<u>DRAFT 12/2/19</u>
<u>LEGISLATIVE ANALYSTS STUDY OF THE ACHIEVEMENT GAP</u>
<u>By</u>
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Overview

This paper recommends that the legislature undertakes, as one of its approaches to addressing the achievement gap, the implementation of a <u>strategy to address the lowest performing public school student group, not including those already in special needs programs.</u> The strategy would include, but not be limited to, the educational establishment as the deliverer of necessary services to pre-school, elementary, secondary students— as well as their adult parents or guardians. It would also engage the California Community College System and the California Department of Corrections & Rehabilitation as described below.

Introduction

The strategy would focus on nine California counties* and up to five school districts** within them, where there is the largest enrollment of the targeted K-12 student population. At the same time the focus would include neighboring community colleges that have established Umoja programs. These Umoja programs would be the points of entry for parents of participating school students who would enter community colleges themselves (if the parents were not already college graduates)
A special sub-population of the parents who would attend community college would include selected prison inmates who would participate in a prison to college program, if they are parents of selected K-12 students.

The focus for services associated with this legislation would be <u>families of children who are the lowest performing student group.</u> For the most part, it will package proven practices that have worked with this population including:

A. Achievement -gap closing K-12 schools which demonstrated in recent Years high academic achievement on the California Assessment of Student Performance and Progress (CAASPP) in English and math.

(See Attachment #1 and Attachment #1A)
- See Attachment #2

**. See Attachment #3

B. California Community College Umoja Programs (See Attachment # 4) which have had evaluations of their relative effects on student engagement, persistence, and program completion (See Attachment #6).

C. African American Student Enrollment, Community Colleges with Umoja, and Prisons (See Attachment #5 and Attachment #5A).

D. National studies of education in correctional institutions which provide compelling evidence that completing a postsecondary degree or certificate and participating in job training while serving time, ameliorates the proficiency gap in skills with incarcerated adults. Incarcerated individuals in job training programs score 18 points higher in numeracy than incarcerated adults who do not. Yet 79 percent of adults in federal and state prisons are released with absolutely no exposure to a postsecondary education, 77 percent leave without participation in a job training program, and 58 percent leave with no exposure to any type of correctional educational programming (ABE, GED etc.)(See Attachment #7).

Operations

The administration of this program will chiefly rely upon selected County Offices of Education and the neighboring Community Colleges to engage other supportive agencies like Health and Human Services or Housing and Urban Development the Department of Corrections & Rehabilitation to assist eligible families.

The end goal is to stimulate higher academic achievement for the lowest performing student group; however, this effort should not be limited in its approach by past strategies. Innovation and flexibility in the delivery of services to students and their families should take precedence over commitment to ineffective past practices.

The leadership for this inter-agency effort should engage the nine County Superintendent of Schools and the corresponding Community College presidents which have Umoja Programs (See Attached lists of Counties, School Districts and Community Colleges with Umoja Programs Attachment #4 and a description of Umoja Programs in Attachment #6).

The charge to the inter-agency administrators is to assure that any resources allocated to address this goal actually be spent in ways that expand student and their family's access to quality instruction, instructional support, parental training and family support related to improving student performance. Expenditures for this service are intended to supplement, but not supplant services these students and families currently receive.

Applicant agencies (counties, school districts, community colleges) must commit to developing a multi-agency, multi-year plan that provides support to families of low achieving students designed to increase their performance in schools. Student performance will include multiple measures, including test scores, grades in school, completion of college and career course work, regular school attendance, and acceptable student behavior in school.

Sources of effective practices promising practices should include high performing schools that serve mostly the targeted student population, technology support programs such as Khan Academy, Moby Max, and Project Lead the Way courses; prison-to-college programs for eligible incarcerated parents; community college entrepreneur training for adult parents and community college Umoja Programs.

Policy Considerations

While county offices and related community college(s) should <u>develop the plan and garner broad-based community and employer</u> support for its goals, there must be a clear delineation of areas of responsibility for the actual implementation of the program. And there must be provisions for periodic

monitoring of the quality of implementation and the ability to make timely operational adjustments as required. There will be a focus on results of the implementation of these inter-agency plans.

Evaluation of programs established under this policy should be funded at a sufficient level to enable critical analysis of which components and which specific locations work and which should be discontinued over reasonable term of implementation. The academic achievement of targeted students will be a major criterion of successful evaluations, but there may be other criteria used to justify continued support, as academic performance improvements may take more time.

The implementation of this recommendation may build upon legislation already introduced such as AB 735 (Weber) which is a two-year bill introduced in 2018. However, that legislation does not include the concept of inter-agency collaboration. Its funding mechanism is available only to school districts, not community colleges, nor Department of Corrections & Rehabilitation. And it does not call for participation by business organizations or other potential employers of parents of low performing students. So additional legislative provisions are warranted, beyond AB 735.

Rationale for this policy recommendation

Five realities help frame the justification regarding this topic:

1. The lowest performing student group has endured inter-generational legal and quasi-legal discrimination in USA since they were brought to the country as slaves in 1609. While many members of this group have overcome some of these barriers, many others have not been able to do so. This phenomenon is manifested in many ways, including persistent failures in education at all levels, low rates of adequate employment, and economic well-being

2. Past legislation to improve the lot of these students usually lump such students in broad categories such as urban, disadvantaged, low income, or under-representative groups. While well intentioned, none of those resulting programs focused enough on the lowest performing student group to accurately identify needs nor provide the remedies required.

