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# Umoja at Cañada College

Brought to you by the Black Students Matter (BSM) Core Group & Black Student Union (BSU)

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*Core Group Members: Sarah Aranyakul, Michael Hoffman, Elizabeth Terzakis and Lezlee Ware*

# Who is Umoja?

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- ❖ Umoja (a Kiswahili word meaning unity) is a community.
- ❖ 30 years of proven success (Chabot).
- ❖ Curriculum focused on Black history, literature, and culture.
- ❖ Pedagogy reflects African principles of collective learning.
- ❖ Learning community with wrap-around services.

# Umoja Program Requirements

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- ❖ Program Coordinator (with designated reassign time) to plan and administer program activities and oversee program budget.
- ❖ Program Counselor (academic, career and personal)
- ❖ Summer Learning Institute (SLI) Conference attendance for core program leaders
- ❖ Student orientation / welcoming ceremony / ritual
- ❖ At least one Umoja supported class
- ❖ Dedicated space for Umoja students (can be a shared area)
- ❖ Program participants with activities
- ❖ Community updates regarding Umoja

# Objectives

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1. Acknowledge and rectify with action our abysmal record with Black student equity, success and retention rates.
2. Establish a supportive community for Black students on the Cañada campus, which will enrich the experience of all students.
3. Create and institutionalize sound intervention strategies that promote equity and success for Black students and other students, as well.

# Goals

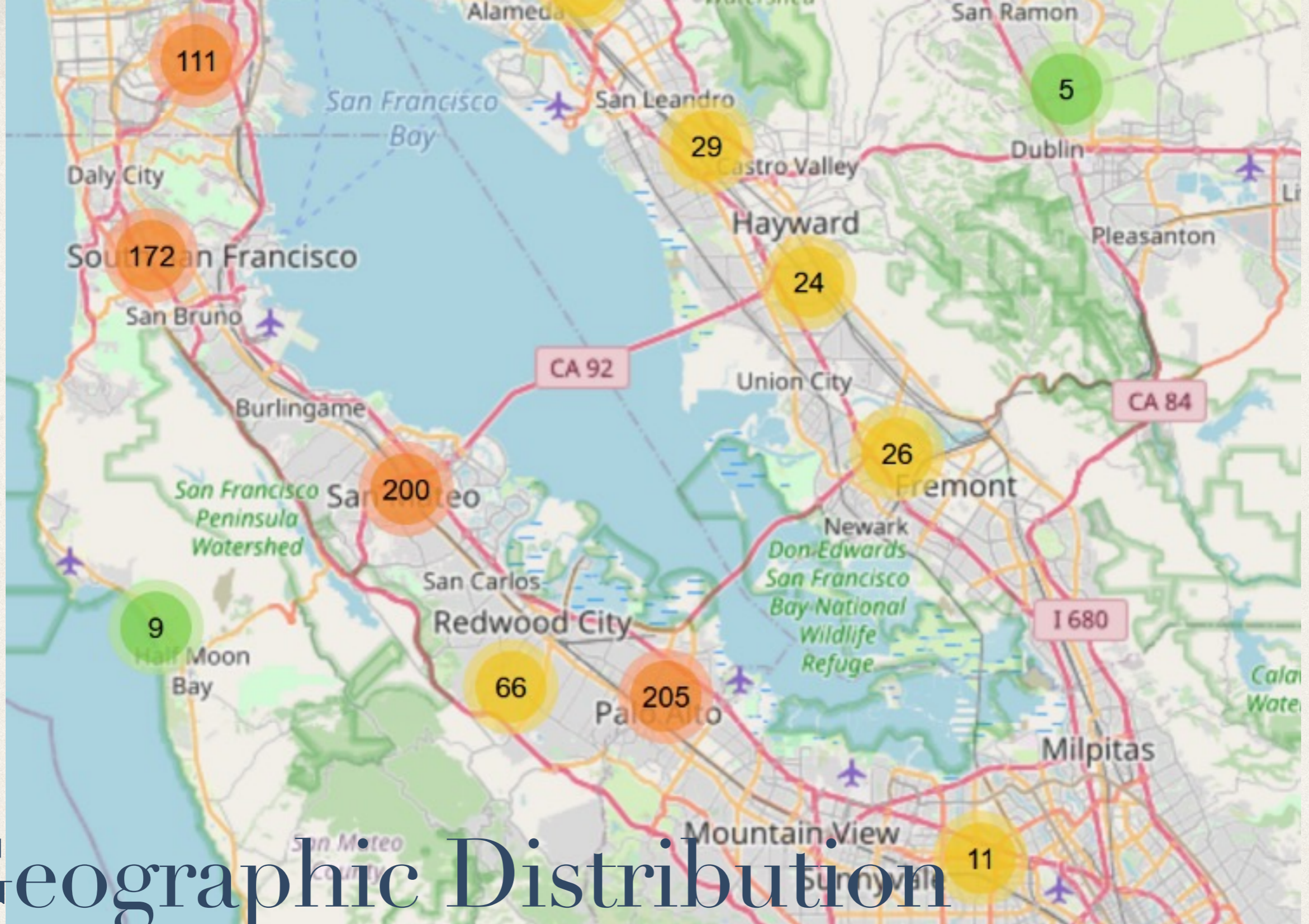
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1. Improve Black student success and retention rates in 5 years.
  - A. Reduce the equity gap for success rates (from 10% to 5%)
  - B. Reduce the equity gap for retention rates (from 8% to 2%)
2. Make Cañada College an area magnet school for Black students.
3. Increase the number of Black students at Cañada (from 283 to 400 in 5 years)
4. Infuse our curriculum with African and African-American content and pedagogy.
5. Work closely with our other support programs (i.e. Promise, PUENTE, Colts, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring) and . . .) in order to share existing resources.
6. Strengthen collaborative relationships with community partners (i.e. Sequoia Union High School, East Palo Alto High School, Oxford Day Academy, EPA community members, and . . .)

