



**Student Equity Committee – Meeting Minutes**  
**April 24, 2017 / 2:30pm to 4:00pm / Ragan Room, 9B**

**Members**

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Eric Lara (Co-Chair) | <input checked="" type="checkbox"/> Tony Rivas (Co-Chair) | <input checked="" type="checkbox"/> Deana Hight    |
| <input checked="" type="checkbox"/> Eloise Reyes         | <input type="checkbox"/> Charlotte Zhang (A.S. Rep.)      | <input type="checkbox"/> Liza Becker               |
| <input checked="" type="checkbox"/> Don Sciore           | <input type="checkbox"/> Michelle Stewart-Thomas          | <input checked="" type="checkbox"/> Parisa Mahjoor |
| <input type="checkbox"/> Vanessa Garcia                  | <input type="checkbox"/> Elmer Rodriguez                  | <input type="checkbox"/>                           |

Research Team: Marcell Gilmore

Guests: \_\_\_\_\_

<b>Item</b>	<b><u>Agenda Topic</u></b>	<b><u>Meeting Minutes</u></b>	<b><u>Meeting Outcome</u></b>
1.0	Review meeting notes: 3/13 and 3/27	Meeting notes 3/13/2017 were reviewed. Memory from 3/27/2017 were not available.	N/A
2.0	Update on April Student Equity Activity Convening	Eric Lara reported feedback from Audrey Yamagata-Noji to host the convening events on Flex Day; her thoughts were Flex Day is geared more towards academic affairs, her suggestion is to host an event to update the campus with Student Equity update/outcomes in addition to hosting a larger event in Fall, 2017.  The committee members discussed her feedback; the group suggested to host on Flex Day due to both instructional and student services are involved; it allows instruction to be exposed to Student Equity updates; the Friday Faculty training staff can team up with Student Equity on presenting on Flex Day. In addition to Flex Day event it was suggested to host a convening event on Thursday in September, 2017.	Eric Lara will forward the committee’s discussion and proposal to present on Flex Day and a convening event on a Thursday in September, 2017.
3.0	Annual Committee Goals and Progress Report	Tony Rivas reviewed the Student Equity Annual Committee Goals and Progress Report. He explained the progress and goal process. See handout H-1.	N/A

4.0	Basic Skills, SSSP, SE Integration	<p>Eric Lara presented and provided information regarding the following items:</p> <p>(1) State Memo regarding 2016-2017 Expenditures for Basic Skills, Student Equity and SSSP (see handout H-2) – effective immediately the expenditure changes will allow for campus flexibility but must adhere to campus expenditure policy and procedures. Beginning 2016-2017 FY the colleges will have 2 years to expend the budget. Allocation will remain on a yearly basis. The State provided the Expenditure Guidelines; the non-allowable expenditures are identified and only 5 items.</p> <p>(2) Integration Plan (see handout H-3 and H-4) – The PP presentation explains in detail the integrated plan (i.e., timeline, rationale, documents, etc.); the plan is due to State on December 2, 2017; it's a 2 year integrated plan. Student Equity needs to respond to the 2017-2019 Integrated Plan Program Goals and Planning questions.</p>	Student Equity program plan will be collected and organized to answer the 2017-2019 Integrated Plan Program Goals and Planning form.
5.0	Update from RIE regarding M2C3 status of Student Equity climate survey	Marcell Gilmore reported the M2C3 data file was received last month and was forwarded to both Eric Lara and Audrey Yamagata-Noji. The next step is to review the data and decide on how the data will be used.	N/A
6.0	Committee Members	Tony Rivas reviewed the committee members list; the following seats will be vacant: Tony Rivas (co-chair); Jeff Archibald (faculty); Liza Becker (manager); Eloise Reyes (counselor); Elmer Rodriguez (classified); Charlotte Zhang (student).	The governance groups will be notified to assist in filling the vacant seats for the next term cycle.
7.0	Student Equity Website / 2016-2017 Meeting Minutes	Tony Rivas reviewed the Student Equity website and Catherine Parks have posted the meeting minutes.	N/A
8.0	Other	N/A	N/A

Future Student Equity Meetings: 5/8; 5/22; 6/12 - All meetings are held in 9B Ragan Room, from 2:30-4:00 p.m.




