

Funding Grid for Student Success Efforts

November 2015

Category	Student Equity Funds (Li)	SSSP Funds (Li)	H.S.I. Funds Juan	Basic Skills Funding Victor	AEBG Nancy	NCSSP Hector	NCCPA Jerry
Eligible Students or intended beneficiaries	Foster youth Disabilities Low income Veterans Ethnic groups as identified through local research	All students; focus on new students	Institution as a whole, not student specific. However for data collection, students who are NOT eligible for Federal FA are excluded.	Basic Skills Students and Immigrants (ESL)	Adults over the age of 18 in the following areas: ABE/ASE Basic Skills High School Diploma and Equivalency ESL, Civics and Citizenship preparation AWD Short-term CTE skill training Pre-apprenticeship Programs	All noncredit students; focus on new students	HS and JC Students enrolled in the following industry sector pathways (programs) Manuf, Business, Culinary, Hospitality ICT/DM, Health, Ag, Engineering, Public Safety
Assessment	Maybe	YES	Y	Y	Y	Y	Y
Orientation	Maybe	YES	Y	Y	Y	Y	Y

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Education Plan	Maybe	YES	Y	Y	Y	Y	Y
Follow up (CCC definition)	Maybe	YES	*	Y	Y	Y	Y
Access	YES	NO	Y	Y	Y	N	Y
Outreach to targeted groups?	YES	NO	Y	Y	Y	N	Y
Categorical programs supporting target groups?	YES	YES	*	Y	Y	Y	Y
Research & Evaluation	YES	YES	Y	Y	Y	Y	Y
Program Coordinator and/or staff	YES	YES	Y	N	Y	Y	Y
Project Dir, Title V & key staff as outlined in the grant	YES	YES	Y	Y	Y	Y	N
Student Equity Planning	YES	YES	N	Y	Y	Yes to collaborate on SSSP services	N

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Professional Development (faculty & Staff)	YES on SE related	NO	Y	Y	Y	Yes on SSSP related	Y
Academic or or Career related programs?	YES linked to Success Indicators for target populations; no on instructional pay	NO	*	Y	Y	N	Y
Instructional Support (such as embedded tutoring, learning communities, non FTES generating activities)	YES on non-FTES generating activities	YES	Yes	If related	Y	N	N
Related In State Travel	YES	NO	N/A	N	Y	Y	Y

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Direct student support (books, supplies, transportation, child care)	YES	NO	No	N	Y	N	N
Construction	NO	NO	N	N	N	N	N
Gifts of public funds	NO	NO	No	N	N	N	N
Stipends for students	NO	NO except for direct SSSP service hardware/software	No	Y	N	N	N
Computers, Office supplies, & furniture	NO	NO	Y		Computers-yes, office supplies yes – rest no	N	N
	NO	NO		Y			
Other Administrative, Faculty or Staff salaries and benefits	NO	NO	Yes*	If related	Y	N	Y
Political, Prof dues, memberships	NO	NO	No	N	N	N	N

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Rental off campus space	NO	NO	No	?	Y	N	N
Legal and Audit expense	NO	NO	No	N	N	N	N
Indirect costs (heat, electricity, janitorial)	NO	NO	No	N	Y	N	N
Unrelated travel costs	NO		No	N	N	N	N
Vehicles	NO	NO	No		N	N	N
	NO	NO		N		N	
Clothing	NO	NO	NO	N	N	N	N
Courses (FTES generating)	NO	NO	NO	N	Y	N	Y
Unrelated Research	NO		NO	N	N	N	N
Supplanting state or federal	NO		NO	N	N	N	N

Student Equity:

Background

In November 2002 the BOG adopted the recommendations of the Task Force on Equity and Diversity to implement title 5 regulations requiring colleges to develop a Student Equity Plan. Regulations require that the plan must address increasing access, course completion, English as a Second Language (ESL) and basic skills completion, degrees, certificates and transfer for, at a minimum, the

following student groups who may be disproportionately impacted by college practices, programs or services: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities. The Chancellor's Office first provided guidelines to the colleges for developing plans in June 2003. In response to State budget cuts that began in 2008-09 and continued through 2012-13, the legislature instituted categorical program flexibility that suspended many regulatory requirements related to student equity and other initiatives. In January 2011, the BOG embarked on a 12-month planning process to improve student success, creating the Student Success Task Force. The 20-member Task Force published recommendations in early 2012, many of which became part of the Student Success Act of 2012 (SB1456). Among many important changes in the Act, it reaffirmed the value of focusing on student equity in the effort to improve student success.

