

**Contra Costa College Black Serving Institution Application**  
Goals and Strategies (2025–26 to 2029–30)

1. Located approximately twenty miles northeast of San Francisco, Contra Costa College (CCC) was established in 1948, with first classes taught in 1949. CCC recently celebrated its 75<sup>th</sup> Anniversary, the Diamond Anniversary, with a series of events that highlighted CCC and its role in serving the community. Black alumni and retirees figured prominently in the celebrations due to their numerous academic, athletic ([CCC Hall of Fame](#)), political ([CCC Mayor](#)), and social justice contributions to the college and the community.

CCC has a long history of educating and serving the Black community of West Contra Costa County. CCC's Africana/African American Studies Program has long partnered with the Africana Studies Department at San Francisco State University (SFSU). SFSU was the first four-year college to have a Black Studies Department, which was established after a 133-day strike by Black students (Source: [History](#)). This activism took root at CCC; the Black Studies Program inspired and ignited Latinx student protests that led to the hire of CCC's first Latino professor and the creation of La Raza Studies.

CCC has been formally designated a Hispanic-Serving Institution (HSI) by the US Department of Education, Office of Postsecondary Education, and received recognition from the state of California as an Asian American Native American Pacific Islander Serving Institution (AANAPISI). CCC's experience with the HSI and AANAPISI designations underscores the imperative to seek the official Black-Serving Institution (BSI) designation. As a BSI, CCC would be empowered to allocate additional resources to serve Black students who rank third in CCC's student demographics, behind Hispanic/Latinx (46%) and Asian (18%) students. When Black students succeed, all students succeed.

2. As of the spring 2025 semester, 14.1% of CCC students identified as Black.
3. As of the spring 2025 semester, 1,324 students identified as Black.
4. The academic goals for CCC to achieve by 2030 include increasing the number of Black students who:
  - a. Enroll in and complete math and English in their first year.
  - b. Utilize tutoring services.
  - c. Complete the FAFSA.

- d. Complete comprehensive education plans prior to earning fifteen units.

#### *Transfer-level Math and English Completion*

Racial equity gaps have long existed in the completion of math and English. Years after the passage of AB 705 and AB 1705, and the institutionalization of corequisite courses, they persist for Black students with little progress made. Black students at CCC have experienced incremental success in transfer-level English; however, math remains an obstacle. CCC began to address this issue for Black students during the spring 2025 semester with The Black Experience, an approach that created cohorts for transfer-level math and English courses that were taught by Black faculty. The faculty worked together to create culturally relevant curriculum, utilizing texts, examples, and other materials that centered Blackness in the classroom. By continuing with this approach, CCC has as one of its academic goals, the expansion of The Black Experience and the launch of an Umoja Program by 2030 (the institution is currently on the Umoja waitlist).

When students complete transfer-level math and English within two years, they are statistically more likely to complete an associate degree and transfer (Source: [RP Group](#)). This impact is magnified for Black students and other racialized minority groups.

#### *Tutoring*

Once students are enrolled in transfer-level math and English, whether in The Black Experience or not, it is imperative that they participate in tutoring. Research highlights the importance of providing Black students with access to tutoring once they enroll in college. Tutoring can play a role in addressing inequities in high school preparation for Black students as they transition into higher education coursework. It has been found to have a significant effect on retention for Black students in comparison to those who did not participate. Additional benefits were found for those Black students who served as peer tutors, as it accelerated their academic, professional, and personal growth, as well as their sense of belonging (Source: [Baker: Student Success at HBCUs](#)). CCC embeds tutoring in transfer-level math and English courses (with instructor permission) when possible, as the sense of familiarity and connection students have with classroom tutors encourages greater contact.

CCC has evidence that tutoring works for Black students in transfer-level math. 100 percent of Black students receiving tutoring were retained during the Spring 2024 term in both Introduction to Statistics and Calculus I, compared to 96.4% of all tutored students and 91.5% of non-tutored students. 100% of Black students successfully

completed Introduction to Statistics and Calculus I, compared to 64.2% of all tutored students and 58.7% of non-tutored students.

#### *Free Application for Federal Student Aid (FAFSA)*

The rollout of the new Free Application for Federal Student Aid (FAFSA) has been problematic for all students, but Black students have been disproportionately impacted. Declines of up to 16.5 percent have been experienced by low-income, predominantly Black and Latino communities (Source: [NASFAA](#)). Black students have a higher likelihood of completing the FAFSA (90.5% of Black students compared to 73.6% of all students in 2019-20) and are more likely to have an expected family contribution (EFC) of \$0 (Source: [NASFAA](#)). When coupled together, the toll of the botched FAFSA rollout on Black students is devastating.

During the 2023-24 academic year, 5,487 students (54.9%) completed the FAFSA with CCC at the primary location. 1,947 students received a Pell grant of any amount, with a mean award of \$6,583. Based on family income, 1,011 students had an EFC of \$0 and would have been eligible for the maximum amount of \$7,395 with full-time enrollment. This data, prior to the new FAFSA, demonstrates how many students apply for financial aid and the extent to which they need support. By holding additional financial aid workshops with community partners and at local churches and organizations, CCC will help mitigate the issues specifically faced by Black students with FAFSA completion.