## Black-Identifying Students at Cañada College: ~500 enrolled per year

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Black, Hispanic	75	82	91	81	113
Black, non-Hispanic	320	302	307	289	291
Black, Multiracial	99	107	108	107	139

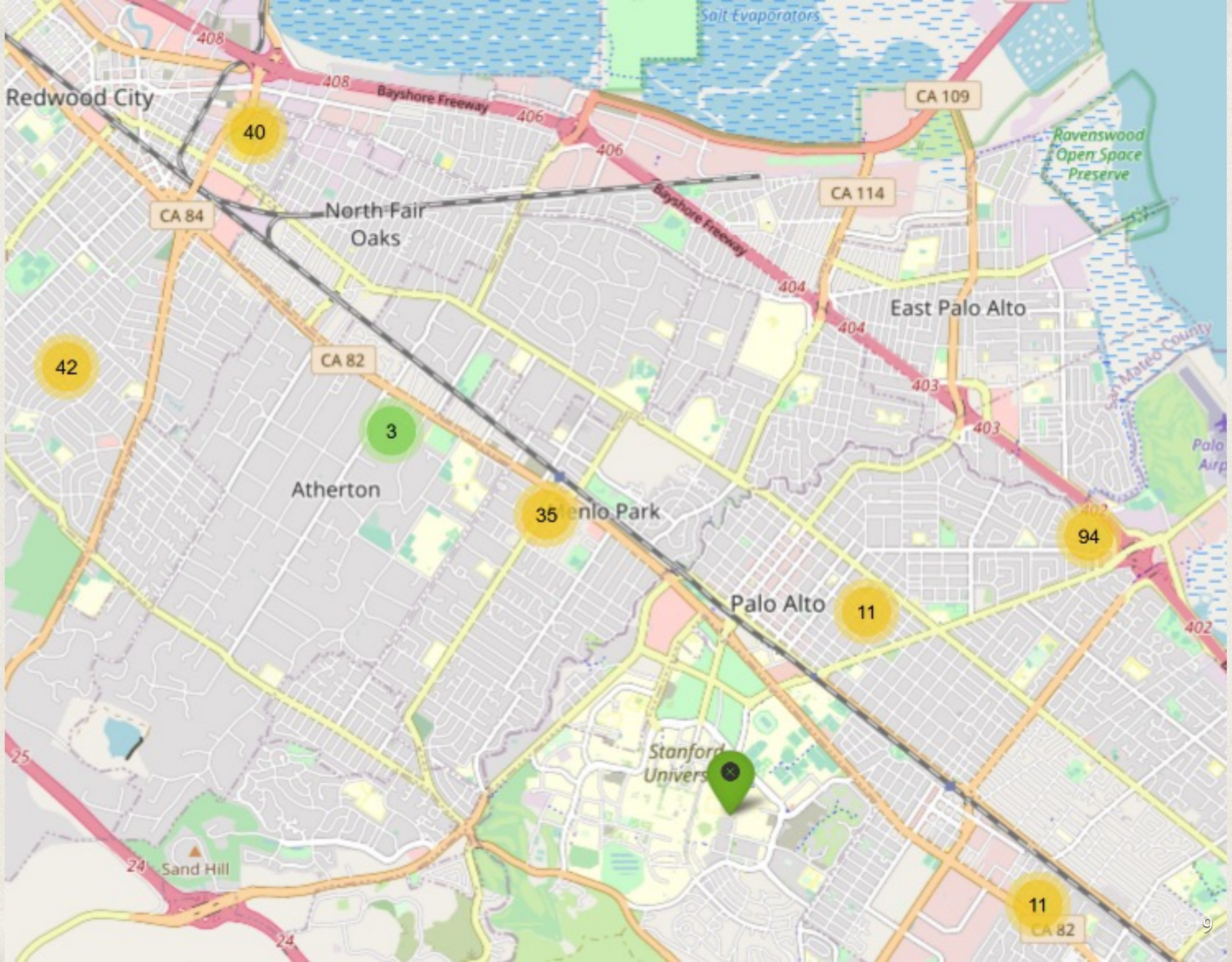
Source: PRIE Office, Cañada College



# Geographic Distribution

**Map indicates the Zip-Code distribution of Black-identifying college-enrolled students over past 3-years.**





# Local Demographics: Segregated Context

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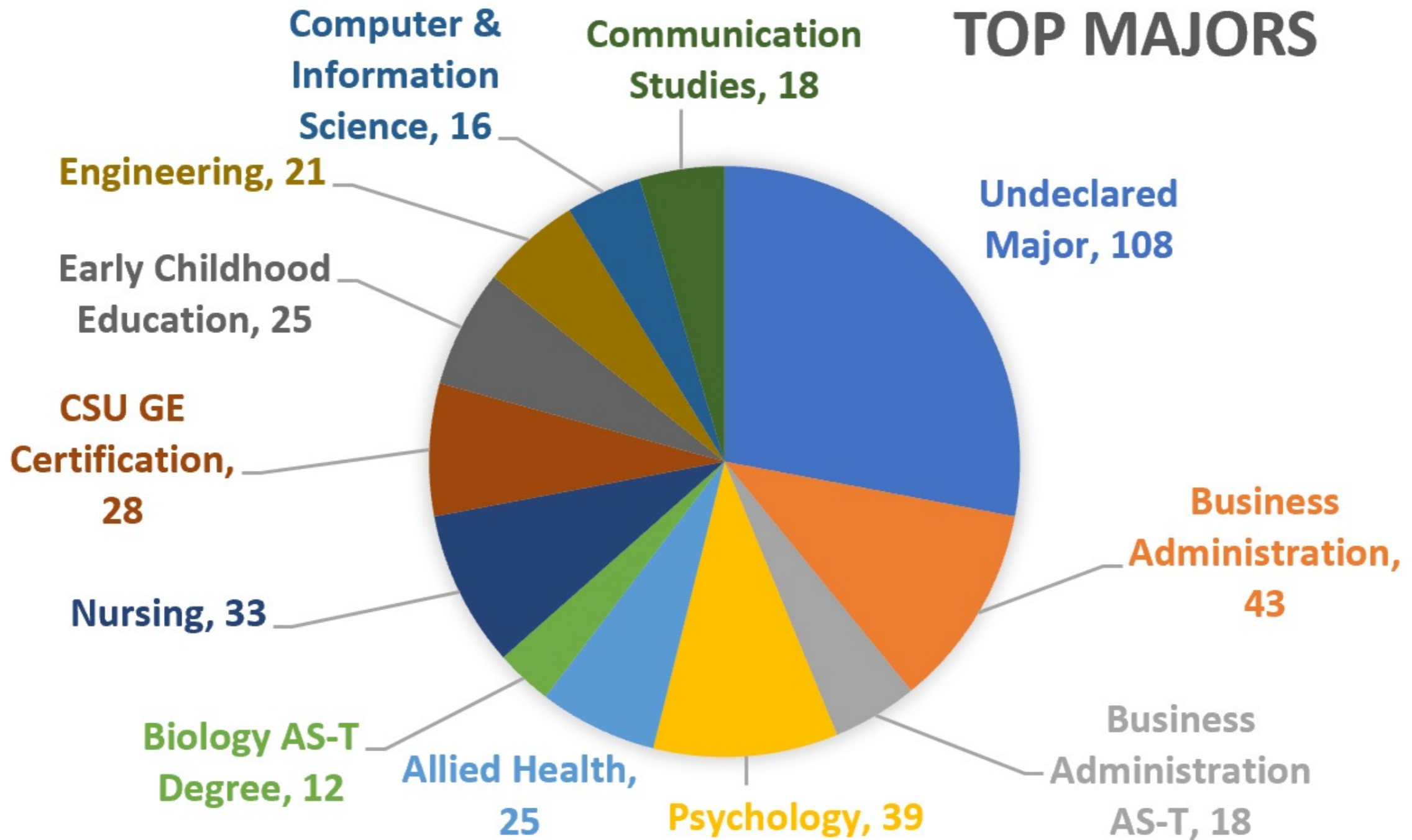
- ❖ US Census Bureau

- ❖ Total East Palo Alto (EPA) population = 29,314

- ❖ Black 11.6% of EPA vs. 2.8% in San Mateo County (SMC)

- ❖ Native Hawaiian / Pacific Islanders 4.6% of EPA vs. 1.5% in SMC

# TOP MAJORS



Top Majors of Black-Identifying students aggregated over the past 2-years.

Included above are majors that had over 10 enrolled students in the past two years. Totals indicate total enrollments of Black identified students for two years

# Umoja MOU and Data



## MEMORANDUM OF UNDERSTANDING

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is made effective this \_\_\_\_\_ day of

### VIII. PROGRAMMATIC REPORTING REQUIREMENTS

The College shall participate in an assessment process, which includes the collection of quantitative and qualitative data. Umoja and the College will establish a data collection methodology and schedule. The data to be collected shall include, but is not limited to: student information forms, student activity surveys, official grades for each term, student update forms, and statistics regarding the College's ethnic breakdown, course completion rates, retention/persistence rates, graduation rates, and transfer rates. Students will also participate in interviews, complete questionnaires, and/or complete other assessments related to participation in Umoja programming with College. In no case will data be collected which identifies individual students without a release form signed by the student. In addition to the foregoing, College must submit data as required by the California Community College Chancellor's Office (CCCCO), to the MIS Special Populations database (SG08) within 30 days of the end of each academic term. The College will ensure that each Umoja student as described in Exhibit E is entered in the MIS Special Populations Database and confirm that the data is accurate via Datamart.