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3. Older youth and adults who wind up in the school-to-prison pipeline cost the state about $50,000 per inmate, while the corresponding K-12 cost of public school students in California is more like $10,000 per student. The estimated supplemental and concentrated components of AB 2635 (Weber et al) of 2017 was $4,000 per pupil, and that bill passed two policy committees and the floor of the California State Assembly. This recent legislative experience suggests that this proposal has potential viability. Moreover, Weber's bill became the basis for negotiating with then Governor Jerry Brown, who signed into law the Low-performing Student Block Grant (LPSBG). The LPSBG delivered $300 million dollars to California public school districts to address the low performance of all qualified students. As mentioned elsewhere, that bill addressed much of policy advocated in this paper, <u>except</u> it was one-time funding. It did not attempt to address the needs of parents of eligible students.

4. The new aspects of this legislation call for the focus on only nine counties, where most of lowest performing students are enrolled in public schools. Additionally, it calls for inter-agency collaboration—management, monitoring, and evaluation. Finally, it would urge building upon existing programs across a wide spectrum such as the Community Colleges' Goal 4 "to reduce the equity gap among underrepresented student via California Promise Program and Guided Pathways framework." It would extract lessons from the San Quentin's Robert E. Burton Adult School -tops among the states 12 prison schools and winner of the Distinguished School award for its 1,180 inmates enrolled in the school. It would also consider findings and policy recommendations drawn from a national study of education for inmates to assist them with reentry into normal family and civic life--"Equipping Individuals for Life," cited in Attachment # 7.

5. Despite the one-time, 2019 Low Performing Schools Block Grant (LPSBG) allocations to school districts and county offices, there is no on-going remedy to the achievement gap dilemma for California. That does not mean that the goal is impossible to reach. It simply means that the study that the Legislative Analyst will undertake is timely, and perhaps overdue. As a lifelong educator and researcher, I believe the study can benefit from this proposal (See Attachment # 8).

2019 DATA FOR SELECTED SCHOOL IN THE BOOK

NAME		GRADES	% AFR AM	% ELA MET	% MATH MET
Cowan Ave Elem	All Stud K-6		78	69	65
Afri. Amer	Students			**71**	**63**
Baldwin Hills Elem	All Stud K-5		67	55	40
Afr Amer	Students			**60**	**40**
Wilder prep Elem	kAll Stud K-5		84	69	63
Afr Amer	Students			**78**	**73**
Middle	All Stud grades 6-8		82	83	54
Afr Amer	Students			**84**	**60**
Hardy Brown	All Stud K-8		68	57	51
Fortune Elementary Schoc	All Stud K-5		63	66	66
Sacramento Hi School	All Stud Grd 9-12		63	69	27
	Afr Amer			56	22
State Wide All Students	K-12			51	40
Afr American			6	**49**	**33**

CALIFORNIA 2019 ENGLISH LANGUAGE ARTS AND MATH SCORES BY ETHNICITY

Ethnicity	MATH	ELA
ALL	40	51
AFR AMER	33	49
HISPANIC	42	57
WHITE	63	73
ASIAN	84	85
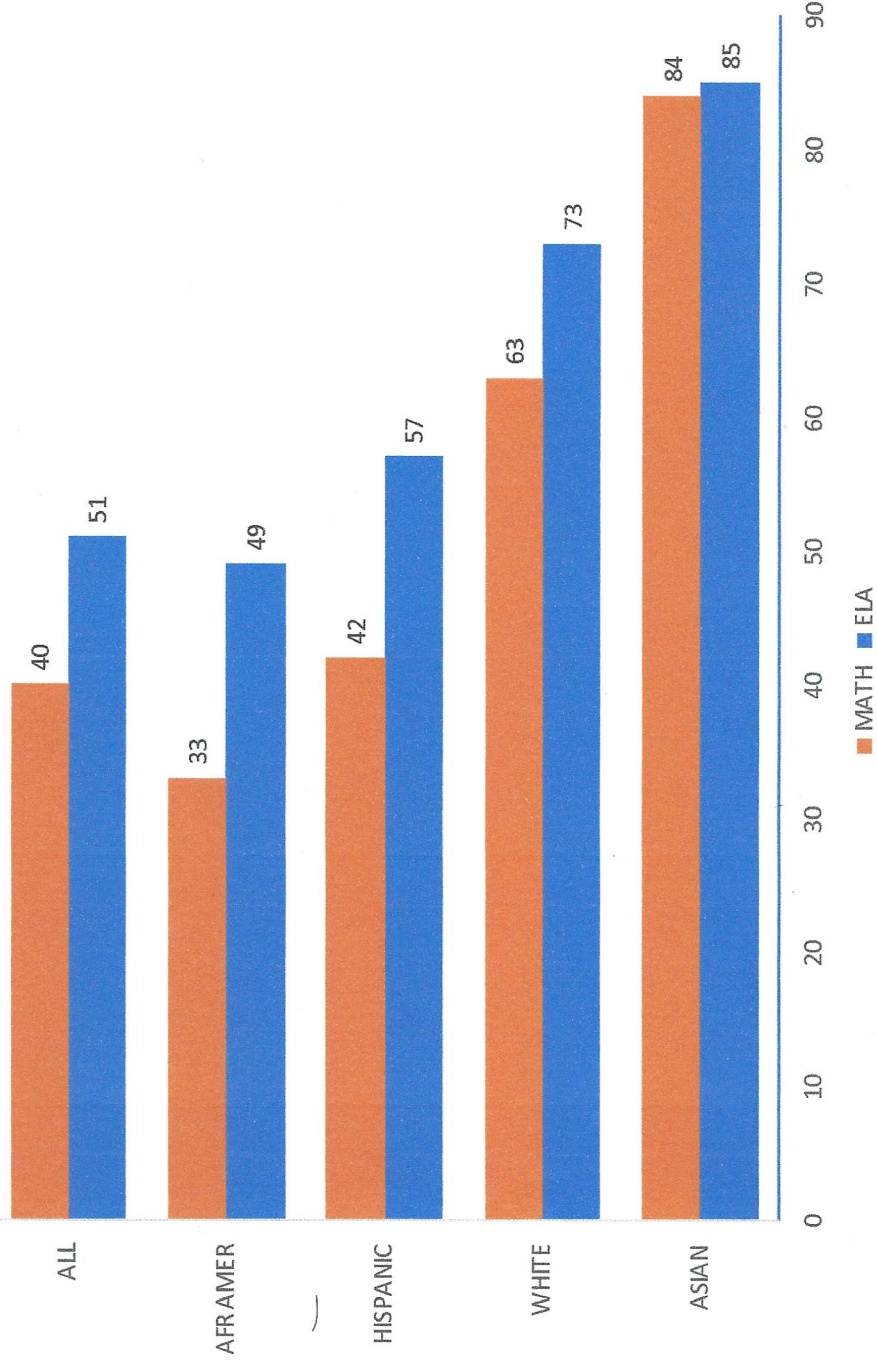
AFRICAN AMERICAN STUDENT ENROLLMENT BY COUNTY

