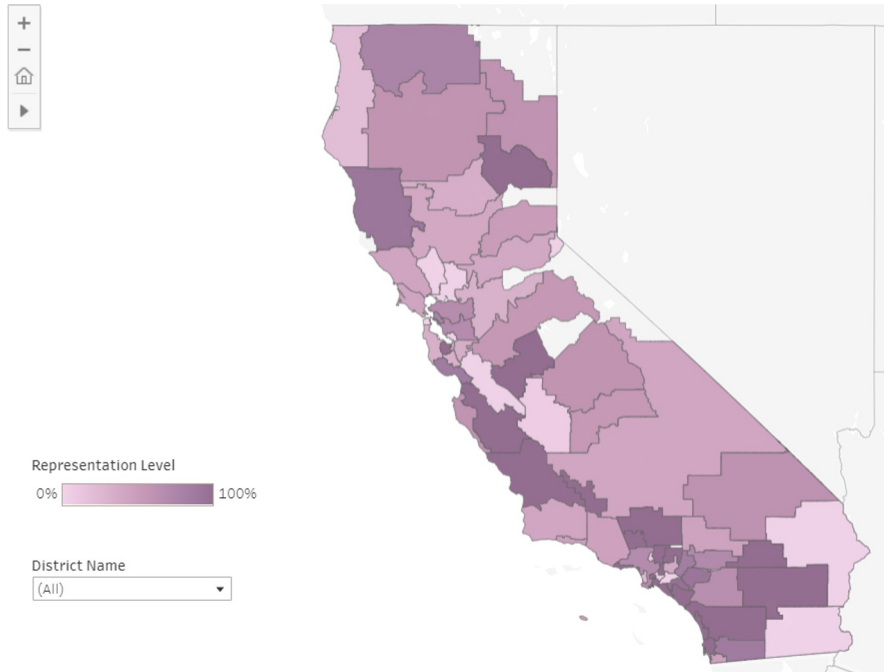
District Name
(All)

Community College District	% Native American HS students in CCD	% Native American DE students in CCD
Copper Mountain	0.86%	1.19%
Palomar	0.82%	1.61%

33% of CCDs with High Representation

How well are **Native American students** represented in each Community College District

59% of CCDs with Low Representation

7% of CCDs with Moderate Representation

Latinx Student Representation in Dual Enrollment

Representation Level
0%   100%

District Name
(All)
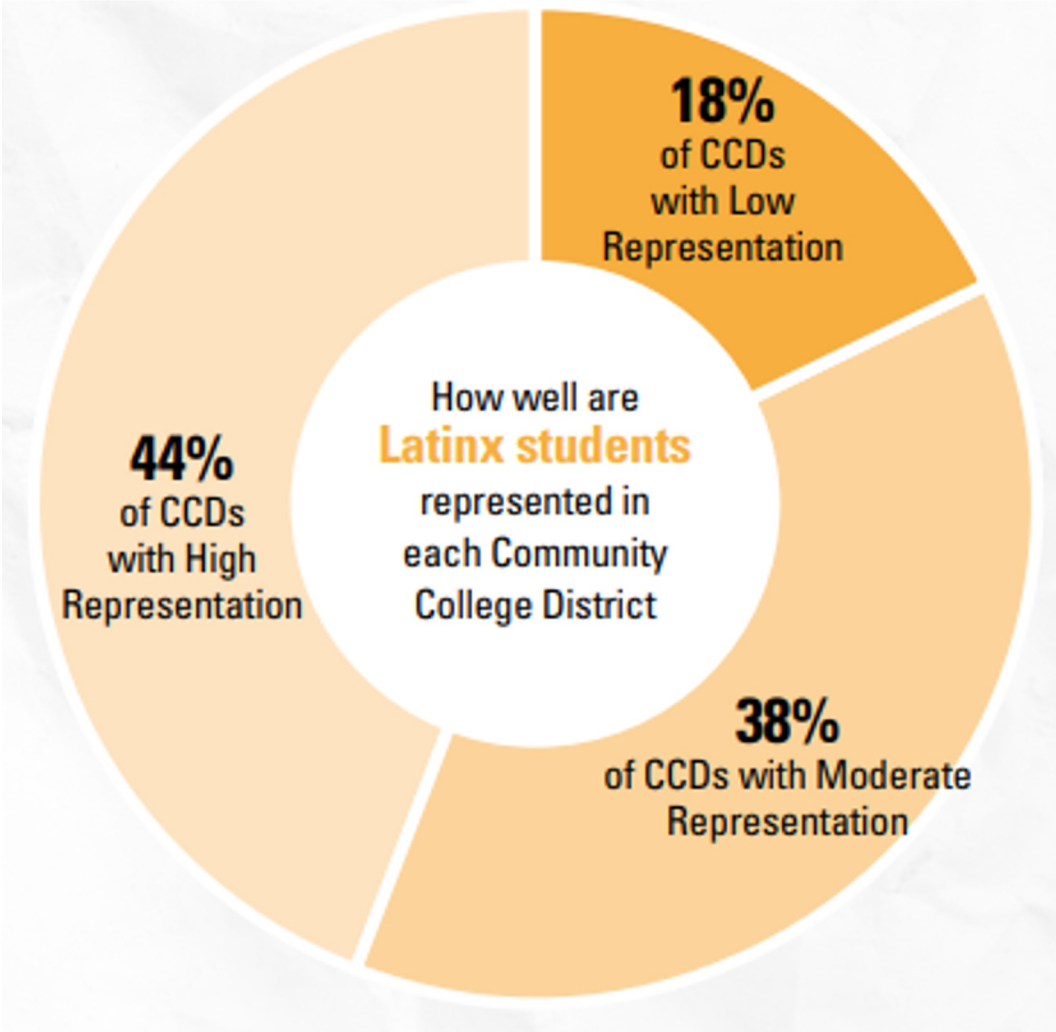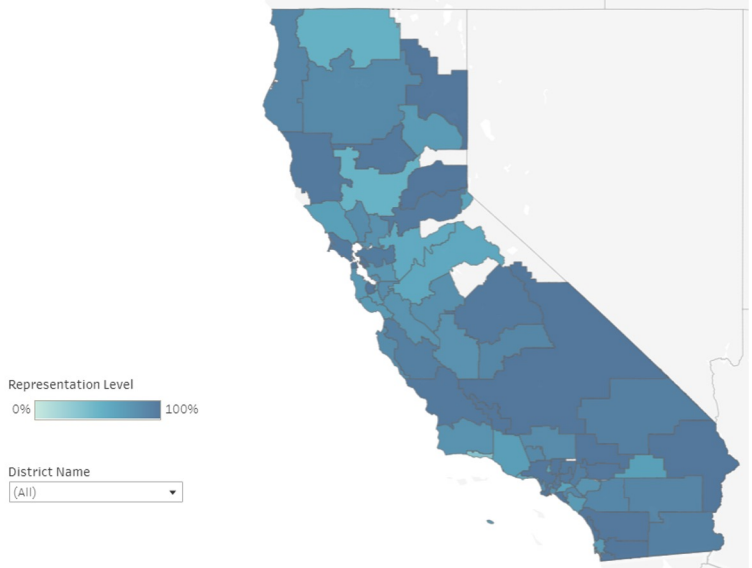
Community College District	% Latinx HS students in CCD	% Latinx DE students in CCD
San Francisco	36.64%	37.74%
Victor Valley	60.8%	61.45%

18% of CCDs with Low Representation

44% of CCDs with High Representation

How well are **Latinx students** represented in each Community College District

38% of CCDs with Moderate Representation

The Education Trust–West

Recommendations to Improve Dual Enrollment Equity

Prioritize the success of Black, Latinx, and Native students

State, K-12, and higher education leaders should:

Define a vision that guides the strategic and equitable expansion of dual enrollment.

Establish dual enrollment goals, engage in data collection, and evaluate the data to inform planning.

Establish and strengthen partnerships between colleges and school districts and direct resources to ensure equitable program expansion.

Engage in focused recruitment strategies to drive participation and success of students underrepresented in dual enrollment and higher education.

20 YEARS OF FIERCE ADVOCACY
The Education Trust–West

Recent Key College Access State Investments

- $500 million improvement grant to increase student completion of A-G coursework, especially for LEAs serving marginalized students

- $200 million to expand dual enrollment offerings via one-time grants to high schools and for establishing new College and Career Access Pathways.

- $500 million to center the development of college and career pathways in high-wage, high-school, high-growth areas

- $7.9 billion for Learning Recovery Emergency Fund through 2027-28 to support academic learning recovery and staff/pupil social and emotional well-being.

