

SEA Annual Report

Status: Certified

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Approved by Antelope Valley College Ed Knudson

12/17/2021 10:40 AM PST

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Approved by Shaminder Brar

12/17/2021 10:29 AM PST

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Disabled	Male	Transferred to a Four-Year Institution	18	26	+44.44% ◀ ▶
LGBT	Male	Attained the Vision Goal Completion Definition	7	10	+42.86% ◀ ▶
LGBT	Female	Attained the Vision Goal Completion Definition	5	20	+300% ◀ ▶
Foster Youth	Male	Attained the Vision Goal Completion Definition	17	25	+47.06% ◀ ▶
Foster Youth	Female	Attained the Vision Goal Completion Definition	42	44	+4.76% ◀ ▶
Foster Youth	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	2	6	+200% ◀ ▶
Foster Youth	Male	Retained from Fall to Spring at the Same College	172	203	+18.02% ◀ ▶
Hispanic or Latino	Male	Transferred to a Four-Year Institution	149	159	+6.71% ◀ ▶
Black or African American	Male	Transferred to a Four-Year Institution	39	44	+12.82% ◀ ▶
Foster Youth	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	3	+200% ◀ ▶
Black or African American	Female	Retained from Fall to Spring at the Same College	945	1001	+5.93% ◀ ▶
LGBT	Male	Enrolled in the Same Community College	200	253	+26.5% ◀ ▶
LGBT	Female	Enrolled in the Same Community College	415	453	+9.16% ◀ ▶
Foster Youth	Female	Enrolled in the Same Community College	495	516	+4.24% ◀ ▶

Disproportionately Impacted (DI) Custom Student Groups

No population groups selected.

Overall Student Groups

No population groups selected.

Removed Disproportionately Impacted (DI) Student Groups

No groups have been removed.

Activities

Black or African American : Female : Retained from Fall to Spring at the Same College

Related Activity from Student Equity Plan

Black/African American Students

Categories

- Basic needs support (food, transportation, housing)
- Bootcamps
- Bridge courses
- Communities of practice
- Concurrent/dual enrollment
- Counseling
- Cultural awareness events
- Curriculum Development
- Direct aid (financial)
- Early alert
- Embedded Tutoring
- Emergency Aid for Students (AB943)
- Expanded hours of operation
- First Year experience
- Flexible course scheduling
- Integrations with Mental Health & Wellness services
- Intrusive enrollment case management
- Learning communities
- Online access to student services
- Online educational plans
- Orientation/Welcome activities
- Outreach to K-12 and community partners
- Pedagogical tools
- Peer Mentoring
- Professional development
- Research efforts
- Student Recruitment

- Student Success workshops
- Student academic competitions/ research/conferences
- Student portal
- Supplemental instruction
- Targeted promotional print material
- Technology access for students
- Textbook access
- Transportation
- Tutoring
- University field trips

Implementation Status

Fully implemented

Related Activity from Student Equity Plan

Black/African American Students

Categories

- Campus climate
- Early alert

Implementation Status

Implementation in progress

Related Activity from Student Equity Plan

Retention: Fall to Spring

Categories

- Basic needs support (food, transportation, housing)
- Bootcamps
- Bridge courses
- Communities of practice
- Concurrent/dual enrollment
- Counseling
- Cultural awareness events
- Curriculum Development
- Direct aid (financial)
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- Student academic competitions/ research/conferences
- Student portal
- Supplemental instruction
- Targeted promotional print material
- Technology access for students
- Textbook access
- Transportation
- Tutoring
- University field trips

Implementation Status

Implementation in progress

Black or African American : Male : Transferred to a Four-Year Institution

Related Activity from Student Equity Plan

Black/African American Students

Categories

- Basic needs support (food, transportation, housing)
- Bootcamps
- Bridge courses
- Concurrent/dual enrollment
- Counseling
- Cultural awareness events
- Direct aid (financial)
- Early alert
- Embedded Tutoring
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- Professional development
- Research efforts
- Student Recruitment
- Student Success workshops
- Student academic competitions/ research/conferences
- Student portal
- Supplemental instruction
- Targeted promotional print material
- Technology access for students
- Textbook access
- Transportation
- Tutoring
- University field trips

