

September 19, 2023

Webinar

Using Data to Inform Equity

Capacity-building Webinars for CCAP Dual Enrollment

Welcome



Diane Crum
**Education Programs Consultant, High
School Innovations and Initiatives Office**
California Department of Education

Agenda

- Welcome
- The Equity Imperative
- Data sources
- Jumpstart - The Education Trust-West
- Examples of equity in dual enrollment design
 - LA Valley College MOCHA
- Fin



About CLP

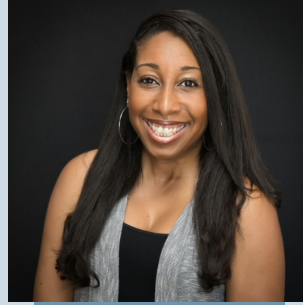
Career Ladders Project promotes equity-minded community college redesign.

We collaborate with colleges and their partners to discover, develop, and disseminate effective practices. Our policy work, research, and direct efforts with colleges lead to system change—and enable more students to attain certificates, degrees, transfers, and career advancement.

CLP Team



Dr. Naomi Castro
Chief Program Officer



Laurencia Walker
Director

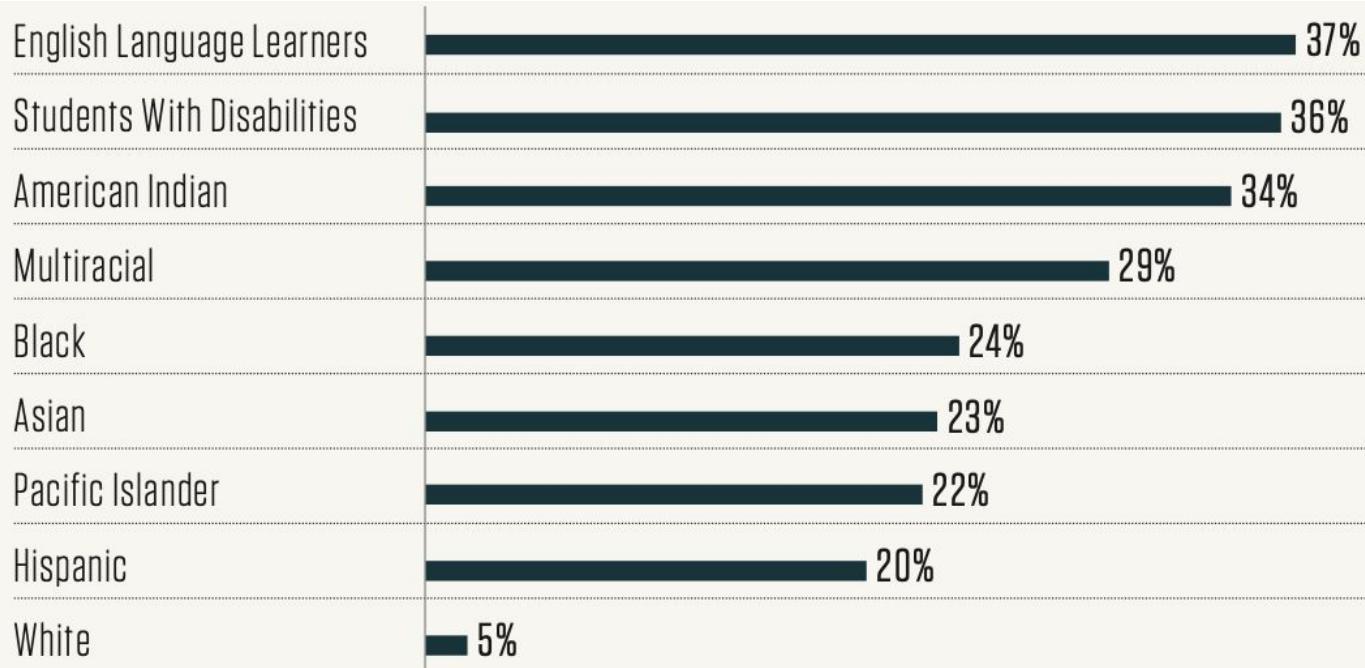


Cristina Sandoval
Senior Program Associate

The Equity Imperative

- Dual enrollment participation is increasing both nationally and statewide
- There are still equity gaps
- College and Career Access Pathways (CCAP) Dual Enrollment improves opportunities to reduce equity gaps
- Important to be mindful of various minoritized populations and intersectional identities of students as it to DuE access and success

