

2020-2023 Strategic Enrollment Management Plan

Long Beach City College has updated its Strategic Enrollment Management Plan (SEMP) through the Enrollment Management Oversight Committee (EMOC). The unprecedented pandemic, the overdue recognition of racial inequities, and the economic hardship that have affected the Long Beach community over the past year may have unknown long-term impacts to LBCC. The college received updated budget information in January 2021. Further, the College Planning Council will begin work on a new Strategic Plan for implementation in 2021-2022. The Long Beach City College 2020-2023 Strategic Enrollment Management Plan seeks to leverage strong leadership and collaboration, a student-centered budget, and integrated infrastructure in order to maintain the institution's large college status (more than 20,000 FTES over a three-year average). The plan emphasizes the development or maintenance of policies and procedures that support enrollment, student success, fiscal viability, and facilities and technology usage to accommodate program and course needs efficiently, especially in an online environment. The plan aims to ensure equitable student success within the constraints of the Student-Centered Funding Formula and the economic uncertainty caused by the COVID-19 pandemic.



Approach

The Long Beach City College 2020-2023 Strategic Enrollment Management Plan utilizes the Guided Pathways framework to organize the College's enrollment management goals, in alignment with the 2016-2022 Strategic Plan, the Chancellor's Office Vision for Success, and the College's mission and values. EMOC members reviewed current and reliable retrospective and proactive trend data, demographics, and labor market demand so that the plan is data-informed. To identify and recommend the enrollment management plan, EMOC members identified goals and representative activities by utilizing adopted College Planning Council 2020-2021 Institutional priorities as well as the Vice Presidents' goals and metrics identified in the planning processes, and in alignment with the Student-Centered Funding Formula. The priorities, goals, and metrics are intended to support the diverse campus community as it works to enhance enrollment, persistence, retention, success, and student learning.

Equity-Mindedness and Anti-Racism

LBCC strives to more effectively serve its growing diverse student population and infuse equity-mindedness and anti-racism throughout instruction and support programs. Student equity is at the forefront of the College's mission, values, and Strategic Plan and all of the College's activities and strategies, including enrollment management. The Enrollment Management plan focuses on helping students achieve equal outcomes by addressing systemic inequities and providing the best possible access and success for students, including those in our community needing training to re-enter the workforce. This is a living document intended to provide strategies for efficiency, quality, access, inclusiveness, and completion for students from connection with, entry into, progress through, and ultimately completion of a course of study at the College. The plan will guide the enrollment management process, but also provide flexibility so that each area may respond creatively to manage enrollment. The goals and representative activities within the document will be utilized by the College to create sustainable models and practices that maximize the delivery of instructional and support services to enhance student ability to explore and clarify a path, launch into a path, navigate the path, and land into learning with intentional outcomes and completion. All metrics will have a special focus where equity gaps have been identified, including, but not limited to race, gender, adults with disabilities.

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Three-year enrollment metrics in support of FTES targets, student centered funding formula, and large college status.

1. Reach FTES targets:

(Note: Under the Student-Centered Funding Formula, 70% of our funding comes from our enrollment and the size of our college. To be considered a large college, we need 20,000 FTES. As a result, we track two Credit FTES values, the floating 3-year average and the target for each academic year, which we need to attain for the floating 3-year average.)

	2018-2019 Actual	2019-2020 Actual	2020-2021 Target	2021-2022 Target	2022-2023 Target
Credit Target (single year)	18,873	19,212	19,275	19,350	19,400
<i>Years for 3-Year Credit Avg.</i>	<i>2016-2019</i>	<i>2017-2020</i>	<i>2018-2021</i>	<i>2019-2022</i>	<i>2020-2023</i>
<i>Credit Resident (3-year average)</i>	19,315	19,131	19,120	19,279	19,309
Noncredit	106	49	61	61	61
Noncredit CDCP	372	394	490	515	530
Special Admits	168	181	185	190	200
Total (with 3-year average)	19,961	19,755	19,856	20,045	20,100

*The institution supports non-resident students, who pay nonresident fees, representing approximately an additional 340 credit FTES per year.

**The institution receives a higher level of FTES funding for noncredit courses that are part of a Career Development/Career Preparation (CDCP) noncredit certificate.