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## Committee Goal and Progress Report 2015-16

**Committee name:** Student Equity

**Name of person completing the report:** *Carolyn Keys & Tony Rivas*

**Instructions:** **By October 1, 2015:** complete Columns 1 and 2; submit electronically to [dlindholm@mtsac.edu](mailto:dlindholm@mtsac.edu) (on behalf of the President's Advisory Council). **By June 1, 2016:** Complete Column 3 and submit electronically to [dlindholm@mtsac.edu](mailto:dlindholm@mtsac.edu) (on behalf of the President's Advisory Council).

(EXPAND AS NECESSARY)

Committee Goal	Link to College Goal #	Completed Outcomes/Accomplishments (descriptive bullet list)
GOAL # 1: Committee website up-to-date	6, 11, 15	<i>Minutes are up-to-date. Membership: Due to term expiration and one retiree, three new appointee will be added to the committee prior to the fall semester.</i>
GOAL #2: Develop a reporting process for departments to update progress on the Student Equity Plan.	9	Reporting process on the progress of the equity-funded projects completed.
GOAL #3: Review progress of Student Equity integration with the College's planning for institutional effectiveness process.	1, 2, 9	Carry –over to 2016-17

## CALIFORNIA COMMUNITY COLLEGES

## CHANCELLOR'S OFFICE

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SACRAMENTO, CA 95811-6549  
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<http://www.cccco.edu>



February 14, 2017

AA 17-11 / SS 17-03

VIA EMAIL

TO: Chief Business Officers  
Chief Instructional Officers  
Chief Student Services Officers  
Academic Senate President Julie Bruno

FROM: Pamela D. Walker, Ed.D.  
Vice Chancellor, Educational Services

RE: 2016-17 Expenditures for Basic Skills Initiative, Student Equity Program, and Student Success and Support Program

The Chancellor's Office is implementing a number of program and procedure changes with the goal of providing colleges with enhanced flexibility, tools, support, and technical assistance to help you better serve your students. In keeping with this goal, this memo announces changes related to 2016-17 expenditure rules for Basic Skills Initiative (BSI), Student Equity (SE), and Student Success and Support Program (SSSP). Please note that in the near future, the Chancellor's Office will also be announcing changes to BSI, SE, and SSSP planning and reporting that will take effect in 2017-18. That guidance will be issued separately.

Beginning with the 2016-17 funding year, colleges and districts will have two full years to expend BSI, SE, and SSSP allocations. Thus, colleges will have until June 30, 2018, to spend funds from all three programs allocated for the 2016-2017 academic year and beyond. BSI has authorized two-year spending cycles for some time; extending the same parameters to SE and SSSP is one of several steps the Chancellor's Office is taking toward a larger goal of integration.

Although in recent years mid-year reports for SE and SSSP have been due in March, they will not be due in spring this year. Instead, colleges will report on expenditures in fall 2017; specifics details on the information required in the report and deadlines will be released in the coming months.

The attached Expenditure Guidelines are effective immediately for all three programs. These guidelines offer institutions the flexibility to determine which activities and associated expenditures best allow completion of the institution's student success goals. They also reflect the Chancellor's Office intention to support local flexibility, reduce focus on compliance, and provide support and technical assistance to help colleges achieve their goals. Each program retains its own focus, requirements under law and regulation, and allocations; integration of these three programs does not constitute a move to a "block grant" approach.

# 2016-17 Expenditure Guidelines

## Basic Skills, Student Equity, and Student Success and Support Program

Effective February 15, 2017

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### KEY STATUTES AND REGULATIONS

Annual allocations of funds under the Basic Skills Initiative (BSI), Student Equity (SE) program, and Student Success and Support Program (SSSP) must be utilized for program implementation as prescribed in California Education Code and California Code of Regulations, title 5. Within these parameters, districts and colleges are afforded the discretion and flexibility to make spending decisions locally. Below are links to applicable code and regulations.

