Los Angeles Southwest College

Student Equity Plan and Executive Summary

2019 - 2022

INTRODUCTION:

In keeping with Los Angeles Southwest College's (LASC) Mission to provide a student-centered learning environment committed to empowering students and the community to achieve their academic and career goals through the attainment of certificates and associate degrees leading to transfer and workforce preparation, this Student Equity Plan is a component of our integrated plan which coincides with our newly adopted Student Equity and Achievement Program which is designed to promote better student academic outcomes by integrating student services with academic affairs in the alignment between the Student Equity and Achievement Program and Guided Pathways.

LASC's strategy is to prepare students to succeed in a complex and dynamic world by providing quality instruction and student support services in an environment that promotes and supports diversity, equity and success while emphasizing innovation and partnerships to facilitate student completion for transfer, workforce training and/or career advancement and personal development.

Our commitment to equity stems from our mission statement which describes LASC's broad educational purpose, intended student population, types of degrees and other credentials offered as well as its commitment to student learning and student achievement. Through our Vision, the College strives to inspire, enrich, and transform our students to become active participants in shaping our local community and the changing global world.

Collectively, LASC's Mission and Vision Statement provide the overall framework and basis for the Student Equity Plan and integrated planning college-wide. This connection is achieved by the development of Strategic Plan Goals that directly support the College Mission and are used to guide college-wide planning over a six-year period. Through the implementation of the Strategic Plan, the Mission guides institutional decision-making, planning, and resource allocation. Administrative Services, Instructional Services, and Student Services divisions' programs and service areas develop their goals in alignment with the Strategic Plan, thus ensuring that the college mission is central to planning at all levels of the College.

The process of creating LASC's Student Equity Plan, which serves as a component of the Integrated Plan for the Basic Skills Initiative (BSI) and the Student Success and Support Program (SSSP), has been beneficial to the College as it put all groups together to have a better understanding and respect for the integration of services and resources which culminates in the success of students.

As indicated throughout all areas of the plan, LASC has effective programs, services and planned activities to support student access, retention and success for all students and especially for those who are disproportionality impacted.

This plan uses a well-rounded, comprehensive and infectious approach as it not only provides funding for targeted groups, it also provides other resources such as professional development aimed at improving instruction and support for other programs that have a history of student success for those that are underserved and underrepresented, such as EOPS. This plan provides for academic support by way of imbedded tutoring for students in such programs.

To this end, LASC instituted. LASC's learning community programs is focused on creating opportunities for collaboration between student services and academic staff and instructors. For example, LASC's learning communities will link academic courses such as our English, math, Social Science and History, with study skills focused counseling courses and a college services awareness component as well as imbedded tutoring and continued and directed professional development and curriculum building. Therefore, it is LASC's intent to leverage Student Equity resources to develop new supportive programs and expand existing programs that have demonstrated success and promise, and at the same time strengthening the connection and communication between individual support programs for designated student populations that were listed as targeted in both, our 2015-2018 Student Equity Plan and in this current Student Equity Plan.

LOS ANGELES SOUTHWEST COLLEGE STUDENT PROFILE

In fall 2018, 6,080 students enrolled in at least one credit or noncredit class. Female students accounted for 69% of unduplicated enrollments. African-American and Hispanic students accounted for 91% of all unduplicated enrollments; Multi-ethnic and students with an unknown ethnicity made up an additional 6%. In addition, over 65% of LASC students are under the age of 30. That term, 5,405 of the total enrollments occurred in credit classes; nearly 86% of those students are part-time enrollees. Nearly 80% of credit students are high school graduates without a college degree; nearly 50% of noncredit students are not a high school graduate.

TARGET GROUPS
The College was asked to review baseline outcomes from five areas derived from the [CCCCO Student Success Metrics (SSM) Dashboard](#), and to set three-year goals for the Overall Student Population and for student groups where equity gaps exist. The five areas, better known as Metrics, were:
1. Enrollment in the Same Community College
2. Transfer to a Four-Year Institution
3. Attained the Vision Goal Completion Definition
4. Completion of Transfer-Level Math and English in the First Year (PPG)
5. Retention from Fall to Spring (PPG)

To identify student groups that are disproportionately impacted (DI), the College used the SEA DI files made available via the CCCCO Data on Demand system. Two methods were used to measure DI, the Proportionality Index (PI) and/or the Percentage Point Gap (PPG) Index. For a detailed explanation of

each methodology, see the RP group's publication titled [Using Disproportionate Impact Methods to Identify Equity Gaps](#).

