

Overview and Request Guidelines

Education Code section 78220 *et seq.* and title 5, sections 54220 and 51026 outline the purpose and requirements for student equity programs: "...to close achievement gaps in access and success in underrepresented student groups, as identified in local student equity plans." The Student Equity Success indicators, as identified by the Chancellor's Office, are:

- **Access** – comparison of the percentage of each population group that is enrolled at the College to the percentage of each group in the adult population within the community served,
- **Course Completion** - ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term,
- **ESL and Basic Skills Completion** - ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course,
- **Degree and Certificate Completion** - ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal, and
- **Transfer** - ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

Student Equity funding is provided to address disproportionate impacts within these success indicators that are present amongst students based on differences in ethnicity, gender, age, disability, income, foster youth, and veteran status.

The call for proposals is open to submit projects designed to address the equity gaps in student success that have been identified at MPC.

Please note that equity funding is not automatically renewed for the upcoming academic year and is contingent upon funding. Priority will be given to dynamic programs that:

1. Increase equitable outcomes for MPC's disproportionately impacted students
2. Infuses both academic intervention and student support services
3. Serves multiple disproportionate student populations, and
4. Addresses multiple student success indicators.

A subcommittee of the Student Success Advisory Committee will review the proposals and make the final recommendations regarding the allocation of resources for approved projects. Each proposal will be evaluated and ranked using the Proposal Rating Rubric (See Appendix 4, pages 13-14). Approved projects can begin immediately.

Instructions to Submit Proposals

- Proposals should be submitted at least 60 days prior to the expenditure.
- Proposals must have approval from the requestor's direct supervisor. Requestors will need to work with the Office of Planning, Research, and Institutional Effectiveness in advance of submitting their proposals to ensure that we have the data to evaluate the efficacy of the proposed project.
- If the request is for an intervention activity with a data component, the requestor must work with the Office of Planning Research and Institutional Effectiveness in advance of submitting their proposals so as to ensure that we have the data to evaluate the efficacy of the proposed project.
- All requests will be reviewed by a sub-committee of the Student Success Committee who will make the final approval of projects to be funded. Please submit proposals at least 60 days prior to the allocation of funds.
- After the activity, requestors must report out to the College. This will primarily depend upon the type of project proposed however we require submission of an evaluative report on any intervention project to be provided to the Student Success and Equity Office. Also, where appropriate, there may be requirement to submit this written report or a presentation to other campus committees. In some cases, an oral presentation would be appropriate. Examples of this would include sharing information learned at a professional development training during a Flex Day workshop or a brown bag lunch sessions.
- Please submit completed proposals via email to StudentEquity@mpc.edu.
- Questions can be directed to LaKisha Bradley at lbradley@mpc.edu or (831) 646-4261.

Student Equity Project Proposal Application for 2017-2018 Funds

Please provide all information requested for NEW and CONTINUING projects. There is no guarantee that existing projects will continue to be funded or funded at the same level as in 2015-2016.

| | | | |
|---|---|---|---|
| Submitted by: | Received Funding in 2016-2017 or Fall 2017 Type amount received here: \$ | | |
| Program: | Is this a request to continue a previous project? <input type="checkbox"/> Yes* <input type="checkbox"/> No <i>*You may copy and paste the relevant text from your previous proposal when completing this application</i> | | |
| Department Chair/Dean/Director | Total Student Equity Funding Requested for 2017-2018 \$ | | |
| Activities to be Supported with Student Equity Funds (Please mark all that apply): <table style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Outreach <input type="checkbox"/> Student services and student services categorical programs <input type="checkbox"/> Research and Evaluation <input type="checkbox"/> Instructional support services that do not generate FTES <input type="checkbox"/> In-State travel </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Professional development <input type="checkbox"/> Adapting academic or career related programs and courses to improve student equity outcomes. <input type="checkbox"/> Other Direct Student Support </td> </tr> </table> | | <input type="checkbox"/> Outreach <input type="checkbox"/> Student services and student services categorical programs <input type="checkbox"/> Research and Evaluation <input type="checkbox"/> Instructional support services that do not generate FTES <input type="checkbox"/> In-State travel | <input type="checkbox"/> Professional development <input type="checkbox"/> Adapting academic or career related programs and courses to improve student equity outcomes. <input type="checkbox"/> Other Direct Student Support |
| <input type="checkbox"/> Outreach <input type="checkbox"/> Student services and student services categorical programs <input type="checkbox"/> Research and Evaluation <input type="checkbox"/> Instructional support services that do not generate FTES <input type="checkbox"/> In-State travel | <input type="checkbox"/> Professional development <input type="checkbox"/> Adapting academic or career related programs and courses to improve student equity outcomes. <input type="checkbox"/> Other Direct Student Support | | |