#### *Comprehensive Educational Plan*

Having a comprehensive educational plan (reflecting the number of terms required to achieve the student's declared course of study) is critical to a student's educational success. Comprehensive student education plans consider a student's interests, skills, career and education goals, major, potential transfer institutions, and the steps the student needs to take on their educational path to complete their identified course of study. The comprehensive plan helps the student achieve their course of study. The comprehensive plan includes, but is not limited to, addressing the education goal and course of study requirements, such as the requirements for the major, transfer, certificate, program, applicable course prerequisites or co-requisites, and the need for referral to other support and instructional services as appropriate.

The comprehensive student education plan is tailored to meet the individual needs and interests of the student and may include other elements to satisfy participation requirements for programs such as EOPS, DSPS, CalWORKs, veterans education benefits,

athletics, and others. Having a comprehensive education plan provides the student with a map, and sequence of courses needed, serving as a guide while also holding them jointly accountable for their success because they are aware of the requirements he or she must meet, and the courses, programs, and services required and available to achieve the stated education goal(s). Ultimately, following the personalized comprehensive education plans improves their retention, time-to-degree or certificate completion, graduation, and/or transfer.

5. The academic equity goals CCC aims to achieve within the five-year period, should it receive official designation as a California Black-Serving Institution, include:
  - a. Retention by six (6) percentage points.
  - b. Completion of transfer-level math and English by 4.2 percentage points.
  - c. Time to credential completion by five percentage points.
  - d. Graduation (certificates or degrees) by 3.6 percentage points.

CCC institutional data indicates that Black students have lower retention, transfer-level math and English completion, and graduation rates and a longer time to credential completion compared to all students. Addressing this disparity is critical to improving educational and economic outcomes for Black students and communities in Contra Costa County. These academic equity goals align with CCC's Student Equity Plan, the 2020-25 Strategic Plan, and will be incorporated into the new 2026-31 Strategic Educational Plan.

Improving retention of Black students via formal and informal mentoring programs, culturally responsive teaching and advising, and learning communities has shown positive outcomes in institutions large and small. CCC aims to improve retention by nine (6) percentage points by 2030, from 41 percent (Fall 2023-Fall 2024) to 47 percent.

The completion of transfer-level math and English courses is a pivotal milestone in a student's academic journey. Institutional data shows that Black students still lag their peers in completion although they have experienced gains, from 10.2% to 14.1%. This is unacceptable and as such, CCC seeks to further expand its commitment to Black student success in this area. The goal is to fully eliminate disproportionate impact in transfer-level math and English and raise the completion rate to at least 18.3%.

Reducing the time to credential completion is essential for improving student outcomes, reducing the opportunities costs of attending college, and addressing institutional inefficiencies in services and scheduling. CCC data are inconsistent with respect to time-

to-credential completion. The institution hopes that with support from its Achieving the Dream coach, it will be able to work with its District Research Team to facilitate cleaner data collection, analysis, and reporting of these metrics. In the interim, CCC will continue with its implementation of Guided pathways and comprehensive education planning to reduce excess credit accumulative and further streamline timely credential completion.

CCC has closed the equity gap in transfer for Black students. Despite this, it seeks to continue to increase graduation among Black students. The demonstration of skills is important, but holding a degree is essential in a competitive business and market environment. CCCs aim to increase graduation rates among Black students by 3.6 percentage points. Once again, a focus on FAFSA completion, meeting basic needs, tutoring, and comprehensive education planning will help drive students to the graduation finish line.

## 6. Memberships

**Achieving the Dream**: In 2023, CCC was selected to participate as a member of the Achieving the Dream (ATD) Accelerating Equitable Outcomes for Black, Latinx, Indigenous, and People of Color Cohort, supported by Mackenzie Scott. Participation in the ATD network reflects a strategic investment in building institutional capacity for equity-centered transformation. As part of the national ATD network, CCC receives dedicated leadership and data coaching designed to strengthen its use of disaggregated data, equity metrics, and inclusive practices. This allows the college to engage in the discovery of practices, policies, practices, and prejudices faced by Black students during their CCC journeys.

ATD's support has enabled the College to engage in deep reflection and planning through tools like the Institutional Capacity Assessment Tool (ICAT 2.0), which helps identify strengths and opportunities across seven key capacity areas. ATD has assisted the college in aligning its Student Equity Plan, Guided Pathways work, and professional development efforts to create a cohesive, student-centered redesign strategy that addresses persistent equity gaps in access, retention, and completion.

**California Community Colleges Equity Leadership Alliance**: In 2024, CCC was invited by Dr. Shaun Harper to join the USC Race and Equity Center's California Community Colleges Equity Leadership Alliance (CCCELA). CCCELA offers high-quality engagement experiences and resources to members, and a professional learning platform,

EquityConnect®, that is updated monthly with hundreds of downloadable reports, videos, case vignettes, syllabus review rubrics, and other resources.

**National Consortium on College Men of Color:** CCC joined the National Consortium on College Men of Color (NCCMC) in 2024. NCCMC hosts trainings, information sharing sessions, and provides resources that support institutional efforts in improving outcomes for college men of color. This professional development consortium provides community college practitioners with research-based insights on how to improve their practice in serving men of color. With renewed capacity, the Community College Equity Assessment Lab (CCEAL) at San Diego State University (SDSU) is in the process of re-launching the consortium.

