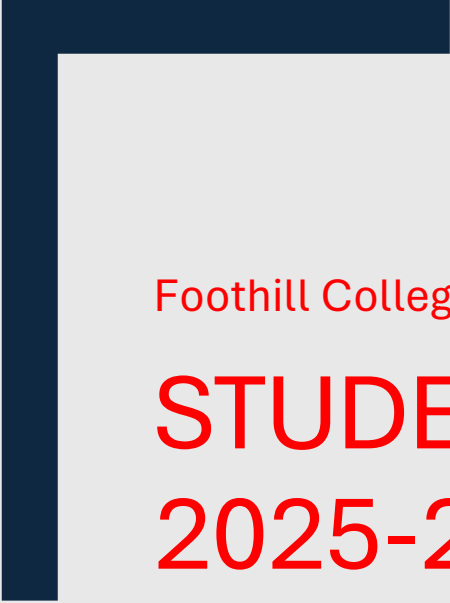




Foothill College

STUDENT EQUITY PLAN 2025-2028

Submitted by:
Dean of Institutional Equity,
Diversity & Inclusion

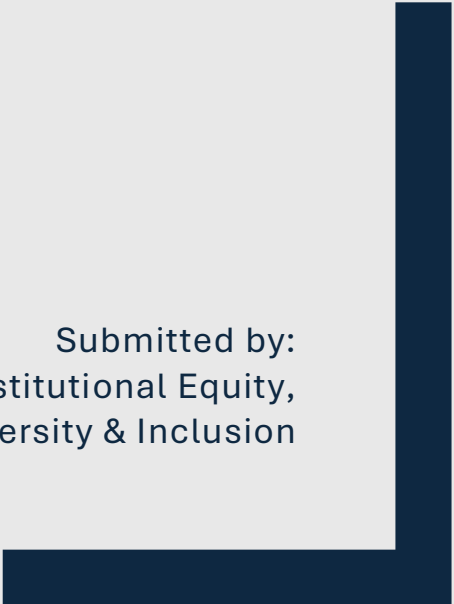


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Executive Summary

Foothill College continues to advance an equity-centered institutional redesign that strengthens access, belonging, retention, completion, and transfer for disproportionately impacted student populations. Across Sections 2–5, the college outlines a coordinated set of strategies that collectively advance the Foothill 2030 Blueprint for Success, with particular emphasis on Goal 1 (Liberate Student Success), Goal 2 (Transform Programs and Pathways), and Goal 4 (Lead a Transformative College Culture). The work prioritizes Black/African American, Latiné, AANHPI, foster youth, veterans, low-income adults, justice-involved students, and other historically underserved groups.

Section 2 highlights Foothill’s equity strategies to increase successful enrollment, expand access to transfer-level English and math, strengthen first-term persistence, improve early and comprehensive education planning, and eliminate completion and transfer gaps. Key efforts include themed ENGLC1000 pathways, intrusive tutoring, strengthened counseling models, First-Year Experience expansion, Zero Cost Class Materials, and the development of transfer rosters and financial aid supports for DI populations.

Section 3: Intensive College-Wide Focus presents an intensive focus on eliminating disproportionate impact for Black and Latiné students across the five Student Equity Plan metrics. The college identifies structural barriers in onboarding, placement, counseling access, and basic needs and outlines ideal-institution action plans that emphasize culturally sustaining curriculum, high-touch peer and staff support, CRM-driven outreach, comprehensive SEPs, and coordinated basic needs and financial aid services. Each plan is grounded in the principle that belonging and stability—not self-navigation—drive retention and completion.

Section 4: Student Educational Plans details Foothill’s work to ensure all students, and especially DI groups, receive early and ongoing education planning. Through targeted pilots, case management approaches, and planned increases in counselor capacity, the college is strengthening early intervention and aligning Ed Plan tool templates with Guided Pathways and ADT/CTE structures.

Section 5: Vision 2030 Alignment & Coordination outlines a broad ecosystem of student support programs that work collectively to promote belonging, persistence, and completion. This includes Guided Pathways initiatives, equity-centered Financial Aid outreach, disability and case management services through the DRC, comprehensive supports in EOPS/CARE, CalWORKs, NextUp, and Veterans programs, Rising Scholars opportunities for justice-involved students, Ability to Benefit for low-income adults, dual enrollment expansion, workforce and CTE equity investments through Strong Workforce and Perkins, and culturally grounded mentorship through MANAPUA.

Together, these efforts reflect Foothill’s commitment to transforming inequity into empowerment, scaling high-impact practices, and ensuring every student experiences a campus designed for their success.

Section 1 – Five Core Focus Areas

This section outlines Foothill College's comprehensive, equity-centered strategies to strengthen student momentum from entry to transfer, with a particular focus on Black/African American and Hispanic/Latiné students who continue to face disproportionate barriers in access, retention, and completion. Grounded in the Blueprint for Success, this section demonstrates how the college is intentionally aligning structures, supports, and outreach to liberate student success, transform pathways, strengthen organizational effectiveness, and foster a culturally affirming college environment.

The first set of strategies highlights efforts to increase successful enrollment into transfer-level English and math by expanding First-Year Experience structures, improving targeted outreach, and building thematic and culturally relevant course offerings. These approaches support Goal 1: Liberate student success and Goal 2: Transform programs and pathways, ensuring students begin their journey with both clarity and belonging.

Next, the section details coordinated approaches to strengthen fall-to-winter persistence through expanded peer support, strategic use of Zero Cost Class Materials, and outreach to students who withdraw or stop out. These interventions reinforce Goal 1 by reducing structural barriers and centering care in all retention practices.

Strategies that follow focus on improving completion and transfer outcomes by strengthening ADT and Career and Academic Pathways, implementing proactive education planning systems, and fostering strong collaboration between the BIPOC Center and Counseling. These initiatives advance Goal 3: Strengthen organizational effectiveness by building predictable structures and Goal 4: Lead a transformative college culture through culturally grounded support.

Together, the strategies in Section 2 reflect an integrated, equity-focused approach designed to move students from first enrollment to transfer with clarity, confidence, and sustained support. This section previews the intentional, data-informed, and culturally responsive practices that guide Foothill's commitment to transforming student success across all stages of the educational journey.

Successful Enrollment Goals

This goal focuses on increasing successful enrollment for Black and Latiné students by addressing barriers in the matriculation process, re-engaging students impacted by the pandemic, and strengthening personalized outreach. The strategies advance Blueprint for Success Goal 1: Liberate student success by expanding equitable access, using disaggregated data to guide interventions, and adopting equity-centered technology that fosters belonging and coordinated student support.

