



California
Community
Colleges

California Virtual Campus –
Online Education Initiative

Final Grant Report - Peralta Community College District

Improving Online CTE Pathways

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Project Summary (2 Pages Maximum)

Primary goal of proposed project

- Support success for online students and/or faculty (Track 3)

Areas of emphasis for the project proposed in the original application

- Improve quality of existing online certificates, credentials or programs
- Create a jointly offered program with another college or district in the CCC
- Support students staying on their existing academic pathways

Project description

The overall goal of the Peralta CTE Online Equity Initiative is to improve educational equity and outcomes for online CTE students, both at Peralta and at other California community colleges (CCC). To that end, the Peralta Pathways project had three objectives:

- Objective 1: Redesign the Peralta Online Equity Training (OET) with a CTE focus and make available for statewide use.
- Objective 2: Incorporate equity principles into online CTE courses at the Peralta Colleges.
- Objective 3: Extend the impact of the Peralta Online Equity Rubric and Online Equity Training (OET) to 300+ CCC CTE instructors within the Peralta Colleges and statewide through offering a variety of training and workshops.

The Peralta Pathways grant project accomplished all three objectives, and in some cases exceeded them (also see notable accomplishments below). Some grant funds were used to increase the number of equity trainers. In turn this increased the team's diversity and led to even stronger versions of the rubric and training.

Our biggest challenges revolved around faculty having or committing enough time to complete a full course redesign to align with Peralta's Equity Rubric. This time-based challenge was compounded by shifts in faculty members' workloads and priorities after the coronavirus pandemic. As a result, 5 of the desired 20 CTE faculty did not finish their online course alignment activities by December 31, 2020. However, they are still completing the work and plan to have their equity-aligned courses reviewed in early Spring 2021.

Most notable accomplishments

To achieve Objective 1, **the Peralta Equity Team redesigned the OET to address the needs of CTE instructors and students.** The team launched an OET template course in the Canvas Commons in Fall 2019. Subsequently, the OET template has been downloaded 90 times in only one year. Since the Fall 2019 launch, the team has improved and updated the OET to address feedback and to include equity strategy examples from both CTE and non-CTE courses. We will upload the new version (v3) to Canvas Commons in early 2021. The Peralta Online Equity Rubric has had an impact beyond the CCC system: Arizona State University has adopted several rubric criteria in its guidelines for online instructors, and other campuses--e.g., University of Nevada Reno, Portland Community College--have made unsolicited connections with the team to discuss adopting the rubric and/or training.

To increase learning equity for online CTE students locally within the Peralta district for Objective 2, **the team trained 5 cohorts of faculty** (including 24 CTE instructors and 21 non-

CTE instructors) through the 5-week Online Equity Training course. Further, we worked with 20 of those instructors to revise a course in alignment with that training and the Peralta Equity Rubric. 15 CTE instructors were able to complete the alignment process, serving over 350 students in Summer and Fall 2020. **Our preliminary research results show reductions in equity gaps in retention, success and grade distribution** when comparing results from equity-aligned classes to the baseline for online CTE courses (see Project Evaluation section below).

For Objective 3, **the team facilitated more than 10 face-to-face workshops and online webinars to increase statewide awareness of learning equity** challenges and action to address those challenges. These overview-level workshops and seminars led to deeper relationships with several CCCs, including reviewing individual CCC campus modules or courses that address equity, and facilitating the 5-week OET for a faculty cohort at Woodland Community College. The new version of the training highlights many instructors from a wide range of CTE and non-CTE disciplines.

The creation and **development of an online equity team all of whom also now have greater awareness of CTE** benefits the district overall. The fact that there's a solid team of equity trainers who are also aware of CTE programs, how CTE students experience learning differently, connections to outside disciplines and careers. It is a testament to the grant project that we have created this balanced view of online teaching that includes CTE.

Project Preparation (*4 Pages Maximum*)

Starting Point & Preparation

Project preparation starting point

When Peralta's Pathways project began in July 2019, the district's team had already done the following: a) conducted research to compare Peralta and statewide rates for online student retention and success; b) developed a district DE Plan that centers on equity; c) launched the Peralta Equity Initiative, including the development of the Peralta Equity Rubric and Peralta Equity Training; and d) conducted a district-wide self-assessment, including recommendations from faculty and students for improvements to online student services and support.

Completion of preparation activities

The Peralta grant team was able to complete all preparation activities listed in the proposal. However, we completed some of the following preparation activities throughout the 18-month grant period (July 2019 through December 2020) rather than during the preparation period (June 2019):

