**Crosswalk for Student Success Plan: SSSP, Student Equity, and Basic Skills**

**Area 1: General Information**

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| **Program Lead/**  **Contact** | Kathleen Moberg | Kathleen Moberg  Eduardo Cervantes | Fran Lozano | Mary Ann Sanidad | Randy Brown  Sydney La Rose  Karen Warren  (Doug Achterman) | Mary Ann Sanidad | Randy Brown | Carina Cisneros | Eduardo Cervantes | Eduardo Cervantes | Marla Dresch  (Hope Jukl) | Sherrean Carr | Annette Gutierrez  Carina Cisneros |
| **Purpose** | To increase California community college student access and success through the provision of core matriculation services with the goal of providing students with the support services necessary to assist them in achieving their education goal and identified course of student. Students need a plan. | To close achievement gaps in access and success in underrepresented student groups, as identified in local student equity plans. Research based focus on identifying gaps in student success especially for targeted student groups through the provision of specialized support/services. | Faculty and staff development to improve curriculum, instruction, student services, and program practices in the areas of basic skills and English as a Second Language (ESL) programs. | In 2015-16, the program provides $60,000,000 in Proposition 98 funds to improve the progression rate of basic skills students from remedial education to college level instruction. | An HSI grant (2015-20) to improve completion rates through focusing on distance education, civic engagement, and strengthening learning programs such as acceleration and integration of academic support. | To align adult learning programs and bring adult schools under the CC districts. To increase adult student access and success. | To increase Noncredit student access and success through the provision of core matriculation services with the goal of providing students with the support services necessary to assist them in achieving their education goal and identified course of student. Students need a plan. | To encourage the enrollment, retention and transfer of students disadvantaged by language, social, economic and educational circumstances, and to facilitate the successful completion of their goals and objectives in college. | To graduate and/or transfer eligible first generation, low income , disadvantaged college students | To transfer under-represented students to major in STEM based discipline | Strengthening Hispanic STEM Students: comprehensive Support, Guided Pathways, Renewed Learning | To improve the quality and increase the quantity of career technical education provided by our system; courses, programs, pathways, credentials(licensure), certificates, degrees | To assist students receiving or eligible to receive CalFresh benefits by supporting their ability to afford costs associated with community college, successfully complete classes, increase work readiness, and obtain employment that leads to self-sufficiency |

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| **Focus** | Core Services:   * Orientation * Assessment * Counseling Advising, and Other Education Planning Services * Follow-Up for At-Risk Students | Closing achievement gaps in 5 success indicators/goals:  • Access  • Course Completion  • ESL and Basic Skills Completion  • Degree and Certificate Completion  •Transfer | Funds shall be expended  for:   * Program and curriculum planning and development * Student assessment * Advisement and counseling services * Supplemental instruction and tutoring * Articulation * Instructional materials and equipment * Any other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs. | Progressively increasing shares of students enrolled at the college who:   1. Successfully complete a college-level English or mathematics course, or both, within a sequence of three or fewer courses after enrollment in a community college. 2. Earn an industry-relevant college certificate or degree within two years. 