



June 15, 2023

Dear Dr. Martinez and Dr. Buul,

In follow up to our previous meetings, thank you for your support and encouragement to submit a proposal to the California Community Colleges Chancellor's Office (CCCCO) to fund the Association of California Community College Administrators' (ACCCA's) ***Social Justice and Career Advancement Academy (SJCAA)***.

In response to the CCCCCO's Call to Action, ACCCA envisions the SJCAA as an industry-leading professional development opportunity for administrators that is centered on diversity, equity, inclusion, and accessibility (DEIA) expanding their social justice leadership capacity, and increasing their diversity among administrators and management teams throughout the California community college system.

ACCCA is the premier member-supported organization focused on the professional development of California community college (CCC) management, and is aiming to build mutually beneficial partnerships to increase equity and social justice knowledge, skills, and actions for administrators and to improve the pipeline, representation, success, and support of administrators coming from historically excluded identities and communities.

In the last two years, ACCCA has developed an equity and inclusion blueprint as outlined in our [equity statement](#) and established an equity team to lay the foundation for future efforts and metrics to track our progress on implementing goals. Among other areas within the operation of ACCCA, this work has set a standard for all of ACCCA's professional development programs. The following proposed initiatives build on these efforts to create *intentional and structured professional development activities in DEIA* to further social justice and career advancement throughout the CCC system.

Proposal Overview

The three-year proposal includes the following sections:

1. Statement of Need
2. SJCAA Overview
3. Data Analysis
4. SJCAA Component Details: Curriculum, Timeline, and Outcomes
5. Personnel to Support SJCAA
6. Budget Proposal
7. Alignment with CCCCCO's Vision for Success and State Priorities
8. Landscape Analysis
9. About ACCCA

1. STATEMENT OF NEED

California Community College administrators come from various identities, communities, and academic backgrounds, and many have minimal training and development around social justice theories, identity self-exploration, and equity action practices.

ACCCA has intentionally included segments around equity and social justice into its existing programs (e.g. Great Deans, Admin 101, Admin 201 etc.), and program evaluations reflect the need for more social justice and equity training, as well as opportunities for more in-depth self-reflective spaces to explore their own identity in relation to institutional leadership and equity. There is currently a willingness among participants to put equity and justice into action; however, many administrators do not have the knowledge, skills, or awareness to consistently execute those actions effectively.

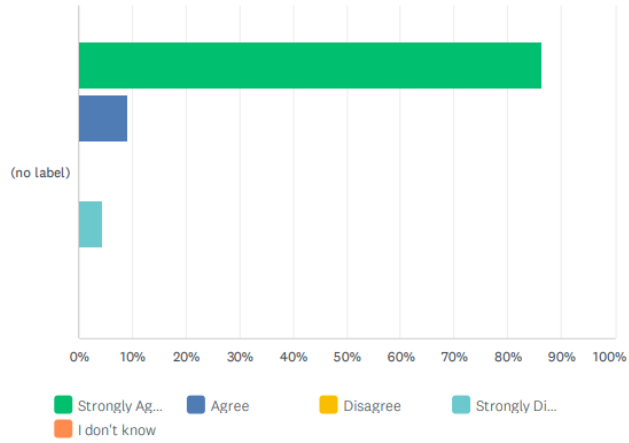
Similarly, ACCCA members have consistently voiced interest in career advancement training opportunities. Many historically excluded administrators want to advance to their next level roles within the system, but do not have adequate access to training programs designed to help them navigate that process successfully. For example, the *Mock Interview* sessions at our annual ACCCA Conference book quickly and have long waitlists each year signaling that members seeking structured guidance on advancing to their next position need significantly expanded capacity to move forward.

ACCCA also acknowledges the need for more culturally responsive career preparation and skills training that can provide support to historically excluded populations. ACCCA's goal is to provide quality training and growth opportunities to CCC administrators from all identities, specifically those who represent our student demographics, and who have been historically excluded from these positions of power.

In a preliminary survey ACCCA conducted recently [late Spring 2023], over 95% of respondents expressed interest (strongly agree or agree) in participating in a DEIA / social justice program. Below is a sample question from the survey.

Q3 I would like to gain skills and experience to confidently engage in deeper dialogue about equity, inclusion and social justice.

