

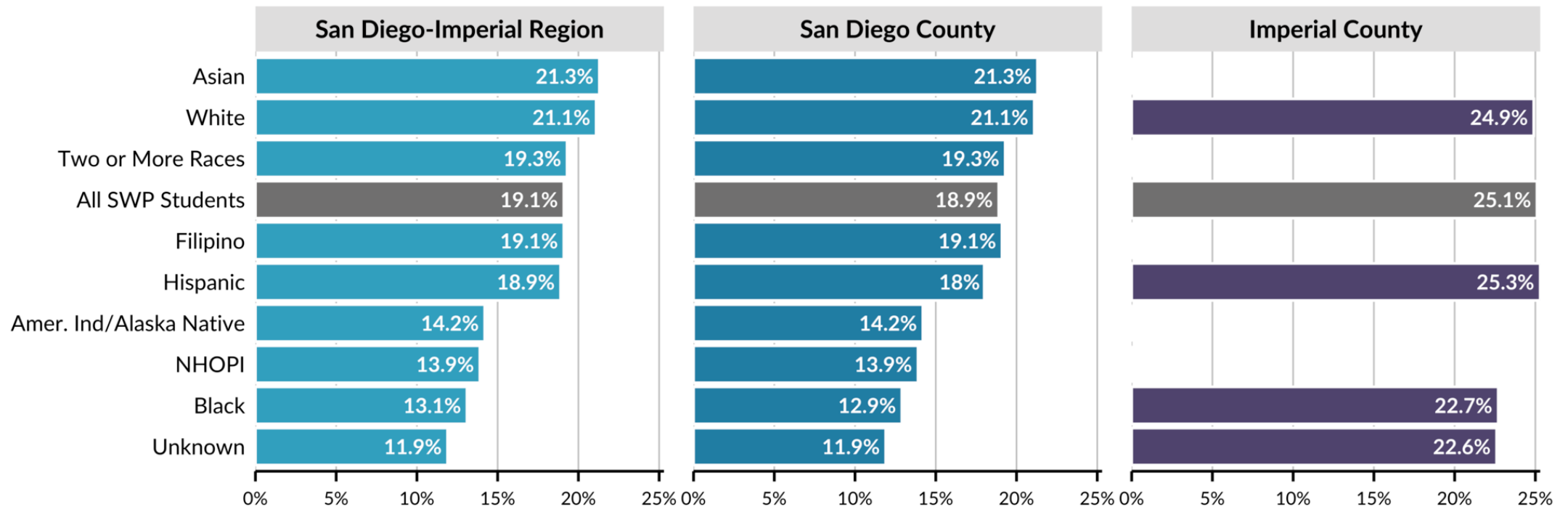
# Regional Black CE Student Equity Project



# Black students are least likely to achieve 9+ CTE units...

**Figure 3: Percent of SWP Students Achieving 9+ CTE Units by Race / Ethnicity and County**

Among all Strong Workforce Program students, the proportion who successfully completed nine or more career education semester units in the selected year. Denominator is total count of students within subgroup.