- $64M California Community College Equitable Placement & Completion Grant to support remedial education reforms (AB 705)

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What's Next for Advocates
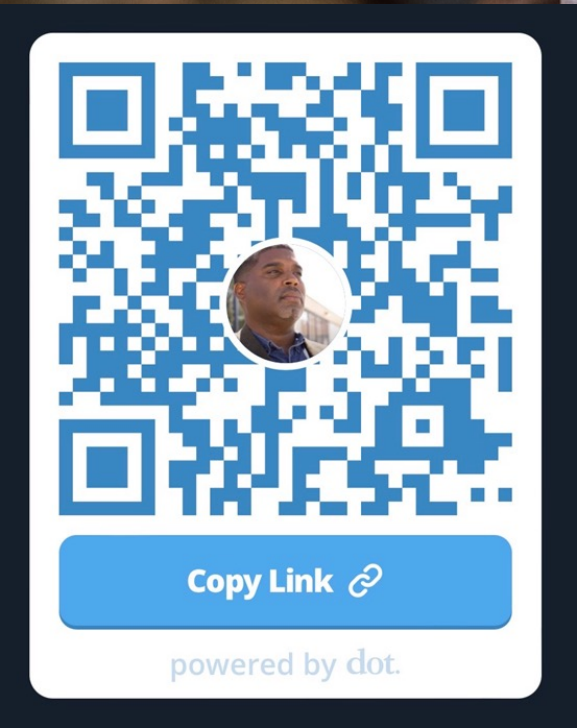
- Identify opportunities to provide technical assistance and support to schools and colleges committed to improving college access

- Monitor implementation of recent investments; hold school and college leaders accountable

- Cultivate relationships with legislators who will champion investments to improve equity in college access

- Join coalitions and amplify the issues in the media

The Education Trust–West

STAY IN TOUCH

**Christopher Nellum, Ph.D.
Executive Director**

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EdTrustWest.org | @EdTrustWest   f 📷 in 🐦

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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Oakland Unified School District DUAL ENROLLMENT

Prepared by Leslie Hsu Freeman & Fatima Ghatala

FEBRUARY 2023

In Partnership with:

PERALTA COMMUNITY COLLEGE DISTRICT

LINKED LEARNING OAKLAND

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OUSD District-Run High Schools

PEC Young Adult Program

Oakland Technical High School

Street Academy

MetWest High School

Ralph J Bunche High School

Oakland High School

MetWest High School

Skyline High School

Life Academy

Fremont High School

Coliseum College Prep Academy

Sourner Truth Independent Study

Castlemont High School

Madison Park Academy 6-12
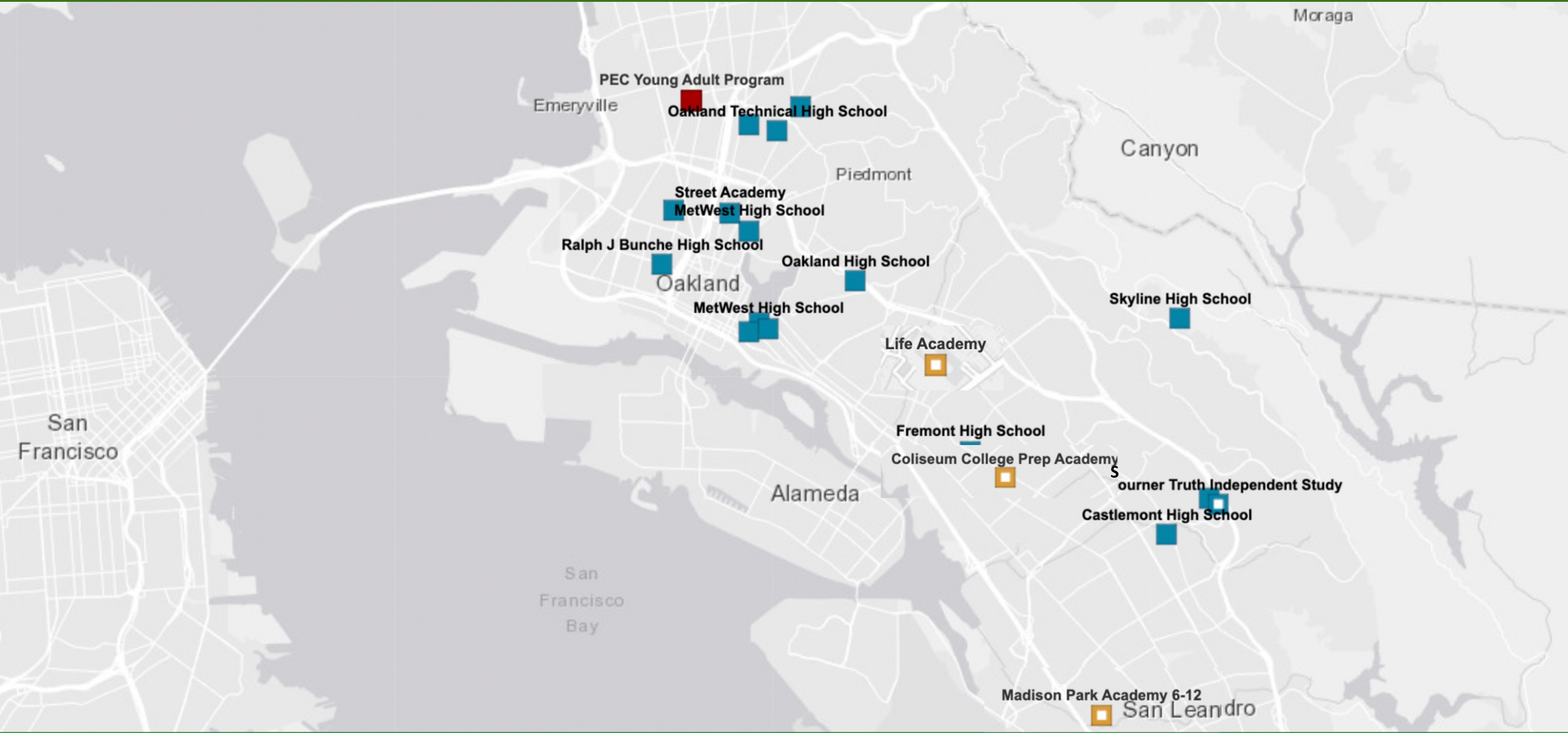
OUSD High School Enrollment 01/31/23

Subgroup Donut

Include SpEd Programs?
Yes

View by Ntwk/Sch
District

Select Net/Sch
All

Select Grade(s)
Multiple values

View by Subgroup
Ethnicity

Select Subgroup
All

9,604

- 23.6% N = 2,266
- 10.7% N = 1,026
- 0.7% N = 64
- 48.5% N = 4,660
- 1.1% N = 103
- 8.7% N = 836
- 1.7% N = 16?
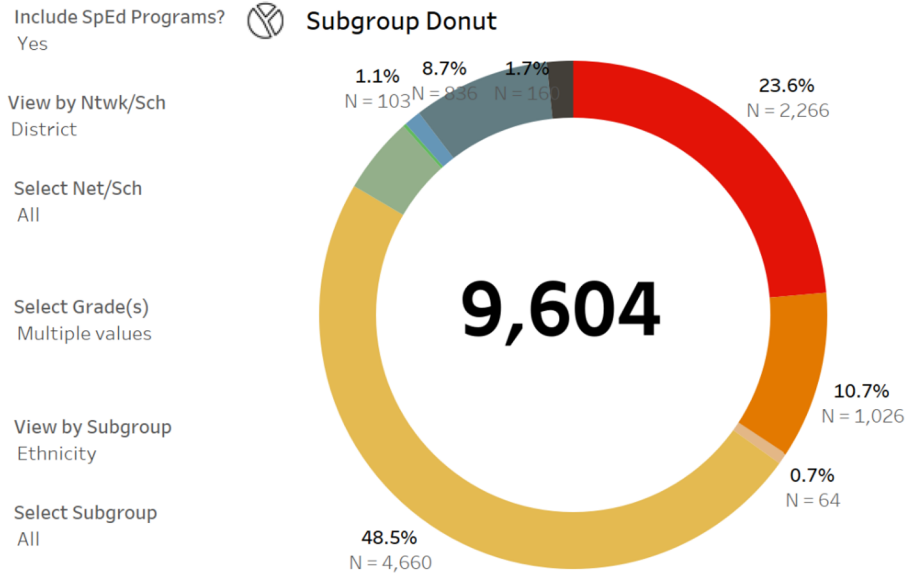
Legend:
- African American
- Asian
- Filipino
- Latino
- Multiple Ethnicity
- Native American
- Pacific Islander
- White
- Not Reported