# Special Populations Data-Mart

## Special Population/Group Student Count - Parameter Selection Area

Select State-District-College

Districtwide Search

Select District-College

San Mateo CCD

Select Term

Fall 2020;Summer 2020;Spri

View Report

Please note: Statewide results for the most recent term should not be considered complete until all districts have submitted data.

Export To ->

Excel  CSV  Text

Records Per Page: 10

Simple Layout  Advanced Layout

## Special Population/Group Student Count - Data & Format Area

Report Area

Special Population/Group Student Count

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	Spring 2019					Summer 2020		
	Unduplicated Head Count	Credit Enrollment Count	Credit FTES	Non-Credit Enrollment Count	Non-Credit FTES	Unduplicated Head Count	Credit Enrollment Count	Credit FTES
Incarcerated	6	9	0.65	0	0.00			
MCHS - Middle College High School Program	118	317	45.77	1	0.00			
MESA - Mathematics, Engineering, and Science Achievement	338	1,090	185.56	52	4.56			
Military (Active Duty, Active Reserve, National Guard)	103	293	45.78	1	0.02	54	81	12.4
Special Admit	2,111	3,057	419.39	36	0.38	1,548	1,961	323.1
Umoja	29	103	14.57	0	0.00			
Veteran	345	950	150.62	19	0.38	170	274	40.0

# Timeline - Fall 2020

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## ❖ Fall 2020

- ❖ Black Students Matter (BSM) Core Group initiates Umoja discussions.
- ❖ Gathered information from community schools: CSM, Chabot, Santa Monica, *Marin, Pierce, ...*
- ❖ Connected with iDeans
- ❖ Black student data provided from PRIE (Karen and Alex)
- ❖ Applied for professional development funding to attend Umoja Learning Institute (January 2021)
- ❖ Continually update campus partners and receive endorsements: Black Student Union (BSU), Academic Senate, Classified Senate, ACES, President Moore, District Anti-Racism Council, Social Sciences Group, *iDeans, Student Services, ASCC, Promise, PUENTE, Colts, Spark Point, Guided Pathways, ...*

# Timeline Spring 2021

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## ❖ Spring 2021

- ❖ Sarah and Lezlee attended the Umoja (Winter) Learning Institute
- ❖ Requesting endorsements from campus partners: Academic Senate, Classified Senate, ACES, PBC, IPC, ASCC, SSPC and . . .
- ❖ Continue updating & collaborating with campus partners: College-wide communities (i.e. Colts, Promise, EOPS, Divisions, Marketing & Outreach, VROC, Sparkpoint, and . . .
- ❖ Identify Umoja courses and support faculty
- ❖ Flex Day Umoja presentation (January)
- ❖ Begin working on Umoja program requirements
- ❖ Complete proposal and budget
  - ❖ Submit Umoja application to become an Affiliated Program
- ❖ Web Presence: BSM, Umoja, BSU, and . . .

# Timeline Summer 2021

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- ❖ Summer 2021

- ❖ Elizabeth and Michael H. will attend the Umoja (Summer) Learning Institute
- ❖ Umoja curriculum & pedagogy development
- ❖ Invite Tom Dewit to meet with our Umoja Instructors / Fall Flex



# Timeline - Fall 2021

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- ❖ Fall 2021

- ❖ Tom Dewit (Chabot) Flex Day session
- ❖ Outreach/Recruitment for soft launch (registration begins early November)
- ❖ Umoja website, intake form, flyer

# Timeline - Spring 2022

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- ❖ Soft Launch -
- ❖ Umoja website, intake form, flyer . . .
- ❖ Outreach / Recruitment (March)
  - ❖ Fall registration begins late April / early May for new students