- As intended, the grant team presented to the Board of Trustees on June 11th, 2019.
- As intended, the grant team included the appropriate stakeholders. Dr. Siri Brown, Vice Chancellor of Academic Affairs, signed on as the lead executive stakeholder. Dr. Inger Stark served as Project Coordinator through June 30, 2020 (the original project end date), and continued to support the project in Q5 and Q6 after Chelsea Cohen took over the Project Coordinator role.
- As intended, the grant team identified a fiscal agent from the district's Office of Finance Administration. In addition to what we proposed, we engaged a staff assistant to help with budget-related paperwork for the grant.
- As intended, the grant team worked with the district to collect and organize four years of historical data on retention and success rates in Peralta's CTE courses. Due to the technology team's workload demands this was completed in late Q3 / early Q4 of the grant project. The team then disaggregated the data according to different demographic characteristics (e.g., race/ethnicity). See Appendix A to review this baseline data.
- As intended, after the Spring 2019 semester the grant team added another year of data (AY 2018-19) to begin the project with a five-year set of retention and success data for online courses across the district.
- Later than intended, the grant team conducted student focus groups in Fall 2019 and Spring 2020 (Q2 and Q3 of the grant project) to collect qualitative data related to a) the student experience in online CTE courses, and b) students' feelings about the criteria from the Peralta Equity Rubric. 100+ students participated from 5 CTE course sections, giving feedback about the rubric and instructors' online teaching practices.
- Beyond the stated preparation activities, the district grant team met with the Pathways Project Coordinators for the four individual Peralta colleges' grant projects. Down the road, this assisted in recruiting faculty for the district's training.

Project Implementation (6 pages Maximum)

Project Alignment

Project alignment with CCCCCO goals

The project supports CCCCCO Goal 2, “enable a Calbright College student to continue learning in a career pathway at an existing CCC.” It does this by expanding an equity framework for online learning in the CCC system, which, ultimately, will help all students, particularly those in disproportionately impacted student groups. This grant project also supports students who may choose to enroll in one of the three career pathways -- Information Technology, Medical Coding, or Management -- slated to be offered by the California Online Community College. The first set of online CTE courses aligned with the Peralta Equity Rubric include *Medical Assisting - Office Admin*, *Essentials of Managerial Communication*, *Beginning Keyboarding*, and *Introduction to Business*.

Project Need

Additional needs that arose as project progressed

The original project needs centered around eliminating equity gaps and improving retention, completion, and, ultimately, economic outcomes for California residents, particularly for groups that traditionally have been marginalized in higher education and in the workforce. Although few new needs arose as the project progressed, the identified equity-related needs were amplified by conditions created by the global coronavirus (COVID-19) pandemic. Namely, when campuses closed in Spring 2020 and remained closed in Summer 2020 and Fall 2020, all students-- including CTE students--were forced to complete all courses virtually even if they had not enrolled in an online course.

Project Description

Accomplishments and changes

Peralta’s proposed grant activities aligned with three objectives. We have listed the accomplishments and changes (or 2021 updates) related to each objective and activity below.

Objective 1: Redesign the Peralta Online Equity Training (OET) with a CTE focus and make available for statewide use.

Activities Proposed	Activities Accomplished	Changes/Updates
<u>Activity 1.1:</u> Revise the Peralta Online Equity Training (OET) for CTE instructors and develop a new module that addresses the unique student needs in online CTE courses.	The team revised the OET to support CTE instructors with CTE-specific overviews and equity application examples from CTE courses.	Update: The team further revised the Equity Rubric and produced two supplemental documents: outlining the research supporting the criteria and providing additional details.
<u>Activity 1.2:</u> License and share the Peralta OET with all California Community Colleges.	Peralta shared the OET via the Canvas Commons starting in Fall 2019.	Update: An updated version of the OET course will be released in early 2021.

Objective 2: Incorporate equity principles into online CTE courses at the Peralta Colleges.

Activities Proposed	Activities Accomplished	Changes
<u>Activity 2.1:</u> Guide 20 Peralta CTE faculty through the PCCD Online Equity Training (OET).	The team ran OET sessions for five cohorts, including 24 Peralta faculty who teach CTE courses and/or pre-requisite courses in CTE programs.	Update: In addition, the five cohorts included ___ faculty who teach non-CTE courses.
<u>Activity 2.2:</u> Provide ongoing support for those 20 Peralta instructors as they fully redesign their online CTE courses.	15 CTE faculty were able to complete a full course redesign and have it reviewed by Dec 31, 2020. Reviews with the 5 remaining CTE faculty are in progress and will finish by Spring 2021.	Change: Due to pandemic-related conditions and personal challenges, some CTE faculty could not commit to completing a course redesign before the grant ended in Dec 2020. Some are completing their review in Winter/Spring 2021.
<u>Activity 2.3:</u> Train 3 faculty to become Equity Trainers, to help with OEI presentations/ training.	The team has trained 3 CTE faculty to become equity trainers. Amy Bohorquez, Doug Cobb, and Cheryl Davis began facilitating training and presentations in Spring 2020 (Cobb) and Summer 2020 (Bohorquez & Davis).	N/A

Objective 3: Extend the impact of the PCCD Online Equity Rubric and Training (OET) to 300+ CCC CTE instructors within the Peralta Colleges and statewide through offering a variety of training and workshops.

Activities Proposed	Activities Accomplished	Changes
<u>Activity 3.1:</u> Design trainings about the Peralta Online Equity Rubric and Training that are geared, specifically, for CTE courses and programs.	The team designed CTE-specific training about the Equity Rubric. The team facilitated those trainings both for Peralta CCD and for other CCC campuses.	N/A
<u>Activity 3.2:</u> Offer four trainings for Peralta CTE faculty to learn about the Equity Rubric and Training, and recruit for future Equity Training cohorts.	The Peralta team conducted four training sessions (Aug & Oct 2019, Jan & Mar 2020) for Peralta CTE faculty at Flex Day events organized by the four Peralta Colleges and/or by the district. The Project Coordinator also gave presentations to several district and college CTE meetings.	Update: The Peralta equity team gave 5 different presentations at Peralta Flex Day in Jan 2021. These presentations were designed to show what implementing equity strategies look like in CTE and non-CTE courses.