Grade Levels Bar by Subgroup

Grade				
Grade 9	191	1,225	236	542
Grade 10	216	1,208	244	540
Grade 11	198	1,047	272	596
Grade 12	231	1,180	274	588

Home Language Table

English	4,256	44.3%
Spanish	3,475	36.2%
Mam (Guatemalan)	483	5.0%
Cantonese	364	3.8%
Arabic	253	2.6%
Vietnamese	220	2.3%
Other Non-English (Language)	159	1.7%
Khmer (Cambodian)	61	0.6%
Mien (Yao)	42	0.4%
Tongan	39	0.4%
Tigrinya	34	0.4%
Filipino (Tagalog or Pilipino)	32	0.3%
Mandarin (Putonghua)	24	0.2%
French	16	0.2%
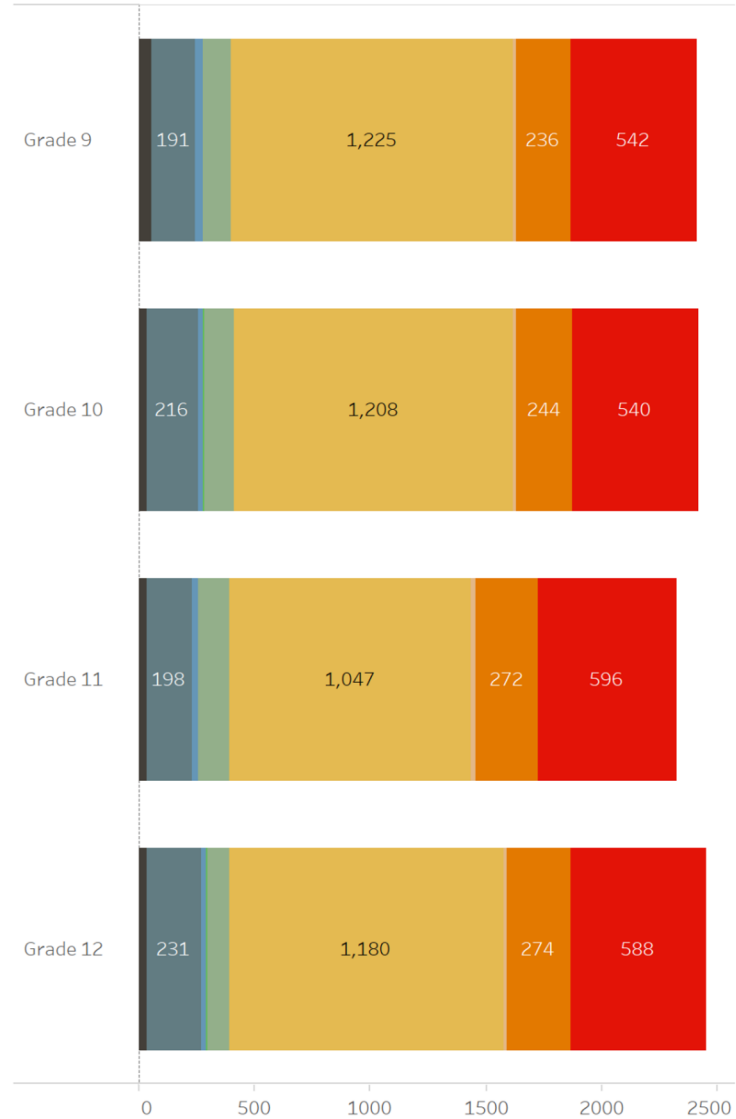
OUSD Fast Facts

STUDENTS BY ETHNICITY[1]

34,566 TK-12 Total

- 1.0% Pac. Isl
- 11.2% White
- 21.5% African Am.
- 2.7% Not Reported
- 0.2% Nat. Am.
- 11.2% Asian
- 6.5% Multi. Eth.
- 0.6% Filipino
- 45.0% Latino
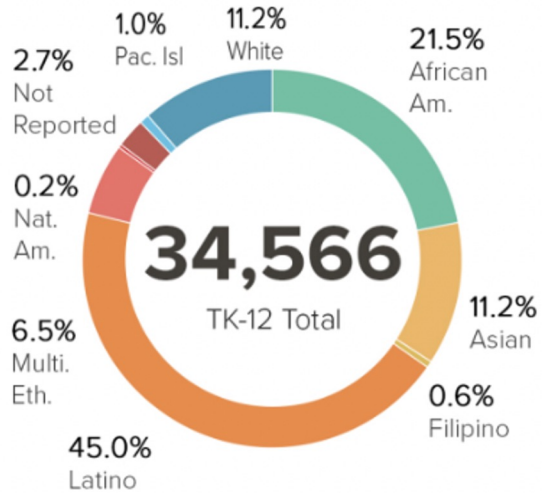
SPECIAL EDUCATION[3]

14.2%

STUDENTS WITH DISABILITIES RECEIVING SPECIAL ED. SERVICES IN 2021-22

5,119 Students total, 1,557 Students enrolled in SDC classes, 393 Special Education Teachers. 5,946 Total number served by OUSD Special Education Local Plan (SELPA).

HOME LANGUAGES

50.1%

SPEAK NON-ENGLISH LANGUAGE AT HOME IN 2021-22

33.0% speak Spanish, 3.5% speak Cantonese, 3.8% speak Mam, 2.5% speak Arabic, 1.9% speak Vietnamese.

At least 58 non-English native languages spoken in OUSD.

ENGLISH LANGUAGE LEARNERS[8]

33.1%

ENGLISH LANGUAGE LEARNERS IN 2021-22

11,352 Students Total. 57.4% of 4,647 Grade 6-12 ELLs are Long Term English Language Learners.

CHILD NUTRITION

71.9%

STUDENTS ELIGIBLE FOR FREE & REDUCED PRICE LUNCH IN 2020-21

NEWCOMERS

2,683 NEWCOMERS IN 2021-22

16 schools with Newcomer Programs. 14 schools with Elementary Newcomer Teacher Leaders (ENTLs)

188 Refugee students, 243 Asylee students, 589 Unaccompanied Immigrant Youth.

COLLEGE ENROLLMENT

49.7%

HIGH SCHOOL GRADUATES FROM 2020-21 ATTENDED COLLEGE IN FALL 2021 (993 OF 2,000)

19.2% attended a 2-year college & 30.5% attended a 4-year college.

COLLEGE & CAREER PATHWAYS[6]

87.4%

GRADE 10-12 STUDENTS ENROLLED IN A PATHWAY IN 2020-21

33 Career-themed Pathways in 15 high schools/Grade 6-12 schools.

GRADUATION & DROPOUT[9]

72.4%

4-YEAR COHORT GRADUATION RATE IN 2019-20

12.5% 4-Year Cohort Dropout Rate, 0.0% GED Completer, 2.0% Special Ed. Certificate, 11.7% Still Enrolled.

42.0% of graduates met A-G (UC/CSU) Requirements.

DE Data:
Lay of the Land

OUSD Dual Enrollment: Data Highlights

- **7,000+ OUSD students have taken 1+ DE course(s)**
- **34% of OUSD seniors graduate taking 1+ DE course(s)**
  - Oakland higher than the State for AfAm and Latx student participation in DE: 36% Af Am and 41% Latx OUSD 12th graders took 1+ DE course
- **680+ DE college courses**, taught by 140+ Peralta instructors, to 15 high schools
- **More students earn college credit from DE than AP**
- **DE has expanded college access to underserved students** in schools where few accessed AP or Concurrent Enrollment
- **OUSD saves students millions in future college costs**:
  ~$19 million at CA community colleges,
  ~$23 million for CSU's,
  ~$30 million for UC's

OUSD Dual Enrollment in the news!
High School Students Benefit from Taking College Courses…
Linking High School and College: What's Next for Dual Enrollment in California
Dual Enrollment's Great Promise

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Dual Enrollment: Alumni Voices

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

I am a **first-generation** college student attending UC Merced.
My DE classes in high school helped me excel in my college career;
I feel more confident, and I feel less of the "imposter syndrome."

"In high school, I took a total of
46 units at the Peralta Colleges.
Now I am a first-year at Cal, and I have a lot of space in my schedule to take anything I want.
I am exploring more interests, and adding a minor in Spanish.

"DE exposed me **to college level curriculum & process--** office hours, midterms, and final exams. Overall,
DE worked as bridge because it provided an easier transition from high school to college"

"Dual Enrollment had a huge impact on my academic career.

In my first semester of college, I was a sophomore because of how many **transfer credits I had accumulated in high school**.

