

The background of the slide is a faded, grayscale photograph of a large group of graduates in caps and gowns. In the foreground, a young woman in a graduation cap and gown is smiling and looking towards a man in a white shirt who is also smiling. They appear to be in a celebratory setting, possibly a graduation ceremony. The text is overlaid on this image.

# **ASCCC Student Equity and Success Regional Meeting**

## **Student Equity 101**

**Debra Sheldon, Specialist,  
Student Equity & Success**

September 26-27, 2014



CALIFORNIA COMMUNITY COLLEGES

# Student Equity: 101

## Equity Overview

- *Relationship of Student Equity and SSSP*
- *Student Equity History*
- *Regulations and Legislation*
- *Funding*
- *Planning*



# Student Equity Background

**1992** —BOG adopted a student equity policy

**1996** — BOG established student equity plan as a minimum standard for receipt of state funding.

**2002** — BOG adopted title 5 regulations requiring colleges to develop Student Equity Plan

**2003** — Chancellor's Office provided guidelines to colleges for development of the plan

**2005** — Chancellor's Office asked colleges to update/complete Student Equity plan



# Student Equity Background

**2008-09 to 2012-13** — Plans suspended due to:

- 40% to 52% budget cuts to programs
- Categorical program flexibility

**2011**— Student Success Task Force established

**2012**— Student Success Act of 2012 (SB1456) and reaffirmation of student equity goals

**2013**— Student Equity Workgroup convened



# Student Equity Funding

**2014 June**—Governor & Legislature appropriate **\$70 million** of Student Equity funding under the SSSP umbrella to the CCCs with specific conditions and requirements:

- Strengthens requirement for districts to maintain an equity plan: now in *statute* as opposed to regulation.
- Adds additional requirements to the planning process:
  - Specific goals and activities to address disparities.
  - Coordinated with other categorical programs.
  - *Must* include faculty, student services and other constituencies.
- Adds Foster Youth, Veterans and Low-Income students as target populations.





# Student Equity Funding

- Requires districts to maintain a student equity plan as condition for receiving *all* Student Success and Support Program funding
- *Pre-defines* criteria and methodology for determining high need students and allocating funds:
  - *Number of high need students*
  - *EFC Eligible for Pell Grant*
  - *Educational Attainment by Zip Code*
  - *College/District Participation Rate*
  - *Socioeconomic Status of District*
- Requires that districts with a greater proportion or number of high-need students receive greater resources.



# Student Equity Allocation Formula

CCCCO criteria (based on available MIS data and ESRI data using Census estimates):

- Annual *District* FTES (credit and noncredit) – 40%
- Pell Grant Awards – 25%
- Ed. Attainment by Zip Code (Lowest 40%) – 10%
- *District* Participation Rate – 5%
- Socioeconomic Status of *District*
  - Household Income – 18%
  - Unemployment Rate – 2%



# Student Equity Allocations

- Allocations were run and sent out via listservs on Sept. 2, 2014
- Several problems related to Year 1 addressed:
  - Changes in plan requirements
  - Plan due date: changed from 11/21/14 to 1/1/15
  - Authority to spend \$\$ prior to plan completion
  - Carryover authority: 3 mos.





# Student Equity: Expenditure Guidelines

Basic Elements of Student Equity Expenditure Guidelines:

All expenditures must:

- Meet the purpose, and address the Student Equity populations and indicators as defined in statute & title 5.
- **Be based on the disproportionate impact study, goals and activities described in the college Student Equity Plan.**

In addition:

- Colleges will be asked to provide an annual report on expenditures and progress toward goals.
- **No match is required.**



# Student Equity Plan Template

STATE OF CALIFORNIA

BRICE W. HARRIS, CHANCELLOR

**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE**

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**DATE:** March 11, 2014  
**To:** Student Equity Coordinators  
Chief Student Services Officers  
Chief Instructional Officers  
Presidents/Superintendents and Chancellors  
Institutional Researchers  
Student Success and Support Program Coordinators  
Basic Skills Coordinators  
Academic Senate Presidents