<p><u>Activity 3.3:</u> Conduct 10 statewide trainings (face-to-face workshop or webinar) about the Peralta Equity Rubric and Equity Training.</p>	<p>The Peralta team conducted more than 10 workshops and webinars to introduce the Peralta Equity Rubric:</p> <ul style="list-style-type: none"> ● Bakersfield College (3) ● College of Siskiyous (1) ● Cerro Coso CC (2) ● San Diego CCD (2) ● Woodland College (3) ● @ONE First Friday (1) ● Can-Innovate 2019 (1) <p>Don Miller from Peralta gave a presentation about the equity rubric at the ASCCC Curriculum Institute (7/2020).</p> <p>Peralta also created a blog post for the CVC-OEI Pathways Poster Session: "Course content and careers: CVC-OEI Blog Post."</p>	<p>Update - Beyond scope: Team members conducted workshops or sessions about the rubric at regional, state and national conferences:</p> <ul style="list-style-type: none"> ● Bay Area AT Xpo (1) ● OTC 2019 (1) ● Online Learning Consortium (3) <p>Peralta conducted formal course or module reviews for other schools:</p> <ul style="list-style-type: none"> ● San Diego CCD online teacher training program ● Southwestern College equity module <p>Peralta also conducted the 5-week Online Equity Training for Woodland College</p>
<p><u>Activity 3.4:</u> Host a seminar at the annual statewide Online Teaching Conference (June 2020) to provide hands-on training and support for CCs interested in implementing the Peralta Equity Training.</p>	<p>Peralta proposed a session that was accepted for the 2020 Online Teaching Conference. However, due to the pandemic, the conference went online with a shortened program, so the session slot was cancelled.</p>	<p>Update: The Peralta team hopes it will be able to present at the 2021 OTC.</p>

Grant funds - contributions to accomplishments and management

The Peralta Pathways project primarily used grant funds to pay the Project Coordinator and team members to coordinate and conduct the activities outlined directly above. The funds also supported stipends for faculty participation, overtime for participating faculty and staff, and contributions from an educational consultant. Without these grant funds our project would not have reached its current scope and scale as quickly as it did.

Project Success

To measure success and student impact, what data was collected?

The following data was collected to measure student success and impact:

- Number of enrollments in equity-aligned CTE courses or programs (post-census for Summer and Fall 2020): **353**
- Number of completions: **286** (81.02% retention)

- Number of passing grades: **255** (72.24% success)
- Number of student users (for student support strategies): Not applicable

[NOTE: Also see the Project Evaluation section below for more details about student impact.]

Estimates for the number of students that will be served in a 3-5 year timeframe

The following table shows the number of students that will be served and compares the Peralta application's original estimates (3 to 5 year projections) to today's revised estimates.

Original estimates of number of students that will be served over 3 to 5 years	Revised estimates
Increased number of PCCD instructors teach online CTE courses that incorporate equity criteria (at 3 years, 60 instructors and at 5 years, 100 instructors).	No change to this estimate. If the team works at the same pace -- 15-20 faculty redesign at least one course per year, then at 3 years, we will reach 60+ instructors (counting the original 15 from the grant period) and at 5 years, we will reach 90-100 faculty.
At 5 years, an estimated 20,000 PCCD CTE students will have experienced online learning based in equity criteria (estimate based on 100 CTE instructors teaching 20 students per semester x 10 semesters, beginning Fall 2020)	<p>The original estimate was calculated incorrectly--1) If it will take 5 years to reach 100 CTE faculty who align their courses, then not all 100 faculty will be able to teach the redesigned course for 10 semesters within the same period of time; 2) some instructors teach more than one section of their redesigned class; and 3) the class sizes in Fall 2020 ranged from 15 to 53 (average=25).</p> <p>2020 (Y0): 15 faculty, 353 students (1 term) 2021 (Y1): 30-35 faculty, 800 students/term 2022 (Y2): 45-50 faculty, 1250 students/term 2023 (Y3): 60-65 faculty, 1625 students/term 2024 (Y4): 75-80 faculty, 2000 students/term 2025 (Y5): 90-100 faculty, 2500 students/term Revised est. total enrollments: ~16,700</p>

How many CTE programs and/or pathways are now fully online and/or hybrid?

- **Not applicable** - Peralta CCD pursued Track 3 goals, which did not include putting entire CTE programs or pathways online.

How many new online/hybrid CTE courses were created (revised) as a result of the project?

- **Not applicable** - Peralta CCD pursued Track 3 goals, which did not include creating or revising courses for online format.

How many CTE courses were improved as a result of the project?

- **See attached Q6 CTE Courses Data Table** with Fall 2020 data (as applicable).

Which student support strategies and/or tools were created, utilized and/or implemented and what was the impact?

- Q6 Student Support Data Table is **not applicable** to Peralta's project.

Project Evaluation

Compare the baseline data that was collected to the data collected in Fall 2020.