Key Strategy #1

Analyze the matriculation funnel to identify where Black and Latiné students encounter barriers and use disaggregated data to inform targeted interventions. Align support with student type and intent to strengthen equitable access, culturally responsive engagement, and retention.

Key Strategy #2

Use disaggregated enrollment data to identify and re-engage students most affected by the pandemic, especially disproportionately impacted groups. Cross-functional teams will provide culturally responsive outreach, host Kickstart Enrollment Days, remove barriers such as debt, and track progress to close completion gaps.

Key Strategy #3

Adopt an equity-centered CRM (Customer Relationship Management) tool to integrate key systems and automate personalized outreach. This will ensure timely, coordinated communication that supports access, belonging, and success for historically underserved students, advancing Goal 1 of the Blueprint for Success.

Leads:
AVP, College & Community Relations, Marketing & Communications
Dean of Enrollment Services

Transfer-Level Math & English Goals

This core focus area outlines Foothill's equity-focused approach to increasing access, retention, and completion in transfer-level English and math. Strategies emphasize intentional outreach, expanded First-Year Experience structures, thematic ENGLC1000 offerings connected to Career and Academic Pathways, and strengthened co-curricular links between English and Ethnic Studies. The work advances Blueprint for Success Goal 1: Liberate student success by providing equitable access, intrusive supports, and culturally relevant instruction that foster belonging for disproportionately impacted African American and Latiné students. It also supports Goal 2: Transform programs and pathways by integrating math and English into guided pathways, establishing corequisite support, and deepening collaboration with Puente, Umoja, MESA, MPS, EOPS, Apprenticeship, and the AANHPI SAP. Collectively, these strategies ensure students enter clear pathways with culturally responsive support systems designed to promote momentum and completion.

Key Strategy #1

Increase intentional outreach and enrollment in ENGLC1000 and math gateway courses. Launch themed ENGLC1000 sections tied to Career and Academic Pathways. Build a First-Year Experience and Summer Bridge with counseling and tutoring to guide new students into supported pathways. Continue partnering with equity-focused programs such as Umoja, Puente, EOPS and others to center African American and Latiné students.

Key Strategy #2

Strengthen persistence through intrusive counseling, tutoring, and mentoring. Expand MESA and MPS with dedicated counselors and provide cohort-based support for Umoja and Puente. Foster cross-disciplinary collaboration to enhance belonging and engagement, especially for African American and Latiné students, through continued partnership with campus equity programs.

Key Strategy #3

Integrate ENGLC1000 and math support courses into Career and Academic Pathways. Offer corequisite just-in-time math and quantitative reasoning options. Expand themed ENGLC1000 and co-curricular English–Ethnic Studies offerings to ensure relevant, equity-minded instruction aligned with student goals, with continued focus on African American and Latiné student.

Leads:
Dean of Language Arts
Dean of STEM

Persistence from First Primary Term to Secondary Term Goal

The following goal outlines strategies to improve persistence from a student's first primary term to the next, with a focus on Latiné students. The approaches emphasize proactive outreach, peer support, and reducing financial barriers that impact retention. The work directly advances Blueprint for Success Goal 1: Liberate student success by cultivating a sanctuary of care, strengthening retention-focused supports, and expanding cost-reducing programs such as Zero Cost Class Materials. The strategies also help students maintain academic momentum through Foothill Connect interventions that identify those who have withdrawn or dropped courses and re-engage them before the next term. Additionally, the coordinated efforts between faculty, peer supporters, and counseling structures reinforce equitable access to resources and clear communication, helping Latiné students continue successfully from fall to winter. Collectively, these efforts strengthen retention, increase belonging, and reduce structural barriers that often interrupt academic progress.

Key Strategy #1

Implement a peer support model within the Foothill Connect Team to strengthen in-reach and improve fall retention and fall-to-winter persistence for Latiné students. Expand outreach aligned with the Educational Master Plan's sanctuary-of-care approach and explore application within CAPs. Increase Connect appointments with Latiné students by 30% by Spring 2026, with a 10% increase each following term.

Key Strategy #2

Expand the Zero Cost Class Materials program by maximizing lottery funds to reduce cost-of-attendance barriers for Latiné students with financial need. Increase faculty participation by 20% by Spring 2026. This effort aligns with the Educational Master Plan's focus on using under-utilized resources to provide intentional, equity-driven support.

Key Strategy #3

Identify Latiné students referred through Foothill Connect who dropped or withdrew from at least one course in Fall 2025 and conduct targeted outreach with a goal of reenrolling 25% for Winter 2026. This aligns with the Educational Master Plan's "love not luck" approach by offering intentional, compassionate support to strengthen persistence.

Lead:
Program Coordinator, Office of Retention Services

Completion Goals

This goal focuses on closing completion gaps for Black/African American and Hispanic/Latiné students by strengthening academic pathways, increasing clarity around transfer options, and improving access to proactive supports. The strategies advance Blueprint for Success Goal 1: Liberate student success by embedding equity-driven guidance, targeted nudges, predictable scheduling, and proactive education planning that help students stay on track toward completion. They also support Goal 2: Transform programs and pathways through clearer ADT and Career and Academic Pathway structures, as well as improved navigation of transfer opportunities. Collaboration between the BIPOC Center and Counseling aligns with Goal 4: Lead a transformative college culture, ensuring culturally grounded programming that strengthens belonging, connection, and academic momentum for disproportionately impacted student groups. Collectively, these approaches build stronger structures that help students complete their educational goals with clarity and confidence.

Key Strategy #1

Implement 1–2 proactive support models for Black/African American and Hispanic students by strengthening ADT and CAP pathways, clarifying transfer options, and embedding equity-driven guidance. Provide targeted nudges directing students to ADT maps and UC TAG guides to support momentum toward completion.

Key Strategy #2

Implement year-long scheduling and explore multiple-term registration to strengthen planning and timely completion for Black/African American and Hispanic students. Consider hosting an ed-plan workshop in the BIPOC Center so students receive guidance ahead of registration and have predictable access to required courses.

Key Strategy #3

Strengthen collaboration between the BIPOC Center and Counseling to expand programming that fosters connection, academic guidance, and cultural affirmation for Black/African American and Hispanic students, supporting persistence and improving completion outcomes.