Answered: 22 Skipped: 0

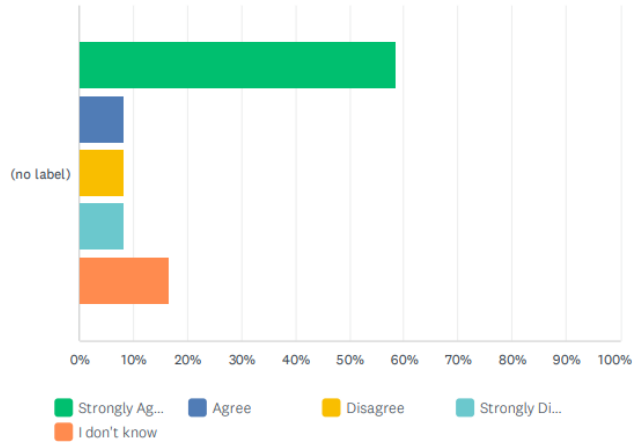


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
(no label)	86.36% 19	9.09% 2	0.00% 0	4.55% 1	0.00% 0	22	1.45

As noted in the survey question below on career development programming, over 66% of respondents expressed interest (strongly agree or agree) in such training. Additionally, over 16% stated “I don’t know”, which coincides with our observations that some historically excluded people may not realize that they could benefit from training to improve their competitiveness in the application process to advance their careers.

Q5 [If you are from a community that has been historically excluded from higher education, or skip if not applicable] I would like to attend career development programs [e.g, resume writing, interviewing tips, etc.] designed for my community and identities.

Answered: 12 Skipped: 10



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
(no label)	58.33% 7	8.33% 1	8.33% 1	8.33% 1	16.67% 2	12	0.00

Surveys will be conducted in each SJCAA component to assess the progress of participants and to help inform how we shape and implement the programming in the future.

2. SJCAA PROGRAM OVERVIEW

Below are the core components of ACCCA's SJCAA to increase social justice and career advancement in the CCC system:

- a. **Cohort Program: “Social Justice & Career Advancement Academy (SJCAA)”** – The SJCAA year-long program is intentionally designed for historically excluded populations and allies/accomplices. SJCAA has two key parts: 1) lead participants to explore self-identity and dialogue across groups to become allies, accomplices, and co-conspirators, and 2) provide career preparation strategies and tactics for both self-empowerment and empowering others (see below workshop series for sample topics/details). Throughout this program, SJCAA participants will gain tools to become active change agents.
- b. **Workshop Series: “Career Advancement Workshop Series (CAWS)”, Progressing Careers of Historically Excluded Candidates** – The CAWS series will offer short-term workshops intentionally designed to coach historically excluded candidates, lasting a few hours to one day, and will focus on two perspectives:
 - o Self-Empowerment – Workshops to develop the skills needed to advance participants’ careers (e.g. applying for jobs, skills gap analysis, finding a mentor, sustaining well-being as an administrator, etc.).
 - o Empowering Others – Workshops for leaders to develop diverse and inclusive teams (e.g. recruiting, retaining, grooming candidates, creating safe spaces, etc.).

- c. **DIAL a Colleague (Diversity, Inclusion, and Access Links)** – DIAL a Colleague is a peer network intentionally designed to coach historically excluded candidates, through an equity lens, for advancing their careers and finding support (e.g. informal mentoring, review resumes and cover letters, conduct mock interviews, campus forums, etc.).

Below are projects that ACCCA and the CCCCO can jointly facilitate to empower colleges to better track employee diversity and identify where improvements and support are needed.

- d. **Data Mart Expansion** – Expand the CCCCO’s Data Mart dashboard, or create a new CCCCO dashboard, to include additional variables of administrator employment data, such as: entry-level management roles versus senior management roles (i.e. managers and directors vs. deans, VPs, and CEOs), additional demographic identities, as well as other variables such as student services, academic affairs, administrative services, etc.
- e. **Research** – Conduct quantitative research (surveys) and qualitative research (focus groups) to better understand the experiences and barriers for administrators from historically excluded groups.

3. DATA ANALYSIS

RACE/ETHNICITY DATA ANALYSIS*

When comparing the race/ethnicity of the percent of administrators employed versus the percent of students enrolled (*using the CCCCO Data Mart*), we find mixed results:

Black/African-American administrators are overrepresented by 6.15%; Hispanic/Latino administrators are significantly underrepresented by -25.23%; White administrators are greatly overrepresented by 22.95%; and Asian and Pacific Islanders*** are close to being equally represented (under 2% variance for each).

