Laney College

2019-22 Equity Plan Executive Summary & Plan

INTRODUCTION

Laney College is the largest of the four Peralta Community College District campuses, serving approximately 12,000 students annually. As the flagship college for the Peralta District, Laney College stretches across sixty acres in downtown Oakland, California, one of the most ethnically and economically diverse cities in America. Laney is also one of the oldest community colleges in the nation, celebrating 65 years in 2018. The Laney College service area includes the adjacent cities of Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont. It also draws students from the Greater Bay Area because of its reputation for diversity and high-quality technical training.

Laney College's diverse student body is reflective of the community they come from. Over 80 percent of our students identify ethnically as Asian, African American, Latinx, Pacific Islander, or multi-racial. In 2018, Laney participated in the #RealCollege campus survey conducted by the Hope Center for College, Community, and Justice at Temple University. The Laney College report, released in April 2019 shows 59 percent of respondents were housing insecure and 27 percent were homeless in the previous year. In addition, over 75 percent of students receive some form of financial aid. The high cost of living in the Bay Area adds additional burden to students' ability to meet their basic needs.

The faculty and staff at Laney College are keenly aware of our students' multi-level needs and remain intensely committed to reducing the equity gap in achievement. In 2017, Laney College adopted a new mission, vision and strategic plan rooted in social justice. With a focus on equity, the adopted goals from the College's strategic plan aim to increase awareness and access for disproportionately impacted (DI) communities. As a result of this commitment, in 2018 the College formed a new Strategic Enrollment Management (SEM) Committee to define strategies and concrete objectives that help to meet the adopted goals. The SEM Committee developed a 2019-2021 Strategic Enrollment Management Plan to ensure the institution's instructional offerings and student support services recruit, retain, and support students throughout their educational journey. The SEM Committee committed to the following guiding principles:

- Help students achieve their educational goals while realizing that their limitless potential is the core of our work at Laney. SEM Plan goals will align with the institution's mission and goal statements
- Campus-wide teamwork and communication is critical to success
- Curriculum and scheduling will be rooted in student need. College SEM Plan efforts will include sound fiscal planning and alignment with the educational and strategic master plans
- Data, both qualitative and quantitative, will be used to set institutional enrollment goals, as well as strategies and tactics
- Adopted goals will be assessed and updated to align with the evolving needs of the college community
- Support equity goals by identifying ways to ensure success of diverse and disproportionately impacted student populations
- All students should achieve their educational goals and realize their tremendous academic and career potential

The collaborative efforts that resulted in the SEM Plan forms the goals and activities to support the overall student population, but will especially benefit students who are disproportionately impacted. Laney College's commitment to build support for DI students is demonstrated in the existing programs supporting Asian, formerly incarcerated, African American, foster youth, veterans, and economically disadvantaged students. In addition, new programs are being developed to build support for additional disproportionately impacted students such as Latinx, Pacific Islander, LGBTQ, and undocumented (AB540) students. The activities supporting DI students focus on improving existing programs and services, while also building new supports to help DI students achieve their academic and career goals.

GOALS AND ACTIVITIES FOR OVERALL STUDENT POPULATION

Table 1. Goals and Activities for Overall Student Population			
Metric	**Current Baseline Data for Overall Student Population**	**Goals for Overall Student Population**	**Activities that Support the Goal**
Transfer to four-year institution **AY 2016-17**	1183 (9%)	1384 (Increase by 17%)	Strategic Enrollment Management (see SEM Plan for specific timeline, metrics and lead): • Develop and adhere to block scheduling • Increase scheduling of short-term courses • Promote and support capstone courses
Access: Successful Enrollment *AY 2017-18*	8848 (34%)	9290 (Increase by 5%)	Strategic Enrollment Management (see SEM Plan for specific timeline, metrics and lead): • Develop late afternoon/evening "hub" • Pilot Pathway Mapping, beginning with media Studies, Undecided Students, and Social Science • Provide support strategies and targeted interventions for programs with low enrollment • Create materials to promote courses, scheduling, career paths, degrees • Increase Dual Enrollment offerings • Increase the total number of Distance Education offerings with a focus on student support, success and retention • Disseminate easily understandable, student-centered information about upcoming policy changes, such as AB 705 • Use digital media tools, newsletters and video to promote the college, programs, career pathways, support services and offerings to prospective students • Collaborate with District Public Information Officer to promote classes, programs and services • Collaborate with departments, programs,