2. Increase efficiency to provide student access to in-demand classes:

	2018-2019 Actual	2019-2020 Actual	2020-2021 Target	2021-2022 Target	2022-2023 Target
Course fill rate	81.1%	80.5%	85%	86%	87%
FTES/FTEF ratio	14.8	14.8	15.6	15.8	16.0

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I. EXPLORE: CREAT CLEAR CURRICULAR PATHWAYS WITH COURSE SEQUENCING THAT LEAD TO EMPLOYMENT AND FURTHER EDUCATION

Goals	3-Year Metrics	2020-2021 Metrics	Representative Activities	Primary Responsible Area(s)
<p>Increase awareness of program offerings, requirements, and opportunities for prospective students (direct and indirect matriculants)</p>	<ul style="list-style-type: none"> • Increase direct matriculants by 20% (from 2,720 to 3,248) • Increase in indirect matriculants by 15% (from 3,620 to 4,163) 	<ul style="list-style-type: none"> • Increase direct matriculants by 7% • Increase indirect matriculants by 5% 	<ul style="list-style-type: none"> • Maintain and expand intentional outreach to high school partners (including Avalon) with focus on increasing post-secondary educational access for disproportionately impacted student groups • Offer enhanced matriculation services including the delivery of compulsory services (Application, Orientation and Student Education Plans) and weekly site visits at disproportionate impacted high schools (I.E. Jordan and Cabrillo High School) • Engage in case management of direct and indirect matriculates through a multi-tier system that prioritizes disproportionately impacted students in accessing support and counseling • Use disaggregated student data from Tableau to inform and implement a responsive communication plan (call, text, social media, promotional material, etc.) to increase matriculation conversion of disproportionately impacted students • Host onboarding events such as Viking Preview Days (open house for prospective high school seniors), College Promise Family Night (college information night for prospective students and families), Viking Express Days (Fall registration workshop), Viking Summer Voyage (summer bridge program for new students), LBCC Check-in Days (matriculation services leading to priority registration), and Welcome Days (transition event for new students) • Create program webpages for all programs (CTE complete) that showcase our student demographics • Increase Latinx student enrollment in STEM programs through DESTINO efforts such La Promesa (college information session for Latinx families), targeted case management through onboarding process, and a DESTINO specific summer bridge experience within Viking Summer Voyage • Front load career exploration through MyMajors for undecided students ensuring timely major/career decision-making leading to informed educational planning with a counselor. Student groups with the largest equity gaps are prioritized for service 	<p>Academic Affairs/ Student Services/ Marketing</p>

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I. EXPLORE (cont.): CREATING CLEAR CURRICULAR PATHWAYS WITH COURSE SEQUENCING THAT LEAD TO EMPLOYMENT AND FURTHER EDUCATION

Goals	3-Year Metrics	2020-2021 Metrics	Representative Activities	Primary Responsible Area(s)
CONTINUED: Increase awareness of program offerings, requirements, and opportunities for prospective students (direct and indirect matriculants)			<ul style="list-style-type: none"> • Using data, continue to refine First Year Experience for direct matriculants and expand First Year Experience to include indirect matriculants • Post and maintain 100% of Guided Pathways roadmaps with sequences and milestones • Identify and market online pathways to completion using social media and other methods • Finalize implementation of “credit for prior learning” activities with discipline faculty 	Academic Affairs/ Student Services/ Marketing
Increase awareness of noncredit program opportunities	<ul style="list-style-type: none"> • Increase enrollment in noncredit offerings by 18% (from 6,983 to 8,240) 	<ul style="list-style-type: none"> • Increase noncredit enrollment by 6% 	<ul style="list-style-type: none"> • Market noncredit enrollment opportunities with community partners (Centro CHA, Pacific Gateway, Carmelitos Housing, Michelle Obama Library) in courses such as ESL, financial literacy, construction, computer and office skills, construction, welding, forklift, and others • Increase number of community partners • Increase offerings at community partners’ sites, including in North Long Beach • Develop, post, and maintain 100% of noncredit roadmaps through a cycle of review • Increase services needed by noncredit students (e.g., A&R noncredit application process, noncredit orientation, hybrid bridge orientation – noncredit to credit, and Counseling) 	Adult Education