State of California - Fall 2021*	Administrator Count (%)	Student Count (%)	Over (-Under) Represented vs. Students**
African-American	11.54 %	5.40 %	6.15%
American Indian/Alaskan Native	0.60 %	0.33 %	0.28%
Asian	9.41 %	10.44 %	-1.03%
Hispanic	22.16 %	47.39 %	-25.23%
Multi-Ethnicity	1.44 %	4.35 %	-2.92%
Pacific Islander	0.37 %	0.40 %	-0.03%
Unknown	7.28 %	4.62 %	2.65%
White Non-Hispanic	47.20 %	24.25 %	22.95%

*Source: CCCCO Data Mart 2/20/22 (Filipino student data excluded since Administrator data did not list that race/ethnicity)

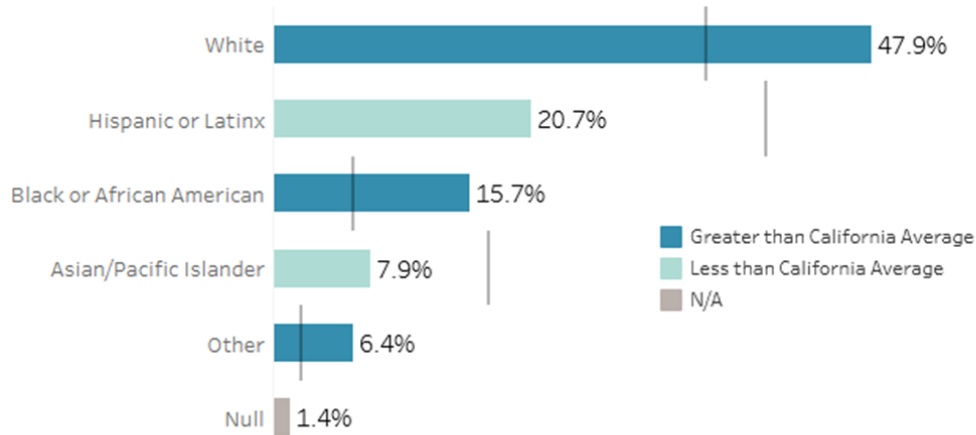
**Green/red highlights represent a variance of 2% or more }

***Asian includes people of Asian descent; Pacific Islander includes Pacific Islander Americans; Multi-ethnic includes Multiracial.

It’s important to note that the Data Mart information does not have more nuanced variables, such as the race/ethnicities in entry-level management roles (i.e. managers, directors) versus higher-level management roles (i.e. deans, VPs, presidents), as well as those in student services, academic affairs,

administrative services, etc. Additionally, beyond representation, it is critical to understand the experiences, satisfaction, and turnover rates of BIPOC administrators.

When looking at race/ethnicity at the CEO level in Community College League of California (CCLC) data, we see a similar pattern of percentage of employment across the races/ethnicities, within a percentage point or two of the Data Mart information, with one exception: African-Americans have about a 4% higher rate of employment as CEOs (15.7%) vs. all level of African-American administrators (11.54%). And African-American CEOs are about 10% overrepresented vs. African-American students enrolled (5.4%).



Source: CCLC, 2020 (this is not an exact comparison against the Data Mart data since they are a year apart, however, it provides directional trends)

SEX/GENDER DATA ANALYSIS

As this section begins, we will note that the term “gender” is used but often sex categories (e.g. male and female) are utilized. Additionally, “non-binary” is a term relating to gender identity and does not include all transgender or gender diverse people.

In reviewing female and male administrator representation versus the student population in Data Mart, the numbers seem fairly representative, with females being underrepresented by less than 1 percent and males*** being overrepresented by only 2.25%.

