

#BlackStudentSuccess



VIRTUAL TOWNHALL

**A Conversation with
Policymakers and Practitioners on
African American Student Success**

**WEDNESDAY, APRIL 22, 2020
3:00PM-4:30PM**



WELCOME

Eloy Ortiz Oakley, Chancellor, California Community Colleges



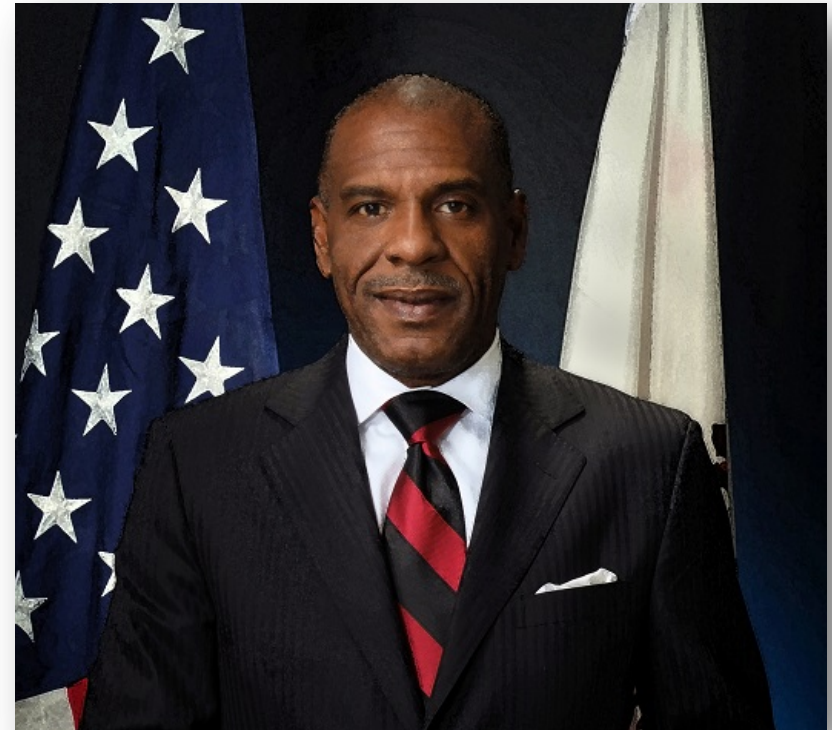
California
Community
Colleges

#BlackStudentSuccess



LEGISLATIVE REMARKS

Senator Steven Bradford
Vice Chair, California
Legislative Black Caucus,
35th Senate District





LEGISLATIVE REMARKS

Assemblymember Sydney Kamlager
Secretary, California Legislative Black
Caucus, 54th Assembly District





LEGISLATIVE REMARKS

Pamela Haynes
Vice President, California
Community Colleges Board of
Governors





CALIFORNIA COMMUNITY COLLEGES BLACK AND AFRICAN AMERICAN ADVISORY PANEL



California
Community
Colleges

- Our Members
- Our Purpose
- Our Work
- Release of Panel Report & Recommendations



Major Report Findings

1. Financial aid is a stumbling block
2. Students feel isolated
3. Low awareness of career education
4. Campus based programs ensure success
5. Optimism runs high
6. Outreach – early and often – is essential



Critical Report Recommendations

1. Outreach and awareness
2. Support systems to cultivate culture of inclusion
3. Advertising & informational materials
4. Increase access to financial aid
5. Career education awareness
6. Increase of transfer pathways



THE NEED AND RECOMMENDATIONS

Frank Harris III, Ed.D., Professor of Postsecondary Education, and Co-Director,
Community College Equity Assessment Lab (CCEAL), San Diego State University

Luke Wood, Ph.D., Distinguished Professor of Education, Associate Vice President for
Diversity & Innovation, and Co-Director, Community College Equity Assessment Lab
(CCEAL), San Diego State University



Context and Significance of the Convening

- Systemic Policy Reform vs. Compensatory and Programmatic Efforts
- Collective Sense-Making with Key Stakeholders and Constituency Groups
- A Sense of Urgency
- Chronic Exposure to Social Inequities in Black Communities
- Let's Be on the Right Side of History!



Who Are Black Students in the CCC?

- 30% of Black adults in California have attended college but have not earned a degree
- The CCC is the primary pathway to postsecondary education for Black students in California - 72% enrolled in the CCC, 9% in the CSU, 3% in the UC
- Nearly two-thirds of Black high school graduates are not eligible to apply for admission to the CSU or UC system because they have not completed the A-G course requirements.



