Student Equity and Achievement (SEA) Program Training

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Housekeeping

- WiFi Access: AVMS Meeting/space2077

- Bathrooms

- Breaks

- Training ends at 3:00

- Parking

- PPT will be sent to all participants

- Parking Lot Post-its

- Engage today!

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Today's Agenda

|	
Welcome and Introductions	10:00 to 10:15
Vision for Success and Guided Pathways	10:15 to 10:45
Review Education Code 78222	10:45 to 12:00
Lunch	12:00 to 1:00
Program Updates	1:00 to 1:30
Expenditures	1:30 to 2:00
New Student Equity Plan template	2:00 to 2:30
What We Know…and Don't Know	2:30 to 3:00

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Training Goals

- Become familiar with the *Vision for Success* and Guided Pathways

- Understand the SEA Program legislation

- Know new SEA Program requirements

- Clarify what we know and what we do not know

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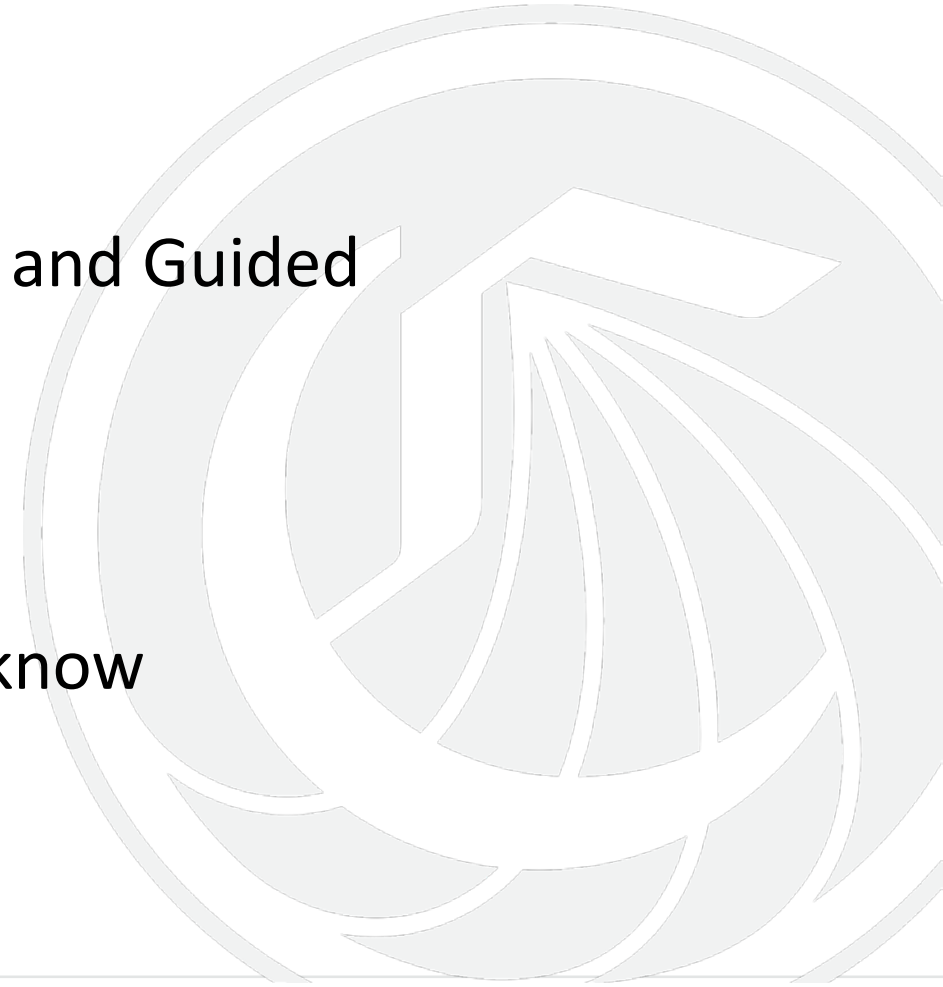
"Know Your Why"

[Michael Jr. Ted Talk](#)

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The Chancellor's Office's "Why" is the *Vision for Success*

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Vision for Success Goals

Goal 1:

Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal 2:

Increase by 35 percent the number of CCC students system-wide transferring annually to a CSU or UC, necessary to meet the state's needs for workers with baccalaureate degrees.