This helped **save a lot of time & money,** *especially as an* **undocumented student."**

Peralta Community College District

Total Dual Enrollment Courses by College
Fall 2015-Spring 2023

Berkeley City College: **63**

Laney College: **287**

Merritt College: **240**

College of Alameda: **98**

Berkeley City College

Laney College

Merritt College

College of Alameda

Total Dual Enrollment Courses by Year

OUSD Dual Enrollment Courses (Fall 2015-Spr 2023)
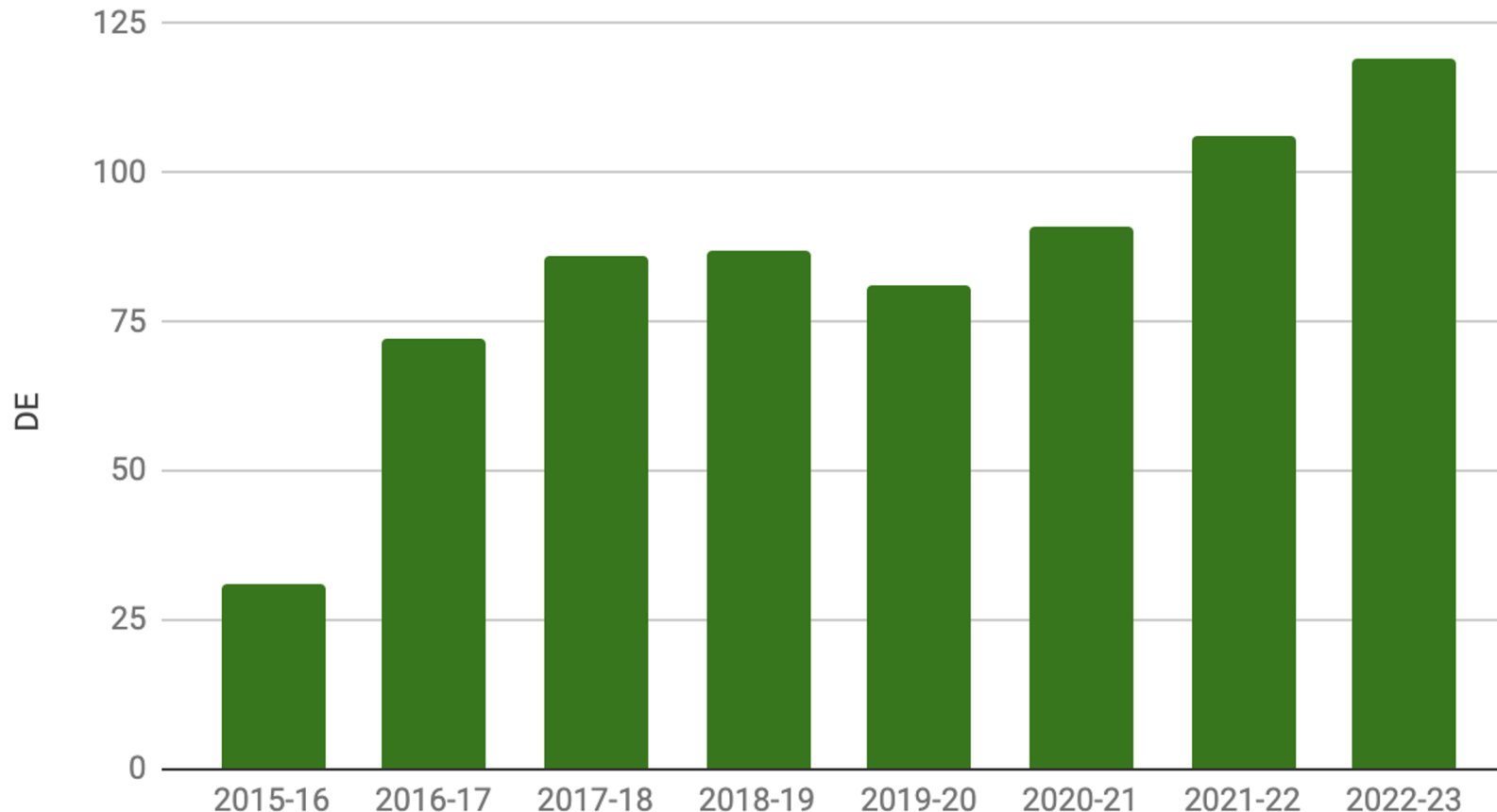
- Triple+ growth since 2015

- Current Spring 2023: 60 courses

- Growth Edge: identify more faculty and increase school's capacity to hold DE programming

OUSD DE Data Dashboard: click here.

Dual Enrollment Courses by Content/Department
Depts with 4+ Course Offerings Only

Dual Enrollment Courses by Department

(F 2015-S 2023) - Depts with 4+ Offerings

Legend:
Blue = Merritt
Orange = Laney
Green = BCC
Red = CoA
Black = Mixed Colleges
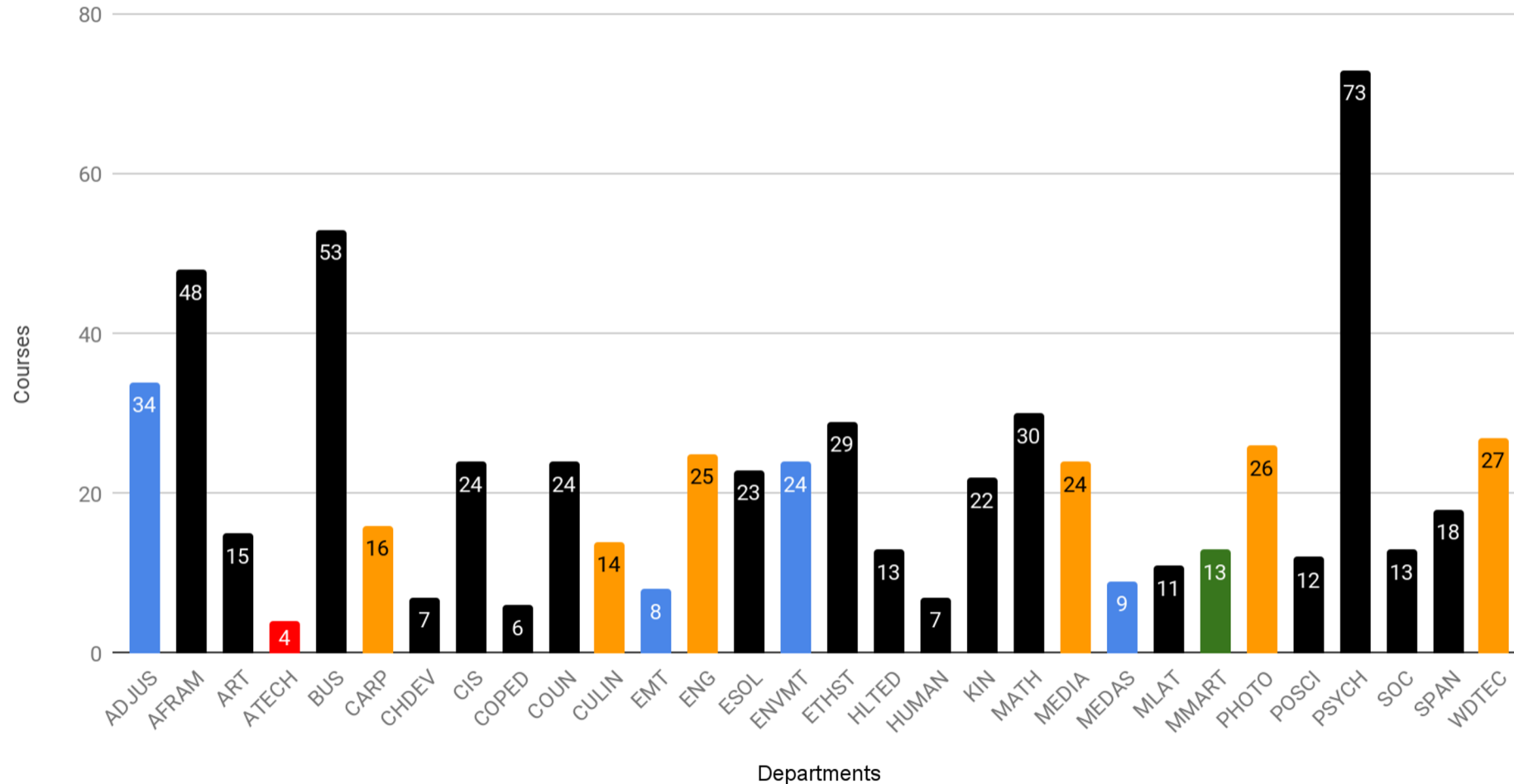
Most Offered DE Courses:
1. Ethnic Studies: 89
2. Psych: 73
3. Business: 53