COUNTY	AFR AM STUDENTS	PERCENTAGE	TOTAL STUDENTS
Los Angeles	109,591	7.4	1,464,002
San Bernardino	33,422	8.2	406,069
Sacramento	28,041	11.3	246,663
Riverside	25,745	6	428,494
San Diego	22,352	4.4	506,260
Alameda	21,994	10	228,125
Contr Costa	15,515	8.7	177,940
Fresno	9,956	4.8	206,418
San Francisco	5,110	8.4	61,139
SUBTOTAL	271,726	6.6	

271,726/ 334,652 = .8119 or 81%

81% California K-12 African American Enrollment
is located in the nine counties listed above.

STATEWIDE AFRICAN AMERICAN	334,652	5.4	
TOTAL	6,186,278		

AFRICAN AMERICAN STUDENT ENROLLMENT BY COUNTY

COUNTY	SCHOOL DISTRICT	AFRICAN AM STUDENTS	TOTAL STUDENTS	PECENTAGE AFR AM
Alameda		**21,994**	**228,125**	**9.6%**
Alameda	Oakland Unified	11,813	50,202	23.5%
Alameda	Hayward Unified	1,884	22,376	8.4%
Alameda	Berkeley Unified	1,440	10,194	14.1%
Alameda	Fremont Unified	683	35,544	1.9%
Alameda	San Leandro USD	1,145	8,926	12.8%
Contra Costa		**15,515**	**177,940**	**8.7%**
Contra Costa	Antioch Unified	4,200	17,183	24.4%
Contra Costa	Mt. Diablo Unified	988	31,013	3.2%
Contra Costa	Pittsburg Unified	1,856	11,345	16.4%
Contra Costa	W. Contra Costa	4,764	31,760	15.0%
Fresno		**9,956**	**206,418**	**4.8%**
Fresno	Central Unified	1,403	15,881	8.8%
Fresno	Clovis Unified	1,363	43,264	3.2%
Fresno	Fresno Unified	6,006	73,249	8.2%
Los Angeles		**109,591**	**1,464,002**	**7.5%**
Los Angeles	L.A. County Office	1,121	8,699	12.9%
Los Angeles	L.A. Unified	50,759	607,723	8.4%
Los Angeles	Long Beach	9,155	73,221	12.5%
Los Angeles	Compton	4,147	22,975	18.1%
Los Angeles	Inglewood	4,665	11,542	40.4%
Los Angeles	Antelope Valley HS	3,178	22,465	14.1%
Riverside		**25,745**	**428,494**	**6.0%**
Riverside	Corona Norco	3,112	53,002	5.9%
Riverside	Moreno Valley	4,473	32,763	13.7%
Riverside	Riverside Unified	2,798	42,153	6.6%
Riverside	Val Verde Unified	2,591	20,141	12.9%
Sacramento		**28,041**	**246,663**	**11.4%**
Sacramento	Elk Grove Unified	7,499	63,917	11.7%
Sacramento	Sac City Unified	7,272	46,933	15.5%
Sacramento	San Juan Unified	3,580	50,509	7.1%
Sacramento	Twin Rivers	4,010	31,536	12.7%
San Bernardino		**33,422**	**406,069**	**8.2%**
San Bernardino	San Bernardino City	6,062	52,773	11.5%
San Bernardino	Rialto	2,259	25,016	9.0%
San Bernardino	Victor Elememtary	2,395	12,772	18.8%
San Bernardino	Victor Valley Union HSD	2,073	11,327	18.3%
San Diego		**22,352**	**506,260**	**4.4%**

San Diego	San Diego Unified	10,156	124,105	8.2%
San Diego	Sweet Water Union HSD	1,112	40,364	2.8%
San Diego	Chula Elementary	1,071	30,135	3.6%
San Diego	La Mesa Spring Valley	1,069	12,400	8.6%
San Diego	Cajon Valley Unified	1,032	17,468	5.9%
San Francisco		**5,110**	**61,139**	**8.4%**
San Francisco	San Francisco Unified	4,912	60,390	8.1%