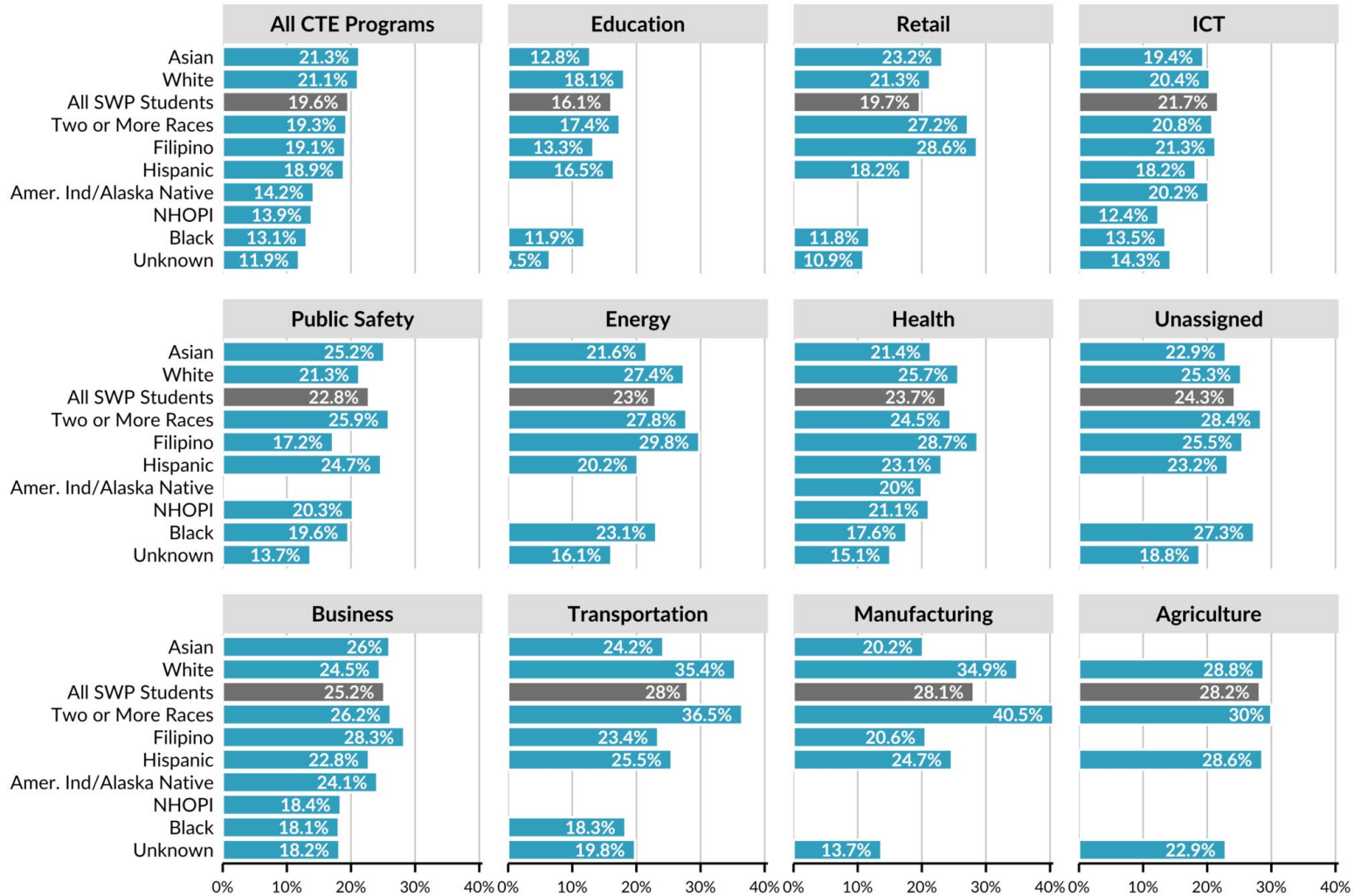


Source: Chancellor's Office Management Information System. Retrieved March 5, 2021 from CCCCO LaunchBoard Strong Workforce Program Dashboard.

Note: Calculations for regionwide and San Diego County do not include data from San Diego Continuing Education, and consequently may not match published values.

**Figure 4: Percent of SWP Students in the San Diego-Imperial Region Achieving 9+ CTE Units by Race / Ethnicity and Program**

Among all Strong Workforce Program students, the proportion who successfully completed nine or more career education semester units in the selected year. Denominator is total count of students within subgroup.