3. significantly greater share of entering students achieving the goal listed in (a) above within a shorter time period than before the implementation of the plan. | Increasing student engagement and success through:   * Training in best practices for DE * Service Learning * Civic Engagement curriculum development * Increasing accelerated offerings * Developing Learning Commons * Scholars Academy | Within the areas of courses for immigrants, High School Equivalency, Short-term Vocational, (Pre) Apprenticeships, and Programs for AWD   * Articulate programs, align consortium systems, and create pathways; * Address identified gaps; * Accelerate progress * Provide professional Development * Leverage existing structures * Leverage existing systems | Core Services for Noncredit students:   * Orientation * Assessment * Counseling, Advising, and Other Education Planning Services   Follow-Up services | Core Services:   * Academic and supportive counseling * Follow-up and educational planning * Program Orientation * Textbook assistance * Priority registration * Transfer assistance * Educational materials and supplies | Services:   * Proactive/intrusive counseling * Education planning to complete within 4 academic years * Student Success Conferences * Summer Bridge Program * Priority Registration * TRIO Grants * Transfer support services * Academic Tutoring and supplemental instruction * Cultural and Community Building activities * Laptop and Calculator loans * Workshops * Peer Leaders * Milestone celebrations and family workshops | Services   * Proactive   /intrusive counseling   * Education planning to complete within 4 academic years * Student Success Conferences * Priority registration * STEM Book loans * laptop loans * MESA STEM days at UCs * MESA-Cisco Mentorship Program * Academic Tutoring * AEWS ( MESA version of SI) * Peer Leaders * Summer STEM Career Academy * Milestone celebrations and family workshops | Overall Goals:   1. Increase adequate support of Hispanic & underserved STEM students 2. Develop STEM Guided Pathways (transfer and articulation model with SJSU) 3. Renew STEM Teaching and Learning Opportunities for Faculty and Students | Ongoing categorical funds to support CTE programs and build new programs.  For community colleges to become an essential catalysts to California’s economic recovery and jobs creation at the local, regional and state levels | Overall Goals:  Improve skills for the unemployed and low wage workers through.  Increase CalFresh participation while waiving the work rule for CalFresh participants so they can focus on their education.  Provide supportive services to populations identified in the Gavilan College Equity Plan as well as students who may not be eligible for other categorical programs (i.e. Timed out CalWORKs, Students enrolled less than full time, Non-Credit students). |

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| **Students to be Serve** | • New matriculating students  • All students needing an education plan  • Undecided students  • Probation students  • Basic skills students  • At-Risk students | Campus based research as to the extent of student equity by gender and for each of the following categories of students:  • Current or former foster youth  • Student with disabilities  • Low-income students  • Veterans  • Students in the following ethnic racial categories: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, White, some other race, more than one race. | To improve outcomes of students who enter college needing at least one course in ESL or basic skills, with particular emphasis on students transitioning into college (from high school, immigration, workforce, incarceration, etc.) | Basic Skills student in English and Math | Hispanic-serving institution grant designed to improve overall transfer rates by increasing success in online courses, accelerating students from basic skills through gateway transfer-level courses, and enhancing student engagement in college, community, and career exploration. | Students enrolled in the program areas listed above in local Adult Education programs and the Gavilan College noncredit program | All Noncredit students | * CA resident or AB540 Eligible * Qualify for BOG waiver A or B * Full-time enrollment (12 units or more) * Not have completed more than 70 degree-applicable units * Facing an educational disadvantage such as: * Basic Skills placement * Graduated H.S. with GPA below 2.5 * Non H.S Graduate * First generation college student * Member of underrepresented group as identified by college equity goals * Primary language spoken at home is/was non-English | * First Generation * Low Income * Underrepresented minority groups | * Low Income * First Generation * Students from the lowest eligibility context to transfer ( Latino, African American ,American Indian) * Must be STEM majors in a calculus based pathway major * Eligible for algebra or above | Hispanic/low income/first generation STEM students | CTE students | Students who are receiving or eligible to receive CalFresh (SNAP) benefits, living in Santa Clara and San Benito Counties and are timed out of CalWORKs, low income, Latinos, former Foster Youth and/or meet one of the populations identified in the Gavilan College Equity Plan. |
