

# Leveling the Playing Field: College Pathways Begin in the 9th Grade

10.13.23  
Strengthening Student Success Conference

CLP

Career  
Ladders  
Project



California  
Community  
Colleges

# CLP Team



Dr. Naomi Castro  
Chief Program Officer

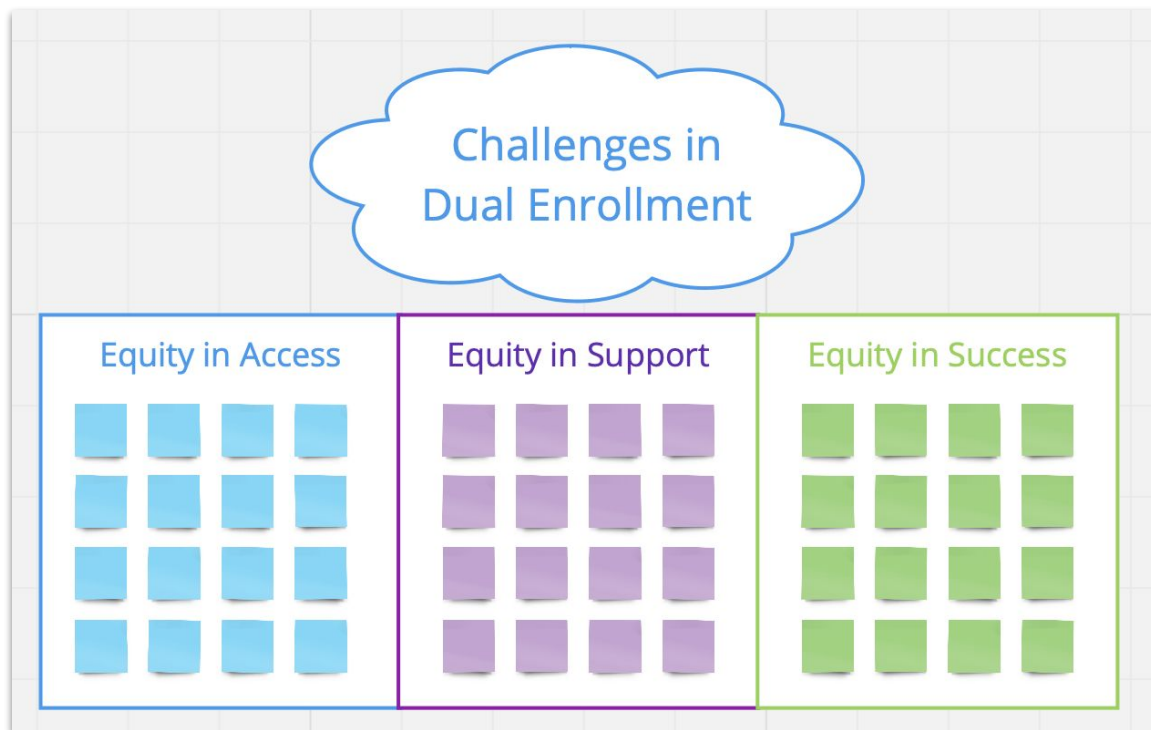


Laurencia Walker  
Director



Cristina Sandoval  
Senior Program Associate

# Miro -



<https://tinyurl.com/5n98by9c>

# Overview & Charge



# VISION 2030

## A Roadmap for California Community Colleges

California Community Colleges taking care of  
our students, our communities, and our planet

# ***Vision 2030***

## ***Roadmap for California Community Colleges***

<b>The Guide</b>	<b>The Governor's Roadmap</b>	<b>The Goals</b>
<ul style="list-style-type: none"><li>• Vision for Success (2017)</li><li>• Governor's Roadmap (2021)</li></ul>	<ul style="list-style-type: none"><li>• Increase the percentage for K-12 students who graduate with 12 or more college units through dual enrollment by 15%</li><li>• Close equity gaps in access to dual enrollment</li><li>• Establish degree pathways from high school through university including:<ul style="list-style-type: none"><li>- Associate Degree for Transfer and</li><li>- transfer pathways with dual enrollment</li></ul></li></ul>	<ul style="list-style-type: none"><li>✓ Equity in Success</li><li>✓ Equity in Access</li><li>✓ Equity in Support</li></ul>



# The 9<sup>th</sup> Grade Strategy

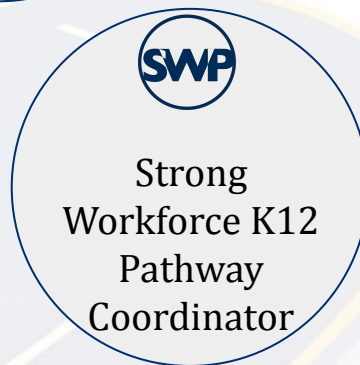
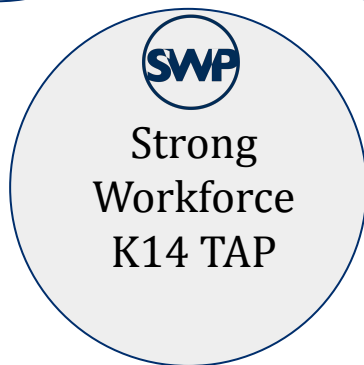
- **9<sup>th</sup> Grade - 12 in 4**

- Every incoming ninth grader enrolls in a college course and develops a college education plan which includes at least 12 college credits (e.g.: student development course)

