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

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

The research reported here was supported through the generosity of funding from the Tipping Point Community, College Futures Foundation, Stuart Foundation, and the Institute of Education Sciences, U.S. Department of Education, Grant R305E150006 to the Regents of the University of California. The quantitative analysis was completed under research partnership agreements with the California Department of Education and the California Community Colleges Chancellor’s Office (Michal Kurlaender, PI). The findings and conclusions here are those of the authors alone and do not necessarily reflect the positions or policies of the funders, including the Institute of Education Sciences or the U.S. Department of Education, or the data providers.
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

<table>
<thead>
<tr>
<th>History</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Foreign Language</th>
<th>Visual &amp; Performing Arts</th>
<th>College Prep Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year of World History, Historical Geography, or Cultures</td>
<td>4 years of English composition and literature that includes practice listening and speaking with different audiences</td>
<td>3 years of math that includes or integrates topics covered in: elementary Algebra, 2D and 3D Geometry, and Advanced Algebra</td>
<td>2 years of science in two of the following: Biology, Chemistry, or Physics</td>
<td>2 years, or equivalent to the 2\textsuperscript{nd} level of high school instruction, of the same language other than English</td>
<td>1 year of dance, music, theater, visual arts (i.e., painting, film/video), or interdisciplinary arts</td>
<td>1 year of additional college preparatory coursework</td>
</tr>
</tbody>
</table>

*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

Percentage Completing A-G Sequence

High School Graduation Cohort

2016: 45.7%
2017: 44.4%
2018: 44.7%
2019: 48.1%
A-G course completion rates vary across student subgroups
A-G course completion rates vary across schools
85% of high schools offer the full A-G course sequence
Only about 75% of students successfully complete A-G courses when offered and enrolled.

<table>
<thead>
<tr>
<th>Academic Subject</th>
<th>Percent of Students Passing an A-G Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2015-16</td>
</tr>
<tr>
<td>A History</td>
<td>78.2%</td>
</tr>
<tr>
<td>B English</td>
<td>76.5%</td>
</tr>
<tr>
<td>C Mathematics</td>
<td>68.2%</td>
</tr>
<tr>
<td>D Science</td>
<td>75.9%</td>
</tr>
<tr>
<td>E Foreign Language</td>
<td>82.0%</td>
</tr>
<tr>
<td>F Visual &amp; Performing Arts</td>
<td>88.9%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015–16</td>
<td>11.3%</td>
</tr>
<tr>
<td>2016–17</td>
<td>13.4%</td>
</tr>
<tr>
<td>2017–18</td>
<td>15.6%</td>
</tr>
<tr>
<td>2018–19</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

* In A Leg-Up on College (January 2010), 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
Dual enrollment participation varies across schools
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

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 Bb. Percent of Racial/Ethnic Subgroup by Dual Enrollment Type, 2018–19 Cohort
Participation in AP exams is increasing overtime.
Participation and success in AP exams differs across student subgroups

<table>
<thead>
<tr>
<th></th>
<th>Tests Taken</th>
<th>Tests Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>1.58</td>
<td>0.92</td>
</tr>
<tr>
<td>Asian</td>
<td>3.75</td>
<td>2.76</td>
</tr>
<tr>
<td>Filipino</td>
<td>2.20</td>
<td>1.18</td>
</tr>
<tr>
<td>White</td>
<td>1.68</td>
<td>1.17</td>
</tr>
<tr>
<td>Other</td>
<td>1.48</td>
<td>0.99</td>
</tr>
<tr>
<td>Latinx</td>
<td>1.18</td>
<td>0.49</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1.03</td>
<td>0.45</td>
</tr>
<tr>
<td>Black</td>
<td>0.75</td>
<td>0.26</td>
</tr>
</tbody>
</table>
AP exam participation rates vary across schools

California Public Schools

Percentage Participating in AP Exams

0%
20%
40%
60%
80%
100%
1/2 of high school seniors take an advanced math course
25% of seniors do not take any math

12th-Grade Math Course Enrollment, 2018–19
12th grade math course-taking varies by student race/ethnicity

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

Enrollment in 12th-Grade Math Courses by Key Student Subgroups, 2018–19
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
College Access in California: Perfectly Designed for Rationing Access to Opportunity

Christopher Nellum, Ph.D.
Executive Director

@chrisnellum
cnellum@edtrustwest.org
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 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
The Education Trust–West

EdTrustWest.org | @EdTrustWest
The University of California: Free for (Almost) All

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.”

