



REQUESTOR(S): Betsy Nikolchev	
DATE SUBMITTED: 03/XX/16	FUNDING YEAR: 2015-2016
DIVISION: Student Services /Noncredit Parenting	DIVISION DEAN: Lan Truong

REQUESTED AMOUNT FROM STUDENT EQUITY: \$6,334

ARE YOU REQUESTING FUNDING FROM OTHER SOURCES? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	IF YES, PLEASE SPECIFY: ASFC and Foundations
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# OF STUDENTS SERVED: 500	# OF FACULTY AND/OR STAFF SERVED: 100
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Please provide a summary of the request and details on how this activity will directly serve the College’s Student Equity goals. Be sure to include a description of which disproportionately impacted student groups this activity addresses, which specific student success indicators it supports, how this request addresses those groups and indicator(s).

Foothill College’s Family Engagement Institute bridges educational inequalities by providing opportunities to strengthen the capacity of families, schools and communities to work together to ensure the success of all students from early childhood through college.

FEI’s relationship with Foothill College, an open access, public institution for higher education, is unique and supports what it describes as a Multi-Generational – Pathways to College For Two Generations model. FEI believes that in order to break the cycle of poverty and cultivate a college-going identity among all children and youth we must start early and offer opportunities for continuing education to families, as well.

Central to the work of FEI are learning opportunities provided for professionals and students and their families together to build their capacity to engage in effective partnerships that support student achievement and development, “...Partnerships...can only develop and thrive if both families and staff have the requisite collective capacity to engage in partnership.”- Partners in Education: A Dual Capacity- Building Framework for Family-School Partnerships, US Dept. of Education, SEDL, 2013.

FEI is driven by a systemic, integrated and sustained Shared Responsibility approach where success is dependent on the following: Families receive support, education and opportunities to increase awareness of their critical role in their student’s healthy development and college success and engage in systems change work to transform their futures.

"A common refrain from educators is that they have a strong desire to work with families from diverse backgrounds and cultures, and to develop stronger partnerships of shared responsibility for student's outcomes...but they do not know how to accomplish this" US Department of Education's Family and Community Engagement Framework.

FEI's hope is to receive the support from the Student Equity Funding to create awareness among staff, faculty, students and the larger community about the journeys of undocumented students, many of who attend Foothill College. Foothill College is committed to becoming an Hispanic Serving Institution (HSI). The Hispanic Association of Colleges and Universities (HACU) defines HSIs as colleges, universities, or systems/districts where total Hispanic enrollment constitutes a minimum of 25% of the total enrollment. FEI has been instrumental in positioning Foothill to meet this goal and has increased the college's overall Full Time Enrollment (FTE), or positive attendance, of Latino students through the enrollment of noncredit college students.

The support FEI is aiming to receive will make possible the screening of Mikaela Shwer's nationally acclaimed documentary: “Don’t Tell Anyone (No le digas a nadie)”. The film is the story of Angy Rivera, an undocumented 24-year-old girl, who became an activist for undocumented youth and her remarkable journey from poverty in rural Colombia to the front page of The New York Times. FEI shared this opportunity with Chancellor Judy Miner, who enthusiastically embraced this idea and offered to open the event with introductory remarks as a platform to voice her vision and commitment to Student Equity. FEI is proposing to use the Equity Funds to screen the documentary at no cost to the attendees, and bring both Angy, her mother, and the Film Producer to share their experiences as part of a post-screening panel of community leaders who have done significant work on this issue. The evening will close with a reception. This event is intended to inspire change in the way faculty, staff, students, and the community understand equity and put it into practice.

The screening of "Don't Tell Anyone" is a strategy to build capacity, and create awareness amongst the Foothill College community—staff, faculty and students—as well as an opportunity to engage individuals and other community driven organizations, to be part of this timely conversation. This is a Professional Development across College departments to get together around a common issue that impacts us all and to invite students to participate in this civic engagement community event.

FEI is planning to invite and involve organizations from the Foothill De Anza Community College District, such as the Vasconcellos Institute for Democracy in Action, VIDA; Higher Education for AB 540 Students, HEFAS; and the Latina/o Empowerment at De Anza, LEAD. These organizations are strong advocates for equity in the FHDA community, with an emphasis on undocumented students. FEI identifies them as its allies.

Please indicate the criteria used to select the students and/or faculty/staff participating in this activity.

FEI believes that the issue it is addressed in the screening of the Documentary "Don't Tell Anyone" is of the interest and concern of the whole community. The goal is to create awareness in the Foothill De Anza community as a whole, an equal opportunity for students, staff, and faculty to understand and take action of the Student Equity Strategic Plan.

What outcomes are you predicting for this activity (or for those who participate) and what metric(s) will be used to evaluate if the activity is supporting increased outcomes for those students on the indicators (as described above)?

- a. 10% of attendees to the screening will be Foothill College staff and/or faculty members.
 - b. 30% of attendees to the screening will be individuals and representatives of community driven organizations
 - c. 60% of attendees to the screening will be credit and noncredit students of Foothill College
 - d. 85% of attendees to the screening will show improvement in awareness, and/or increased interest related to Equity issues
- The success of the Screening will be measured by an external evaluator who designs the instruments and conducts an assessment in every program FEI delivers. In this particular case, the assessment will be a short survey before and after the screening to identify the acquisition of the aforementioned indicators.