Course Offerings Determined by:
1. Course Requests by School - Pathways & Student Surveys
2. Availability of College Instructors

Pathway Aligned Dual Enrollment Courses

Examples of DE course sequences with alignment between an OUSD Pathway & a Peralta degree or certificate:

High School	OUSD Pathway	Peralta degree or certificate
Bunche	Hospitality and Culinary Arts Pathway	Culinary Arts (Cooking) - CA (Laney)
Castlemont	Sustainable Urban Design Academy	Carpentry - CA (Laney) and Urban Agroecology CA (Merritt)
Castlemont	Community Health Equity Academy	School Readiness Certificate (BCC)
Fremont	Media Academy	Media Communications - CA (Laney) and Photography (Laney)
Fremont	Architecture Academy	Wood Technology - CA (Laney)
Life Academy	Health Pathway	Clinical Medical Assisting - CP (Merritt) and Health Navigator - CA (Merritt)
McClymonds	Engineering	Multiple certificates/degrees in CIS (Laney)
McClymonds	Entrepreneurship	Small Business Management - CP, Entrepreneurship - CP (Merritt)
Oakland High	Law & Social Justice	Administration of Justice for Transfer (AS-T) (Merritt) and Violence Prevention CP (CoA)
Oakland High	Engineering	Multiple certificates/degrees in CIS (BCC)
Oakland High	VAAMP (Visual Arts)	Photography - AS (Laney)
Oakland High	Public Health	School Readiness Certificate (BCC)
Oakland Tech	Fashion and Design Academy (FADA)	Apparel Design & Merchandising AA/CA (CoA)
Oakland Tech	Computer Science	Multiple certificates/degrees in CIS (BCC)
Skyline	Green Energy	Urban Agroecology - CP (Merritt)
Skyline	Computer Academy	The Multimedia Arts Core Certificate of Achievement (BCC)

Dual Enrollment Participation by Grade Level

Counts by Grade

Dist/School/Path	Select Year/Term	Distinct Stu..	
District	2015-16	511	28.8% / 37.6% / 24.7%
	2016-17	989	41.1% / 44.9% / 11.6%
	2017-18	1,300	43.3% / 38.8% / 15.0%
	2018-19	1,350	40.4% / 37.4% / 17.9%
	2019-20	1,238	35.5% / 42.9% / 16.4%
	2020-21	1,342	33.4% / 41.4% / 19.4%
	2021-22	1,444	29.0% / 38.9% / 21.6% / 6.9%
	2022-23	1,204	28.4% / 40.6% / 17.4% / 8.6%

# of Students

Group
- 15
- Null
- 12
- 11
- 10
- 9
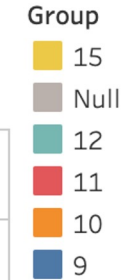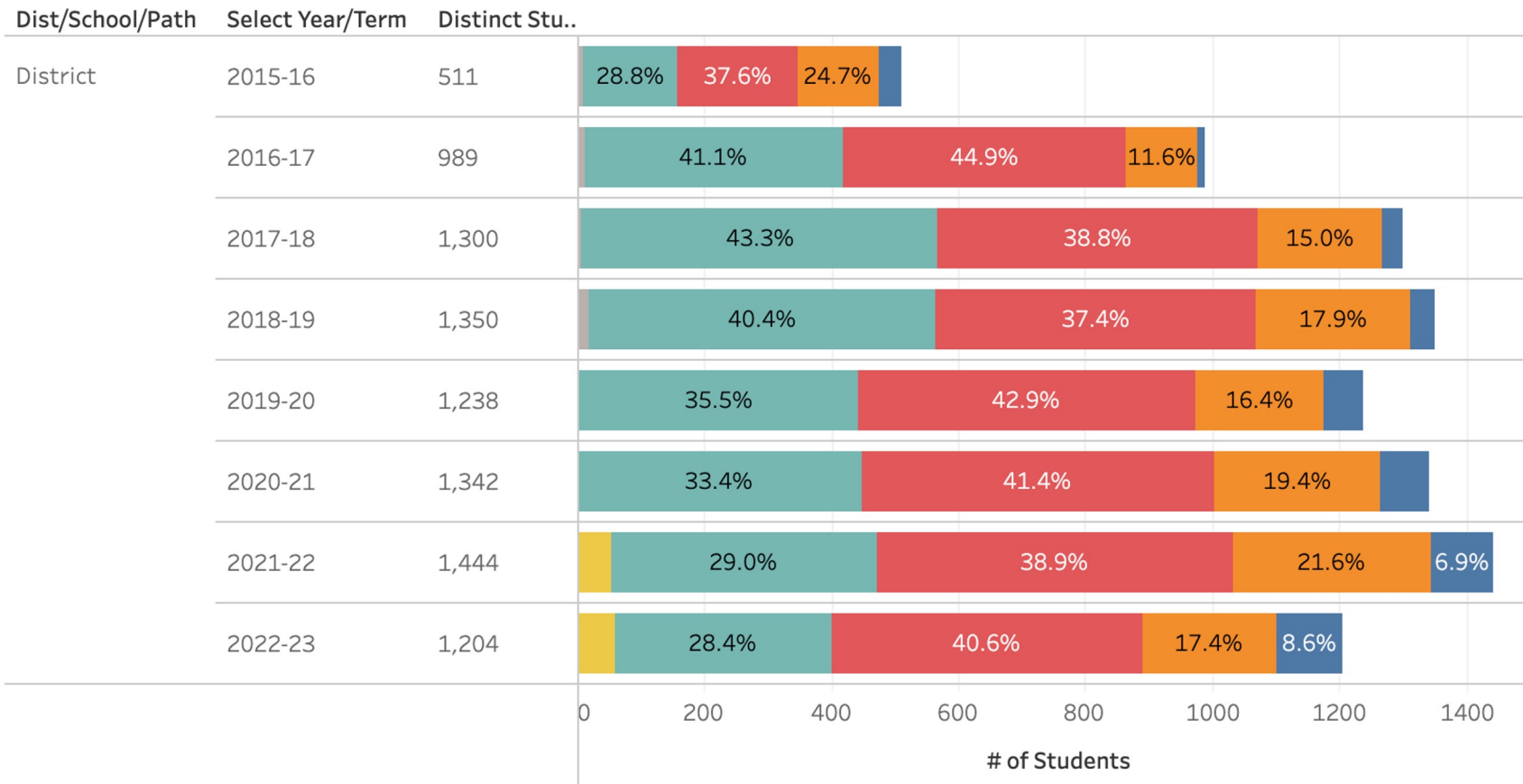
Since 2020, participation by grade level has remained fairly steady at
~30% 12th
~40% 11th,
~20% 10th

Since 2016, decrease in 12th, increase in 10th & 9th

OUSD DE Data Dashboard: click here.

Dual Enrollment: Student Participation Rates

12th graders who took 1+ DE courses by the end of their senior year

➢ **38% of the Class of 2019 took 1+ DE course during HS**

➢ **Oakland higher than State and National average of students participating in college courses**

Note: This data excludes Concurrent Enrolled students (students who enroll on their own) *so rates are likely higher*

Academic Year	Student Count (12th gr)	Enrolled in 1 or more DE Course	% DE Students
2016-17	2048	517	25%
2017-18	2149	846	39%
2018-19	2315	886	38%
2019-20	2397	840	35%

Compare OUSD to...