Leads:
AVP, Instruction
Dean of Counseling

Transfer Goal

This goal aims to strengthen transfer outcomes for Black/African American and Hispanic/Latiné students through proactive identification, personalized outreach, and targeted financial support. The work advances Blueprint Goal 1: Liberate student success by affirming students' goals, normalizing help-seeking, and coordinating validation-based guidance. It also supports Goal 3: Strengthen organizational effectiveness through improved tracking, and Goal 4: Lead a transformative college culture by fostering connected, equity-centered pathways.

Key Strategy #1

Develop a disaggregated roster of Black/African American and Hispanic/Latiné students with transfer interest by using DataVista, education plans, course patterns, and early alerts. Share with counseling and programs for coordinated outreach, prioritizing students not already in special programs. Stage cohorts as needed. This roster supports sequential strategies in 2 and 3.

Key Strategy #2

Proactively contact each student on the roster to discuss goals, timelines, ADT options, and admissions steps. Use a validation-based approach that affirms capacity and normalizes help seeking. Provide follow-up plans and warm handoffs to CAP counselors and the Transfer Center. Track responses and continue support even if transfer is not pursued.

Key Strategy #3

Identify rostered students whose finances may impede transfer. Screen broadly for financial need during outreach and connect students to Financial Aid, scholarships, emergency aid, work study, and basic needs supports. Track referrals, appointments, and outcomes to improve timeliness and reduce financial barriers.

Leads:
Dean of Counseling
Transfer Center Director

Section 2 – Intensive College-Wide Focus

Section 3 outlines the urgent, equity-centered work Foothill College is undertaking to eliminate disproportionate impact for Black/African American and Latiné students across all five Student Equity Plan metrics: successful enrollment, transfer-level English and math completion, early comprehensive education planning, first-term persistence, and completion and transfer. Disaggregated data show persistent gaps, deepened by pandemic-era disruptions and compounded by fragmented onboarding, uneven access to counseling, incomplete basic needs support, and courses and services not yet fully aligned with culturally sustaining practices.

The section presents two ideal-institution action plans, one for Black/African American students and one for Latiné students, that reflect Foothill's commitment to Blueprint for Success Goal 1 and Vision 2030's transfer and living-wage goals. Both plans emphasize guided, high-touch ecosystems of care that replace self-service models with proactive outreach, culturally responsive engagement, and coordinated cross-campus support.

For Black students, the plan centers on seamless, culturally sustaining pathways that include Kickstart Enrollment Days, proactive guidance into transfer-level English and math, expanded Umoja-aligned sections, Foothill Connect case management, strengthened basic needs coordination, early SEPs, and a Black Transfer Roster to support ADT and university transitions.

For Latiné students, the plan envisions bilingual, familia-centered pathways supported by CRM-driven outreach, dual enrollment momentum, Summer Bridge and First-Year Experience, expanded Zero Cost materials, flexible SEM-informed scheduling, early SEPs, and a Latiné Transfer Roster co-owned by Puente, Promise, EOPS, and Adult Ed partners.

Across both action plans, success is defined not only by closing equity gaps, but by creating a campus where Black and Latiné students experience belonging, stability, and clear purpose, where systems adapt to them, not the other way around.

Current Institutional Challenges/Barriers

Foothill's disaggregated data show that Black/African American and Latiné students are consistently less likely to successfully enroll, complete transfer-level English and math early, receive a comprehensive education plan, persist to the secondary term, and complete and transfer than their peers, even as overall outcomes improve. Pandemic-era disruptions deepened this pattern as many DI students applied but never enrolled, registered but did not attend, or stopped out after encountering academic and financial barriers.

Our onboarding and enrollment processes remain fragmented. Students must navigate application, residency, placement, financial aid, orientation, and education planning across multiple platforms and offices. For Black and Latiné students—often first-generation, working, parenting, or supporting family—each step becomes a potential exit point when systems still lean on self-service rather than guided, high-touch support.

In instruction, equitable placement into transfer-level English and math has not yet translated into equitable completion. Black and Latiné students are less likely to enroll in ENGLC1000 and gateway math in their first year and more likely to withdraw without embedded supports. Culturally sustaining sections, co-requisites, and intrusive tutoring exist, but they are not yet scaled or consistently linked with learning communities and Guided Pathways CAPs.

Early comprehensive education planning is uneven. Many new students do not have a comprehensive SEP by the end of their first year, and we are only beginning to understand how counseling access, academic standing, and program participation (e.g., EOPS, NextUp, Veterans, DRC) intersect with plan completion for Black and Latiné students.

Finally, belonging, basic needs, and financial barriers remain unevenly experienced. While programs such as EOPS/CalWORKs, NextUp, basic needs, Veterans, DRC, low-income adult initiatives (e.g., Ability to Benefit), dual enrollment, and Strong Workforce pathways offer powerful supports, not every Black or Latiné student is intentionally connected to this ecosystem. Students still report experiences of invisibility, microaggressions, and financial strain that erode our aspiration to “let retention reflect love, not luck.”

Action Plan for Ideal Institution: Strategic Focus I

Foothill envisions a college where Black/African American students experience a seamless, high-touch ecosystem of care that carries them from first contact through completion and transfer, with no disproportionate impact across any of the five equity metrics. This plan advances Blueprint Goal 1: Liberate Student Success and supports Vision 2030's transfer and living-wage goals.

Successful Enrollment

- Use disaggregated enrollment and CCCApply data to identify Black students who applied but did not enroll, registered but did not attend, or stopped out early—especially those impacted by COVID. Cross-functional teams (Admissions, Financial Aid, Counseling,

Outreach, Basic Needs) will conduct culturally responsive outreach and invite them into “Kickstart Enrollment Days” that offer one-stop reactivation, holds clearance, FA completion, placement, and education planning.

- Implement an equity-centered CRM to track each step of the funnel, automate personalized nudges, and create counselor/outreach queues for Black students with “no fall registration,” incomplete financial aid, or low credit momentum, ensuring no student is lost in handoffs between offices.

Transfer-Level Math & English

- Proactively guide Black students into ENGLC1000 and appropriate transfer-level math in their first year, supported by co-requisite models, embedded tutoring, and strategic use of Zero Cost Class Materials. Early alert and CRM tools will flag risk (e.g., non-attendance, low Canvas engagement) in weeks 3–5 and at midterm so outreach and tutoring can occur before withdrawal.
- Expand culturally sustaining English and math sections co-designed by English, Math, Ethnic Studies, and Umoja faculty that center Black histories, authors, and lived experience, and nest them within Guided Pathways CAP communities so students clearly see transfer-aligned majors and careers.