| | | | learning communities, and student services about marketing and promotion of student services
- Develop better marketing of evening, late-start, weekend, and distance education classes
- Promote Welcome Week Activities alongside the office the Student Life
- Hold campus events and fairs that promote programs, services, learning communities, resources, employment opportunities, and community partners
- Conduct financial aid workshops
- Evaluate and improve the dual enrollment registration process |
|---|---|---|---|
| **Retention: Fall to Spring** *AY 2017-18* | 5280 (55% 5280/9593) | 5470 (Increase by 3.6%) | Strategic Enrollment Management (see SEM Plan for specific timeline, metrics and lead):
- Support, expand and establish learning communities and cohorts such as the First Year Experience, Umoja/UBAKA, Puente, APASS, and Gateway to College
- Provide program maps, career exploration and assessment services such as Super Strong Skills to help students who are undecided/undeclared
- Expand hours and availability of student services such as counseling, financial aid and health services for our late afternoon/evening "hub"
- Increase awareness of all support services through a support services orientation
- Provide support for online/hybrid offering, including orientation and technical support
- Establish a one-stop support center with DE support, on-the-spot counseling, tutoring, orientations
- Implement targeted intervention for student support such as Starfish, text reminders for updating Education Plans, counseling contacts and reminders to file for graduation or certificates.
- Enhance materials to appeal to students already enrolled in the College that encourage persistence and completion
- Institutionalize tutoring and expand availability
- Coordinate student panels to inform peers about challenges they have faced and solutions that made them successful |

Completion of Transfer Level Math and English (in first year) *AY 2017-18*	125 (7%)	132 (Increase by 5.6%)	AB 705 Implementation: The implementation of AB 705 will improve placement by using 1) informed self-guided tools; 2) high school coursework; and 3) high school grade point average to maximize the students' entry to transfer level English and math; and 4) non-credit co-requisitions that will maximize the students' success in meeting the goal of transfer level English and Math. Metric for Success: Success rate of transfer English and Math courses within one year. Efforts led by VPI, VPS, Dean of Math & Science, Dean of liberal Arts Strategic Enrollment Management (see SEM Plan for specific timeline, metrics and lead): • Develop and adhere to block scheduling • Develop a late afternoon/evening "hub" • Promote and support capstone courses • Pilot Pathway Mapping, beginning with media Studies, Undecided Students and Social Sciences • Adjust course offerings within English, Math and ESL to implement AB705 • Increase the total number of Distance Education offerings with a focus on student support, success and retention • Support, expand and establish learning communities and cohorts such as the First Year Experience, Umoja/UBAKA, Puente, APASS, and Gateway to College • Increase awareness of all support services through a support services orientation • Create a summer bridge program that is coordinated with support services to enhance college readiness • Establish a one-stop support center with DE support, on-the-spot counseling, tutoring, orientations • Institutionalize tutoring and expand availability
Vision Goal Completion *AY 2017-18*	561 (2%)	738 (Increase by 31%)	Strategic Enrollment Management (see SEM Plan for specific timeline, metrics and lead): • Develop and adhere to block scheduling • Increase scheduling of short-term courses • Develop a late afternoon/evening "hub" • Promote and support capstone courses • Pilot Pathway Mapping, beginning with media

			Studies, Undecided Students and Social Sciences
			• Create materials to promote courses, scheduling, career paths, degrees
			• Establish high school articulation agreements for CTE programs
			• Monitor adherence to the established four-year curriculum review schedule
			• Support, expand and establish learning communities and cohorts such as the First Year Experience, Umoja/UBAKA, Puente, APASS, and Gateway to College
			• Provide program maps, career exploration and assessment services such as Super Strong Skills to help students who are undecided/undeclared
			• Expand hours and availability of student services such as counseling, financial aid, and health services for our late afternoon/evening "hub"
			• Increase awareness of all support services through a support services orientation
			• Provide support for online-hybrid offerings, including orientations and technical support
			• Create a summer bridge program that is coordinated with support services to enhance college readiness
			• Establish a one-stop support center with DE support, on-the-spot counseling, tutoring, orientations
			• Implement targeted interventions for student support such as Starfish, text reminders for updating Education Plans, counseling contract and reminders to file for graduation or certificates
			• Enhance materials to appeal to students already enrolled in the College that encourage persistence and completion
			• Celebrate student successes through positive communication
			• Coordinate student panels to inform peers about challenges they have faced and solutions that made them successful
			▪ Conduct financial aid workshops

