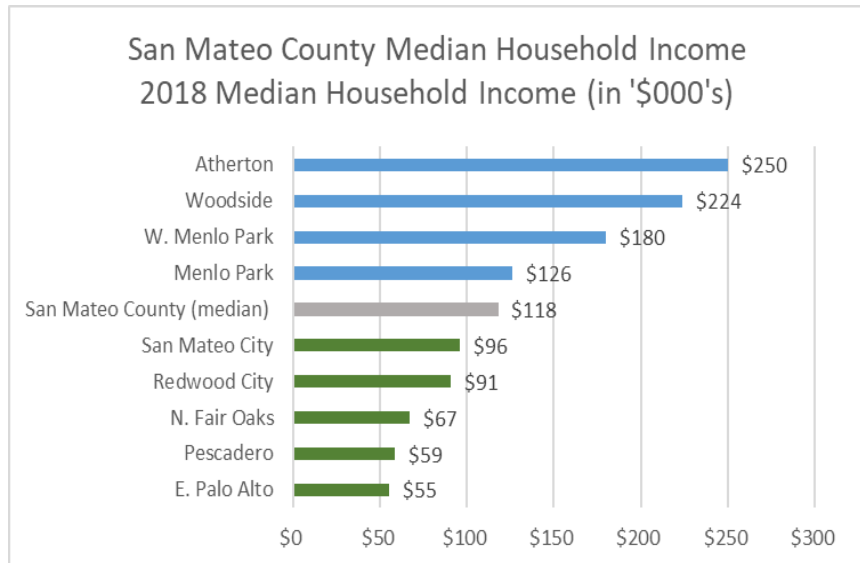


Canada College 2019-2022 SEAP Plan: Executive Summary

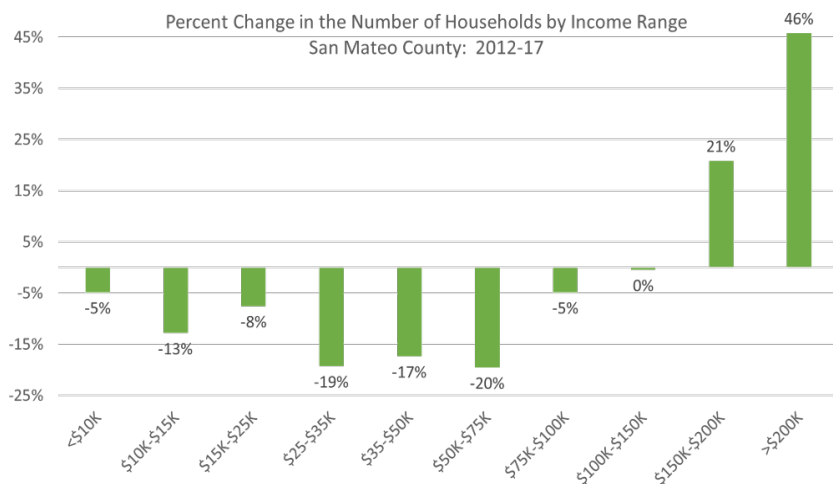
The Cañada College service area is located in the heart of one of the most prosperous regions in the world: Silicon Valley. This presents great opportunities but also great challenges for Cañada students. Significant parts of San Mateo County are home to low and moderate-income families who struggle to survive in a region with an extremely high cost of living. In 2018, the median home price in the County was more than \$1,340,000 and the median household income reached a record \$118,000. At the same time, in East Palo Alto, 93% of elementary school students qualify for free or reduced-price school meals.



Source: California Department of Finance, 2018.

Socio Economic Data

The primary service area for the College includes a socio-economically and ethnically diverse population from the southern portion of San Mateo County: Redwood City, North Fair Oaks, Pescadero and East Palo Alto. When compared to other sub-regions in the County, these communities have a socio-economic profile that differs dramatically from that of San Mateo County as a whole. In 2018, the median household income in these areas was significantly less than the County median as well as the median of the wealthier, neighboring communities.