State of California Total - Fall 2021*	Administrator Count (%)	Student Count (%)	Over (-Under) Represented vs. Students**
Female	54.66 %	55.27 %	-0.61%
Male	45.25 %	43.00 %	2.25%
Non-Binary	0.09 %	0.25 %	-0.16%

*Source: CCCC Data Mart 2/20/22 (Unknown student data excluded since Administrator data did not list that category)

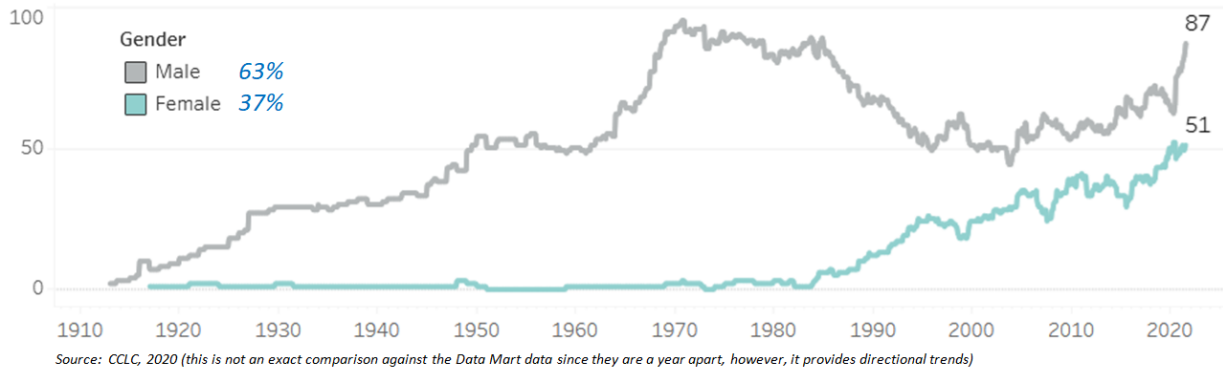
**Green/red highlights represent a variance of 2% or more

***“Female” and “male” are actually sex assigned at birth. The assumption is that they mean “woman” and “man.”

As noted above in the race/ethnicity data analysis, the Data Mart information does not have more nuanced variables, such as the gender in entry-level management roles versus higher-level management roles as well as those in student services, academic affairs, administrative services, etc.

When we analyze sex diversity at the CEO level with CCLC data, we see the data differ from Data Mart: there is a large underrepresentation of female identifying CEOs. Out of 138 active CEOs throughout 2020, there were only 51 females, representing about 37%. With a female student population of roughly 55% throughout the state, this means that women are underrepresented at the CEO level by about -18%. There is no data naming or acknowledging any CEO being Non-binary.

Number of Active CEOs



This significant disparity in females at the top level of administration requires more research and analysis to understand why this statistic exists. Are women stepping out of the workforce for family reasons and falling behind, or exiting their administrator careers completely, as a result of this personal choice? Do women not aspire to advance in their careers to presidency at the rate that men do? Or does gender bias still hold women back? Quantitative and qualitative research is needed to help us understand these questions and trends better.

The data provided is meaningful, but still limited. There are also other identities to consider such as disability, sexual orientation, religion, citizenship status, as well as others.

4. SJCAA COMPONENT DETAILS: CURRICULUM, TIMELINE, AND OUTCOMES

Below are intentional and structured activities that ACCCA will launch to increase social justice and career advancement in the CCC system. While many of these program ideas would benefit any administrator, it is important to center programs around diverse, historically excluded administrators and allies to create a space that invites them and makes them feel included, welcomed, and empowered.

a. **Cohort Program: “Social Justice & Career Advancement Academy (SJCAA)”**

The SJCAA is designed for administrators to enhance and refine skills and competencies to create greater inclusion for all members of the community. The first half of the academy experience will use race and gender caucus work, dialogue across groups, and exploration of in-the-moment situations as a forum for personal development, professional competency building, and transformational change.

As the academy progresses, concepts and situations related to other identities and intersectional identities will be explored. Throughout the program the focus will shift to integrate aspects of positionality and professional role with other identities. Participants will explore self-identity and then move to become change agents, and the change begins with them. Participants will gain effective tools to become allies, accomplices, and co-conspirators.*

The second half of the academy will provide career preparation strategies and tactics for both self-empowerment and empowering others. “Self-Empowering” training programs will help participants develop skills to advance their careers (e.g. applying for jobs, skills gap analysis, finding a mentor, etc.). “Empowering Others” training programs will help leaders to develop diverse and inclusive teams (e.g. recruiting, retaining, developing diverse candidates, and creating safer spaces, etc.). See below workshop series for other possible topics/details for career preparation training workshops.

