**Umoja Program Proposal for PBC**

**(Working Draft)**

**Black Students Matter (BSM) Committee and Black Student Union (BSU):**

The Black Students Matter (BSM) Committee formed in order to address identified gaps in support and services for our Black students at Cañada College. The BSM Committee would like to directly address the forever-present, but recently hyper-exposed racial justice crisis in the US (and the world) by providing much overdue and complete program for Black students. The Umoja Program presents a lasting opportunity to bring the Black Lives Matter Movement—the injustices it has laid bare, even for those who are not usually paying attention, and the change that it demands—to our campus by demonstrating that we are acknowledging the shortcomings of our past and present through building a more positive future.

That our society is steeped in racism is not new information, but the idea that something can and must be done to mitigate its effects and eradicate the structures that reinforce it has not been as clear and present in our lifetimes. It feels imperative that we examine how anti-Black racism is expressed at our college and take action to make change now while the ferment of the movement will support these efforts.

Bringing the Umoja Community to our campus (like our sister campuses) is an ideal plan to set the tone and movement of the start of a new approach to engage the college in a meaningful and timely manner that addresses an immediate need as continually exposed in our equity data. We want to move beyond business as usual rather than ignoring or not fully addressing the needs of our Black students.

Above all, we need to ask ourselves: How are we demonstrating that Black students matter on our campus? Bringing a fully developed Umoja Program to our campus will answer this question in a definitive and powerful way.

This important objective will support the efforts that have been made by our colleagues, thus far, to address anti-Black racism on our campus, such as the Critical Conversations, ACES’ speaker series and our Anti-Racsim Framework and task force.

However, at this point, we need more than conversations and speakers. We feel that we must now make sure that our commitment to fighting anti-Black racism finds its way into our daily policies and practices and that our awareness of the problem begins to produce concrete and measurable progress on our campus. In regards to the Critical Conversations and creating the anti-racism document outlined by the state of California, we must make sure that we do what needs to be done for our particular campus by addressing the needs of our Black students in regards to success and retention rates – let’s strive to be better than the State Black student statistics. An end to anti-Black racism at Cañada will need to include a full-service wrap around program such as Umoja.

We also know that our statistics when it comes to recruiting and retaining Black students are abysmal, resulting in only one Black student in any given class, leaving our Black students, like our Black full-time faculty member, as the only Black person in the room all too often. What are we doing wrong? Is it our curriculum? Is it the lack of a Black counselor? Are we offering enough (or any) wrap-around supports for our Black students? Are we making enough of an effort to recruit them? One way to demonstrate a concrete expression of our commitment to fighting anti-Black racism would be to acknowledge through action the consistently appalling equity data regarding our Black students.

While we have many wonderful programs on campus designed to support vulnerable students, such as Puente, Promise, EOPS and the Dream Center, we do not have a program specifically dedicated to Black students. We have, personally, been involved in several attempts to get such a program off the ground, but it always falls apart because no program for Black students has ever been institutionalized. A concrete expression of our commitment to fighting anti-Black racism would be to institute such a program and make sure that it has continuing funds behind it. We are attempting to accomplish this by doing the necessary training and proposal development that will garner the support needed from our Cañada College community.

**Umoja Meaning:**

* Umoja (a Kiswahili word meaning unity) is a community *(EMP/SEMP Goal #3 – Create a Climate of Inclusivity)*
	+ Over 30 years of proven success
	+ Curriculum focused on Black history, literature, and culture.
	+ Pedagogy reflects African principles of collective learning.
	+ Learning community with wrap-around services.

**Connection to College’s Mission, Vision, Values and Strategic Plan:**

According to our Educational Master Plan (2017-2022), Cañada’s Mission Statement includes a commitment to “...ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals” and to “[understanding and appreciating] different points of view within a diverse community.“ We feel that the College’s commitment to this mission is real, but that a vital piece of the equity puzzle is missing when it comes to securing these opportunities for our Black students. Instituting an Umoja Program at our college would be a significant step in overcoming this gap and achieving our mission. We will be working closely with the pieces of the puzzle that are already in place in the form of support services already established on campus, such as CalWork, EOPS, PROMISE, and Puente, to name a few, so that we can take advantage of existing provisions while at the same time addressing their shortcomings when it comes to Black students.

Bringing Umoja to our campus will also strengthen our ability to realize the goals outlined in our VIsion Statement--”Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community”--specifically by helping us to build Black enrollment and better serve the Black students we already have. Umoja is exactly the kind of “innovative program” our campus needs to make its vision a reality for ALL students and better embody our college’s values, which include having a “diverse and inclusive environment.”

Initiating an Umoja program is also completely consistent with the College’s stated Strategic Goals, which include **“[**providing] educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals,” “[building and strengthening] collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community,” and “[focusing] institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.”