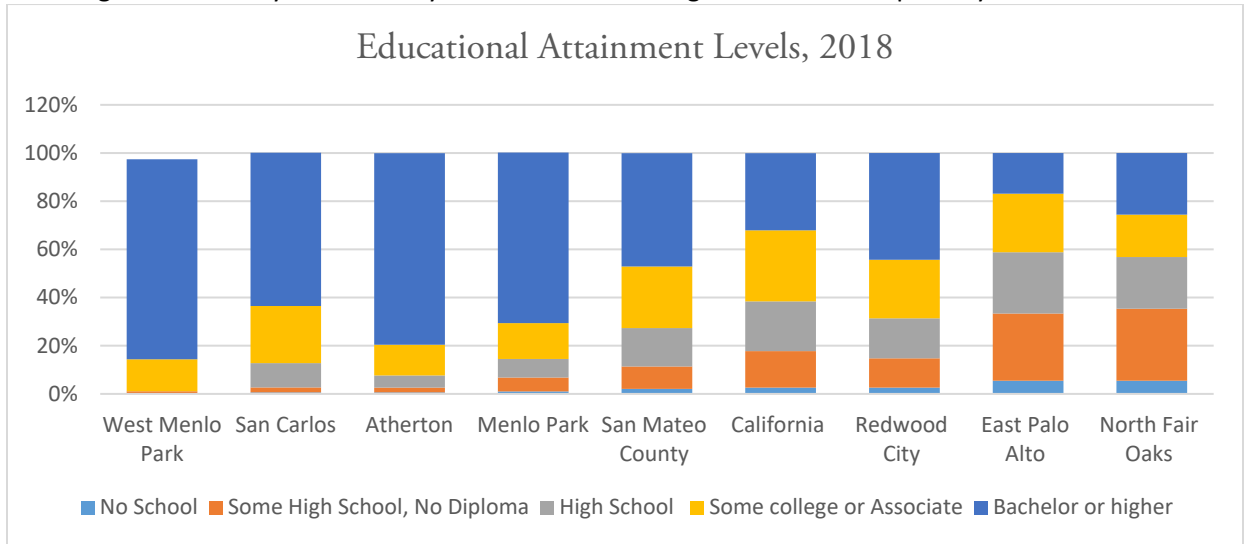


Source: U.S. Census and American Factfinder for San Mateo County, 2018.

As the cost of living rises in San Mateo County, the percentage of households earning more than \$150,000 per year has grown from 26% to 35% between 2012 and 2017. At the same time, the number of middle and low-wage earning households dropped dramatically. Over the same five years, the County lost 19,272 low- and moderate-income households.

The high cost of living creates a barrier for young people and first-time home buyers. This can be seen in the number of residents in their prime college-going years (ages 18-35) which actually fell by 1% over the last 8 years, at the same time that the overall County population grew by 8%. Despite the County's loss of younger residents over the last five years, the share of the College's students under the age of 29 actually grew by 6%.

Overall, the level of educational attainment of residents in the College's primary service area differs substantially from that of residents in other cities in the region and the County as a whole. In addition, these communities include populations where over 70% of residents speak a primary language other than English and nearly one of every five residents is living at or below the poverty level.



Source: U.S. Census and the Statistical Atlas for San Mateo County, 2018.

Stark economic and educational disparities are a defining feature of the College's service area. They simultaneously enable the College and the District to operate with greater resources than many of their peers in the State as a Community-Supported District, while they create challenges for Cañada College students who must compete with high-wage earners for limited housing and transit opportunities. In a 2018 District-wide survey of students, 57% of respondents from Cañada indicated that they experienced a combination of housing, income and food insecurity. Seven percent of respondents reported being homeless at some point during the preceding 12 months.¹

Demographic Data

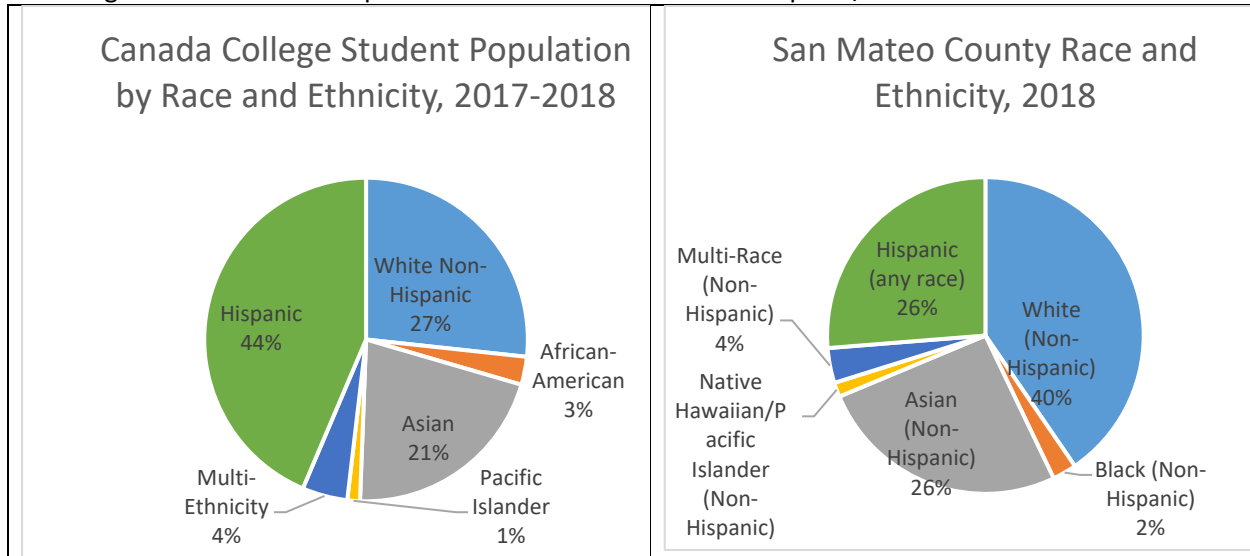
Race and Ethnicity

More than one of every four San Mateo County residents self-identifies as Hispanic or Latino. In Redwood City, this number is one of every three. For Cañada, nearly one of every two students self-identifies as Latino/Hispanic.