AFRICAN AMERICAN STUDENT ENROLLMENTS AND COMMUNITY COLLEGES WITH UMOJA

COUNTY	SCHOOL DISTRICT	AFRICAN AM STUDENTS	TOTAL STUDENTS	COMMUNITY COLLEGE
Alameda		21,994	228,125	Berkeley City College
Alameda	Oakland Unified	11,813	50,202	College of Alameda
Alameda	Hayward Unified	1,884	22,376	Laney College
Alameda	Berkeley Unified	1,440	10,194	Merritt College
Alameda	Fremont Unified	683	35,544	
Alameda	San Leandro USD	1,145	8,926	
Contra Costa		15,515	177,940	Diablo Valley College
Contra Costa	Antioch Unified	4,200	17,183	
Contra Costa	Mt. Diablo Unified	988	31,013	
Contra Costa	Pittsburg Unified	1,856	11,345	
Contra Costa	W. Contra Costa	4,764	31,760	
Fresno		9,956	206,418	Fresno City College
Fresno	Central Unified	1,403	15,881	
Fresno	Clovis Unified	1,363	43,264	
Fresno	Fresno Unified	6,006	73,249	
Los Angeles		109,591	1,464,002	El Camino College
Los Angeles	L.A. County Office	1,121	8,699	Los Angeles City College
Los Angeles	L.A. Unified	50,759	607,723	L.A. Harbor College
Los Angeles	Long Beach	9,155	73,221	L.A. Pierce College
Los Angeles	Compton	4,147	22,975	L.A. Southwest College
Los Angeles	Inglewood	4,665	11,542	L.A. Trade Tech
Los Angeles	Antelope Valley HS	3,178	22,465	
Riverside		25,745	428,494	Moreno Valley College
Riverside	Corona Norco	3,112	53,002	Riverside City College
Riverside	Moreno Valley	4,473	32,763	
Riverside	Riverside Unified	2,798	42,153	
Riverside	Val Verde Unified	2,591	20,141	
Sacramento		28,041	246,663	American River College
Sacramento	Elk Grove Unified	7,499	63,917	Consumnes River College
Sacramento	Sac City Unified	7,272	46,933	Sacramento City College
Sacramento	San Juan Unified	3,580	50,509	
Sacramento	Twin Rivers	4,010	31,536	
San Bernardino		33,422	406,069	San Bernardino Valley Coll
San Bernardino	San Bernardino City	6,062	52,773	Victor Valley College
San Bernardino	Rialto	2,259	25,016	
San Bernardino	Victor Elememtary	2,395	12,772	
San Bernardino	Victor Valley Union HSD	2,073	11,327	
San Diego		22,352	506,260	San Diego City College

San Diego	San Diego Unified	10,156	124,105	San Diego Mesa College
San Diego	Sweet Water Union HSD	1,112	40,364	
San Diego	Chula Elementary	1,071	30,135	
San Diego	La Mesa Spring Valley	1,069	12,400	
San Diego	Cajon Valley Unified	1,032	17,468	
San Francisco		5,110	61,139	
San Francisco	San Francisco Unified	4,912	60,390	City College of San Fran

AFRICAN AMERICAN STUDENT ENROLLMENTS, COMMUNITY COLLEGES WITH UMOJA AND PRISONS

COUNTY	SCHOOL DISTRICT	AFRICAN AM STUDENTS	COMMUNITY COLLEGE	PRISONS
Alameda	Oakland Unified	21,994	Berkeley City College	San Quentin
Alameda	Hayward Unified	11,813	College of Alameda	San Quentin
Alameda	Berkeley Unified	1,884	Laney College	San Quentin
Alameda	Fremont Unified	1,440	Merritt College	San Quentin
Alameda	San Leandro USD	683		San Quentin
Alameda		1,145		San Quentin
Contra Costa		15,515	Diablo Valley College	San Quentin
Contra Costa	Antioch Unified	4,200		San Quentin
Contra Costa	Mt. Diablo Unified	988		San Quentin
Contra Costa	Pittsburg Unified	1,856		San Quentin
Contra Costa	W. Contra Costa	4,764		San Quentin
Fresno		9,956	Fresno City College	Valley State
Fresno	Central Unified	1,403		Valley State
Fresno	Clovis Unified	1,363		Valley State
Fresno	Fresno Unified	6,006		Valley State
Los Angeles		109,591	El Camino College	Los Angeles County - Lancaster
Los Angeles	L.A. County Office	1,121	Los Angeles City College	Los Angeles County - Lancaster
Los Angeles	L.A. Unified	50,759	L.A. Harbor College	Los Angeles County - Lancaster
Los Angeles	Long Beach	9,155	L.A. Pierce College	Los Angeles County - Lancaster
Los Angeles	Compton	4,147	L.A. Southwest College	Los Angeles County - Lancaster
Los Angeles	Inglewood	4,665	L.A. Trade Tech	Los Angeles County - Lancaster
Los Angeles	Antelope Valley HS	3,178		Los Angeles County - Lancaster
Riverside		25,745	Moreno Valley College	California Rehabilitation Center - Norco
Riverside	Corona Norco	3,112	Riverside City College	California Rehabilitation Center - Norco
Riverside	Moreno Valley	4,473		California Rehabilitation Center - Norco
Riverside	Riverside Unified	2,798		California Rehabilitation Center - Norco
Riverside	Val Verde Unified	2,591		California Rehabilitation Center - Norco