Goal 3:

Decrease the average number of units accumulated by CCC students earning associates degrees from approximately 87 to 79 total units—the average among the top 5th of colleges showing the strongest performance on this measure.

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Goal 4:

Increase the percentage of exiting CTE students who report being employed in their field of study, from the statewide average of 60% to 69%--the average among the top 5th of colleges showing the strongest performance on this measure.

Goal 5:

Reduce equity gaps by 40% across all of the previous measures through faster improvements among traditionally underrepresented students, closing the gap within 10 years.

Goal 6:

Reduce regional achievement gaps across the previous measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the goal of closing the gap within 10 years.

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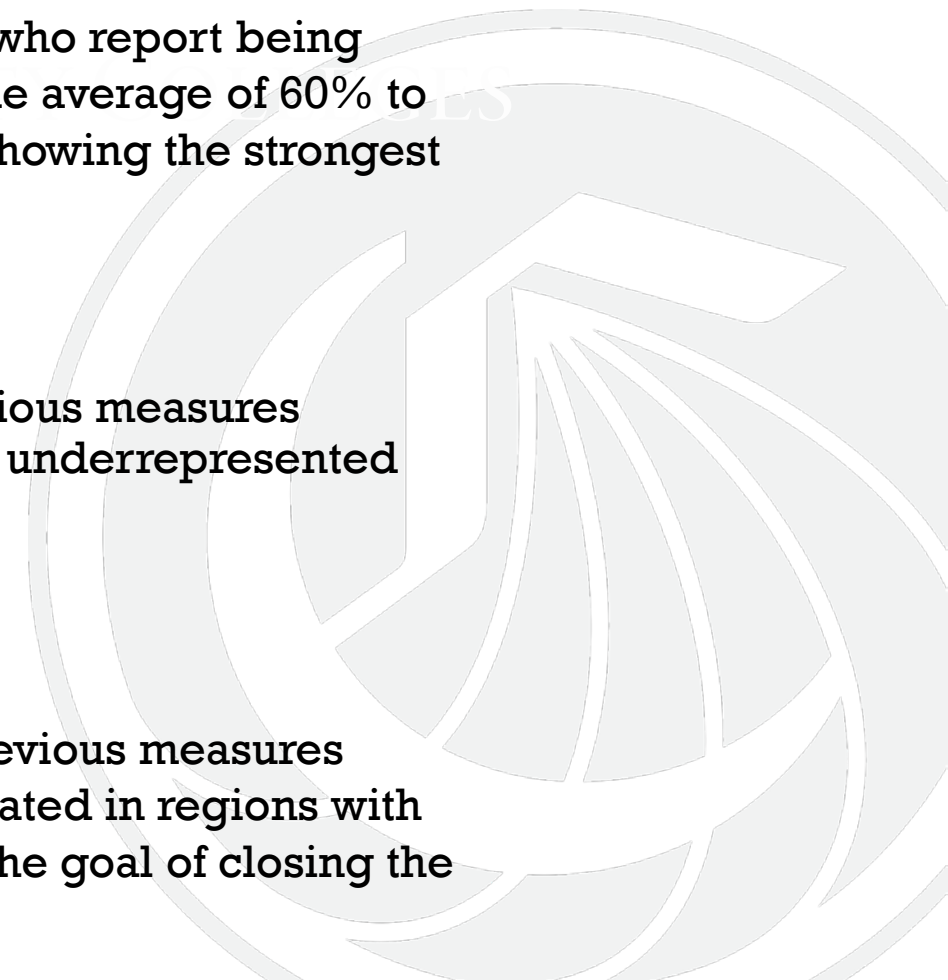
Vision for Success Commitments

- Commitment 1: Focus relentlessly on students' end goals.

- Commitment 2: Always design and decide with the student in mind.

- Commitment 3: Pair high expectations with high support.

- Commitment 4: Foster the use of data, inquiry, and evidence.

- Commitment 5: Take ownership of goals and performance.

- Commitment 6: Enable action and thoughtful innovation.

- Commitment 7: Lead the work of partnering across systems.