**Note: Much of this paragraph was adapted from the Social Justice Training Institute.*

Format/Timeline:

- Save the Date: September 2023
- Applications due: January 19, 2024
- Notifications: February 9, 2024
- Academy kickoff: April 9, 2024 (three-day residency) in Sacramento, CA
- Cohort Monthly meetings: May 2024 – January 2025
- Possible one-day full cohort meeting in middle of program
- Possible one-day regional meeting in middle of program
- Pre-Conference Session: February 18, 2025
- Graduation at Conference: February 19-21, 2025
 - *Note that dates may be slightly adjusted to avoid any significant conflict with other key programs: CCC LGBTQ+ Summit, A2MEND, CCCOLEGAS, PUENTE, APAHE, etc.*

Audience:

- Attendance expected:
 - Year 1: 80 administrators
 - Year 2: 150 administrators
 - Year 3: 200 administrators
- Variety of identities: intentionally diverse with race/ethnicity, gender, sexual identity, age, religion, disability, and others.
- Administrators who have already received some level of leadership training such as ACCCA (such as Admin 101/201 or Great Deans) or other equity and identity training

Possible Guest Speakers:

- Consider hiring [dr. becky martinez](#) and/or the [Social Justice Training Institute](#) to guide the three-day residency
- Consider hiring a recruiting Company for career workshops (e.g. Academic Search or other)
- Consider [A2MEND](#), [CCCOLEGAS](#), [APAHE](#), [CCC LGBTQ+](#), [CCC Women's Caucus](#), etc. as additional guest speakers

Learning Outcomes:

- Three-day residency:
 - Explore identity, intersections, bias, power, and privilege
 - Engage in deep self-work around privileged identities (race, gender, sexuality, disability, religion, class, etc.)
 - Explore trauma informed care principles and center healing, wellness, and self-care around marginalized identities
 - Gain dialogue skills while engaging in sensitive conversations around racism as well as other -isms

- Understand and explore navigating triggers
- Monthly gatherings
 - Explore current incidents, situations, challenges, and learning
 - Explore barriers to applying learning
 - Caucus/Affinity spaces – include celebration, retention and support
 - Initiating and leading long-term equity plans and transformation
 - Gain competencies in engaging and leading equity efforts
 - Facilitate safe/brave spaces
 - Navigating conflict
 - Supporting grassroots equity efforts
 - Communications (writing/speaking) around DEI topics
 - Explore identity-conscious supervision techniques
 - Mentor moments - diverse trustees as guest speakers in monthly meetings
 - Career preparation focused on self-empowerment to help participants advance their careers (resume/cover letters, mock interviewing, skills gap analysis, etc.)
 - Empower others to build diverse and inclusive teams (recruitment, retention, grooming, creating safe spaces, etc.)
 - Additional career preparation topics (see Workshop Series below for more examples)
- ACCCA Pre-conference day 9am-5pm – February 18, 2025
 - Applying identity and equity learning as an administrator
 - Mock interviews
 - Debrief/reflection on program
 - Graduation at conference

b. Workshop Series: “Career Advancement Workshop Series (CAWS)”, Progressing Careers of Historically Excluded Candidates

ACCCA will create an accessible workshop series to support historically excluded groups and allies to prepare and advance into administrator and senior administrator roles. CAWS will include a variety of topics specifically designed for increasing BIPOC, women, LGBTQ, disabled, and others who are marginalized and/or historically excluded.

Workshops would be short-term and would be accessible due to lower time commitments and affordable costs – variables which can pose challenges for some administrators, especially historically marginalized populations.

These workshops can also be integrated into longer-term, cohort programs in ACCCA, such as the Social Justice & Career Advancement Academy mentioned above. Below are some sample topics that will be featured in CAWS:

Self-Empowerment – Workshops intentionally designed for historically excluded groups to develop skills to advance their careers with possible themes such as:

- Getting in the Door – Application, resume, cover letter, diversity statement, etc.
- Nailing the Interview – Tips such as using CAR method & typical questions asked
- Presenting Like a Pro – How to make impactful and engaging presentations
- First Impressions Count – Succeeding at a new job, assessing and navigating work cultures
- Planning for a Promotion – Skills gap analysis, upskill and document successes
- Finding a Mentor – Identify formal and/or informal mentors for support and guidance