| **Defined**  **Co-horts** |  |  | Students enrolled in ESL and pre-transfer level English and Math; recently to include students at first transfer level course | Yes – first time students assessing into BS math and/or English; first time students seeking CTE certificates or degrees | Education majors; students in acceleration, service learning, and learning commons. | Adult Ed and noncredit students in the areas of ESL, HSE, Short-term vocational , Pre-apprenticeship | No | Current or former foster youth | Cohorts are defined by the year that the student joined the program. Reporting and date are measured by cohort groups. | Cohorts defined by the year they joined. |  |  |  |

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| **Program Mandates/ Requirements** | SB 1456 & Student Success Task Force and Title V (revised and new) | SB 860 (Budget Act), Title V (New and revised) | AB 194 (original); SB 852 (revised) | Community Colleges Basic Skills and Student OutcomesTransformationProgram | Title V | AB 86/AB 104 | SB 1456 & Student Success Task Force and Title V (revised and new) | Title V | Department of Education TRIO SSS regulations, OMB Circular, EDGAR, and HEOA | Chancellor's Office, MESA RFA | HISPANIC-SERVING INSTITUTIONS PROGRAM (84.031C) | SECTION 1.  Part 54.5 (commencing with Section 88820) is added to Division 7 of  Title 3 of the Education Code: Part 54.5. STRONG  WORKFORCE PROGRAM |  |
| **Student Mandates/ Requirements** | Admissions  Assessment/MM  Orientation  Abbrev Ed Plan  Comp Ed Plan  Follow Up  Intentional Interventions |  |  | None | None | None | None |  |  |  |  |  | Non-assistance students receiving CalFresh benefits and reside in Santa Clara or San Benito counties.  Students must be enrolled in permissible classes (including GED, ESL, CTE, Work Experience, and Adult Basic Education). |
| **Plan Content/ Coordination** | Description of core services, related research and technology, match, policies, professional development, prerequisites and budget.  Required coordination with:   * Student Equity plan * Non Credit: separate plan and allocation | Disproportionate Impact (DI) Study:  Goals, Activities & Budget based on Dl.  Required coordination with categorical or campus programs: EOPS/Care, DSPS, CalWORKs, MESA, Middle College High School, Puente Project, SSSP, BSI, foster youth and veterans' programs, BFAP and BSI  Non Credit: no specific authorization | CCCCO Basic Skills Cohort Tracker Tool  Required coordination with Student Equity and SSSP plans. | Increase placement of students in gateway English and Math, Provide proactive integrated student support services, and develop two- and three- course sequences for completion of college level English or math  Basic Skills Initiative, Title V, STEM III, Local high schools | Increase overall completion and transfer rates  Coordination with Basic Skills Initiative, STEM III, Student Equity plan, & related campus programs | Partners, governance plan, organizational chart; fiscal management; Description of past year achievement and challenges in each of the objective areas; plan for subsequent year activity; past year expenditures by program area and objective; proposed use of subsequent year expenditures by program area and objective; regional assessment plan and student data tracking | Description of core services, related research and technology, match, policies, professional development, prerequisites and budget.  Required coordination with:   * Student Equity plan. * Separate credit plan and allocation | Identification of core services provided, number of students anticipated to be served, program organizational chart and narrative of program accomplishments for previous year, including:   * Number of students served * Program Objectives achieved * Outreach Efforts * Student Success * Overall Program Evaluation Advisory committee involvement * Student awards | Coordination is centered on completing the TRIO set outcomes  Transfer  Graduation  Persistence  Academic Standing  Students served | 8 grant objectives completed with 57 activities  encompassing the 13 MESA model components | SJSU--Degree Pathways  Acceleration—BST Grant, Title V Grant  CUNY—ASAP Study | In development: to include regional partnerships and activities, to support the increase in quantity and quality of CTE programs. | Employment & Training (E&T) planning, assessment & assignment into FS, initial and ongoing eligibility, client tracking, issuance of supportive services, CalFresh eligibility determination and E&T registration, collaboration with SCC & SBC. |

