TYPE(S) OF FUNDING – FOCUS AND SCOPE

Please familiarize yourself with the following categories, as you will be asked to indicate with funding source your proposal aligns with.

Student Equity and Achievement (SEA) Program: For consideration under SEA, check the box labeled "BSI, Student Equity and/or SSSP" in the CurrIQunet Resource Request section. Please note that SEA funds for matriculation/SSSP are already fully committed to ongoing efforts. Only Equity projects and Equitable Placement & Completion requests directly addressing achievement of CCSF Equity Plan 2022-2025 goals can be considered.

AEP: For consideration for funding by the Adult Education Program (AEP, aka AEBG), check "Adult Education (AEBG)". AEP plans, budgets, and funding decisions must be reviewed and approved by the San Francisco Adult Education Consortium, of which City College is a member.

Perkins and Strong Workforce Program (SWP): To be considered for Perkins or SWP funding, you will need to submit a proposal through the Perkins/SWP online application process, in addition to making the request in program review. Applications will be reviewed by the Allocations Subcommittee of the CTE Steering Committee.

For more information, contact program leads listed below.

	Student Equity and Achievement (SEA) Program	Adult Education Program	Perkins and SWP	
Contacts	**Student Equity** Tessa Brown/ Mitra Sapienza, **Equitable Placement & Completion** Lisa Cooper Wilkins	**Adult Education Program (fka AEBG)** Stephanie Chenard	**Perkins** John Halpin	**Strong Workforce Program (SWP)** John Halpin
Overall Intent/ Goals	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 opportunity gaps for students from traditionally underrepresented groups. SEA emphasizes support for equity advancing strategies, practices, projects and activities of large scale and high impact, which lead to measurable progress at the district level with respect to student achievement and equity goals. * **All resource requests are required to align with the equity plan 2022-25.** Resources: Office of Student Equity CCSF 2022-25 Student Equity Plan 19-20 SEA Program Updates dated 7/30/2019 California Community Colleges Vision for Success website	The Adult Education Program supports the improvement and expansion of instructional and support services to noncredit students (in the 7 program areas under CAEP) ages 18+ by supporting projects and activities which are large-scale, high impact, and lead to measurable results. **Current goals and priorities (goals below from the 2019-2022 plan. New goals may arise in the 2022-2025 plan currently in development)**: 1. Remove barriers to access and increase non-credit enrollment through supportive services, partnerships, marketing, and community outreach for noncredit classes and programs. 2. Increase, expand, and improve remote instruction, counseling, and student support services for noncredit students 3. Increase student success, completion, and progression in ABE/ASE/ESL and noncredit CTE through high impact teaching and learning practices. 4. Expand and improve pathways for noncredit students to help them transition from NC to CR or to career 5. Address systemic racism and equity through adoption of anti-racist pedagogy.	The CCSF Strong Workforce Program Strategic Plan (2020-2023) has four main goals: 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. Please review the SWP Strategic Plan 2024-2028 Perkins V Application to CCCCO Perkins Comprehensive Local Needs Assessment 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.	

Most recent update **October 24, 2024**

Student Equity and Achievement (SEA)	Adult Education Program (AEP)	Perkins	Strong Workforce Program (SWP)

| Activity Focus | Purpose and Guiding Principles:
- Center and institutionalize equity
- Meet students' basic needs
- Provide student services that foster community and sense of belonging
- Create inclusive classrooms, race conscious curriculum and culturally responsive teaching and learning
- Explicit and intentional equity advancing systems, strategies, policies and promising practices that address our highest disproportionately impacted equity populations as specified in the equity plan 2022-25.Evidence-based and data informed decisions
SEA supports:
- Integration of Guided Pathways (RiSE), Student Equity & Achievement (SEA), Implementation of Equitable Placement and Completion, and Basic Needs efforts.
- Efforts to reduce the opportunity gap identified by College research in 5 areas:
1. Successful Enrollment
2. Completed Transfer-level Math & English in 1st year
3. Retention from Primary Term to Secondary Term
4. Completion (certificate or degree)
5. Transfer to a four-year institution
- 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, course of study and in developing an educational plan. | Adult Education Program funds support:

1. Increased and improved instructional or support services to students in the areas of focus (see below)

2. Greater numbers served

3. Improved math, literacy, English language proficiency, technical skills

4. Activities that improve transitions from NC to CR, from education to work

5. Career pathways, on-ramps, bridges

6. Basic skills (TRST, ESL) embedded in or contextualized with career technical education programs

7. Collaborative projects across departments, divisions, with community partners aimed at addressing barriers to student access or success | The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) funds support the advancement and improvement of career and technical education (CTE) at CCSF in support of CTE student outcomes. Perkins Core Indicators:

- Postsecondary Placement
- Earned Recognized Postsecondary Credential
- Non-traditional Program Concentration | Strategic efforts and investment focused on student success in career pathways, i.e. increasing the number of students benefiting 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. |

| Students Served | Particular focus populations:
● Incoming students.
● Students intending to complete a degree or certificate, or transfer
● Identified Equity Focus Populations/Racially Minoritized Students: *African American, *Latino/a, *Pacific Islander, American Indian/Alaskan Native, Filipino, DSPS students, and Former Foster Youth students.
Additional Equity populations added in 2018: 1) LGBTQ+ and 2) students facing homelessness or housing insecurity.
Added 2019: Justice impacted (formerly incarcerated students)
* The SEA Program prioritizes the highest disproportionately impacted equity populations as identified in the equity plan 2022-25. | Direct services to adults over 18 in one or more of the following program areas:
• Adult Basic Education/Adult Secondary Education/GED or High School Equivalency
• English as a Second Language & Citizenship
• Career Technical Education (short term non-credit CTE, job preparation, pre-apprenticeship, workforce reentry)
• Programs for adults with disabilities
• Parent training for K12 child school success
• | ● Individuals from economically disadvantaged families
● Individuals preparing for nontraditional fields
● Single parents
● Out-of-workforce individuals
● Homeless individuals
● Youth who are in, or have aged out of, the foster care system
● Youth with a parent who is a member of the armed forces and is on active duty
● Individuals with other barriers to educational achievement, including individuals with limited English proficiency | • 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
• Dislocated workers seeking to re-enter the workforce• K-12 Dual Enrollment students enrolled in a career education course or career pathway |

RESOURCE REQUEST PROMPTS – GUIDELINES TO CONSIDER

PROMPT	Student Equity and Achievement (SEA)	Adult Education Program (AEP)	Perkins	Strong Workforce Program (SWP)
Request Overview	Briefly describe your request including: ● What you plan to do ● How you will serve disproportionately impacted equity focus population(s) ● How you will: ○ improve services for racially minoritized students, or enhance programs ○ reduce an identified opportunity gap if applicable ● Describe the scale and impact ● Projected budget & timeline Departments or Programs that received SEA funding for this project in the past, briefly describe progress. For Equity, refer to the project data report and self-evaluation.	For **instructional or counseling dept requests**, briefly describe your request including: • Describe the need or gap that exists and how you plan to address it. Provide data or evidence of the need. • Who is on your team/roles • How it will improve or expand services and success for adult education students. Provide data or evidence that supports the efficacy of your proposed project • Projected budget & timeline For **service unit or center requests**, briefly describe your request including: • 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. Provide data/ evidence of need. • Are there other funds available? • Projected budget & timeline	Briefly describe your request including: ● 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.	Identify the Request Category: ● Program design improvements and pathways mapped to a student's end goal of certificate, degree, transfer, and employment; ● Projects that help achieve the system-wide goals of the new funding formula with particular focus on student equity and achievement and enhanced enrollment; ● Projects that respond to emerging needs and priorities and that broaden and enhance work-based learning opportunities for students. List the 4-digit TOP Code for the affected/ proposed program.

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 measurable improvements.	Provide clear, measurable outcomes and a plan for how you will evaluate the results after implementation. Include plans for assessments to identify measurable improvements.	Provide clear, measurable outcomes and a plan for how you will evaluate the results after implementation. Include plans for assessments to identify measurable improvements.	Provide clear, measurable outcomes and a plan for how you will evaluate the results after implementation. Include plans for assessments to identify measurable improvements.
Request Components	Refer to the next section for allowable and not allowable expenditures.	Refer to the next section for allowable and not allowable expenditures.	Refer to the next section for allowable and not allowable expenditures.	Refer to the next section for allowable and not allowable expenditures.
Extent of Benefit	Describe the expected benefits of your request. *Data to include:* • Total number of students served • % that are in Student Equity focus population(s)/racially minoritized student groups • Opportunity gap (in % terms) this request addresses, if applicable • Other data supporting high impact. Link to AB 705 Implementation rubric (2022) Link to Student Equity rubric (2021)	Describe the expected benefits of your request. *Data to include:* Total number of students served that meet the AEP criteria Current outcomes for those students (enrollment, retention, persistence, completion, educational functional level or skills gains, transition to credit instruction or work)	Briefly describe program improvement issues concerning the TOP code(s), and how those issues will be addressed by your project. Identify which Perkins core indicators your proposed project will address.	Provide job titles and evidence of Labor Market Demand, salary gains and job placement rates. Use Cal-PASS Plus 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. 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.

SEE NEXT PAGE FOR ALLOWABLE EXPENDITURES AND THOSE NOT ALLOWED

ALLOWABLE EXPENDITURES AND THOSE NOT ALLOWED

	Student Equity and Achievement (SEA)	Adult Education Program (AEP)	Perkins	SWP
Allowable Expenditures	In support of the Student Equity and Achievement Program, all expenditures must 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 the SEA program. See the Student Equity and Achievement (SEA) Program Expenditure Guidelines.	In support of **the AEP** Plan: 1. Program coordination and staff or instructor time if above and beyond regular faculty duties and it relates to a major college project 2. Staff or instructor stipends 3. Program or curriculum planning and development if above and beyond regular faculty duties 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. Travel (must follow pre-approval guidelines) 13. Computers (hardware/software) 14. Research and contracted services 15. Professional development 16. Food/non-alcoholic beverages for meetings	In support of **Perkins** 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	In support of **State SWP Guidelines**: 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	1. Gifts 2. Stipends for students 3. Political contributions 4. Courses that generate FTES 5. Supplanting See the Student Equity and Achievement (SEA) Program Expenditure Guidelines.	1. Supplanting 2. Direct services to students under 18 3. Direct services to students not in one of the five 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	1. Supplanting 2. Construction 3. Facilities and Furniture 4. Goods and Services for Personal Use 5. Entertaining 6. Alcohol 7. Lobbying 8. Fundraising 9. Donations	1. Supplanting 2. Goods and Services for Personal Use 3. Entertaining 4. Alcohol 5. Lobbying 6. Fundraising 7. Donations