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California's Response to Guided Pathways

All 114 California Community Colleges have committed to the guided pathways framework!

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Guided Pathways...~~is not another initiative.~~

is a framework and mindset driving to optimize system and college coherence in order to advance the *Vision for Success* and visibly transform the student experience.

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Pathways: Integration at all levels

System

Region

District

College

Department

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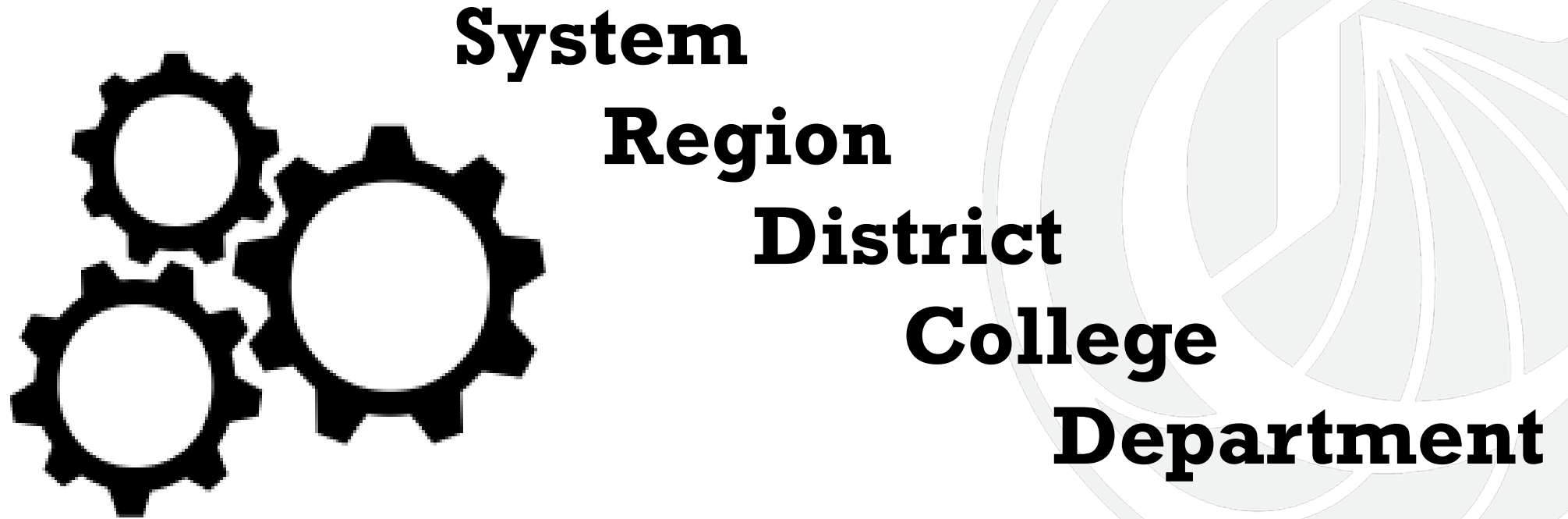
Pathways: Program integration

- "General Education" —> Meta Majors

- Consolidated Funding and Reporting – SEA Program

- Merging of "Career" and "Traditional" pathways

- Intersegmental cohesiveness (K-12, Non-credit, Adult Education, CSU, UC, AICCU, Industry)

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Vision For Success

Guided Pathways

SEA Program, California College Promise Program (AB 19), Student Centered Funding Formula, California College Promise Grant, AB 705, Simplified Metrics, Strong Workforce Local Board Goals, and EEO - Faculty Diversity

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Review Budget Trailer Bill Language

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Intent - EDC 78222(a)

(a) (1) The Student Equity and Achievement Program is hereby established.

(2) It is the intent of the Legislature that funds for the Student Equity and Achievement Program support the California Community Colleges in advancing the systemwide goal to boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups by doing of all of the following:

(A) Implementing activities and practices pursuant to the California Community College Guided Pathways Grant Program.

(B) Ensuring students complete their educational goals and a defined course of study.

(C) Providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.

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Requirements - EDC 78222(b)

(b) As a condition of the receipt of funds for purposes of this section, a district shall comply with all of the following:

(1) Maintain a student equity plan pursuant to Section 78220 to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances.