- **10<sup>th</sup> through 12<sup>th</sup> grade expansion**

- 12 in 3
- 12 in 2
- 12 in 1

# CCCCO Support





# Providing Context and Establishing Common Baselines

# First Generation Dual Enrollment



# Dual Enrollment is Growing Nationally ...

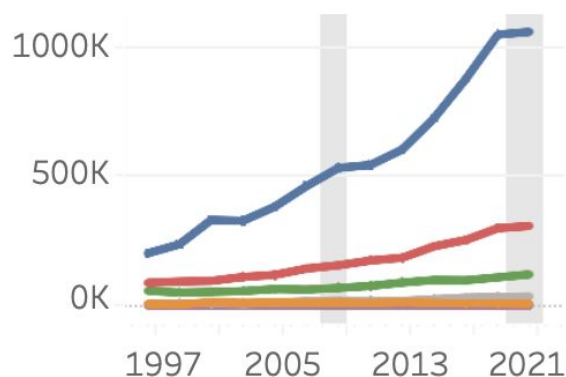
## Fall Undergraduate Enrollments

*Summary for student age and race/ethnicity*

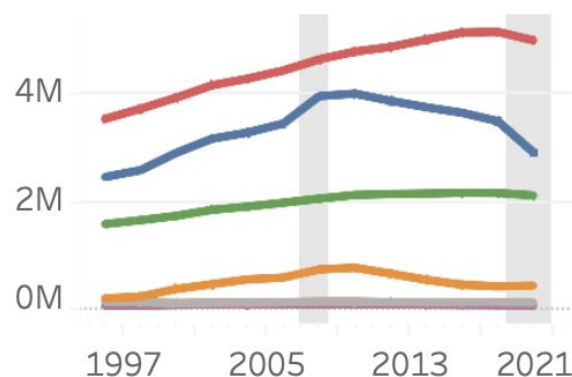
Select Years to Display

1996  2021

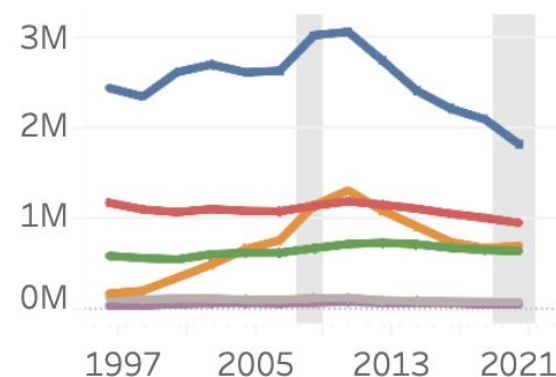
### Age: Under 18



### Age 18-24



### Age 25+



#### Sector (CCRC Definition)

Community colleges	Private for-profits
Public four-years	Other public two-years, less-tha...
Private not-for-profit four-years	Other private not-for-profits

[What Happened to Community College Enrollment During the First Years of the Pandemic? It Depends on the Students' Age. CCRC \(2023\)](#)

