

## 2017-2018 Expenditure Guidelines & Plan Information

### *Basic Skills Initiative (BSI), Student Equity (SE), and Student Success and Support Program (SSSP)*

#### **KEY STATUTES AND REGULATIONS**

Annual allocations of funds under the Basic Skills Initiative (BSI), Student Equity (SE) program, and Student Success and Support Program (SSSP) must be utilized for program implementation as prescribed in California Education Code and California Code of Regulations, title 5. Within these parameters, districts and colleges are afforded the discretion and flexibility to make spending decisions locally. Below are links to applicable code and regulations.

Basic Skills – [California Education Code, section 88815](#)

Student Equity – [California Education Code, sections 78220 and 78221](#)

Student Equity – [California Code of Regulations, title 5, sections 54220 and 51026](#)

Student Success and Support Program – [California Education Code, sections 78210-78219](#)

Student Success and Support Program – [California Code of Regulations, title 5, sections 51024 – 55534](#)

#### **REASONABLE AND JUSTIFIABLE**

All expenditures should 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 BSI, SE and SSSP. Colleges are strongly urged to develop policies and procedures to document and justify program expenditures. Developing written documentation prior to the time of expenditure is recommended. This documentation should clearly establish the link between a given expenditure and program goals and objectives.

#### **NON-ALLOWABLE EXPENDITURES**

The Chancellor’s Office has identified the following non-allowable expenditures for all three programs:

1. **Gifts** -- funds may not be used for gifts or monetary awards of any kind. Expenditures for a public purpose are not considered a gift of public funds; such expenditures must be coordinated with financial aid departments and be within a student’s cost of attendance. 2016-17 Expenditure Guidelines Basic Skills, Student Equity, and Student Success and Support Program Effective February 15, 2017
2. **Stipends for Students** -- funds may not be used to pay stipends to students for participation in program or classroom activities.
3. **Political Contributions** -- funds may not be used to pay for political contributions.
4. **Courses** -- funds may not be used to pay for the delivery of courses that generate full time equivalent students (FTES).
5. **Supplanting** -- Any funds spent on these programs should supplement, not replace, general or state categorical (restricted) district funds expended on similar program activities prior to the availability of program funding. This restriction applies to categorical programs and any other federal, state, and county programs

## STUDENT SUCCESS AND SUPPORT PROGRAM (SSSP)

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 study.

### STUDENT POPULATIONS SERVED

- New matriculating students (NM)
- All students needing an education plan (SEP)
- Undecided students (UD)
- Probation students (PS)
- Basic skills students (BS)
- At-Risk students (AR)

### CORE SERVICES

Orientation	Processes to is to acquaint “students and potential students with, at a minimum, college programs, student support services, facilities and grounds, academic expectations, institutional procedures, and other appropriate information pursuant to title 5, section 55521.” Topics: 1 – Academic expectations & progress probation; 2 – Maintaining registration priority; 3 – Prerequisite or co-requisite challenge process; 4 – Maintaining BOG Fee Waiver; 5 – Description of programs, support services, financial aid, facilities; 6 – Academic Calendar and important deadlines; 7 – Registration and fees; 8 – Education Planning Services; 9 – Other issues, policies and procedures
Assessment	The process of gathering information about individual students in order to identify their skill level and appropriately direct them to courses for which they are prepared. Information used in the assessment process may include, but is not limited to, information regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment involves the collection of such information for purposes of course placement.
Counseling, Advising, other Educational Planning	Student counseling, advising and education planning services are central to SSSP services. Provide counseling, advising, and other education planning services to provide assistance to students in the exploration of education and career interests and aptitudes and identification of an education and career goal and course of study, including, but not limited to, preparation for transfer, associate degrees, and career technical education certificates and licenses. Counseling under SSSP includes general, transfer and career counseling.
Follow-up for at-risk students	Evaluate the academic progress of, and provide support services to, at-risk students. At-risk students are defined as those who are enrolled in basic skills courses, have not identified an education goal and/or course of study, are on academic and/or progress probation, or are facing dismissal. Colleges must track academic and progress probation and refer students experiencing academic difficulty to specialized services or curriculum offerings pursuant to title 5, section 55523. These services may include counseling, student success or probation workshops, and referral to other support services such as tutoring, child care, or financial aid.

## STUDENT EQUITY

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.

## STUDENT POPULATIONS SERVED SHOWN TO HAVE DISPROPORTIONATE IMPACT

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 (FY)
- Student with disabilities (D)
- Low-income students (LI)
- Veterans (V)

Students in the following ethnic/racial categories:

- Native American (NA),
- Filipino (F)
- Black or African American (AA)
- Hispanic or Latino (L)
- Native Hawaiian or other Pacific Islander (PI)
- White (W)
- More than one race (ME)

## SUCCESS INDICATORS

Access	The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.
Course Completion (Retention)	Ratio of the number of credit courses that students — by population group — actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term. <i>Note:</i> Although Title 5 refers to “retention” the term “course completion” is deemed to embody that term in the guidelines.  “Course Completion” means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.
ESL & Basic Skills Completion	Ratio of the number of students — by population group — who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who completed such a final course.  Completion of a degree applicable course means the “successful” completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and innumeracy.
Degree & Certificate Completion	Ratio of the number of students — by population group — who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.
Transfer	Ratio of the number of students — by population group — who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.