Comparing student retention*

The team compared the following retention rates: a) a 4-year average of baseline retention data in online CTE courses from AY15-16 through AY18-19, b) the highest retention rate from the four years of baseline data, and c) student retention in Summer and Fall 2020 CTE courses that were redesigned to align with the Equity Rubric. Retention rates for Black/African-American, Hispanic/Latinx and White students, as well as all ethnicities combined, in equity-aligned courses were higher than both the baseline 4-year average retention and the baseline best year retention. Retention rates for Asian students were higher than the baseline 4-year average, but slightly lower than the baseline best year. [NOTE: Relevant baseline data shown in Appendix A.]

Ethnicity	Baseline - 4-Year Average Retention	Baseline - Best Year Retention	Peralta Pathways Retention
All ethnicities	76.24%	76.92%	81.02%
Asian	84.19%	85.73%	84.85%
Black / African-Amer	68.94%	71.03%	71.19%
Hispanic / Latinx	75.03%	79.93%	82.11%
White	76.14%	79.92%	82.09%

Comparing student success*

The team compared the following success rates: a) a 4-year average of baseline success data in online CTE courses from AY15-16 through AY18-19, b) the highest success rate from the four years of baseline data, and c) student success in Summer and Fall 2020 CTE courses that were redesigned to align with the Equity Rubric. Success rates for Black/African-American, Hispanic/Latinx and White students, as well as all ethnicities combined, in equity-aligned courses were higher than both the baseline 4-year average success and the baseline best year success. Success rates for Asian students were slightly lower than both the baseline 4-year average and the baseline best year. [NOTE: Relevant baseline data shown in Appendix A.]

Ethnicity	Baseline - 4-Year Average Success	Baseline - Best Year Success	Peralta Pathways Success
All ethnicities	64.85%	65.41%	72.24%
Asian	79.14%	80.67%	78.79%
Black / African-Amer	49.20%	49.70%	61.02%
Hispanic / Latinx	61.26%	62.63%	69.47%
White	67.25%	71.13%	77.61%

Comparing student grade distribution*

The team compared the following grade distribution: a) a 4-year average of baseline grade distribution data in online CTE courses from AY15-16 through AY18-19, and b) student grade distribution in Summer and Fall 2020 CTE courses that were redesigned to align with the Equity Rubric. The grade distribution for Asian, Black/African-American, Hispanic/Latinx and White students, as well as all ethnicities combined, in equity-aligned courses was higher than the baseline 4-year average grade distribution. Specifically, all groups had a higher percentage of A grades, and a lower percentage of F grades. In particular, Black/African-American students had a higher percentage of all passing grades (A, B, and C) and a lower percentage of non-passing grades (D, F and W); Hispanic/Latinx students had a higher percentage of the highest passing grades (A and B) and a lower percentage of non-passing grades (D, F and W). [NOTE: Also see Appendix B.]

**NOTE: Limitations of this study include 1) some faculty completed their equity alignment / course redesign more than halfway through the Fall 2020 semester, reducing the potential impact on both student retention and student success; and 2) the number of equity aligned courses is relatively small (~15) compared to the total, district-wide number of online CTE courses over an academic year.*

Project Feasibility

District's capacity to complete the project.

The original feasibility projections were correct--Peralta did and does have "the expertise and capacity to carry out the proposed project." Thanks to the 6-month project extension, Peralta was able to complete the project despite the following challenges:

- a reduction in the District DE Coordinator position's timebase (from 1.0 to 0.4) at the end of the fourth quarter (June 30, 2020)
- a transition to a new Project Coordinator for Q5 and Q6 of the grant project
- a pandemic that impacted faculty participants' ability to focus on grant commitments and activities as they converted all courses to an online format

Project Conclusion (3 Pages Maximum)

Project Reporting

Making results of the grant project public beyond this report

The Peralta Equity Initiative has maintained a webpage on the district website throughout the grant period (<https://web.peralta.edu/de/equity-initiative/equity/>). The district will continue to use this webpage as a central location for sharing resources, and will use it or a separate Pathways project page for sharing Improving Online CTE Pathways results. Team members have used social media to promote Peralta accomplishments and to direct interested parties to the district webpage. The team also has led several conference presentations and online webinars. The primary audience we have been targeting includes higher education institutions that want to prepare faculty to increase learning equity for their students.

Engagement with other external organizations to support grant project

The team worked with Distance Education Coordinators and faculty who had completed the Online Equity Training at all four Peralta Colleges to recruit additional faculty. The team also worked with other CCC campuses including, but not limited to Bakersfield College, Cerro Coso CC, San Diego CCD, Southwestern College, and Woodland College. As noted in the accomplishments table above, these engagements involved a) conducting in-person and virtual seminars to introduce the Online Equity Rubric to CTE faculty, b) supporting their local equity efforts by reviewing their courses or modules, and c) facilitating faculty cohorts through the 5-week Online Equity Training. The team also worked with non-CCC campuses, such as Arizona State University, that adopted aspects of the Equity Rubric for use at their campuses.

Describe marketing and communication efforts for the programs supported by the grant.