(2) Provide student matriculation services pursuant to Section 78212, including implementation of orientation, counseling and advising, referral to specialized student support services, and other education planning services needed to assist a student in making informed decisions about his or her educational goal and course of study and in developing an education plan. The Office of the Chancellor of the California Community Colleges shall establish guidelines on student matriculation services, including, but not limited to, the development of an education plan leading to a course of study. Notwithstanding any other law, students who are exempted from matriculation services pursuant to Section 78215 are not subject to the requirements of this paragraph.

(3) Adopt and implement placement policies consistent with the requirements of Section 78213.

(4) Provide all students with an education plan, which identifies courses, a sequence of courses, key progress milestones, and other requirements the student must complete to earn an associate degree, career technical education certificate, other community college certificate, or meet transfer requirements. Notwithstanding any other provision of law, students who are exempted from having an education plan under Section 78215 are not subject to the requirement of this paragraph.

(5) Provide a report to the chancellor's office by January 1 of each year detailing how funding pursuant to this section was expended in the prior fiscal year and for what specific purposes. A district report shall also include an assessment of the progress in advancing the goals identified in paragraph (2) of subdivision (a).

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Funding - EDC 78222(c)

(c)(1) If the total amount of funds appropriated for purposes of this section is equal to or greater than the amount of funds appropriated in the 2017–18 fiscal year for the Student Success and Support Program pursuant to Section 78212, the student equity plans pursuant to Section 78221, and the Student Success for Basic Skills program pursuant to Section 88815, the chancellor shall allocate to each district an amount equal to or greater than the amount allocated in the 2017–18 fiscal year.

(2) If the total amount of funds appropriated for purposes of this section is less than the amount of funds appropriated in the 2017–18 fiscal year for the Student Success and Support Program pursuant to Section 78212, the student equity plans pursuant to Section 78221, and the Student Success for Basic Skills program pursuant to Section 88815, the chancellor shall allocate to each district the pro rata share of the amount appropriated based on the amount allocated to each district in the 2017–18 fiscal year.

(3) The Board of Governors of the California Community Colleges may require districts or colleges to provide a local fund match for funding appropriated for purposes of this section.

(4) The chancellor shall provide guidance to districts regarding eligible expenditures and activities and integrated planning to ensure funding for the Student Equity and Achievement Program is used to support the goal of eliminating disparities pursuant to paragraph (2) of subdivision (a). It is the intent of the Legislature that colleges prioritize funding for high-need and disadvantaged students, as those terms are defined in subdivision (c) of Section 78221.

(5)(A) The chancellor may allocate up to 5 percent of the total funds appropriated for the purposes of this program for state administrative operations to carry out the intent of this section.

(B) Of the amount allocated pursuant to subparagraph (A), the chancellor shall allocate to a community college district no less than the amount that was provided to a district in the 2017–18 fiscal year pursuant to paragraph (1) of subdivision (b) of Section 88815 to carry out faculty and staff development to improve curriculum, instruction, student services, and program practices in the areas of basic skills and English as a second language program.

(6) By April 1 of each year, the chancellor's office shall submit a systemwide report to the Legislature and Department of Finance that provides a summary of the district reports referenced in paragraph (5) of subdivision (b). A report to the Legislature pursuant to this paragraph shall be submitted in compliance with Section 9795 of the Government Code.

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Update - EDC 78222(d)

(d)(1) All districts receiving an allocation of funds pursuant to subdivision (c) shall comply with the requirements of Section 78214. In meeting this requirement, the Student Success and Support Program referenced in Section 78214 shall instead mean the Student Equity and Achievement Program.

(2) For purposes of Section 87482.3, the Student Success and Support Program shall instead mean the Student Equity and Achievement Program.

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Programmatic Updates

Updates

- An Integrated Plan is no longer required

- Funding will not be based on the previous allocation formulas (e.g. counts of Core Services: Orientation, Education Plans, etc.)

- Core matriculation services identified in EDC 78212 (Matriculation Services) are still required

- Assessment for Placement is still required, under AB 705

- It is important to sustain noncredit programs and centers that align with the SEA Program. Noncredit is not separately funded.

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Updates (cont.)