To better serve this population, Cañada College became a federally designated Hispanic Serving Institution in 2016. Through its Promise Scholars Program and Expanding Student Opportunity (iESO!) Adelante Project – the latter a collaboration with San Francisco State University (SFSU) - the

¹ SMCCD Basic Needs Survey, spring 2018.

College supports the creation and implementation of academic pathway programs designed to encourage the successful completion and transfer of Cañada’s Hispanic/Latinx and other students.



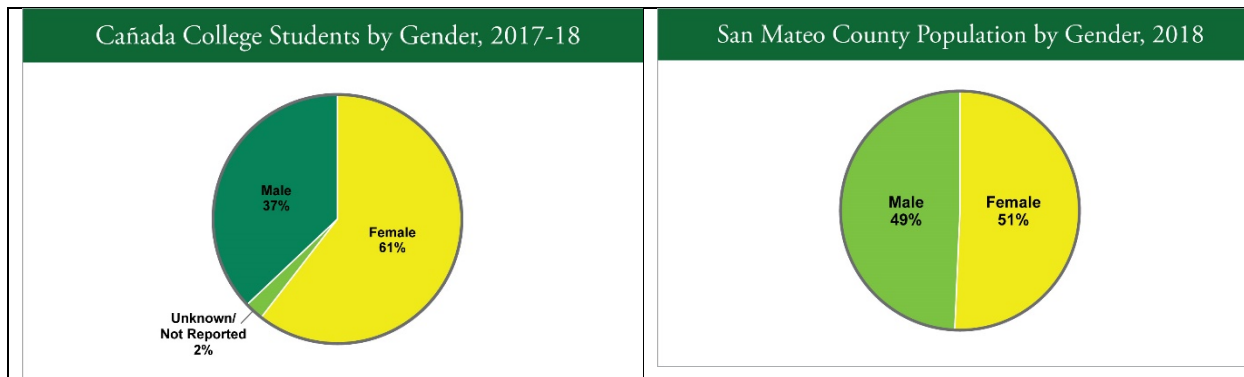
Sources: CCCCO Data Mart for Cañada College; CA Department of Finance for San Mateo County.

Gender

The College’s student population is disproportionately female. For over 20 years, male students have comprised only 34-38% of the total student population – considerably less than the College’s sister colleges in the County and Bay Area region.

One driver behind this phenomenon is the disproportionate number of female students enrolling in some of the College’s most popular career education programs: Early Childhood Education (now Education & Human Development), Fashion Design, Interior Design, and Medical Assisting. Over 90% of enrollment in these programs is female. These four programs account for 60% of the discrepancy in total enrollment. However, while other colleges have a commensurate number of programs that might enroll disproportionately more male students, Cañada does not.

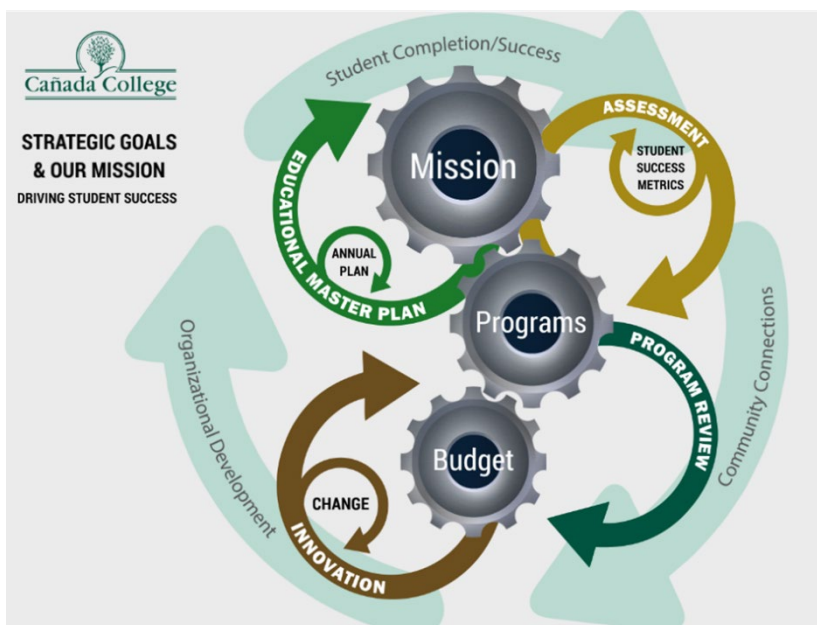
In 2018-19 school year, 42 programs enrolled more female than male students, while only 10 programs enrolled more male than female students. Enrollments in other programs, such as Biology, Psychology, and English are also disproportionately female. The College’s Strategic Enrollment Management Committee is newly focused on this issue and will be conducting a further investigation into the possible sources of these disparities.