- Identity in the Workplace – How to show up as our full selves
- Conquering the Imposter Syndrome – Build confidence in your competence
- First Generation Professional – How to navigate being the “first”
- Becoming an Ally – How to support BIPOC, women, LGBTQ+, and disabled colleagues

Empowering Others – Workshops for leaders to develop diverse and inclusive teams, such as:

- Recruiting strategies to increase diverse team members
- Retaining new and veteran diverse team members through inclusive methods
- Grooming diverse candidates to prepare them for advancing, internally and/or externally
- Promotion / Succession Planning
- Navigating DEIA Crucial Conversations when managing up, down, and sideways
- Creating space for diverse administrators to be themselves
- Becoming a DEIA Champion at your institution

Format/Timeline

- February 2025 Kickoff (every Summer, Fall and Spring to start)
- One day, half-day, or a couple of hours as stand alone workshops
- In person regional meetings and/or virtual
- Option to Include sessions in ACCCA Conference, Pre-Conference, and/or other ACCCA programs

Audience

- Workshop attendance expected: 50 to 60 administrators
- Historically excluded candidates seeking to better prepare in advancing their careers
- Leaders looking for guidance to build diverse and inclusive teams

Potential Guest Speakers

- [A²MEND](#), [CCCOLEGAS](#), [APAHE](#), [CCC Women’s Caucus](#), [CCC LGBTQ+](#), [CCCCIO ALIVE](#), [USC CUE](#)

Learning Outcomes:

- While each workshop would have different outcomes, the following outcomes are a sampling for the full series:
 - Demonstrate ability to successfully: apply/interview for new jobs; present in an engaging way; assess organizational landscapes; assess professional skills gap; identify areas to upskill; identify resources for support; increase confidence in skills, etc.

c. DIAL a Colleague (Diversity, Inclusion, and Access Links)

DIAL a Colleague is a peer mentoring network of administrators to help coach historically excluded candidates in their application process for new positions (e.g. review resumes/cover letters, conduct mock interviews, campus forums, etc.). Peer career coaches would go through initial training on providing feedback on resumes/cover letters, conducting mock interviews, etc. through an equity lens.

Format/Timeline

- February 2026 Service launches
- A roster of volunteer ACCCA members are trained (trainings offered quarterly)
 - Trainings could be in-person and/or a webinar
- Administrators request and are assigned a coach through a central ACCCA contact

Audience

- Participation expected: 100 administrators annually
- Historically excluded candidates looking for guidance on how to better prepare for the application process for a new job

Possible Partnerships

- [A²MEND](#), [CCCOLEGAS](#), [APAHE](#), [CCC Women's Caucus](#), [CCC LGBTQ+](#), [CCCCIO ALIVE](#)

Learning Outcomes:

- Historically excluded candidates will develop the ability to successfully apply/interview for new positions with increasing levels of responsibility in the California community colleges..
- Historically excluded candidates will attain increased confidence and a sense of belongingness, inclusion, and support in their career pathway.

In addition to the three above program segments focused on social justice and career advancement, the efforts detailed below are longer-term goals to be considered for funding in the future. These are projects that ACCCA and the CCCCCO can jointly facilitate to empower colleges in improving tracking of employee diversity as representative of student populations, and identify where improvements and support are needed.

d. Data Mart Expansion

Expand the existing, or develop a new Data Mart dashboard to include variables of administrator employment data such as: entry-level management roles versus senior management roles (i.e. managers and directors versus deans, VPs, and CEOs), and other variables such as student services, academic affairs, administrative services, etc. This will allow ACCCA and CCCCCO to better identify stop-out points to:

- Focus on Historically Excluded Administrators – ACCCA / CCCCCO can create professional development to target administrators at these critical stop-out points in their careers.
- Identify Colleges Needing Support – ACCCA / CCCCCO could provide strategic consulting or professional development to colleges / CEOs to assist them in their diversification efforts.

e. In-Depth Research

Conduct research to better understand administrators' experiences, career interests, and specific points at which additional support is needed as engagement rates evolve.

- ACCCA Members – Conduct quantitative research (surveys) and qualitative research (focus groups) to better understand the lack of representative diversity of administrators. In particular, the level to which historically excluded candidates want to advance in their careers and identification of barriers to their progress. This research can be conducted among those seeking advancement as well as members of the hiring committees overseeing the process.