Implementation Status

Fully implemented

Related Activity from Student Equity Plan

Black/African American Students

Categories

- Campus climate

Implementation Status

Implementation in progress

Related Activity from Student Equity Plan

Transfer to four-year institution (within 3 years)

Categories

- University field trips

Implementation Status

Implementation in progress

Disabled : Male : Transferred to a Four-Year Institution

Related Activity from Student Equity Plan

Transfer to four-year institution (within 3 years)

Categories

- Basic needs support (food, transportation, housing)
- Bootcamps
- Bridge courses
- Counseling

- Cultural awareness events
- Direct aid (financial)
- Early alert
- Embedded Tutoring
- Emergency Aid for Students (AB943)
- Expanded hours of operation
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- Student academic competitions/ research/conferences
- Student portal
- Supplemental instruction
- Targeted promotional print material
- Technology access for students
- Textbook access
- Transportation
- Tutoring

Implementation Status

Fully implemented

Related Activity from Student Equity Plan

Transfer to four-year institution (within 3 years)

Categories

- Peer Mentoring
- University field trips

Implementation Status

Planning to implement

Related Activity from Student Equity Plan

Transfer to four-year institution (within 3 years)

Categories

- Campus climate

Implementation Status

Implementation in progress

Foster Youth : Female : Attained the Vision Goal Completion Definition**Related Activity from Student Equity Plan**

Current or former Foster Youth

Categories

- Basic needs support (food, transportation, housing)
- Bootcamps
- Bridge courses
- Campus climate
- Communities of practice
- Counseling
- Cultural awareness events
- Direct aid (financial)
- Early alert
- Emergency Aid for Students (AB943)
- First Year experience
- Flexible course scheduling
- Integrations with Mental Health & Wellness services
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- Student academic competitions/ research/conferences
- Student portal
- Targeted promotional print material
- Technology access for students
- Textbook access
- Transportation
- Tutoring
- University field trips

Implementation Status

Implementation in progress

Related Activity from Student Equity Plan

Vision Goal Completion (Earned credit certificate or associate's degree within 3 years)

Categories

- Basic needs support (food, transportation, housing)
- Bootcamps
- Bridge courses
- Campus climate
- Communities of practice
- Counseling
- Cultural awareness events
- Direct aid (financial)
- Early alert
- Embedded Tutoring
- Emergency Aid for Students (AB943)
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- Research efforts
- Student Recruitment
- Student Success workshops
- Student academic competitions/ research/conferences
- Student portal
- Targeted promotional print material
- Technology access for students
- Textbook access
- Transportation
- Tutoring
- University field trips

Implementation Status

Implementation in progress

Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year

Related Activity from Student Equity Plan

Current or former Foster Youth

Categories

- Basic needs support (food, transportation, housing)
- Bootcamps
- Bridge courses

- Co-requisite courses
- Communities of practice
- Concurrent/dual enrollment
- Counseling
- Cultural awareness events
- Direct aid (financial)
- Early alert
- Embedded Tutoring
- Emergency Aid for Students (AB943)
- Expanded hours of operation
- First Year experience
- Flexible course scheduling
- Integrations with Mental Health & Wellness services
- Intrusive enrollment case management
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- Outreach to K-12 and community partners
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- Professional development
- Research efforts
- Student Recruitment
- Student Success workshops
- Student academic competitions/ research/conferences
- Student portal
- Supplemental instruction
- Targeted promotional print material
- Technology access for students
- Textbook access
- Transportation
- Tutoring
- University field trips

Implementation Status

Fully implemented

Related Activity from Student Equity Plan

Current or former Foster Youth

Categories

- Campus climate
- Learning communities
- Peer Mentoring
- Professional development

