California Community Colleges

MEMORANDUM

February 13, 2019   Via Email

TO: Chief Executive Officers

FROM: Eloy Ortiz Oakley, Chancellor

RE: Coherence in Goal-Setting and Planning

State law requires colleges to adopt local goals aligned with the *Vision for Success*, produce several plans to guide how the colleges will use state resources consistent with the Guided Pathways framework, and adopt budgets each year to support those activities. As a system, we must begin to better "connect the dots"—for our colleges and our communities—as we implement these requirements. **This memorandum provides instructions related to goal-setting and planning. Please forward it to individuals in your teams that are responsible for these activities.**

ACTION REQUIRED

We are excited to support colleges in using our planning system, NOVA, to inform goal-setting that is aligned with the *Vision*. **We need your help in identifying the lead contact specifically for *Vision* goals adoption at your college.** This lead contact will be the individual responsible for directing the process of approval for local goals submitted through NOVA. The lead contact will receive additional information moving forward. To identify your lead contact, please fill out the Lead Contact Form by February 22, 2019.

SUMMARY TIMELINE

The following is a summary of deadlines related to planning and budgeting in the coming months. More details are provided later in the memorandum.

Deadlines	Submittal
February 22, 2019	Lead contact for *Vision* goals

Chancellor's Office

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April 30, 2019	Initial Guided Pathways "Scale of Adoption Self-Assessment"
May 31, 2019	*Vision* goals
June 30, 2019	Student Equity Plan
June 30, 2019	California College Promise certification (only for colleges who have not yet certified)
June 30, 2019	Tentative annual budget and financial report (not submitted to Chancellor's Office)
September 30, 2019	Final Guided Pathways "Scale of Adoption Self-Assessment"
September 30, 2019	Adopted annual budget and financial report

BACKGROUND

In July 2017, the Chancellor's Office released the Vision for Success: Strengthening the California Community Colleges to Meet California's Needs. Citing the economic and educational needs of California, this document established a vision for improvement, including clear goals and a set of commitments needed to reach those goals.

Recent legislation and Chancellor's Office guidance have emphasized a stronger link between financial planning and broader educational planning, with a new focus on alignment of these plans with college-level performance goals. Planning can be an important part of an institution's strategy to improve outcomes and advance equity: the plans can reinforce the "North Star" the college is following, the analysis of data can bring attention to persistent challenges and can test the assumptions we make about our students, and the act of planning—through a process of consultation—can create shared commitments to a path forward.

At the same time, too many plans—especially multiple plans that commit to different strategies—can confuse priorities. For that reason, the Chancellor's Office is working to reduce the number of plans and to coordinate the remaining plans around conversations around the *Vision*. Although the elimination of plans is not proposed in the immediate term, this document encourages colleges to coordinate the development of goals and plans to make their strategic direction clear and actionable.

USE OF STUDENT SUCCESS DASHBOARD FOR ANALYSIS

As you engage in the goal-setting and planning processes, you should use the Student Success Metrics (SSM) Dashboard as a tool to better understand, and have critical conversations about, where your college's attention must be moving forward. In collaboration with the RP Group, WestEd, and the Educational Results Partnership (ERP), the Chancellor's Office released the SSM 2.0 on January 31, 2019. This release resolved many of the issues identified by the institutional researchers from the initial release (1.0) and added all of the disaggregated metrics. SSM 3.0 will be released in May 2019 and will include cohorts and views by district and region. The Chancellor's Office will continue to work with the institutional researchers to refine the dashboard, clarify the metrics, and resolve technical issues. As we work with the field, changes in the SSM data may occur during February 2019 if critical issues with data and data definitions are discovered.

Our work on the metrics is not yet complete. This is a significant undertaking that involves integrating the metrics, merging the "back-end" repositories that collect the data, and decreasing the time-to-delivery of the metrics. Feedback and ideas on how the metrics can be improved to better serve the statewide needs of districts and colleges is always welcomed.

PLANNING AND BUDGETING

This section provides details about specific requirements in the coming months. Its purpose is to identify links between various planning requirements and identify opportunities for more cohesive discussions at the colleges. For individual plans, the Chancellor's Office has released, or will release, further guidance. We also recognize that these are only a subset of the plans your colleges are required to produce, though we hope that the principles described below will apply to those other plans.

GOALS ALIGNED WITH VISION FOR SUCCESS

Nearly all community colleges have now certified they have a process in place to set local goals aligned with the *Vision*. Once colleges identify their lead contacts, they will be able to access the online form to submit these goals at https://nova.cccco.edu. One of the goals of NOVA is to make it easier to submit goals, and much of the data you will need to fill out your goals form will be pre-populated from the SSM.

The Chancellor's Office released a memorandum on local *Vision* goals in November. You can find that document on the Vision Resource Center in the Vision for Success & Local Goal Alignment community. **As described in the memorandum, the final *Vision* goals**

must be adopted by the governing board and submitted to the Chancellor's Office by May 31, 2019.

Colleges should consider using these goals as the basis for the plans they will be developing concurrently and subsequently. In setting goals, colleges should consider their progress toward, and the impacts of, "at-scale" implementation of Guided Pathways, and they should consider the resources available to the college under the Student Centered Funding Formula, the Student Equity and Achievement Program, the California College Promise, and other fund sources.