County	District	Number	College
Sacramento	Elk Grove Unified	28,041	American River College
Sacramento	Sac City Unified	7,499	Consumnes River College
Sacramento	San Juan Unified	7,272	Sacramento City College
Sacramento	Twin Rivers	3,580	
Sacramento		4,010	
San Bernardino	San Bernardino City	33,422	San Bernardino Valley College
San Bernardino	Rialto	6,062	Victor Valley College
San Bernardino	Victor Elememtary	2,259	
San Bernardino	Victor Valley Union	2,395	
San Bernardino	HSD	2,073	
San Diego	San Diego Unified	22,352	San Diego City College
San Diego	Sweet Water Union	10,156	San Diego Mesa College
San Diego	HSD	1,112	
San Diego	Chula Elementary	1,071	
San Diego	La Mesa Spring	1,069	
San Diego	Valley	1,032	
San Diego	Cajon Valley Unified	5,110	
San Francisco	San Francisco		
San Francisco	Unified	4,912	City College of San Fran

Month-end Total / % of Total Population	JUN 2016		JUN 2017		JUN 2018		12 Month Change
Hispanic	55,104	42.8%	56,897	43.3%	56,624	43.8%	- 0.5%
Black	36,726	28.5%	37,233	28.4%	36,731	28.4%	- 1.3%
White	27,828	21.6%	28,192	21.5%	27,407	21.2%	- 2.8%
Others*	8,985	7.0%	8,938	6.8%	8,655	6.7%	- 3.2%
Total In-Custody Population	128,643	100.0%	131,260	100.0%	129,417	100.0%	- 1.4%

Data Source: SOMS

Hispanic   Black   White   Others
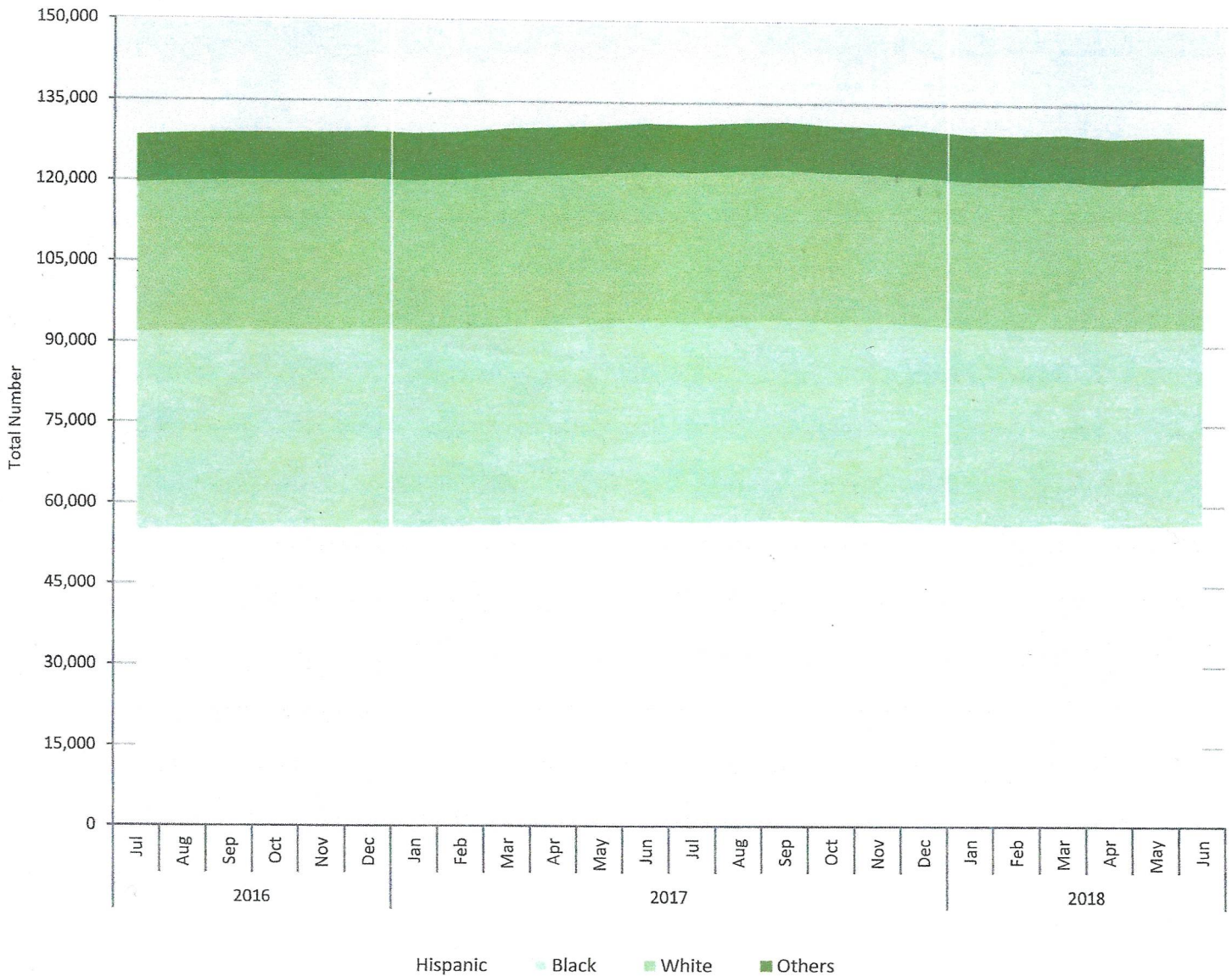
* Ethnicity is self-reported by offenders who choose from a list of 28 ethnicity types. Common examples of ethnicity choices captured in the "Others" category include American Indian, Asian, and Hawaiian/Pacific Islander. This category also includes offenders whose ethnicity is unknown or not self-reported.