DISPROPORTIONATELY IMPACTED STUDENT POPULATIONS

Metric	Population	Goal
Transfer to four-year institution **AY 2016-17**	African American 7% (229) Disabled 7% (73) Foster Youth 8% (28) Latinx 8% (183) Pacific Islander 10% (9) Veteran 8% (27) Laney Overall: 9%	268 85 33 214 11 32
Access: Successful Enrollment *AY 2017-18*	African American 29% (2140) Disabled 30% (383) Foster Youth 30% (255) Latinx 35% (2407) Pacific Islander 32% (72) Veteran 32% (126) Laney Overall: 34%	2247 416 271 2527 76 132
Retention: **Fall to Spring** *AY 2017-18*	African American 53% (1077) Latinx 51% (1001) LGBTQ 43% (167) Pacific Islander 49% (32) Formerly Incarcerated 57% (66) AB 540 54% (105) Laney Overall: 55%	1118 1041 175 33 68 109
Completion of Transfer Level Math and English (in first year) *AY 2017-18*	African American 5% (20) Economic Disadvantage 6% (83) Foster Youth 1% (1) Latinx 6% (24) Pacific Islander 0% (0) Laney Overall: 7%	24 87 3 26 1
Vision Goal Completion *AY 2017-18*	African American 3% (143) Filipino 2% (10) Latinx 2% (100) LGBT 1% (10) Formerly Incarcerated 10% (15) AB540 3% (8) Laney Overall: 2%	191 13 132 13 20 11

Table 2. Disporportionately Impacted Population Goals

PLANNED ACTIVITIES TO ACHIEVE GOALS

Table 3. Activities for Disproportionately Impacted Student Populations	
Metric	**Activities**
Transfer to four-year institution	▪ African American Students: Umoja Program to focus on classes in college level English and Math and provide co-required support class and embedded counseling and tutoring to support students transfer goals while building community to navigate the transfer process. ▪ Disabled Students: DSPS will reinforce and highlight positive successes with improved tracking of graduating students and provide recognition and celebration. ▪ Foster Youth Students: Increase access and exposure to services provided by the Transfer Center and explore collaboration between Transfer Counselor, NextUp (a categorically funded program serving foster youth), and b2b (Beyond Emancipation which is a community based organization serving foster youth.). ▪ Latinx Students: Laney will start the Puente Program, accessing Puente's resources, training, and mentoring program to support Latinx students in counseling, community, mentorship, and transfer. ▪ Pacific Islander (PI) Students: The Asian Pacific American Student Success Center (APASS) is working to develop community, mentorship and resources to support PI student in navigating the transfer process. ▪ Veteran Students: The new Veterans Resource Center (VRC) will allow students to access counseling onsite and build support, including increased collaboration with Disabled Student Programs & Services (DSPS) and Oakland Veterans Center to increase access to services and mental health support as students navigate the transfer process. The program counselor will provide veteran-specific transfer and application workshops.
Access: Successful Enrollment	▪ Improved enrollment process for students into learning communities (Umoja, Puente, FYE, veterans) ▪ African American Students: In collaboration with FYE development, include Umoja as an FYE program. Utilize data to provide targeted outreach such as those who applied and did not enroll. ▪ Disabled Students: Improve outreach and website design for accessibility with stability in staffing. ▪ Foster Youth Students: NextUp to build visibility for foster youth through collaborates with b2b (Beyond Emancipation Learning Community, a local community based organization serving foster youth). Explore outreach efforts to include foster youth support services for Umoja, Latinx Cultural Center, Restoring Our Community, and Adult Education GED programs. ▪ Latinx Students: In collaboration with FYE development, include Puente Project as an FYE program and provide marketing/outreach/informational material in Spanish. Ensure multilingual staff and ambassadors are available for One-Stop Saturday and other enrollment activities and events. Utilize data to provide targeted outreach such as outreach to those who applied and did not enroll. ▪ Pacific Islander (PI) Students: Explore community building for PI students through establishing student club. Collaborate with counselors to develop connection with Oakland PI community to support PI college students and high