Who Are Black Students in the CCC?

- 55% of Black students in the CCC are Women
- 52% are adult learners (age 25 and older)
- 77% attend part-time (fewer than 12 units per term)
- Median Household Income in CA: \$71,228
 - 27% of Black families in CA earn less than \$24,399
 - 48% of Black families in CA earn less than \$48,678



Resources and Funding

- The students who need the most receive the fewest resources AND attend colleges that receive the least amount of State funding, which has a “compounding effect” on inequity.
 - University of California: \$33,569
 - California State University: \$18,445
 - K-12: \$12,018
 - California Community Colleges: \$8,306



Resources and Funding

The consequences of under-funding:

- 37% of Black community college students earn a degree, certificate, or transfer within 6 years.
- Only 3% of Black students in CCC transfer within two years, only 35% transfer to a public university within 6 years
- “The status quo is not a workable path to closing racial equity gaps in degree attainment. Spending is directly connected to student success, and schools cannot spend money they do not have. The result: schools serving higher shares of underrepresented students of color also have the lowest success rates” (TICAS, 2019, p. 14).



Recommendations

Cal Grant Reform

- Increase the Cal Grant to Cover the Total Cost of Attendance
- Update Cal Grant eligibility requirements to meet the needs of today's college student (e.g., adult learners who attend part-time)
- Allow Students to Use the Cal Grant to attend Out-of- State Institutions (Portable Cal Grant)
- Increase enrollment capacity in the UC and CSU



Recommendations

Race Conscious Funding Allocations

- “Race Conscious” – recognizing the realities of race for people of color and the ways in which institutional racism shapes educational access, opportunity, and success in both historical and contemporary U.S. contexts.
- Add race as a metric to determine the amount of funding colleges receive by way of the Student-Centered Funding Formula and Student Equity and Achievement funding
- Maintain State investments in Student Equity and Achievement
- Allocate COVID-19 stimulus monies with a race-conscious perspective



Recommendations

Equitize funding across public postsecondary education for lower division courses

Improve Financial Aid Processes, Literacy, and Awareness

- Address and eliminate obstacles that currently prevent many Black students from learning about and completing the financial aid process



HOUSING AND FOOD INSECURITY OF AFRICAN AMERICAN STUDENTS

Sara Goldrick-Rab, Ph.D., Founder, The Hope Center for College,
Community, and Justice

FOOD INSECURITY

(18-ITEM USDA, LAST 30 DAYS)

1. I worried whether my food would run out before I got money to buy more.

2. The food that I bought just didn't last and I didn't have money to get more.

3. I couldn't afford to eat balanced meals.

Only if yes to 1, 2, or 3, proceed

4. I cut size of meals or skipped meals

5. *Three or more times*

High
0 Items

Secure

Marginal
1-2 Items

Low
3-5 Items

**Food
Secure**

Very Low
6-10 Items

6. I ate less than I should.

7. I was hungry but didn't eat because there wasn't enough money for food.

8. I lost weight.

Only if yes to 4, 6, or 7 proceed

9. I didn't eat for a whole day.

10. *Three or more times*

*IF THE STUDENT HAS A CHILD,
SCORING DIFFERS SOMEWHAT*

HOUSING INSECURITY & HOMELESSNESS

(LAST 12 MONTHS)

- Rent increase made it difficult or impossible to pay
- Didn't pay full gas, oil, electric bill
- Moved in with others, financial problems
- Overcrowding
- Left home b/c felt unsafe
- Moved at least 3 times
- Account defaulted/went into collections
- Received summons to housing court

Housing
Insecure
←←←
(Any Item)

Homelessness
→ → →
(Any Item)

Have you been homeless?

Have you slept in:

- Temporary residence/couch
- Temporary hotel/motel
- Shelter
- Camper
- Transitional housing
- Group home
- Treatment center
- Indoor location not meant for habitation
- Outdoor location (street, sidewalk, alleyway, bus stop)



5 Years of #RealCollege Surveys

2015

- 10 community colleges

2016

- 70 community colleges

2017

- 31 community colleges
- 35 4-year institutions

2018

- 90 community colleges
- 33 4-year institutions

2019

- 171 community colleges
- 56 4-year institutions



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	Community Colleges	4-year Institutions
Food Insecurity	42-56%	33-42%
Housing Insecurity	46-60%	35-48%
Homelessness	12-18%	9-16%