**National Council on Black American Affairs:** CCC joined the National Council on Black American Affairs (NCBAA) in 2023. The NCBAA is a council of the American Association of Community Colleges (AACC) that promotes the academic success of African American students, faculty, staff, and administrators. CCC has had two administrators selected to participate in the Carolyn Grubbs Williams Leadership Development Institute, which prepares African Americans for mid-level leadership roles in community colleges, ensuring a fluid pipeline to executive-level positions.

## 7. A: Mission statement

### Black-Serving Institution Strategic Plan for Contra Costa College

#### Mission

With an institutional legacy of Black Studies, activism, and pride, CCC has demonstrated a deep dedication to the Black and African American community in West County. The mission of CCC is to foster “transformational educational experiences and responsive services that ensure effective student learning and institutional effectiveness by committing its resources using equitable, inclusive and integrated decision-making processes.” CCC ensures that Black students have access to Black faculty, staff, and senior management; study Black-centered curriculum; and belong to communities and clubs that recognize their intersectionality (race/ethnicity, sexuality, disability, veteran status, etc...). Taking these steps supports Black students as they overcome a dominant culture whose history and institutions are steeped in anti-blackness.

Looking forward, CCC is committed to continuing this trajectory by enhancing access, fostering student belonging, and ensuring persistence through graduation. The college’s full adoption of the Guided Pathways framework, the integration—not just expansion—of ethnic studies and

social justice curriculum, and the implementation of a new customer relationship management (CRM) system, TargetX, reflect a campus-wide commitment to equity-driven redesign. These efforts embed critical consciousness, cultural affirmation, and identity-centered learning throughout the student journey—fostering inclusive pedagogy, support systems, and a campus environment that encourages cultural authenticity among Black students. These innovations are evidence of CCC’s deepened commitment to not only enrolling Black students—but ensuring they thrive.

As a BSI, CCC would deepen and expand this mission by specifically providing a transformative educational experience that prepares Black students to communicate, engage, and succeed in the global community with a strong sense of self and an orientation to social and civic engagement.

### Vision

Contra Costa College strives to provide an education that excels in academic quality and career preparation, while uplifting and appreciating the contributions of its diverse community.

### BSI Institutional Goals

#### 1) Expand the Enrollment of Black Students

Contra Costa College (CCC) aims to grow its enrollment and increase educational access, retention, completion, and transfer for all students, especially those who identify as Black/African American. As of the 2023–24 academic year, CCC’s unduplicated headcount was 9,622 (Source: [CCC Data Mart](#)). Of these students, 1,324 (or 14.1%) identified as Black. CCC has set a goal of reaching approximately 12,530 students by 2029–30—an achievable target that requires approximately 4.5% annual growth. If CCC maintains its current enrollment levels (for which disproportionate impact has been eliminated), the institution would enroll 1,767 students to maintain 14.1% of the student demographics. This is an increase of 443 students over the five-year period.

If CCC were to expand Black enrollment by 0.5 percentage points each year through the 2029–30 academic year, it would enroll 2,143 Black students or 17.1% of the estimated population. This would be an increase of 819 students from the baseline year, and an additional 376 students over maintaining the status quo of 14.1%.

Year	Total Number of Students	Number of Black Students	Percentage
2023-24	9,622	1,324	14.1%
2024-25	10,055	1,468	14.6%
2025-26	10,507	1,587	15.1%

2026-27	10,980	1,713	15.6%
2027-28	11,474	1,847	16.1%
2028-29	11,990	1,990	16.6%
2029-30	12,530	2,143	17.1%

In an era of declining birth rates and California out-migration, these enrollment goals are ambitious and achievable for CCC. This anticipated growth correlates with CCC’s commitment to improving economic and educational opportunity in West County, where nearly 40% of residents have not earned a postsecondary credential or degree. With a total K–12 enrollment of 29,528 students in the West Contra Costa Unified School District (WCCUSD), the college’s enrollment strategy is grounded in creating a seamless pipeline from high school to postsecondary success. In addition to high school outreach, CCC is expanding recruitment efforts targeting adult learners, former foster youth, and justice-impacted individuals—recognizing their vital role in advancing regional economic mobility and community well-being.

## 2) Expand Black-centered Curriculum at CCC

In alignment with CCC’s Equity Plan, the college will continue developing Ethnic Studies and Africana Studies courses as part of a robust, identity-affirming curriculum. Embedding cultural relevance across disciplines enhances academic motivation and performance for historically underserved students and promotes increased retention and transfer.

## 3) Implement CRM tracking and Early Alert Systems

The implementation of TargetX will allow CCC to use real-time data to proactively support Black students from enrollment through graduation. The CRM enables the college to flag early signs of disengagement—such as missed classes or failing grades—and coordinate timely interventions through Success Teams. The college will track student progress through disaggregated data dashboards, course success metrics, and feedback loops to ensure continuous improvement and equitable outcomes. This aligns with national ATD and Guided Pathways best practices for holistic student case management

### Objectives

- Align enrollment goals with market demand and family-sustaining wage careers.
- Understand current and prospective Black student perception of CCC and their sense of belonging.
- Create a Black-student focused Success Team that encompasses all academic and career pathways.

