

TYPE(S) OF FUNDING – FOCUS AND SCOPE

In the CurricUNET Resource Request section, check the box for “BSI, Student Equity and/or SSSP” for your request to be considered under the Student Equity and Achievement Program; for consideration for AEBG funding, check “Grants (Other)”. ABEG funding is determined by a consortium which includes City College and involves public review. To be considered for Perkins/SWP program funding, you will need to submit a Perkins/SWP application in addition to making the request in program review. Applications will be reviewed by the Allocations Subcommittee of the CTE Steering Committee, which submits funding recommendations to the Office of Workforce/Economic Development for final funding approval.

Student Equity and Achievement (SEA) Program

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

Grants (Other)*

Perkins and SWP*

Contacts	Student Equity Tessa Brown / Mitra Sapienza , AB 705 Implementation Kristin Smith / Wendy Miller , Matriculation Shalomon Duke	Adult Education Program (aka AEBG) Alina Varona or Lucy Runkel	Perkins John Halpin	Strong Workforce Program (SWP) Carmen Lamha
Overall Intent/Goals	<p>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.</p> <p>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.</p> <p>Resources:</p> <p>Office of Student Equity</p> <p>State Chancellor’s Office memo about SEA dated 7/19/2018</p> <p>California Community Colleges Vision for Success website</p>	<ol style="list-style-type: none"> 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. 		<p>The CCSF Strong Workforce Program Strategic Plan (2017-2020) has four main goals:</p> <ol style="list-style-type: none"> 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. <p>Please review the SWP Strategic Plan</p> <p>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.</p>

	Student Equity and Achievement (SEA)	AEBG	Perkins	Strong Workforce Program (SWP)
Activity Focus	<ul style="list-style-type: none"> Implementation of AB705 Efforts to reduce the achievement gap identified by College research in 5 areas: <ol style="list-style-type: none"> Access Course completion ESL and Basic Skills completion Degree and certificate completion Transfer 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. 	<p>AEBG funds support</p> <ol style="list-style-type: none"> Increased and improved instructional or support services to students in the areas of focus (see below) Greater numbers served Improved math, literacy, English language proficiency, technical skills Activities that improve transitions from NC to CR, from education to work Career pathways, on-ramps, bridges Basic skills (TRST, ESL) embedded in or contextualized with career technical education programs Collaborative projects across departments, divisions, with community partners aimed at addressing barriers to student access or success 	<p>Carl D. Perkins Career and Technical Education Act funds support the advancement and improvement of career and technical education (CTE) at CCSF in support of CTE student outcomes. Perkins Core Indicators:</p> <ul style="list-style-type: none"> Technical Skill Attainment Credential, Certificate, or Degree Attainment Student Persistence or Transfer Student Placement Nontraditional Participation and Completion 	<p>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.</p>
Students Served	<p>Particular focus populations:</p> <ul style="list-style-type: none"> Incoming students. Students intending to complete a degree or certificate, or transfer (see the Vision for Success) Identified Equity Focus Populations/ Equity Students: <p>African American, Latino/a, Pacific Islander, American Indian/Alaskan Native, Filipino, two or more races, DSPS students, Veterans, and Former Foster Youth students.</p> <p>(see page 8 in the Student Equity Plan www.ccsf.edu/plans)</p> <p>Additional Equity populations added in 2018:</p> <p>1) LGBTQ+ and 2) students facing homelessness or housing insecurity.</p>	<p>Direct services to adults over 18 in one or more of the following program areas:</p> <ul style="list-style-type: none"> Adult Basic Education/Adult Secondary Education/GED or High School Equivalency English as a Second Language & Citizenship Short-term Non-credit Career Technical Education Programs for adults with disabilities Training for child school success Training for older adults seeking to reenter the workforce Pre-apprenticeship training. 	<ul style="list-style-type: none"> Economically Disadvantaged - Financial aid recipients Limited English Proficient – ESL participants Disabled – DSPS participants Single Parents Displaced Homemakers Training in areas that are nontraditional to their gender 	<ul style="list-style-type: none"> Enrolled in a CTE program Progressing in a program considered career preparation (2 or more sequential courses in same 4-digit TOP code) Taking a course/ combination of courses within a 2-digit TOP code which teach skills directly related to an occupational opportunity Students completing a program seeking employment and/or transfer to university; Students seeking work experience