GUIDED PATHWAYS

All 114 colleges have already completed the qualifying requirements for Guided Pathways funding. No action is required to receive the second year allocation. However, colleges will be transitioning to the Community College Research Center (CCRC) "Scale of Adoption Self-Assessment" to focus more directly on the design and implementation phases of Guided Pathways. **An initial submission will be due no later than April 30, 2019. Each college must then submit and certify a final version in NOVA by September 30, 2019.** These submissions and certifications are a condition of continued receipt of funds.

The self-assessment is a useful tool for determining future budgetary needs and for citing ambitious goals, especially as they relate to progress for the groups of students prioritized in the college's Student Equity Plan. Initial submissions will be used by the Chancellor's Office to develop comprehensive Guided Pathways professional learning support for the 2019-20 academic year. Certified submissions will be used for documenting and analyzing our systemwide Guided Pathways implementation progress.

EQUITY PLAN

As a condition of receiving allocations under the Student Equity and Achievement Program, and to effectively meet local *Vision* goals, each college must submit a board-approved Student Equity Plan every three years. The plan is due to the Chancellor's Office by June 30, 2019. The template was released in January as a Word document and will be available in March in a fillable electronic format. Using baseline metrics pre-calculated and pre-populated in the electronic plan template, colleges will identify goals and activities designed to close gaps for disparately-impacted equity populations.

During the planning process, it is critical that districts discuss the impacts of "at-scale" implementation of Guided Pathways on the disparately-impacted equity populations. Further, the planning process should involve the college's business officials, because it should represent a foundational document for the development of annual budgets.

CALIFORNIA COLLEGE PROMISE

The statute establishing the California College Promise (AB 19) specifies that the program is intended to support colleges in accomplishing the *Vision* goals. As a condition of participation in the program, colleges must partner with local education agencies to establish an Early Commitment to College program, improve college readiness, reduce the need for remediation, use "multiple measures" for assessment and placement, participate in the Guided Pathways program, ensure that students complete the federal or state financial aid application, and participate in the federal student loan program.

Any college that did not participate this year and wants to begin participating in 2019-20 will be required to complete and submit a signed certification form to the Chancellor's Office by June 30, 2019. As colleges determine how to use their AB 19 allocations, they should be identifying how the activities supported by those funds would support progress toward the local *Vision* goals and support their Student Equity Plan.

OTHER PLANNING EXPECTATIONS

The Chancellor's Office will work to continue to align planning around the local goals colleges are adopting. Notably:

- **Strong Workforce Program**—Regional and local spending from Strong Workforce Program funds are expected to provide more and better CTE programs, courses and pathways. NOVA is used for the application and reporting of expenditures. Beginning in 2019-20, the Strong Workforce Program will align with the SSM by adopting a subset of those metrics that are most relevant to Career Education students. These revised metrics will be used to calculate the Strong Workforce Program incentive funding starting in 2019-20.
- **Adult Education Program**—Regional investments from California Adult Education Program consortia, and their members, serve adult education students that come from a variety of different life pathways or journeys. The program is intended to support the *Vision* goals by improving completion of career development and college preparation (CDCP) certificates and short-term career training programs and decreasing the amount of time students spent accumulating classroom hours by offering noncredit co-requisite courses, all in an environment that promotes flexible scheduling, innovative delivery methods, and short-term programs. Again, NOVA is used for the application and reporting of expenditures.
- **Perkins V Program**—Currently in the transitional planning year, the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V) develops the academic knowledge and technical and employability skills of secondary and postsecondary education students in career and technical education programs through regional and local intersegmental alignment. Perkins V is a combined state plan including the requirements of the Workforce Innovation and Opportunity Act

and specifically calls for stronger alignment with the Adult Education Program. As part of NOVA's planned development, the Perkins V Program will eventually migrate for the application and reporting of expenditures.

ANNUAL BUDGETS

For these plans to be effective in meeting the local *Vision* goals, they must be supported by the district and college budgets. Under current law, by July 1, each district is required to adopt a tentative budget. By September 15, each district is required to hold a public hearing and adopt a final budget, and, with its adopted annual budget and financial report submitted to the Chancellor by October 10.

In adopting a budget, the governing board should determine that the resources necessary to implement Guided Pathways and implement the Student Equity Plan are available. Next year, the Chancellor's Office will issue more specific guidelines about aligning planning with budgeting. Until then, colleges may want to have discussions about how to revise budgeting practices to ensure that commitments made in the Student Equity Plan and in other plans can be supported.

ROLE OF BOARDS OF TRUSTEES

Active involvement by the board of trustees in planning and budgeting is essential. The board's meetings represent a critical venue where these plans come together and where decisions are made about the resources needed to support the plans. Specifically, the local *Vision* goals, the Student Equity Plan, and the annual budget must all be adopted by the board. District and college leaders should consider strategies for presenting these items to the board together to allow for better understanding of their alignment.

Further, the board is directly responsible to the communities the colleges serve and should be creating opportunities for more stakeholders—especially those from groups that have historically been most underrepresented and underserved by our system—to participate in development and review of local goals, plans, and budgets.

ROLE OF THE CHANCELLOR'S OFFICE

The Chancellor's Office intends to better understand the coherence across these documents. In places where that coherence is not obvious, we expect to work with colleges to determine what additional support is necessary. We also hope to use this information to identify common practices across districts and highlight effective practices through professional development. Please contact Chancellor's Office staff if you would like further information about these topics or need additional support.

cc: Dr. Daisy Gonzales, Deputy Chancellor
     Rhonda Mohr, Vice Chancellor
     Christian Osmeña, Vice Chancellor
     Dr. Alice Perez, Vice Chancellor
     Sheneui Weber, Vice Chancellor