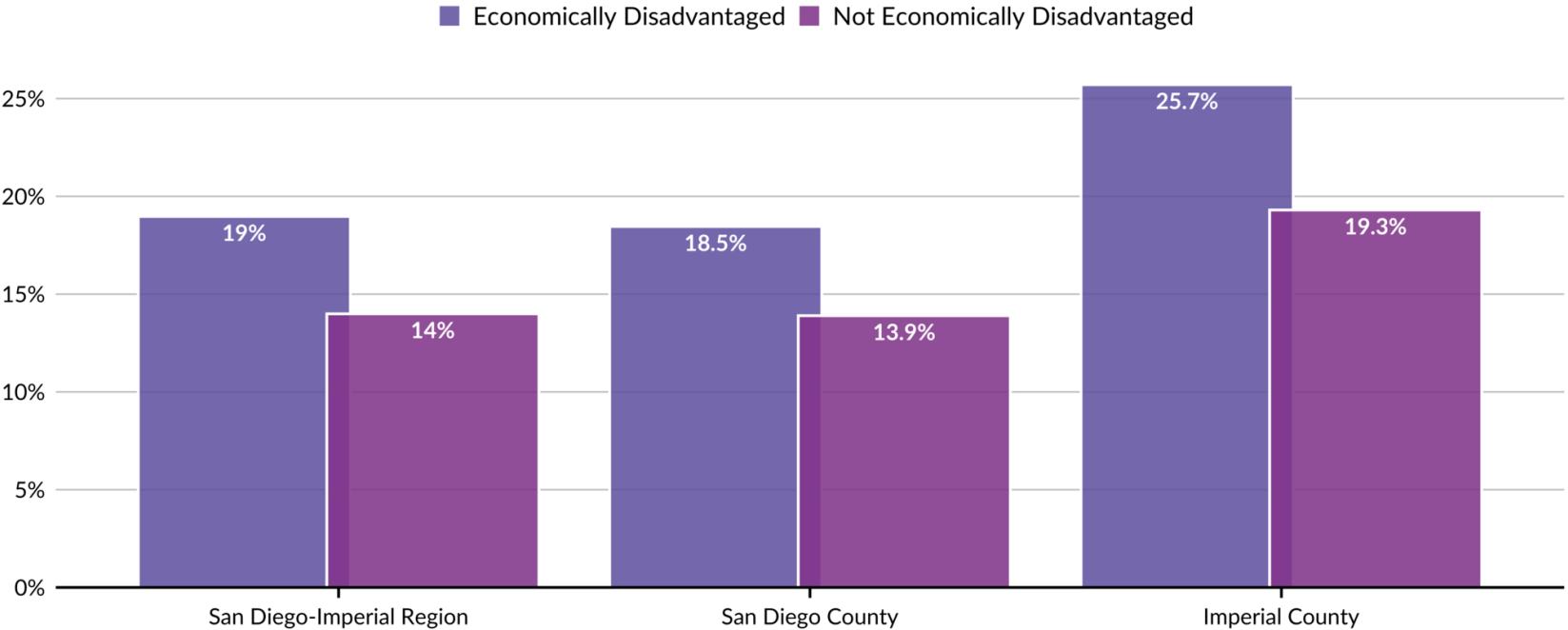


Source: Chancellor's Office Management Information System. Retrieved March 5, 2021 from CCCCO LaunchBoard Strong Workforce Program Dashboard.  
 Note: Calculations for regionwide and San Diego County do not include data from San Diego Continuing Education, and consequently may not match published values.

# But economically disadvantaged students are more likely to achieve 9+ units...

**Figure 9: Percent of SWP Students Achieving 9+ CTE Units by Economically Disadvantaged Status and County**

Among all Strong Workforce Program students, the proportion who successfully completed nine or more career education semester units in the selected year. Denominator is total count of students within subgroup.



**Source:** Chancellor's Office Management Information System. Retrieved March 5, 2021 from CCCC LaunchBoard Strong Workforce Program Dashboard.  
**Note:** Calculations for regionwide and San Diego County do not include data from San Diego Continuing Education, and consequently may not match published values. Economically Disadvantaged reflects that of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), previously, the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV). Additional information for how this is coded in MIS may be found here: [https:// webdata.cccco.edu/ded/sv/sv03.pdf](https://webdata.cccco.edu/ded/sv/sv03.pdf)

# Regional Black CE Student Equity Project

Focus on Black student equity

Engage contractor in a full research study

Identify strategies to support colleges in closing gaps

Integrate findings across regional investments

# Regional Black CE Student Equity Project

Collected student contact info November to February 2022

Conducted research March to September 2022

The student voice:

- 46 focus group participants
- 215 survey respondents



# Emerging Needs



# Need for inclusive & anti-racist learning environments

“I had this stressor on me... being the only Black person and being the ambassador or the one who speaks for all Black people. They look at me, like, *‘what are your thoughts?’* But I’m like, *‘Why? Why do I have to say anything?’*”

35-year-old woman



# Inclusive & anti-racist learning environments

Develop equity-mindedness & data literacy

Increase inclusive curriculum

Proliferate inclusive pedagogy/andragogy

Expand representation in the classroom

# Need for flexible course schedules for adult learners

**"Who's going to pick up my child from daycare? Who's gonna watch my child after you know, three o'clock from eight o'clock while I study? That was a huge barrier."**

**23-year-old man**

# Flexible course schedules for adult learners

Map local career education program paths

Review local scheduling practices

Identify gaps that disproportionately harm Black scholars

# Need for transformative employment opportunities

“Black-owned businesses should be recruiting students from community colleges, there should be a lot more job fairs. And because that’s the whole reason that people are at school—to get jobs.”

37-year-old woman

# Transformative employment opportunities

**Empower race-conscious and equity-minded employers**

**Educate industry and employer partners**

**Develop diversity and inclusion goal targets**

# Next Steps

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**Finalize the report & recommendations**

**Share through governance groups: deans, WDC & ROC**

**Embed throughout projects & funding opportunities**