## Student Equity and Achievement (SEA) Program

**Student Equity and Achievement (SEA) Program**

(Consolidation of Basic Skills (BSI), Student Equity, and SSSP)

### Contacts

<table>
<thead>
<tr>
<th>Student Equity</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tessa Brown/ Mitra Sapienza, AB 705</td>
<td>Kristin Smith/ Wendy Miller, Matriculation Shalamon Duke</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grants (Other)*</th>
<th>Perkins and SWP*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Education Program (aka AEBG)</td>
<td>Perkins</td>
</tr>
<tr>
<td>Alina Varona or Lucy Runkel</td>
<td>John Halpin</td>
</tr>
<tr>
<td>Strong Workforce Program (SWP)</td>
<td>Strong Workforce Program (SWP)</td>
</tr>
<tr>
<td>Carmen Lamha</td>
<td></td>
</tr>
</tbody>
</table>

### Overall Intent/Goals

The Student Equity and Achievement Program supports California Community Colleges in advancing the system-wide goal to boost achievement for all students, with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups.

SEA emphasizes support for projects and activities of large scale and high impact, which lead to measureable progress at the district level with respect to student achievement and equity goals.

**Resources:**

- Office of Student Equity
- State Chancellor’s Office memo about SEA dated 7/19/2018
- California Community Colleges Vision for Success website

### Student Equity and Achievement (SEA) Program

1. Support college connection and transition for students ages 18+ with expanded college transition support, dual enrollment and credit recovery classes.

2. Increase noncredit enrollment through marketing and community outreach for noncredit classes and programs.

3. Increase student success, completion, and progression in basic skills through high impact teaching and learning practices.

4. Support high school success and college access and success for students with disabilities

5. Streamline matriculation processes for noncredit students and increase counseling and student support services integration for noncredit students.

### Perkins and SWP*

The CCSF Strong Workforce Program Strategic Plan (2017-2020) has four main goals:

1. Support all CCSF students in realizing their career aspirations.
2. Increase CTE student enrollment, success, and completion.
3. Increase CTE student work-based learning opportunities and post-program job placement, retention, and earnings in students’ chosen field of study.
4. Align CCSF CTE programs and occupational clusters with regional workforce development supply and demand.

Please review the SWP Strategic Plan

The SWP goals align with the overall purpose and use of Perkins funds to improve CTE programs and to increase access to CTE programs for special populations.
<table>
<thead>
<tr>
<th>Activity Focus</th>
<th>Student Equity and Achievement (SEA)</th>
<th>AEBG</th>
<th>Perkins</th>
<th>Strong Workforce Program (SWP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Implementation of AB705</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Efforts to reduce the achievement gap identified by College research in 5 areas:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Access</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Course completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. ESL and Basic Skills completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Degree and certificate completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Transfer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Providing core matriculation services including orientation, counseling and advising, referral to specialized student support services, and other education planning services needed to assist students in making informed decisions about their educational goal and course of study and in developing an educational plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**AEBG funds support**
1. Increased and improved instructional or support services to students in the areas of focus (see below)
2. Greater numbers served
3. Improved math, literacy, English language proficiency, technical skills
4. Activities that improve transitions from NC to CR, from education to work
5. Career pathways, on-ramps, bridges
6. Basic skills (TRST, ESL) embedded in or contextualized with career technical education programs
7. Collaborative projects across departments, divisions, with community partners aimed at addressing barriers to student access or success

**Carl D. Perkins Career and Technical Education Act funds support**
- Technical Skill Attainment
- Credential, Certificate, or Degree Attainment
- Student Persistence or Transfer
- Student Placement
- Nontraditional Participation and Completion

**Strategic efforts and investment focused on student success in career pathways, i.e. increasing the number of students benefitting from career education (enrollments, persistence, certificate and degree completion, transfer, and salary gain) and quality CTE programs that prepare students for the educational qualifications of high-wage, high skill, high demand local and regional career opportunities.**