University of California will waive tuition and fees for many Native American students
A-G Course Taking vs. Course Offering

What can course taking patterns tell us about how to increase equity and opportunity on the path to college?
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
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*
• 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**.
Dual Enrollment Can Be An Equity Strategy for Increasing College Access and Success

• Improved rates of high school graduation
• Higher rates of subsequent college enrollment, persistence and completion
• Decreased time and costs towards degree completion
Black Student Representation in Dual Enrollment

<table>
<thead>
<tr>
<th>Community College District</th>
<th>% Black HS students in CCD</th>
<th>% Black DE students in CCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pasadena Area</td>
<td>5.53%</td>
<td>9.91%</td>
</tr>
<tr>
<td>West Kern</td>
<td>5.16%</td>
<td>5.71%</td>
</tr>
</tbody>
</table>
Native American Student Representation in Dual Enrollment

<table>
<thead>
<tr>
<th>Community College District</th>
<th>% Native American HS students in CCD</th>
<th>% Native American DE students in CCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copper Mountain</td>
<td>0.86%</td>
<td>1.19%</td>
</tr>
<tr>
<td>Palomar</td>
<td>0.82%</td>
<td>1.61%</td>
</tr>
</tbody>
</table>
Latinx Student Representation in Dual Enrollment

<table>
<thead>
<tr>
<th>Community College District</th>
<th>% Latinx HS students in CCD</th>
<th>% Latinx DE students in CCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Francisco</td>
<td>36.64%</td>
<td>37.74%</td>
</tr>
<tr>
<td>Victor Valley</td>
<td>60.8%</td>
<td>61.45%</td>
</tr>
</tbody>
</table>
Prioritize the success of Black, Latinx, and Native students

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

1. Define a vision that guides the strategic and equitable expansion of dual enrollment.
2. Establish dual enrollment goals, engage in data collection, and evaluate the data to inform planning.
3. Establish and strengthen partnerships between colleges and school districts and direct resources to ensure equitable program expansion.
4. Engage in focused recruitment strategies to drive participation and success of students underrepresented in dual enrollment and higher education.
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)
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
STAY IN TOUCH

Christopher Nellum, Ph.D.
Executive Director

@EdTrustWest
@chrisnellum
cnellum@edtrustwest.org
OUUSD District-Run High Schools
OUSD High School Enrollment 01/31/23

9,604

Home Language Table

<table>
<thead>
<tr>
<th>Language</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>191</td>
<td>1,225</td>
<td>236</td>
<td>542</td>
</tr>
<tr>
<td>Spanish</td>
<td>216</td>
<td>1,208</td>
<td>244</td>
<td>540</td>
</tr>
<tr>
<td>Mam (Guatemalan)</td>
<td>216</td>
<td>1,208</td>
<td>244</td>
<td>540</td>
</tr>
<tr>
<td>Cantonese</td>
<td>216</td>
<td>1,208</td>
<td>244</td>
<td>540</td>
</tr>
<tr>
<td>Arabic</td>
<td>216</td>
<td>1,208</td>
<td>244</td>
<td>540</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>216</td>
<td>1,208</td>
<td>244</td>
<td>540</td>
</tr>
<tr>
<td>Other Non-English (Language)</td>
<td>216</td>
<td>1,208</td>
<td>244</td>
<td>540</td>
</tr>
<tr>
<td>Khmer (Cambodian)</td>
<td>216</td>
<td>1,208</td>
<td>244</td>
<td>540</td>
</tr>
<tr>
<td>Mien (Yao)</td>
<td>216</td>
<td>1,208</td>
<td>244</td>
<td>540</td>
</tr>
<tr>
<td>Tongan</td>
<td>216</td>
<td>1,208</td>
<td>244</td>
<td>540</td>
</tr>
<tr>
<td>Tigrinya</td>
<td>216</td>
<td>1,208</td>
<td>244</td>
<td>540</td>
</tr>
<tr>
<td>Filipino (Tagalog or Filipino)</td>
<td>216</td>
<td>1,208</td>
<td>244</td>
<td>540</td>
</tr>
<tr>
<td>Mandarin (Putonghua)</td>
<td>216</td>
<td>1,208</td>
<td>244</td>
<td>540</td>
</tr>
<tr>
<td>French</td>
<td>216</td>
<td>1,208</td>
<td>244</td>
<td>540</td>
</tr>
</tbody>
</table>

Link to Data Dashboard
OUSD Fast Facts

**STUDENTS BY ETHNICITY**
- 2.7% Not Reported
- 1.0% Pac. Isl
- 11.2% White
- 21.5% African Am.
- 0.2% Nat. Am.
- 6.5% Multi. Eth.
- 0.6% Filipino
- 45.0% Latino

**34,566** TK-12 Total

**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.

**SPECIAL EDUCATION**
- **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 (SELPAn)

**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 & CAREER PATHWAYS**
- **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.

**ENGLISH LANGUAGE LEARNERS**
- **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.

**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.

**GRADUATION & DROPOUT**
- **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.

www.ousd.org  Facebook  Twitter  Instagram  YouTube  @OUSDnews
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

www.ousd.org  Facebook  Twitter  Instagram  Youtube  @OUSDnews
Dual Enrollment: Alumni Voices

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.”

“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.”