Persistence: Primary to Secondary Term

- Scale Foothill Connect as a peer-supported, case-managed model that prioritizes Black students for proactive outreach, focusing on those without comprehensive SEPs, with low unit loads, or with academic alerts. Peers and staff will reach in via text, email, and calls to connect students to tutoring, counseling, financial aid, and basic needs before they disengage.
- Strengthen basic needs and financial aid alignment for Black students, coordinating EOPS/CalWORKs, NextUp, Veterans, DRC, Low-Income Adult (ATB), and Strong Workforce supports so students can stabilize housing, food, transportation, and technology while maintaining enrollment.

Completion & Transfer

- Make early comprehensive education plans the default for Black students by prioritizing outreach in their first term/year and using Ed Plan tool templates aligned to ADTs, AA/AS, and CTE pathways. CAP-specific Canvas communities will host maps, transfer information, and career resources, reinforcing a clear path to completion.
- Build a Black Transfer Roster using DataVista, SEPs, and course-taking patterns to identify Black students intending to transfer. Counselors, Umoja/BIPOC Center staff, Transfer Center, and programs like NextUp and Veterans will coordinate outreach to support applications, financial aid, university selection (including HBCUs), and transition planning.
- Connect Black students to Credit for Prior Learning and Strong Workforce pathways where relevant, honoring skills gained through work, military, and non-traditional training so students reach completion and a living wage more quickly.

Success will look like: By 2028, Black/African American students experience no disproportionate impact across the five metrics, show increased ADT and transfer completion, and describe Foothill as a campus where Black excellence is centered—where systems adapt to them, not the other way around.

Action Plan for Ideal Institution: Strategic Focus II

Foothill envisions familia-centered, bilingual pathways where Latiné students move from outreach to transfer with clarity, connection, and financial stability, and where equity gaps are fully closed across all five metrics. This plan advances Blueprint Goal 1 and aligns with Vision 2030's ninth-grade strategy and transfer goals, building on Puente, Promise, Dual Enrollment, and Adult Ed/ATB work.

Successful Enrollment

- Use disaggregated data to identify Latiné students who applied but never enrolled, registered but did not attend, or stopped out, especially during and after COVID. Invite them into Kickstart Enrollment Days with Spanish-language support, family-friendly hours, and one-stop access to reactivation, financial aid, placement, and SEPs.
- Build a “Somos Foothill” enrollment pathway supported by an equity-centered CRM that sends bilingual nudges for each step (FAFSA/CADAA, placement, orientation, SEP, registration), while routing “no next-term registration” Latiné students into counselor and outreach queues.

Transfer-Level Math & English

- Proactively guide Latiné students into ENGLC1000 and transfer-level math in their first year, supported by Summer Bridge, First-Year Experience, Puente, Promise, and STEM/CTE learning communities that embed tutoring, peer mentoring, and culturally sustaining curriculum.
- Leverage dual enrollment to ensure high school Latiné students complete at least 12 units—including CalGETC GE courses and, where possible, transfer-level English and math—so they arrive at Foothill with momentum and fewer structural barriers.

Persistence: Primary to Secondary Term

- Implement a Foothill Connect peer model prioritizing Latiné students for proactive outreach, especially those without SEPs, those below 15 units, or those flagged through early alert. Peers and staff will coordinate warm handoffs to counseling, basic needs, financial aid, DRC, EOPS, NextUp, Veterans, and Adult Ed/ATB supports as needed.
- Expand Zero Cost materials, emergency aid, and flexible SEM-informed scheduling (online/hybrid, evenings, short-term) so Latiné students can balance work, family, and school while maintaining full-term enrollment.

Completion & Transfer

- Prioritize Latiné students for early comprehensive SEPs, using Ed Plan tool templates aligned to ADTs, AA/AS, certificates, and workforce pathways. Annual schedule planning and potential multi-term registration will allow Latiné students to see and secure their entire path, reducing excess units and time to completion.
- Build a Latiné Transfer Roster using data on declared intent, SEPs, and course-taking patterns. Puente, Promise, EOPS, Transfer Center, and Adult Ed partners will co-own outreach to clarify transfer options, support applications, address financial barriers, and connect families to information in Spanish and English.
- Integrate Credit for Prior Learning and CTE/Strong Workforce pathways where appropriate, recognizing skills earned through work, parenting, military, and community leadership so Latiné students can accelerate toward living-wage careers.

Success will look like: By 2028, Latiné students experience no DI across the five metrics, surpass pre-pandemic enrollment and transfer baselines, and describe Foothill as a “familia” campus where their language, culture, and dreams are reflected not just in programs—but in the very design of how we teach, schedule, plan, and support.

Leads:
Vice President of Student Services
Vice President of Instruction

Section 3 – Student Educational Plans

This section outlines Foothill College’s efforts to expand early access to comprehensive education plans, with targeted strategies for Black/African American and Hispanic/Latiné students who are disproportionately impacted. Local cohort data reveal low early-plan completion rates, underscoring the need for proactive outreach, counseling engagement, and refined case management models. Two pilot initiatives—one examining counseling impact and another piloting case management for students on academic standing—advance Blueprint Goal 1: Liberate student success by strengthening equitable access and connection. Additional structural and technological strategies, including expanded counselor capacity and broader use of Ed Plan tool templates, support all students in understanding their pathways and completing goals on time.

Identifying Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan

Local cohort data show that only a portion of new students complete a comprehensive education plan in their first term. Completion rates by the end of the first primary term were 13 percent for Fall 2022, 6 percent for Spring 2023, 23 percent for Fall 2023, and 5 percent for Spring 2024. By the end of the first academic year, rates increased to 17, 8, 28, and 7 percent for the aforementioned cohorts. These patterns point to early barriers that likely fall unevenly across student groups and help the college focus on the student populations most affected. Given what we know about broader equity gaps in student services access, these findings reinforce the need to prioritize early comprehensive plan outreach for Black/African American and Hispanic/Latiné students.

Disaggregated education plan data are not yet available. Following CCCCCO guidance, once these data become accessible, the college will use the Percentage Point Gap Minus One method to confirm disproportionate impact and revise this section accordingly. In the meantime, the college is using the strongest evidence currently available to identify likely DI populations and to inform immediate, equity-driven action.

Comprehensive Education Plan Implementation for DI Student Populations

Foothill College is undertaking two pilot efforts to better understand and reduce equity gaps in counseling access and comprehensive education planning. Both are designed with the Office of Institutional Research and focus on improving outcomes for Black/African American and Hispanic/Latiné students identified as disproportionately impacted.

The first pilot examines the relationship between counseling appointments, education plan completion, and subsequent student outcomes. By identifying which student groups benefit most from counseling engagement, the college can distribute counseling resources more equitably and refine scheduling practices. The findings will guide strategies that help students complete comprehensive plans earlier in their academic journey.

