



Student Equity Funding Request Form (Please Complete Form in its Entirety)

New Project Continuing Project

Forms are submitted directly to Ashley Griffith - Special Project Director, Student Equity (Office of Student Equity, CCC-PLX 100)

Student Equity Funding prohibits the use of funds to supplant. Supplanting is the process of redirecting funds from existing resources or programs. This means that if the project is or was already in place and funded by the college, Student Equity Funds may not be redirected to pay for the same project.

Project, Program, or Event:			
Funding Amount Requested:			
Funding Category:	<input type="checkbox"/> Instructional or Support Staff	<input type="checkbox"/> Professional Development	<input type="checkbox"/> Transfer Activity
	<input type="checkbox"/> Software	<input type="checkbox"/> Other (Please Describe):	

Note: All projects/plans will be required to report out to the Office of Student Success and Equity on an ongoing basis. All funding is tentative pending allocation from the State Chancellor's Office. Projects will be funded based on availability of funds and committee prioritization.

Contact Person:			
Signature:	Date:	Division Dean Signature:	
Special Project Director, Student Equity Signature:		Approve <input type="checkbox"/> Amend <input type="checkbox"/> Deny <input type="checkbox"/> Reason for denial, or suggestion(s) for amendment:	
Dean, Counseling, Student Development and Admissions & Records Signature:		Approve <input type="checkbox"/> Amend <input type="checkbox"/> Deny <input type="checkbox"/> Reason for denial, or suggestion(s) for amendment:	
Executive Vice President, Educational Programs and Student Services Signature:		Approve <input type="checkbox"/> Amend <input type="checkbox"/> Deny <input type="checkbox"/> Reason for denial, or suggestion(s) for amendment:	

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IMPLEMENTATION PLAN – Pg. 1

- 1. Intended Outcome/Participants** - Describe rationale or need and intended outcome and estimated number of participants served.
- 2. Target Population** - If this is a NEW project, please clearly explain how this project will ensure that students who have been identified as disproportionately impacted will be served. If this is a CONTINUING project, please provide specific evidence of how this additional funding will enhance or expand services to students who have been identified as disproportionately impacted. (See Appendix)
- 3. Activities and Outcomes** - Please explain how this project or plan is directly linked to or supports one or more of the Student Equity Activities and Outcomes. (See Appendix for 2015-2016 Goals. These goals will be updated once the integrated plan is established)
- 4. Planning** – How does this activity support the college/department/discipline with future planning?
- 5. Institutionalization** - How do you plan to integrate this project with current college/department/discipline structure? Do you plan to “scale up” this project or plan? What sources of funding will be needed to institutionalize these activities? Please explain.

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IMPLEMENTATION PLAN – Pg. 2

Description of Activity	Responsible Person(s)	Target Date for Completion	Student Equity Success Indicator (Select one or more for each activity)
<p><i>***Please use as many columns as necessary to separate line items; if needed, please attach a break-down of the expenses in a separate Word document.</i></p>			<input type="checkbox"/> Access <input type="checkbox"/> Course Completion <input type="checkbox"/> ESL & BS Completion <input type="checkbox"/> Degrees & Certificates <input type="checkbox"/> Transfer
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IMPLEMENTATION PLAN – Pg. 3

What data collection process do you plan to use to evaluate the effectiveness of the activity or plan?
i.e. faculty/student surveys, retention statistics, TutorTrac or log-in sheets, etc.

Data collection documents must be submitted to Kristina Oganesian or Eileen Haddad in the Institutional Research and Planning Office within two weeks following the culmination of the event.

Aim(s) of Data Collection <i>i.e. To reveal information on students' experiences In ENGL 060 C</i>	Approximate Sample Size <i>i.e. 100 students taking a basic skills ENGL 060 C course</i>	Instrument(s) <i>i.e. Survey to measure students' experiences in ENGL 060 C</i>	Responsible Party (or Parties) <i>i.e. Faculty created questions with assistance from Research staff</i>

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APPENDIX

“To identify, address, and reduce disparities in students’ access and achievement, opening pathways to more equal opportunities for student success.” – Cypress College Student Equity Committee, 2014

Funds are available for expenditures relating to the goals and activities of our Student Equity Plan. All requests will be evaluated and funded based on the ability to enhance the mission and goals of Cypress College *and* student equity.

Student Equity Goals (2015-2016 Student Equity Plan)

View the Student Equity Plan at: <http://www.cypresscollege.edu/StudentEquityPlan.pdf>

- **Access**
 - Increase support to programs and services in order to decrease the enrollment gap from -6.6% to a gap no greater than -2% for male students who are underrepresented on campus when compared to the overall population; Identify barriers to enrollment for Asian American/Pacific Islander (AAPI) students who are not adequately represented at Cypress College in comparison to the service area, decreasing the enrollment gap by 4%; Increase support services to students between the ages of 25-49 to ensure access for non-traditional students (i.e. a student not transitioning from high school), decreasing the access gap by 3%.
- **Course Completion**
 - Improve course completion for African American, Pacific Island, and American Indian/Alaskan Native students, reducing the achievement gap by 3.3%, 4.2%, and 1.5% respectively.
- **ESL and Basic Skills Completion**
 - ESL: Determine strategies and solutions to increase proportional completion rates for students not receiving financial aid, male students, and students between the ages of 25-49, reducing the achievement gap by 4%, 4%, and 1.5% respectively.
 - Basic Skills Mathematics: Identify strategies and solutions to increase proportionality in completion for African American students, students with disabilities, and students between the ages of 25-49, reducing the achievement gap by 2.7%, 3.1%, and 2.4%, respectively.
 - Basic Skills English: Identify strategies and solutions to increase proportionality in completion for students between the ages of 20-24, 25-49, and Hispanic/Latino students, reducing the achievement gap by 1.3%, 7.1%, and 1.4%, respectively.
- **Degree and Certificate Completion**
 - Determine best practices for boosting degree and certificate completion rates for all students, with special attention given to AAPI students to eliminate the degree/certificate attainment gap for that population. Similarly, collaborate with academic divisions to reduce the achievement gap for male students by 1.8%, and by 2.8% for students between the ages of 20 – 24.
- **Transfer**
 - Identify barriers affecting the transfer rate of all students, specifically students with disabilities, and students between the age groups of 20-24 and 25-49, reducing the achievement gap by 4.2%, 4.3%, and -1.5%, respectively.

Please ensure your request follows the expenditure guidelines found on the Cypress College website

<http://www.cypresscollege.edu/facultystaff/default.aspx>