Marketing and communication efforts included district- and college-level venues, such as email, flyers, attendance and presentations at committee and department meetings, and other strategies. The team provided information about grant activities for college CTE deans to share at Regional CTE Advisory Committee meetings. Working with different CCC campuses and districts beyond Peralta, communication efforts (e.g., workshop announcements) were coordinated and sent through the primary points of contact at each location.

Professional development opportunities faculty and staff have participated in.

Peralta team members attended free, online events related to increasing equity for students and shared notes in a centralized location (Google docs). Groups that sponsored or facilitated these events throughout 2020 included the Academic Senate of the California Community Colleges (ASCCC); Association of American Colleges & Universities (AAC&U); Association of Authentic, Experiential and Evidence-Based Learning (AAEEBL); Center for Organizational Responsibility & Advancement (CORA); the Professional and Organizational Development (POD) Network; Stanford University; and University of Southern California (USC). These events acted as feedback loops to validate the team's work and/or provided ideas for further development of the Online Equity Rubric and Online Equity Training.

Post-Grant Commitment

Post-grant commitment: Intentions, challenges and changes

Original post-grant commitments for documentation and dissemination	Updates, changes and/or challenges
<ul style="list-style-type: none"> • <u>Data Collection & Evaluation:</u> PCCD is committed to continuing to collect and evaluate data to assess the long-term impact of the program, and to inform revisions to the equity rubric and training. In addition to this quantitative data, PCCD will continue to conduct ongoing qualitative analyses of the OEI initiative over the period ahead. 	<ul style="list-style-type: none"> • The Peralta Office of Institutional Research approved the team's research proposal, which currently extends for two and a half years after the grant ends (through June 2023). Peralta IR and the PIO also have agreed to assist in primary data collection (e.g., student surveys) and secondary data collection (e.g., SIS data re retention, grades).

PCCD is committed to institutionalizing the successful aspects of the project for the benefit of faculty and students throughout the district, and to sharing successful strategies statewide. To this end, it has outlined an initial multi-step plan for institutionalization and sustainability:

Original post-grant commitments for institutionalization	Updates, changes and/or challenges
<ul style="list-style-type: none"> • <u>Ongoing Training:</u> Once designed and implemented the CTE-specific online equity training (OET) created during the CVC-OEI project will continue being offered at Peralta on an ongoing basis. Given that the district has made a commitment to sustaining the Online Equity Initiative, offering the OET to CTE cohorts in the future is assured. 	<p>Updates</p> <ul style="list-style-type: none"> • Peralta is committed to offering the CTE-specific OET after the grant period. Currently, the district will fund this training through Spring 2021. • The district is in the process of naming the OET as one option to qualify for teaching online. <p>Challenges</p> <ul style="list-style-type: none"> • Peralta's budget may present challenges to offering OET after Spring 2021--i.e., there may not be funding for trainers to lead cohorts through a 5-week course and give feedback on the faculty cohort's work.
<ul style="list-style-type: none"> • <u>Train-the-Trainer Component:</u> The 20 OET participants in the CVC-OEI grant project will become advocates and trainers for equity-based CTE online courses in the future: <ul style="list-style-type: none"> ○ Three of the CTE faculty will be trained as Equity Trainers during the grant period. ○ The OET faculty cohorts will also become peer trainers and CTE OL equity advocates. 	<p>Updates</p> <ul style="list-style-type: none"> • All OET participants have become equity advocates within their programs or departments. • 3 faculty were trained as equity trainers, and the district intends to train more as it attempts to scale up the project. • CTE faculty have engaged with peers who teach the same classes to discuss and integrate equity strategies.
<ul style="list-style-type: none"> • <u>Continuous Improvement:</u> The PCCD DE Team will continue to revise and update the 	<p>Updates</p> <ul style="list-style-type: none"> • The team launched an updated rubric (now

<p>publicly available Peralta CTE Online Equity Rubric and the corresponding Online Equity Training. The team will use data and analysis from the grant project and post-grant implementation period to improve the rubric and training.</p>	<p>version 3.0) in October 2020 and began updating the training course in November 2020. The updated Canvas course will launch in January or February 2021.</p> <ul style="list-style-type: none"> • The team is committed to continuous improvement for both the rubric and the training. Ideally, this will happen annually.
<ul style="list-style-type: none"> • <u>Leveraging Additional Funding:</u> PCCD will apply for additional funds to sustain the overall project. The CVC-OEI grant project will serve as the basis for additional grant applications and project expansion as new needs and opportunities emerge. PCCD also will explore the use of existing Strong Workforce and Equity funds to sustain and expand the program and, again, this project will serve as foundation/ justification for those requests. 	<p>Updates</p> <ul style="list-style-type: none"> • The team is researching additional grant opportunities through foundations and corporate funding programs focused on distance education and/or equity.
<ul style="list-style-type: none"> • <u>Statewide Collaboration and Dissemination:</u> PCCD plans to introduce the Peralta CTE Online Equity Initiative to regional CTE consortiums and will explore partnering with the CCCCO and other educational advocacy organizations devoted to both improving career pathways and educational equity. PCCD also hopes to serve as a resource for other CCCs that want to develop/implement an online equity initiative. 	<ul style="list-style-type: none"> • The Peralta team continues to serve as a resource for other CCCs that want to develop their own equity initiatives and to foster equity in online CTE courses and programs. • The team also supports campuses beyond California, such as Portland Community College, in similar efforts to build equity initiatives. • The Peralta team is planning an Equity Conference for April 2021 to disseminate the rubric and to foster a global equity community.
<ul style="list-style-type: none"> • <u>Commitment to Open Educational Resources (OER):</u> All OE resources will be made public. 	<ul style="list-style-type: none"> • The Online Equity Rubric and Online Equity Training are publicly available on the Peralta Distance Education website (http://web.peralta.edu/de/equity) and in the Canvas Commons.