This additional focus on curating specific data would allow more robust development of programs that could address specific, pivotal stop-out points for prospective and currently employed administrators. For example, a program for department chairs to advance to the dean level would be informed by data indicating a consistent stopping point in certain populations. Similarly, a program to address focused

training for female VPs to advance to a presidency if the data consistently supports the existence of a “stopping point” for women at that level.

5. PERSONNEL TO SUPPORT SJCAA

The team supporting the SJCAA initiative will include:

- **A Program Manager:**
 - A full time project manager would be hired to specifically oversee the final development and facilitation of the SJCAA. The individual would report progress directly to the Chair of the Management Development Commission [MDC] who will keep the Board informed. They will consult with the Volunteer Planning Team to execute the vision/goals of the program.
- **ACCCA staff assigned to collaborate/support the Program:**
 - **Susan Bray**, *Executive Director, ACCCA*
 - **Alex Karatti**, *Coordinator of Programs and Events*
 - **Ana Sneed**, *Administrative Assistant*
 - **Patti Marcotte**, *Coordinator of Technology, Communications & Marketing*
- **Volunteer Planning Team:**
 - **Lonita Cordova**, *Assistant Superintendent/Vice President Student Services, San Joaquin Delta College [2023-2024 ACCCA President]*
 - **Joshua Moon-Johnson**, *Vice President Student Services, College of San Mateo, Member, ACCCA Board, Team Lead, ACCCA Equity Team*
 - **Gita Runkle**, *Dean of Business & Acting Dean of Arts & Cultural Programs, Rio Hondo College*
 - *More volunteers will be recruited, as needed*

6. BUDGET PROPOSAL*

COSTS	Year 1	Year 2	Year 3
Program Manager - salary	\$100,000	\$105,000.00	\$110,250.00
Program Manager - benefits	\$28,150	\$29,557.50	\$31,035.38
Hotel Event Space (3 nights residency + 2 nights regional)	\$40,000	\$80,000.00	\$120,000.00
Hotel - Staff (3 nights residency + 2 nights regional)	\$4,688	\$4,921.88	\$5,167.97
Food Catering	\$43,050	\$73,185.00	\$92,557.50
Curriculum development Identity	\$15,000		
Presenter - Identity	\$25,000	\$25,000	\$25,000
Presenters/Coaches - Career Prep	\$25,000	\$45,000	\$65,000
Honorariums \$500 to \$1000	\$10,000	\$10,500.00	\$11,025.00
Volunteer travel costs	\$8,000	\$10,000	\$12,000
Supplies	\$2,000	\$4,000	\$6,000
TOTAL	\$300,888	\$387,164	\$478,036

NOTES

* Balance unfunded by CCCCCO, if any, will be covered by program fee revenue. Scholarships will be available.

* Scholarship program goal (100% Y1, 50% Y2, 50% Y3)

* Numbers are rounded in Excel and may slightly vary.

7. ALIGNMENT WITH CCCCCO'S VISION FOR SUCCESS AND STATE PRIORITIES

The SJCAA aligns with the CCCCCO's priorities and Vision for Success in the following ways:

- Initiate and lead tough conversations about race and execute change to improve campus climate for student belonging and efficacy (*Call to Action*)
 - The SJCAA will largely focus on creating self-awareness on identities and conversation tools to effectively engage in meaningful, vulnerable and brave conversations around race and other identities.
- Provide tools to implement effective practices and processes to increase faculty, staff and administrator diversity (*DEI and Governor's Recovery with Equity in Higher Education*)
 - The SJCAA career advancement efforts align with strategic and action-focused equity work that leads to increased diversity in hiring and employment, as well as development, support, and retention of those employees.
- Equip leaders with a greater understanding of institutional equity and effectiveness, and a commitment to distribute that knowledge across their institutions, with the ultimate goal of boosting student success (*IEPI*).
 - The SJCAA starts with administrators learning about the foundations of equity, identity, and social justice, and then transitions to obtaining the skills necessary to initiate and provide continuous institutional action toward specific goals.
- Instill a courageous mindset for leadership-driven, systemic change to eliminate gaps in achievement (*Vision for Student Success*).
 - The SJCAA encourages administrators to courageously challenge normative culture and push for radical change and progress at institutions, districts, and systems.