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| **Activities** | Counseling and Retention:  Outreach at HS  Onboarding activities  Advisement  Follow up  Workshops  Assessment of underserved students like those not getting BOG |  | Counseling, Supplemental Instruction,  Professional Development  Early Alert | High School Project, Acceleration, Social and Emotional Learning, SI, Peer Mentoring, Access to Books, Professional Development | Service learning; acceleration; transfer academy; DE training | Activities related to seamless transitions, acceleration, professional development, leveraging community systems | Activities related to seamless transitions, acceleration, professional development, leveraging community systems. | * Program Orientations * Counseling Educational Planning * Progress Report * Probation Workshops * Priority Registration days * Transfer Application Assistance   University Visits | Counseling  Academic Support  grants  transfer support  socio-cultural programing | There are 57 total  activities listed in the MESA grant. |  |  | Intake, assessment, orientation, ed-plan development, career exploration, job readiness services, supportive services such as textbook vouchers, transportation assistance, rental, utility and car repair assistance, and resource referrals. |
| **Technology** | CCCApply  Grad Guru  Banner  Cranium Café  SARS  Go2Orientation  EAB Navigate  Higher Educ Profile | Eureka  Go2Knowledge | Only as used in Early Alert | None | Smart books for faculty in DE training | Improvement of technology capabilities at sites and development of and training on tech tools for instructors | Implementation of degree works with Noncredit student | SARS  ARGOS  MIS/Banner | Blumen Database  Argos  SARS  Access database  Banner | Argos  SARS  Access databas  MIS/Banner |  |  | SARS  Banner |

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| **Plan Approval** | Who signs off on the plan:   * + No local board approval required, but presented to CCCD Board as a courtesy   + SSSP Coordinator   + Chief Student Services Officer   + Chief Instructional Officer   + Academic Senate President   + College President   + District Chancellor   Who signs off on SSSP budget:   * + SSSP Coordinator   + SSSP Supervising Administrator or CSSO   + District Business Manager   + College President   + District Chancellor | Who signs off on plan:   * + Local Board approval required   + Student Equity Coordinator   + Chief Student Services Officer   + Chief Instructional Officer   + Academic Senate President   + College President | Who signs off on plan:   * Chief Executive Officer (President) * Academic Senate President * Chief Business Officer | Who signs off on plan:   * Activity Director * Chief Business Officer | * + Activity Director   + Chief Instructional Officer   + Academic Senate President * College Superintendent/President | Allocations, Budget and Annual Plan are approved by appointed Consortium designee | Who signs off on the plan:  •    No local board approval required, but presented to CCCD Board as a courtesy  •    SSSP Coordinator  •    Chief Student Services Officer  •    Chief Instructional Officer  •    Academic Senate President  •    College President  •    District Chancellor  Who signs off on SSSP budget:  •    SSSP Coordinator  •    SSSP Supervising Administrator or CSSO  •    District Business Manager  •    College President  •    District Chancellor | Who signs off on the plan:  ·  EOPS Director/Assoc. Dean  ·  EOPS Supervising Administrator/ Vice President of Student Services  College President | Project Director  VP Student Services | Project Director  College President  Chief Business Office |  | * CEO/CBO * BOT * CCCCO | U.S. Department of Agriculture Food and Nutrition Service  California Community Colleges Foundation  Santa Clara & San Benito Counties  VPAS  Program Coordinator/Supervisor |
| **Plan Deadlines** | **2014**  October 17, 2014  **2015**  TBD but probably around  November 1, 2015 | **2014**  January 1, 2015  **2015**  TBD | **2019**  June 30,2019 – grant ends (3 year implementation per CA Educational Code)  **2020**  June 30, 2020 – reporting concludes (4 year reporting period per CA Educational Code | Quarterly  Final Report July 2019 | Annually through 2020,  By Jan. 31 | 2016-17 Plan/Allocations due  August 15, 2016;  Budget due: UNK | **2014**  October 17, 2014  **2015**  TBD but probably around  November 1, 201 | **2017**  November 30, 2017  EOPS & CARE Program Plan  Annual Program Plans due at same time each year |  |  |  | January 31, 2017 | Invoices  January, April, July, & October  E&T Plan  June (annually)  Contract & MOU  September (2 year cycle) |