What data do you plan on collecting post-grant?

The team intends to continue collecting student retention, success and grade distribution data for students who enroll in online courses--CTE and non-CTE--that were redesigned to align with the Equity Rubric. We will disaggregate the data by different demographic factors (e.g., ethnicity, gender, first generation) to measure the impact on reducing education debt gaps. As a stretch goal, we plan to gather data related to student achievement of CTE degrees, certificates and credentials and to student entry into the workforce. This will be part of a longitudinal study. We will also collect data about all faculty--CTE and non-CTE--who complete the training and align their courses to the Equity Rubric.

Project Reflection (2 Pages Maximum)

What we would change in retrospect

- Network more often with contacts made beyond the 70 grant projects.

Desired methods to stay connected post-grant

In the post-grant period, the Peralta team would like to stay connected with the CVC-OEI team, as well as the other Pathways grant projects, in the following ways:

- **Newsletter** (sent via email; posted and archived on Pathways website): Depending on how much work it is to create, a monthly or quarterly newsletter would be a great way to keep informed about the overall initiative and individual grant projects. To make it more meaningful, a) send out a call to all Project Investigators for topics of interest and news updates two to four weeks before each publication, b) include information about continued professional development opportunities for online CTE faculty, c) include information about Open Educational Resources (OER) being developed for CTE programs, and d) create a link or form on the CVC-OEI pathways website to make it possible for any interested parties to sign up.
- **Opportunities to gather** with Pathways alumni: Whether conferences like the Online Teaching Conference (OTC) are virtual or in-person, it would be nice to be able to meet with other Pathways project teams. If the CVC-OEI team is going, perhaps set up some sort of activity: Informal activities might be a Pathways “CTE” meeting (**Coffee, Tea, & Everything-else**); formal activities might be a Pathways Poster Session focused on post-grant institutionalization efforts, scale up, etc. On a related note, it would be nice to create a “Who’s going to what?” sign up list, so we can seek out Pathways colleagues at regional, statewide and inter/national conferences related to online and/or CTE (e.g., OTC, Online Learning Consortium’s 3 annual conferences, University of Wisconsin’s Digital Teaching and Learning Conference, Association of Career & Technical Education conferences). Peralta is interested in creating an Equity Conference in Spring 2021.
- **Gallery/Canvas Course**: Make it possible for grants to share videos, tools, OER, Creative Commons files and other artifacts in some sort of gallery or Canvas course.
- **Social media**: We plan to develop a larger social media presence (e.g., Twitter account, Facebook group) to stay connected with other equity-minded people and projects.

Appendix A - Baseline Data

Figure A1: Peralta CCD - Comparing Online and Traditional Student Retention Rates in CTE Courses, by Ethnicity - AY15-16 to AY18-19