The second pilot tests a case management approach for students on academic standing, beginning with Black/African American and Hispanic/Latiné students. This model includes proactive outreach, regular counselor contact, and simplified access to a designated counselor, supporting earlier connection and increasing the likelihood that students complete their plans within their first term or year.

Together, these pilots strengthen proactive in-reach and clarify which students benefit most from early and sustained counseling engagement. Findings will inform scalable practices that support persistence, completion, and belonging in alignment with Blueprint Goal 1: Liberate student success.

Comprehensive Education Plan Implementation for ALL Students

Foothill recognizes that early completion of a comprehensive education plan is essential for persistence, completion, and informed decision-making. However, current student-to-counselor ratios limit the department's ability to meet demand and provide timely plan development and updates. To address this need, the department will request three additional full-time faculty counselor positions. Increased capacity will allow more students to complete plans in their first term or year and enable regular updates as goals evolve.

Foothill currently assigns Ed Plan tool templates to all students with ADT-aligned transfer goals, giving each student an initial roadmap to refine through counseling. The college is exploring expanding these templates to AA, AS, and certificate pathways, ensuring consistency with program maps available on the website and maintaining alignment with Guided Pathways design.

These structural and technological improvements deepen early access to comprehensive planning for all students. As counseling capacity expands and Ed Plan tools are enhanced, the college will continue assessing how these strategies can strengthen clarity, improve persistence, and support timely goal completion in alignment with Blueprint Goal 1: Liberate student success.

Lead:
Dean of Counseling

Section 4 – Vision 2030 Alignment & Coordination

This section highlights Foothill College’s comprehensive, equity-centered strategies to strengthen belonging, expand access, and improve outcomes for disproportionately impacted student groups through a wide range of targeted programs and services. Together, these efforts advance Blueprint for Success Goals 1, 2, and 4, reflecting Foothill’s commitment to equitable access, pathway transformation, and a responsive, student-centered campus culture.

This section begins by outlining Foothill’s Guided Pathways work, including career and academic pathway communities and the development of an annual schedule—both designed to improve clarity and planning for all students, especially those balancing work, family, or complex responsibilities. Financial Aid initiatives further expand access by increasing FAFSA/CADAA completion and providing culturally responsive outreach to African American, Latiné, first-generation, and system-impacted students.

Programs such as the Disability Resource Center, EOPS/CARE and CalWORKs, NextUp for foster youth, and services for justice-involved students deepen Foothill’s commitment to holistic and proactive support. These initiatives create structured systems of care that address basic needs, strengthen student connection, and promote persistence among those who have historically faced the greatest barriers to completion.

The section also highlights Foothill’s work with low-income adult learners through Ability to Benefit; support for veterans through the Veterans Resource Center; expansion of early college access through dual enrollment; and equity-driven workforce partnerships through Strong Workforce and Perkins. Additionally, the MANAPUA mentorship program provides culturally grounded community-building and guidance for AANHPI students.

Collectively, the programs in Section 5 demonstrate Foothill’s intentional design of supports that transform inequity into empowerment, ensuring that every student—especially those from disproportionately impacted groups—has access to the tools, relationships, and opportunities needed to succeed.

Guided Pathways

Foothill College is continuing to advance its Guided Pathways work in 2025–2026 through several key initiatives designed to strengthen student awareness of pathways, expand access to critical scheduling information, and improve clarity around career exploration and planning. These efforts are central to the Foothill 2030 Blueprint for Success and will be implemented and supported as part of that plan.

The first initiative is the development of Career and Academic Pathway (CAP) online communities for students and faculty. These communities are designed to increase CAP awareness and serve as a central hub where students can explore program maps, degree options, and career information within their chosen pathway. Faculty and counselors will also use the communities to share updates, highlight opportunities, and guide students toward academic and career interests. Built in Canvas, these communities will automatically include students based on their declared major. This work directly aligns with Blueprint Goal 1: Liberate student success, and specifically Objective 1.1, which calls for rebuilding career exploration, clarifying ADT pathways, and integrating purpose-driven guidance. Plans also include featuring short career stories from Black/African American alumni in high-enrollment majors, along with relevant workforce data.

The second initiative focuses on creating an annual schedule of classes to support long-term academic planning. As a quarter-system institution, Foothill currently publishes its course schedule one term at a time, limiting students' ability to map out a full academic year. In partnership with the Strategic Enrollment Management Academy (SEM), a cross-functional team is developing a workflow and timeline to publish the full academic year schedule beginning each April, in time for summer registration. Earlier access to the full schedule will help students—particularly those most vulnerable to course availability and planning barriers—work with counselors to build clearer educational plans and stay on track for completion. This initiative aligns directly with Blueprint Goal 1, Objective 1.2, which emphasizes reforming scheduling to center the needs of historically underserved students and ensure access and belonging in the planning process.

Leads:
AVP, Instruction
Dean of Counseling

Student Financial Aid Administration

In alignment with Foothill College's Blueprint for Success: FH 2030 and the institutional goal to liberate student success, the Financial Aid Office is committed to increasing financial aid accessibility and FAFSA/CADAA completion, with focused attention on African American, Latinx, and First-Generation students.

To advance the goal of transforming learning programs, pathways, and partnerships, the Financial Aid Office will provide quarterly financial aid workshops for student services learning communities, including Basic Needs, EOPS, Puente, Umoja, the Pride Center, and STEM. Partnering with department leads builds trust, deepens understanding of financial aid resources, and helps students access an affordable education.

Financial Aid staff will serve as liaisons to each learning community to ensure clear communication, streamlined support, and accountability. Liaisons will host quarterly workshops and in-space office hours where students can connect in environments where they already feel safe and supported. Sessions will focus on maintaining Satisfactory Academic Progress, completing required documentation, and staying on track with academic goals. This proactive approach supports early intervention to prevent disqualification and financial hardship, reduce drops from unpaid balances, and help students stay connected to support systems that promote their success. We will track workshop attendance, Starfish engagement data, and Satisfactory Academic Progress metrics to assess how early intervention affects persistence and overall success.

Improved communication through equity-focused campaigns, targeted outreach, and consistent workshops will expand financial aid awareness and increase FAFSA/CADAA engagement. More frequent workshops and presentations will address common barriers, offering multilingual materials, diverse presenters, and Student Ambassadors who reflect the communities we serve. Attendance, demographics, and student feedback will be monitored to refine programming and identify groups needing follow-up support.