# ... and in California

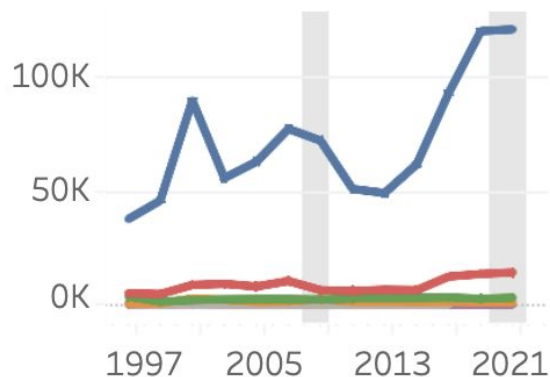
## Fall Undergraduate Enrollments

Summary for student age and race/ethnicity

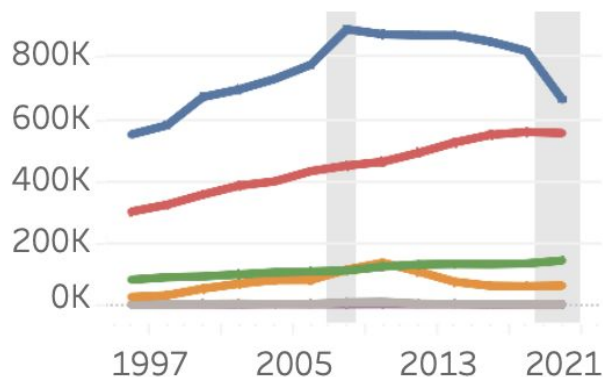
Select Years to Display

1996  2021

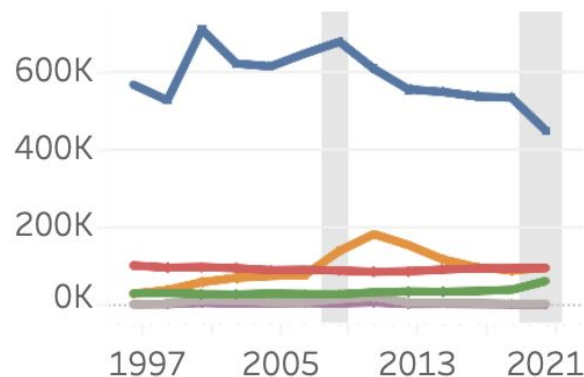
### Age: Under 18



### Age 18-24



### Age 25+

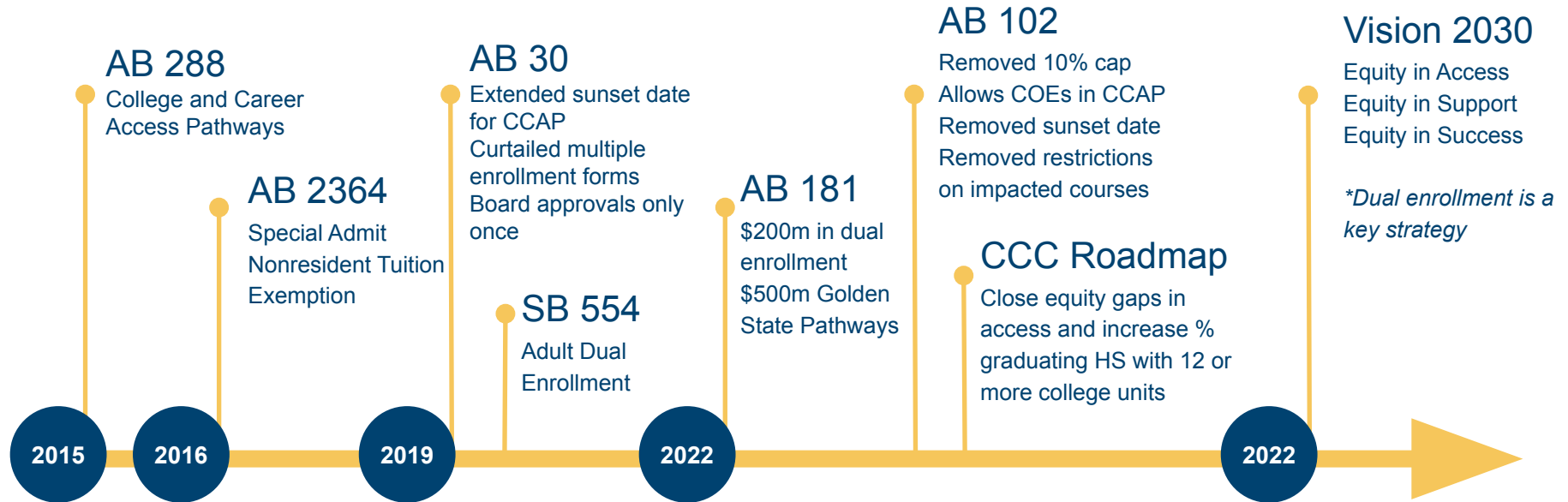


#### Sector (CCRC Definition)

- |   |  |
|---|--|
|  Community colleges                  |  Private for-profits                          |
|  Public four-years                  |  Other public two-years, less-than-two-years |
|  Private not-for-profit four-years |  Other private not-for-profits              |

[What Happened to Community College Enrollment During the First Years of the Pandemic? It Depends on the Students' Age. CCRC \(2023\)](#)

# Dual Enrollment Policy Timeline



# Types of Dual Enrollment in California

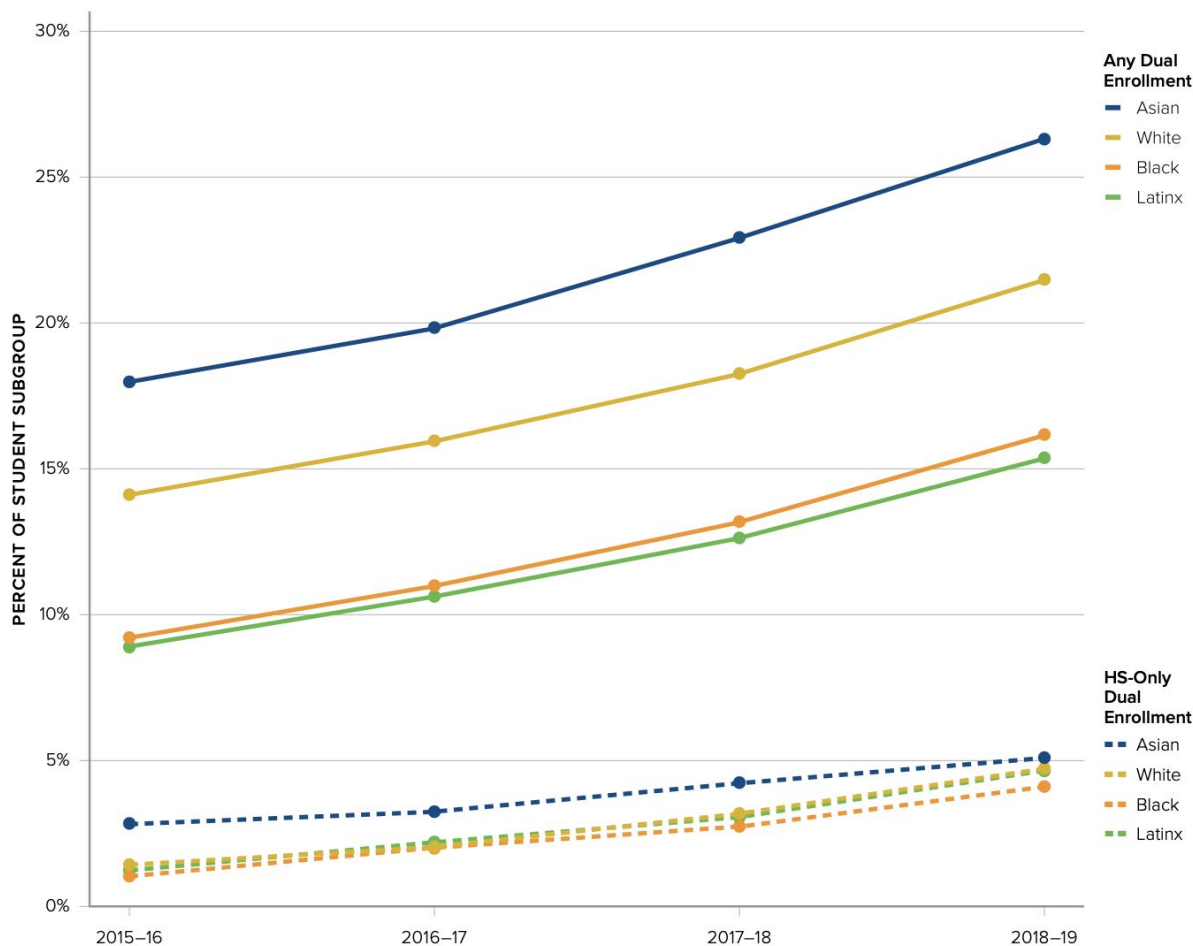
Highly structured		Less structured		
At the college	At the high school			At the college
<u>Middle College High School</u>	<u>Early College High School*</u>	CCAP at HS Governed by Agreement	Non-CCAP at HS Governed by Agreement	Individual*
<ul style="list-style-type: none"> <li>- Integrated structure</li> <li>- AA/AS</li> <li>- <u>Focus</u> - mitigate drop out rate for at promise students</li> <li>- An autonomous school with a CDE designation</li> <li>- On a college campus</li> </ul>	<ul style="list-style-type: none"> <li>- Integrated structure</li> <li>- AA/AS</li> <li>- <u>Focus</u> - mitigate drop out rate for at promise students</li> <li>- An autonomous school with a CDE designation</li> </ul> <p><i>*Not to be confused with an Early College Program at a comprehensive high school</i></p>	<ul style="list-style-type: none"> <li>- Pathway</li> <li>- Closed classes</li> <li>- Embedded supports                             <ul style="list-style-type: none"> <li>- Focus - students not college-bound - or - underrepresented</li> </ul> </li> <li>-Data sharing</li> </ul>	<ul style="list-style-type: none"> <li>- <i>In law</i>: advanced scholastics or CTE</li> <li>- <i>In reality</i>: all courses/ students except remedial English/math</li> <li>- Open to community</li> </ul>	<ul style="list-style-type: none"> <li>- HS students across the state enroll and attend CC on their own, without a designed dual enrollment partnership</li> <li>- Students who are navigating the college system likely have "college knowledge."</li> </ul> <p><i>*also "concurrent" or "enrichment"</i></p>