1. Describe your program/project including baseline data such as the demographics of the students you currently serve or plan to serve, any success data you have on your program, and the nature of the services you provide.

2. Is this a proposal for a new program/project or enhancement to an existing program? Explain.

3. What is the goal for your proposed project?

4. How will the proposed project improve equity in educational outcomes for target group students in the areas of (a) access, (b) course completion, (c) ESL and basic skills completion, (d) degree and certificate completion, and/or (e) transfer?

5. Please describe the outcomes you plan to achieve.

6. What methods of evaluation or measurement will you use to evaluate the effectiveness or impact of the program/project? (Please note a post-implementation evaluation report will be required.)

7. What is the timeline for the proposed project? (Please note all funding must be spent by September 30, 2015. Include that requirement in your operational plan.)

8. Please describe the staffing needs, if any, for the proposed project.

9. Describe how this project could be expanded or “brought to scale” in the future to impact more students.

Applicant's Signature: _____ Date: _____

Director/Supervisor's Signature: _____ Date: _____

Dean's Signature: _____ Date: _____

Budget

Please provide estimated costs of your project's proposed activities.

| Object Code | Classification | # of FTES | Projected Expense |
|-------------|--|-----------|-------------------|
| 1000 | Academic Salaries: Position Titles(s) | | |
| | | | |
| | | | |
| | | | |
| 2000 | Classified and Other Nonacademic Salaries: Position Titles(s) | | Projected Expense |
| | | | |
| | | | |
| | | | |
| 3000 | Employee Benefits | | Projected Expense |
| | | | |
| | | | |
| | | | |
| 4000 | Supplies and Materials | | Projected Expense |
| | | | |
| | | | |
| | | | |
| | | | |

| | | | |
|-------------|--|--|--------------------------|
| | | | |
| | | | |
| 5000 | Other Operating Expenses and Services | | Projected Expense |
| | | | |
| | | | |
| | | | |
| 6000 | Capital Outlay | | Projected Expense |
| | | | |
| | | | |
| 7000 | Other Operating Expenses and Services | | Projected Expense |
| | | | |
| | | | |
| | | | |

APPENDIX 1: MONTEREY PENINSULA COLLEGE STUDENT EQUITY GOALS

The following Student Equity Goals were identified in the Student Equity Plan. The full plan is available on [Google Drive](#).

ACCESS GOALS

- A.1 - Enhance outreach and develop policies and procedures to support and facilitate access for low income, white, Asian, African American, and individuals with disabilities so as to maintain a student body that is reflective of our service area community.

COURSE COMPLETION GOALS

- B.1 - Increase the completion rates for students, with a particular emphasis on low-income, educationally disadvantaged populations.
- B.2 - Increase the completion rate of students pursuing vocational programs.
- B.3 - Reduce the number of students who are on academic/progress probation and/or dismissal.
- B.4 - Provide additional resources and support to veterans, foster youth, low income students, and students with disabilities to support their course completion rates.

ESL AND BASIC SKILLS COMPLETION GOALS

- C.1 - Increase the success rate for students enrolling in basic skills courses, with particular focus on African American, American Indian/Alaskan Native, Hispanic/Latino, Pacific Islander, students of unknown ethnicity, and male students.
- C.2 - Increase the completion rates of students enrolled in lower level English as a Second Language courses.
- C.3 - Provide additional resources and support to veterans, foster youth, low income students, and students with disabilities to support their course completion rates.