To strengthen targeted outreach, the office will increase the frequency and relevance of messaging to boost response and action rates. Messages will be segmented by learning community and by groups such as Foster Youth, Veterans, Student Parents, undocumented, and First-Generation students. Using Ocelot, we will track engagement data to identify which messages drive applications, document submissions, and participation. Trend data will guide adjustments to maximize impact and improve aid completion and retention.

Leads:
Director of Financial Aid
Financial Aid Supervisor

Students with Disabilities

The Disability Resource Center (DRC) at Foothill College is committed to transforming student support into a sanctuary of care by creating an equity-centered ecosystem that anticipates needs and removes barriers before students must ask for help. In alignment with the Foothill College Blueprint for Success, Goal 1: Liberate student success, the DRC fosters belonging, access, and empowerment for students with disabilities through proactive engagement, early connection, and relationship-based support.

To move beyond a traditional self-service model, DRC staff use an intentional “reach-in” approach that supports students through multiple points of contact across their academic journey. Building on strong partnerships with local high schools, adult transition programs, and community organizations, the DRC helps create seamless transitions into college by providing early awareness of services, individualized onboarding, and guided pathways toward enrollment and success. These actions advance Goal 1 by replacing the “maze” of services with intentional connection and care.

Students of color with disabilities often face unique challenges, including intersecting stigmas rooted in racism and ableism. Many may hesitate to request accommodations due to concerns about discrimination or a lack of institutional trust. By providing information and support through a culturally responsive lens, the DRC strengthens equity efforts and improves access for this population.

Systemic barriers, such as limited culturally responsive services and fewer diverse role models, can also prevent disclosure. These issues are compounded by disparities in K–12 systems, where students of color with disabilities may be directed toward non-college-prep pathways. By connecting with students early, including while they are still in high school, the DRC can support stronger transitions and more equitable outcomes.

Once enrolled, DRC counselors use a case management approach that prioritizes holistic development, persistence, and retention. Regular check-ins rooted in trust and belonging help counselors co-create success plans that connect students to accommodations, basic needs resources, mental health support, and learning assistance. Tools such as Banner and Ed Plan platforms help monitor progress, identify students approaching key milestones, and ensure timely support as they prepare for graduation or transfer.

Data-informed reviews guide targeted outreach, enabling early intervention when academic or personal challenges arise. Through equity-minded counseling practices, the DRC works to close opportunity gaps, support self-advocacy, and reinforce that students are not navigating their educational paths alone.

Through collaboration, compassion, and innovation, the DRC is creating a system of care that reaches in first, honors diverse experiences, and supports every student in realizing their full potential.

Lead:
Dean of Veteran & Disability Resource Centers

Extended Opportunities Programs and Services & CalWORKS

EOPS/CARE and CalWORKs will continue delivering coordinated, equity-centered services that support Foothill's most vulnerable student populations, with particular attention to eliminating disproportionate impact among African American and Latiné participants. Founded to remove barriers to higher education and help students reach their educational and career goals, both programs directly align with Foothill College's 2030 Blueprint for Success, Goal 1, which centers equitable access, belonging, and student empowerment.

Individualized counseling remains central to EOPS/CARE and CalWORKs, ensuring that participants receive purpose-driven guidance from entry through completion. Students build sustained relationships with counselors who provide consistent support and foster a sense of connection and belonging, key elements that strengthen persistence and academic success.

In partnership with the Counseling Division, participants receive integrated, wraparound support grounded in an ethic of care and love. This coordinated approach promotes retention and equitable outcomes. Both programs use a case-management model that includes five-week progress checks, prompting immediate outreach for tutoring support and pairing students with peer tutors when needed.

Each program also offers additional services that address academic, basic, and program-specific needs. Depending on eligibility, students may receive grants, childcare support, transportation assistance, on-campus employment opportunities, and peer advising. Book and supply vouchers are distributed before Week One, with the goal of ensuring all participants have materials by the end of the first week. Efforts to promote priority registration remain a key component, enabling students to access required courses early.

Program review indicates that increasing engagement in priority registration will have the greatest impact on reducing equity gaps for African American and Latiné students. Although priority registration is a core benefit of EOPS, many students balancing work, family, and other responsibilities may miss this opportunity. To increase utilization, EOPS will strengthen targeted outreach and reminders, offer flexible appointments and drop-in hours to review education plans, and proactively help students clear registration holds to enroll on time.

Expanding outreach to bring more eligible African American and Latiné students into EOPS/CARE and CalWORKs will further reduce disproportionate impact and increase access to the programs' comprehensive supports. Sustaining this work will require a continued institutional commitment to adequate staffing to maintain program integrity and meet growing student needs.

Lead:
Director of EOPS/CARE & FYHS

NextUp & Foster Youth

NextUp directly supports Goal 1: Liberate student success by creating systems of care that remove barriers and foster radical belonging. The program serves students who are current or former foster youth, 90 percent of whom identify as African American or Latiné. Research consistently shows that both groups often experience isolation and a lack of belonging on college campuses. Because family and community connection are culturally significant for these populations, NextUp intentionally welcomes students into a family-centered environment where they are seen, valued, and supported to thrive.

NextUp ensures that students' basic needs are met so they can focus on learning rather than survival. Students receive meal cards, emergency Uber Eats and gas vouchers, Owl's Nest gift cards, and support applying for CalFresh. The program partners with agencies that help provide housing stability and offers essential supplies—such as backpacks, jackets, and laptops—to reduce financial strain and support students' academic engagement.

Once immediate needs are addressed, NextUp fosters an environment that nurtures success through purpose-driven guidance and career exploration. Students complete self-assessments, set annual goals, and engage in field trips, mentoring opportunities, and workshops that strengthen identity, purpose, and financial literacy. The program uses a proactive “reach-in” model that transforms support into a sanctuary of care by not waiting for students to seek help, but instead bringing support directly to them.

Highly engaged staff guide students through admissions, financial aid, and campus services, collaborating closely with the Wellness Center, EOPS, and Basic Needs to provide wraparound support. A significant program benefit is access to first-tier priority registration; however, because the registration window is brief, African American and Latiné students balancing coursework, employment, and family responsibilities may miss this opportunity. To increase utilization, NextUp will strengthen targeted outreach and reminders and expand appointment and drop-in availability to ensure students register on time and maintain momentum toward their goals.