Percent of U.S. Schools Where Students are Shut Out of Dual Enrollment (2017-18)

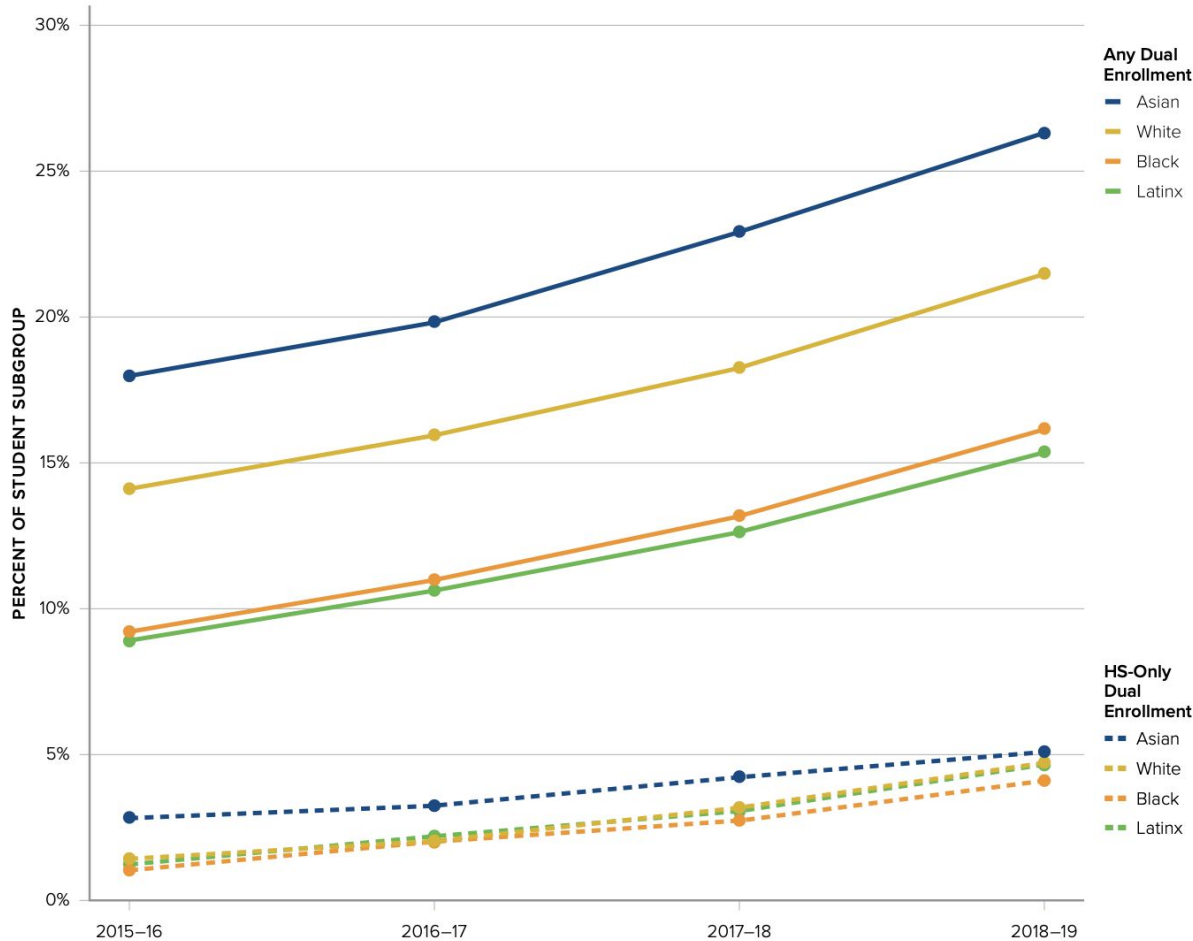


“Shut-Out” Definition

1. School offers Dual Enrollment (greater than one student participates)
2. School enrolls greater than one student from the subgroup
3. School does not enroll any subgroup students in Dual Enrollment