# Types of Dual Enrollment in California

Highly structured				Less structured
At the college	At the high school			At the college
<u>Middle College High School</u>	<u>Early College High School*</u>	CCAP at HS Governed by Agreement	Non-CCAP at HS Governed by Agreement	Individual*
<ul style="list-style-type: none"> <li>- Integrated structure</li> <li>- AA/AS</li> <li>- Focus on college preparation</li> <li>- An autonomous school with a CDE designation</li> <li>- On a college campus</li> </ul>	<ul style="list-style-type: none"> <li>- Integrated structure</li> <li>- AA/AS</li> <li>- An autonomous school with a CDE designation</li> </ul> <p><i>*Not to be confused with an Early College Program at a comprehensive high school</i></p>	<ul style="list-style-type: none"> <li>- Pathway</li> <li>- Closed classes</li> <li>- not college-bound - or - underrepresented</li> <li>-Data sharing</li> </ul>	<ul style="list-style-type: none"> <li>- <i>In law</i>: advanced scholastics or CTE</li> <li>- <i>In reality</i>: open to all students</li> <li>- Open to community</li> </ul>	<ul style="list-style-type: none"> <li>- HS students across the state enroll and attend CC on their own, without a designed dual enrollment partnership</li> <li>- Students who are navigating the college system likely have "college knowledge."</li> </ul> <p><i>*also "concurrent" or "enrichment"</i></p>

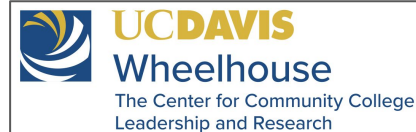
High School Only

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



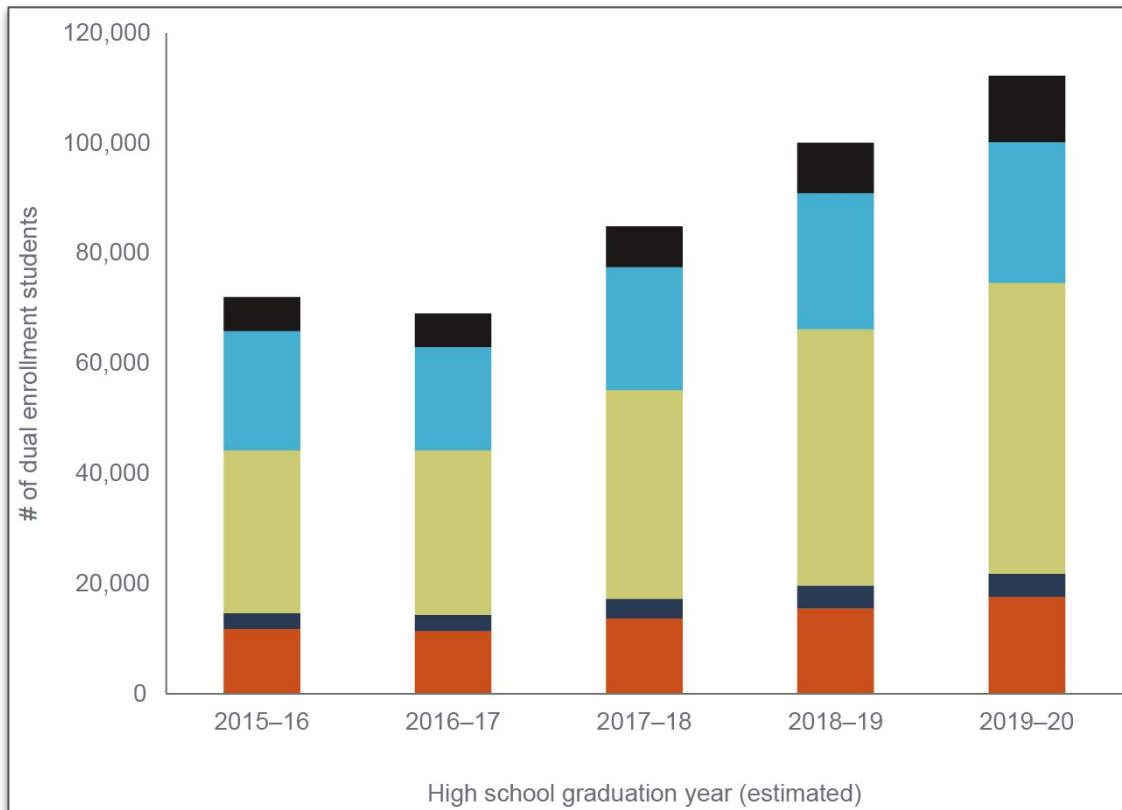
# High School Only Dual Enrollment Closing Equity Gaps

[A Foot in the Door - UC Davis Wheelhouse](#)





# Participation in dual enrollment at community colleges has been growing - fig. 5



Asian Black Latino  
White Other race

From the 2015-16 to the 2019-20 graduating class there was a 79% increase in Latino student participation in dual enrollment.