### Action Plan



In 2023, CCC was invited to join the Achieving the Dream (ATD) Achieving Equitable Outcomes for Black, Latino, Indigenous and People of Color Cohort to deepen its commitment to equity-centered institutional transformation. As a member of ATD, the college has an action plan that aligns with its Strategic Educational Master Plan, Student Equity Plan, and Guided Pathways redesign, to drive sustainable changes in access, persistence, and completion.

The college will monitor equity gaps in first-year retention, Math/English completion, and degree-seeking behavior through disaggregated dashboards. The goal is to increase completion of transfer-level Math and English by at least 4.6% percentage points among Black students by 2030. This is aligned with California Community Colleges Vision for Success metrics and ATD's emphasis on momentum-based student success indicators.

### Stakeholder Involvement

In support of working intentionally, strategically and collectively in eradicating educational inequities, closing the disproportionate equity gaps, CCC would establish a BSI Task Force. Having a campus-wide Task Force would be similar to a commonly established best practice amongst HSI designated colleges and universities.

The primary role of the BSI Task Force would be to monitor the BSI Action Plan. Proposed committee representation would include:

- CCC President (or designee)
- Academic Senate President
- Classified Senate Council President
- Dean of Institutional Research and Planning
- Student Success Committee Chair
- The Black Experience Faculty
- Black Student Union Member (2)
- African American Staff Association Member

The BSI Task Force will regularly review and recommend updates to the strategic plan to reflect changes in the environment and the college's performance.

### Plan of Evaluation.

Quantitative data will be collected at various points throughout the year, with all Black students being queried regarding their level of engagement with Student Services. The college's customer relationship management (CRM) system has transformed data collection, outreach, and knowledge management in Student Services. The key to effective implementation of this strategy is an evaluation survey that requires minimal time and/or effort to complete. Results of the evaluation will inform future service delivery and if modifications are necessary for Black

students. The evaluation process for services will be carried out using electronic media.. The electronic submission of evaluations will significantly improve the ease with which responses are tabulated for purposes of assessment and program modification.

When students drop classes, they receive a survey asking for more details, which includes questions as to housing, food, mental health, and childcare needs. Qualitative data will include focus groups, interviews, and open-ended survey questions. Quantitative data will be disaggregated by gender, age, disability, and LGBTQIA+ status.

As survey data are collected and analyzed, the BSI Task Force will provide regular updates with all constituent groups to receive feedback and make recommendations. From an equity standpoint and one that encourages participatory governance, it is important to regularly engage with the community in understanding and translating results.

#### B. Outreach

- **Strengthen Community Partnerships**  
CCC will deepen its engagement with trusted community anchors—including Black churches, nonprofits, the NAACP, and youth leadership organizations—to build culturally affirming recruitment pipelines. These partnerships reflect national best practices in place-based equity outreach, ensuring CCC reaches students where they live, worship, and gather.
- **Expand Early College Credit Programs**  
CCC's early college programming is grounded in evidence that participation in dual enrollment increases the likelihood of college persistence and degree attainment, especially for students of color and first-generation students. The college will expand access to high-quality concurrent enrollment through programs like High School College Connection (HSCC) and College and Career Access Pathways (CCAP), with a focus on schools serving high concentrations of Black youth. These programs integrate college-readiness workshops, culturally responsive instruction, and academic success coaching.
- **Launch Additional Culturally Resonant Marketing**  
CCC is implementing marketing strategies that are rooted in cultural identity. Outreach materials feature students and families from the communities served and are distributed through channels that reach underrepresented groups (e.g., Black radio, school-based events). The college has prioritized African American Studies and Ethnic Studies by developing a commercial and marketing materials for those

programs, to increase Area F completion and student onboarding to those majors. CCC also hosts signature events such as the African Heritage Month Celebration, Kwanzaa, and the African American Leadership Symposium to foster community trust and introduce students to role models who reflect their lived experiences.

#### C: Existing/Proposed Academic or Basic Needs Supports

##### Academic Supports

- **The Black Experience Series**  
As part of CCC's commitment to racial equity and cultural validation, The Black Experience is a collegewide initiative designed to engage students, faculty, and staff in exploring the depth and diversity of Black history, identity, and cultural contributions. Through workshops, speaker events, and community discussions, the series fosters belonging, builds cross-campus relationships, and affirms the lived experiences of African American students. These events also support student retention by strengthening identity development and academic engagement.
- **Tutoring**  
Campus-wide Tutoring (CWT) supports classroom instruction by providing students with direct support. CWT provides tutoring in several modalities: in person drop-in tutoring, tutoring online via Zoom and Pisces, and embedded tutoring. This program provides direct support in English, Math, Liberal Arts, and STEM majors. Currently, the Learning Resource Center is open for extended evening and weekend hours. Tutors are diverse in race and ethnicity, age, level of experience, and intersectional identity such as Veteran status. Tutors are trained by the DSPS program to serve the unique needs of students with disabilities. CWT also provides evening tutors to sports teams such as Basketball and Football whose players are majority Black.
- **Student Success Teams**  
CCC will scale its cross-functional Student Success Teams—which combine counseling, faculty advising, basic needs support, and peer mentoring—across all Academic and Career Pathways (ACPs). These teams utilize initiative-taking, intrusive advising models that are especially effective for students who are first-generation, low-income, or racially marginalized. Initial implementation in STEM pathways is already underway.
- **Transfer Center**  
CCC's Transfer Center prioritizes access to HBCUs, HSIs, and UCs/CSUs for students from historically marginalized communities. The center provides application

workshops, campus visits, and one-on-one transfer advising. Staffing has been expanded to focus on closing transfer gaps for African American and students. Every spring, the center plans and financially sponsors (with support from the CCC Foundation) the Get on the Plane Tour, which takes students to visit HBCUs. As a bonus, they meet with CCC alumni who share their experiences with transfers. Center staff have also been instrumental in hosting the statewide HBCU Caravan.