OFFICE OF RESEARCH

Umoja Program Overview

- 71 Community colleges have Umoja programs (see attached list)

- 145,000 African Americans out of 2.4 million students enrolled in California Community Colleges

- A national report (Juszkiewicz, 2015) found that "full time" community college students graduate at a rate of 57% within six years. All students, not just full time, have a six-year completion rate of 39%.

- Umoja programs offer academic courses, which are "Umojafied" and enhanced by including African American history and culture. AS well there are support services—advising, counseling, tutoring, financial aid—interwoven with the academics as part of the overall Umoja experience. (See the pages that follow).

The following Umoja Program description is an excerpt from the Evaluations of the Umoja Community (September 2018 and 2019). The 2018 report is available on the Umoja Community Website, www.Umojacommunity.org.
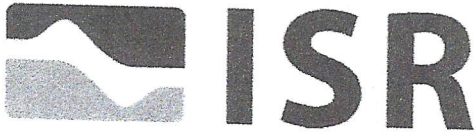
Evaluation of the Umoja Community

9/26/2018

Submitted to:

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I. Introduction

The Umoja Community is a statewide model program with the goal of increasing retention and completion rates for African American students attending California Community Colleges. The program helps students achieve academic and social integration in higher-education institutions by: bridging gaps in college preparation; navigating the college process; making social connections with peers and faculty; and increasing their sense of self-efficacy. Likewise, the program seeks to engage students and faculty in collaborative learning using culturally relevant pedagogy, and alleviate some of the financial stressors students encounter pursuing an education. In 2016, there were 43 California Community Colleges, one Washington Community College, and one California State University (CSU East Bay) participating in the Umoja Community. By 2017, this number grew to 55 California Community Colleges, one Washington Community College, and one California State University.

The Umoja Community Education Foundation serves as the umbrella organization for the program model and serves as an academic and professional development resource for affiliated colleges within the Umoja Community. The Umoja Community Education Foundation contracted with the Institute for Social Research, at California State University, Sacramento to conduct an independent evaluation of their programs across the state and to determine the effectiveness of its activities. This evaluation includes Umoja student survey data from 2017-2018 and Umoja student record data from 2011 to 2016 and examines their short, intermediate, and long-term outcomes of participating in the Umoja program.

Using the California Community Colleges Chancellor's Office (CCCCO) datamart,[2] we identified enrollment in the Fall semester for all African American students and all Umoja students, as the special population's data is not available by race through the datamart (see Table 1). While the enrollment of African American students has declined by 30 percent between Fall 2012 and Fall 2017, the enrollment of Umoja students has increased by 311 percent over the same time frame, although some of the increase in Umoja students may be a result of improvements in reporting by campus coordinators.

Table 1: Enrollment of African American and Umoja students at California Community Colleges

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% change from 2012 to 2017
African American	110,413	109,659	103,936	98,734	83,378	77,708	-30%
Umoja*	677	721	933	1,648	2.233	2,780	311%

*2012 is the first year available for Umoja students from the CCCCO datamart.

Source: CCCCO Datamart.

Umoja Community Program Design

The Umoja Community program was first developed in 2006 to address the disparities for African American students in succeeding in higher education.[3] Several factors contribute to the achievement gap between African American college students compared to White or Asian students. African American students are less likely to have the proficiency and preparation for college level courses due to disparities

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[2] https://datamart.cccco.edu/datamart.aspx

[3] https://umojacommunity.org/

in primary and secondary educational experiences.[4] Over 60 percent of African American students attend community college, and 87 percent of incoming African American students at California Community Colleges are required to complete pre-college level courses as a prerequisite to take coursework for a degree; moreover, those students who require remedial coursework are less likely to complete a degree.[5] In 2012, only 39 percent of African American students who attended a community college received a certificate, degree, or transfer to a four-year university within six years of enrollment, as compared to 54 percent of White students and 67 percent of Asian students.[6]

In addition to high remediation rates, low academic performance and low completion rates, both students and instructors struggle with confidence related to their academic performance. Students struggle to believe they can succeed in higher education, while college instructors may reinforce these insecurities by displaying lower expectations, negative perceptions, and minority stereotyping, which leads to students of color feeling alienated and abandoned in the classroom.[7]

Umoja Community Program Theory of Change

There is a vast body of research on the factors related to student retention and success, and much of the body of research has drawn upon Tinto's theory of student departure, which focuses on academic and social integration into the institution.[8] Tinto also highlights the need for retention programs to tailor themselves to the needs of different groups of students, in order to help break down the campus into smaller parts. Other student engagement models[9] specifically identify involvement in learning communities as a key component of student retention. Student participation in learning communities is linked to academic performance, student engagement (including academic integration, active and collaborative learning), and interaction with faculty members.[10] Ultimately, the Umoja program's theory of change is that by promoting the academic and social integration of students of color, through counseling, culturally relevant pedagogy and tailored learning communities, leads to increased student engagement, persistence, and academic performance. For the purposes of this evaluation:

> *Student engagement* is defined as "the time and effort students devote to activities that are empirically linked to desired outcomes of college and what institutions do to induce students to participate in these activities".[11] Coates [12] describes engagement as "a broad construct intended to encompass salient academic as well as certain non-academic aspects of the student experience" comprising the following: active and collaborative learning; participation in challenging academic

[4] Swail, W.S., Redd, K.E., and Perna, L.W. 2003. "Retaining Minority Students in Higher Education: A Framework for Success. *ASHE-ERIC Higher Education Report* 30 (2):1-187.

[5] The Campaign for College Opportunity, (2015). 2015 State of Higher Education in California: Black Report.

[6] The Campaign for College Opportunity, (2014). 2014 State of Higher Education in California: Black Report.

