

Think Equitably, Act Locally: A Guide for Ensuring Equity and Collective Advocacy in California Community Colleges

In 2019, each of California's 114 community colleges were required to establish and submit "Local Vision Goals" (or "Local Goals") as part of the Student Centered Funding Formula (SCFF) implementation. Now that each of the colleges have submitted their plans, it is important that advocates know how to access and review their college's Local Vision Goals. To ensure that goals are informed by community and equity-minded, Ed Trust–West developed this worksheet with key questions that advocates can ask to evaluate their college's Local Vision Goals using four principles: **Accessibility & Transparency, Racial Equity, Stakeholder Engagement, and Accountability**. We also provide suggested steps that community advocates can take when engaging with their college's board of trustees. To learn more, check out Ed Trust–West's "Think Equitably, Act Locally" Equity Alert at bit.ly/ETWLocalGoalsEA

To get started, attempt to locate and review your college's Local Goals using the guiding questions below:

STEP 1 Accessibility & Transparency

- Yes No Are the Local Goal document(s) publicly accessible and easy to locate? (i.e., clearly linked on the board of trustee meeting agenda and/or campus website)?
- ▶ If you cannot locate them, we have created a document with those that we could we could find bit.ly/CCCLocalGoals.
- Yes No Are the Local Goal document(s) written clearly and simple to understand?
- Yes No Are there detailed plans for how the goals will be met?
- ▶ Is it clear how colleges determined each of the goals that were set (i.e., what information was used to help guide the decision making process)?
 - ▶ Is it easy to identify who was included in the goal setting process?

IF NO:

- ▶ Attend your local board of trustees meeting and insist that the Local Goal materials be fully available to read and posted on the campus website on an easily accessible page
- ▶ Advocate for your college to provide details on the plans they will take to meet the goals established
- ▶ Ask that college leaders outline the process that they engaged in to identify their Local Goals
- ▶ Request that colleges identify the stakeholders that were included in the goal setting process

STEP 3 Stakeholder Engagement

- Yes No Do the goals reflect perspectives of internal and external stakeholders (i.e., students, faculty, community advocates, local industry)?
- Yes No Did the community college utilize best practices to share and gather input from stakeholders for the development of the Local Goals (i.e., public notices, participant outreach, email, community forums, student focus groups, surveys, written feedback, etc.)?
- Yes No If stakeholders contributed feedback, do the documents outline what or how that information was integrated?

IF NO: Request that your board of trustees revise the Local Goals to:

- ▶ Make Local Goal setting a yearly priority
- ▶ Establish a Local Vision Goals stakeholder advisory committee for Local Goal setting
- ▶ Conduct outreach to inform and elicit feedback from stakeholders through public communication methods (emails, newspaper, student portals, surveys, focus groups, etc.)
- ▶ Identify how stakeholder feedback was incorporated, or why it was not

STEP 2 Racial Equity

- Yes No Do the goals clearly state a focus on closing racial equity gaps? (i.e., improve student of color success)?
- Yes No Are there specific goals to address each student group that is underserved at the local college?
- ▶ Are the goals for those student groups ambitious? Ambitious goals should have a set timeframe and reflect targets that will create significant improvement.
 - ▶ Is there a detailed plan for the activities, interventions, and investments that will be implemented to support progress toward those goals for each underserved group?
 - ▶ Is the term "equity" defined?

IF NO: Demand that your college board of trustees revise the Local Goals to:

- ▶ Clearly name closing equity gaps – eliminating differences in outcomes between student groups – as a Local Goal
- ▶ Identify each student group that is underserved and establish ambitious improvement targets for each of those groups
- ▶ Ask for your board to share the district's definition for "equity"

STEP 4 Accountability

- Yes No Is there a reporting mechanism in place to measure and illustrate progress or change in performance?
- ▶ By term/year?
 - ▶ For all goals and for each underserved student group(s)?
- Yes No Will there be future reporting that evaluates the effectiveness of the implemented strategies toward supporting goal progress?

IF NO:

- ▶ Encourage your local college to report term-by-term or yearly updates on progress towards meeting the goals (i.e., via a dashboard, brief, presentation, webpage, etc.)
- ▶ Ask that your college evaluate and report on the effectiveness of strategies implemented to improve student success



The Education Trust–West