- **Umoja Program Learning Community**  
The Umoja Program Learning Community at CCC formed a task force of managers, faculty, and classified professionals to design a local Umoja model. After meetings throughout FY24 and FY25, the college launched a pilot cohort of Black Experience math and English courses with embedded tutoring. A small team attended the Spring 2025 Umoja Conference and submitted the program application in May 2025. Umoja will be paired with the Black Experience to strengthen belonging, enhance academic engagement, and improve transfer outcomes for African American students.

#### Basic Needs Supports

- **Basic Needs Center (now Compass Center)**  
The Compass Center is a one-stop hub for students experiencing food, housing, or financial insecurity—barriers that disproportionately impact Black students. It provides direct support and connects students to emergency aid, transportation, connections to housing support organizations, and hygiene supplies, improving their ability to remain enrolled and focused on academics. The Center also provides meal support through a limited free lunch and breakfast program, produce distribution, and the food pantry. The Center also runs a new refrigerated lockers program, which allows students to order in advance, such as milk, cheese, and bread ahead of time.

The name “Compass” embodies the program’s core mission, which stands for Comprehensive Student Support. The Center takes a multi-directional and holistic approach to student basic needs work. In the summer of 2023, the Compass Center rolled out a new webpage and self-referral tool, making it even more accessible for students in need. The Compass Center received the “Outstanding New Project/Program” accolade from the Contra Costa Council on Homelessness in Fall 2023. This recognition is a testament to the college’s commitment to addressing the fundamental needs of its students.

- **Comets to Careers Closet**  
In 2023, CCC established a hub for free new and gently used professional clothing for students who needed access to appropriate interview and business attire for interviews and internships. Any student who attends a career fair or meets with the internship or career services coordinators can access the closet for a full outfit once each semester.
- **Early Learning Center**  
CCC has an Early Learning Center which offers care for children ages six (6) weeks through kindergarten entry. Through a new partnership with the Mexican American Opportunity Foundation (MAOF), which serves ALL individuals, CCC started Head Start and Early Head Start programs in Fall 2024. Black parenting students (and others) can take advantage of high-quality childcare and preschool programming for their infants, toddlers, and preschoolers at significantly reduced rates.
- **Food**  
CCC partners with the Food Bank of Contra Costa and Solano for food deliveries, fresh produce distribution, and CalFresh support. The college also provides a Free Breakfast and Free Lunch program to a limited number of students.
- **Housing Assistance**  
CCC has a memorandum of understanding with the *RYSE Youth Center* (RYSE) to share information about students in need of housing. This partnership allows RYSE to work with students across Contra Costa Community College District (4CD) to access housing and counseling to allow them to secure and maintain a residence.

Additionally, CCC has new internal processes to provide one-time assistance to students in immediate housing crisis through the Tipping Point Foundation (TPF). TPF provides Direct Cash Transfer as Prevention (DCT-P) to support young people ages 16-24 to quickly stabilize their housing situation and prevent them from becoming homeless before reaching the point of homelessness. CCC also participates in a county-wide pilot to provide one hundred Young People (50 from our colleges) with Direct Cash Funding to Prevent them from becoming homeless in the first place.

- **Mental and Behavior Health Supports**  
Student mental health is of paramount concern to all campus and community stakeholders. During the pandemic, CCC contracted with TimelyCare, a telehealth

care company exclusive to higher education, to connect students directly with healthcare providers using a virtual platform. The college increased its initial contract to account for strong student demand, particularly among African American students. CCC reestablished its Behavioral Assessment and Intervention Team in 2022, and it provides training to employees to identify students in distress.

The Wright Institute, Graduate School of Psychology provides comprehensive psychological assessments, including evaluations for attention deficit hyperactivity disorder (ADHD), autism spectrum disorder (ASD), learning disorders, and other psycho-diagnostic assessments. Through A3 (Anyone, Anywhere, Anytime), a mobile behavioral health crisis unit supported by Contra Costa Health, can dispatch one (1) of their thirty mobile teams to support individuals suffering substance abuse disorders and mental health emergencies. A3 operates 24 hours a day, seven days a week, and responds to approximately 4,000 callers per year (Source: [A3](#)).

- Student-Athlete Wellness

CCC just launched its wellness program for student-athletes focused on self-care and stress/performance management. This program, hosted by practitioners reflective of the students' backgrounds, is mandatory for all student-athletes.