	school students. Connect with Oakland High School PI clubs and advisors to support onboarding process for students. ▪ Veterans: Explore evening veteran-specific counseling. Improve the priority registration process for veterans.
Retention: Fall to Spring	▪ African American Student Support: Provide embedded tutoring in Umoja classes and increased tutoring at Umoja Village. ▪ Disabled Students: Support DSPS students to obtain scholarships and access both campus and community support services. Promote student engagement through leadership and peer mentorship opportunities. ▪ Latinx Students: Expand tutoring in Latinx Cultural Center. Build community through various cultural events throughout the year. Build Puente Program within Latinx Cultural Center to expand services for students with transfer goals. ▪ LGBT Students: Lavender Project workgroup support initiatives to build community, awareness, support, and change campus culture for LGBT students. ▪ Pacific Islander Students: Form PI student club to provide community and access campus resources. ▪ Formerly Incarcerated Students: Increase focus on Student Education Plan and collaborate with Disabled Student Programs and Services (DSPS) to serve students with need. Implement early priority enrollment plan for formerly incarcerated students. ▪ AB540 & Undocumented Student Support: Laney College received the Catalyst Grant to develop targeted service for undocumented and mixed-status students. Goals identified from a campus taskforce include: map resources, build visibility, outreach to local high schools, partner with community-based organization to provide legal services, and build a resource center supporting undocumented and mixed-status students. Social Justice Cohort student organizers will partner with Catalyst staff to build community and change campus culture such as organizing Undocu-Student Symposium with CBO partners or increase campus awareness through other organized events.
Completion of Transfer Level Math AND English *(Within 1 year)*	▪ African American Students: Umoja provides transfer English and Math courses for Umoja students. Umoja to expand tutoring to include embedded tutoring and non-credit workshop as part of Umoja classes to support students. ▪ Economically Disadvantaged Students: Various campus groups formed by faculty, students, and staff to advocate and develop resources for students experiencing housing insecurity such as Homeless Support Group and Poor People's Campaign. Provide Emergency Grant towards living expenses that impact student academics and Emergency Book and Transportation resources for. Laney also joins #RealCollegeCalifornia to expand resource, training, and data collection on economically disadvantaged students. Expand and enhance food pantry services. Financial Aid collaboration with faculty to provide training/information in classrooms. Utilize iGrad, an online software with engaging tools and videos, to provide financial literacy training for students. ▪ Latinx: Expand tutoring in the Latinx Cultural Center. Implement Puente Program to provide transfer-level English classes with culturally relevant pedagogy and material. ▪ Pacific Islander (PI) Students: Develop connection with Oakland PI community to support PI college students. Connect with Oakland High School PI clubs and

	advisors to support onboarding process for PI students so they understand the support services such as noncredit English and Math support class and tutoring resources to complete English and Math.
Vision Goal Completion	▪ Asian & Filipino: The Asian Pacific American Student Success (APASS) Program expanding embedded counseling in ESOL classes to increase persistence, retention and completion. APASS counselors provide high-touch contact through ESOL classes and continues to work with students beyond ESOL. ▪ African American Students: Promote African American Graduation to recognize and celebrate the success of African American students. Provide embedded counseling in Umoja classes to increase access to Umoja counselor for clear path towards completion. ▪ Latinx Students: Puente Counselor/Coordinator to support students in clear academic planning and preparation for Vision Goal completion. Latinx Cultural Center also provides information, resources, tutoring, and peer mentorship to support students to complete their program. ▪ LGBT Students: Lavender Project workgroup builds resources for faculty and campus community to support culture change, community building and access campus resources for LGBT students. ▪ Formerly Incarcerated Students: Restoring Our Community provide transfer preparedness workshops through direct engagement with counselors on serving formerly incarcerated students. Increase collaboration with CTE programs to support and outreach to formerly incarcerated students in preparation for degree completion and provide services such as record expungement. Report students served in MIS data to support State data ▪ AB540 & Undocumented Student Support: Laney College received the Catalyst Grant to develop targeted service for undocumented students and/or students with status impacted family. Goals include form campus task force, map resources, build visibility, outreach to local high schools, partner with community based organization to provide legal services, and build a resource center supporting undocumented and mix-status students. Social Justice Cohort partners with Catalyst staff to build community, change campus culture, and build network for undocumented students and family to support goal completion.