BASIC NEEDS SECURITY

38% Secure



Community Colleges

49% Secure



4-year Institutions

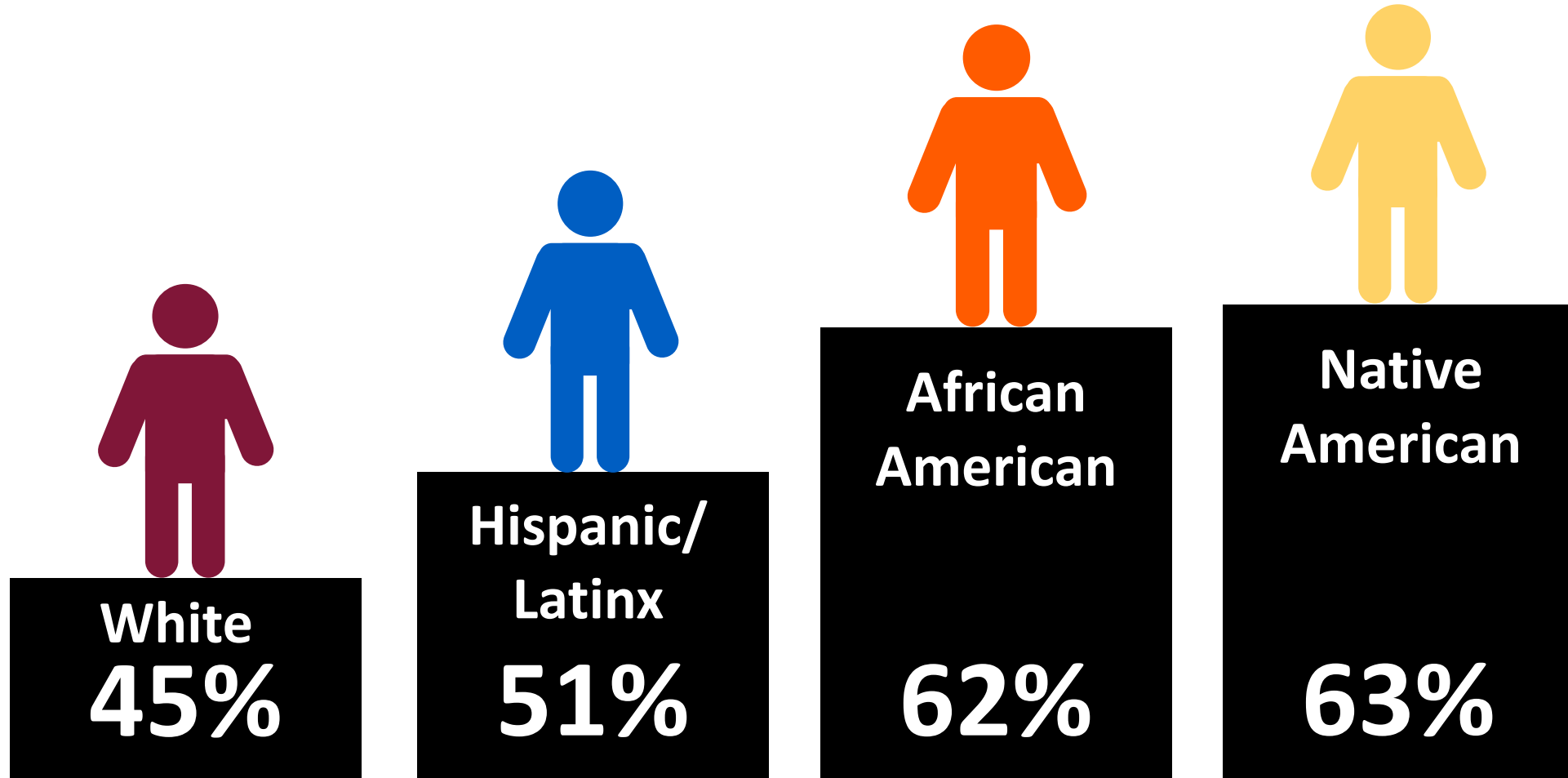


By Fall of 2018, Almost 40,000 Students at 57 California Community Colleges Participated in the #RealCollege Survey

- 50% of respondents were food insecure in the prior 30 days
- 60% of respondents were housing insecure in the previous year
- 19% of respondents were homeless in the previous year