Sources: CCCCO Data Mart for Cañada College; CA Department of Finance for San Mateo County.

Equity at Cañada College

The mission of Cañada College is to *provide our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community.* Equity is at the core of what we do.



To achieve its mission, the College welcomes many high-need students who have a goal of transferring to a 4-year university. To effectively prepare first-time students for the rigors of the college experience, the College seeks to continuously improve its programs, policies, and practices. The College does this via a cycle of assessment, program review, planning, budgeting, and implementation that maximizes its ability to innovate and adapt to the ever changing environment in which its students live and strive to succeed. (See diagram).

Since the inception of the Equity Planning process launched by the State Chancellor’s Office in 2013, the College has incorporated equity-related metrics and considerations in all of its plans. Every program considers disaggregated data when considering its effectiveness. Publically available [data dashboards](#) enable all college constituents to obtain disaggregated student data by program, department, and division.

Equity Imperative

The consensus amongst faculty, staff, students and administrators throughout our college is that we must acknowledge the embedded structural racism that American institutions of higher education were founded on, and engage around the effort to uncover and address where these structures still impact our students. We know that if we are to make progress on the disproportionate impacts our minoritized students continue to experience, we will have to examine all aspects of our college, from matriculation to completion, and use an institutional equity lens to ensure that each of these processes is realigned to benefit all of our students.

Our focus on minoritized students is based in critical race theory, which asserts that race is the most significant factor in determining educational outcomes. We understand that class, gender and other constructs are also active factors in explaining achievement gaps in education, however race continues to be the most powerful in predicting school experience and educational outcomes.² With a focus on institutional equity, we are aligning all of our strategic goals and plans to address current needs as well as historical and systemic inequities.

In the context of its 2017-19 Integrated Plan, Cañada College identified and implemented a series of initiatives and activities focused on addressing some of the core aspects of the student experience, such as:

Equity Lecture Series

In the 2018-19 academic year, the ACES committee programmed multiple events featuring speakers, performers and expert practitioners as part of the Equity Lecture Series. The theme for these events was 'equity, healing, and equity-minded practices' and many of the events were aligned with ongoing work such as faculty and staff communities of practice, organizational equity and equity-focused data collection, culturally relevant teaching and learning practices, and exploring the intersection of race and sports. These events provided extensive learning and motivation for the entire college to engage around all aspects of the equity imperative that we are addressing, in large part through our equity funding and SEAP planning processes.

² Ladson-Billings, Gloria, and William F. Tate. "Toward a critical race theory of education." *Teachers college record* 97.1 (1995): 47.

Remedial Education Reform

Of all incoming students first enrolling full time at Cañada in fall 2018, only 5% placed below transfer-level in English and 16% placed below transfer-level math (compared to 27% and 37% respectively in 2013). Thanks to the increased use of high school transcripts, the College has made steady progress in improving the accuracy of student placements since 2015. In fall 2019, the college will launch new co-requisite math and English courses as well as a Writing Center to continue to support the success of students in transfer-level courses within one year of their enrolling at the College.

Faculty Learning Program

Cañada faculty adapted the Faculty Learning Program (FLP), a professional development program designed by UC Berkeley STEM faculty to improve instructional practices, to be effective with STEM and non-STEM Cañada faculty. In 2018-19 a cohort of 13 STEM and non-STEM Cañada faculty participated in a pilot of the program at Cañada College which deepened faculty understanding of how people learn. The overarching goals of the FLP is to improve student achievement and eliminate equity gaps. These are achieved through five faculty-focused objectives:

- Change teaching behavior to support student learning
- Engage faculty in habits of reflection
- Nurture a tradition of continued learning about teaching
- Build faculty learning communities

Beginning in fall 2019, this program will be continued and expanded to include faculty who are new to the program as well as allow a group of program “graduates” to deepen their engagement and further transform their teaching.

STEM Center

Thanks to support from the US Department of Education, the Cañada College STEM Center launched a series of initiatives in 2016 that help students: (1) choose an “Area of Interest”; (2) join a first-year cohort aligned with area of interest; (3) explore career options to better inform the choice of a major and plan of study; (4) receive guidance and support to stay on plan. The STEM Center has closed the achievement gap of underserved and underrepresented students by utilizing high-impact practices such as embedded instructional support and peer mentoring. The College is now scaling these practices to all students, across programs. Students participating in STEM Center activities persist at a rate of 89%.

Promise Scholars Program

Cañada College, along with its sister colleges, is replicating the highly successful City University of New York (CUNY) Accelerated Study in Associate Program (ASAP) model under the auspices of its Promise Scholars Program. The first cohort of 313 Promise Scholars arrived during the fall of 2018 and 88% of

them persisted to spring 2019. In its second year at Cañada, the program is selecting participants on the basis of financial need.

