Basic Skills Initiative (BSI)/Student Equity (SE)/Student Success and Support Program (SSSP) **Integration Workshop**

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Overview

- Workshop Format
- Handout
- Brief Overview – Why Integrated Planning?
- Review of Education Code and Title 5 Regulations
- Review the BSI, SE, SSSP Integrated Plan
- Review New Expenditure Guidelines

Plan Changes

- Extended due date to December 15, 2017
- Required administrator signatures include CSSO **and** CIO

Learning Outcomes

- Understand the Education Code guiding BSI, SE, and SSSP

- Understand the intent of each question on the Integrated Plan

- Apply new expenditure guidelines

How Did We Get Here?

- A need to break away from functional silos at the college and Chancellor's Office to align student success initiatives

- "Initiative Fatigue" at the colleges

- Initiation of an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) to review program duplication

- PRT recommendations to Chancellor's Office
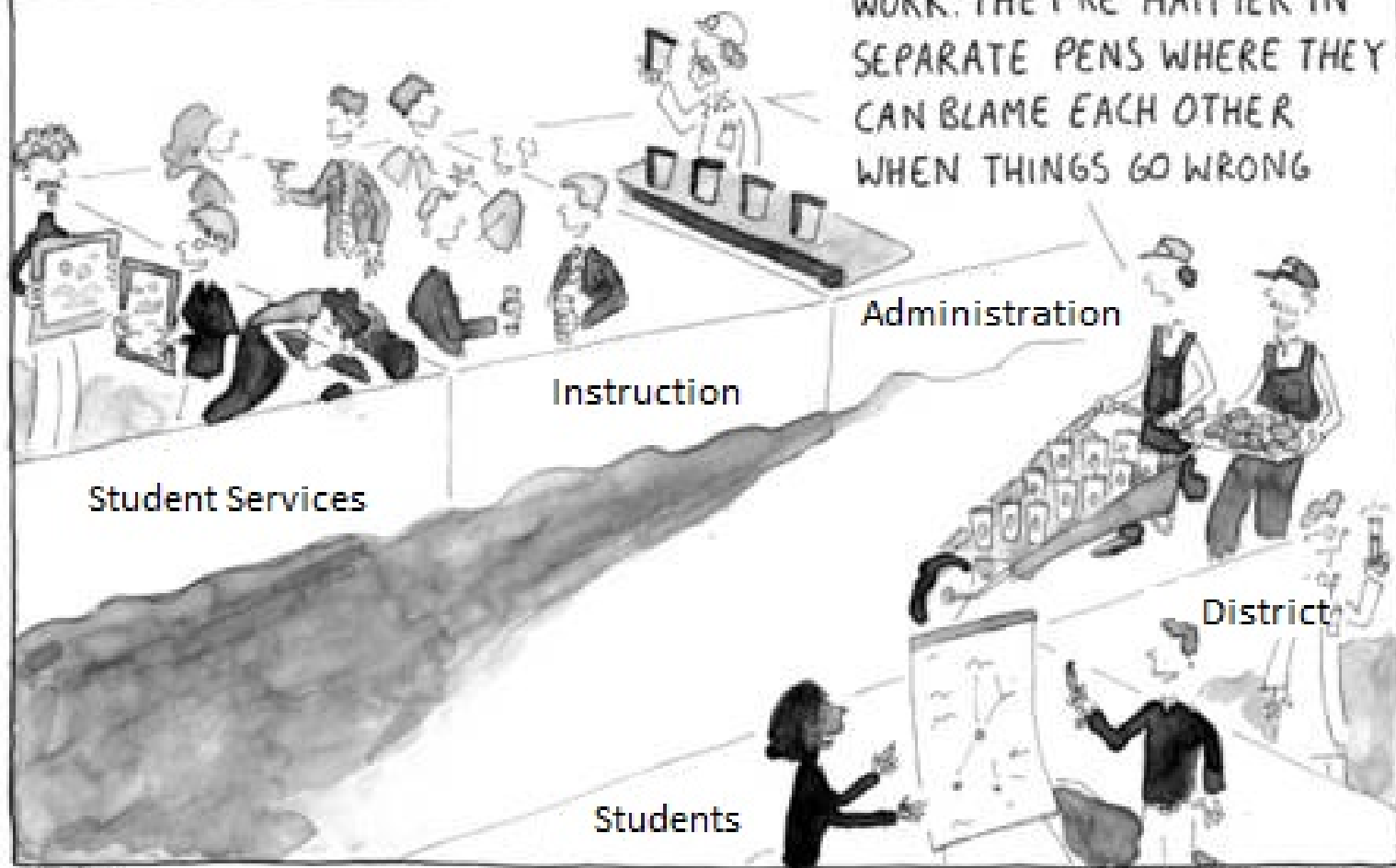
IEPI Partnership Resource Team