“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”
Peralta Community College District

Total Dual Enrollment Courses by College
Fall 2015-Spring 2023

- Berkeley City College: 63 courses
- Laney College: 287 courses
- Merritt College: 240 courses
- College of Alameda: 98 courses

www.ousd.org  Facebook  Twitter  Instagram  YouTube  @OUSDnews
Total Dual Enrollment Courses by Year

- Triple+ growth since 2015
- Current Spring 2023: 60 courses
- Growth Edge: identify more faculty and increase school’s capacity to hold DE programming

OUUSD DE Data Dashboard: click here.
Dual Enrollment Courses by Content/Department
Depts with 4+ Course Offerings Only

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:

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

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

Compare OUSD to...

18% of California high schoolers take community college courses*
11% of high schoolers take community college courses nationally

Dual Enrollment: Student Participation By Race/Ethnicity

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

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

*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

### Postsecondary Matriculation of Dual Enrollment Participants

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Did not take DE during HS</th>
<th>Took 1+ DE course(s) during HS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>304</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>219</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>580</td>
</tr>
<tr>
<td></td>
<td></td>
<td>48.2%</td>
</tr>
</tbody>
</table>

- 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.

OUUSD DE Data Dashboard: click [here](#).
## Dual Enrollment: DE Pass Rates vs. AP Exam Pass Rate

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

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

**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

**Staffing**
- Each HS has Dual Enrollment Coordinator; role not FT.
- Each course has Point Person; supports students & liaison for instructor.

**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.

www.ousd.org  Facebook  Twitter  Instagram  YouTube  @OUSDnews
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

Feedback...
“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.”

“I liked it a lot but I think I would have enjoyed it a lot more in person.”

“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.”

Pros...
“I've really enjoyed psychology and the work was perfectly balanced, challenging but achievable.”

“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 appreciated 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.”

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

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

www.ousd.org  Facebook  Twitter  Instagram  YouTube  @OUSDnews
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

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](#)

www.ousd.org   @OUSDnews
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)

Grace Anguiano
Counselor, Central Academic Recovery

Elena Ruiz-Marquez
Admin 1 Bilingual, Central Academic Recovery

---

High School Network Superintendent

Vanessa Sifuentes
vanessa.sifuentes@ousd.org
o: 510.879.4118

---

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

Gina Hill
gina.hill@ousd.org
C: 925-322-1694

---

Coordinator
Kateri Dodds Simpson
kateri.simpson@ousd.org
c: 661.304.9243

College Access
-Postsecondary Planning
-College and Career Readiness
-Specialist and Student Support

---

Master Schedule & CSS Manager
/OUSD Oakland Promise Liaison
Vinh Trinh
vinh.trinh@ousd.org
o: 510.879-1845

-Post-School Readiness
-Coordination
-Transcript support and graduation

Elizabeth Paniagua
elizabeth.paniagua@ousd.org
o: (510) 879-1971

-Post-School Readiness
-Coordination

---

www.ousd.org
A-G Completion - Moving the Needle: Team Effort

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

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>School or Pathway</th>
<th>Subgroup</th>
<th>Yrs in HS</th>
<th>Yr of Gr9</th>
<th>Group Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>All Schools</td>
<td>All Students</td>
<td>All Grads</td>
<td>All Gr9 Years</td>
<td>1,892</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>44.0% N = 833</td>
</tr>
<tr>
<td>2017-18</td>
<td>All Schools</td>
<td>All Students</td>
<td>All Grads</td>
<td>All Gr9 Years</td>
<td>2,034</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>44.3% N = 902</td>
</tr>
<tr>
<td>2018-19</td>
<td>All Schools</td>
<td>All Students</td>
<td>All Grads</td>
<td>All Gr9 Years</td>
<td>2,090</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>53.6% N = 1,121</td>
</tr>
<tr>
<td>2019-20</td>
<td>All Schools</td>
<td>All Students</td>
<td>All Grads</td>
<td>All Gr9 Years</td>
<td>2,106</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>53.8% N = 1,133</td>
</tr>
<tr>
<td>2020-21</td>
<td>All Schools</td>
<td>All Students</td>
<td>All Grads</td>
<td>All Gr9 Years</td>
<td>2,067</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>53.2% N = 1,099</td>
</tr>
<tr>
<td>2021-22</td>
<td>All Schools</td>
<td>All Students</td>
<td>All Grads</td>
<td>All Gr9 Years</td>
<td>2,111</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>55.7% N = 1,175</td>
</tr>
</tbody>
</table>

2021-22 data is from CALPADS 8.1 Student Profile (ED0) data set retrieved on November 8, 2022. Prior to 2019-20, the source data was the CALPADS 7.7 Graduates by Subgroup data set.
Contact

Leslie Hsu Freeman
Manager, OUSD Dual Enrollment
leslie.hsu@ousd.org

Fatima Ghatala
Specialist, OUSD Dual Enrollment
fatima.ghatala@ousd.org
SOLANO COMMUNITY COLLEGE

Strengthening Equity in College Access
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
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
How do we ensure pre-college initiatives support and inform an equity strategy?
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
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’
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
QUESTIONS?

Thank you!
LUNCHTIME SESSION STARTS AT 12:15