# Timeline - Summer 2022

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- ❖ Student Recruitment
- ❖ Umoja Orientation

# Timeline - Fall 2022

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# Research Conducted

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- ✦ CSM
  - ✦ Dean Carranza
- ✦ Chabot x2
  - ✦ Class Observation
- ✦ Santa Monica
- ✦ *Marin*
- ✦ *Pierce*

# General Program Design

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- ❖ Umoja cohort takes designated courses with an established annual semester plan
- ❖ Umoja cohort participates learning communities
- ❖ Guided Pathways affinity groups



# Hybrid Program Design

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- ❖ Works well with smaller Black student communities
  - ❖ Umoja cohorted single class with supported Umoja classes.
  - ❖ All faculty must have training and participate in African diaspora curriculum development and pedagogy
  - ❖ Learning communities (may and will probably include other students)
  - ❖ Umoja students participate in program supported classes
  - ❖ Include our Polynesian students to support their improved success and retention rates.
  - ❖ Club affiliation (BSU)



# Services

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- ❖ Intrusive Counseling (academic & personal) - “Never give up on students. No student left behind” TD
- ❖ Workshops / Meetings
- ❖ Scholarships to active participants
- ❖ Leadership Activities
- ❖ Mentorship (peer to peer and faculty / staff / administrator / community member to student)
- ❖ Tutoring
- ❖ Mental Health
- ❖ Priority Enrollment
- ❖ Book Vouchers, School Supplies & Transportation Assistance
- ❖ Field Trips
- ❖ Work-Study and Placement (90% retention rate)



# Aligns with BSU Demands

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1. The implementation of a Zero Tolerance Policy for racial discrimination including real consequences for students, faculty, staff and administrators who exhibit racist behavior / anti-Black behavior (i.e. suspension, expulsion - escalating results)
2. A proper investigation of all reports of racism, racial discrimination, and microaggressions with a diverse student-led committee with emailed (written) reports to all community members (accessible to all community members)
3. A mandatory online and in person module highlighting systemic and individual internal / external racism each year
4. Strong recommendation: equity trainings for ALL EMPLOYEES through Skyline's Equity Institute and Professional Development opportunities
5. District transparency on incidents of racial discrimination
6. Develop a Racial Discrimination Registry for employees

# Aligns with BSU Demands

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- ❖ Mandate Courageous Conversations about Race throughout the district
- ❖ Advocate for overturn of Prop 209 by connecting with the UC Regents
- ❖ Hire Black academic counselors
- ❖ Hire Black personal counselors
- ❖ Hire Black teaching faculty

# Umoja Student Quotes

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- ❖ “I went from high school to Umoja and I realized that the Umoja teachers are more open to talk to you and help you more. Umoja is more of an one on one experience and the teachers are more understanding.”
- ❖ “I really like the one on one and that the teachers actually care about your point of view and situation instead of making it hard on you. Umoja is more there for the students. Students really get to know each other and support one another. We all know each other because college is usually in and out and people don’t take time to know each other. It is really nice having group projects.”
- ❖ “On campus Umoja classes are perfect for incoming students – really got to know people – made my college friends in that first class – community, belonging, help, support.”
- ❖ “In high school, I was not invested in school and my grades reflected that. But, my grades have improved being in Umoja because I am now connected to school, teachers and other students. Umoja is a supportive community and the content is very enriching.”
- ❖ “I am a 2nd year student – I joined Umoja and it has worked for me. Very supportive compared to all other classes. So much support and a lot of flexibility. Caters to what the student needs on their time. Great way to transition from high school (to Umoja) – with comfortability and ease. An organization that really does care.”





EARNING DEGREES  
TRANSFER READINESS  
CAREER PREPARATION

TRANSFORMING, ENRICHING AND ADVANCING  
LIVES OF STUDENTS

Thank you!

Black Students Matter (BSM) and Black Students Union (BSU)

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