From: [Improving College Access and Success Through Dual Enrollment, 2023, PPIC](#)



PPIC

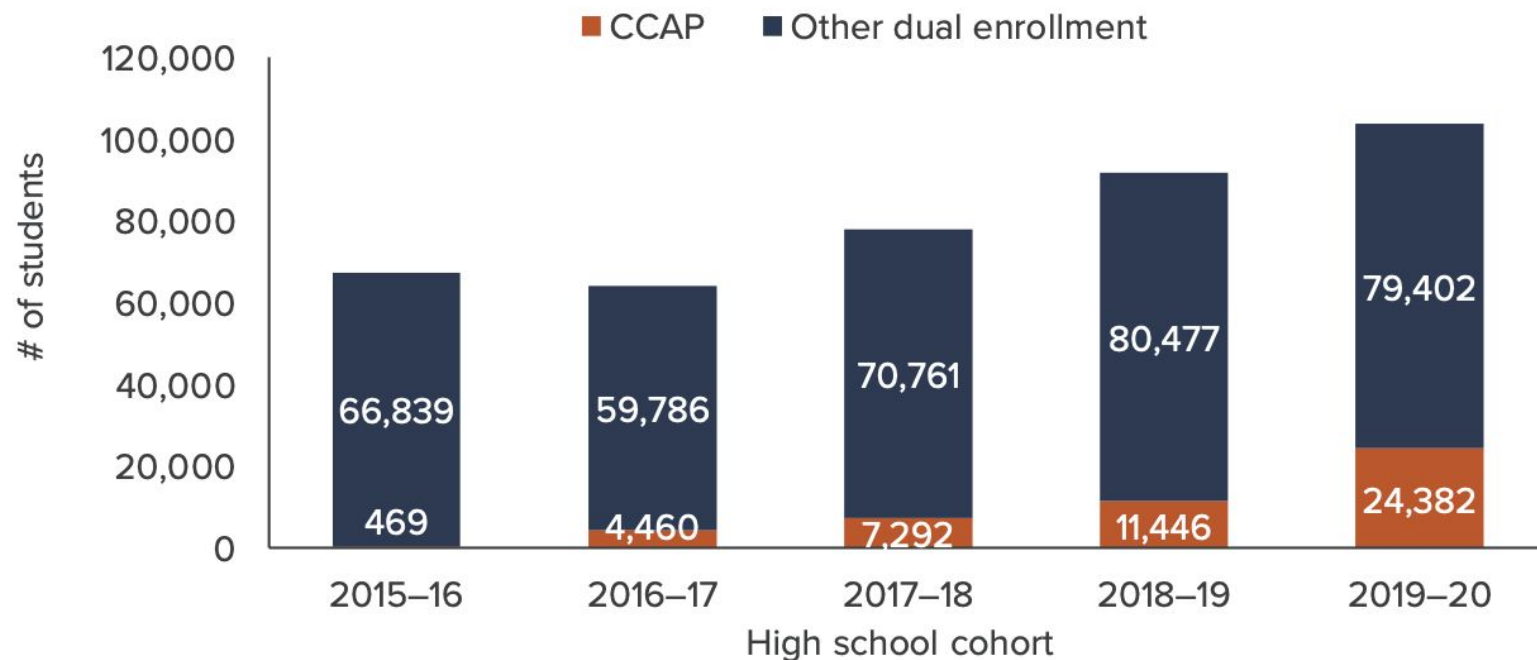
PUBLIC POLICY  
INSTITUTE OF CALIFORNIA

# Types of Dual Enrollment in California

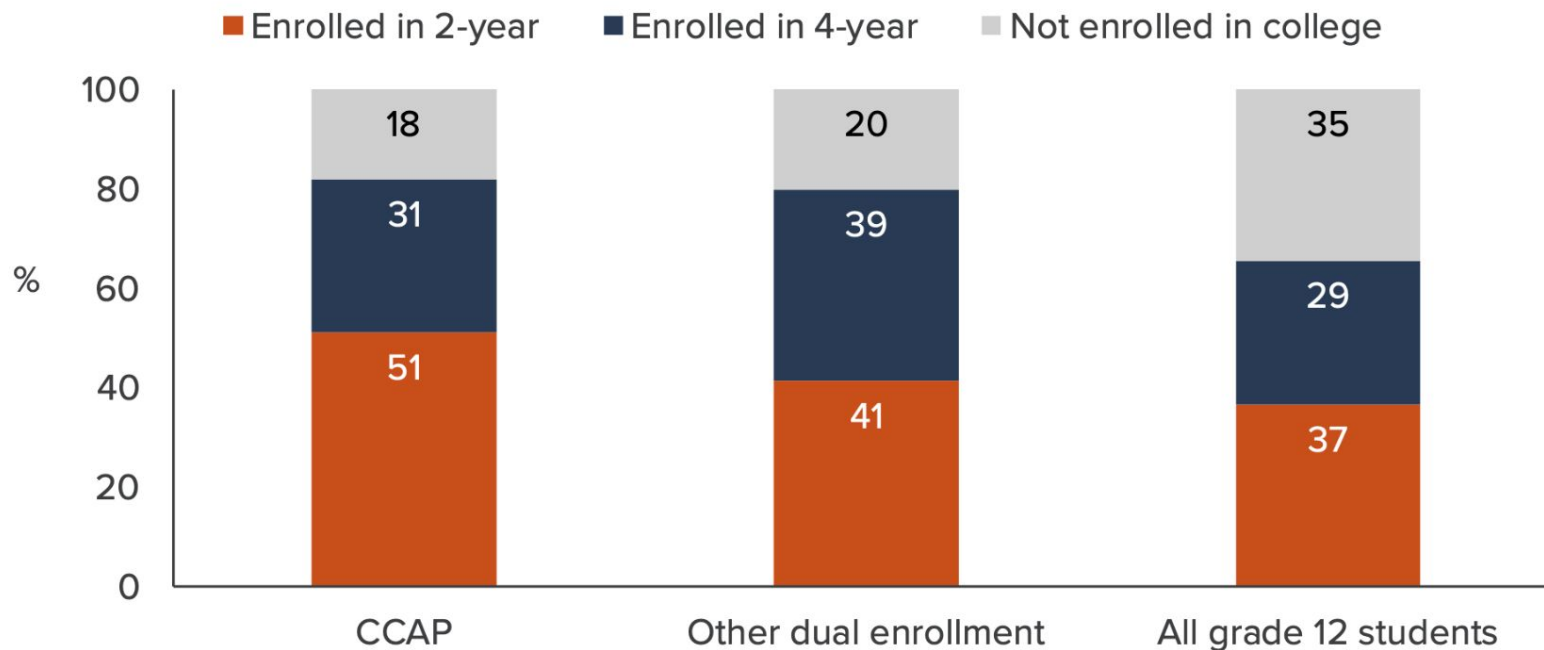
Highly structured				Less structured
At the college	At the high school			At the college
<u>Middle College High School</u>	<u>Early College High School*</u>	CCAP at HS Governed by Agreement	Non-CCAP at HS Governed by Agreement	Individual*
<ul style="list-style-type: none"> <li>- Integrated structure</li> <li>- AA/AS</li> <li>- <u>Focus</u> - mitigate drop out rate for at promise students</li> <li>- An autonomous school with a CDE designation</li> <li>- On a college campus</li> </ul>	<ul style="list-style-type: none"> <li>- Integrated structure</li> <li>- AA/AS</li> <li>- <u>Focus</u> - mitigate drop out rate for at promise students</li> <li>- An autonomous school with a CDE designation</li> </ul> <p><i>*Not to be confused with an Early College Program at a comprehensive high school</i></p>	<ul style="list-style-type: none"> <li>- Pathway</li> <li>- Closed