ESL

The ESL department has been very active over the years in our service area community, providing a range of programs and services in the areas of outreach, retention and co-located ESL courses. A disproportionately large number of our graduates took an ESL class as part of their course of study:

Year	College Unique Headcount	ESL Unique Headcount	College Success	ESL Success	College Retention	ESL Retention	% Graduates w/ESL
2013-2014	11,178	1,252	69%	65%	83%	83%	16.6%
2014-2015	11,368	1,258	70.2%	67%	83.6%	84%	17.8%
2015-2016	11,344	1,120	70.8%	70.0%	84.1%	85.1%	17.5%
2016-2017	11,019	1,843	72.4%	72.4%	84.7%	85.6%	17.2%
2017-2018	10,745	1,648	72.5%	68.6%	84.4%	83.6%	17.3%

Puente

The Cañada College Puente Project focuses its efforts on increasing the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to succeeding generations. Many components work together to prepare Puente students to transfer to four-year colleges and universities: English instruction, dedicated Counseling support, and mentoring.

Basic Needs

Cañada College plays a leadership role in the community in assisting students and their families to access housing, food, and transportation. We do so in a variety of ways:

- **Annual Awareness Summit.** President Moore convenes policy makers, community leaders and students for a day of study and recommendations on how best to meet the basic needs of students. This has resulted in the launch of a free shuttle service to East Palo Alto as well as other changes.
- **Free Shuttle.** As a result of the 2017 Awareness Summit, Cañada launched a free shuttle service to East Palo Alto to improve access to campus.

- **SparkPoint.** In February 2015, Cañada College became the second college in California to host a SparkPoint Center, a physical location on the campus as well as a network of services accessed throughout the campus. Students and other members of the community utilize SparkPoint services and resources to achieve financial self-sufficiency.
- **Food Pantry.** 54% of Cañada students experience food insecurity. The College’s full-service on-site food pantry is free for students and community members who need food. In May, 2019, the College also launched a Free Community Market at Cañada College. In partnership with Second Harvest Food Bank of Santa Clara and San Mateo Counties, students and community members are able to access healthy and nutritious food in a weekly farmer’s market atmosphere.
- **Dream Center.** In 2016, the College opened The DREAM Center as a dedicated safe space for undocumented students, DREAMers, and allies. The DREAM Center can assist with issues including AB540 admissions, DACA and the California Dream Act. The Center also provides information and resources on scholarships, clubs, immigration services, food pantry and community resources.

Cañada College Equity Goals: 2019-2021

Given the Student Equity and Achievement Plan template and data framework provided by the Chancellor’s Office, Cañada College has set the following goals for the 2019-21 plan years.

Metric	SEAP Definition	Baseline 2017-18	Goal 2021-22	% Increase	Disproportionately Impacted Student Groups
Access: Successful Enrollment**	<i>Enrolled at Cañada Within 1 Year of application</i>	1572	1700	8%	LGBT Male and Female American Indian or Alaskan Native Male
Retention: Fall to Spring	<i>Persistence of students enrolled in the fall and returned in the spring to the same college (excludes high school students)</i>	3406	3800	12%	Filipina Female
Transfer to a four-year institution**	<i>Number of students transferred to a Four-Year Institution</i>	341	443	30%	Hispanic Male and Female Economically Disadvantaged Female Black or Af Am Female LGBT Male Foster Youth Male
Completion of transfer level math and English	<i>First Time students at Cañada completing transfer level math and English by end of following</i>	145	200	38%	Economically Disadvantaged Female Hispanic or Latina Female Disabled Female
Earned credit certificate over 18 units, associate degree, CCC bachelor’s degree	<i>Award Counts (Number of students receiving any type of degree or certificate in a given academic year)</i>	509	672	32%	Hispanic or Latino Male Disabled Male Filipino Female and Male Black of Af American Male LGBT Male and Female Foster Youth Female Veteran Male

While the College seeks to improve all of its equity gaps across student groups by at least 40% over the next several years (in line with the Chancellor’s *Vision for Success* goals), the primary lens through which the College views the strategies and activities identified in the College’s Equity Plan is that of Guided Pathways and the structural changes it requires. The working assumption of Guided Pathways is that, if the College re-thinks and re-designs certain core functions – onboarding students, clarifying academic pathways, aligning student services with academic pathways, and enabling career exploration

throughout the student journey – the College can substantially address equity gaps in student outcomes across student groups. The College has integrated its plans for a Guided Pathways-oriented redesign with its Student Equity and Achievement Plan, Strategic Enrollment Management Plan, and Annual Strategic Plan. These plans are also expressed in its Institutional Self-Evaluation Report and Quality Focus Essay submitted to the ACCJC on July 30, 2019.