#### Cultural Events and Activities

- Cultural Events and Workshops

CCC hosts programming that honors and uplifts diverse Black cultural identities. These events validate students lived experiences, strengthen campus belonging, and contribute to higher persistence and engagement rates for students of color. Regular events include Black History Month speakers, a film chosen by students, and presentations, a celebration of Kwanzaa, a Day of Service in honor of the life of Dr. Martin Luther King Jr., and the Black graduation event, "Celebrating Success." Leon Watkins, a former US Marine and CCC graduate and student employee/volunteer participated in the USS Harvey Milk Celebrations with his organization, Walking Ghosts of Black History. Mr. Watkins hosts annual events on campus highlighting the impact of Black people on US Military history.

The recently concluded academic year featured a special event, the Black History 101 Mobile Museum, which was a powerful and immersive experience celebrating Black history and culture. The exhibit also included a presentation from the founder and curator of the Black History 101 Mobile Museum, Dr. Khalid el-Hakim.

#### D: Five-Year Planned Allocation of Resources

<b>Annual SEAP Allocation, FY25</b>	\$ 2,397,728.00	
Black Funded activities 2024-2025		
Program Coordination	African American Male Leadership Program	\$37,176.20
	Benefits	\$4,268
Student Ambassadors/Mentors	African American Male Leadership Program	\$9,795.73
Consultant/Keynote	Henno House (Brain and Cognitive Well-Being)	\$1,234.00
Annual Events; Supplies and Materials	AA programs & Annual Events	\$61,170
Conferences	A2MEND	\$863
Annual Event	HBCU Get on the Plane Tour	\$36,000
Membership	Achieving the Dream	\$10,000
Additional End of Year Expenses	Salaries, materials, etc.	\$5,000
<b>TOTAL SPENT</b>	4.9%	<b>\$ 117,301.08</b>
Planned BSI Funded Initiatives FY26 (Including Continuation of FY25 Initiatives)		
Additional 5% of SEAP Allocation	Increase to \$122, 472	
	Hourly pay Black Experience English, Math & Counseling Faculty	\$67,200
	Embedded Tutors	\$16,000
	Additional Student Ambassadors	\$10,000
	A2MEND Charter Application	\$10,000
	Salaries/benefits increases	\$5,000
	Conferences/Professional Development	\$10,000
	Black Graduation	\$5,000

	Black Experience Monthly Events/Program	\$5,000
<b>TOTAL 2025-26</b>		<b>\$128,200</b>
<b>GRAND TOTAL 2025-26</b>		<b>\$245,501.08</b>

Beyond FY26, increasing in the BSI-allocated budget will mirror increases in the Black student enrollment.

#### E: Existing Resources for Faculty/Staff Professional Development--BSI Goals

With CCC's history as an HSI and AANAPISI, it has extensive experience providing professional development opportunities regarding culturally resonant pedagogy and institutional practices for historically underserved populations in higher education. If designated a BSI, CCC would use experience with its ETCETERA professional development series (more below), memberships in ATD, CCEAL, and other networks to create an action plan with objectives, SMARTIE (specific, measurable, achievable, realistic, time-bound, inclusive, equitable) goals, and assigned team leads linked to the CCC's BSI goals.

Recent professional development trainings and opportunities have included:

- **Annual Pedagogy Conference**  
Each year, CCC's Professional Development Committee organizes a Pedagogy Conference focused on culturally responsive teaching, antiracist practices, and trauma informed instruction. The conference engages faculty and classified professionals in workshops and dialogue centered on student belonging, inclusive curriculum design, and closing equity gaps in the classroom.
- **Equity Speakers Series**  
Understanding the nuances of the student experience has been a priority for CCC. To that end, CCC has brought professionals who can speak to developing a math identity as a low-income underrepresented student, minority religious affiliations and student support needs, art as therapy, Black male leadership, and other challenges that students walk through our doors with.
- **ETCETERA: Equity Transformation through Collaboration, Empowerment, Training, Engagement, Reflection, and Action**



Launched Spring 2025, ETCETERA is Contra Costa College’s cohort-based professional learning series created to deepen institutional capacity around equity, inclusion, and social justice, with an emphasis on understanding and amending anti-Blackness in institutional practices. Designed for faculty, classified professionals, and administrators, the program provides structured space for cross-role collaboration, critical reflection, and the development of practical strategies to better serve CCC’s racially and culturally diverse student population.

- **Teaching Men of Color**  
Required for all new full-time faculty at CCC, this certificate program familiarizes educators with the environmental pressures and societal factors affecting the preparedness of men of color for college education, helps them understand their dispositions, and foster personal relationships with them for better student engagement.
- **The Comet Data Academy**  
In Fall 2025, through a grant from the Institutional Effectiveness Partnership Initiative, CCC will launch a data community of practice, The Comet Data Academy, to improve data literacy, usage, and comprehension. By creating this cross-constituency professional development opportunity, CCC will democratize data, improve access to, and understanding of the data will the goal of improving Black student retention, graduation, and transfer.