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| **Committee Membership** | Veronica Martinez  Rosa Sharboneau  Kathleen Moberg  Karen Warren  Candice Whitney  Stacey Porteur |  | Doug Achterman,  Randy Brown, Eduardo Cervantes,  Carina Cisneros, Daniel Fuentes, Jessica Hooper, Kyle Hull,  Fran Lozano, Veronica Martinez, Kathleen Moberg,  Jennifer Nari,  Vania Parakati,  Scott Sandler, Mary Ann Sanidad, Leslie Tenney, Karen Warren | Mary Ann Sanidad  Fran Lozano, Christina Salvin, Elena Dachkova, Kimberly Smith, Jessica Hooper, Jen Nari, Leslie Tenney, Vania Parakati, Daniel Fuentes | Randy Brown,  Karen Warren, Doug Achterman, Sydney LaRose, Megan Wong, Leah Halper, Scott Sandler | Adult Ed principals, Randy Brown; Mary Ann Sanidad as facilitator | Randy Brown (dean), Victor DeReza (assessment specialist), Blanca Melchor and Mariana Pereyra (counselors) | Advisory Committee  includes  representation from college personnel, EOPS students, local/feeder high schools,  community  and business  sector, and four  -year colleges |  |  |  | CTE Dean, Director CE and Workforce, Associate Dean of Non Credit, CTE Faculty, Director of Financial Aid | Annette Gutierrez  Ozzy Zamora  Olga Rodriguez  Carina Cisneros |

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| **Initiiatve**  **Area 2: Allocations/Compliance** | **SSSP** | **Student Equity** | **Basic Skills Initiative** | **BSTG** | **Title V Coop** | **AEBG** | **Non Credit**  **SSSP** | **EOPS** | **SSS**  **(TRiO)** | **MESA** | **HSI STEM** | **Strong Workforce**  **(CTE)** | **Fresh**  **Success**  **Grant** |
| **Allocation Formula** | Year 1 (2014-15) Formula:  Preexisting criteria: 2.4 X new credit students plus 1.0 X continuing students  Year 2 (2015-16) Formula:   * 60% Students Served at the College: * Initial Orientation - 10% * Initial Assessment - 10% * Abbreviated SEP - 10% * Counseling/ Advising- 15% * Comprehensive SEP - 35% * Progress probation Services - 15% * Other Services - 5% * 40% College's Potential Population of Students to Receive Services: Unduplicated Credit Student Head count (academic year= summer, fall, winter, spring) plus Base Funding Floor $35K or 10% (whichever is greater) | New Formula:   * 40% Annual FTES * 25% High Need Students (based on number eligible for Pell Grant) * 10% Educational Attainment of Residential Zip Code * 5% Participation Rate * 18% Poverty Rate * 2% Unemployment Rate | * 100% FTES from basic skills courses * Minimum amount a college will receive is $90,000 annually | Up to $1,500,000 for three year | $2.6 million for 5 years (2015-2020 | Regional funding formula variables, equally weighted:   * Educational Attainment (No High School Diploma) * Employment (Unemployed Adults) * Adult Population      -18 years and older   * Poverty (Household) * Adult Literacy (7th Grade Education Level) * ESL (the ability to speak English) | ase of 5% of the total allocated for noncredit SSSP divided by 113 colleges (whichever is greater)  Plus:   * + - 35% unduplicated head count     - 60% core services 15 percent initial orientation     - 15% initial assessment     - 30% noncredit SEP     - 20% counseling/advising 20 percent follow-up and other services | Base of $50,000 of the total allocated for EOPS  Plus:   * Dollars per student served * Dollars for college effort above the 15% raw minimum district contribution * District contribution of 15% of the college’s average EOPS allocation for the past three fiscal years * 95% guarantee of prior year’s initial allocation before penalties   Upcoming changes to EOPS allocation formula  2yr phase in:  2018-19   * Base of $150,000 * 95% for students served in prior, prior year (2016-17) * 5% for college effort * 95% guarantee of prior year’s initial allocation before penalties * Student cap: same cap as in 2017-18   2019-20   * $150,000 base * 90% for students served in prior, prior year * 5% for college effort * 5% for growth * 95% guarantee of prior year’s initial allocation before penalties   Student cap based on number of students funded in 2017-18 |  |  |  | Unemployment rate, proportion of CTE FTES, Projected job openings, Successful workforce outcomes(2017-18) | 50% reimbursement for direct supportive services billed quarterly  44.4% reimbursement for indirect services/costs billed quarterly as well as eligible matches  Base Funding  $60,000 General Fund  $30,000 Equity |
| **Budget Manager** | Kathleen Moberg | Kathleen Moberg  Eduardo Cervantes | Fran Lozano (?) | Mary Ann Sanidad | Randy Brown | Mary Ann Sanidad | Randy Brown | Carina Cisneros | Eduardo Cervantes | Eduardo Cervantes |  | Dean CTE | Annette Gutierrez |