Just as adding Umoja to the panoply of student services and programs that Cañada currently provides will help us to actualize the general objectives laid out in our Mission and Vision statements and suggested by our Strategic Goals, it will, more specifically offer a concrete means of realizing our “Student Equity and Achievement Plan” (2019-2021), which states that “equity is at the core of what we do” and that “To effectively prepare first-time students for the rigors of the college experience, the College seeks to continuously improve its programs, policies, and practices. The College does this via a cycle of assessment, program review, planning, budgeting, and implementation that maximizes its ability to innovate and adapt to the ever changing environment in which its students live and strive to succeed.” Even the most cursory assessment of Cañada’s equity gap when it comes to Black (and Pacific Islander) students demonstrates that we need to do *something* different*,* and the Umoja Program gives us a clearly laid out, tested, and proven series of steps to follow in shaping the things that we do.

Similarly, although the college’s “Equity Imperative” details the kinds of general practices necessary to achieve this goal, it offers little in the way of specific “efforts” and means of “address.” It reads: “The consensus amongst faculty, staff, students and administrators throughout our college is that we must acknowledge the embedded structural racism that American institutions of higher education were founded on, and engage around the effort to uncover and address where these structures still impact our students. We know that if we are to make progress on the disproportionate impacts our minoritized students continue to experience, we will have to examine all aspects of our college, from matriculation to completion, and use an institutional equity lens to ensure that each of these processes is realigned to benefit all of our students.” What better way to “acknowledge the embedded structural racism” that continues to course through “American institutions of higher education” and employ “an institutional equity lens” than by adopting a programmatic approach like the one that Umoja provides.

To do so will also give tangible expression to another section of the Equity Imperative, which asserts that “Our focus on minoritized students is based in critical race theory, which asserts that race is the most significant factor in determining educational outcomes. We understand that class, gender and other constructs are also active factors in explaining achievement gaps in education; however, race continues to be the most powerful in predicting school experience and educational outcomes. With a focus on institutional equity, we are aligning all of our strategic goals and plans to address current needs as well as historical and systemic inequities.” The Equity Imperative seems to be crying out for something like Umoja; fortunately, Umoja already exists, and can be readily adopted with sufficient will.

**Anti-Racism Framework:**

*We are Cañada College - a community of scholars and practitioners. As a collective and as individuals we commit to:*

* *◈  Critically examine our behaviors and college practices for the conscious and unconscious ways in which we contribute to systemic racism;*
* *◈  Uplift stories and data about the impact of anti-Blackness, oppression, poverty, and racism in our communities;*
* *◈  Re-imagine and build a community of learning and service based in anti-racism, social justice, and liberation.*

*We welcome and invite these commitments as essential components of an anti- racist and socially-just community for the students we serve, the community where we work, and the world we live in.*

**Objectives:**

1. Improve Cañada College’s record with Black student equity, success and retention. *(EMP/SEMP Goal #1 – Improve Student Completion/Success)*
2. Establish a supportive community for Black students on the Cañada Colege 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:**

1. Improve Black student success and retention rates in 5 years. *(EMP/SEMP Goal #1 – Improve Student Completion)*
	1. Reduce the equity gap for success rates (from 10% to 5%)
	2. Reduce the equity gap for retention rates (from 8% to 2%)
2. Make Cañada College an area magnet school for Black students. *(EMP/SEMP Goal #2 – K/12 Partnerships)*
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. *(EMP/SEMP Goal #3 – Support Climate of Inclusivity)*
6. Strengthen collaborative relationships with community members *(EMP/SEMP Goal #2 – Community Connections)*

**Umoja Community Statewide Program Requirements:**

* Program Coordinator (with designated reassigned time) to plan and coordinate program activities
* Program Counselor (academic, career and personal)
* Summer Learning Institute (SLI) Conference attendance for core program leaders
* Student orientation, welcome ceremony/ritual, end-of-year celebration *(EMP/SEMP Goal #3 - Promote a Climate of Inclusivity)*
* At least one Umoja supported class *(EMP/SEMP Goal #1- Develop Clear Pathways)*
* Dedicated space for Umoja students
* Program participants engage in Umoja Cañada College activities *(EMP/SEMP Goal #2 – On Campus Events)*
* Program participants attend annual Umoja Community Conference
* Faculty and classified professional engage in Umoja professional development activities *(EMP/SEMP Goal #3 – Professional Learning Plan)*
* College community updates regarding Umoja

**General Program Design:**

* Umoja cohort takes designated courses with an established annual semester plan
* Umoja cohort participates in learning communities
* Guided Pathways affinity groups to promote student completion *(EMP/SEMP Goal #1 – Improve Student Competion & Gaol #3 - Institutionalize the Effective Structures to Reduce Obligation Gaps)*