DEGREE AND CERTIFICATE COMPLETION GOALS

- D.1 - Increase the degree and certificate completion rates of students who identify these goals on their Application for Admission.
- D.2 - Increase the number of male, Hispanic/Latino, and students of unknown ethnicity who complete degree applicable units.
- D.3 - Provide additional resources and support to veterans, foster youth, low income students, and students with disabilities to support their degree and certificate completion rates.

TRANSFER GOALS

- E.1 - Increase the overall transfer rate for students.
- E.2 - Provide additional resources and support to veterans, foster youth, low income students, and students with disabilities to support an increase in their rates.

APPENDIX 2: DISPROPORTIONATE IMPACT MATRIX

The figure below, from the 2015-2016 Student Equity Plan, shows where disproportionate impact was found at MPC for the subgroups and success indicators required by the Chancellor’s Office. Please note the following:

- Yellow: Presence of disproportionate impact
- White: No presence of disproportionate impact
- Blue: Gap present, however it is not significant in size so as to represent a disproportionate impact. Could still be a potential target group.
- Black: Sub population was not present in cohort or sample size too small

| | Success Indicators | | | | | | |
|----------------------------------|---------------------------|------------|--------------|----------|-----------|---------|-----------|
| | Access | Completion | BS - English | BS - ESL | BS - Math | Degrees | Transfer* |
| Ethnicity | | | | | | | |
| American Indian/Alaskan Native | | Yellow | | Black | Black | Black | Black |
| Asian | Blue | | | | | | |
| Black/African American | Blue | Yellow | Yellow | | Black | | Yellow |
| Hispanic/Latino | | Yellow | Yellow | | White | Yellow | |
| Native Hawaiian/Pacific Islander | | Yellow | Black | Black | Black | Black | Black |
| White | Yellow | | | | Yellow | | |
| Some Other Race | | | Black | Black | Black | Black | Yellow |
| More than One Race | | Blue | | Black | Black | White | Black |
| Gender | | | | | | | |
| Female | | | | | Black | | |
| Male | | Blue | Blue | Black | Blue | | |
| Unknown | | | Black | Black | Black | Black | Black |
| Other Demographics | | | | | | | |
| Foster Youth | | Yellow | | Black | Black | Black | Black |
| Individuals with disabilities | Yellow | Blue | Yellow | Black | Black | Black | Yellow |
| Low-Income | Yellow | Yellow | Blue | Yellow | White | White | Yellow |
| Veterans | | | Black | Black | Black | Black | Black |

*Transfer Data based on the 2015 Scorecard, which separates Filipino into a separate demographic group. Filipino students have a gap and could be a target group. ■

This page is intentionally left blank.

APPENDIX 3: ALLOWED AND DISALLOWED STUDENT EQUITY EXPENDITURES

In general, Student Equity fund expenditures must:

- Be targeted towards the populations, goals and activities prioritized in the college's Student Equity Plan.
- Meet the purpose, and address the target populations and success indicators of Student Equity as defined in statute and title 5.
- Be necessary and reasonable.

ALLOWABLE EXPENDITURES

- Outreach to potential student groups and communities identified in the equity plan, including targeted publications and outreach materials.
- Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
- Research and evaluation related to improving student equity.
- Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
- Support for student equity planning processes.
- Food and beverages for equity related planning meetings, professional development, or student gatherings.
- Professional development, including funding of consultants to educate faculty and staff on the effects of inequities; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
- Developing or adapting academic or career related programs and courses to improve student equity outcomes.
- Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
- In-State travel in support of student equity.
- Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
- Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

DISALLOWED EXPENDITURES

- **Construction, maintenance, or purchase of buildings** -- Student equity funds may not be used for the construction, remodeling, or renovation, maintenance, or purchase of buildings.
- **Gifts** -- Public funds, including student equity funds, may not be used for gifts or monetary awards of any kind.
- **Stipends for Students** -- Funds cannot be used to pay stipends to students for participation in student equity activities.