18% of *California* high schoolers take community college courses*

11% of high schoolers take community college courses *nationally*

*UC Davis Wheelhouse: https://education.ucdavis.edu/sites/main/files/wheelhouse_research_brief_vol_6_no_7_final.pdf

Dual Enrollment: Student Participation By Race/Ethnicity

12th graders who took 1+ DE courses by the end of their senior year

Academic Year	African American	Latinx	Asian	White
2015-16	12.3% (71)	12.6% (90)	4.1% (13)	6.0% (10)
2016-17	26.4% (179)	29.7% (232)	18.9% (63)	10.6% (15)
2017-18	36.9% (237)	43.1% (369)	41.2% (142)	28.3% (49)
2018-19	35.5% (239)	41.4% (382)	47.7% (154)	24.0% (49)
2019-20	30.8% (207)	38.4% (407)	45.2% (159)	16.0% (25)
2020-21	31% (205)	36.5% (416)	45.3% (148)	27.3% (53)
2021-22	27.7% (167)	34.8% (362)	43.6% (134)	34.1% (72)
2022-23 (only Fall)	25.9% (153)	35.3% (418)	43.6% (120)	41.3% (95)

- Growth Edge: Increase AA and Latx participation rates
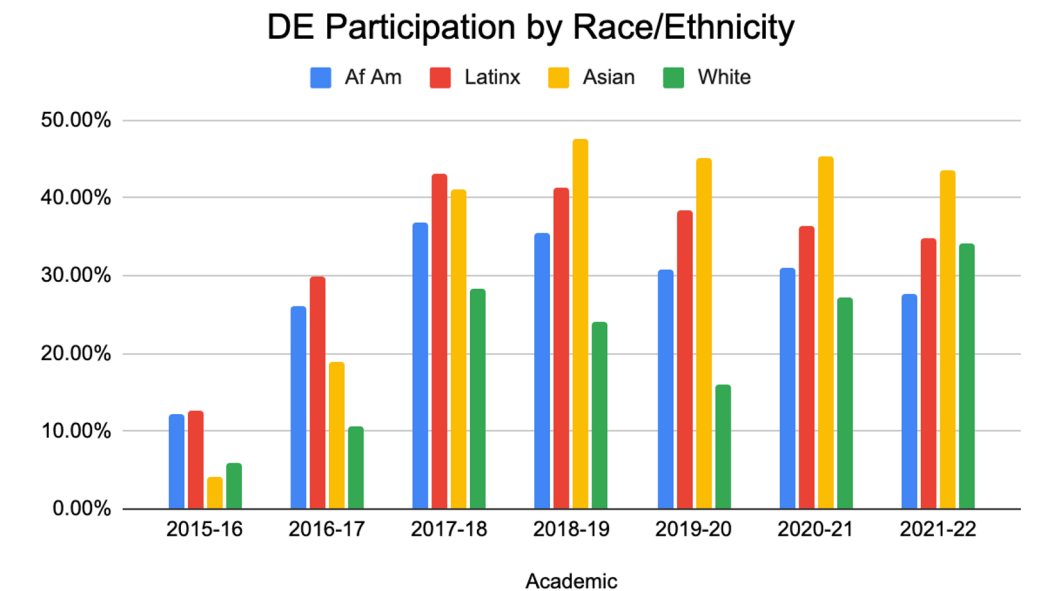
Oakland is higher than the State for AfAm and Latx student participation in DE
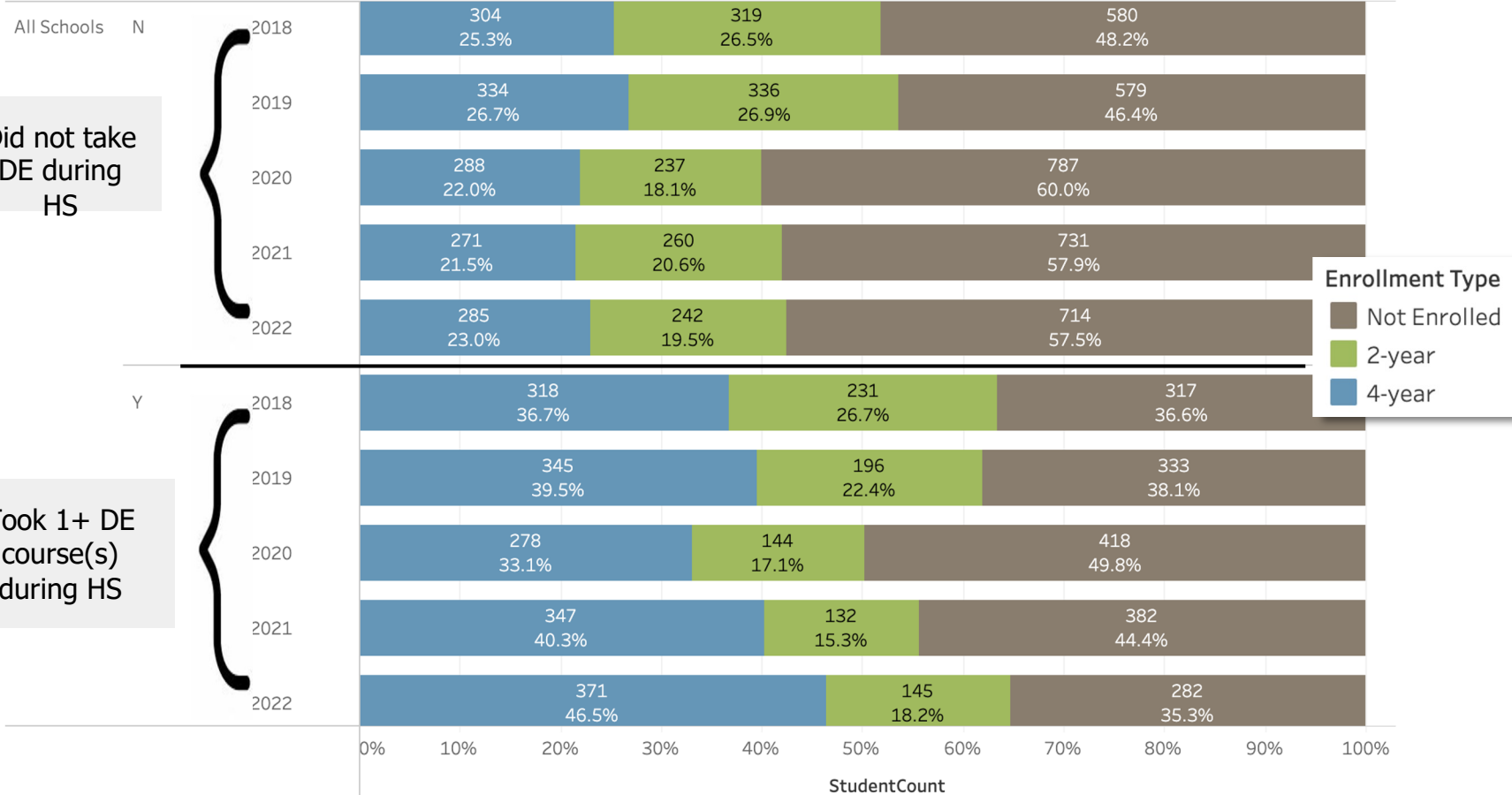- *CA: 16.2% Af Am and 15.6% Latx**
- **OUSD: 36% Af Am and 41% Latx**

*Wheelhouse 2018-19 data: https://education.ucdavis.edu/sites/main/files/wheelhouse_research_brief_vol_6_no_7_final.pdf

Postsecondary Matriculation of Dual Enrollment Participants

HS Graduates Enrolling in College Within Enrolled within 1 Semester of HS Graduation

Select Dist/..   Select Subg..   HS Grad YR

All Schools   N

Did not take DE during HS

Year	4-year	2-year	Not Enrolled
2018	304 / 25.3%	319 / 26.5%	580 / 48.2%
2019	334 / 26.7%	336 / 26.9%	579 / 46.4%
2020	288 / 22.0%	237 / 18.1%	787 / 60.0%
2021	271 / 21.5%	260 / 20.6%	731 / 57.9%
2022	285 / 23.0%	242 / 19.5%	714 / 57.5%

Y

Took 1+ DE course(s) during HS

Year	4-year	2-year	Not Enrolled
2018	318 / 36.7%	231 / 26.7%	317 / 36.6%
2019	345 / 39.5%	196 / 22.4%	333 / 38.1%
2020	278 / 33.1%	144 / 17.1%	418 / 49.8%
2021	347 / 40.3%	132 / 15.3%	382 / 44.4%
2022	371 / 46.5%	145 / 18.2%	282 / 35.3%

Enrollment Type
- Not Enrolled
- 2-year
- 4-year

StudentCount

- OUSD DE participants have overall higher postsec enrollment

- 2 year enrollment declines consistent with overall declines nationally

- Growth Edge: Supporting all DE takers to matriculate to postsec; grey bar.

OUSD DE Data Dashboard: click here.

Dual Enrollment: DE Pass Rates vs. AP Exam Pass Rate

Academic Year	DE (% of all seniors who passed DE w/ a C/P+ in past 4 yrs)	AP (% of seniors who passed an AP exam w a 3+ in past 4 yrs)
2015-16	9% (177)	-
2016-17	21% (422)	15.6% (320)
2017-18	32% (690)	16% (344)
2018-19	31% (728)	20% (470)
2019-20	29% (701)	17% (402)
2020-21	28% (698)	16% (393)
2021-22	27% (642)	18% (433)

More students in OUSD earn college credit through DE than AP

More seniors have earned college credit through DE (C/P or higher) than AP (exams 3+) since 2016

Decrease of DE pass rate during pandemic

Student Recruitment & Supports

OUSD DE Mission Statement

The OUSD Dual Enrollment/CCAP Program seeks to:

1. Offer real college courses that are free, at the high school, and with **equitable access by all.**

2. Ensure Dual Enrollment is not only for those who express readiness for college, but "*for students who may not already be college bound or who are underrepresented in higher education*" and those "*students who struggle academically or who are at risk of dropping out.*"

3. Provide Oakland youth the opportunity to "try college" in a method that is **welcoming, supportive, and safe.**

4. Through taking Dual Enrollment, we hope our scholars experience inclusion, develop confidence, see college as a viable & accessible option, and envision themselves to attend, persist, and graduate.