Please cite any research or evidence relevant to your proposal.

According to Educators for Fair Consideration, California is the state with the largest number of undocumented immigrants (2.6 MM). They represent 25% of all undocumented immigrants nationwide and 6.8% of the total California population. About 553,000 undocumented students would be eligible for the most recently proposed DREAM Act in California.

Please describe plans for sustaining the activity (if possible) without Student Equity funding.

The award received by the Student Equity Fund would significantly contribute to the funding of this project. FEI is a grant-funded initiative of Foothill College and, thanks to the generosity of foundations such as Heising-Simons, Kaiser, United Way, and others, FEI has been able to sustain and grow over the last 5 years to operate in nine school districts and 20 sites in the highest need communities of Santa Clara and San Mateo Counties. FEI is confident that it will continue to be successful in receiving support from current funders, as well as, seek additional grant opportunities based on its data outcomes. Also, FEI relies on the in-kind support that Foothill College provides FEI towards faculty under noncredit parenting and facilities.

Please provide a breakdown of expenses, a timeline for implementation and a schedule of planned activities.

Expenses

Participation of Angy Rivera, her mother and the Film Producer	\$4,084
Panelists	\$1,000
Facilities	\$650
Marketing (posters and invitations)	\$100
Reception	\$500
Total	\$6,334

Timeline

December 2015

- Explore the project with filmmaker and Angy Rivera
- Propose the project to Chancellor Judy Miner and Vice President Student Services Denise Swett

January 2016

- Create budget and timeline of implementation

- Reserve the venues for screening and reception
- Fundraise for the event

February 2016

- Fundraise for the event
- Invite panelists
- Organize the participation of the filmmaker and Angy Rivera
- Create printed invitations
- Set up event in Eventbrite

March 2016

- Send printed invitations
- Promote the event (Foothill-De Anza communities, Facebook, media)
- Organize the reception
- Finalize details of venue, reception, airfare and accommodations for Film Producer, Angy Rivera and her mother

April 2016

- Finalize details with panel
- Technical troubleshooting
- Set up for the event
- Day of the event April 13th

Per the **State Chancellor's Office**, Foothill College's **Student Equity Plan** is comprised of **five focus areas** (*Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer*). The College then identifies disproportionately impacted students groups and associated activities for each focus area.

Each request must support increased outcomes for the associated students groups via **one (or more)** of the activities detailed in the **Student Equity Plan**. Using the check boxes below, indicate the **student group(s)** and the **associated Equity Plan activities** the request supports. *NOTE: You cannot mix and match groups and activities across factors.*

ACCESS

Target Populations + Current Gap

- Asian Indian (-4%) Veterans (-4%) Vietnamese (-3%)

Associated Activities

- A.1 – Marketing and Outreach to Recruit Students from Underrepresented Student Groups

COURSE COMPLETION

Target Populations + Current Gap

- African American (-15%) Low Income (-10%) Latino (-7%)

Associated Activities

- B.1 – Develop and Implement a Mentoring Program
- B.2 – Professional Development to Assist Faculty and Staff with Identifying and Implementing Strategies to Increase Success of Disproportionately Impacted Students
- B.3 – Support 3SP Early Alert Activities
- B.4 – Plan for the Expansion of First Year Experience
- B.5 – Provide Equity Research
- B.6 – Develop Online Access to Data about Subpopulations of Students
- B.7 – Reduce Financial Barriers to Course Success for Low Income Students

ESL & BASIC SKILLS COMPLETION

ESL: *Target Populations + Current Gap*

- Native Hawaiian or other Pacific Islander (-23%) Females (-3%) Latino (-7%)

ENGLISH: *Target Populations + Current Gap*

- African American (-19%) Low Income (-7%) Filipino and Pacific Islander (-13%)

MATH: *Target Populations + Current Gap*

- African American (-23%) Low Income (-6%) Latino (-6%)

Associated Activities

- C.1 - Pilot Multiple Measures of Assessment

DEGREE AND CERTIFICATE COMPLETION

Target Populations + Current Gap

African American (-26%) Latino (-17%) Low Income (-12%)

Associated Activities

D.1 – Use Student Educational Plan Data to Project Student Needs

TRANSFER

Target Populations + Current Gap

African American (-15%) Latino (-16%) Low Income (-10%)

Associated Activities

E.1 – Facilitate the Assessment of ADT Learning Outcomes for Disproportionate Impact

INSTRUCTIONS FOR SUBMISSION

Please submit your completed request via email to the Student Equity Workgroup Tri-Chairs:

Paul Starer (starerpaul@fhda.edu)

Hilda Fernandez (fernandezhilda@fhda.edu)

Roberto Sias (siasroberto@fhda.edu)

FOR ADDITIONAL INFORMATION, PLEASE REFERENCE THE FOLLOWING LINKS

Foothill College Student Equity:

<http://www.foothill.edu/president/equity.php>

Student Equity Expenditure Guidelines:

http://extranet.cccco.edu/Portals/1/SSSP/StudentEquity/Student_Equity_Expenditure_Guidelines_2015-16_Final.pdf