[UNLOCKING POTENTIAL: A State Policy Roadmap for Equity and Quality in College in High School Programs for Students With Disabilities \(2019\) National Alliance for College in High School](#)

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



High School Only Dual Enrollment Closing Equity Gaps

A Foot in the Door
- UC Davis
Wheelhouse



Wheelhouse

The Center for Community College Leadership and Research

CLP

Career Ladders Project

In addition to being the fastest growing dual enrollment option in the state, CCAP participation is relatively equitable

- **Latino** students comprise **53 percent** of total grade 12 enrollment in California; among CCAP participants, the share of Latino students is five percentage points higher, at **58 percent**.
- Asian students participate in CCAP in roughly equal proportions to their statewide enrollment, while **Black and white students are underrepresented**.
- Fifty-seven percent of CCAP students are female; **male students are underrepresented**.
- ***Forty-three percent of CCAP participants are first-generation college***



Data Sources

- [DataMart](#) - live demo
- [DataQuest](#) - live demo
- All sorts of other awesome data!
 - [Fresno K16 Collaborative Dashboard](#)
 - [El Camino College Dashboard](#)

Guest Speakers



Camille Medrano
Senior Associate, Educator
Engagement
Education Trust—West



Sesen Perrilliat
Higher Education Policy Analyst
The Education Trust—West

JUMPSTART Research Report and Data Tool

- Overview of CA's dual enrollment landscape
- Analysis of Black, Latinx, and Native American student participation data in dual enrollment within CA's 72 Community College Districts*
- Goal setting guidance and recommendations



Black Students

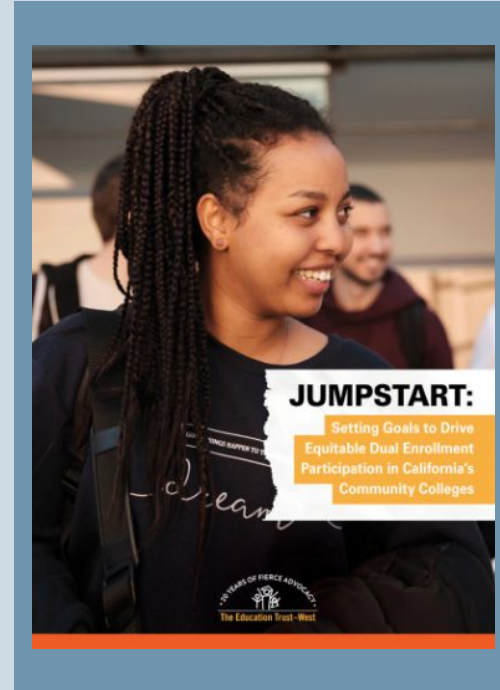


Latinx Students



Native Students

In-depth data from the report



bit.ly/JS_Report22

Data Dive: Jumpstart Mapping Tool

- 1. Participation Score:** measures the extent to which the proportion of dual enrollment participants that identify with a given racial/ethnic group reflects the proportion of high school students in the same group
- 2. Equity Rating:** identifies how equitable a given CCD's dual enrollment participation is for a given racial/ethnic group
- 3. Representation Goal:** reflects estimates of the number of additional students in each of the three racial/ethnic student groups that CCDs would need to enroll in dual enrollment courses in order to achieve full racial/ethnic representation

Jumpstart: Mapping Racial Equity in California's Community College Dual Enrollment



Equity Rating	Participation Score
High Representation	100-90%
Moderate Representation	89.9-70%
Low Representation	<69.9%

Data Dive: Jumpstart Mapping Tool

Example: Latinx Student Participation - Citrus Community College District

When hovering the cursor over the district, the three metrics appear. The map indicates that Citrus CCD has the following Map Elements:

- **Participation Score: 97%**
- **Equity Rating: High Representation**
- **Representation Goal: 13 students**

bit.ly/jumpstartmapDE



bit.ly/jumpstartmapDE

LIVE DEMO



Data Dive: Jumpstart Mapping Tool

- Use the mapping tool to identify data for your local Community College District
- Explore data for each student group: Black, Latinx, and Native American
- Identify the three metrics: Participation Score, Equity Rating, Representation Goal



Guest Speakers



Brandon Hildreth

Academic Dean of Adult Education, Workforce
Development and Dual Enrollment
Los Angeles Valley College

MEN OF COLOR



HIGH ACHIEVERS

LOS ANGELES VALLEY COLLEGE

LASIF DUAL ENROLLMENT
BROADEN GRANT

What is MOCHA?