Student Success and Student Equity Plans

Since 2012, the Student Success Act has served as the impetus to review and update the student equity planning process. In December of 2012, the Chancellor's Office convened a Student Equity Workgroup, which was responsible for reviewing and updating the student equity planning process in light of the new student success legislation and title 5 regulations. SB 1456 requires colleges to coordinate the development of the Student Success and Support Program (SSSP) Plan with the Student Equity Plan to ensure that each college has identified strategies to address and monitor equity issues as well as attempt to mitigate any disproportionate impact on student access and achievement. Colleges were further required to coordinate interventions or services to students at risk of academic progress or probation (Title 5, §55100).

Student Equity at SRJC

Student Equity planning at SRJC has been an inclusive and collaborative process that builds on the success of existing programs in academic departments and students services such as tutoring, EOPS, Foster Youth and Kinship, the Transfer Center, and many more. The student equity effort has also supported the development of new programs such as PALS and identity based learning communities, such as APASS and Umoja. Student equity activities are categorized into four areas: 1) Concerted Outreach, 2) Innovative Instructional Programs, 3) Integrated Support, and 4) Program Support and Professional Learning. These strategies each have activities that are linked to target population and the Student Equity Success Indicators of access, course completion, ESL and Basic Skills, Degree and Certificate Completion, and Transfer. Student equity activities are district-wide and student centered and aim to reduce achievement gaps and increase student success for all students.

H.S.I. Grant: * The federal language and requirements do not fit into the categories as listed. For the Title V/ HSI grant expenses are allowed if they were included in the scope of work proposed. E.g. we have allocated funds to hire a data analyst and an external evaluator, but they are separate from people already employed by the district. (no supplanting)

Per §606.30 of the CFR

(a) Allowable costs. Except as provided in paragraphs (b) and (c) of this section, a grantee may expend grant funds for activities that are related to carrying out the allowable activities included in its approved application.

(b) Supplement and not supplant. Grant funds shall be used so that they supplement and, to the extent practical, increase the funds that would otherwise be available for the activities to be carried out under the grant and in no case supplant those funds.

Santa Rosa Junior College was officially designated a **Hispanic Serving Institution (HSI)** by the United States Department of Education on April 2014. As a result of receiving this designation, SRJC is eligible for a waiver of non-Federal share matching requirements under the Federal Work Study Program, the Federal Supplemental Educational Opportunity Grant Program and the TRIO Student Support Services Program under Title IV of the HEA, as well as the Undergraduate International Studies and Foreign Language Program authorized by Title VI of the HEA. The eligibility for a waiver of non-Federal share matching requirements applies for a **five-year** period beginning **July 1, 2014**. A large percentage of Hispanic students entering SRJC are often below college proficiency in reading, writing and mathematics and therefore require special assistance. In addition, Hispanic students continue to have some of the lowest completion and transfer rates.

Purpose:

The purpose of the HSI grant is to expand educational opportunities and improve the academic attainment of Hispanic and low-income students, and to expand and enhance the academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students.

META4:

In an effort to increase academic opportunity and attainment for Hispanic and low-income students, Santa Rosa Junior College is introducing the **Multicultural Education Transfer Acceleration** or **Meta4** goals;

📌**Meta ①**: Increase access, retention, and degree or certificate completion for Hispanic and low-income students;

📌**Meta ②**: Increase the number of Hispanic English Learners students enrolling in, and successfully complete, transfer-level composition courses;

Meta ③: Provide Hispanic and low-income students access to new technology advising and planning tools to increase their academic success, retention and graduation rates; and

Meta ④: Improve the transition and continuing success of Hispanic and low-income students to the demands of college with an emphasis on improving student support and academic success.