The common aspects of each of these plans are synthesized in the College’s strategic priorities for 2019-21:

1. Re-Design College Processes: **CRM**
 - Streamline the matriculation process
 - Organize student “Success Teams” aligned with Interest Areas
 - Build data dashboards and train data coaches to support these efforts
 - Scale the number of Peer Mentors aligned with Interest Areas and programs
2. Establish **Interest Areas** and **Program Maps** (implement Program Mapper)
 - Use the program mapping exercise to **optimize the course schedule** for student completion
3. Develop **Career Exploration** opportunities for students that are aligned and integrated with Interest Areas
4. Re-design **Academic Support**
5. Build First Year Experience (**FYE**) programs (start at October Flex) aligned with Interest Areas
6. Expand opportunities for **Early College** experiences (dual enrollment; Middle College)
7. Expand College capacity to assist students with **Job Placement**
8. Align **Online Education** to support other college goals

These are correspondingly represented in the College’s Student Equity and Achievement Plan Activities as follows:

Table 4. Activities for Disproportionately Impacted Student Populations		
Metric	Activities	DI Populations entered into NOVA
Access: Successful Enrollment	<ul style="list-style-type: none"> • Expand and extend cohort programs; create comprehensive First Year Experience (FYE) program aligned with interest areas • Continue to develop ACCEL/Adult Ed and ESL department collaboration to increase enrollment in off-campus ESL classes and to provide intentional support for prospective students enrolled at Sequoia Adult School • Increase high school dual enrollment opportunities via a close partnership with Redwood High School, while expanding the number of AB 288 dual enrollment courses available at local high schools • Expand existing Middle College High School program with a focus on equity in recruitment and support • Expand offerings of Career Education courses with 	<ul style="list-style-type: none"> • LGBT Male and Female • American Indian or Alaskan Native Male

	<p>embedded ESL, English, and math. Expand beyond current offerings to include co-locating courses and workshops at area community-based organization</p>	
<p>Retention: Fall to Spring</p>	<ul style="list-style-type: none"> • Align role of Retention Specialists across campus through building and supporting a community of practice among them and supporting their efforts with data and partnership with Counseling dept. • Increase number of courses in math and English supported by EPIC embedded tutoring program • Align BTO Peer Mentor Program with revamped Early Alert system, leveraging retention specialist community of practice • Expand academic success workshops and collaboration with faculty • Establish Success teams aligned with Interest Areas and affinity 	<ul style="list-style-type: none"> • Filipina Female

	<p>groups as part of Guided Pathways implementation</p>	
<p>Completion of Transfer Level Math AND English</p>	<ul style="list-style-type: none"> ● Provide face-to-face and online student support services to meet the needs of all students ● Evaluate the success of students as a result of AB 705 implementation and make adjustments as needed ● Increase culturally relevant pedagogical training for faculty ● Jams programs preceding fall and spring semester using MMAP to prepare students for success in math and English 	<ul style="list-style-type: none"> ● Economically Disadvantaged Female ● Hispanic or Latina Female ● Disabled Female
<p>Earned credit certificate over 18 units, AS, CCC Bachelor's degree</p>	<ul style="list-style-type: none"> ● Optimize course schedule for program completion and align annual course schedule with student type/need (e.g., first generation, daytime and evening ● Integrate and expand Priority Enrollment Program (PEP) and Proactive Registration campus- 	<ul style="list-style-type: none"> ● Hispanic or Latino Male ● Disabled Male ● Filipino Female and Male ● Black Male ● LGBT Male and Female ● Foster Youth Female ● Veteran Male

	<p>wide</p> <ul style="list-style-type: none"> • Scale the Promise Program (replicating CUNY-ASAP model) to provide wrap-around services to students including: financial support (tuition, books, transportation vouchers), proactive counseling and early alert, dedicated tutoring support, priority registration, peer mentoring, career counseling, and success team support • Expand opportunities for students to explore careers; Group academic programs into interest areas which offer aligned career exploration opportunities 	
<p>Transfer to four-year institution</p>	<ul style="list-style-type: none"> • Strengthen 2+2 partnerships with four-year institutions through increasing Transfer Center services and articulation agreements • Re-launch the University Center and expand its partnership programs • Support connection between Career Education Programs and CSU partner programs 	<ul style="list-style-type: none"> • Hispanic Male and Female • Economically Disadvantaged Female • Black/Afr Am Female • LGBT Male • Foster Youth Male

Equity Principles

Our work will be guided by the “[Five Principles for Enacting Equity by Design](#)”. According to Bensimon, Dowd, and Witham (2019), these principles provide the blueprints that leaders and practitioners need to build equity by design. Table 1 provides a summary of the five principles.

Principle 1	Clarity in language, goals, and measures is vital to effective equitable practices. Clarity in language means that practitioners must not only notice but also name the specific racial/ethnic groups that are experiencing equity gaps and avoid being race-blind. Terms such as “at-risk” and “underrepresented minorities” defuse the differences in circumstances experienced by black, Latinx, Asian American, and American Indian populations.
Principle 2	‘Equity-mindedness’ should be the guiding paradigm for language and action. Equity minded practitioners recognize and assume responsibility for inequities. They recognize that inequities may have been created by existing institutional practices and policies. They also acknowledge that they have the power to make changes.
Principle 3	Equitable practice and policies are designed to accommodate differences in the contexts of student’s learning-not to treat all students the same. Practitioners must not confuse equity with equality. Equity gaps cannot be eliminated by treating everyone equally. Policies and practices must recognize and accommodate differences for minoritized students in order to level the playing field.
Principle 4	Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness. Equity-minded practitioners must be willing to continually disaggregate data and conduct inquiry to learn if interventions are working or not working, and why.