- Three-year grant-funded project - College Community Foundation's Los Angeles Scholarship Investment Fund (\$120,000)
- MOCHA is a learning community aimed at increasing college access and success among men of color (MOC) at LAVC – strategies priorities for Black and Hispanic college men.
- MOCHA uses dual enrollment, guided pathways, first-year experience, and identity-based services to help MOC to help improve success and first-year completion rates in Transfer-level math and English, sense of belonging, and college navigation.
- Cohort-model (Three cohorts of 40 participants – serving 120 students)
- The project's community-learning approach and high-touch engagement between faculty and staff mentors and students will help foster a shared commitment to success and a sense of belonging at LAVC among program participants.



11.9%

Combined A-G / Career Technical Education (CTE) Completion Rate

Most Recent Year: 2021-2022

Prior Year

10.0%

1.9% ↑

41.7%

Advanced Placement (AP) Exams with a Score of 3 or Higher

Most Recent Year: 2021-2022

Prior Year

34.1%

7.6% ↑

19.8%

11th Graders Prepared for College-Level English

Most Recent Year: 2021-2022

Prior Year

24.2%

-4.4% ↓

11th Graders Prepared for College-Level English

This indicator represents the percentage of 11th grade students who meet college readiness standards in English language arts as measured by the Early Assessment Program (EAP). All students participate in the EAP by virtue of completing the Grade 11 Smarter Balanced Assessments. Students who score at the highest performance level, 'Standard Exceeded', are considered college-ready and are exempt from taking placement exams in the California State University system. The EAP is a collaborative effort between the State Board of Education, the California Department of Education and the California State University.

2023-2024

Target Value

All Students

25.0%

LCAP Student Groups



African American/Black

15.8%

Hispanic/Latino

22.0%

English Learner

4.1%

Reclassified Fluent English Profic...

23.3%



7.0%

11th Graders Prepared for College-Level Mathematics

Prior Year

Most Recent Year: 2021-2022

9.8%

-2.9%

11th Graders Prepared for College-Level Mathematics

This indicator represents the percentage of 11th grade students who meet college readiness standards in math as measured by the Early Assessment Program (EAP). All students participate in the EAP by virtue of completing the Grade 11 Smarter Balanced Assessments. Students who score at the highest performance level, 'Standard Exceeded', are considered college-ready and are exempt from taking placement exams in the California State University system. The EAP is a collaborative effort between the State Board of Education, the California Department of Education and the California State University.

2023-2024

Target Value

All Students

11.0%

LCAP Student Groups

African American/Black

5.1%

Hispanic/Latino

8.5%

English Learner

3.0%

Reclassified Fluent English Profic...