Thank you for supporting our scholars!

OUSD DE Systems & Support Structures

Staffing

➢ Each HS has **Dual Enrollment Coordinator**; role not FT.

➢ Each course has **Point Person**; supports students & liaison for instructor.

Key Program Structures

➢ **Timely meetings with each school's team** to discuss course requests/sequences, student recruitment, and data.

➢ **Course Agreement Meetings** (each course)

➢ **Student enrollments fully digitized & systematically coordinated** b/t OUSD & PCCD; one-time DE Form covers all years of HS

➢ **OUSD DE website** and **links & resources** to support schools & students

Student Access

➢ All OUSD **high schools** and all **HS students** invited to participate; no GPA requirement or other restrictions

➢ **High schools request DE courses via survey** in December, for next academic year. Requests are inclusive of input from staff, students, data.

Grade Reporting

➢ **OUSD Transcripts updated** via centrally-managed mass upload each semester; ~1400+

➢ **Institution Data sharing**; access to Power BI

➢ **OUSD DE A-G Transcript Guide**; UC/CSU transferability.
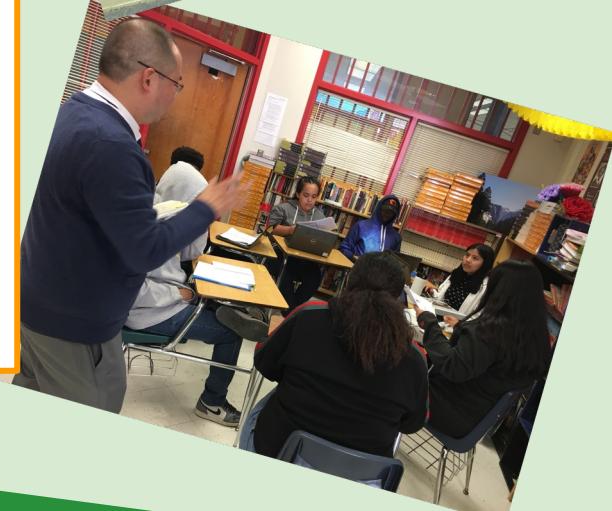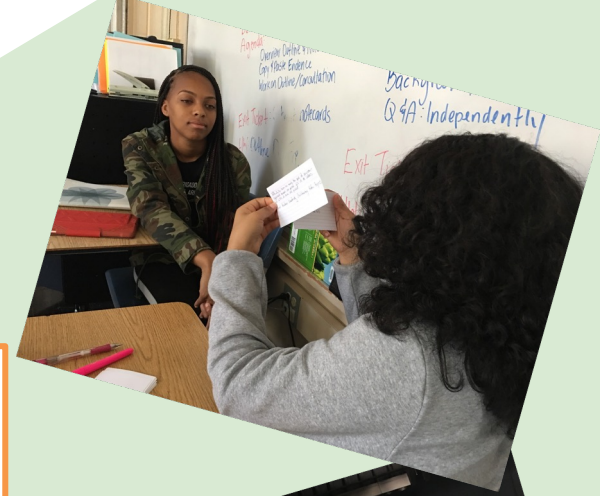
DE Student Surveys
- Spring 2021 -

Of 300 respondents....

- **73% took DE to "learn more about this subject"** and 53% said it was to "earn free college credits"

- **92% said they think this college course helped them understand what to expect from a college course**

Pros...

"I've really enjoyed psychology and the work was **perfectly balanced, challenging but achievable.**"

"I really liked the program, **I've taken two years of DE** courses with Peralta and both have been great."

"This year was my first time taking a DE Class, I really enjoyed it as I found a class where I can learn about the history of where I am from. **I don't need to continue questioning about my history anymore.** Thank you for giving us a chance at this school."

"I really appreciate this class... it helped my brain grow and learn in many ways I thought weren't possible. It also challenged me because this is **not a hand-held class; you have to be ready to work for yourself.**"

Feedback...

"I liked it a lot but I think I would have enjoyed it a lot more **in person**."

"I'd love for the DE Program to **provide more courses** at my school so that I may have a wider range of options to choose from."

"**Hold high school students more accountable** in these classes, going too easy on them overall does not benefit them or prepare them."

"Have more different options/ classes and **more time for late assignments**."

Program Structure, Growth Edge, & Partnership with PCCD

OUSD & PCCD Partnership

Key Program Structures

➢ **Course Requests** go to Peralta's in December; followed by **OUSD-Peralta Dean meetings**

➢ **Peralta Deans collaborate with OUSD to identify faculty** for DE courses

➢ **Course Agreement Meeting** with Peralta faculty & OUSS/HS before each course begins

➢ **Systematic fully digitized student enrollments** b/t OUSD & Peralta District

➢ **Data Sharing** and OUSD access to real time Peralta enrollment data via Power BI

➢ **CCAP MOU negotiations** - 3rd round

➢ **Monthly PCCD/OUSD partnership meetings**

Growth Edge

➢ **A Peralta orientation and welcome** experience for OUSD DE students

➢ **More direct student support from colleges & Peralta District** via presentations, in-person tutoring, embedded DE counselors, field trips

➢ **Faculty recruitment** for DE instructors; support for new instructors; PD for DE

➢ **Build certificate programs into high schools**; need faculty guarantees

➢ **Overall more formal program development** of DE at Peralta District

➢ **Warm hand-off of DE students into Peralta** - improve matriculation rates and persistence/degree attainment

OUSD Support for PCCD DE Faculty

OUSD maintains a "DE Instructor Toolkit" and has provided PD as well as regional invites to PCCD DE Faculty

1. **ACCESSIBLE TOOLS FOR OUSD DUAL ENROLLMENT FACULTY**
   a. **Background & Context**
      i. DE Quick Facts (this is shared with all our High Schools)
      ii. Teaching @ the High School Vs. Teaching @ the College

   b. **Peralta Onboarding & Grade Rosters:**
      i. Peralta HR Documents & Onboarding
      ii. Peralta LiveScan Form
      iii. Peralta HR Employment Checklist for New Hires
      iv. Peralta: Meeting Equivalency Application
      v. Peralta Instructor Logistics (Faculty Handbook)
      vi. How to Submit Peralta Grades Rosters Online

   c. **Orienting to the OUSD School Site**
      i. Course Agreement Document *(This link is a template. Your specific Agreement has **your** specific course info)*
      ii. Contact List - OUSD DE Coordinators
      iii. OUSD Pathways 2019-2020 (contacts with emails)
      iv. Internet Accessibility @ OUSD High Schools
      v. Academic Calendars
         1. Peralta Calendars: (Click here)
         2. OUSD Calendars: (Click here)

   d. **OUSD DE Student Orientation:**
      i. (Student facing, most likely used by your HS) DE Student Orientation
      ii. (Student facing, distributed by your HS) Impact of Peralta Grades on Future Peralta Financial Aid
      iii. (Student facing, distributed by your HS) Dual Enrollment Parent Letter
      iv. (Student facing, collected by your HS) Dual Enrollment Form
      v. (Student facing, to enroll into Peralta/DE) Link to OUSD DE Website with Step-By-Step Guides
      vi. (requires @ousd.org email to access) OUSD Dual Enrollment Website

   f. **Pedagogy and Strategies:**
      i. **Before / Start of Course:**
         1. Welcome to _____ Template
         2. Template for Google Form Survey
         3. "How to email for help" template for students
      ii. **Pedagogy & Approach:**
         1. Short List: Highlights and Best Practices
         2. Working with Adolescents- Strategies for Instructors :
            a. Video on Adolescent Brain Development
            b. PDF: Working with Adolescents
            c. Presentation: Classroom Management
         3. Collected From Colleagues: Advice, Tips, Tricks, and Tools
      iii. **Breaking Up the Period:**
         1. Discussion Strategies: Student Talk Structures
         2. Breaking Up The Lesson
         3. Start / End of Class & Samples!
         4. Examples of Lecture Slides
         5. Fieldtrips & Guest Speakers
      iv. **Classroom Space:**
         1. Classroom Signs (Printables--No Phone, Phone Allowed, Instructor Contact Info)
      v. **Supporting Students:**
         1. Gave a Quiz or Exam? Here's an example of a Student Google Survey I made to gather data
         2. To pass out to students! (Edit to fit your class) "How To Study For My Class"
         3. Struggling Student / Intervention Strategies
         4. Supporting English Language Learners: PDF, Video, Presentation

2. **SLIDEDECKS FROM DUAL ENROLLMENT INSTRUCTOR PDs:**
   a. DE PD @ Peralta Flex Day Spring 2019
   b. DE PD @ Peralta Flex Day Fall 2019

Our DE Program is Not Silo'd

OUSD Comprehensive Student Support Team

COMPREHENSIVE STUDENT SUPPORTS

Leslie Hsu
Mgr, Early College Credit

Fatima Ghatala
Specialist, Dual Enrollment

Vinh Trinh
Mgr., Master Sched. & Comp. Student Supports.

