



REQUESTOR(S): Angel Tzeng	
DATE SUBMITTED: 03/23/2017	FUNDING YEAR: Spring 2017
DIVISION: Equity Office	DIVISION DEAN: Elaine Kuo

REQUESTED AMOUNT FROM STUDENT EQUITY: 12,000 est.

ARE YOU REQUESTING FUNDING FROM OTHER SOURCES? YES NO | **IF YES, PLEASE SPECIFY:**

OF STUDENTS SERVED: 100 (unduplicated) | **# OF FACULTY AND/OR STAFF SERVED:** 10

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).

The book voucher initiative seeks to support educationally disadvantaged students or those with financial needs by assisting with the cost of textbooks. Students identified for this program will more likely be low-income, foster youth, African American, Latino, and Filipino/Pacific Islander groups that were identified as disproportionately impacted by their course success outcome rates (earning grades A, B, C, P). The focus of learning community students will be those enrolled in the indicated required English pathway courses.

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

- 1) (Self) identified low income and financial need.
- 2) Foster youth. Foster youth are identified with verification from social services, participation in the RISE coach program, use of Chaffey Grants or foster youth identity cards.
- 3) FYE students enrolled in ENGL 1A.
- 4) Puente students enrolled in ENGL 1B.
- 5) Umoja students enrolled in ENGL 1A or ENGL 1B.

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)?

By removing some of the financial barriers for students, we anticipate that course success may occur at a higher rate than the overall course success and retention rates. Successful completion of classes and continuing enrollment would be the primary metrics used to evaluate the book voucher program. The information will help us refine and improve upon future book voucher programs.

Please cite any research or evidence relevant to your proposal.

The Opening Doors program, as it was launched at Kingsborough Community College in Brooklyn, NY, includes a textbook voucher as part of its learning community for incoming first-year new students. Along with other services and support infrastructure, there appeared to be an initial boost for participating students as they seemed to pass more courses and earned more credits than non-program students in their initial terms at the college. (Scrivener, S. and Coghlan, E. (March 2011). "Opening Doors to Student Success," MDRC. New York, NY. http://www.mdrc.org/sites/default/files/policybrief_27.pdf)

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

The decision to continue this program will be ongoing as the goal is to move away from direct service and provide access to course materials through a more targeted, consistent, and measurable manner. The focus of self-identified low income or financial need will be based on EFC <2,500, received financial aid or self-identified low-income under \$25,000. The focus of the Learning Community book voucher program for Spring 2017 is still English courses.

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

Proposal for funds is to be expended to Spring 2017 (rollover from Winter 2017). Coordination will occur between the equity office, bookstore, early alert, EOPS, financial aid, learning community faculty, and the office of instruction. Should this proposal be approved, faculty could contact their students regarding the availability of funds. A deadline for the use of book voucher by students will be identified with extension.

The case-by-case estimated budget will be \$2300. \$2,000 is allocated for foster youth. Based on the expected enrollment, the estimated budget for learning community is \$ 7,700.

- 23 FYE students enrolled in ENGL 1A (28+18+16+Reader+tax= \$150). \$ 3,450
- 24 Puente students enrolled in ENGL 1B (87+tax=\$95). \$ 2,280
- 16 Umoja students enrolled in ENGL 1A (24+10+16+tax=\$60) and 11 Umoja students enrolled in 1B (81+tax=\$90). \$ 1,950

Timeline:

March 30th, 2017	Angel Provide class roster lists to Romy via Office 365
April 6th, 2017	Jue, Tracee, and Voltaire provide Case-by-case referral to Angel if any
April 10th, 2017	Students could pick up textbooks (Please contact Angel if any questions happen.)
April 30th, 2017	Student Equity Book vouchers Deadline
June 1st, 2017	Case-by-case referral Final deadline to Angel Romy provides bookstore count report and cc Justin

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)

Micaela Agyare (agyaremicaela@fhda.edu)

Adrienne Hypolite (hypoliteadrienne@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