Leads:
Director of EOPS/CARE & FYHS
Student Success Specialist, NextUp & Foster Youth

Programs for Veterans

The Veterans Resource Center (VRC) at Foothill College supports military veterans, active-duty service members, reservists, and their dependents as they navigate the transition to higher education. The center provides holistic, equity-minded support that recognizes the strengths, challenges, and leadership qualities of military-affiliated students, ensuring they are empowered to achieve their academic, personal, and professional goals.

Through individualized academic and personal advisement, the VRC helps students build clear educational pathways and a sense of belonging from first contact through graduation or transfer. Using CCCApply data and internal systems, the VRC connects with military-affiliated students by the first day of class, supporting the goal of reaching in before students must reach out. Counselors and staff maintain regular communication through a case-management approach, ensuring ongoing connection to resources and steady academic progress. Workshops on academic planning, professional development, and life skills further support readiness for success beyond Foothill.

In alignment with Blueprint for Success Goal 1, Liberate student success, the VRC is strengthening efforts to improve retention and degree attainment for disproportionately impacted military-affiliated students, particularly veterans of color. Outreach strategies intentionally leverage staff and peer relationships, including a multicultural team, to build trust and increase participation in counseling, benefits access, and educational planning. The VRC promotes an accepting, collaborative environment that reflects the camaraderie and accountability valued in military service.

Research from Veterans Education Success shows that veterans of color are more likely to withdraw without a credential, often due to multiple risk factors such as caregiving responsibilities. This reinforces the importance of early connection and sustained support for military-affiliated students.

The VRC provides specialized guidance in navigating federal and state education benefits, including the CalVet College Fee Waiver, VA Education Benefits, DoD Tuition Assistance, and VA Work-Study. The college's 1.5 certifying officials deliver service that exceeds VA standards, ensuring smooth and timely access to benefits.

The VRC lounge serves as a welcoming hub for community and connection. Workshops and events focused on transfer, financial literacy, employment readiness, and community resources help students build academic confidence and life skills. Partnerships with community organizations, veteran service agencies, and transfer institutions extend support beyond campus and connect students with career and continuing education pathways.

Lead:
Dean of Veteran & Disability Resource Centers

Justice Involved & Justice-Impacted Students

Foothill College is committed to creating systems of care that remove barriers and promote radical belonging for all students, including those who have been justice-involved. In alignment with Blueprint for Success Goal 1: Liberate Student Success, the college seeks to ensure that every student—regardless of background or prior system involvement—has access to the support, stability, and community needed to thrive.

Although Foothill does not currently have a designated program for justice-involved students, a small number are served through NextUp because they were wards of the court during their time in juvenile hall. Within NextUp, these students receive comprehensive wraparound support designed to stabilize basic needs and foster belonging and purpose.

NextUp, in collaboration with the Owl's Nest, provides meal cards, emergency transportation and gas vouchers, CalFresh application support, and referrals to housing agencies. For students who do not meet NextUp eligibility criteria, staff across programs coordinate to connect them with on- and off-campus resources and supportive counselors. These collaborative efforts help ensure that no student falls through the cracks because of prior system involvement.

While Foothill does not yet have a formal program dedicated to justice-involved students, there is a significant opportunity to establish a Rising Scholars Program. Such an initiative could offer targeted academic, financial, and emotional supports for the more than 300 Foothill students who self-identify as justice-involved. Creating a Rising Scholars program would further advance Goal 1 by transforming inequity into empowerment and promoting radical belonging, stability, and access to opportunity.

By expanding resources and intentionally serving this population, Foothill can help justice-involved students move from surviving to succeeding with dignity, purpose, and hope. By the end of the academic year, the college aims to identify and engage at least 50% of self-identified justice-involved students through targeted resources, mentorship, or referrals that strengthen their sense of belonging and support their goals.

Lead:
Student Success Specialist, NextUp & Foster Youth

Low-Income Adults

Foothill's Adult Education department is working to bring Ability to Benefit (ATB) to the college to make programs more accessible and affordable for low-income adult learners—an initiative aligned with both the Chancellor's Office Vision 2030 and Foothill's Blueprint for Success. ATB is a provision in federal law that allows students without a high school diploma or equivalency to qualify for federal financial aid. To be eligible, students must demonstrate their ability to succeed in postsecondary coursework by completing required credits or hours applicable toward a degree or certificate and must be enrolled in an eligible career pathway program. In July 2024, California launched its ATB criteria, removing the need for a Department of Education–approved exam and offering support through the CCC Chancellor's Office to assist colleges with implementation.

According to 2023 census data, 9.36% (125,000) of adults aged 25 and older in Santa Clara County do not have a high school diploma or equivalent. Earlier census data from 2018 showed that 68% of adults without a high school diploma in the county were Latinx. A Spring 2025 report for Foothill showed that only 1.24% of its credit student population (excluding dual enrollment) lacked a high school diploma or equivalent, indicating that the college is significantly underserving this group. For comparison, among the seven California Community Colleges in Santa Clara County, Mission College enrolled the highest percentage (3.38%) of students without a high school diploma in Spring 2025.

For Foothill to achieve this goal, the immediate focus is applying for approval as an Eligible Career Pathway Program provider for the state of California. Additionally, Foothill needs to assemble an ATB team consisting of representatives from the following departments and education partners:

- Adult Ed (project manager)
- Financial Aid (reporting)
- Counseling (required services)
- Retention Services (required services/tracking)
- Outreach (recruitment)
- Local adult Schools (recruitment)

Assembling an ATB team is crucial to the success of the ATB opportunity for Foothill College students, considering the requirements to successfully maintain an ATB program are:

- Maintaining a 95% success ratio of the college success rate of students with a high school diploma or equivalent
- Providing access to student services for ATB students
- Tracking ATB enrollment and access to student services
- Reporting success data to the state

Lead:
Adult Education Program Coordinator, Workforce Development

Credit for Prior Learning

This year, the college launched its initiative to create Credit for Prior Learning (CPL) opportunities, beginning with professional development during Flex Day. We are now moving into the crucial initial stages of a five-year action plan designed to rapidly build and integrate CPL into the college's offerings.

This effort directly supports Strategic Plan Objective 4.4, which is focused on expanding strategies to reach historically underrepresented and underserved student populations, particularly those skilled through alternative routes (e.g., bootcamps and non-traditional training). CPL recognizes STARS- workers who are Skilled Through Alternative Routes. National data shows that 62% of black workers are STARS, 54% of Latiné workers are STARS CPL allows the college to recognize and validate their work experience, alternative education to get them closer to a degree in higher education.

Key Implementation Actions (Next 12-18 Months): The initial focus will be on quickly building the necessary infrastructure and piloting CPL with departments identified as "primed" for immediate adoption.