Principle 5	Equity must be enacted as a pervasive institution-and system-wide principle. To successfully close equity gaps, institutions must consider equity as the norm for all aspects of the institution. Administrators, staff, faculty, and trustees must demonstrate equity-mindedness not only through language and reasoning, but also in resource allocation, assessment, and strategic planning at the local and district level.
Source: Bensimon, E.M., Dowd A.C., and Witham, K. (2016). Five Principals for Enacting Equity by Design . <i>Association of College and Universities</i> , 19, 1.	

BUDGETING AND RESOURCE ALLOCATION FOR PLANNED ACTIVITIES

The college will continue to prioritize use of student equity funds to support the initiatives listed in this plan, primarily to support personnel and resources needed to implement activities. Equity funds will continue to support the Basic Skills Retention Specialist (100%), Learning Disabilities Counselor (20%), Puente Coordinator (20%), ESL Coordinator (20%), ESL Retention Specialist (20%), Research Analyst (20%), ACES Faculty Coordinator (20%), Foster Youth Retention Specialist (15%), and some funding for student support staff and supplies and materials in these areas. Equity funds will also support professional development activities aligned with institutional equity and the activities in this plan, including cultural events, as well as on-site and off-site professional development. The proposed budget below is based on an anticipated funding allocation of \$333,807 for the 2019-2020 fiscal year. Additionally, 2018-2019 carryforward will supplement the initiatives and activities described throughout this plan.

2019-2020 PROPOSED BUDGET

Object Code	Category	Expense
1000	Academic Salaries	
	Dreamers Legal Clinic	\$6,000
	Counselor/Coordinator- ACES	\$22,315.96
	Counselor/Coordinator- PUENTE	\$23,696.64
	Learning Disabilities Counselor	\$17,547.26
	ESL Coordinator	\$24,161.76
2000	Classified and Other Non-Academic Salaries	
	Basic Skills Retention Specialist	\$62,570.88
	DREAM Center Staff Assistant	\$22,741.43
	Research Analyst	\$19,500.76
	Classified Overtime	\$1500
	ESL Retention Specialist	\$15,268.17
	Foster Youth Retention Specialist	\$8,956.00
	Salaries	\$239,258.86
3000	Employee Benefits	\$93,095.87
	Benefits	
4000	Supplies and Materials	
	Office and other Supplies (PUENTE, Veterans, DRC)	\$10,000
	Books and instructional materials (TLC Program)	\$5,000
	Copying and Printing	\$500
	Food (local trainings, events, and planning meetings)	\$2,000
	Proactive Reg Supplies	\$500
	Puente support/bus /supplies	\$2,000
	Assessments for LD	\$2,000
	Veterans	\$3,000
	DRC Supplies	\$2,000
		Supplies and Materials
5000	Other Operating Expenses	
	Staff Travel (Conferences, trainings, and retreats)	\$1,500
	Dreamer Task Force (PD)	\$1,000

	Hot Spots	\$5,000
	Other Contract Services	\$7,500
	Subtotal	\$15,000
6000	Capital Outlay	\$0
7000	Other Outgo	\$0
	Total 2019-20 Anticipated Expenditures	\$374,354.73
	2019-20 Anticipated Allocation	\$333,807

ACCOUNTING OF STUDENT EQUITY BUDGET ALLOCATIONS

The 2019-2022 Equity Plan also requires an accounting of how student equity funding for 2015-2016, 2016-2017, and 2017-2018 was expended. Below is an accounting of expended funds.

2015-2016 STUDENT EQUITY EXPENDITURES		
Object Code	Category	Expense
1000	Academic Salaries	
	Dreamers Faculty Support	.11
	Coordinator- ACES	.34
	Coordinator- PUENTE	.22
	Learning Disabilities Counselor	.20
	College for Working Adults Coordinator	.10
	ESL Coordinator	.30
	ACES Faculty Inquiry	1.09
	Proactive Registration	.01
	MESA project support	.13
	Subtotal	\$199,047
2000	Classified and Other Non-Academic Salaries	
	Basic Skills Retention Specialist	.54
	ESL Retention Specialist	.10
	Research Analyst	.10
	ACES Inquiry	.02
	Learning Center Tutors/student assistants	1.13
	Math/Word Jam Tutors	.38
	MESA project/SparkPoint support	.49