**Black-Related Professional Development Budget FY26-FY30**

Annual SEAP Allocation	All Staff	\$15,000
LGBTQ+ Grant	Intersectionality Focused/All Staff	\$10,000
Mental Health Grant	All Staff	\$20,000
IEPI Grant— <i>FY26 only</i>	Comet Data Academy Participants	\$50,000
District Professional Fund	All Staff	\$10,000
<b>TOTAL Yearly Budget FY26-FY30</b>		<b>\$105,000</b>

a. Certificates and Degrees Completed, 2021-22 through 2023-24

Academic Year	All Students			Black Students		
	Certificates	Degrees	Total	Certificates	Degrees	Total
2021-22	592	795	1,387	55	93	148
2022-23	889	860	1,749	73	105	178
2023-24	660	918	1,578	76	115	191

Source: [Tableau Awards](#)

b. Certificates and Degrees Completed within 300 Percent of Normal Time

Academic Year	Within Normal Time		Within 300 Percent Time	
	All Students	Black Students	All Students	Black Students
2021-22	162	11	541	68
2022-23	105	24	658	80
2023-24	N/A	N/A	617	81

c. Transfer Rates to Four-Year Institutions from CCC, 2020-21 to 2022-23

Academic Year	All Students	Transfer Rate	Black Students	Transfer Rate
2020-21	638/8,676	7.6%	88/1,208	5.8%
2021-22	512/7,875	6.7%	62/1,151	5.4%
2022-23	552/8,631	6.3%	73/1,261	7.3%

Source: [DataVista Transfer](#), June 5, 2025

9. CEO Letter

10. Campus Resources

Academic Support Programs

*Campus-Wide Tutoring (CWT)*

CWT offers drop-in and embedded tutoring in English, Math, and STEM, with extended evening/weekend hours. Embedded tutors, often former students of color, work closely with faculty to align academic support with course content, increasing course success for disproportionately impacted populations. CWT provide snacks for evening tutoring sessions funding through Basic Needs gift cards and food pantry supplies.

*Extended Opportunity Programs and Services (EOPS)*

EOPS offers holistic support for low-income, educationally disadvantaged students—including priority registration, book vouchers, and dedicated counseling. By removing financial and logistical barriers, EOPS improves persistence and degree completion, particularly for students of color and single-parent or foster youth populations.

#### *First-Year Experience (FYE)*

CCC's FYE program supports first-generation and racially minoritized students through a cohort-based model that includes orientation, college success workshops, mentorship, eight academic counseling, and community-building activities. The program promotes early academic confidence, sense of belonging, and retention beginning in the first semester.

#### *Math Jam*

Math Jam is a short-term preparation program designed to build confidence and content knowledge for students entering math classes in the following semester. Math Jam is a four-day program that focuses on Algebra for Statistics and Algebra for STEM (Precalculus and Calculus). In addition to math preparation, students also engage with college counselors who teach them skills like time management, goal setting, self-awareness, and strengthening their communication skills. Students get to engage with concepts taught in two counseling courses which enhance student success: COUNS 103A – Personal Development for College Success and COUNS-120 Managing College Success and Life Transitions. Finally, both the counselor and teaching faculty take students on a tour around campus to expose them to the resources available to them, such as the Basic Needs Office, the Library, tutoring, counseling, EOPS, etc. Black students are recruited for Math Jam as both, students who are enrolled in an upcoming math course, and as a participant of Black Experience.

#### *MESA (Math, Engineering, Science Achievement)*

MESA supports first-generation and low-income students from historically excluded backgrounds in STEM. The program offers academic excellence workshops, university transfer advising, and industry exposure. MESA fosters peer support and professional mentoring—particularly for students identifying as Black, Latine, or Pacific Islander—helping them succeed and persist in high-demand fields.

#### Cultural Centers

##### *The Intercultural Center for Justice, Equity & Community Engagement*

Coming Fall 2025, the Intercultural Center for Justice, Equity & Community Engagement (ICJCE) is committed to upholding the principles of social justice, critical consciousness, and critical engagement with institutional structures as articulated by the founding frameworks

of Ethnic Studies. The Intercultural Center for Justice, Equity & Community Engagement (ICJCE) will be a central hub for the faculty, staff and students of African American Studies, Ethnic Studies, La Raza Studies, and Social Justice to Transfer majors. It will also serve as a meeting space for affiliate clubs and associations of the Ethnic Studies Department- La Raza Studies Union, the Black Student Union, Middle Eastern North African club, African American Staff Association, Asian Pacific Islander Desi American group, and Latin American Faculty and Staff Association.

#### *Learning Communities Center*

CCC strives to have learning communities to serve each affinity group. To facilitate faculty mentorship and tutoring opportunities, the institution has prioritized space on campus to house the Asian Pacific Islander Desi American, Puente and Puente Math and Science (Latinx-oriented), and Umoja (application in progress) communities.

#### Mentor/Mentee Opportunities

##### *African American Male Leadership Program (AAMLPL)*

The African American Male Leadership Program supports Black male students through culturally relevant mentorship, leadership development, and academic success strategies. AAMLPL fosters an intense sense of identity and belonging while connecting students to campus resources and transfer pathways, helping close equity gaps in persistence and completion.

Within the African American Male Leadership Program, there is also a cohort called Young Black Leaders consisting of CCC students who mentor students at Helms Middle School. This program, a partnership between CCC and Helms Middle School, works with fifteen middle school students to help them develop a 5-to-10-year plan that focuses on answering the question “How much money do you want to make?” Weekly meetings with the Young Black Leaders group and activities were a program staple. lead the conversation and activities. Eighth grade participants were encouraged to enroll in a concurrent course once they transitioned to high school. CCC has renewed this partnership for another year.