**From:** Linda Michalowski, Vice Chancellor  
Student Services and Special Programs Division

**Subject:** Updated Student Equity Plan

**Introduction**

The intent of the student equity planning process is for colleges to conduct a self-evaluation on their own improvement or lack thereof in improving successful outcomes for all students. This memorandum provides background on student equity planning in the California Community



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# Student Equity Plan Requirements

- Establish Committee
- Conduct Research on Disparities in Success
- Develop Goals and Outcomes
- Develop Actions to Address and Monitor Disparities
- *Develop Budget that Supports Actions*
- Implement Actions
- Coordinate with the SSSP Plan (SB 1456)
- Review progress and Make Needed Changes



# Student Equity Plan: Populations

Populations to be addressed by *gender* and *as defined in US 2010 Census*:

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



# Student Equity Plan: Indicators

## Success Indicators

- **Access**
- **Course Completion**
- **ESL and Basic Skills Completion**
- **Degree and Certificate Completion**
- **Transfer**





# Student Equity Plan: Goals & Activities

**SB 860** stipulates that colleges must develop:

- **Goals and activities** for access to, and completion of, basic skills, career technical education and workforce training, and transfer for:
  - The overall student population, and
  - **Each population group of high-need or disadvantaged students**
- Activities designed to effectively meet the goals must include:
  - The adoption of **evidence-based models of remediation**,
  - Implementation of **placement tests and policies** that more accurately predict student success and identify students' remedial needs



# Student Equity Plan: Coordination

**SB 860** also requires the student equity plan to include coordination with **these categorical or campus-based programs:**

- DSPS
- EOPS
- Fund for Student Success:
  - MESA
  - Middle College High School
  - Puente Project
- SSSP
- Programs for foster youth
- Programs for veterans
- CalWORKs
- Student Financial Aid Administration
- Basic Skills Initiative and students



# Student Equity Plan: Other Elements

**SB 860** or title 5 also include a few other requirements:

- Sources of funds for activities
- Schedule and process for evaluation
- Signature page with board approval
- Executive summary to include
  - Student groups for whom goals have been set
  - Goals and activities to address them
  - Resources budgeted for that purpose
  - College contact for further information
  - Starting in 2016–17, a detailed accounting of how funding was expended
  - An assessment of the progress made in achieving the goals



# Some Guiding Questions

- Where is disproportionate impact an issue?
- Who is or needs to be involved in this effort?
- What data can be accessed to explore the issue?
- What strategies and approaches have colleges successfully implemented to mitigate it?
- How can colleges use this information for action planning and improvement?
- What kind of training or professional development is needed?
- What relevant analyses can be conducted to monitor changes in disproportionate impact?