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I. EXPLORE (cont.): CREATING CLEAR CURRICULAR PATHWAYS WITH COURSE SEQUENCING THAT LEAD TO EMPLOYMENT AND FURTHER EDUCATION

Goals	3-Year Metrics	2020-2021 Metrics	Representative Activities	Primary Responsible Area(s)
<p>Increase awareness of dual enrollment opportunities</p>	<ul style="list-style-type: none"> • Increase number of dual enrollment students by 24%, which includes individual dual enrollment and the offering of dual enrollment courses on high school campuses 	<ul style="list-style-type: none"> • 8% increase in dual enrollment 	<ul style="list-style-type: none"> • Implement dual enrollment program (within bell schedule) at high schools, focusing first on those high schools with larger numbers of disproportionately impacted students • Continue implementing the programmatic components of Early College at Browning High School • Provide high school students with clear sequencing of courses leading to a completion of certificates, degrees, or transfer • Leverage data, and high school pathways, to inform program offerings for different areas of the community, including Avalon • Provide training and professional development opportunities, such as High School Educator Breakfast, to educate high school partners about dual enrollment opportunities at the college • Engage in intentional outreach to disproportionately impacted students to promote dual enrollment opportunities and benefits of participating in dual enrollment such as information sessions (students and families), classroom presentations, and tailored orientation • Case manage students through the dual enrollment application process to offer support leading to successful enrollment in courses • Leverage technology such as Starfish Early Alert and Canvas to provide support to students throughout the semester leading to increased course completion • Increase collaboration with high school partners to identify additional supports and services for dual enrolled students 	<p>Early College Initiatives (ECI)</p>

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II. LAUNCH: HELP STUDENTS CHOOSE & ENTER THEIR PATH BY INFORMING THEM OF WHAT THEY NEED TO ACCOMPLISH EACH SEMESTER

Goals	3-Year Metrics	2020-2021 Metrics	Representative Activities	Primary Responsible Area(s)
Close equity gaps and increase first to second term student persistence	<ul style="list-style-type: none"> • Increase student persistence from first to second term from 63% to 70% 	<ul style="list-style-type: none"> • 2.5 percentage point increase in first to second term persistence 	<ul style="list-style-type: none"> • Provide sufficient online technologies (Starfish, CSU Mapper, High Point, Degree Audit) to help clarify how to reach educational goals and how to keep students on track to improve persistence for all students with a focus on disproportionately impacted groups • Improve counseling and student support services efficiencies • Continue to improve First Year Experience program and increase participation of students from disproportionately impacted groups • Increase students' engagement and sense of belonging on campus, looking at disaggregated data from campus climate reports/surveys • Set metrics and establish a baseline for student attainment of Guided Pathways milestones (e.g., 15, 30, 45 units) and disaggregate data to add, increase, or modify efforts to support disproportionately impacted student groups/decrease equity gaps • Celebrate students' successful completion of each milestone through positive communication • Establish baseline of students' self-reports of feeling inclusiveness when interacting with student services areas 	Academic Affairs/ Student Services
	<ul style="list-style-type: none"> • Increase the number of Pell recipients from 33% to 40% 	<ul style="list-style-type: none"> • 2.5 percentage point increase in Pell 	<ul style="list-style-type: none"> • Increase Financial aid application workshops as part of onboarding experience (goal of 100% of students) • Case management to offer support for financial aid completion 	Academic Affairs/ Student Services
	<ul style="list-style-type: none"> • Increase by 15% the number of students with a comprehensive educational plan by the end of their 1st year 	<ul style="list-style-type: none"> • 5% increase in comprehensive ed plans during first year 	<ul style="list-style-type: none"> • Move towards 100% of First Year Experience students having a completed comprehensive ed plan • Case Manage DESTINO students (under our STEM Title V grant) • Activate the Starfish Early Alert Success Plan feature that identifies the ed plan as a milestone that needs to be completed 	
	<ul style="list-style-type: none"> • Increase student completion of transfer-level math by 9% (from 10% to 19%) and English by 10% (from 19% to 29%) in their first year and close equity gaps by 40% 	<ul style="list-style-type: none"> • 3 percentage point increase in Math, 3.3 percentage point increase in English, 13 percentage point decrease in equity gaps in completion of Math and English 	<ul style="list-style-type: none"> • Continue or expand Community of Practice type of professional development for Math and English instructors to discuss and learn best practices/strategies for helping students get through college level courses in these disciplines • Increase collaboration between Math and counseling faculty to increase the numbers of students going directly into college level math • Schedule and support non-STEM students through Stats and, when approved by CSU, the Personal Finance course to meet college-level math requirement 	