**Students Served**

<table>
<thead>
<tr>
<th>Particular focus populations:</th>
<th>Direct services to adults over 18 in one or more of the following program areas:</th>
<th>Economically Disadvantaged - Financial aid recipients</th>
<th>Enrolled in a CTE program</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Incoming students.</td>
<td>• Adult Basic Education/Adult Secondary Education/GED or High School Equivalency</td>
<td>• Limited English Proficient – ESL participants</td>
<td></td>
</tr>
<tr>
<td>• Students intending to complete a degree or certificate, or transfer (see the Vision for Success)</td>
<td>• English as a Second Language &amp; Citizenship</td>
<td>• Disabled – DSPS participants</td>
<td></td>
</tr>
<tr>
<td>• Identified Equity Focus Populations/Equity Students:</td>
<td>• Short-term Non-credit Career Technical Education</td>
<td>• Single Parents</td>
<td></td>
</tr>
<tr>
<td>African American, Latino/a, Pacific Islander, American Indian/Alaskan Native, Filipino, two or more races, DSPS students, Veterans, and Former Foster Youth students.</td>
<td>• Programs for adults with disabilities</td>
<td>• Displaced Homemakers</td>
<td></td>
</tr>
<tr>
<td>(see page 8 in the Student Equity Plan <a href="http://www.ccsf.edu/plans">www.ccsf.edu/plans</a>)</td>
<td>• Training for child school success</td>
<td>• Training in areas that are nontraditional to their gender</td>
<td></td>
</tr>
<tr>
<td>Additional Equity populations added in 2018: 1) LGBTQ+ and 2) students facing homelessness or housing insecurity.</td>
<td>• Training for older adults seeking to reenter the workforce</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Most recent update October 17, 2018**
# Resource Request Prompts – Guidelines to Consider

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Student Equity and Achievement (SEA)</th>
<th>AEBG</th>
<th>Perkins</th>
<th>Strong Workforce Program (SWP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request Overview</td>
<td>Briefly describe your request including:</td>
<td>For instructional or counseling dept requests, briefly describe your request including:</td>
<td>Briefly describe your request including:</td>
<td>Identify the Request Category:</td>
</tr>
<tr>
<td></td>
<td>• What you plan to do</td>
<td>• Describe the need or gap that exists and how you plan to address it.</td>
<td>• A statement of need for what you are requesting</td>
<td>A. Capacity increase (e.g., facilities remodel to accommodate more students, hiring additional faculty/staff with needed expertise to meet emerging demands)</td>
</tr>
<tr>
<td></td>
<td>• How you will serve Student Equity focus population(s)</td>
<td>• Who is on your team/roles</td>
<td>• A brief description of the project</td>
<td>B. Program modification (e.g., adding specialized courses or certificate based on new technologies)</td>
</tr>
<tr>
<td></td>
<td>• How you will:</td>
<td>• How it will improve or expand services and success for adult education students</td>
<td>• Your anticipated outcomes and metrics</td>
<td>C. Development of a new program (e.g., addressing emerging or growing occupation within the region)</td>
</tr>
<tr>
<td></td>
<td>o improve services for students, or enhance programs</td>
<td>• Projected budget &amp; timeline</td>
<td>• How you will measure your outcomes and metrics</td>
<td>List the 4-digit TOP Code for the affected/proposed program</td>
</tr>
<tr>
<td></td>
<td>o reduce an identified achievement gap if applicable</td>
<td>For service unit or center requests, briefly describe your request including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Describe the scale and impact</td>
<td>• What you plan to do</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Departments or Programs that received Equity, BSI, or SSSP funding for this project in the past, briefly describe progress. For Equity, refer to the project data report and self-evaluation.</td>
<td>• Who is on your team/roles</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What systemic need or problem it addresses that will affect services to or outcomes for adult education students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Are there other funds available</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Projected budget &amp; timeline</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Clear Plan for Evaluation

Provide clear, measurable outcomes and a plan for how you will evaluate the results after implementation. Include plans for assessments to identify measurable improvements.