classes</li> <li>- Embedded support</li> <li>- Data sharing</li> </ul>	<ul style="list-style-type: none"> <li>- <i>In law</i>: advanced scholastics or CTE</li> <li>- <i>In reality</i>: all courses/ students except remedial English/math</li> <li>- Open to community</li> </ul>	<ul style="list-style-type: none"> <li>- HS students across the state enroll and attend CC on their own, without a designed dual enrollment partnership</li> <li>- Students who are navigating the college system likely have "college knowledge."</li> </ul> <p><i>*also "concurrent" or "enrichment"</i></p>

PPIC looked at CCAP in comparison to all other kinds of DuE

## More students are participating in dual enrollment, especially CCAP



# Community colleges are a common destination for CCAP students



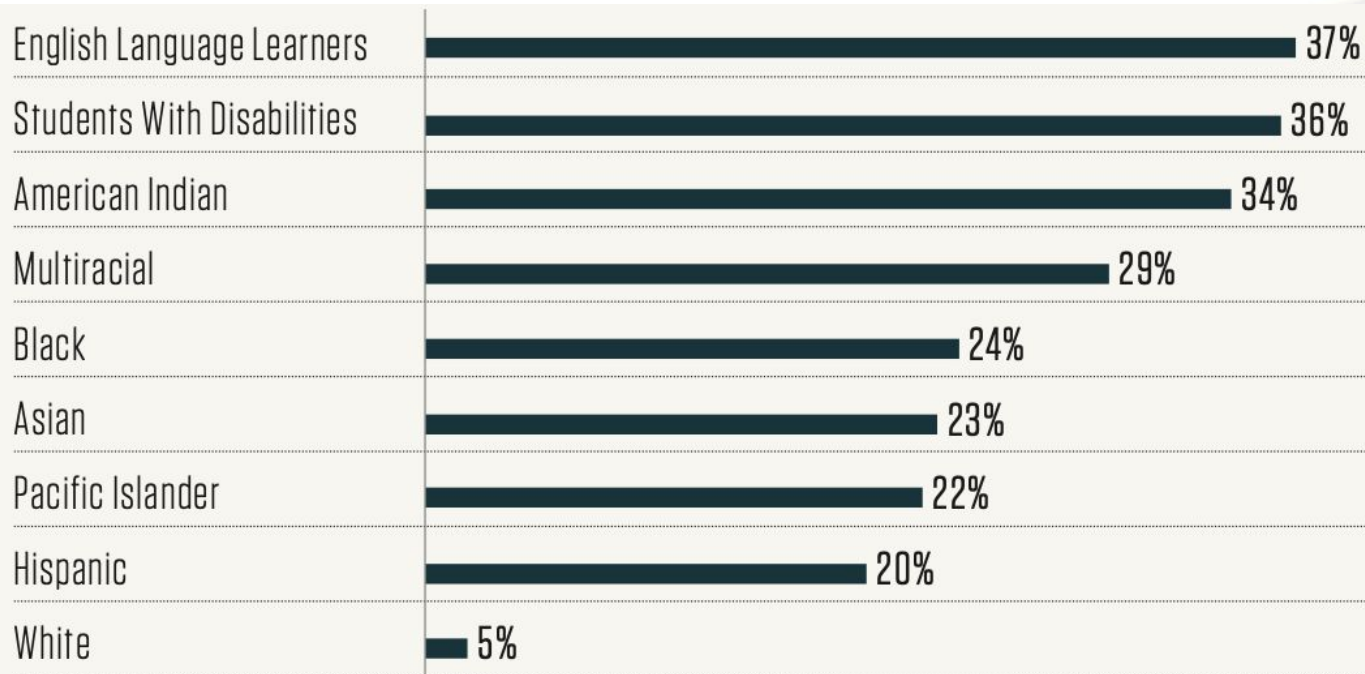
- **Latino:** 58% of CCAP participants compared with 53% of all 12th grade students
- **Asian:** 12% of CCAP compared with 9% of all 12th graders
- **Black:** 4% of CCAP compared with 6% of all 12th graders
- **White:** 19% of CCAP compared with 24% of all 12th graders