Once the DI groups were identified, the College was asked to set either a Minimum Equity Goal or Full Equity Goal for the identified groups in the [NOVA](#) system. The Full Equity number indicates that the College intends to fully eliminate the equity gap; the Minimum Equity number specifies that the college intends to close the equity gap by 98%. In addition to setting goals for DI groups.

Review of the data show that equity gaps exist in all Metric areas for the overall student population (see Table 1). Using the PPG method, the college determined that an equity gap exists with Metric 1. Over four-years, the average capture rate (number of students that enroll at LASC divided by the number of students that apply to LASC) was 36%; to close the equity gap, the college will increase the capture rate by 30% in three years (Goal = 8,141). An equity gap was also revealed, using the PI method, for Metric 2; resultantly, the College intends to increase the number of students transferring to four-year institutions from 677 to 861 (27% increase over three years). The PI method also shows an equity gap for Attainment of the Vision Goal Completion Definition (Metric 3). The College has set the Goal at 505, a 20% increase from the baseline number of 421. The PPG was used for the final two metrics. In 2017-2018, 37 students completed both transfer-level Math and English within the first year. The College seeks to improve on this metric by increasing, in three years, the number of students achieving Metric 4 by 30% (Goal = 48). For the final metric, the College plans to increase the number of students retained from fall to spring by 30%, over three years. The average four-year retention rate was nearly 55%, the 30% increase will yield a 65% retention rate (Goal = 5,234).

Table 2, below, details the groups of students that were identified as disproportionately impacted, using the methodologies described above. In Metric 1, the most impacted group were female, black or African American students. No DI groups were revealed in Metric 2. Male and Female, Hispanic or Latino students were DI in Metric 3. Metric 4 was free of DI groups. Male, Hispanic or Latino students were the only DI group identified in Metric 5. While the results in Table 2 suggest that students at LASC are minimally impacted disproportionately, the truth is that our students are equally impacted.

As described in the student profile, two ethnic groups makeup nearly the entire student body. Both student groups reside in one of the most impoverished communities in the State of California. According to the [Los Angeles Times](#), the immediate neighborhood, Westmont, surrounding the College is among the most densely populated communities in L.A. County. The [United States Census Bureau](#) reports that the median household income (in 2017 dollars) was $30,864. By comparison, the Median household income for Los Angeles County was $61,015. In Westmont, 68% of persons age 25 years or older have achieved a high school diploma or higher; that is 20% less than the percentage of persons living in L.A. County. Thirty-three percent of Westmont residents live in poverty. That is more than double the rate of persons living in poverty in L.A. County. Adding to the challenges that residents in the community face, including many LASC students, is the element of crime.

From October 22, 2018 to April 21, 2019, the [Los Angeles Times](#) reports that there were 96 violent crimes and 170 property crimes. The rate of 84.5 crimes per 10,000 people make LASC immediate surrounding neighborhood one of the highest ranked dangerous communities in L.A. County, particularly when considering violent crimes. In short, LASC's neighboring communities are characterized by high rates of poverty, limited economic opportunities, low educational attainment levels, and high concentrations of gang activity and violence. Residents in the neighboring community also face

additional barriers, including limited English proficiency, cultural isolation, and high unemployment rates.

Fortunately, LASC related statistics do not mirror those observed in the neighboring community. The latest Annual Security Report demonstrates low incidences of crime on campus. The College's many support services aim to reduce, combat, and/or eliminate the challenges faced by LASC students. Challenges that impact student learning and student achievement.

The SSM Dashboard shows that, in 2017-2018, Associate Degree Earners accumulated, on average, more than 92 units; the course success rate was 65.5%. Overall, our student body is achieving success at low rates. It is for that reason that the LASC Student Equity Plan will look beyond the few identified DI groups. The planned activities that LASC will undertake to achieve the Goals, defined in NOVA, will be wide-reaching. The College will, for example, seek to increase access to higher education for males in the surrounding neighborhood. Academic support services, such as tutoring, will be made available to all students to reduce Retention equity gaps.

STUDENT EQUITY PLAN GOALS AND ACTIVITIES - 2019 to 2022

To close equity gaps for DI student populations identified we will develop and/or continue the below listed activities.