Implementation Status

Implementation in progress

Foster Youth : Female : Enrolled in the Same Community College

Related Activity from Student Equity Plan

Access and Enrollment Success

Categories

- Campus climate
- Communities of practice
- Curriculum Development

Implementation Status

Planning to implement

Related Activity from Student Equity Plan

Current or former Foster Youth

Categories

- Bootcamps
- Embedded Tutoring
- Intrusive enrollment case management
- Learning communities
- Pedagogical tools
- Peer Mentoring
- Professional development
- Research efforts
- Student portal

Implementation Status

Implementation in progress

Related Activity from Student Equity Plan

Current or former Foster Youth

Categories

- Basic needs support (food, transportation, housing)
- Counseling
- Cultural awareness events
- Direct aid (financial)
- Early alert
- Emergency Aid for Students (AB943)
- Expanded hours of operation
- First Year experience
- Flexible course scheduling
- Integrations with Mental Health & Wellness services
- Online access to student services
- Online educational plans

- Orientation/Welcome activities
- Other (Specify)
- Outreach to K-12 and community partners
- Student Recruitment
- Student Success workshops
- Student academic competitions/ research/conferences
- Supplemental instruction
- Targeted promotional print material
- Technology access for students
- Textbook access
- Transportation
- Tutoring
- University field trips

Implementation Status

Fully implemented

Other Category *

Connection to community partners and resources

Foster Youth : Male : Attained the Vision Goal Completion Definition

Related Activity from Student Equity Plan

Current or former Foster Youth

Categories

- Campus climate
- Communities of practice
- Curriculum Development

Implementation Status

Planning to implement

Related Activity from Student Equity Plan

Vision Goal Completion (Earned credit certificate or associate's degree within 3 years)

Categories

- Bootcamps
- Embedded Tutoring
- Intrusive enrollment case management
- Learning communities
- Pedagogical tools
- Peer Mentoring
- Professional development
- Research efforts
- Student portal

Implementation Status

Implementation in progress

Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year**Related Activity from Student Equity Plan**

Current or former Foster Youth

Categories

- Basic needs support (food, transportation, housing)
- Bootcamps
- Bridge courses
- Campus climate
- Communities of practice
- Counseling
- Cultural awareness events
- Direct aid (financial)
- Early alert
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- Student portal
- Targeted promotional print material
- Technology access for students
- Textbook access
- Transportation
- Tutoring
- University field trips

Implementation Status

Implementation in progress

Foster Youth : Male : Retained from Fall to Spring at the Same College

Related Activity from Student Equity Plan

Current or former Foster Youth

Categories

- Basic needs support (food, transportation, housing)
- Bridge courses
- Campus climate
- Co-requisite courses
- Communities of practice
- Counseling
- Cultural awareness events
- Curriculum Development
- Direct aid (financial)
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- Intrusive enrollment case management
- Learning communities
- Online access to student services
- Online educational plans
- Orientation/Welcome activities
- Outreach to K-12 and community partners
- Pedagogical tools
- Peer Mentoring

Implementation Status

Fully implemented

Related Activity from Student Equity Plan

Retention: Fall to Spring

Categories

- Basic needs support (food, transportation, housing)
- Bootcamps
- Communities of practice
- Counseling
- Cultural awareness events
- Direct aid (financial)
- Early alert
- Emergency Aid for Students (AB943)
- First Year experience
- Flexible course scheduling
- Integrations with Mental Health & Wellness services

- Intrusive enrollment case management
- Pedagogical tools
- Peer Mentoring
- Student Recruitment
- Student Success workshops
- Student portal
- Technology access for students
- Textbook access

Implementation Status

Implementation in progress

Hispanic or Latino : Male : Transferred to a Four-Year Institution

Related Activity from Student Equity Plan

Transfer to four-year institution (within 3 years)

Categories

- Basic needs support (food, transportation, housing)
- Bootcamps
- Bridge courses
- Communities of practice
- Concurrent/dual enrollment
- Counseling
- Cultural awareness events
- Direct aid (financial)
- Early alert
- Embedded Tutoring
- Emergency Aid for Students (AB943)
- Expanded hours of operation
- First Year experience
- Flexible course scheduling
- Integrations with Mental Health & Wellness services
- Intrusive enrollment case management
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- Pedagogical tools
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- Student Recruitment
- Student Success workshops
- Student academic competitions/ research/conferences
- Student portal
- Supplemental instruction
- Targeted promotional print material
- Technology access for students
- Textbook access

