

**CALIFORNIA COMMUNITY COLLEGE TRUSTEES (CCCT) BOARD AND  
CHIEF EXECUTIVE OFFICERS OF CALIFORNIA COMMUNITY COLLEGES  
(CEOCCC) BOARD JOINT RESOLUTION**

**AFFIRMING OUR COMMITMENT TO STUDENT SUCCESS FOR BLACK AND  
AFRICAN AMERICAN STUDENTS**

**WHEREAS**, on April 22, 2020, the African American Student Success Virtual Townhall was convened with over 1,000 California community college practitioners, policymakers, and national scholars to discuss financial aid reform, housing, food, technology and transportation insecurities, impacts of COVID-19 on African American students, and policy recommendations to support this student population; and

**WHEREAS**, on April 27, 2020, through May 1, 2020, African American Success Week was held, with an average of 300 participants participating in daily webinars covering recommendations for black student success, housing insecurity, COVID-19, and listening to Black student voices; and

**WHEREAS**, on May 25, 2020, Mr. George Floyd, a black man in Minnesota, died, face down, under the knee of a white police officer; and

**WHEREAS**, reactions to the unjust death of Mr. Floyd have varied, and the nation continues to witness the Black community pushed to the edge by systemic racism; and

**WHEREAS**, California Community Colleges (CCC) represent and serve one of the most diverse populations in the world in terms of race, ethnicity, language, culture, nationality, socio-economic class, age, physical ability, sexual orientation, and religious beliefs; and

**WHEREAS**, the California Community Colleges' unwavering commitment to diversity and inclusion requires that we advocate and employ our collective voice to identify and eliminate barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community; and

**WHEREAS**, almost three-quarters of California's Black undergraduates (72 percent) are enrolled in a California Community College, making the CCC system the primary source of higher education for members of this demographic group<sup>i</sup>.

**WHEREAS**, the overwhelming majority (77%) of Black students attend community college part-time (fewer than 12 units in a term) due to employment, family, and other commitments<sup>ii</sup>; and

**WHEREAS**, most Black community college students are adult learners who work full-time while attending college part-time, have family commitments/responsibilities, and struggle with basic needs insecurities. The students who need the most get the least financial support; and

**WHEREAS**, California Community Colleges receive the least amount of per-student funding in comparison to the state’s other public educational sectors, University of California: \$33,569; California State University: \$18,445, California Community Colleges: \$8,306; K-12: \$12,018<sup>iii</sup>.

**WHEREAS**, nearly two-thirds of Black high school graduates are not eligible to apply for admission to the CSU or UC systems<sup>iv</sup>; and

**WHEREAS**, 35 percent of Black high school graduates completed the A-G course requirements compared to 52 percent of White high school graduates; and

**WHEREAS**, 27 percent of Black families live below the poverty line (less than \$24,399 per year) compared to 16 percent for all California families. 48 percent of Black families earn less than \$48,678 per year compared to 36 percent for all California families<sup>v</sup>; and

**WHEREAS**, the ratio of Black students to tenured and tenure-track Black faculty is 81:1 in California Community Colleges, while the ratio for White students to White tenured and tenure-track faculty is 37:1<sup>vi</sup>; and

**WHEREAS**, practitioners and policymakers will utilize race-conscious perspectives in making decisions to improve the success of Black students; and

**WHEREAS**, a race-conscious perspective<sup>vii</sup> is defined as being conscious of how institutional racism shapes educational access, educational trauma, opportunity, lack of culturally relevant practices, and success in the U.S. for people of color, justice-impacted families, and other minoritized groups; and

**WHEREAS**, 37 percent of Black community college students earn a degree, certificate, or transfer within six years; and only 3 percent of Black students in California Community Colleges (CCC) transfer within two years; and only 35 percent of Black students transfer to a public university within six years<sup>viii</sup>; and

**WHEREAS**, the state of California and the California Community College system need to address structural inequities of Black student success by way of policy efforts and advocacy.

**NOW THEREFORE BE IT RESOLVED**, that we, the California Community College Trustees (CCCT) Board and the Chief Executives Officers of California Community Colleges (CEOCCC) Board, hereby reaffirm our commitment to remove systemic barriers for Black and African American students by working collaboratively with our governing boards, the California Community College system as well as local, state and federal governments, businesses and community-based organizations to provide race-conscious decision making in support of Black community college students as they complete their academic programs and as Black students transition to a four-year college or university, or employment; and be it further

**RESOLVED** that as the CCCT Board and CEOCCC Board, representing California Community College trustees and CEOs from across the system, we affirm our commitment to foster a culture in which all members of the Black and African American community, (1) feel safe, respected

and valued; (2) are invited to participate fully, share their unique gifts, talents and backgrounds; (3) increasingly recognize the value of perspectives that differ from their own; and (4) understand that diversity and inclusion are key priorities of the Community College League of California as stated in the organization’s values; and be it further

**RESOLVED** that we support the following recommendations be implemented to support Black and African American Students at California Community Colleges:

- The recommendations developed by the California Community Colleges Black and African American Advisory Panel; and
- Equitize funding across public postsecondary education for lower-division courses; and
- Increase the Cal Grant to cover the Total Cost of Attendance; and
- Update Cal Grant eligibility requirements to meet the needs of Black community college students (e.g., adult learners who attend part-time); and
- Explore options to allow students to use the Cal Grant to attend out-of-state institutions<sup>ix</sup>; and
- Reinvest in California Community Colleges Student Equity and Achievement Program; and
- Allocate COVID-19 stimulus funding with a race-conscious perspective.

THIS JOINT RESOLUTION OF THE CCCT AND CEOCCC BOARDS IS HEREBY PASSED AND ADOPTED THE FIFTH DAY OF JUNE, 2020 BY THE FOLLOWING VOTE:

AYES – 32

NOES – 0

ABSTAIN – 0

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<sup>i</sup> Source: Campaign for College Opportunity “State of Higher Education for Black Californians” 2019 report

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- ii Source: California Community Colleges Chancellor's Office MIS Data Mart. Analysis based on AY 2018-2019*
- iii Source: Community College League of California 2020 Fast Facts*
- iv Source: Campaign for College Opportunity "State of Higher Education for Black Californians" 2019 report*
- v Source: US Census*
- vi Source: California Community Colleges Chancellor's Office MIS Data Mart. Analysis based on AY 2018-2019*
- vii Race-Conscious – recognizing the realities of race for people of color and the ways in which institutional racism shapes educational access, opportunity, and success in both historical and contemporary U.S. contexts*
- viii Source: Campaign for College Opportunity "State of Higher Education for Black Californians" 2019 report*
- ix The CCC has established transfer partnerships with Historically Black Colleges and Universities that have a proven track record of success in educating Black students. However, there are no HBCUs in California and many of these institutions are incredibly expensive to attend, which makes it difficult for students who are already experiencing significant financial constraints.*