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II. LAUNCH (cont.): HELP STUDENTS CHOOSE & ENTER THEIR PATH BY INFORMING THEM OF WHAT THEY NEED TO ACCOMPLISH EACH SEMESTER

Goals	3-Year Metrics	2020-2021 Metrics	Representative Activities	Primary Responsible Area(s)
<p>Close equity gaps and increase first to second term student persistence (cont.)</p>	<ul style="list-style-type: none"> • Increase DREAM Act recipients by 20% (from 180 to 216) 	<ul style="list-style-type: none"> • 6.7% increase in DREAM Act recipient students 	<ul style="list-style-type: none"> • Establish a mechanism for measuring student engagement and sense of belonging on campus for DREAM Act recipient students • Continue outreach to HS Dreamers • Continue and enhance offerings of California DREAM Act Financial Aid workshops 	<p>Academic Affairs/ Student Services</p>

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III. NAVIGATE: HELPING STUDENTS STAY ON THEIR PATH BY PROVIDING THEM WITH TIMELY FEEDBACK AND SUPPORT

Goals	3-Year Metrics	2020-2021 Metrics	Representative Activities	Primary Responsible Area(s)
Increase equitable course success	<ul style="list-style-type: none"> • Increase course success from 68% to 74% (ACCJC Stretch Goal) • Close equity gaps in course success by 40% 	<ul style="list-style-type: none"> • 13 percentage point decrease in equity gaps for disproportionately impacted populations 	<ul style="list-style-type: none"> • Provide culturally competent specialized services to support student needs, including basic needs, medical care, and mental health services • Expand embedded tutoring in Math, English, CTE, and gateway courses • Expand online services (e.g., Student Hub) for students taking online classes • Expand outreach to students to work with classified staff, faculty, and student tutors in our Math Center, Writing Center, Science Center, and Multidisciplinary Success Centers • Continue to transition the course Student Learning Outcomes (SLOs) effort to allow students to display knowledge/skill through different types of assessments • Encourage FT and adjunct faculty to participate in Cultural Curriculum Audit (with deliverables) and other equity training; provide additional trainings for faculty who have completed the Audit and want higher-level equity training • Continue to provide faculty with access to disaggregated success data and department discussions/trainings to provide support for addressing them within disciplines • Celebrate students' successful completion of each course through positive communication • Continue to expand and improve the use of instructional technology (including OER, Starfish, and Canvas tools) to support online and face-to-face courses and to help reduce equity gaps • Establish baseline for students participating in mentorship, club membership, and other engagement activities; disaggregate data to implement strategies to ensure participation by all student groups 	Academic Affairs/ Student Services/ Online Learning and Educational Technology (OLET)
	<ul style="list-style-type: none"> • Increase online course success from 61% to 74% 	<ul style="list-style-type: none"> • Increase online course success by 4 percentage points 	<ul style="list-style-type: none"> • Continue to refine the Cultural Curriculum Audit for online instruction • Create Peer Online Course Review (with Academic Senate) process for our online courses to enable us to receive "Quality Reviewed" badges from CVC for our courses • Track improvements in success rate for disproportionately impacted students • Promote awareness of real-world skills in General Education patterns • Participate fully in the Online Education Initiative (OEI) California Virtual Campus (CVC)/Finish Faster project 	

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IV. LAND: ENSURING THAT LEARNING IS HAPPENING WITH INTENTIONAL OUTCOMES