- Transportation
- Tutoring
- University field trips

Implementation Status

Fully implemented

Related Activity from Student Equity Plan

Transfer to four-year institution (within 3 years)

Categories

- Campus climate

Implementation Status

Implementation in progress

LGBT : Female : Attained the Vision Goal Completion Definition

Related Activity from Student Equity Plan

Vision Goal Completion (Earned credit certificate or associate's degree within 3 years)

Categories

- Basic needs support (food, transportation, housing)
- Bootcamps
- Bridge courses
- Campus climate
- Communities of practice
- Concurrent/dual enrollment
- Counseling
- Cultural awareness events
- Direct aid (financial)
- Early alert
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- Technology access for students
- Textbook access
- Transportation
- Tutoring
- University field trips

Implementation Status

Implementation in progress

LGBT : Female : Enrolled in the Same Community College

Related Activity from Student Equity Plan

Access and Enrollment Success

Categories

- Basic needs support (food, transportation, housing)
- Bootcamps
- Bridge courses
- Campus climate
- Communities of practice
- Concurrent/dual enrollment
- Counseling
- Cultural awareness events
- Direct aid (financial)
- Early alert
- Embedded Tutoring
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- Supplemental instruction
- Targeted promotional print material
- Technology access for students

- Textbook access
- Transportation
- Tutoring
- University field trips

Implementation Status

Implementation in progress

LGBT : Male : Attained the Vision Goal Completion Definition

Related Activity from Student Equity Plan

Vision Goal Completion (Earned credit certificate or associate's degree within 3 years)

Categories

- Basic needs support (food, transportation, housing)
- Bootcamps
- Bridge courses
- Campus climate
- Communities of practice
- Concurrent/dual enrollment
- Counseling
- Cultural awareness events
- Direct aid (financial)
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- Tutoring
- University field trips

Implementation Status

Implementation in progress

LGBT : Male : Enrolled in the Same Community College

Related Activity from Student Equity Plan

Access and Enrollment Success

Categories

- Basic needs support (food, transportation, housing)
- Bootcamps
- Bridge courses
- Campus climate
- Communities of practice
- Concurrent/dual enrollment
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Implementation Status

Planning to implement

Expenditures

Year 1 Expenditures

2020-21 Allocation

\$5,979,526

Expenditure Type	Year 1 Amount	Percentage of Allocation
1000 - Instructional Salaries	\$1,595,830	26.69%
2000 - Non-Instructional Salaries	\$513,754	8.59%
3000 - Employee Benefits	\$570,397	9.54%
4000 - Supplies and Materials	\$75,756	1.27%
5000 - Other Operating Expenses and Services	\$11,490	0.19%
6000 - Capital Outlay	Not Entered	0%
7000 - Other Outgo	\$62,563	1.05%
Total Expenditures	\$2,829,790	47.32%
Year 2 Forecast	\$3,149,736	52.68%
Total	\$5,979,526	
Remaining Allocation	\$0	0%

Category Spending

Category Spending

2020-22 Allocation Amount

\$5,979,526

Activity Category	Percent	Amount
Counseling	47%	\$2,810,377
Professional development	6%	\$358,772
Tutoring	2%	\$119,591
Orientation/Welcome activities	4%	\$239,181
Emergency Aid for Students (AB943)	0%	\$0
Embedded Tutoring	1%	\$59,795
First Year experience	4%	\$239,181
Basic needs support (food, transportation, housing)	11%	\$657,748
Other (Specify)	25%	\$1,494,882
Sub-Totals	100%	\$5,979,526
Uncategorized	0%	\$0
Total	100%	\$5,979,526

Other Spending *

Other spending is for classified staff and programmatic support for special populations.

Success Story (optional)**Story Title ***

Umoja Student Success

Responsible Person

Crystal Garcia, Crystal (cgarcia4@avc.edu)

Success Story *

The AVC Umoja Community is intentional and deliberate about the academic success, personal success, growth, and development of our community as it pertains to equity-related efforts.