- 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

Rationale for Changes

Why BSI, SE, and SSSP?

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

Laws and Regulations

Basic Skills Initiative

Basic Skills Initiative – *California Education Code*, section 88815

Intent:

Improve curriculum, instruction, student services, and program practices in the areas of basic skills and English as a second language programs for faculty and staff development.

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Student Equity

Student Equity – *California Education Code*, sections 78220 and 78221

Student Equity – *California Code of Regulations*, title 5, sections 54220 and 51026

Intent:

Each community college district ensures equal educational opportunities and promotes student success for all students regardless of race, gender, age, disability, or economic circumstances.

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Identified Student Groups for SE

- 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

Student Success and Support Program

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

Intent:

- Increase student access and success by providing effective core matriculation services, including orientation, assessment and placement, counseling, and other education planning services, and academic interventions.

- The focus is on the entering students' transition into college in order to provide a foundation for student achievement and successful completion of students' educational goals.

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Potential Program Overlap

Activity	BSI	SE	SSSP
Orientation	✓	✓	✓
Assessment	✓	✓	✓
Counseling	✓	✓	✓
Education Planning	✓	✓	✓
Institutional Research	✓	✓	✓
Local and Regional Partnerships	✓	✓	
Basic Skills or ESL courses	✓	✓	
Supplemental Instruction	✓	✓	
Career Technical Education	✓	✓	
Tutoring	✓	✓	
Professional Development	✓	✓	✓
Collaboration with High Schools and CSUs	✓	✓	✓

Table Discussion

- What did we hear?

- What are we confused about?

- What are our concerns?

The Integrated Plan

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

Part I – Deadlines and Important Information

- Submission deadline: **December 15, 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.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.

Part I – Deadlines and Important Information

- Plans are to be developed in consultation with students, staff, administrators (CSSO and CIO), 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.

Part I – Deadlines and Important Information

- 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

Part I – Deadlines and Important Information

Education Code requires that you analyze data and develop goals, including subgroup-specific goals:

- 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.

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Part I – Deadlines and Important Information

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

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Part I – Deadlines and Important Information

Recommended Best Practices:

- 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.

BREAK TIME

Part II – Program Goals and Planning

Previous Accomplishments

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.

Goal	Progress

Part II – Program Goals and Planning

Previous Accomplishments

Question 1b

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

Part II – Program Goals and Planning

Previous Accomplishments

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.)

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Part II – Program Goals and Planning

Goal	Activities in each program that serve the goal listed		
	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*

Part II – Program Goals and Planning

Previous Accomplishments

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.

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Part II – Program Goals and Planning

Future Plans

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.

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Part II – Program Goals and Planning

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.

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Part II – Program Goals and Planning

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*	☐ *Access* ☑ *Retention* ☐ *Transfer* ☑ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____ _____*
				☐ *Access* ☐ *Retention* ☐ *Transfer* ☐ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____ _____*

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Part II – Program Goals and Planning

Future Plans

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)

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Part II – Program Goals and Planning

Future Plans

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)

Part II – Program Goals and Planning

Future Plans

Question 6

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

Part II – Program Goals and Planning

Future Plans

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)

Part II – Program Goals and Planning

Future Plans

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)

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Part II – Program Goals and Planning

Future Plans

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.