**PPIC**

PUBLIC POLICY  
INSTITUTE OF CALIFORNIA

# 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](#)

# Students with Special Needs in Dual Enrollment

## Recommendations\*

1. Inclusive Vision
2. Explicit Design
3. Supportive Guidance

## Supporting students beyond compliance

- Communication between college DSPS and high school special education department
- Communication with students
- Integration of supports - both institutions are responsible for supporting students

\*From [\*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\*](#)



Career  
Ladders  
Project



California  
Community  
Colleges

# 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

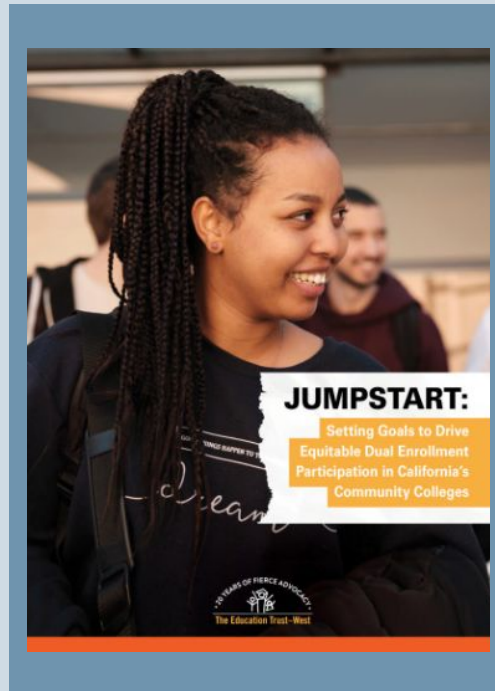


Latinx Students



Native Students

In-depth data from the report



[bit.ly/JS\\_Report22](https://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](https://bit.ly/jumpstartmapDE)



**[bit.ly/jumpstartmapDE](https://bit.ly/jumpstartmapDE)**

LIVE DEMO



# Students with Special Needs in Dual Enrollment

## Relevant California Case Law:

The Office for Civil Rights (OCR) found that the school district violated Section 504 and Title II by failing to ensure a high school student had adequate accommodations in her college course.

Relevant information - the course was taught on the high school campus and was a regular part of the high school curriculum and the course would be on the high school transcript. The OCR remedy was for the high school to create procedures to ensure students with disabilities are accommodated in college courses.



Career  
Ladders  
Project



California  
Community  
Colleges

# Common Baselines

<b>Defining Dual Enrollment</b>	<b>When a student is enrolled in both a high school and college at the same time.</b>
<b>Measuring Equity in Dual Enrollment</b>	<b>Comparing the representation of student groups participating in dual enrollment to representation in the high school/district.</b>
<b>Shared Dual Enrollment Goal</b>	<b>Clear and intentional dual enrollment pathways of at least 12 college credits for all high school students.</b>

# Current Dual Enrollment Funding Opportunities

## College and Career Access Pathways (CCAP) Grant- \$100 Million

- \$100K per high school for creating new or expanding existing CCAP partnerships

## Middle College and Early College Grant- \$100 Million

- \$250K per high school district for creating new or expanding existing Early College or Middle College High Schools

## California Golden State Pathways Program Grant- \$500 Million

- Implementation Grants: Implementation grants are to support a grant recipient's ability to offer participating pupils high-quality college and career pathways opportunities consistent with the requirements of this chapter.

# Golden State Pathways Grant

“Grant recipients shall do the following...

(a) Commit to providing participating pupils with all of the following...

...(2) The **opportunity to earn at least 12 postsecondary credits** that are applicable toward the completion of a degree, certificate, or credential...

(A) ...**College and Career Access Pathways dual enrollment courses...**”

# Shared Facilitation

Shared facilitation helps your team ensure that all voices are heard, everyone is comprehending the discussion, and important takeaways are recorded

1



Facilitator

Manage agenda and time  
  
Observe  
  
Listen  
  
Ask questions

2



Level Setter

Invite quieter voices to participate  
  
Ensure dominant voices allow other voices to be heard

3



Translator

Check for comprehension  
  
Make sure everyone at the table understands  
  
Ask clarifying questions when necessary

4



Closer

Record main takeaways  
  
Note clear next steps  
  
Share notes from the discussion

CLP | Career Ladders Project



California Community Colleges



# Templates

From Cell Phone	From Laptop
	<a href="https://tinyurl.com/43stmmhs">https://tinyurl.com/43stmmhs</a>

Feel free to  
make a  
copy of a  
document  
to use.

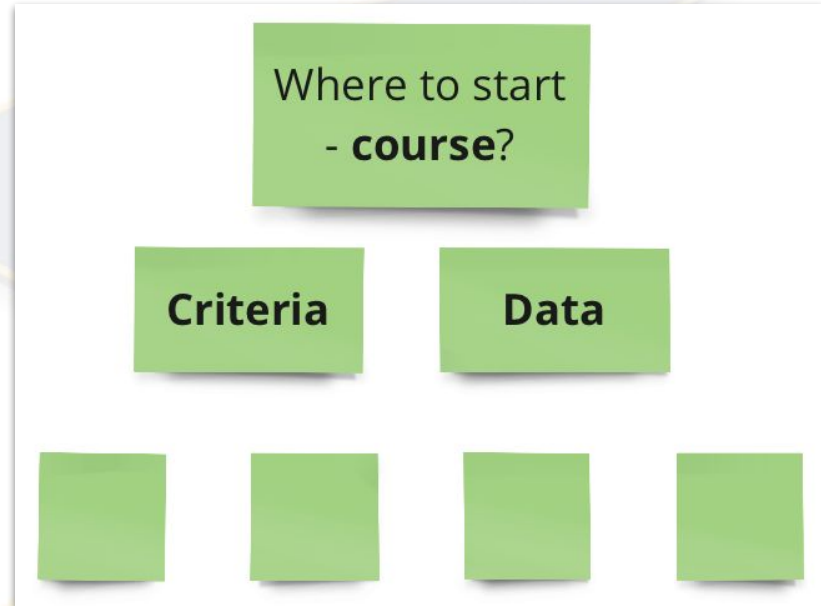
# Activity #1: Ed Planning Course for all 9th Graders

Task: Discuss how your college can offer a college educational planning course for all 9th graders and plan for proposing the 9th grade strategy to your high schools.