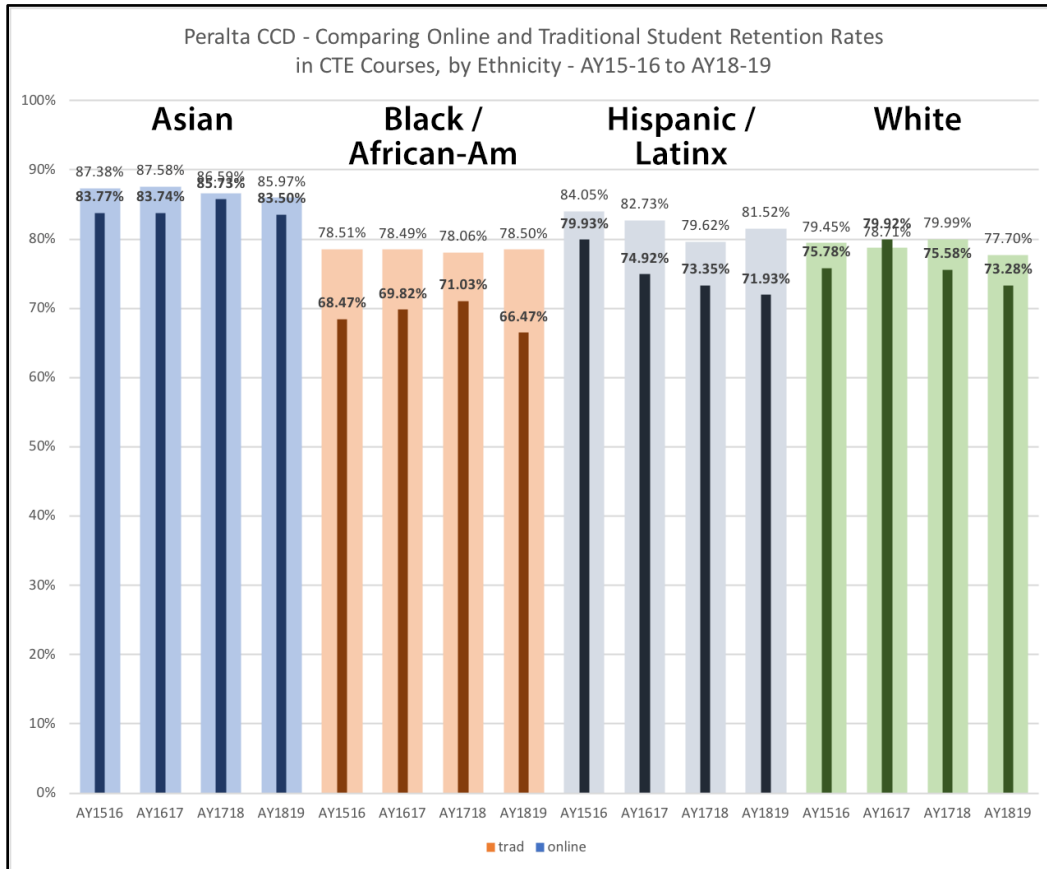


Table A1: Peralta CCD - Comparing Online and Traditional Student Retention Rates in CTE Courses, by Ethnicity - AY15-16 to AY18-19

Course Format	Online	Online	Online	Online	Online	Trad	Trad	Trad	Trad
Academic Year	AY1516	AY1617	AY1718	AY1819	4-yr avg	AY1516	AY1617	AY1718	AY1819
DISTRICT (all ethnicities)	76.82%	76.92%	76.77%	74.46%	76.24%	82.01%	81.65%	80.78%	80.76%
Asian	83.77%	83.74%	85.73%	83.50%	84.19%	87.38%	87.58%	86.59%	85.97%
Black / African American	68.47%	69.82%	71.03%	66.47%	68.94%	78.51%	78.49%	78.06%	78.50%
Hispanic / Latino	79.93%	74.92%	73.35%	71.93%	75.03%	84.05%	82.73%	79.62%	81.52%
White	75.78%	79.92%	75.58%	73.28%	76.14%	79.45%	78.71%	79.99%	77.70%

Figure A2: Peralta CCD - Comparing Online and Traditional Student Success Rates in CTE Courses, by Ethnicity - AY15-16 to AY18-19

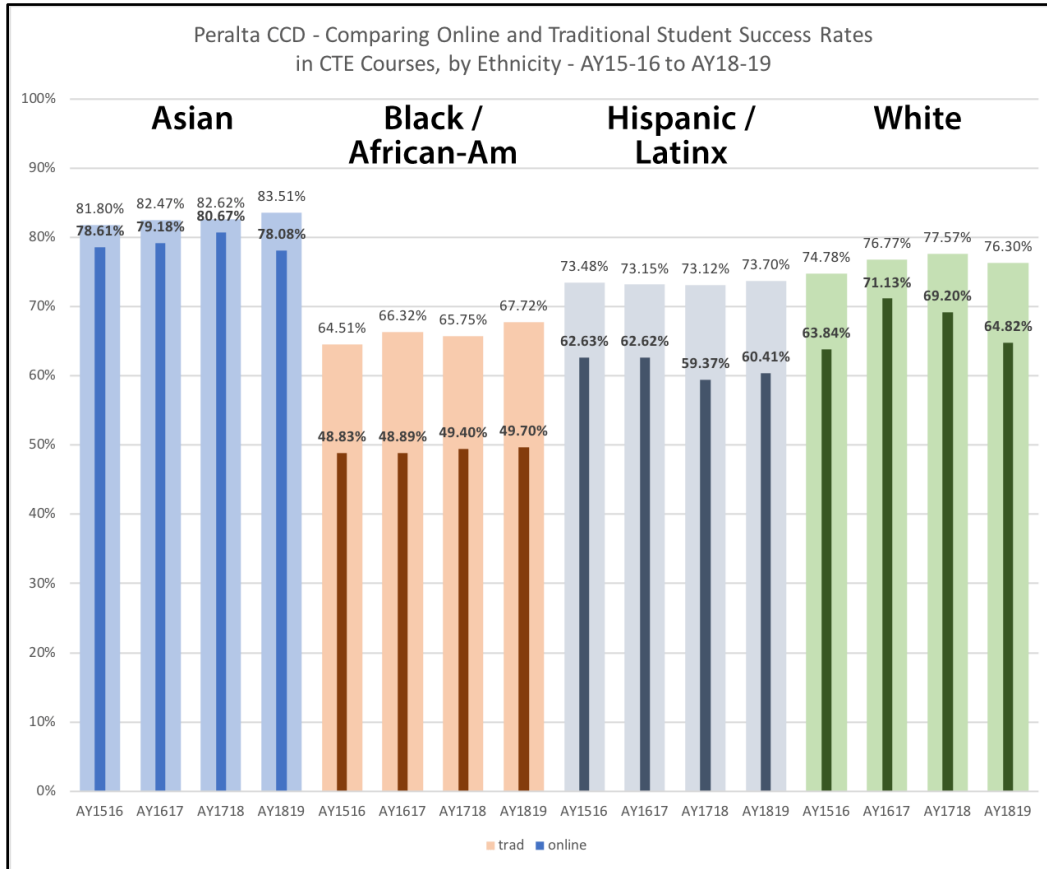


Table A2: Peralta CCD - Comparing Online and Traditional Student Success Rates in CTE Courses, by Ethnicity - AY15-16 to AY18-19