RESOURCES ALLOCATED FOR ACTIVITIES

Laney College's mission to educate, support, and inspire students to excel in an inclusive and diverse learning environment rooted in social justice, is reflective of the College's priority to reduce the equity gap for students who are disproportionately impacted (DI) in the community. To this end, the work towards equity is supported by multiple sources of funding. Through the College's integrated planning efforts, efforts and funding from Equity, SSSP, and Basic Skills have all been leveraged toward helping our DI students access to higher education, course completion, and degree and certificate completion. In addition, Laney College has actively sought other funding sources to support the work to meet the need of our community. Other sources of funding that supports the equity work of reducing gaps for our DI population includes (but not limited to):

- California Adult Education Program on non-credit, English as Second Language courses, and career technical education
- AANAPISI
- Innovation Grant to specifically support formerly incarcerated students
- Veterans Resource Center funding to create community and expand services for veteran students
- Catalyst Fund- Support undocumented and mixed-status students
- Hunger Free Campus Support

The following is a breakdown of the proposed Student Equity budget for 2019-20 (including carry over from prior year):

Table 4. 2019-2020 PROPOSED BUDGET		
Program	**Description**	**Expense**
Coordination, & Other DI Support	Associate Dean Office coordination and administrative support of programs	$385,000
	Public Information & Marketing	
	Outreach & Enrollment Service	
	Pacific Islander Student Support	
	Supplies & operating expenses	
	Campus events to support DI students	
	Other DI Support	
	Emergency book & transportation voucher	
African American	Umoja coordination & staff	$270,000
	Expanded tutoring (embedded and in Umoja Village)	
	Supplies & operating expenses	
	Celebration activities & Event	
	HBCU Tour & Conference	
	Emergency book & transportation vouchers	
Formerly Incarcerated	Restoring Our Community coordination & staff	$90,000
	Supplies & operating expenses	
	Transportation & meal voucher	
	Supplies and materials	
Veterans	Tutoring in Veterans Resource Center	42,000
	Supplies & operating expense	
	Professional development for staff on veteran service	
	Transportation & book vouchers	
Latinx	Latinx Center faculty & student worker	160,000
	Puente faculty coordination (Counseling & English)	
	Supplies & operating expenses	
	Campus visits, events	
	Emergency book & transportation vouchers	
AB540	Social Justice Center coordinator & Student worker	46,000
	Supplies & operating expense	

Disability	DSPS staff & tutors	85,500
	Book voucher	
	Total Estimated	$1,078,500

EVALUATION PLAN AND PROCESS: Process and schedule for evaluating the progress made towards meeting student equity goals

The College Strategic Plan developed in 2017-18 utilized the previous equity data and the Chancellor's Vision Goals as the foundation and overarching framework. During 2018-19, as the Strategic Enrollment Management Plan, Local Vision Goals, and Equity Plan was being developed, Laney College intentionally aligned these plans and goals based on the College Strategic Plan. The intent is to ensure consistency between the plans so the College administrator, faculty, staff and students can all work towards the same goals.

The Student Success Metrics Dashboard data by the California Community College Chancellor's Office (CCCCO) forms the foundation of the evaluation. The five metrics established in Student Equity and Achievement (SEA) Program will be used to assess all disproportionately impacted student support programs. The information will be reviewed by the Associate Dean of Educational Success, the Institutional Researcher, and the Student Success and Equity Committee every semester with a full assessment and provide campus update every fall. The following are some plans and timeline for evaluation and process:

Table 5. Evaluation Plan & Process			
Plan	**Metrics**	**Timeline**	**Lead**
Identify constituency group or individual to establish data alignment across campus	▪ Identify appropriate committee or people for this project ▪ Identify data points to collect on all students and how the data is collected ▪ Improve Student Support Annual and Comprehensive Program Review to better reflect assessment of support services	2019 - 2022	▪ Associate Dean, Educational Success ▪ VP of Instruction, VP of Student Services ▪ Institutional Researcher ▪ Dean, Student Services
Data alignment for learning communities	▪ Umoja, Restoring Our Community, and Veteran students accurate tagged in PeopleSoft ▪ New programs (Puente) begin with data assessment process ▪ Access available to pull data on progress toward five metrics for students	2019 - 2021	▪ Umoja, Puente & Restoring Our Communities faculty coordinators, Associate Dean, Educational Success, Institutional Researcher ▪ Associate Dean, Educational Success & Puente coordinator ▪ Institutional Researcher & Associate Dean

	participating in learning communities				
Use Student Success Metrics data to inform College through Participatory Governance Committee	▪ Provide annual data update at College Council, Enrollment Management Committee, Equity Committee, Faculty Senate, etc.	Fall, 2019 Fall, 2020 Fall, 2021		▪ Associate Dean, Educational Success ▪ Institutional Researcher	
Formalize integrated committee to maintain oversight of Equity work	▪ New committee formed with charge to ensure coordination across equity related programs supporting DI students	2019 - 2020		▪ Associate Dean, Educational Success ▪ VP, Student Services	