[7] https://umojacommunity.org/

[8] Tinto. V. 1993. *Leaving College: Rethinking the Causes and Cures of Student Attrition.* (2nd ed.) Chicago: University of Chicago Press.

[9] Nora, A., Barlow, E. and Crisp. 2006. "An Assessment of Hispanic Students in Four-Year Institutions of Higher Education." In J. Castellanos, A. Gloria & M. Kaminura (eds.), *The Latin/o pathway to the Ph.D.* Sterling, VA: Stylus Publishing, LLC.

[10] Zhao, C. and Kuh, G.D. 2004. "Adding Value: Learning Communities and Student Engagement." *Research in Higher Education* 45(2):115-38.

[11] Kuh, G.D. 2001. "Assessing What Really Matters to Student Learning: Inside the National Survey of Student Engagement." *Change* 33(3):10-17.

[12] Coates, H. 2007. "A Model of Online and General Campus-Based Student Engagement." *Assessment & Evaluation in Higher Education* 32 (2):121-41.

activities; formative communication with academic staff; involvement in enriching educational experiences; and feeling legitimated and supported by university learning communities.

Persistence is defined as continuation of students from one semester to the next semester.

Academic Performance is defined as the extent to which a student has achieved their short or long-term educational goals.

Umoja Community Program Design

The Umoja Community program is built on the theoretical foundations of student engagement and the collaborative learning approach, with two primary delivery models. The first is the learning community model, in which a group of Umoja students takes two or more linked classes and remains together for at least one year. In the cohort model, both Umoja and non-Umoja students take classes taught with Umoja pedagogy.

The Umoja program consists of a collection of program activities that each campus implements according to the needs of their students and their institutional resources.

Summer Learning Institute. Umoja faculty and staff participate in a five-day intensive training to train faculty and staff on Umoja best practices, curriculum, and program design.

Umoja Annual Conference, Northern and Southern Regional Symposia. Umoja Community holds an annual conference, and northern and southern regional symposia. Faculty members are encouraged to participate to continue their professional development. The annual conference and symposia also provide an opportunity for faculty and students to engage in the larger Umoja community.

Outreach. Umoja coordinators and faculty engage in outreach activities to spread the word about the Umoja program and recruit new students.

College orientation and assessment process, individual counseling sessions and creation of a comprehensive Student Educational Plan. The Umoja program includes integrated and intentional counseling to help Umoja students navigate the college process, and get them on track educationally.

Learning communities and Umoja-sponsored courses. Umoja-sponsored courses use an active learning approach to engage students and faculty in collaborative learning using culturally relevant pedagogy. In the learning community model, a group of Umoja only students take two or more linked classes and remain together for at least one year, which engages students academically and socially with a peer group. In the cohort model, the classroom is the locus of community building, which uses cooperative learning techniques and group process learning activities to integrate the Umoja and non-Umoja students into a classroom learning community. Student participation in learning communities is linked to increased academic performance and student engagement.

Accelerated Curricula. Over 95 percent of Umoja programs include accelerated curricula to help Umoja students move through pre-college courses and to progress into transfer level courses. Students who require remedial coursework are less likely to complete a degree. By using accelerated curricula the Umoja program aims to increase retention from term-to-term and progress toward completion.

Umoja Activities. Umoja activities vary between programs and may include the following: mentoring, peer mentoring, tutoring/supplemental instruction, and service learning. Participation in these activities is linked to increased academic performance, student engagement, and student retention.

Financial Aid Workshops. The Umoja program includes student participation in financial aid workshops, to make students aware of the financial aid that is available and assist them in navigating the process of applying for financial aid. Participation in these workshops helps alleviate some of the financial stressors students encounter pursuing an education.

Umoja Community Space. The Umoja program creates a designated community space for African American students. This community space contributes to a sense of belonging and aids in student retention and completion.

Evaluation Design

ISR worked with the Umoja Community Education Foundation to design an evaluation that would demonstrate the effectiveness of student participation across the multiple campuses in which it has been implemented. The evaluation design was based upon a program logic model, that outlined key program elements as well as expected outcomes. Program indicators were also identified that would measure progress towards expected outcomes.

Umoja Community Program Logic Model

The Umoja Community program logic model was developed to map program resources, activities, and associated outputs, along with the expected short, intermediate, and long-term outcomes for the program across the state. Figure 1 below summarizes the key components of the logic model; a detailed program logic model can be found in Appendix A.

Figure 1: Key components of Umoja Community logic model
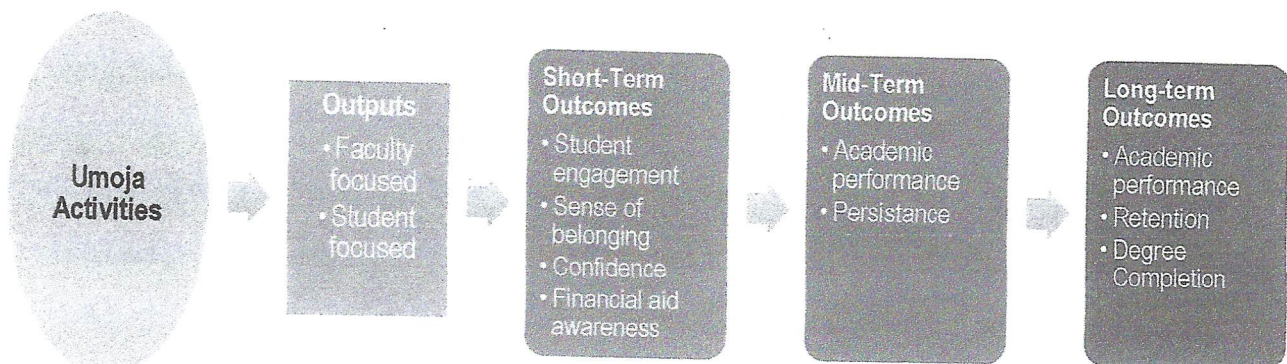
Outputs | Umoja program outputs are directly related to measuring the degree and reach of Umoja program activities. For example, identified outputs include measures of participation for both faculty and student focused events such as faculty attendees in the Summer Learning Institute and faculty and student participants in annual conferences, and northern and southern regional symposia.