Course Format	Online	Online	Online	Online	Online	Trad	Trad	Trad	Trad
Academic Year	AY1516	AY1617	AY1718	AY1819	4-yr avg	AY1516	AY1617	AY1718	AY1819
DISTRICT (all ethnicities)	64.17%	65.41%	65.37%	64.43%	64.85%	72.90%	74.38%	74.44%	75.07%
Asian	78.61%	79.18%	80.67%	78.08%	79.14%	81.80%	82.47%	82.62%	83.51%
Black / African American	48.83%	48.89%	49.40%	49.70%	49.20%	64.51%	66.32%	65.75%	67.72%
Hispanic / Latino	62.63%	62.62%	59.37%	60.41%	61.26%	73.48%	73.15%	73.12%	73.70%
White	63.84%	71.13%	69.20%	64.82%	67.25%	74.78%	76.77%	77.57%	76.30%

Appendix B - Grade Distribution Comparison

Figure B1: Peralta CCD - Comparing Online Student Grade Distribution in CTE Courses, by Ethnicity - Baseline 4-Year Average & Fall 2020 Equity Aligned Courses

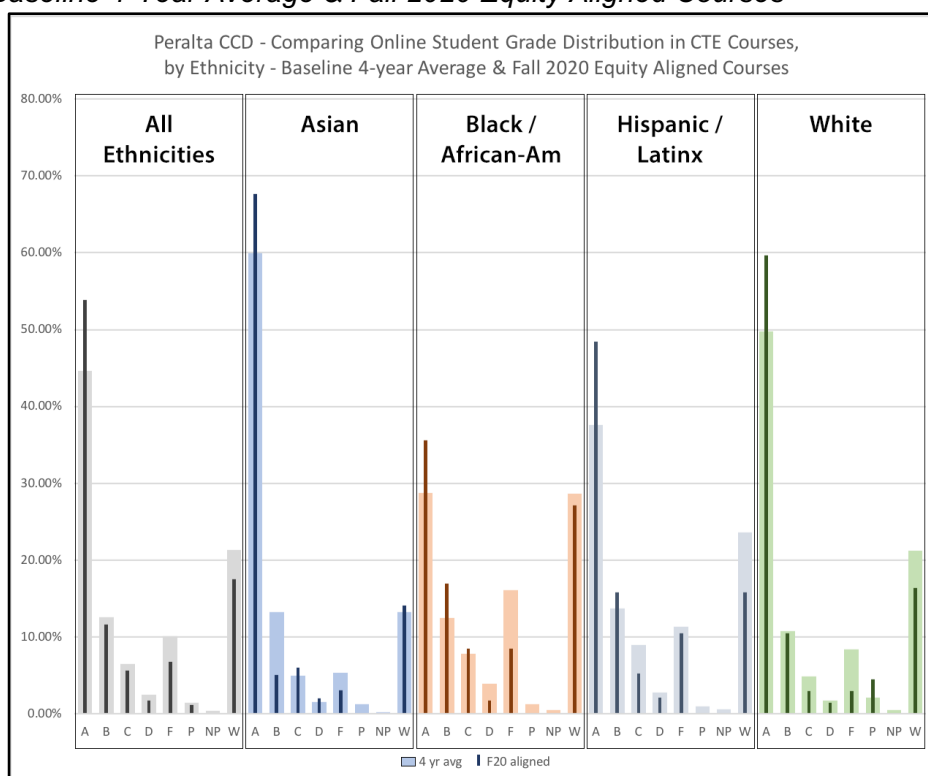


Table B1: Peralta CCD - Comparing Online Student Grade Distribution in CTE Courses, by Ethnicity - Baseline 4-Year Average & Fall 2020 Equity Aligned Courses

Ethnicity	A	B	C	D	F	P	NP	W
All ethnicities 4 yr avg	44.61%	12.61%	6.53%	2.46%	10.11%	1.45%	0.45%	21.33%
All ethnic. F20 aligned	53.82%	11.61%	5.67%	1.70%	6.80%	1.13%	0.00%	17.56%
Asian 4 yr avg	59.94%	13.23%	5.00%	1.51%	5.36%	1.24%	0.25%	13.29%
Asian F20 aligned	67.68%	5.05%	6.06%	2.02%	3.03%	0.00%	0.00%	14.14%
Black 4 yr avg	28.70%	12.45%	7.79%	3.91%	16.08%	1.22%	0.47%	28.67%
Black F20 aligned	35.59%	16.95%	8.47%	1.69%	8.47%	0.00%	0.00%	27.12%
Latinx 4 yr avg	37.64%	13.72%	8.95%	2.78%	11.37%	0.97%	0.57%	23.61%
Latinx F20 aligned	48.42%	15.79%	5.26%	2.11%	10.53%	0.00%	0.00%	15.79%
White 4 yr avg	49.80%	10.74%	4.88%	1.77%	8.42%	2.12%	0.47%	21.24%
White F20 aligned	59.70%	10.45%	2.99%	1.49%	2.99%	4.48%	0.00%	16.42%