- **Computers and Related Technology to be Used Primarily by Faculty and Staff, Office Supplies, and Furniture** – Purchasing computers for employee use, office supplies or furniture (desks, chairs, bookcases, etc.) is not allowed.
- **Other Administrative, Faculty or Staff Salaries and Benefits** -- Program funds cannot be used to pay for any staff or administrative overhead costs that do not directly support student equity described in the college's approved plan, such as budget office staff, business office staff, etc.
- **Political or Professional Dues, Memberships, or Contributions** -- Funds cannot be used for these fees or expenses.
- **Rental of Off-Campus Space** -- Use of funds to pay for off-campus space is not allowed.
- **Legal and Audit Expenses** -- Program funds may not be used to pay for legal or audit expenses.
- **Indirect Costs** -- Program funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
- **Unrelated Travel Costs** -- Program funds may not be used for the cost of travel not directly related to student equity activities or functions.
- **Vehicles** -- Program funds may not be used to purchase or lease vehicles
- **Clothing** -- Program funds may not be used to purchase clothing such as jackets, sweatshirts, or tee shirts (with the exception of required uniforms for students).
- **Courses** -- Program funds may not be used to deliver courses that generate FTES.
- **Unrelated Research** -- Institutional research that is not directly related to evaluating or improving student equity outcomes.

SUPPLANTING

Student Equity funding may not be used to supplant general or state categorical (restricted) district funds currently expended on Student Equity activities. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

APPENDIX 4: STUDENT EQUITY PROPOSAL EVALUATION RUBRIC

**STUDENT EQUITY
PROPOSAL EVALUATION RUBRIC**

This rubric was designed for the evaluation of the Student Equity Plan Proposals. The rubric should be utilized by the person requesting funds as a guideline to outline their planned equity activities. The proposals will be reviewed by a subcommittee of the Student Success Advisory Committee. The proposals will be ranked and funded in priority order to the extent funding allows. Those with lower rankings would have an opportunity to resubmit in following years. Any suggestions to improve the rubric should be addressed to the Director of Student Success and Equity. Requestors may be invited to attend a subcommittee meeting to discuss the proposal.

Instructions: Rate the proposal for each item. Then sum all of the points and give the proposal a final score.

| | | | |
|----------------------------------|--|-------|--|
| Proposal Title: | | | |
| Proposal Contact: | | | |
| Proposal Funding Request Amount: | | | |
| Evaluator: | | Date: | |

| Item | Content | | Modest (1 point) | Moderate (2 Points) | Satisfactory (3 Points) | Exceeds Expectations (4 Points) |
|-----------------------------------|---|--|---------------------|------------------------|----------------------------|---------------------------------------|
| Connection to Student Equity Plan | The activities are clearly tied to the Student Equity Plan goals. | | | | | |
| Target Groups Affected | At least one target group from the Student Equity plan is affected. (Demonstrable connections are listed.) | | | | | |
| “Breaking down Silos” | The projected activity involves collaboration with other programs/departments/organizations. | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| Measurable Outcomes | The activity has clearly measurable student success indicator outcomes. | | | | | |
| Evaluation & Assessment | There is a plan to assess and evaluation the project that specifies expected outcomes, includes a detailed evaluation timeline, and specifies the method of measurement. | | | | | |
| Evidence based intervention | The proposal includes activities that have showed proven results and/or in other settings. (Has connection of best practices in educational setting.) | | | | | |
| Scalability | The intervention can be scaled and institutionalized. | | | | | |
| Recruitment/Outreach/Marketing Plan | The proposal includes a clear plan to create awareness for the students learning about the program/proposal activities. | | | | | |
| Budget Plan | The budget plan is detailed, including information on staffing, supplies, equipment, etc. and the expenses are reasonable relative to the expected gains in closing the achievement gap. The requestor explored other funding sources. | | | | | |
| Implementation Plan | The proposal outlines the steps and timeline to implement the proposed activities. | | | | | |
| Dissemination Plan for Effective Practices and Outcomes | There is a plan to share lessons learned from the activities within and/or beyond the college. | | | | | |
| Comments: | | | | | | |