### Request Components

Refer to the next section for allowable and not allowable expenditures.

### Extent of Benefit

Describe the expected benefits of your request.

**Data to include:**
- Total number of students served
- % that are in Student Equity focus population(s)
- Achievement gap (in % terms) this request addresses, if applicable
- Other data supporting high impact.

**Link to**
- BSI rubric
- Student Equity rubric
- SSSP rubric *(stay tuned for update)*

Describe the expected benefits of your request.

**Data to include:**
- Total number of students served that meet the AEBG criteria
- Current outcomes for those students (enrollment, retention, persistence, completion)

**Link to** AEBG rubric

Briefly describe program improvement issues concerning the TOP code(s), and how those issues will be addressed by your project.

Identify which Perkins core indicators your proposed project will address.

Provide job titles and evidence of Labor Market Demand, salary gains and job placement rates. Use [this page](#) to find evidence of workforce demand to include labor market demand for San Francisco, projected job openings, gap for unfilled jobs, colleges in the region that offer same/similar program (if not in region, list CCs statewide), salary earnings for completers, job titles for which program prepares students. List source of data.

List associated industry certifications, and specialized accreditation as appropriate.

Provide anticipated enrollment projections (including sources of student recruitment), involved industry partners, and top needs for improving job placement rates.

All 3 rubrics can be accessed via [ccsf.edu/fan5](ccsf.edu/fan5)

Most recent update [October 17, 2018](#)
## ALLOWABLE EXPENDITURES AND THOSE NOT ALLOWED

### Student Equity and Achievement (SEA)

In support of the Student Equity and Achievement Program, all expenditures must 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.

See the [Student Equity and Achievement (SEA) Program Expenditure Guidelines](#).

### Adult Education Block Grant (AEBG)

In support of AEBG Plan:
1. Program coordination and staff or instructor time
2. Staff or instructor stipends
3. Program or curriculum planning and development
4. Student assessment
5. Articulation
6. Instructional materials and equipment
7. Supplemental instruction and tutoring
8. Counseling, advising, other student educational planning services
9. Follow-up services for students (software or faculty/staff time)
10. Publication and outreach materials
11. Office and meeting supplies
12. In state travel (out of state needs approval)
13. Computers (hardware/software)
14. Research and contracted services
15. Professional development
16. Food/non-alcoholic beverages for meetings

### Perkins

In support of Perkins Plan:
1. In support of the Perkins local plan:
2. Professional Development
3. Instructional Equipment Purchase/Replacement
4. Curriculum Development
5. Program Marketing and Outreach
6. Instructional Materials Purchase/Replacement (including software)
7. Programs/Services for Special Populations
8. Consultants or Other Contracted Services

### State SWP Guidelines

In support of State SWP Guidelines:
1. Personnel
2. Instruction
3. Job Placement Services
4. Equipment
5. Facilities
6. Professional Development
7. Curriculum Development
8. Marketing and Outreach
9. Professional Experts
10. Program expenses

### Not Allowed

1. Gifts
2. Stipends for students
3. Political contributions
4. Courses that generate FTES
5. Supplanting

See the [Student Equity and Achievement (SEA) Program Expenditure Guidelines](#).

1. Supplanting
2. Direct services to students under 18
3. Direct services to students not in one of the seven designated program areas
4. Construction
5. Political or professional dues, memberships, contributions
6. Unrelated travel costs
7. Vehicles, clothing, entertainment, fines & penalties
8. International travel

1. Supplanting
2. Construction
3. Facilities and Furniture
4. Student expenses or direct assistance to students

1. Supplanting
2. Construction
3. Goods and Services for Personal Use
4. Entertaining
5. Alcohol
6. Lobbying
7. Fundraising
8. Donations

Most recent update October 17, 2018