8. LANDSCAPE ANALYSIS

Most programs in the DEIA space focus on identity work for all college employees (e.g. faculty, classified and administrators all in the same trainings) or focus on the technical skills to advance from one career level to another (e.g. trainings for VPs on how to apply to become presidents).

ACCCA's SJCAA program profile delivers a unique experience by:

Providing a brave space open to all administrators to do experience deep intersectional identity work necessary to expand their social justice leadership capacity; and

Transitions the development to provide critical technical assistance to assist administrators in acquiring specific skills essential to advancing their careers and occupying leadership roles with increasing levels of responsibility and influence on social justice on a broader scale.

At this moment, the California community college sphere has many impactful programs for racial and social justice work, and a growing focus on gender roles and LGBTQ+ individuals. However, there is currently very limited focus on *developing administrators* and/or mentoring and empowering those from historically excluded and marginalized groups.

Moreover, there are just a few programs with limited capacity to create strong avenues to executive leadership among historically excluded or marginalized professionals. The focus and mission of the SJCAA provides an intersectional approach to racial justice, disability justice, gender justice, LGBTQ+ justice, and other communities facing rising social injustices.

Our unique communities are diverse and have intersecting identities. This program aims to recognize and acknowledge that administrators show up with the complexities of many identities all at once. SJCAA does not seek to replace any of the much needed existing programs, but rather, our goal is to complement their work through partnership and expand capacity and options for these communities. Our vision of a cross-community, cross-identity, and cross-racial coalition is intended to unify these efforts behind our common goals.

Nationally, a number of other programs exist and contribute to this work in some form. The *Social Justice Training Institute* primarily focuses on higher education professionals, but is aimed largely at four-year institutions, and is not intentionally focused on administrators.

The *National Conference on Race and Ethnicity* is a powerful national conference on racial justice; however, it largely focuses on race alone, is not designed for community colleges or administrators, and is not cohort and community based effort.

There are a number of impactful career development programs designed for future vice presidents and presidents, and some even focus on race or gender. SJCAA aims to collaborate with them and expand the focus to include other identities. The *LGBTQ+ Leaders in Higher Education* provides leadership development to aspiring presidents, however again, the focus is largely on four-year institutions, it is not specific to the California system, and it is very focused on sexual orientation.

To summarize, there are a number of meaningful opportunities existing in the landscape, but there are not any current offerings for California Community College administrators to learn about equity and social justice with an intersectional lens.

9. ABOUT ACCCA

ACCCA is the foremost member-supported professional organization for administrators and managers of California's community college campuses. ACCCA seeks to provide its members with services, benefits, products and programs that will enhance their professional lives.

This partnership would allow ACCCA to expand its education around social justice and career advancement for historically excluded populations by creating an Academy that will use the CCCCO's resources, reputation, and network to improve opportunities for career advancement.

ACCCA is a member-supported organization that relies on the voluntary participation of its 1200 [and growing] member base to financially sustain its operations. This collaboration would provide an opportunity to focus specifically on historically excluded populations with minimal financial consequences.

By creating a sustainable social justice program, ACCCA will structuralize a unique platform to increase learning opportunities for administrators, and provide coaching, and career support to historically excluded populations toward the goal of diversifying the system on a much larger scale. As the reputation of the program grows, participants will pay a modest fee to further subsidize increasing facilitation and expansion costs, and we will continue to work with our business partners to provide scholarship opportunities.

The aspirational but attainable goal is to make the Social Justice and Career Advancement Academy an accessible opportunity for administrators, regardless of their institution's budget status. Administrators are critical decision-makers among the CCC's, and yet they often have the least amount of equity and social justice training.

This effort aims to ensure **all administrators** in the California Community College have access to foundational training on self-identity, equity, social justice, and career advancement strategies so all of our state's institutions can take meaningful and transformative action.

In conclusion, with the funding and partnership of the CCCCCO, we envision that the SJCAA will increase administrators' fluency in DEIA, their leadership capacity for social justice, and measurably increase the diversity of administrators to better represent the student population throughout the CCC system.

Sincerely,

Susan Bray, Executive Director, ACCCA

Dr. Eric Ramones, Board President, ACCCA

Dr. Lonita Cordova, Board President-Elect, ACCCA