9.9%

Successful Completions (C or better) by Year, Discipline and Course Level

CAMPUS

LAVC

Ethnicity

BLACK

Gender

Male

Age

All

High School GPA

All

SUBJECT

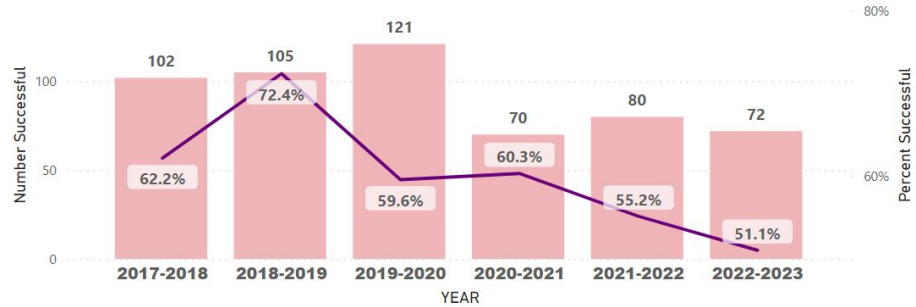
ENGLISH

Course Level

Transferable

Number Successful and Percent Successful by YEAR and SUBJECT

SUBJECT ● ENGLISH ● Percent Successful



Number Enrolled

YEAR	ENGLISH
2017-2018	164
2018-2019	145
2019-2020	203
2020-2021	116
2021-2022	145
2022-2023	141

Active Selections

Campus

LAVC

Subject

ENGLISH

Course Level

Transferable

Ethnicity

BLACK

Gender

Male

Age

No Selection

High School GPA

No Selection

Successful Completions (C or better) by Year, Discipline and Course Level

CAMPUS

LAVC

SUBJECT

MATH

Course Level

Transferable

Ethnicity

HISPANIC

Gender

Male

Age

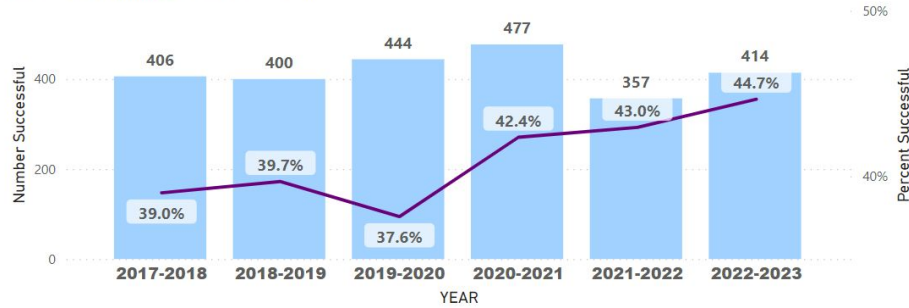
All

High School GPA

All

Number Successful and Percent Successful by YEAR and SUBJECT

SUBJECT ● MATH ● Percent Successful



Number Enrolled

YEAR	MATH
2017-2018	1,041
2018-2019	1,008
2019-2020	1,182
2020-2021	1,126
2021-2022	831
2022-2023	927

Active Selections

Campus

LAVC

Subject

MATH

Course Level

Transferable

Ethnicity

HISPANIC

Gender

Male

Age

No Selection

High School GPA

No Selection

LAUSD High School	Black %	Hispanic %	11th Graders Prepared for College ENG	11th Graders Prepared for College MATH
Amelia Earhart Continuation School	2.80%	93.00%	0%	2.80%
East Valley Senior High School	3.60%	89.40%	6.40%	0%
Independence Continuation School	3.90%	90.90%	0%	0%
Ulysses S. Grant Senior High School	2.90%	57.50%	21.40%	7.20%
Van Nuys Senior High School	3.60%	67.50%	27.40%	15.20%
Will Rogers Continuation School	2.40%	92.10%	1.60%	0%

Strengthening Student Success Conference Post Conference





Career
Ladders
Project



The Education Trust–West

Learn more at

www.cadualenrollment.org

SAVE THE DATE!

Announcing the 2nd Annual California Dual Enrollment Equity Conference

Feb. 20-23, 2024

February 20th (Optional)

- Pre-Conference Sessions
- Welcome Reception

February 21st & 22nd

- Two FULL Conference Days with Keynote Speakers, Panels, and Breakout Sessions

February 23rd (Optional)

- High School Site Visits

2024

CALIFORNIA DUAL ENROLLMENT EQUITY CONFERENCE

Long Beach,
California

Join CADEP for updates on the CA Dual Enrollment Equity Conference, and more!



Foundation for the
Los Angeles
Community Colleges
Event Fiscal Agent

WE ARE LOOKING FOR SPONSORS!

[HTTPS://CADUALENROLLMENT.ORG/EQUITY-CONFERENCE/](https://cadualenrollment.org/equity-conference/)

www.careerladdersproject.org



Thank you!

NCastro@careerladdersproject.org
LWalker@careerladdersproject.org