We are focused on the following steps:

1. Hire a dedicated Faculty Coordinator to manage all CPL activities, including assessment, training, website creation, and project acceleration.
2. Create and implement the official process for CPL options to be reviewed and approved by the Curriculum Committee.
3. Establish a stipend process to compensate faculty for developing CPL crosswalks and assessment tools for their coursework.
4. Provide targeted training for faculty to create CPL crosswalks and assessment methods.
5. Streamline the MAP process for veterans to effectively incorporate and document awarded CPL credit.
6. We will immediately begin working with the identified "primed" departments to pilot the CPL process and gather data for program expansion.

Lead:
Vice President of Workforce Innovation and Economic Development

Dual Enrollment

The Foothill College CCAP dual enrollment program is one of the largest programs in the State. We have grown our CCAP population 400% over the last five years and are now serving 2000 CCAP students across four school districts each year. The Dual Enrollment team have worked closely with our high-school partners to recruit a diverse population (both in term of our students' identities and their socio-economic status) into our dual enrollment pathways; this directly supports the intent of AB 288 (CCAP legislation) and Foothill College's equity goals to increase access to college for Black and Latiné students.

We have doubled our Black and Latiné CCAP populations from 2021-2025 and students succeed at a higher rate than the same college age populations at Foothill. Black and Latiné students make up 43% of our CCAP students compared to 38% of our traditional college-age population.

	2021	2025	Success CCAP	Success FH
Black.	129 students.	217	88%	78
Latiné	1,026	2,004	87	79

In alignment with Foothill College's Blueprint for Success 2030 Educational Masterplan, the Dual Enrollment team is focused on Objective 2.5, "Leverage Dual Enrollment opportunities for high school and adult education learners." Specifically, the dual enrollment team will concentrate on the following objectives over the next two years:

- Expand each dual enrollment pathways to make it possible for every student to earn a transcriptable Foothill College certificate while still in high school.
- If the school site has not opted for a CTE pathway, they will offer a suite of Calgetc GE classes (for example: ENG 1A, MATH 10, Ethnic Studies 1, etc.) to provide the student a jump-start on college

This will ensure that each student has completed a minimum of 15 quarter units in their pathway, thus also meeting the CCC Chancellors Office Vision 2030 goals. In 2024/25 our CCAP dual enrolled students earned 92 transcriptable certificates and this will be our baseline. Our goal is to award 250 certificate in 2027.

By working to ensure every CCAP student can earn a transcriptable certificate and/or complete at least four Calgetc GE courses, we are directly supporting our equity goals. Black and Latiné students will:

- Be confident they can succeed in college and will see themselves as college students. CCAP students outperform students who have not participated in dual enrollment.
- Have a head start on completing their traditional degree or CTE certification and completed college MATH and English (per AB 1705) which again removes a traditional barrier to success.

Lead:

AVP, College & Community Relations, Marketing & Communications

Strong Workforce-Perkins

Foothill's Strong Workforce (SWP) and Perkins programs work together to advance Vision 2030 workforce equity goals and Foothill 2030 Blueprint for Success Goals 1 and 2, which emphasize equitable access, retention, and the transformation of career pathways.

Perkins-funded peer tutoring—particularly within Health Sciences—provides culturally responsive academic support that strengthens belonging and retention for Black, Brown, Hispanic, low-income, and first-generation students. This tutoring model helps students meet rigorous program requirements and succeed on certifications and licensure exams. By creating a peer-led, culturally responsive learning environment, the program reduces barriers, improves persistence, and fosters a sense of community for underrepresented learners.

Perkins funding also supports key DEI initiatives. DEI guest speakers deliver “train-the-trainer” workshops that challenge faculty to deepen their cultural competence and better support diverse students. Faculty participation in DEI-centered professional development further strengthens inclusive pedagogy and equity-driven program design. Perkins also helps faculty develop culturally sensitive curriculum and acquire the equipment needed to implement it—for example, purchasing Paramedic program manikins with Black and Brown skin tones so students train in environments that reflect the communities they serve.

To expand access and visibility, Perkins supports culturally relevant marketing strategies—including translated materials and community-centered outreach—that reduce language and cultural barriers and improve entry into high-opportunity CTE pathways. This work particularly supports Hispanic students, the fastest-growing segment of Black and Brown learners in the region.

Strong Workforce also funds the dual enrollment supervisor and coordinator, both essential to expanding access to college-level coursework for high school students from underserved communities. Additionally, Strong Workforce supports overall workforce management and coordination efforts that extend resources to these same populations.

In alignment with Goal 4 of Foothill 2030, the college continues to select diverse guest speakers for Career Hacks events, ensuring students see themselves reflected in various industries. A recent event on careers in the sports industry featured a sports psychologist, an executive in data analytics and AI, and a sports marketing director—two women and representatives of both the Black and Brown communities. This intentional approach affirms Foothill's commitment to showcasing diverse career paths and elevating representation for historically underserved students.

Lead:
Vice President of Workforce Innovation and Economic Development

Promising Practice Highlight

The MANAPUA mentorship program supports our Asian American, Native Hawaiian, Pacific Islander (AAANHPI) student population through the engagement of our faculty and staff and direct student mentorship. This program is being funded out of the AANHPI Student Achievement Program funds and adheres to the core focus areas outlined by the Foundation. The approach of the program is to provide intentional mentorship and holistic student support through culturally relevant engagement. Mentors are selected through an application process and undergo a quarter-long training to ensure that principles of effective mentorship and student development are discussed thoroughly. Mentees are recruited actively through a variety of student engagement opportunities and will also apply to participate. Throughout the course of the year, the MANAPUA Mentees and Mentors will be invited to participate in regular guided meetings as well as community development events organized by the coordinators. The intention is to develop a community of learning for both the Mentees and Mentors.

The core focus areas of MANAPUA include academic support, leadership development, mental health and wellness engagement, culturally relevant learning, and career readiness. This aligns with the Equity Plan's core focus areas of retention and persistence, graduation, and transfer. Through the active engagement of mentorship, as well as developing a community of learning for the mentees, we look to provide high impact direct student support. An intentionally developed community of learning for the mentors will also allow for greater institutional support, allowing for sharing best practices and discussing possible challenges.

The MANAPUA program aligns with the Foothill 2030 Blueprint for Success through Goal 1: Liberate student success. The development of MANAPUA is a support system where student success will be a result of intentional engagement rather than luck. The direct guidance MANAPUA will provide allows for students to navigate Foothill College through active care and purpose.

Lead:
Program Supervisor, DEI-B Initiatives