Our growth has fluctuated, especially during the pandemic, but in spite of the waxing and waning of the number of students, the community at large has shown itself to be successful and strong due to black student engagement. Umoja interacts and engages not only with our active Umoja Community but the community-at-large, always recruiting--which is building communal intelligence. Student engagement shows a level of passion, expression, and interest that students show in their live learning experiences. Live learning implies that the learning experience is generative and performative. As we create spaces of engagement students begin to invest time and energy into purposeful activities that are culturally and equity relevant.

The Community that was built, which was growing strong and thriving, hit a bump called the COVID-19 pandemic. During the pandemic, many of the on-campus/in-person programs and services were modified or temporarily suspended. Students lost

immediate access to coordinators, staff, and the in-person community connectivity that they had become accustomed to. Coordinators and staff were not available to them for 3 months. Though the Umoja Community was somewhat displaced at the beginning of the pandemic, we've seen the data significantly demonstrate strong retention, completion, and transfer rates for our Umoja students compared to other Black/African American students and the AVC student body as a whole. This speaks to the resilience of our black students.

We created a virtual space for our students to access Student Equity services and the Umoja Village. In this space, we held Umoja Porch Talks on Black Lives Matter, Living Through the Pandemic, The Pandemic and Us, To Vax or Not to Vax, Umoja Book Club: Critical Clapback, and more. We hosted virtual campus and community events such as Farming While Black-Food Justice Family, Your Voice Matters: Our History & Voting, Black Parade: Celebration of Black Musicians, Using Meditation and Affirmations to Improve Health and Wellness, MLK Jr-The Spirit of a Servant, Black Fashion, Steeped in Stigma: Black Mental Health Matters, Black Write Now, Discover Black Authors Poetry Reading, and more including weekly Breathwork sessions. In addition, we collaborated with the HBCU Transfer Guarantee Program to provide students access to virtual HBCU Tours, webinars, training, and events such as The History of HBCU: The Mecca of Black Excellence, Attending your HBCU with a family, Our Choice, Our Voice A Panel of CCC to HBCU Transfer Students, Career Fairs, and more.

We contracted with Brandon Alexander Williams, a poet, MC, and DJ, to increase our black student engagement and create an atmosphere of black male empowerment on our campus. When students feel a special sense of family and community in their relationships with their black peers there is a greater spirit of unity that causes students to feel more welcome and to have more self-determination on campus.

The Virtual Umoja Village became a healing space, a space where our students could see our faces even though they were not in the same building as us. It created virtual-person connectivity. It was not like being in-person but it definitely caused us to regain strength and momentum. In this space, our Umoja Community, which consists of students, faculty, staff, administrators, Umoja alumni, and community members began to show their resilience. They came together in a plethora of ways to support each other and their academic, social, and psychological resilience. The community shared their grief, related feelings, and emotions. They shared how they were learning new techniques, skills, and life hacks for personal life, business, friends, and family. They shared ideas about ways to stay focused, motivated, proud, pursue justice, and let their voices be heard all while remembering the hard work that our ancestors put in.

Our Umoja Community experienced different inequities during the pandemic. The gaps consisted of inaccessibility to internet service and unstable connection, disparities in housing, access to technology, learning gap with new technology like Zoom, Canvas, Cranium Café, and working on new computers that were loaned to them, to learning how to use and connect to hot spots, the economic and social disruptions, access to food, access to safe and secure locations; but through the different waves, challenges, and uncertainties of the pandemic our Umoja Community still navigated through the racial injustices, wildfires, masks, murder hornets, COVID-19 vaccine rollout, some receiving, some missing stimulus checks, and the current on-going pandemic. Our students had the opportunity to exercise civic engagement. They learned about their voice, their rights, and voting even some of them voting for the very first time.

