Inmate and Re-Entry Education Summit

California’s Commitment
Student Success and
Student Equity

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The Path to Student Success

• Legislation:
  – AB3 Seymour-Campbell Matriculation Act (1986);
  – SB 1143 - Liu (2010)—Task Force;
  – SB 1456 - Lowenthal (2012)—Student Success Act

• Title 5 Regulations:
  – enrollment priorities (2012);
  – SSSP implementation (2013);
  – Board of Governor’s Fee Waiver (2014);

• Trailer Bill Language July 2013: funding guidelines for Student Equity; enrollment priorities for CalWORKs

• AB 595 Gomez (2013) provides top tier reg priority for EOPS and DSPS

• Student Equity Plans: Plans submitted to Chancellor’s Office in January 2015. Revised plan to be submitted in December 2016.
The Student Success Task Force (SSTF) Recommendations and SB 1456

First steps to begin implementation of SSTF recommendations:

- 2.2 (mandated services)
- 2.5 (declaration of course of study)
- 3.2 (BOGFW conditions)
- 8.2 (Student Support Initiative)
The Student Success Task Force (SSTF) Recommendations and SB 1456

• Links funding to support:
  – 7.3 Student Success Scorecard: Implement the accountability scorecard
  – 2.1 Centralized Assessment: As a condition of receipt of funds, requires colleges to adopt common assessment if the college uses standardized assessment tests (when CCCAssess becomes available)
Student Success Core Services

- Assessment
- Orientation
- Counseling/Educational planning
- Follow-up
  - Basic skills
  - Undecided
  - Probation/Dismissal
With the passage of SB 1163 (Student Success Task Force) and SB 1456 (Student Success Act of 2012), focus on **Student Success** has reaffirmed the importance of **student equity** in achieving student success.

- Ed Code 78216(c)(7) : Coordination with college **student equity plans** to ensure that the college has identified strategies to **monitor and address equity issues and mitigate any disproportionate impacts on student access and achievement**.
What is Equity?

**Equality vs. Equity**

Equality = Sameness
GIVING EVERYONE THE SAME THING → It only works if everyone starts from the same place

Equity = Fairness
ACCESS to SAME OPPORTUNITIES → We must first ensure equity before we can enjoy equality
Equality doesn’t mean Equity
equity  ek-wi-tee, noun.

Just and fair inclusion. An equitable society is one in which all can participate and prosper. The goals of equity must be to create conditions that allow all to reach their full potential. In short, equity creates a path from hope to change.

Join the Conversation at EquityBlog.org
Intent of Student Equity Funding

Governor’s intent in funding student equity is based upon similar concepts for the recent K-12 Local Control Funding Formula:

• Provide more money to districts where “the need and the challenge is greatest.”
• Give local districts more authority to decide how to spend the money, and hold them accountable for the results.
The Intersection of SSSP and Student Equity

SSSP

- Assessment Orientation
- Access Counseling
- Ed Plans
- Follow-Up ESL/Basic Skills

Student Equity

- Course Completion
- Degree & Certificate Completion
- Transfer
The Intersection: SSSP and Student Equity

At the heart of both initiatives is Student Success.

- **SSSP** helps students get off to a good start with a sense of direction based on assessments and providing important information and guidance: **PATHWAYS**

- **Student Equity** provides follow through and connectedness to ensure continued success through specific and intentional actions: **INTERVENTIONS**

- The Intersection:
  - **Access** is an identified Student Equity goal, but it is what forms the baseline goal for SSSP as well.
  - **Counseling, Ed Plan, and Follow-Up** are defined elements of SSSP but they form the nexus of services to address Student Equity.
  - **ESL/Basic Skills** is another Student Equity goal, but it is also tied to the Follow-Up component of SSSP.
Develop a cross-system collaborative culture focused on what works for students
Disproportionate Impact in CCCs

“A condition in which some students’ access and success may be hampered by inequitable practices, policies and approaches...”
Disproportionate Impact in CCCs

Establish which group your student may belong to based on a number of factors or characteristics:

• Income status
• Region of residence
• Location of course enrollment
• Veteran or first generation status
• Academically underprepared status
Working with the Current and Formerly Incarcerated Populations

People of color have been disproportionately impacted by mass incarceration:

<table>
<thead>
<tr>
<th></th>
<th>% of Pop</th>
<th>% of Prison Pop</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-Americans</td>
<td>15</td>
<td>38</td>
</tr>
<tr>
<td>Latinos</td>
<td>17</td>
<td>23</td>
</tr>
</tbody>
</table>
Currently, African-American men have a 1 in 3 chance of going to prison in their lifetimes and Latino men have a 1 in 6 chance. These figures are overwhelming compared to the rate of incarceration for White men, who have an overall 1 in 17 chance of ever going to prison in their lifetime.
SE Plan Elements: Populations

Populations to be addressed:

- 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
- Males
- Females
Plan Elements: Goals

Goals should be:
• Specific, and numerically measurable for each success indicator by student group
• Reasonable and achievable
• Include a baseline year, baseline data and target dates for achieving them
• Minimum of 3 year target date, but may be longer

Goals may:
• Vary in their duration by indicator, since some are inherently short or intermediate milestones, while others take longer to achieve

Colleges can use professional judgement in determining baseline years, target dates, etc.
Plan Elements: Activities

Activities should:
\- Use evidence-based models of remediation
\- Address more accurate placement tests and policies
\- Coordination with categorical programs

For each Activity under specific goals:
\- Indicate category (outreach, student srvcs, Research, etc.)
\- Description of Activity
\- Student group(s) to be targeted
\- Number of students to be addressed by activity
\- Citations of literature supporting effectiveness
\- Explanation of how activity will help student reach goal
Plan Elements: Activities (cont.)

For each Activity under specific goals:

- If augmenting existing program also provide
  - A brief program history
  - The start date of program
  - Relevant data on impact from research and evaluation
  - Timeline for implementation of new activities
- Funding allocated to activity for 2015-16
  - Student Equity Funding
  - Other funds
- Evaluation
  - Data to be collected
  - Timeline for evaluation
  - Frequency of data collection and review
SE Plan Elements: Activities

SB 860 requires the Student Equity Plan to include coordination of activities 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
Examples of Eligible Expenditures and Activities

• Outreach to underrepresented student groups & communities.
• Student services and categorical programs that directly support improved outcomes on success indicators for populations prioritized in the Student Equity Plan.
• Food and beverages for equity related planning meetings.
• Student equity related research and evaluation.
• Hiring a student equity program coordinator and staff.
• Supporting student equity planning processes.
• Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
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. Out-of State travel with advance CCCCCO approval.
Examples of **Ineligible** Expenditures

- Supplanting -- supplanting general or state categorical (restricted) district funds currently expended on Student Equity activities.
- Any direct student support provided should supplement, not supplant services provided to students currently participating in categorical programs and other federal, state, or county programs.
Questions?
Comments?