- Student Equity is at the core of the SEA Program
- All requirements from EDC 78220 (Student Equity Plan) are still in effect – due every three years
- Integrated Plan information does not replace Student Equity plan
- Next Student Equity Plan due to the Chancellor's Office **June 30, 2019**

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Program Reporting

	2016-17	2017-18	2018-19	2019-20
SSSP	**Year-End Expenditure Report** – September 17, 2018	Not Applicable	Not Applicable	Not Applicable
Student Equity	**Year-End Expenditure Report** – September 17, 2018	Not Applicable	Student Equity Plan – Due June 30, 2019 (3 year plan)	Not Applicable
BSI	**Year-End Expenditure Report** – September 17, 2018	Not Applicable	Not Applicable	Not Applicable
Integrated Plan (2017-19)	Not Applicable	**Mid-Year Expenditure Report** – August 31, 2018	**Year-End Expenditure Report** – September 2019	Not Applicable
SEA Program	Not Applicable	Not Applicable	Annual Report – Due January 2020	Annual Report – Due January 2021

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Expenditures

Reasonable and Justifiable

All expenditures should be reasonable and justifiable. "Reasonable" means expenditures are prudent and every effort is made to utilize funds efficiently. "Justifiable" means expenditures are consistent with goals and activities related to the SEA program. Colleges are strongly urged to develop policies and procedures to document and justify program expenditures. Developing written documentation prior to the time of expenditure is recommended. This documentation should clearly establish the link between a given expenditure and SEA program goals and objectives.

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Ultimate Responsibility

Colleges and districts are ultimately responsible for expenditure decisions. This responsibility cannot be delegated. The SEA program will be included in the District Audit Manual with the expectation that district-contracted auditors annually audit expenditures.   Audits may also be conducted by the California Bureau of State Audits, the Chancellor's Office, or other government agencies with a lawful interest in the expenditure of funds.

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Non-Allowable Expenditures

The Chancellor's Office has identified the following non-allowable expenditures:

- Gifts -- Public funds may not be used for gifts or monetary awards of any kind. Expenditures for a public purpose are <u>not</u> considered a gift of public funds.
- Stipends for students -- funds cannot be used to pay stipends to students for participation in program or classroom activities.
- Political Contributions.
- Courses -- funds may not be used to pay for the delivery of courses that generate FTES.
- Supplanting – Any funds spent on these programs should supplement, not replace, general or state categorical (restricted) district funds expended on similar program activities prior to the availability of program funding. This restriction applies to categorical programs and any other federal, state, and county programs. Supplanting rules do not apply to expenditures previously paid for by BSI, SE or SSSP.

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Expenditures Summary

In general, the Chancellor's Office will not provide an exhaustive list of allowable and non-allowable expenditures, as decisions for each expenditure must be made locally according to program objectives and activities, and the "reasonable and justifiable" criteria as outlined above.

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New Student Equity Plan Template

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Part I – Deadlines and Information

- Submission deadline: **June 30, 2019**
- The 2019-22 Student Equity Plan will cover three years. The budget plan will reflect the 2019-20 allocations
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align equity plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.
- An online tool will be developed to submit Equity plans.

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Part I – Deadlines and Information. (cont.)

PROGRAM INTEGRATION

Both the *Vision for Success* and Guided Pathways promote integrated planning and program coordination at the district and college level. Plans are to be developed based on disproportionate impact studies and in consultation with students, staff, Instructional and Student Services administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by **June 30, 2019**. A separate plan must be submitted for each college in the district.

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Part I – Deadlines and Information. (cont.)

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your plan, you should refer to campus-based research as to the extent of student equity by gender and for the categories of students listed below using the Percentage Point Gap methodology. Colleges may use additional methodologies of their choosing in addition to the Percentage Point Gap method.

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Part I – Deadlines and Information. (cont.)

Student Equity Populations:

(A) Current or former foster youth.

(B) Students with disabilities.

(C) Low-income students.

(D) Veterans.

(E) Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:

(i) American Indian or Alaska Native.

(ii) Asian.

(iii) Black or African American.