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**
Enrollment in the Same Community College (within 12 months after applying)	6,262	8,141	▪ Revise Onboarding process and training 1. Face to face Orientation 2. Face to face advising 3. Assessment/placement built into application 4. Career assessment 5. 1st Semester Student Education Plan (SEP) 6. Registration assistance 7. Outreach and Recruitment to local area high schools and Community Centers 8. Implement Call Center utilizing Outreach and Recruitment personnel. ▪ Welcome Center ▪ Embedded Counselors ▪ Summer Readiness Program ▪ Dual enrollment ▪ Student-centered scheduling

Transfer to a Four-Year Institution (within 3 years)	677	861	- Pathways - Transfer fairs - Transfer Center (TOPS) implementation - College tours - Transfer counseling - Connection to Career - English and counseling partnership (in-class presentations) - Dual Enrollment
Vision Goal Completion: (Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree)	421	505	- Pathways - Discipline specific faculty success teams: faculty advising - Transfer fairs - Transfer Center implementation/Transfer Opportunity Program Services Center (TOPS) - Student events (on and off campus) - Transfer counseling (ADTs) - Connection to Career - Dual Enrollment
Completion of Transfer Level Math and English (in first year)	37	48	- Face to Face Advising/1st Semester SEP - Transfer level placement in Math and English - Self-guided placement - Math and English Support Courses for transfer level courses - Math and English tutoring; Student Success Center and Student Services Retention Services Center - Increased computer access for Writing Lab requirement - English & counseling partnership (in class presentations) - Summer Readiness Programs - Professional development on instructional strategies to teach STEM courses - Professional Development workshops on AB705, affective domain, and teaching math, English and other gateway course - Dual enrollment
Retention: **Fall to Spring** (all students)	4,026	5,234	1st Semester SEP + Semester-by-Semester SEP - Pathways - Embedded tutoring - Two term registration/ registration workshops

				Professional Development Student Success Workshops

Table 2. Activities for Disproportionately Impacted Student Populations							
Metric	**Females**			**Males**			**Activities**
	Population	**Baseline**	**Goal**	**Population**	**Baseline**	**Goal**	
Enrollment in the Same Community College (within 12 months after applying)	LGBT	139	184	LGBT	48	65	▪ In person orientations and summer bridge programs for Latinx, Foster Youth, LGBTQ and African American Women. ▪ Re-establish the LGBTQ Club and advocates through Associate Students Organization (ASO). ▪ Implement more financial aid literacy workshops for students and parents. ▪ Designate a financial aid specific counselor for DI populations. ▪ Consider utilizing Promise Program funding for DI populations ▪ Targeted outreach to DI populations (in person and via Call Center) ▪ Collaborate with K-12 to establish pathways for Latinx, LGBTQ, and foster youth
	Foster Youth	223	255	Disabled	63	83	
	Black or African American	2,004	2,381				

							▪ Coordinated identification and placement of DI students into special funded programs and learning communities
Transfer to a Four-Year Institution (within 3 years)	N/A			N/A			▪ Hispanic Serving Institution (HSI) and HBCUs themed transfer fairs ▪ Tours of Historically Black Colleges and Universities (HBCUs) ▪ Targeted in-class workshops on transfer preparedness (Umoja and Puente) ▪ Dedicated transfer services for African American and Latinx students
Vision Goal Completion: (Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree)	Hispanic or Latino	97	143	Hispanic or Latino	40	68	▪ Expand Umoja/Puente programs and services through degree/certificate completion ▪ Targeted, in-class, transfer preparedness workshops (ADTs)
Completion of Transfer	N/A			N/A			▪ Increase culturally relevant

Level Math and English (in first year)						pedagogical training for faculty ▪ Development of equity focused communities of practice ▪ Culturally relevant math and English courses, supported with embedded tutors and supplemental instruction ▪ Math boot camps in summer and winter for DI populations.
Retention: **Fall to Spring** (all students)			Hispanic or Latino	616	673	▪ Increased offerings of Umoja, Puente, ethnic studies, and social justice courses ▪ Consider hiring's to expand Puente and Umoja learning communities and leverage EOPS/SSS to serve more African American and Latinx students ▪ Expand Peer Mentor Program across all learning communities ▪ Establish Men of Color and Women support groups ▪ Establish Support Centers for Foster Youth and LGBTQ

ACTIONS TO ACHIEVE OUR GOALS

Guided Pathways: At LASC, our faculty-led Guided Pathways committee is working towards aligning and integrating our college's initiatives and programs in Student Services and Academic Services to our Vision for Success goals and Guided Pathways Initiative.