Diane Brenum
Secondary Master Sch. Support

Steven Mason
Secondary Master Sch. Support

Elizabeth Paniagua
Coordinator, Post-Secondary Readiness

Kateri Simpson
Coordinator, College Access

Gina Hill
Asst. Principal, Central Academic Recovery

Marisol Nuno
TSA, Central Academic Recovery

VACANT
TSA, Central Academic Recovery (ELA)

Emmanuel Medina
TSA, Central Academic Recovery (Math/Sci)

Gracee Anguiano
Counselor, Central Academic Recovery

Elena Ruiz-Marquez
Admin 1 Bilingual, Central Academic Recovery

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Assistant Principal Central Academic Recovery
-Credit Recovery for OUSD high schools and students

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College Access Coordinator
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-College and Career Readiness
-Specialist and Student Support

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-Master Scheduling
-College Access, AP, & Credit Recovery

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Post-Secondary Readiness Coordinator
-HS & MS School Counselor Support & Professional Development
-Transcript support and graduation
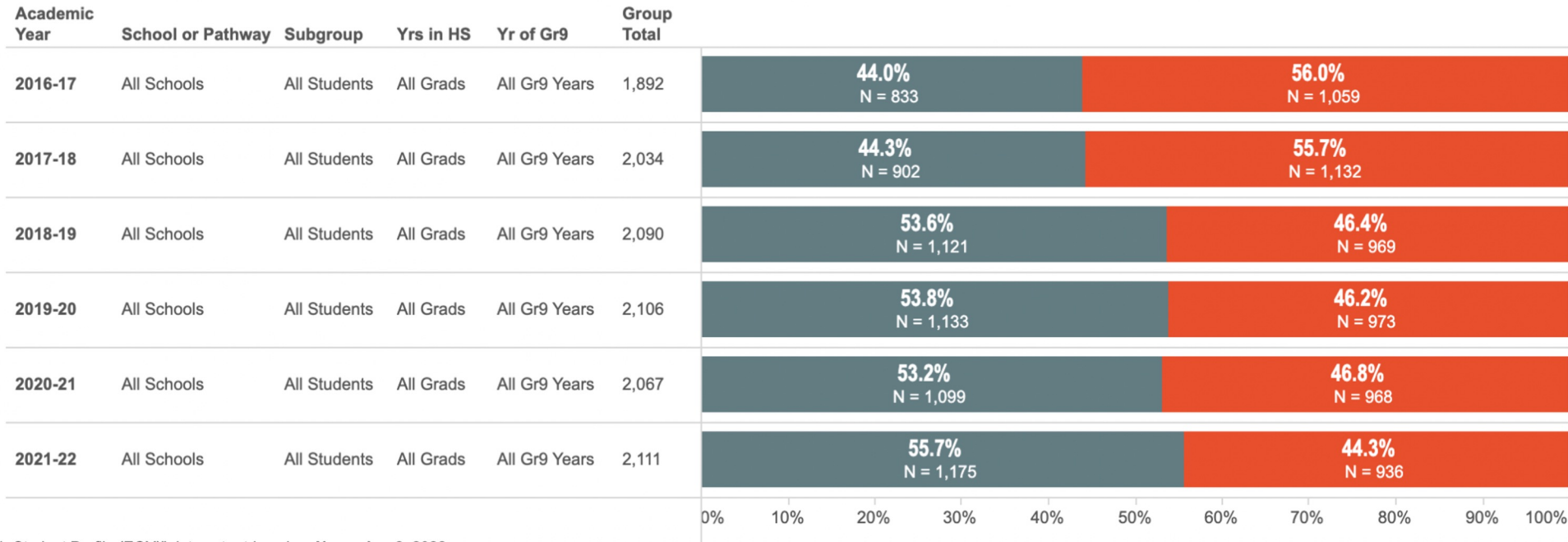
A-G Completion - Moving the Needle: Team Effort

Did Not Meet A-G
Met A-G

A-G Completion - 12th Grade Graduates Only

Select Year(s)	View by School/Pathway	Select School/Pathway(s)	View by Subgroup	Select Subgroup(s)	View by Years in HS	Select Years in HS	Select Yr of Gr9
(Multiple v... ▼	District ▼	All Schools ▼	All Students ▼	All Students ▼	Any # of Years ▼	All Grads ▼	All Gr9 Years ▼

Academic Year	School or Pathway	Subgroup	Yrs in HS	Yr of Gr9	Group Total	Met A-G	Did Not Meet A-G
2016-17	All Schools	All Students	All Grads	All Gr9 Years	1,892	44.0% N = 833	56.0% N = 1,059
2017-18	All Schools	All Students	All Grads	All Gr9 Years	2,034	44.3% N = 902	55.7% N = 1,132
2018-19	All Schools	All Students	All Grads	All Gr9 Years	2,090	53.6% N = 1,121	46.4% N = 969
2019-20	All Schools	All Students	All Grads	All Gr9 Years	2,106	53.8% N = 1,133	46.2% N = 973
2020-21	All Schools	All Students	All Grads	All Gr9 Years	2,067	53.2% N = 1,099	46.8% N = 968
2021-22	All Schools	All Students	All Grads	All Gr9 Years	2,111	55.7% N = 1,175	44.3% N = 936

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

2021-22 data is from CALPADS "8.1 Student Profile (EOY)" data set retrieved on **November 8, 2022**. Prior to 2019-20, the source data was the CALPADS "1.7 Graduates by Subgroup" data set.

Link to Dashboard

Contact

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AT A GLANCE

- *Solano County between San Francisco and Sacramento*

- *3 campuses*

- *8,500 students (headcount)*

- *Diverse student population*

- *Bachelor's degree (bio-manufacturing)*

- *25 CTE programs*

- *15 public HS*

- *50:50 online/in person teaching*

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SOLANO
COMMUNITY COLLEGE

HIGH SCHOOL COURSE TAKING OPPORTUNITIES

► *Majority of our classes are available to high school students*

► *Dual Enrollment*

► *Early College HS (Fairfield/Suisun USD)*

► *100 articulated courses across disciplines, including CTE*

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SOLANO
COMMUNITY COLLEGE

THE CHALLENGE

How do we ensure pre-college initiatives support and inform an equity strategy?

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CAMPUS DISCUSSIONS

► *How do we ensure that all students have this opportunity?*

► *How does implicit (or explicit) bias play into who we assess as 'college ready'?*

► *What supports are we willing to put in place to address and dismantle equity gaps?*

► *Are we 'student ready'?*

WHAT IS OUR NORTH STAR?

STUDENT EQUITY PLAN 2022-25

- ► *Leveraging institutional change*
- ► *Focused framework – Braided Opportunities*
- ► *Strategic planning*

CORE PROJECTS

- *Re-imagining Summer Orientation*

- *Completion and Success Teams*

- *Recruitment and Retention Strategy*

- *Expanded Student Ambassador Program*

- *Black Student Resource Center*

- *Faculty Professional Development – Teaching4Equity*

- *Leveraging Technology*

80
SOLANO
COMMUNITY COLLEGE

COMBINED WITH…

▶ *Basic Needs Center*

▶ *LGBTQIA+ Safe Space*

▶ *Relaunching MESA*

▶ *NextUp*

▶ *Sonoma State partnership – AB 469*

▶ *Adult Education – Bridging Program*

▶ *HS summer CTE bootcamps*

▶ *ESL Lab – English Learner Support*

▶ *'Cuts and Counseling'*

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SOLANO
COMMUNITY COLLEGE

CREATING CHANGE…

▶ *Equity as a framework*

▶ *Refine and build our brand*

▶ *Bold thinking, ambitious targets, difficult conversations, wide consultation, and collective accountability*

▶ *Moving forward with intention and purpose*

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SOLANO
COMMUNITY COLLEGE

QUESTIONS?

Thank you!

LUNCHTIME SESSION STARTS AT 12:15