**Basic Skills** – [California Education Code, section 88815](#)

**Student Equity** – [California Education Code, sections 78220 and 78221](#)

**Student Equity** – [California Code of Regulations, title 5, sections 54220 and 51026](#)

**Student Success and Support Program** – [California Education Code, sections 78210-78219](#)

**Student Success and Support Program** – [California Code of Regulations, title 5, sections 51024 - 55534](#)

### 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 BSI, SE and SSSP. 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 program goals and objectives.

### ULTIMATE RESPONSIBILITY

Colleges and districts are ultimately responsible for expenditure decisions. BSI, SSSP and SE will be included in the District Audit Manual with the expectation that district-contracted auditors annually review 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.

### NON-ALLOWABLE EXPENDITURES

The Chancellor's Office has identified the following non-allowable expenditures for all three programs:

1. Gifts -- funds may not be used for gifts or monetary awards of any kind. Expenditures for a public purpose are not considered a gift of public funds; such expenditures must be coordinated with financial aid departments and be within a student's cost of attendance.

## 2016-17 Expenditure Guidelines

### Basic Skills, Student Equity, and Student Success and Support Program

Effective February 15, 2017

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2. Stipends for Students -- funds may not be used to pay stipends to students for participation in program or classroom activities.
  3. Political Contributions -- funds may not be used to pay for political contributions.
  4. Courses -- funds may not be used to pay for the delivery of courses that generate full time equivalent students (FTES).
  5. 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.

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, in addition to the "reasonable and justifiable" criteria outlined above.

#### MATCH FOR STUDENT SUCCESS AND SUPPORT PROGRAM

Expenditures used to meet the "match" requirement for SSSP are the same types of expenditures that are allowed with SSSP program funds, with the exception of the costs of an FTES-generating course. For example, the course materials and the counseling faculty member's salary/benefits can be counted as match when the outcome of the course is the completion of the students' orientation or an education plan.

Expenditures that support program objectives and activities as outlined in statute and regulation are allowed as match, as they are allowed for program funds. Matching expenditures must meet the "reasonable and justifiable" tests as outlined above. Appropriate assignment of expenditures to meet the match requirement are ultimately the college/district responsibility. Expenditures used to meet the match requirement are also subject to audit as outlined above.

Unless otherwise mentioned, non-allowable program fund expenditures cannot be used to meet the match requirement. In addition to the non-allowable program expenditures noted above, the following expenditures cannot be used to meet the match requirement:

- Categorical Programs -- State student services categorical program expenditures, such as those for Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSPS), Cooperative Agencies Resources for Education (CARE), Student Equity or Board Financial Assistance Program-Student Financial Aid Administrative Allowance, may

## 2016-17 Expenditure Guidelines

Basic Skills, Student Equity, and Student Success and Support Program

Effective February 15, 2017

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not be reported as part of the district match requirements. These program funds are earmarked exclusively for their expressed purposes as authorized in the Education Code. Exceptions are the federally funded TRIO and Workforce innovation Opportunity Act (WIOA) programs.

Eligible sources of funding for the match include, but are not limited to the following:

- Federal, State and local funds -- Funds under the control or jurisdiction of the district, as long as these funds are not expressly restricted for use. Examples of "restricted" funds are all other types of California Community Colleges Student Services categorical program funds.
- Private or Nonprofit funds -- Private contributions or grants used to support the SSSP.

## Integrated Plan Documents: Student Success & Support Program, Student Equity, & Basic Skills Initiative

Rhonda Mohr,  
Dean, Student Services & Special Programs Division

Kirsten Corbin  
Dean, Basic Skills and Special Programs

California Community Colleges  
Chief Students Services Administrators Association Conference  
March 23, 2017  
Sheraton Gateway Los Angeles



## Overview

- Timeline
- Background: Rationale for Integration and Chancellor's Office Process
- Integrated Planning Documents
- Expenditure Guidelines
- Resources