##### *100 Black Men of the Bay Area*

In partnership with the 100 Black Men of the Bay Area, CCC hosts annual career expo to expose African American youth to various career options including tech (NVIDIA, HP), Trades (Cypress Mandela, Job Core) and more.

## Student Organizations

### *Black Student Union (BSU)*

The mission of the Black Student Union (BSU) is to create a community for black identities that promotes proactive leadership and academic success while raising awareness of the diversity within the black community around the globe and on campus by providing a platform to amplify our students' voices and engage in discourse designed to ascertain issues impacting Black identified Students to stimulate a better collegiate experience centered on Acceptance, Excellence, Interdependence, Perseverance, and Tolerance.

### *Middle Eastern and North African (MENA) Students Association*

CCC recognizes the unique cultural experiences of Middle Eastern and North African students through intentional programming and community building. The MENA community offers spaces for cultural expression, peer mentorship, and student voice. This initiative responds to the invisibility many MENA students face in traditional racial categories, ensuring they are seen, supported, and celebrated in their educational journey.

### *Muslim Students Association (MSA)*

The Muslim Student Association (MSA) strives to introduce and to better clarify Islam and Muslims to the community in addition to promoting a sense of community among Muslim and non-Muslim students across campus by encouraging adherence to Islamic ideals in hope to further individual and collective growth.

### *Rainbow Club*

The Rainbow Club is CCC's LGBTQIA+ student community that promotes inclusion, advocacy, and empowerment for students across the gender and sexuality spectrum. Through workshops, peer dialogue, and campus events, the club creates safe spaces for identity exploration and leadership development. This student-led initiative also fosters allyship and helps cultivate a campus culture of belonging and respect.

## Financial Aid Initiatives

### *Extended Opportunity Programs and Services (EOPS)*

EOPS offers holistic support for low-income, educationally disadvantaged students—including priority registration, book vouchers, and dedicated counseling. By removing financial and logistical barriers, EOPS improves persistence and degree completion, particularly for students of color and single-parent or foster youth populations.

### *Emergency Transportation*

Through our Basic Needs and EOPS programs, the College provides public transportation (Clipper Cards), gas cards, and mileage reimbursement when needed.

#### *Financial Literacy/Counseling*

SparkPoint is a 501(c)3, located on campus, which supports students via financial education. It provides free coaching about budgeting, saving money, improving credit scores, and reducing debt.

#### *Low-Textbook Cost Designation*

CCC faculty created the low-textbook cost (LTC) designation after repeatedly hearing the need from both faculty and students alike. After surveying students, faculty voted on a cut-off price of “less than \$30”. The academic schedule features icons for zero-textbook cost (ZTC) and LTC beside the respective courses.

#### *Scholarships for Black Students*

- African American Staff Association Scholarship
- ASU Black Student Experience Scholarship
- African American Studies Department Scholarship
- African American Leadership Scholarship
- B. Wayne Daniels Scholarship
- Eagle Bugg Memorial Scholarship
- Per Ankh Scholarships

#### *Wrap-Around Fund*

The Wrap-Around Fund directly supports immediate student needs such as childcare, rent, transportation, and groceries. Students are eligible for a \$500 emergency check once per semester. Since its inception in Fall 2017, Wrap-Around funds have assisted over 250 CCC students, provided over \$240,000 in aid and successfully kept 86% of recipients in their classes.

### **Additional Institutional Efforts and Initiatives**

#### *A2MEND Conference*

CCC provides full sponsorship (registration, hotel, airfare, and meals) for four students to attend the annual A2MEND Conference.

#### *African American Staff Association*

Comprised of people of African descent from all CCC constituency groups on campus and retirees, for the past 20+ years the African American Staff Association has focused on supporting Black employees at the college and ensuring their success. The Association also supports Black students with two annual \$500 scholarships, sponsoring one or two slots on the HBCU college tours and study abroad, co-sponsoring "Celebrating Success" (Black Graduation), and co-sponsoring African Heritage Month (Black History Month) events each February.

#### *African Diaspora Education Summit*

CCC provided the opportunity for up to 3 Black students, fully funded, to travel to Ghana for a once-in-a-lifetime pilgrimage to experience African-centered education and the freedom, sovereignty, and liberation of African people. This experience was to center the history, traditions, and rituals of Black people without the lens and experience of white supremacy.

#### *Black Student Success Week*

As part of the Contra Costa Community College District, CCC is a co-sponsor of the annual Black Student Success Week.

#### *Juneteenth Parade Participant/Sponsor*

CCC is a participant and sponsors as booth in the annual Juneteenth Festival in Richmond, CA. This serves as an excellent point of contact with the Black community in Richmond and San Pablo, while everyone celebrates in a spirit of unity.

#### *National Association for the Advancement of Colored People (NAACP)*

CCC, and its African American Staff Association, have a lengthy relationship with the Richmond, California branch of the NAACP. CCC has served as a sponsor of NAACP events, while the President and other college employees participate in local NAACP events.

#### *NANDI*

CCC was a silver sponsor of the 2024 NANDI conference, to support the California nonprofit that advocates for the advancement of Black female professionals and students in community colleges.