Goals	3-Year Metrics	2020-2021 Metrics	Representative Activities	Primary Responsible Area(s)
Increase program completions	<ul style="list-style-type: none"> •Increase annual degree completions by 10% (from 2,175 to 2,400) (ACCJC Stretch Goal) 	<ul style="list-style-type: none"> •Increase annual degree completions by 3.3% 	<ul style="list-style-type: none"> •Continue to implement and refine a student services student-centered service delivery model •Continue to offer focused and integrated academic and student services (e.g., embedded tutoring, workshops and faculty support through the Science Resource Center, etc.) to support completion for STEM students through the Title V DESTINO grant 	Academic Affairs/ Student Services
	<ul style="list-style-type: none"> •Increase annual certificate of achievement (16+ unit) completions by 57% (from 1,722 to 2,700) (ACCJC Stretch Goal) 	<ul style="list-style-type: none"> •Increase annual certificate of achievement completions by 19% 	<ul style="list-style-type: none"> •Continue to align courses with industry certifications •Informed by data, continue to streamline curriculum to ensure students are able to complete 	
	<ul style="list-style-type: none"> •Decrease unit accumulation by 7% (from 103 to 95.6) 	<ul style="list-style-type: none"> •Decrease unit accumulation by 2% 	<ul style="list-style-type: none"> •Increase number of students with comprehensive educational plan 	
	<ul style="list-style-type: none"> •Close equity gaps in completions by 40% to reduce gaps 	<ul style="list-style-type: none"> •Close equity gaps by 13 percentage points, new goal will vary by group 	<ul style="list-style-type: none"> •Completion counselors to continue working with students with 30, 45, and 60 units to help students schedule and complete final units/courses to finish •Disaggregate data to add efforts to support disproportionately impacted student groups/decrease equity gaps in completion •Continue DESTINO Counselor’s intrusive three-tiered system to case manage students •Continue to provide Academic Excellence workshops for STEM students through the DESTINO grant •Work towards becoming a MESA College •Increase use of data to monitor student progress in order to deliver appropriate supports and interventions •Continue to refine Program SLO processes 	
Increase transfers to four-year colleges and universities	<ul style="list-style-type: none"> •Increase annual transfers by 24% (from 1,969 to 2,450) (ACCJC Stretch Goal) •Close equity gaps in transfer by 40% 	<ul style="list-style-type: none"> •Increase annual transfers by 8% •Close equity gaps by 13 percentage points, new goal will vary by group 	<ul style="list-style-type: none"> •Continue to provide transfer application and Transfer Bootcamp workshops with a focus on disproportionately impacted student participation •Expand transfer partnerships (e.g., College Promise 2.0 with CSULB, CSU Transfer Mapper Initiative with CSULB, and our upcoming partnership with ASU local) •Continue to provide transfer activities to disproportionately impacted students (application assistance and transfer events) 	Transfer Center/ Student Services

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IV. LAND (cont.): ENSURING THAT LEARNING IS HAPPENING WITH INTENTIONAL OUTCOMES

Goals	3-Year Metrics	2020-2021 Metrics	Representative Activities	Primary Responsible Area(s)
Increase transfers to four-year colleges and universities (cont.)			<ul style="list-style-type: none"> •Develop a University4You (U4You) program that provides members access to dedicated counseling appointments, Transfer Bootcamp workshops, university advising appointments and workshops, assistance with completing the UC Transfer Admissions Planner, and university application assistance and focus on disproportionately impacted groups for membership •Increase number of students in Honors program 	
Increase student placement in internships and jobs	<ul style="list-style-type: none"> •Increase CTE students employed in field of study from 69% to 73% 	<ul style="list-style-type: none"> •Increase CTE students employed in field of study by 1.5 percentage points annually 	<ul style="list-style-type: none"> •Explore vendors (i.e., Career Catalyst) to serve as employer of record for internships •Continue to seek funding (additional grants) to support more dedicated LBCC paid internships •Continue to increase access to job readiness services for students •Establish baseline for students being placed into internships and jobs, focusing on disaggregated data to ensure these placements are equitably impacting all student groups •Continue to expand collaboration between Career Counseling and Workforce Development 	Workforce Development/ Academic Affairs
Improve student attainment of institutional learning outcomes (ISLOs)	<ul style="list-style-type: none"> •Develop metric once baseline is established 	<ul style="list-style-type: none"> •Develop annual metric once baseline is established 	<ul style="list-style-type: none"> •Establish baseline in ISLOs •Determine and implement actions to improve student learning on each ISLO through the Assessment of Student Learning Outcomes subcommittee and the Committee on Curriculum and Instruction 	Academic Senate/ Academic Affairs