	Proactive Registration	.04
	Foster Youth Retention Specialist	.21
	Dreamers support	.21
	Salaries	\$133,850
3000	Employee Benefits	\$73,279
	Benefits	
	Supplies and Materials	
	Library/LC TLC project	26,965
	DRC/EOPS/CalWORKS	11,002
	Professional Development Supplies	1,186
	Veterans/Dreamers/FY Retention	3,386
	College for Working Adults Supplies	1,853
	Jams Supplies	635
	PUENTE supplies	2,065
	Supplies and Materials	\$47,092
	Other Operating Expenses	
	Conferences	18,917
	Evaluator/Speakers	15,200
	Contract services for food – Jams and PD Events	4,850
	Contract services for food – PUENTE/Dreamers/ESL	9,009
	PUENTE transportation	2,043
	Software for TLC	1,672
	Other	\$51,691
6000	Capital Outlay	
	Textbooks, Laptops, Calculators program	26,690
	Computers for TLC/EOPS	58,480
	Total	85,170
7000	Other Outgo (educational supplies)	
	Outgo	
	Veterans Books, parking fees, and transportation	11,082
	EOPS/CalWORKS Books, Meals and Transportation	39,682
		50,764
	Total 2015-16 Expenditures	\$640,893

2016-2017 STUDENT EQUITY EXPENDITURES

Object Code	Category	Expense
1000	Academic Salaries	
	ACES Coordinator	0.20
	ESL Coordinator	0.10
	LD Counselor	0.10
	Puente Coordinator	0.21
	Dreamers	0.06
	Subtotal	61,447
2000	Classified and Other Non-Academic Salaries	
	Basic Skills Retention Specialist	1.28
	ESL Retention Specialist	0.56
	Research Analyst	0.29
	ACES Inquiry	0.02
	Learning Center Tutors/student assistants	0.56
	Math/Word Jam Tutors	0.00
	MESA project/SparkPoint support	0.14
	Proactive Registration	0.01
	Foster Youth Retention Specialist	0.30
	Dreamers support	0.33
		Salaries
3000	Employee Benefits	84,100
	Benefits	
4000	Supplies and Materials	
	Library/LC TLC Project	449
	Dreamers	1543
	Professional Development Supplies	1307
	Veterans Dreamers FY Retention	1702

	Basic Skills	219
	Foster Youth	313
	Puente Supplies	1273
	Supplies and Materials	6,806
5000	Other Operating Expenses	
	Conferences	5546
5211	Contract Services for Food for Sparkpoint and PD	2076
5690	Contract Services for Puente/Dreamers/ESL	7882
5680	Puente Transportation	1800
5680	Software for TLC	0
5621		461
	Subtotal	17,765
6000	Capital Outlay	
	Textbooks, Laptops, Calculators program	3469
	Subtotal	3,469
7000	Other Outgo (educational supplies) Outgo	
7679		1,764
	Subtotal	1,764
	Total 2016-17 Expenditures	\$339,490

2017-2018 STUDENT EQUITY EXPENDITURES

Object Code	Category	Expense
1000	Academic Salaries	
	ACES Coordinator	\$20,086.75
	ESL Coordinator	\$21,855.56
	LD Counselor	\$16,176.35
	Puente Coordinator	\$21,855.56
	Dreamers Faculty	\$19,408.03
	Proactive Registration Counseling	\$1500
	Dreamers Legal Clinic	\$1,000
	Subtotal	\$101,882.25
2000	Classified and Other Non-Academic Salaries	
	Basic Skills Retention Specialist	\$60,944.94
	ESL Retention Specialist	\$14,871.71
	Research Analyst	\$21,956.08
	Learning Center Tutors/student assistants	\$5,000
	Sr. Accounting Tech	\$6,468.34
	MESA project/SparkPoint support	\$5,500
	Proactive Registration Staff Support	\$1500
	Foster Youth Retention Specialist	\$9,605.63
	Dreamers support	\$9,605.63
	TLC Student assistants	\$6,400
		Salaries
3000	Employee Benefits	
	total	\$97,885.44
4000	Supplies and Materials	
	Library/LC TLC Project	\$5,000
	Proactive Reg supplies	\$500
	Professional Development Supplies	\$500

	Veterans	\$4,000
	LD Assessments	\$2,000
	Puente Supplies	\$2,000
	Supplies and Materials	\$14,000
5000	Other Operating Expenses	
	ESL Community Spt (Babysitting/Slammers)	\$3,125
	Conferences	\$1500
	Dreamers Task force PD	\$1,000
	Hotspots for TLC	\$5,000
	Subtotal	\$10,625
6000	Capital Outlay	
	Subtotal	
7000	Other Outgo (educational supplies)	
	Outgo	
7679		
	Subtotal	
	Total 2017-18 Expenditures	\$366,245.02

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2019-2022 STUDENT EQUITY PLAN WORK GROUP

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David Reed, Dean, Academic Support and Learning Technologies

Rebekah Taveau, Professor, ESL

And significant contributions from the faculty, student, staff and administrative members of the Academic Committee for Equity and Success (ACES)