## Timeline of Key Events

- **July 5:** Requirement for 2016-17 plans suspended
- **September 28:** Memo updating on integration efforts
- **February 14:** New expenditure guidelines shared with the field
- **February 15:** New program framework (planning template and guidance) shared with the field.
- **April-May:** Regional workshops to provide an in-depth orientation to the new integrated program model and information about resources and tools available to assist colleges.
- **December 1, 2017:** Integrated plans are due to the Chancellor's Office



## Rationale for Changes

- Period of unprecedented innovation and reform
- Need to focus on alignment and integration
  - Develop cohesive strategy that fully leverages all the independent initiatives
  - Streamline our work at both the college and state levels
  - Make efforts more efficient and sustainable
- Plan fatigue: Duplicative work, potentially busy work
- More time for planning and implementing





## Rationale for Changes

### Why BSI, SE, and SSSP?

- Similar goals
  - increase student success
  - close achievement gaps
- Potential for overlap between and/or among programs



## IEPI Partnership Resource Team

- Chaired by Los Rios CCD Chancellor Brian King and includes Mandy Davies, Stephanie Dumont, Ron Gerhard, Louise Jaffe, Barbara McNeice-Stallard, Jane Patton, and Jane Saldana-Talley
- Met on multiple occasions with Chancellor's Office staff, including senior management and program personnel
- Goal: develop action plan for use to guide the integration of the three programs



## Collaboration with Stakeholder Groups

- Chief Executive Officers
- Chief Instructional Officers
- Chief Student Services Officers
- Chief Business Officers
- Academic Senate for California Community Colleges
- RP Group
- Basic Skills Advisory Committee
- Credit Student Success and Support Program Advisory Committees
- Noncredit Student Success and Support Program Advisory Committees
- Leaders in the field on Student Equity



## Collaboration with Stakeholder Groups

- Written feedback on rough draft
- Face-to-face meetings
  - Large group
  - Smaller, sub-group
- Final review before disbursed



## Integrated Plan for 2017-2019

- 11 Questions, 13 including sub-questions
- Combination of requirements in law, field requests, and CCCCO requests
- Strategic planning/Program review model
  - Evaluate Previous Efforts
  - Set Goals
  - Implement Activities
  - Analyze Results
- Focus on integration and collaboration



CALIFORNIA COMMUNITY COLLEGES

## Integrated Plan for 2017-2019: Deadlines and Key Info

- Submission deadline: **December 1, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.



CALIFORNIA COMMUNITY COLLEGES 10

## Integrated Plan for 2017-2019: Deadlines and Key Info

- Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate.
- The plan must be adopted by the governing board of the community college district.
- A separate plan must be submitted for each college in the district.



CALIFORNIA COMMUNITY COLLEGES 11

## Integrated Plan for 2017-2019: Start with Data

- Refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges
- You are not required under this plan to submit your data, analysis, and each goal you set



CALIFORNIA COMMUNITY COLLEGES 12

## Integrated Plan for 2017-2019: Start with Data—Required

Education Code requires that you analyze data and develop goals and, if appropriate, develop subgroup-specific goals, to address the following and to retain that information as part of your institutional records:

Goals for the general population and for identified student groups, disaggregated by gender

Activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies.



CALIFORNIA COMMUNITY COLLEGES <sup>13</sup>

## Integrated Plan for 2017-2019: Identified Student Groups

- Current or former foster youth
- Students with disabilities
- Low-income students
- Veterans
- American Indian or Alaskan Native
- Asian students
- Black or African American
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- White
- Some other race
- More than one race



CALIFORNIA COMMUNITY COLLEGES <sup>14</sup>

## Integrated Plan for 2017-2019: Start with Data—Required

Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show

- (1) the number of students successfully transitioning to college-level mathematics and English courses, and
- (2) the time it takes students to successfully transition to college-level mathematics and English courses