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Enrollment Management Oversight Committee Membership

Co-chair Dr. Jeff Wheeler, Professor of English

Co-chair Kenna Hillman, Interim Dean, Academic Affairs

Administrative Members

Brent Gilmore, Associate Dean, Academic Affairs

Dr. Heather Van Volkinburg, Dean, Institutional Effectiveness

Stacey Toda, Associate Director, Public Relations and Marketing

Dr. Meena Singhal, Interim Dean, Language Arts and Communication

Jennifer Holmgren, Director, Planning

Yvonne Gutierrez, Interim Dean of Enrollment Services

Dr. Tara Hardee Teodoro, Director, Admissions and Records

Faculty Members

Michael Biggs, Department Head, Public Services

Dr. Samira Habash, Department Head, Communication Studies

Dr. Wendy Koenig, Curriculum Chair

Dr. Mary Perrot, Faculty, Physical Sciences

Anthony Starros, Department Head, English

Classified Staff Members

Laura Compian, Academic Administrative Assistant

Debbie Wall, Admissions and Records Specialist

Resources

Dr. Kathleen Scott, Executive Vice President, Academic Affairs

Dr. Mike Muñoz, Vice President, Student Services

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Glossary of Terms for Enrollment Management

Efficiency-Related Definitions

Fill Rate: The ratio between the number of seats taken and the number of seats available.

Full-Time Equivalent Faculty (FTEF): FTEF is calculated by taking total full-time and part-time faculty teaching load hours (adjusted by load factors as appropriate) and dividing by the average full-time faculty load (generally 15).

Full-Time Equivalent Students (FTES): FTES is a measure equivalent to one student enrolled in thirty units for the academic year. FTES represents both an enrollment measure and funding “currency” and understanding its calculation is absolutely essential to effective enrollment management.

FTES/FTEF Ratio: By dividing FTES by FTEF, the college can measure the productivity or efficiency of courses offered in a given academic year.

Enrollment-Related Definitions

Direct Matriculant: A student who enrolls at Long Beach City College in the fall term directly after completing high school or equivalency.

Duplicated Enrollment: Students who are enrolled in more than one class are counted for every class that they enroll in. In this sense, students are duplicated because they are counted more than once.

Headcount: Headcount, or unduplicated headcount, is the actual number of individual students enrolled at the college. Students may be enrolled in one or more courses, but they are only counted once.

Indirect Matriculants: A first-time college student who enrolls at Long Beach City College during any term other than the fall term directly after completing high school or equivalency. Indirect matriculants do not enroll immediately in college after high school or equivalency.

Matriculation Conversion: The process of moving new students from applicants to registered students.

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Student Equity Definitions

Disproportionate Impact: a condition where access to key resources and supports or academic success may be hampered by inequitable practices, policies, and approaches to student support or instructional practices affecting a specific group.

Historically Marginalized Communities: Historically marginalized communities are groups of individuals that experience discrimination and exclusion because of historically unequal power relationships across economic, political, social, and cultural dimensions and structures. Historically marginalized groups include, but are not limited to, people of color, LGBTQIA+, low-income individuals, individuals with disability, foster youth, and veterans.

Student Centered Funding Formula (SCFF): The SCFF was created in 2018-19 through the state budget process as a mechanism for ensuring that the California community colleges are funded, in part, on how well their students are succeeding. The SCFF is comprised of three components. First, at 70% of all unrestricted funding, is the Base Allocation, which focuses on district enrollments (FTES) and district size. Second, at 20%, is the Supplemental Allocation, which supports Equity, with funding determined by the number of low-income students in the district. And, third, at 10%, is the Student Success Allocation, which focuses on supporting achievement of educational goals measured by completion of ADTs, other Associate degrees, Credit certificates; transfers; completion of college-level Math and English in the first year; and the number of students completing 9 CTE units in a single field. Many colleges, including LBCC, which would have been harmed financially by an immediate transition to the SCFF, are currently on Hold Harmless, meaning that they are funded on their overall allocation from 2017/18 until July, 2024, giving them time to implement the priorities of the SCFF.

Student Equity Gap: A student equity gap exists when there is a significant and persistent disparity in educational outcomes between students from historically marginalized communities and their white counterparts.