SUCCESS CRITERIA: Ensure Coordination with Equity Related Categorical Programs

Laney College has spent the 2018-19 year reviewing and updating its participatory governance committees and charges. As a result of this process and the State Chancellor's integration of SSSP, Equity and BSI, a new integrated Student Success and Equity Committee (SSE) was approved through College Council and will begin in Fall 2019. This new committee will focus on the collaboration and coordination of not only Equity, SSSP, and Basic Skills work, but also Guided Pathways, distance education, adult education, counseling, admission & records, financial aid, EOPS, foster youth, and various instructional disciplines such as Career Education, etc. With equity as the lens, the intent of this committee is to facilitate greater information exchange and collaboration across various programs in Student Services and Instruction to support the College in meeting its mission, identified goals, and ultimately the Chancellor Vision for Success goals.

ASSESSMENT OF PROGRESS MADE

Table 6. Integrated Plan Outcomes-DI Populations					
Metric	DI Group	2015-2016	2016-2017	2017-2018	Trend
Increase Access by 5%	Veterans	35% (47)	37% (114)	32% (126)	⬇
	Latinx	45% (2100)	46% (3114)	35% (2407)	⬇
	White	41% (1404)	34% (1467)	34% (1467)	⬇
	Foster Youth	31% (234)	30% (258)	30% (258)	⬇
Increase course completion by 5%	African American	59%	62%	63%	⬆
	Foster Youth	62%	64%	59%	⬇

	Pacific Islander	65%	70%	69%	↑
Increase distance education course completion by 5%	African American	49%	53%	53%	↑
	Veteran	60%	61%	68%	↑
	Foster Youth	62%	74%	60%	↓
	Disability	55%	58%	66%	↑
Increase English Basic Skills course completion by 5%	African American	51%	49%	45%	↓
	Foster Youth	21%	44%	33%	↑
	Native American	56%	0%	0%	↓
Increase ESOL Basic Skills course completion by 5%	Latinx	62%	62%	68%	↑
	African American	59%	68%	64%	↑
	White	75%	68%	61%	↓
	Disability	42%	53%	71%	↑
Increase Math Basic Skills course completion by 5%	African American	41%	42%	40%	↓
	Foster Youth	39%	45%	36%	↓
	Veteran	63%	79%	100%	↑
	Native American	71%	25%	100%	↑
	Disability	52%	42%	57%	↑
Increase degree and certificate completion by 5%	African American	2% (161)	3% (175)	3% (145)	↑
	Asian	2% (172)	3% (207)	3% (173)	↑
	Foster Youth	4% (14)	2% (16)	2% (16)	↓
	Native American	4% (4)	0% (0)	2% (1)	↓
Increase transfer rates by 5%	African American	7% (244)	7% (229)	Not avail.	→
	Latinx	9% (273)	8% (183)	Not avail.	↓
	Veteran	16% (14)	8% (27)	Not avail.	↓
	Foster Youth	11% (20)	8% (28)	Not avail.	↓

ACCOUNTING OF STUDENT EQUITY BUDGET ALLOCATIONS

Laney College has maximized the resources provided through the Student Equity allocation while braiding other funding to create new programs and expand existing programs serving disproportionately impacted students. Some of the programs and services Laney has developed are:

- Developed Umoja Program at Laney College
- Created and expanded Restoring Our Community serving formerly incarcerated students
- Developed Asi Se Puede to support Latinx students with a cohort model similar to Puente. (Transition to Puente Project Fall 2019.)
- Created Latinx Cultural Center which supports students in ESOL, Career Education, and community building
- Created Social Justice Cohort which builds student civic engagement with emphasis on supporting undocumented students
- Created Veterans Resource Center with designated staff and counselor
- Provided targeted tutoring for DSPS students
- Provided leadership development opportunities for African American male students to attend A2MEND conference.
- Provided Book Vouchers, Transportation Vouchers, and/or Meal Vouchers for Umoja, Latinx,

Formerly Incarcerated, DSPS, and Veterans.