CALIFORNIA COMMUNITY COLLEGES <sup>15</sup>

## Integrated Plan for 2017-2019: Start with Data—Recommended

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



CALIFORNIA COMMUNITY COLLEGES <sup>16</sup>

### Integrated Plan for 2017-2019: Assess Previous Efforts

*Question 1a*

In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress

### Integrated Plan for 2017-2019: Assess Previous Efforts

*Question 1b*

To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

### Integrated Plan for 2017-2019: Assess Previous Efforts

*Question 1c*

In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
<i>Example:</i>  <i>Increase completion and persistence through the English Developmental Sequence</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>  <i>Redesign the dev. ed. sequence</i>	<i>Pilot prep courses through the first year programs or specific bridge programs</i>  <i>Redesign the dev. ed. Sequence</i>

## Integrated Plan for 2017-2019: Share a Success

### Question 2

Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

## Integrated Plan for 2017-2019: Future Goals

### Question 3

Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics.

## Integrated Plan for 2017-2019: Future Goals

### Question 3

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal.

Note: Not all cells are required to be completed for each goal, but goals should cross at least two programs.

Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

## Integrated Plan for 2017-2019: Future Goals

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Example: Increase completion and persistence through the English Developmental Sequence	Provide extended orientation and assessment prep courses/workshops	Provide extended orientation and assessment prep courses/workshops  Redesign the dev. Ed. sequence	Pilot prep courses through the first year programs or specific bridge programs  Redesign the dev. Ed. sequence	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____
				<input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____

### Integrated Plan for 2017-2019: Integration and Coordination

*Question 4*

How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)



### Integrated Plan for 2017-2019: Noncredit

*Question 5*

If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)



### Integrated Plan for 2017-2019: Professional Development

*Question 6*

Describe your professional development plans to achieve your student success goals. (100 words max)



### Integrated Plan for 2017-2019: Evaluating Progress

*Question 7*

How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)



# Integrated Plan for 2017-2019: Multi-College District Coordination

## Question 8

For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)



# Integrated Plan for 2017-2019: Budget for 2017-18

## Question 9

Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.




Integrated Budget Template: BSI, Student Equity, and SSSP  
for fiscal reporting period July 1, 2017 - June 30, 2018

File Location: \_\_\_\_\_  
Site / College: \_\_\_\_\_

**Planned Expenditures:**  
Report planned expenditures by program allocation and object code as defined in the California Community Colleges' 171 Budget and Accounting Manual. Matched values appear in the 171 Budget and Accounting Manual list of expenditures listed as appropriate. Refer to program filing guidelines for more information.

Dept Code	Category	171	172	173	174	175	176	177	178	179	
		BSI	SE	SSSP	Other	Other	Other	Other	Other	Other	
1000	Academic Salaries										
2000	Classified/Other non-academic salaries										
3000	Employee benefits										
4000	Supplies & Materials										
5000	Other Operating Expenses and Services										
6000	Capital Outlay										
7000	Other Outlay										
Program Totals											
		Match		Match							
		BSI, SE, & SSSP Budget Total									\$

\*Note: "BSC" Match" - program should appear in the bottom of each main column to assist in verifying your allocation to match total total.



# Integrated Plan for 2017-2019: Executive Summary

## Question 10

- 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
  - the resources budgeted for these activities
  - an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended
  - an assessment of the progress made in achieving the identified goals from prior year plans
  - name of the college or district official to contact for further information
- Post the executive summary to the college website
- Provide a link to the executive summary



## Integrated Plan for 2017-2019: Chancellor's Office Support

### Question 11

What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?



## Integrated Plan for 2017-2019

- Single Point of Contact
  - With an alternate
- Signatures
  - Chancellor/CEO
  - CBO
  - CIO
  - CSSO
  - AS President



## New Expenditure Guidelines for BSI, Student Equity, and SSSP

- Moving Away from "Mother May I?"
- Allowable Expenditures
  - Funds utilized specifically to meet the objectives of the program
  - Reasonable: expenditures made prudently and with every effort to utilize funds efficiently
  - Justifiable: expenditures are consistent with goals and activities related to the program



## New Expenditure Guidelines for BSI, Student Equity, and SSSP

- Non-Allowable Expenditures:
  - Gifts
  - Stipends for Students to attend class or activities
  - Political Contributions
  - Courses (that generate FTES)
  - Supplanting (can supplement, not supplant)





## New Expenditure Guidelines for BSI, Student Equity, and SSSP

- Ultimate responsibility on colleges and districts
- Recommended Practice: Create written justification establishing reasonable and justifiable nexus between given expenditure and a program allocation, especially when not obviously related to specific program objectives and activities.