Outcomes *

The data shows that due to the connectivity, engagement, and community that 6% more of Umoja students are enrolled as FT students compared to other AVC students. Umoja students are enrolled in an average of 1.8 more units than other AVC students. From 2016 Umoja Program Awards have increased from 19 to 184 Degrees and Certificates in 2020. We found students of color were significantly less likely than white students to receive affirmation from White professors, and students of color feel more open when talking about race with students of color than with white students. This is why community is absolutely fundamental to the Umoja learning experience. Umoja intentionally calls out and supports students' talents in an effort to build community and self-esteem. We tap into the intellectual and social capital represented by our students, we build community, engagement, and greatly enhance the meaning of our classrooms, offices, campus, village, and all virtual spaces.

Challenges (optional)

Description of Challenge *

Antelope Valley College has had some major challenges regarding Foster Youth success surrounding identifying the “true population” of students that are in need of services and how to reconnect them back to education and employment. In prior years, AVC has taken the approach with our foster youth students to place them all in the Guardian Scholars program and to make the program an “opt-out” program, as opposed to an “opt-in” program where students are electing to be identified as a current or former Foster Youth and electing to have wrap-around services to assist them in completing their education.

During recent years, especially in the pandemic, we have found that our Foster Youth population declined but is now returning to its former robust headcount. While the numbers are increasing for students that are coded as current or former Foster Youth the data has been difficult to disaggregate because of the “opt-out” design of the program. We are aware that there are many students in the Guardian Scholars program who are not obtaining the support services they need in order to be successful in their education.

For those students that are accessing services, we have found that it can be challenging getting them on a path to successful transition to adulthood, which may include assisting them to become economically self-sufficient; providing them the skills needed that will allow them to support an independent lifestyle; and assisting with connecting them with the necessary healthcare, mental health and well-being services.

To overcome these challenges, the Guardian Scholars program recognizes that it will need to have increased engagement with the community and the resources available to our students. Some of those resources are services like housing and stability, which tends to be a major issue for many Foster Youth. These connections and strategic programming need to identify community-based programs where Foster Youth can secure stable safe housing. Overcoming this hurdle will be a major step in allowing them to create a sense of stability which will allow them to focus on their education.

We believe that it is essential for our foster youth population to acquire and maintain employment which will assist with their successful transition to adulthood. Another major challenge area is locating and partnering with a community-based program that will assist with identifying affordable healthcare programs for the foster youth population. In efforts to accomplish this, the Guardian Scholars Program must be staffed with staff members who have experience with addressing the needs of at-risk youth coupled with proper staff training. These trainings must include but not limited to proper training on Positive Youth Outcomes, Youth Voice and Engagement, Youth Development Programming, Youth Work Ethics, Impacting the Emotional Well-Being of Adolescents, Engaging Youth, Not Managing Youth, Building Developmental Relationships, Hidden Biases, Motivation and Goals, Inclusiveness, Self-Care for Youth Work Professionals, Building Resiliency, Creating Safe Spaces, Social and Emotional Learning, and more.

A problem with direct connection to student success and achievement is the lack of funding and staffing. This lack creates significant challenges that hinder meaningful improvements in education, employment, health, and the well-being outcomes for foster youth. Poor coordination across the systems that serve the foster youth population stem from these types of challenges. Laws and policies make it difficult to engage and connect this vulnerable population of youth with the services and resources needed to help them overcome the many personal, social, mental, and educational barriers.

Honing in on services and expertise from community partners, government agencies, and other programs such as education, health and wellness, mental health, workforce development, on-the-job training, housing, social services, criminal justice services, child welfare, and other organizations will allow the Guardian Scholars Program to become more successful in their outcomes.

The expected outcome for foster youth is that they have a place to call home upon emancipation from the child welfare system. This place will give them a connection to caring adults who can provide support, which will assist them in accessing necessary resources and services. Research suggests that youth in foster care who have natural mentors during adolescence have improved young adult outcomes. This is why the Guardian Scholars Program needs the staffing and funding to identify programs and services, help foster youth make lasting community connections, obtain the necessary education and employment to allow them to fully integrate into society and become fully independent functional adults. Foster youth

transitioning into adulthood need to have well-developed self-esteem and self-efficacy skills that will equip them to manage the many relationships they will encounter.

Categories

- Communities of practice

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