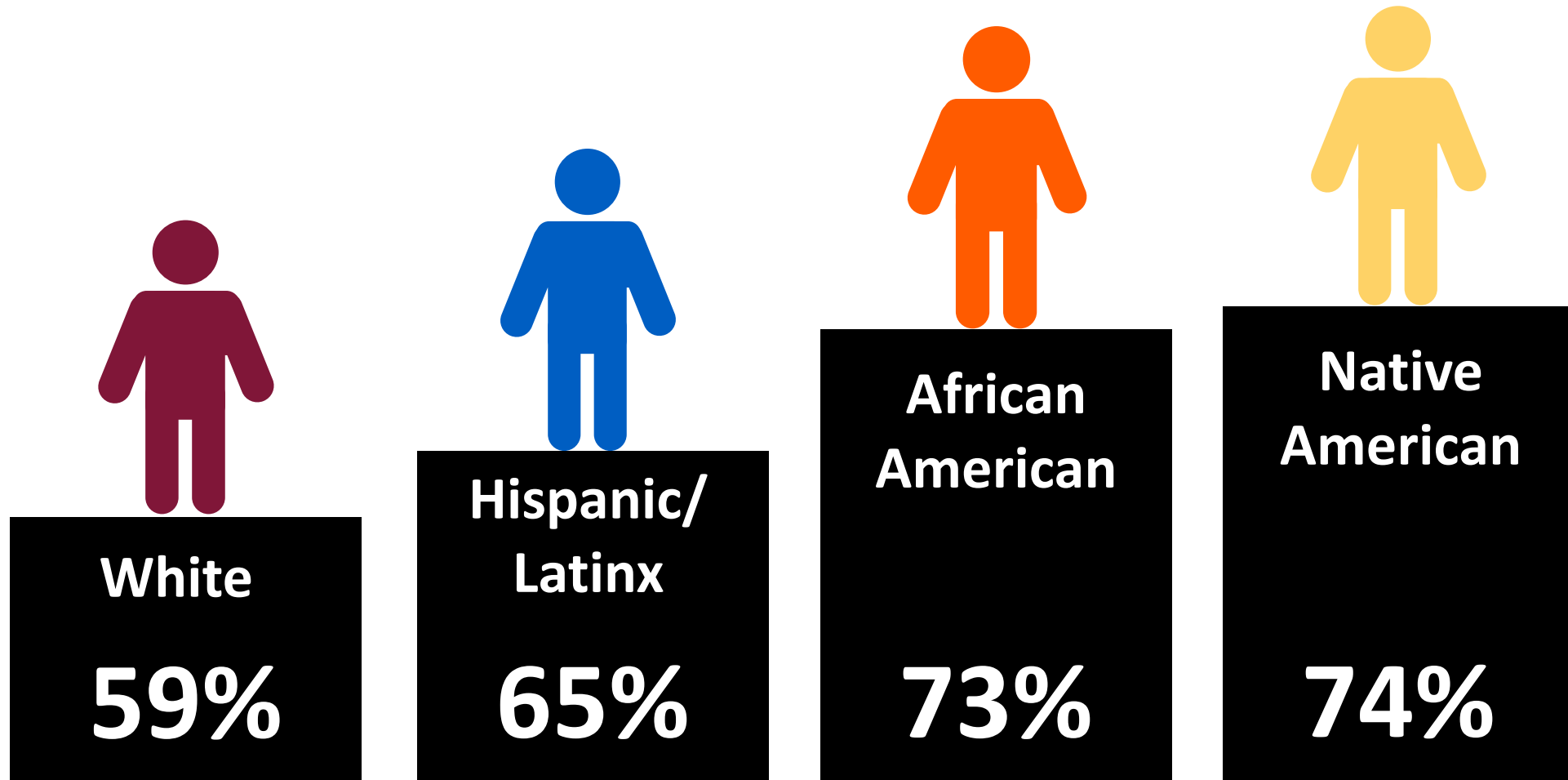
FOOD INSECURITY

LAST 30 DAYS



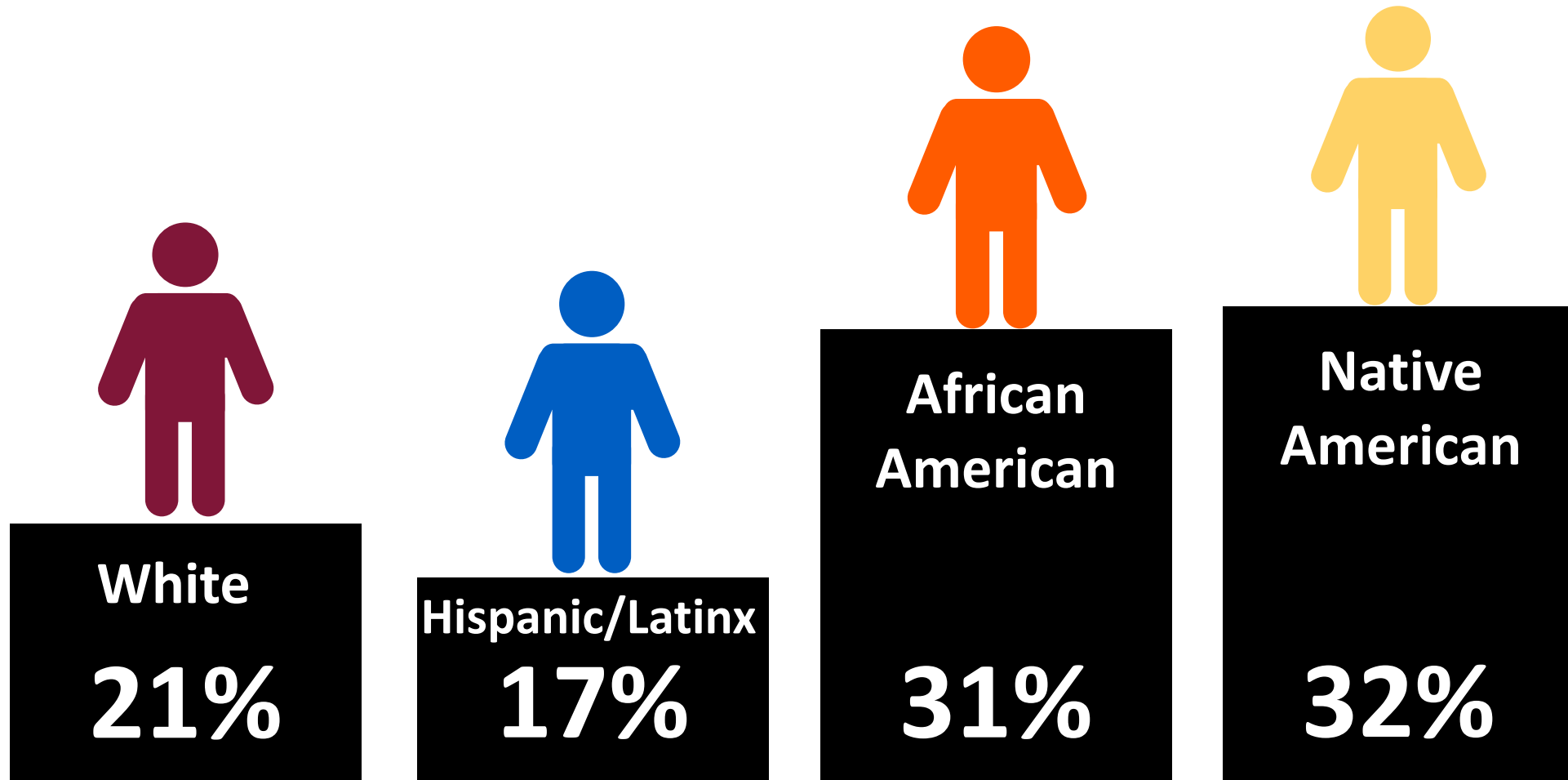
HOUSING INSECURITY

LAST 12 MONTHS



HOMELESSNESS

LAST 12 MONTHS





STUDENT STORIES

Stacey Gershon

American River College

Major: Human Services



David Perez

Victor Valley College 19'

UC Santa Barbara

Major: Psychology



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COVID-19 AND THE IMPACT ON AFRICAN AMERICAN STUDENTS

Shaun R. Harper, Ph.D., Provost Professor of Education and Business, USC Race and Equity Center Executive Director, University of Southern California; and

Tyrone C. Howard, Ph.D., Pritzker Family Endowed Chair in Education to Strengthen Children & Families, Director, UCLA Pritzker Center for Strengthening Children & Families, Director, UCLA Black Male Institute



Five Threats and Experiences

1. Grief and Depression
2. Poverty and Housing Insecurity
3. Unemployment
4. Culturally Unresponsive Teaching Practices, Culturally Irrelevant Curricula
5. Coronavirus in Prisons, Postsecondary Education for Incarcerated Persons



- The Impact of COVID-19
- The ongoing link between K-12 & Higher Education
- The persistence of race, racism, and inequality
- The need to highlight examples of Black excellence





Questions?

Pam Luster, Ed.D., President, San Diego Mesa College



FINAL REMARKS

Edward Bush, Ph.D., President, Cosumnes River College



African American Student Success Week April 27 - May 1

Join us next week! More information to follow.

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