BSI -For almost 10 years, the Basic Skills initiative has supported the success of students who have placed into and enrolled in classes in the Math English and ESL pathways leading to the transfer level capstone courses required for degrees and certificates. As such, there is significant overlap with the Student Equity course completion and ESL and Basic Skills completion metrics. Since Basic Skills finding has been reduced from the initial \$400,000 level down to the current \$139,000, fewer instructional and student support activities are now being funded. Tutoring and other support provided by instructional aides remain the largest expenditures. Learning Community coordination and support, Institutional Research, embedded counseling, professional development, curriculum and program development, and compensation for adjunct participation are other significant projects that require ongoing support. Current allocations are insufficient to fully fund even the few remaining BSI-supported activities. New, expanded or innovative projects can rarely even be considered. In general, few of the BSI funded interventions have targeted noncredit programs. Because of the extent of overlap between BSI, SE, AB86/104 and Credit and NC SSSP, integrated planning is now needed more than ever.

AB86 – So far, only the needs assessment and plan has been funded. No funding guidelines have been released as to how much funding there will be and in what categories. AB86 serves only adult education.

Now this is the **AEBG** – Adult Education Block Grant which serves non-credit programs for adults (18 and over) in the following areas: Basic Skills including preparation for High School Diploma and Equivalent, ESL including civics and citizenship preparation, AWD, short-term CTE training, pre-apprenticeship preparation, adults entering or retraining to enter the workforce, adults training to support student success in elementary and secondary schools.

NCCPA – (CDE Career Pathways Trust Grant) We (CTE) are in the second of a five year grant. We are part of a 6 county office of education, 5 community college, 6 work force investment board collaborative to build sustainable regional pathway development between high schools and the community college with alignment with the industry sector needs. Our share of this \$15M grant \$1M. We are working with SCOE to increase CBE, Dual and Concurrent enrollment with CTE courses in 9 industry sectors. We are working with all the high schools in Sonoma County and have identified particular HS partners already. Each industry sector has a faculty

champion from the college and at the HS. We have found that there is an extreme need to partner up with our HS and JC councilors in order to make this work and to keep this sustainable. We should see the first wave of student in the Fall. Most of the money has been placed for reassign time for faculty, professional development, equipment, conference and travel. I can move some money around to meet need and SCOE has the regional funding component.

Noncredit SSSP – The goal of this program is to increase student access and success by providing students with noncredit SSSP core services to assist them with educational pathways to achieve their educational and career goals.

The allocated funding may be spent for core services to noncredit students enrolled in the following noncredit education program categories:

- Elementary and Secondary Basic Skills
- English as a Second Language (ESL)
- Short-Term Vocational
- Workforce Preparation

In order for the college to receive noncredit SSSP funding, a program must meet the following qualifications:

- Meet the definition of program under title 5, section 55000(m);
- Have a sequence of at least two courses leading to a certificate or diploma;
- Submit an annual noncredit SSSP funding certification form; and
- Be approved by the Chancellor’s Office in accordance with title 5, section 55150 or 55155, whichever is applicable.

The Student Success Act of 2012 requires each college accepting SSSP funds to provide noncredit students with the following:

- Orientation, assessment and placement, counseling, advising, and follow to at-risk students.
- Assistance needed to define their course of study and develop a Noncredit Student Education Plan (NSEP) by the end of the second term of attendance. It is designed specifically for nonexempt, noncredit students, with a priority focus on those who

enroll to earn diplomas or career technical certificates, enhance skills, maintain a certificate or license, or participate in career pathways.

- A definition for exempt noncredit students.
- Follow-up targeted toward students who are enrolled in basic skills courses or students who have not identified an education goal and course of study. Other services may include additional counseling, advising and education planning as well as referrals to additional resources.

Colleges receiving noncredit SSSP allocations are required to provide a one-to-one match for each categorical dollar with district funds.