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

Select district
Select college

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual.
Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries							
2000	Classified and Other Nonacademic Salaries							
3000	Employee Benefits							
4000	Supplies & Materials							
5000	Other Operating Expenses and Services							
6000	Capital Outlay							
7000	Other Outgo							
	Program Totals	$ -	$ -	$ -	$ -	$ -	$ -	
					Match		**Match**	
					BSI, SE, & SSSP Budget Total			$ -

*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.

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Part II – Program Goals and Planning

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

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Part II – Program Goals and Planning

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?

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Part III – Approval and Signature Page

- Single Point of Contact
  - With an alternate

- Signatures
  - Chancellor/CEO
  - CBO
  - CIO
  - CSSO
  - AS President

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New Expenditure Guidelines

Expenditure Guidelines Overview

- New guidelines effective February 14, 2017
- Shift towards integrated planning model to better leverage funds for student success
- Colleges hold ultimate responsibility for how funds are spent (based on Ed. Code & title 5)
  - No comprehensive list of allowable expenditures
  - Expenditure decisions happen at the local level
  - Expenditures must be reasonable and justifiable
  - BSI/SE/SSSP will be included in the District Audit Manual

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Expenditure Guidelines Overview

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

Expenditure Guidelines Overview

- Colleges have two years to expend each fiscal year's allocations for BSI, SE and SSSP
  - Fiscal reporting requirements to be determined
- Match requirement for SSSP remains
  - Expenditures allowed to meet match are the same expenditures allowed with program funds
  - Non-allowable program fund expenditures also non-allowable for match
- Culture of "Local Responsibility"

New Expenditure Guidelines for BSI, Student Equity, and SSSP

- Ultimate responsibility on colleges and districts

- **Recommended Best 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.

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Non-allowable BSI, SE, SSSP Expenditures

- Gifts

- Stipends for Students

- Political Contributions

- Courses

- Supplanting

Gifts

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; such expenditures **must be** coordinated with financial aid departments and be within a student's cost of attendance.

Stipends for Students

Funds may not be used to pay stipends to students for participation in program or classroom activities.

Political Contributions

Funds may not be used to pay for political contributions.

Courses

Funds may not be used to pay for the delivery of courses that generate apportionment.

- i.e., course FTES reported to CCCCO Fiscal Services, on the Student Attendance Accounting Report (CCFS-320)

Supplanting

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.

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 encouraged to develop policies/procedures to document and justify program expenditures