(iv) Hispanic or Latino.
(v) Native Hawaiian or other Pacific Islander.
(vi) White.
(vii) Some other race.
(viii) More than one race.
(F) Homeless students.
(G) Lesbian, gay, bisexual, or transgender students.
(H) Additional categories of students determined by the governing board of the community college district.

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Part I – Deadlines and Information. (cont.)

Colleges are required to set three-year goals for the overall student population and for each student equity population shown to have disproportionate impact in the following areas:

- Access – Community Alignment
- Retention – Fall to Spring
- Transfer to a four-year institution
- Completion of transfer-level math and English
- Earned credit certificate over 18 units, associate degree, CCC bachelor's degree

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Part II – Program Goals and Planning

1. In the chart below list at least one three-year goal (colleges may choose to list additional goals) for each goal area based on data for the college's overall student population and identify the activities that support goal attainment.

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goal
Access: Community Alignment			
Retention: Fall to Spring			
Transfer to a four-year institution			
Completion of transfer level math and English			
Earned credit certificate over 18 units, associate degree, CCC bachelor's degree			

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Part II – Program Goals and Planning

2. In the chart below the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
Access: Community Alignment			
Retention: Fall to Spring			
Transfer to a four-year institution			
Completion of transfer level math and English			
Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree			

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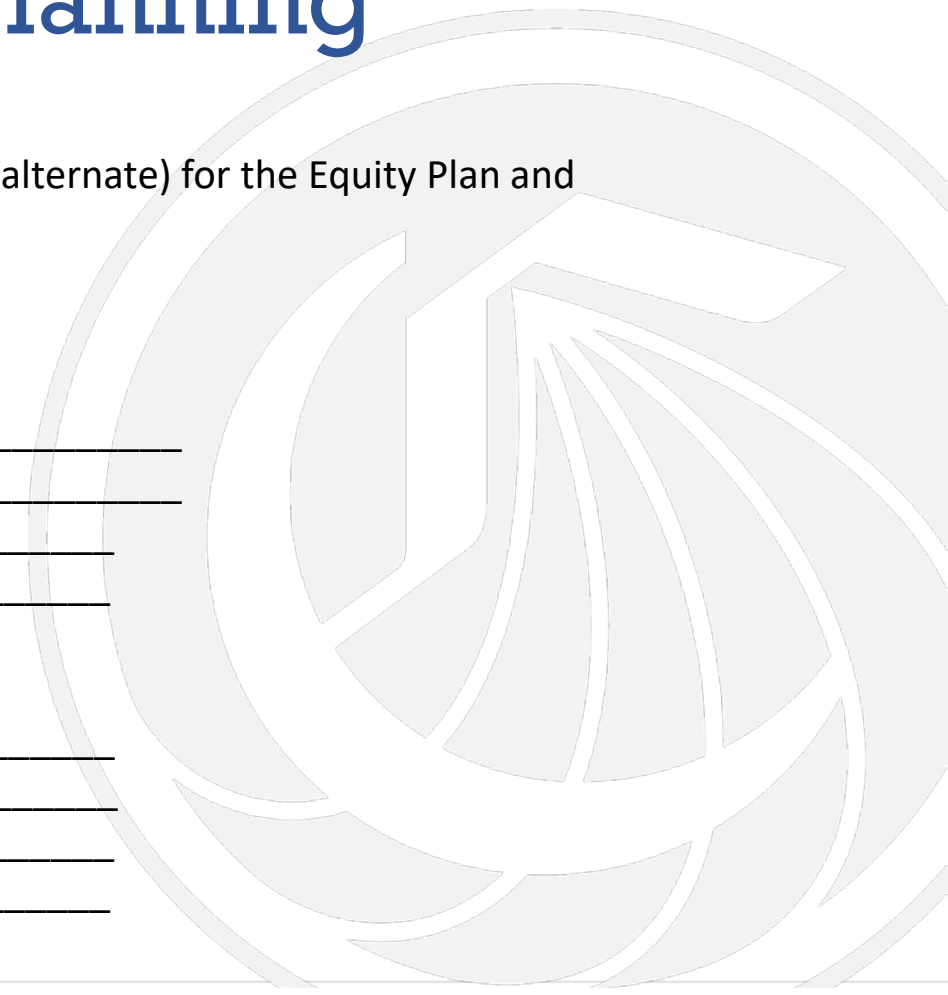# Part II – Program Goals and Planning

6. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

Point of Contact:
Name   _____
Title   _____
Email Address _____
Phone _____

Alternate Point of Contact:
Name_____
Title _____
Email Address _____
Phone _____

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Part II – Program Goals and Planning

3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)

4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)

5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2016-17, 2017-18 and 2018-19 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

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Part III – Approval and Signatures

Part III – Approval and Signature Page

College: _____District: _____

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

_____

Chancellor/President   Date   Email Address

_____

Chief Business Officer   Date   Email Address

_____

Chief Instructional Officer   Date   Email Address

_____

Chief Student Services Officer   Date   Email Address

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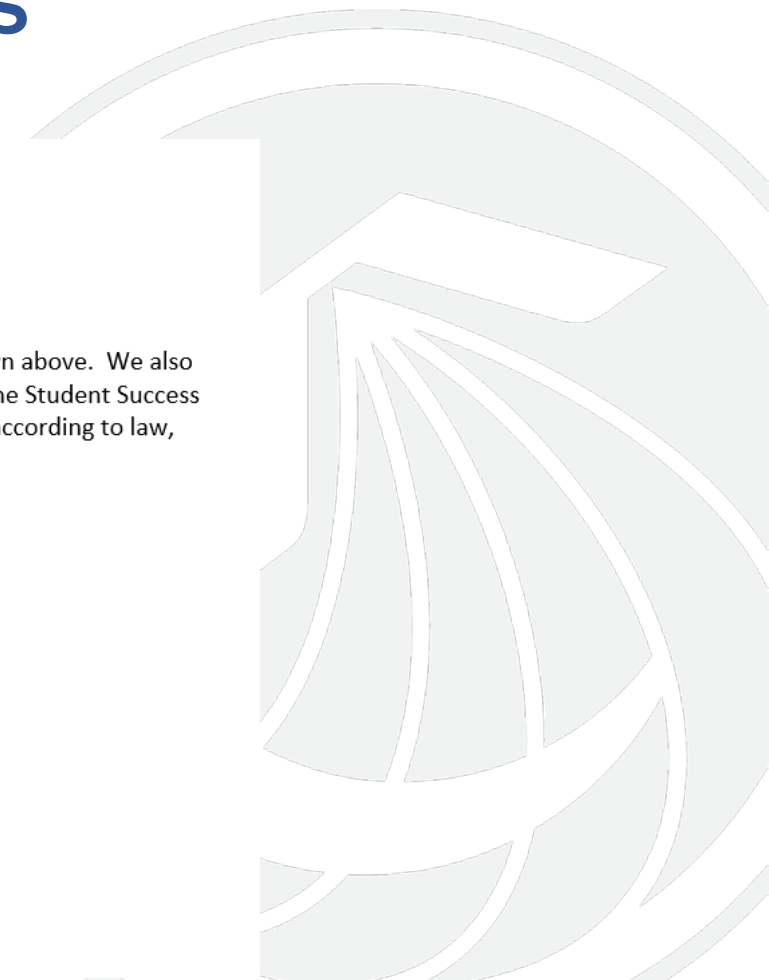
Summary and Conclusions

What We Know

- 2018-19 SEA Program allocation = to District, not colleges

- No match for SEA Program funds

- New funding formula will be developed

- Annual District Report required – first one due in January 2020

- Annual Chancellor's Office Report due to legislature each April starting in 2020

- Student Equity Plan due – June 30, 2019

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What We Do Not Know

- Will all MIS data still be required
- New Education Plan requirements in process
- Can SEA Program funds be used for embedded tutoring that generates FTES (conflict with new expenditure guidelines and old BSI approved activities)?
- Components of Annual SEA Program report
- When all existing code and regulations will be aligned
- When online Student Equity and SEA Program District Annual Report will be completed and made available
- What new funding formula will be

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Next Steps

- Continue to work with SEA Program workgroup to clarify issues (e.g. MIS Data Element requirements, funding formula, District Annual Report, etc.)

- More webinars as the Chancellor's Office clarifies issues

- Continuous communication to colleges through regional stakeholder groups

- Provide technical support and assistance as needed

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Thank You!

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