## Quiz Time!

- If you call the CCCCO to ask whether you can spend SSSP funds to buy a computer for checking students into support services, what response should you expect to receive?
  - a. No. Paper and pencil were good enough in my day; they're good enough for you.
  - b. Of course! Did you think we would make you use paper
    - and pencil?
  - c. What is SSSP?
  - d. The CCCCO is not making this determination; instead, your college needs to decide that based on the objectives of the program and whether the expense is reasonable and justifiable.



## Quiz Time!

**Your college is starting a food pantry for students with food insecurity. You call the CCCCO to ask whether you can spend Student Equity funds to buy shelves to put the food on. What response should you expect to receive?**

- a. No. You cannot spend funds on furniture. Hire people to stand around and hold the food.
- b. Wow, that's a good question. I don't know the answer but will find out and get back to you.
- c. How is a food pantry related to student equity?
- d. The CCCCO is not making this determination; instead, your college needs to decide that based on the objectives of the program and whether the expense is reasonable justifiable.



## Integrated Planning Resources

- Questions regarding the integrated plan or new expenditures guidelines:  
[integratedplanning@cccco.edu](mailto:integratedplanning@cccco.edu)
- Resources, including links to webinar recording and slides:  
<http://extranet.cccco.edu/Divisions/IntegratedPlanning.aspx>



## Integrated Planning Workshops

- **Friday, April 7, Ontario**  
• <https://integplanapr7ontario.eventbrite.com>
- **Friday, April 7, Oakland**  
• <https://intplanapr7oakland.eventbrite.com>
- **Friday, April 28, Costa Mesa**  
• <https://intplanapr28costamesa.eventbrite.com>
- **Friday, May 12, Fresno**  
• <https://integplanmay12fresno.eventbrite.com>
- **Friday, May 12, Sacramento**  
• <https://intplanmay12sac.eventbrite.com>



CALIFORNIA COMMUNITY COLLEGES <sup>1</sup>

Questions?



CALIFORNIA COMMUNITY COLLEGES <sup>22</sup>





## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program 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.

#### PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, 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 December 1, 2017. A separate plan must be submitted for each college in the district.

#### DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part II – Program Goals and Planning

#### PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you have accomplished during the 2015-16 planning cycle.

1. Assess your college's previous program efforts:
  - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

SE COM.

Goal	Progress

SE COM

- b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)
  - c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

SE COM

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
<i>Example:</i>  Increase completion and persistence through the English Developmental Sequence	Provide extended orientation and assessment prep courses/workshops	Provide extended orientation and assessment prep courses/workshops  Redesign the dev. ed. sequence	Pilot prep courses through the first year programs or specific bridge programs  Redesign the dev. ed. Sequence



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

### FUTURE PLANS

*Questions 3-8 address the 2017-19 planning cycle.*

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
  - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
  - Closing achievement gaps for disproportionately impacted groups.
  - Improving success rates in degree attainment, certificate attainment, and transfer.
  - Improved identification of and support for students at-risk for academic or progress probation.
  - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
  - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<i>Example: Increase completion and persistence through the English Developmental Sequence</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Provide extended orientation and assessment prep courses/workshops  Redesign the dev. Ed. sequence</i>	<i>Pilot prep courses through the first year programs or specific bridge programs  Redesign the dev. Ed. sequence</i>	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____
				<input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)
5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)
6. Describe your professional development plans to achieve your student success goals. (100 words max)
7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

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## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)
  
9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.
  
10. 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 2014-15, 2015-16, and 2016-17 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:
  
11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?
  
12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated 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 \_\_\_\_\_



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### 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
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Chief Business Officer	Date	Email Address
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Chief Instructional Officer	Date	Email Address
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Chief Student Services Officer	Date	Email Address
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President, Academic Senate	Date	Email Address
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