Expenditure Decision Tree
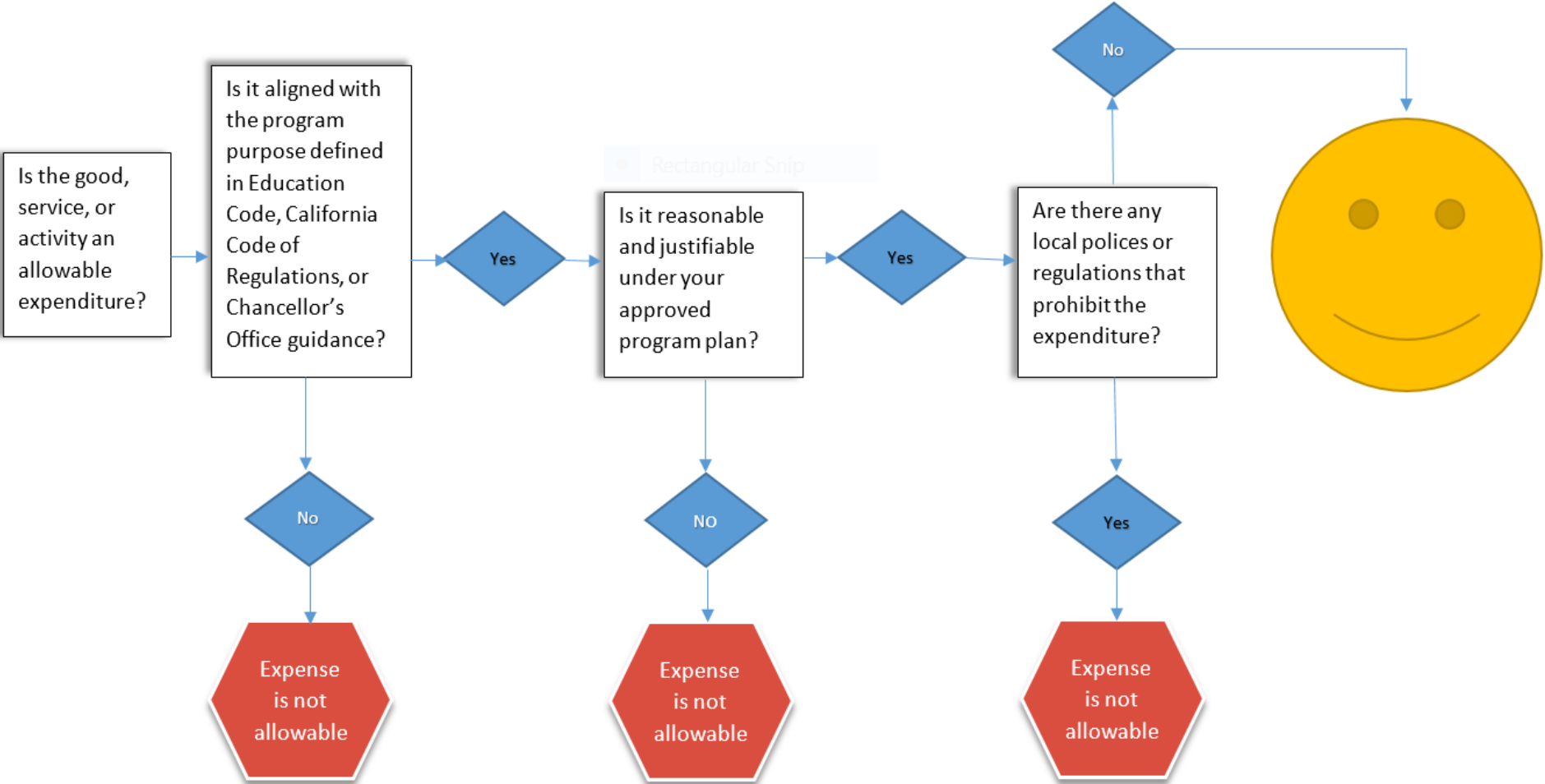
Quiz Time!

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!

You call the CCCCO to ask whether you can spend BSI funds to pay for tutors for students placed into a college-level English who normally would have placed into basic skills. What response should you expect to receive?

a. Tell me more about the tutoring program.

b. No, since the tutoring is not for a basic skills course, you cannot use BSI funds.

c. Yes. That expenditure fits within one of the evidence-based practices and principles identified in paragraphs (1) to (6), inclusive, of subdivision (a) of Section 88810, and thus is an allowable expenditure under BSI 2.0.

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.

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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

Quiz Time!

You call the CCCCO to ask whether you can spend SSSP funds to pay for peer mentors to assist with orientation of new students. What response should you expect to receive?

a. Tell me more about the tutoring program.

b. No, since the tutoring is not for a basic skills course, you cannot use BSI funds.

c. Yes. That fits within allowable expenditures under the legislation since funding shall be targeted to fully implement orientation, assessment, counseling and advising, and other education planning services needed to assist a student in the development of an education plan.

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.

Local Priorities and Campus Alignment

- Just because the expenditure is allowable does not necessarily mean it should be paid by the program allocation
- The intent behind providing more "local responsibility" in program expenditures is to align with overall campus integrated planning
- Be sure to have a clear approval process locally that includes the appropriate administrators review and sign-off
- Keep in mind the ultimate goal of increasing student success

Clarifications

- The state is not turning Basic Skills, Student Equity, and Student Success and Support into a block grant

- The Contracted District Audit Manual (CDAM) will be updated to reflect the new expenditure guidelines

- The student senate signature is not requested in the new Integrated Plan, but student involvement in the planning process is required in regulation

Integrated Planning Resources

- Questions regarding the integrated plan or new expenditures guidelines: integratedplanning@cccco.edu

- Resources, including links to webinar recording and slides: http://extranet.cccco.edu/Divisions/IntegratedPlanning.aspx

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Summary & Closing

Questions?

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