**Timeline:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Summer 2021** | **Fall 2021** | **Spring 2022** | **Fall 2022** |
| Umoja Summer Learning Institute | ENGL 105/110 (Soft Launch Preparation) | ENGL 110 (Umoja Learning Community Soft Launch) | ENGL 105 (Umoja Learning Community Official Launch) |
| Learning Community Umojafication | PLSC 210/310 (Soft Launch Preparation) | PLSC 310 (Umoja Learning Community Soft Launch | PLSC 210 (Umoja Learning Community Official Launch) |
|  | MATH 200 (Soft Launch Preparation) | MATH 200 (Umoja Learning Community Soft Launch) |  |
| Student Recruitment, Outreach and Marketing | Student Recruitment, Outreach and Marketing | Student Recruitment, Outreach and Marketing | Student Recruitment, Outreach and Marketing |
| Faculty Outreach | Faculty Outreach, Recruitment, Trainings | Faculty Outreach, Recruitment, Trainings | Faculty Outreach, Recruitment, Trainings |
|  | Follow Program Review and Resource Request process and timeline |  |  |

**Cañada Umoja Course Planning:** *(EMP/SEMP Goal #1 – Improve Student Completion)*

* Core courses (2 cohorted) *(EMP/SEMP Goal #1 – Cohorted Programs)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course** | **Fall** | **Spring** | **GE Area** | **IGETC** |
| **ENGL 105** |  |  | Area – A2 |  |
| **ENGL 110** |  |  | Area – A3 |  |
| **PLSC 210** |  |  | Area D (US 2) |  |
| **PLSC 310** |  |  | Area D (US 3) |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

* Recommended courses (scheduled inconjunction with cohorted courses)

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| --- | --- | --- | --- | --- |
| **Course** | **Fall** | **Spring** | **GE Area** | **IGETC** |
| Math 200 |  |  | Area – B4 |  |
| ETHN 288 |  |  | Area F |  |
| COMM |  |  | Area A1 |  |
| SOCI |  |  | Area D |  |
| HIST |  |  | Area D |  |
| PSYC |  |  | Area D/E1  |  |
| ASTR |  |  | Area B1/B3 |  |
| BIO  |  |  | Area B2/B3 |  |
| ETHN 105 |  |  | Area F |  |

* Potential Cohort Phases (Phases 3 & 4 will grow inconjunction with faculty recruitment & training and based on general education requirements (CSU & IGETC) as well as students’ chosen Guided Pathway)

|  |  |  |  |
| --- | --- | --- | --- |
| **Phase 1** | **Phase 2** | **Phase 3** | **Phase 4** |
| ENGL 105 | MATH 200 or ENGL 110 | ETHN | HIST |
| PLSC 210 | PLSC 310 | COMM | PSYC |
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**Cañada Umoja Services and Activities:** *(EMP/SEMP Goal #1 – Develop Clear Pathways & Goal #2 – Strengthen Support Services)*

* 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) *(EMP/SEMP Goal #2 – Mentorships & Goal #3 – Promote Climate of Inclusivity)*
* Tutoring
* Mental Health
* Priority Enrollment
* Book Vouchers, School Supplies & Transportation Assistance
* Field Trips
* College Visits *(EMP/SEMP Goal #2 – College Partnerships)*
* Work-Study and Placement (90% retention rate) *(EMP/SEMP Goal #3 - Institutionalize Effective Structures)*

**Draft Budget:**

***Pre-Program Start-Up, Planning, and Preparation***

**Proposed Program Budget, 2021-2022**

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| --- | --- |
| **Program Budget/Student Support** | **2021-2022** |
| **Operational** |
| **Marketing materials/outreach resources (including mileage)** | **$1,000** |
| **Catering (student events, activities, workshops)** | **$1,000** |
| **On-campus, Umoja training for support faculty (Umoja trainer)** | **$2,000** |
| **Office Supplies & Printing** | **$500**  |
| **Program t-shirts** | **$1,000** |
| **Total** | **$5,500** | **$5,550** |
| **Student Support** |  |
| **Book voucher including inclusive book fees\***  | **TBD** |
| **Bus passes/gas cards\***  | **TBD**  |
| **Instructional Materials/supplies** | **$1,000**  |
| **Total** | **$1,000** | **$1,000** |
|  | **TOTAL** | **$6,200** |

**\*EOPS or Promise students may not require textbook or transportation support.**

***Pre-Program Start-Up, Planning, and Preparation***

**Summer 2021, Fall 2021, Spring 2022:**

**Program Coordination, Reassigned Time, and Counseling Hours**

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| --- | --- | --- | --- |
| **Coordination, Reassigned Time, and Counseling Hours** | **Summer 2021**  | **Fall 2021** | **Spring 2022** |
| **Instruction** |
| **Faculty Coordinator**  | **20 hours** | **6 units** | **6 units**  |
| **Program Faculty**  | **20** | **3** | **3** |
| **Program Faculty**  | **20** | **3** | **3** |
| **Total** | **$5,200** | **$34,000** | **$34,000** | **$73,000** |
|  |
| **Student Services** |
| **Counselor Coordinator** | **20 hours** | **6 hours** | **6 hours** |
| **Counselor**  |  |  | **12 hours** |
| **Total** | **$** |  |  | **TBD** |
|  |  |  | **TOTAL** |  |