| **Examples of Allowable Expenditures** | • SSSP Director/Coordinator and staff  • Office supplies and postage  • Publications and outreach materials  • In-state travel and training  • Computer hardware and software and equipment  • Food and beverages  • Counseling, advising and other student educational planning services  • Follow-up services  • Orientation services  • Assessment for placement  • Research, admissions and transfer functions directly related to fundable SSSP services | • Outreach  • Student Services and Student Services categorical programs  • Research and evaluation  • Hiring student equity program coordinator  • Support student equity planning process  • Professional development  • Adapting academic or career-related programs or courses  • Instructional support services  • In-state travel  • Other direct student support | * Program and curriculum planning and development * Student assessment * Advisement and counseling services * Supplemental instruction and tutoring * Articulation * Instructional materials and equipment   Any other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs. | * Plan and budget as submitted. * High School assessment and boot camps) * Basic Skills counselor * Supplemental Instruction * Textbooks * Peer mentors * Instructional Program Specialist for pre-transfer English * Social and emotional learning training * Acceleration | * Program planning * Curriculum development * Academic support services * Professional learning * Assessment * Distance education training and support * Civic engagement events and activities * Instructional materials and equipment * Publicity and outreach * Conferences * Food and beverages | All expenditures must relate to the areas and objectives of the grant, be approved by consortium members , and be present in the (approved) Annual Plan | • Office supplies and postage  • Publications and outreach materials  • In-state travel and training  • Computer hardware and software and equipment  • Food and beverages  • Counseling, advising and other student educational planning services  • Follow-up services  • Orientation services  • Assessment for placement  • Research, admissions and transfer functions directly related to fundable SSSP | * EOPS personnel * Office supplies   ·  Instructional supplies  ·  Textbooks  ·  Outreach materials  ·  In-state travel and training for EOPS purposes  ·  Food and beverages  ·  Counseling, advising and other student educational planning services  ·  Orientation services  ·  Outreach and transfer functions   * Any other programs and services which are over, above, and in addition to the costs which are the district's responsibility |  |  |  | Supplemental funding to support CTE programs   * Use reasonable standard * Focus on SW outcomes * Supplement not supplant | Textbook Vouchers  Transportation (gas cards/bus tokens)  Ancillary (supplies, tools, materials)  Rental, Utility & Vehicle Repair  TB Testing for required classes  Drug screening for required classes  Parking Permits  Material Fees  Planning  Administration  Evaluation  Service Provision  Office Supplies  Marketing  Staff salaries who work directly with FS (Supervisor, Office Assistant, Intern, Program Specialist, & Counselor)  Match salaries not paid out of FS  but work with FS program(i.e. Associate Dean, VPSS, CTE Counselor, Contract Ed |

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| **Examples of Unallowable Expenditures** | • Construction  • Gifts  • Stipends for students  • Office furniture  • Other staff salaries and benefits  • Political or professional dues, memberships or contributions  • Rental of off-campus space  • Legal and audit expenses  • Indirect costs  • Unrelated travel costs  • Vehicles  • Clothing  • Courses  • Admissions and Records Office (not related to SSSP services)  • Supplanting | • Construction  • Gifts  • Stipends for students  • Computer, office supplies and furniture  • Other administrative, faculty, or staff salaries or benefits  • Political or professional dues, memberships or contributions   * Rental of off-campus space   • Legal and audit expenses  • Indirect costs  • Unrelated travel costs  • Vehicles  • Clothing  • Courses (faculty salaries)  • Unrelated research  Supplanting | • Supplanting current district expenditures for matriculation and assessment services, basic skills, ESL instruction, and related student programs | Any expenditures that do not directly relate to identified activities | Unrelated expenses | Un-allowed or need prior approval:   * Construction (prior approval) * Other staff salaries and benefits * Political or professional dues, memberships, or contributions * Unrelated travel costs * Vehicles (prior approval) * Clothing (for individual, no; for classroom use, yes) * Entertainment costs * Fines and penalties * Out of state travel (prior approval) * Supplanting in general | • Construction  • Gifts  • Stipends for students  • Office furniture  • Other staff salaries and benefits  • Political or professional dues, memberships or contributions  • Rental of off-campus space  • Legal and audit expenses  • Indirect costs  • Unrelated travel costs  • Vehicles  • Clothing  • Courses  • Admissions and Records Office (not related to SSSP services)  • Supplanting | * College administrative support costs (e.g., staff of the business office, bookstore, reproduction, staff at the dean salary level and above). * Indirect costs (e.g., heat, lights, power, janitorial service) * Political or professional association dues and/or contributions. * Furniture (chairs, desks, bookshelves etc.) * Construction, remodeling, renovation, or vehicles. * Travel costs other than travel costs of EOPS staff and students for EOPS activities or   functions   * Supplanting |  |  |  | Supplanting  district expenditures | Equipment  Food for students  Registration fees  Vehicles  Grants to students  Supportive services to ineligible courses  Supplanting in general |
| **Match** | Credit: Starting 14-15 revised to  2:1.  13-14 funds remain at 3:1 (prior backfill to matriculation can be counted as match) | NA | NA | NA | NA | NA | Non-credit at 1:1 | 15% match of the college’s average EOPS allocation for the prior three fiscal years |  |  | NA | NA | Equity, General Fund, non-federal dollars, donations, personnel who work with FS and are not paid with federal dollars |
| **Spending Deadlines** | 2 year cycle | 2 year cycle |  | August 2019 | September 30 | Year 1-Dec 2017  Year 2-Dec 2018  Year 3-Dec 2019  Data and Accountability-Dec 2018 | 1 FY after original funding year | June 30th –close of each FY |  |  |  |  | Must bill quarterly (federal fiscal year). Reimbursement funding rolls over into next year. |

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| **Initiative** | **SSSP** | **Student Equity** | **Basic Skills Initiative** | **BSTG** | **Title V Coop** | **AEBG** | **Non Credit**  **SSSP** | **EOPS** | **SSS**  **(TRiO)** | **MESA** | **HSI STEM** | **Strong Workforce**  **(CTE)** | **Fresh**  **Success**  **Grant** |
| **Goal/Metric** | NA | NA | NA | Success and persistence; improved placement scores; retention | Increase in success and completion rates overall and closing equity gap in transfer rates for Hispanic students | Increases in enrollment, student transitions/ completion, increased certification and or income | Number of completed educational plans, orientations, assessments, and support services. | Facilitate the successful completion of student goals and objectives in college. Increase enrollment, retention and transfer. |  |  |  | Increase CTE quantity: CTE enrollment, Improve quality: skills gains, completion, transfer, employment rates, employment in the field of study, earnings, median change in earnings, proportion of students who attained living wages | Increase retention, completion, and graduation rates for impacted student populations while increasing their employability. |

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| **Initiative**  **Area 3: Other Plan/Program Integration** | **SSSP** | **Student Equity** | **Basic Skills Initiative** | **BSTG** | **Title V Coop** | **AEBG** | **Non Credit**  **SSSP** | **EOPS** | **SSS**  **(TRiO)** | **MESA** | **HSI STEM** | **Strong Workforce**  **(CTE)** | **Fresh**  **Success**  **Grant** |
| [**ACCJC**](http://www.accjc.org/wp-content/uploads/2014/11/Accreditation_Standards_Adopted_June_2014_with-Cross-walk_and_Glossary_11_2014.pdf) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Strategic Plan** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Educational Master Plan Vision 2025** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **District Strategic Plan** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Institutional Set Standards (IEPI/SS)** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Guided Pathways** |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Initiative**  **Area 4: Research/Assessment** | **SSSP** | **Student Equity** | **Basic Skills Initiative** | **BSTG** | **Title V Coop** | **AEBG** | **Non Credit**  **SSSP** | **EOPS** | **SSS**  **(TRiO)** | **MESA** | **HSI STEM** | **Strong Workforce**  **(CTE)** | **Fresh**  **Success**  **Grant** |
| **Outcomes Assessment**  **(Required)** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Research Plan**  **(where data needs to come from)** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Cohort Tracking?** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Campus Org Coding** |  |  |  |  |  |  |  |  |  |  |  |  |  |
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