## ATTACHMENT B: Planning Committee Crosswalk Guide

STUDENT EQUITY PLAN INDICATORS	POTENTIAL DATA SOURCES	TITLE 5 SECTIONS	INSTRUCTIONAL PROMPTS	STUDENT SERVICES PROMPTS
<p><b>A. Access</b></p> <p>The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This is frequently calculated as a participation rate.</p>	<p><b>Scorecard – COLLEGE PROFILE:</b> Description of the student population and course sections offered in 2011-12.</p> <p>US Census data</p> <p><a href="#">CCCGIS Collaborative : California Community College District Boundaries Map</a></p>	<p><b>A-1:</b> Increase California community college student access and success through the provision of core matriculation services. (55000)</p> <p><b>A-2:</b> Ensure that Assessment/ Placement services do not have disproportionate impact. (55522)</p> <p><b>A-3:</b> Ensure assessment test processes do not exclude any otherwise eligible person from admission. (55522)</p> <p><b>A-4:</b> SSSP services for students who are disadvantaged by economic, social and educational status shall be appropriate to their</p>	<p><b>Assessment</b> Have instructional faculty facilitated discussions with non-instructional faculty about multiple measures; expanding the use and informing students about such measures?</p> <p><b>Outreach</b> Is there sufficient outreach to faith based and community leaders of student groups that are not accessing or persisting in college coursework?</p> <p>Is there sufficient outreach to connect students to CTE programs?</p> <p><b>Scheduling</b> Are key courses offered at times and in formats that fit the needs of target student groups?</p> <p>Are there sufficient numbers of sections offered each term?</p> <p><b>Alignment</b> Is there an appropriate bridge linking regional Adult Education offerings such as GED completion</p>	<p><b>Admissions:</b> Are certain student groups more likely to register for classes after the start of the term? Are specific student groups more likely to apply for admission after the application deadline?</p> <p><b>Priority Enrollment</b> Are all student ethnic/gender groups equally likely to receive priority enrollment? What actions can be taken to improve equity in priority enrollment? Which groups need targeted outreach and/or attention?</p> <p><b>Orientation</b> Among students who receive orientation, is any student group less likely to enroll in the subsequent or concurrent term than the reference group?</p> <p><b>Assessment</b> Among students who receive assessment services, is there any group of student more likely to experience disproportionate impact in placement into basic skills? Do assessment test processes exclude any otherwise eligible person from admission?</p> <p><b>Ed Planning &amp; Counseling:</b> Are all student groups equally like to receive an abbreviated education plan in a timely manner? Comprehensive education plan for their intended major? How early during their enrollment?</p> <p>What advising resources are available to students, and are students taking advantage of them?</p>





# Student Equity Plan: Budget

**SB 860** or Title 5 also include a few other requirements:

- List all sources of funds for activities
- All institutional funds can be viewed as resources for student equity (title 5 §54220(a)(4))
- Must clearly link expenditures to the disproportionate impact study, goals and activities
- Student Equity funding expenditures must adhere to allowable uses of funds described in the Student Equity Expenditure Guidelines
- A year-end expenditure report will be required. More details to follow....



# SE Budget: Expenditure Guidelines

## Examples of Eligible Expenditures and Activities

- Outreach to underrepresented student groups and communities.
- Student services and categorical programs that directly support improved outcomes on success indicators for populations prioritized in the Student Equity Plan.
- Student equity related research and evaluation.
- Hiring a student equity program coordinator and staff.
- Supporting student equity planning processes.



# SE Budget: Expenditure Guidelines

## Examples of Eligible Expenditures and Activities (cont.)

- Professional development on the effects of inequities; methods for detecting and researching them; effective practices for improving outcomes.
- Adapting academic or career related programs and courses to improve student equity outcomes.
- Providing embedded tutoring, counseling support for learning communities, and other instructional support services.
- Targeted publications and outreach materials.
- In-State travel in support of student equity.



# SE Budget: Expenditure Guidelines

## *Ineligible* Expenditures and Activities

- Construction
- Gifts
- Stipends for students to participate in SE activities
- Computers, office supplies and furniture
- Unrelated administrative, faculty or staff salaries and benefits
- Political or professional dues, memberships, or contributions
- Rental of off-campus space



# SE Budget: Expenditure Guidelines

## *Ineligible* Expenditures and Activities

- Legal and audit expenses
- Indirect costs
- Unrelated travel costs
- Vehicles
- Clothing (except required student uniforms)
- *Courses -- Program funds may not be used to pay faculty to deliver courses that generate FTES.*
- Unrelated research
- Supplanting





# Student Equity Plan: Timelines

## Student Equity Plan Timelines:

- Required to be resubmitted every 3 years
- Annual Year-end Report
- Initial Plan *now* Due **January 1, 2015**



# Student Equity Planning Resources

Chancellor's Office Student Equity web page:

<http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>

- [Student Equity Plan Template](#)
- [Student Equity Fact Sheet](#)
- [Guide for Measuring Disproportionate Impact in Equity Plans](#)
- [2014-15 Allocations Memo](#)
- [Expenditure Guidelines](#)
- Student Equity related sections of [State Budget Act, SB 860 \(2014\)](#)



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Thank you.