RESOURCE REQUEST PROMPTS – GUIDELINES TO CONSIDER

PROMPT	Student Equity and Achievement (SEA)	AEBG	Perkins	Strong Workforce Program (SWP)
Request Overview	<p>Briefly describe your request including:</p> <ul style="list-style-type: none"> • What you plan to do • How you will serve Student Equity focus population(s) • How you will: <ul style="list-style-type: none"> ○ improve services for students, or enhance programs ○ reduce an identified achievement gap if applicable • Describe the scale and impact <p>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.</p>	<p>For instructional or counseling dept requests, briefly describe your request including:</p> <ul style="list-style-type: none"> • Describe the need or gap that exists and how you plan to address it. • Who is on your team/roles • How it will improve or expand services and success for adult education students • Projected budget & timeline <p>For service unit or center requests, briefly describe your request including:</p> <ul style="list-style-type: none"> • What you plan to do • Who is on your team/roles • What systemic need or problem it addresses that will affect services to or outcomes for adult education students • Are there other funds available • Projected budget & timeline 	<p>Briefly describe your request including:</p> <ul style="list-style-type: none"> • A statement of need for what you are requesting • A brief description of the project • Your anticipated outcomes and metrics • How you will measure your outcomes and metrics 	<p>Identify the Request Category:</p> <p>A. Capacity increase (e.g., facilities remodel to accommodate more students, hiring additional faculty/staff with needed expertise to meet emerging demands)</p> <p>B. Program modification (e.g., adding specialized courses or certificate based on new technologies)</p> <p>C. Development of a new program (e.g., addressing emerging or growing occupation within the region)</p> <p>List the 4-digit TOP Code for the affected/ proposed program</p>
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 measureable improvements.			
Request Components	Refer to the next section for allowable and not allowable expenditures.			
Extent of Benefit	<p>Describe the expected benefits of your request.</p> <p><i>Data to include:</i></p> <p>Total number of students served</p> <p>% that are in Student Equity focus population(s)</p> <p>Achievement gap (in % terms) this request addresses, if applicable</p> <p>Other data supporting high impact.</p> <p>Link to BSI rubric</p> <p>Link to Student Equity rubric</p> <p>Link to SSSP rubric (stay tuned for update)</p>	<p>Describe the expected benefits of your request.</p> <p><i>Data to include:</i></p> <p>Total number of students served that meet the AEBG criteria</p> <p>Current outcomes for those students (enrollment, retention, persistence, completion)</p> <p>Link to AEBG rubric</p>	<p>Briefly describe program improvement issues concerning the TOP code(s), and how those issues will be addressed by your project.</p> <p>Identify which Perkins core indicators your proposed project will address.</p>	<p>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.</p> <p>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.</p>

ALLOWABLE EXPENDITURES AND THOSE NOT ALLOWED

	Student Equity and Achievement (SEA)	Adult Education Block Grant (AEBG)	Perkins	SWP
Allowable Expenditures	<p>In support of the Student Equity and Achievement Program, all expenditures must be reasonable and justifiable.</p> <p>“Reasonable” means expenditures are prudent and every effort is made to utilize funds efficiently.</p> <p>“Justifiable” means expenditures are consistent with goals and activities related to the SEA program.</p> <p>See the Student Equity and Achievement (SEA) Program Expenditure Guidelines.</p>	<p>In support of AEBG Plan:</p> <ol style="list-style-type: none"> 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 	<p>In support of Perkins Plan:</p> <ol style="list-style-type: none"> 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 	<p>In support of State SWP Guidelines:</p> <ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Gifts 2. Stipends for students 3. Political contributions 4. Courses that generate FTES 5. Supplanting <p>See the Student Equity and Achievement (SEA) Program Expenditure Guidelines.</p>	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Supplanting 2. Construction 3. Facilities and Furniture 4. Student expenses or direct assistance to students 	<ol style="list-style-type: none"> 1. Supplanting 2. Goods and Services for Personal Use 3. Entertaining 4. Alcohol 5. Lobbying 6. Fundraising 7. Donations