<u>Data Regarding recent evaluation of the impact of the Umoja programs and the need to continue the higher pipeline for Umoja students.</u>

1. **Umoja makes a positive difference in students' first year:**
    - -Umoja students attempted 14 units and completed 12, while Non-Umoja student attempted 11 units and completed 10 units.
    - -Umoja students had a summer/fall persistence rate of 94%, while Non-Umoja students had 79%.
    - -Umoja students experienced a one-year English throughput rate of 25%, Compared to 12% for non-Umoja students.

2. **Umoja students outperformed peers on certain long-term outcomes, for example:**

    - -a three-year English throughput rate of 50% compared to 26% for non-Umoja students;
    - -a greater proportion are transfer-ready within three years: 16% vs 8%.
    - - a greater proportion earn awards within four years: 10% vs. 5%.

3. **Umoja builds a sense of community for students.** The program:

    - Sparked their motivation and focus
    - Nurtured their personal growth
    - Boosted their academic success.

4. **Umoja programs had:**

    - Supportive faculty, staff, and student relationships and bonds
    - Sponsored courses that provide safe, supportive space to share, with a focus on relevant curricula and assignments.

5. **Umoja programs complement Guided Pathways:**

    - Mandatory guidance course

    - Comprehensive Education plan

    - Intrusive advising and follow-up

    - Culturally-relevant pedagogy

In spite of these promising attributes of existing Umoja programs, there are compelling and immediate un-met short term needs as well as long term goals for Umoja. In the short run, the first-year cumulative GPA needs to be raised for Umoja and non-Umoja students alike, who's GPAs are 1.9 and 1.7, respectively. The transfer rate within four years also needs to be raised beyond current levels for both groups; 17.2% and 16.7, respectively. The completion of both transfer-level English and math within one year needs to be raised beyond current rates of 2.4% and 1.7% for Umoja and non-Umoja students, respectively.

Moreover, the long terms goals of producing more professionals—physicians, engineers, business people, educators and attorneys— as well as technical workers and entrepreneurs including: construction workers, health care technicians, computer technicians, first responders—all cry out for

more effective education and training of African American students at all levels. Therefore, continuing and expanded support for the Umoja way is an integral foundational concept for the Umoja University.

Equipping Individuals for Life
by Monique Ositelu, Ph. D.

Findings.

1. A <u>substantial gap in literacy and numeracy skills ex</u>ist between incarcerated adults and the general public.
2. <u>Completing a post-secondary degree or certificate</u> while incarcerated has a <u>positive effect</u> <u>on the literacy and numeracy</u> proficiency skills levels of incarcerated adults, significantly reducing and even eliminating the gap in skills.
3. <u>Job training has a positive effect on the literacy and numeracy</u> proficiency skill levels of incarcerated adults, significantly reducing the gap in skills.
4. There is no relationship between the amount of time incarcerated individuals have left to serve an whether they are interested or participate
   In and/or complete post-secondary education and job training programs.
5. From both empirical research and anecdotal evidence, <u>educational attainment of parents is predictive of educational attainment of children.</u> Consider the statement of one inmate who said, "I 'm the first in my family to graduate from high school. But since I've been locked up, my daughter dropped out of high school. But now that I have been part of the college program, she is telling me that she wants to get her GED and then go into nursing. Its like my second chance is becoming her second chance also."

Policy Recommendations.

1. <u>Increase the availability</u> of quality <u>post-secondary</u> education and meaningful
    <u>job training opportunities</u>.
2. Increase the choice of educational providers to incarcerated population.
3. Provide opportunities to <u>ensure correctional post-secondary programs</u> lead to <u>pathways to earn formal degrees</u>.
4. Make <u>post-secondary education and job training part of the re-entry process</u> 12-18 months before release date.
5. <u>Reinstate Pell Grants</u> for incarcerated populations.

EDUCATION
ATTACHMENT # 8

Item 6100-601-0001 — California Department of Education

1. *Low-Performing Students.* The Legislative Analyst's Office shall convene a working group to examine how the state can better support low-performing students, and specifically the lowest performing student subgroups, in order to close the achievement gap. The working group shall include representatives from the Governor's office, Department of Finance, California Department of Education, Legislative Analyst's Office, and the relevant staff from both houses of the Legislature.

The working group shall (1) study outcome data, including student assessments and other metrics, for the state's student subgroups; (2) assess the resources currently provided for low-performing students through the Local Control Funding Formula (LCFF) and other state and federal funding sources; (3) assess any data on the impact of the LCFF and other programs on improving outcomes for all students and for the lowest-performing student subgroups; and (4) consider options to better support low- performing students and the lowest-performing student subgroups.

On or before February 1, 2020, the Legislative Analyst's Office shall provide a report to the Governor, Department of Finance, Superintendent of Public Instruction, and the appropriate fiscal and policy committees of the Legislature on the working group's findings and recommended options for providing support to help close the achievement gap for the state's lowest performing students.