Time: Task (40 minutes) + Miro (5 minutes)

Resources	Considerations	Examples
<ul style="list-style-type: none"><li>❖ Incoming 9th grade headcount - use <a href="#">Data Quest</a> to find 8th grade numbers</li><li>❖ See current and past dual enrollment participation by age with <a href="#">DataMart</a></li></ul>	<ul style="list-style-type: none"><li>❖ Identify course and discuss staffing options</li><li>❖ Consider ability to reach incoming 9th grade students over summer</li><li>❖ Collaborate with high schools to ensure support and aligned messaging</li></ul>	<ul style="list-style-type: none"><li>❖ <a href="#">“Get Focused, Stay Focused”</a> Curriculum- Educational planning course with dual enrollment college credit</li><li>❖ College Success course - like <a href="#">Counseling 53 at Clovis Community College</a> or <a href="#">Guidance 3 at Chaffey College</a></li></ul>

# Activity #1 - Ed Planning Course for all 9th Graders



# Activity #2: Course & Pathway Planning



Career  
Ladders  
Project



California  
Community  
Colleges

## Activity #2: Course and Pathway Planning

Task: Use the pathway mapping template to lay out current course offerings and brainstorm additional course and pathway offerings that will increase student access.

Time: Task (40 minutes) + Miro (5 minutes)

Resources	Considerations	Examples
<ul style="list-style-type: none"><li>❖ Pathway Mapping Templates</li><li>❖ Data Shared Today– Participation by Age</li><li>❖ Your Dual Enrollment Course Schedule</li></ul>	<ul style="list-style-type: none"><li>❖ Work on one high school at a time, or split into teams to work on multiple high schools</li><li>❖ Consider high school relationships, needs, and current roadblocks</li><li>❖ Community awareness</li></ul>	<ul style="list-style-type: none"><li>❖ McFarland High School Early College (Next 2 Slides)</li><li>❖ <a href="#">Chaffey College</a></li><li>❖ <a href="#">LA Mission College</a></li></ul>

# Sample Degree/General Education Pathway

Dual Enrollment – HS Instructor	At High School – College Instructor	Collaborative – BC Instructor & HS Support
------------------------------------	--	--

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>English</b>	English 9	English 10	English 11	ENGL B1A + ENGL B1B
<b>Math</b>	Algebra 1	Geometry	Algebra 2	MATH B22
<b>Science</b>	Earth Science	Biology	Chemistry	GEOL B10
<b>History</b>	MUSC B27	HIST B1 + HIST B2	HIST B17A + HIST B17B	Economics
<b>Language</b>	Spanish 1	Spanish 2	SPAN B1 + SPAN B2	SPAN B3 + SPAN B4
<b>Electives</b>	STDV B3	PSYC B1A	ANTH B1	
<b>PE</b>	Health/PE	PE		
	Summer: COMM B1	Summer: HIST B30	Summer: POLS B1	

# Sample CTE Pathways

		Dual Enrollment – HS Instructor	At High School – College Instructor	Collaborative – BC Instructor & HS Support
	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Ag Business	STDV B3	AGSB B3	AGBS B6	AGRI B1
Business	STDV B3	COMP B5	BSAD B64 + BSAD B68	BSAD B20 + BSAD B5
Education	STDV B3		EDUC B3 + EDUC B9	EDUC B5 + EDUC B6
Ind. Drawing	STDV B3	INDR B12	INDR B20A	INDR B20B
Photography	STDV B3	ART B16	ART B17	ART B46
Public Health	STDV B3	PBHS B20 + PBHS B21	PBHS B22 + PBHS B23	PBHS 24 + PBHS B48WE
			COMM B9	
Welding	STDV B3	WELD B1A + WELD B1B	WELD B53A + WELD B53B	WELD B54A + WELD B54B

# Activity #3: Goal Setting



Career  
Ladders  
Project



California  
Community  
Colleges



## Activity #3: Goal Setting

Task: Using the goal setting template and ideas from the first two activities to set short-term goals for 2023-2024, as well as long term goals for the next 3 years.

Time: Task (25 minutes) + Share Out (5 minutes)

Resources	Considerations	Example
<ul style="list-style-type: none"><li>❖ Goal Setting Template</li><li>❖ Activity #1 and Activity #2 notes and plans</li><li>❖ Historic section fill rate at college</li></ul>	<ul style="list-style-type: none"><li>❖ Working on educational planning might be more possible than courses for Fall 2023</li><li>❖ New courses will depend on high school needs and ability to implement</li></ul>	<ul style="list-style-type: none"><li>❖ Next Slide</li></ul>

# Sample Enrollment Goal Setting

Goal: Minimum of <u>18</u> enrollments per section.	Fall 2023			Spring 2024		
	Current Section Count	New Section Count Goal	Enrollment Goal (Section Goal * Min Enrollment Goal)	Current Section Count	New Section Count Goal	Enrollment Goal (Section Goal * Min Enrollment Goal)
High School 1	3	4	72	3	5	90
High School 2	5	6	108	5	7	126
High School 3	1	1	18	1	2	36
High School 4	3	3	54	4	5	90
Total	12	14	252	13	19	342

# 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

**WE ARE LOOKING FOR SPONSORS!**

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

2024  
**CALIFORNIA  
DUAL ENROLLMENT  
EQUITY  
CONFERENCE**  
Long Beach,  
California



Foundation for the  
Los Angeles  
Community Colleges  
Event Fiscal Agent

Learn more at

[www.cadualenrollment.org](http://www.cadualenrollment.org)

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



# Thank you!



## Feedback



<https://bit.ly/309ma1X>