The following is an accounting of Student Equity expenditure to accomplishing and continuing the programs and services created.

Table 7. 2015-16 Student Equity Expenditures	
Category	**Expenditure ($)**
1000 Academic Salary	177,952
2000 Classified, Nonacademic Salaries	190,754
3000 Employee Benefits	57,622
4000 Supplies and Materials	32,751
5000 Other operating expenses and services	217,462
6000 Capital Outlay	76,928
7000 Other Outgo: Student Aid/Vouchers	199,486
Total	**952,955**

Table 8. 2016-17 Student Equity Expenditures	
Category	**Expenditure**
1000 Academic Salary	108,660
2000 Classified, Nonacademic Salaries	305,035
3000 Employee Benefits	146,660
4000 Supplies and Materials	4,180
5000 Other operating expenses and services	198,181
6000 Capital Outlay	0
7000 Other Outgo: vouchers	50,000
Total	**812,716**

Table 9. 2017-18 Laney Student Equity Expenditures	
Category	**Expenditure (final pending 2019 close)**
1000 Academic Salary	190,472
2000 Classified, Nonacademic Salaries	251,246
3000 Employee Benefits	106,590
4000 Supplies and Materials	4,080
5000 Other operating expenses and services	79,973
6000 Capital Outlay	1,787
7000 Other Outgo: vouchers	80,160
Total	**714,308**

LANEY COLLEGE EQUITY PLAN CONTACT

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Appreciation for members of the following:
- Equity Committee
- Management Council
- Strategic Enrollment Management Committee
- Faculty Senate
- Umoja Faculty Coordinator: Kimberly King
- Restoring Our Community Faculty Coordinator: Roger Chung
- DSPS Counselor: Miriam Zamora-Kantor
- Veteran Services Counselor: Kimberly Blackwell
- Counseling Chairs: Douglas Cobbs & Terrance Greene
- ESOL Faculty/Guided Pathway: Suzan Tiemroth-Zavala
- English Faculty/Guided Pathway: Eleni Gastis
- Faculty Senate President: Fred Bourgoin
- Director, Student Life: Gary Albury
- Dean, Enrollment Services: Mildred Lewis
- Dean, Career & Technical Education: Peter Crabtree
- Dean, Math & Sciences: Denise Richardson
- Dean, Student Services: JP Schumacher
- Dean, Liberal Arts: Chuen Chan
- Dean, Humanities & Social Science: Mark Fields
- Vice President, Instruction: Rudy Besikof
- Vice President, Student Services: Vicki Ferguson
- President, Tammeil Gilkerson

PERALTA COMMUNITY COLLEGE DISTRICT (PCCD)

ACCOUNTING OF STUDENT EQUITY BUDGET ALLOCATIONS

| Table 10. 2015-16 PCCD Student Equity Expenditures ||
Category	Expenditure
1000 Academic Salary	$179,104
2000 Classified, Nonacademic Salaries	$56,928
3000 Employee Benefits	$44,609
4000 Supplies and Materials	$7,240
5000 Other operating expenses and services	$148,861
6000-Capital Outlay	
Total	**$436,742**

Table 11. 2016-17 PCCD Student Equity Expenditures	
Category	Expenditure
1000 Academic Salary	
2000 Classified, Nonacademic Salaries	
3000 Employee Benefits	
4000 Supplies and Materials	
5000 Other operating expenses and services	
6000 Capital Outlay	
7000 Other Outgo: vouchers	
Total	**$0**

Table 12. 2017-18 PCCD Student Equity Expenditures	
Category	Expenditure
1000 Academic Salary	$75,798
2000 Classified, Nonacademic Salaries	$75,371
3000 Employee Benefits	$58,375
4000 Supplies and Materials	$92,273
5000 Other operating expenses and services	$84,370
Total	**$386,187**

Completed Activities:
- College Promise
- PCCD Equity Coordination
- PCCD Umoja
- Increase African American and Latinx populations
- Increase male student population
- Increase foster youth student population
- Increase campus awareness and needs of Dreamers
- Media outreach including TV promotion
- Outreach to Adult School student populations

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