Outreach and Recruitment: We will continue our partnerships with local high schools which includes assessment, orientation and educational planning at twenty-eight (28) high schools each spring for the following fall term. There are over two hundred and fourteen (214) outreach and recruitment events each year that range from workshops, tabling, and presentations. On such event is our 'School Daze' Open House event where Student Services, Academic Affairs and Administrative Services host tabling events to introduce the various programs and services offered at the college and assist with admissions and financial aid application processes.

The Public Information Office: This office continues to assist students with completing the enrollment process including; Redesigning the ADA certified college website with new webpages that guides all applicants through the enrollment steps and provide streamline access to information about academic programs, placement, financial aid, the LA Promise Program and other services; Sending email and text messages every semester to inform students about upcoming enrollment dates and sending special message reminders to remind those have applied but have not enrolled.

Foster Youth Services: The Guardian Scholars Program and the NextUp Program assists current or former foster youth students with counseling services, financial aid packages, employment services, textbook vouchers, meal vouchers, gas cards, childcare and transportation assistance.

LGBTQI Resources: The Associate Student Organization (ASO) is in full support of students interested in joining the Lesbian, Gay, Bisexual, Transgender, Intersex, Muxe, Pansexual, Allies, Queer (LGBT-IMPAQ) club on campus. In collaboration with Student Services, this club under the direction of the faculty club advisor, will serve as a resource to help LGBTQQI students feel supported and safe on campus.

Veterans Services: The Center will provide book vouchers, wrap around student support services, academic counseling, personal counseling, educational planning, career services, mentoring workshops and to provide a space for veteran students to build a sense of community amongst each other.

Disabled Students Programs and Services: To provide equal access to college educational programs and activities to students with disabilities while promoting their independence and integration. Special services and accommodations are provided to ensure opportunities for successful completion of student educational goals.

PROCESS AND SCHEDULE TO MEET 2019 EQUITY GOALS

The equity plan will be shared with all governance groups across campus as well the Academic Senate, Student Equity and Achievement Program Action Committee, College Council, and Budget Committee. All groups will be made aware of our 2022 targets. Each spring term, the Office of Institutional Research and Advancement will review progress towards achieving the goals and share this information with the College.

After the annual review of each metric, if it appears that any student group is not moving towards their goal, the Office of Institutional Research and Advancement will identify that student group and their respective goal and share the information with the Student Equity and Achievement Program Action Committee. College Council will determine which campus group will be tasked with overseeing that particular student group and goal to ensure the goal is met by 2022.

As part of the College's strategic planning, institutional metrics will be developed and included in the Educational Master Plan. The metrics and goals identified will become the college's updated institutional metrics, therefore institutionalizing the metrics and ensuring that they are updated and assessed on an annual basis as part of the college's strategic plans. The goals, equity plan and annual updates will be posted online as well as shared with the Board of Trustees annually.

RESOURCES BUDGETED TO ACHIEVE OUR GOALS

As outlined in the executive summary, the college has already established an integrated process for supporting equity work that has been institutionalized and is part of the annual resource allocation and integrated planning process. The majority of the funding for 2018-19 and beyond will be expended in supporting the activities, programs and personnel identified in this Student Equity Plan. A significant amount of the Student Equity funds allocated to LASC are dedicated to personnel. Remaining funds are distributed through a proposal process as part of the college's integrated planning and SEAP resource allocation process. Through this process, departments submit resource requests to be funded with equity funds to support disproportionately impacted student populations.

2019-2020 PROPOSED BUDGET		
Object Code	**Category**	**Expense**
	Academic Salaries	**$1,185,662**
1000	UMOJA Counselor	$93,960
	Transfer Counselor	$56,484

	DSPS Counselor	$76,724
	Supplemental Instructors	$219,930
	Veterans Counselor	$48,009
	DRC General Counselors	$82,483
	Adjunct Counselors1/Guardian Scholars	$76,828
	Dean, Special Programs & Services	$51,999
	Puente Counselor	$46,980
	Retention Counselor	$76,724
2000	**Classified and Other Non-Academic Salaries**	**$1,253,407**
	Alternative Media Specialist	$59,099
	Career Guidance Counselor Assistants Veterans	$47,280
	Career Guidance Counselor Assistants Outreach & Recruitment	$189,116
	SFP Technician/Guardian Scholars	$76,828
	Tutors/Student Success Center	$30,000
	Career Guidance Counselor Assistants	$161,329
	Program Assistants	$38,269
	Salaries	
3000	**Employee Benefits** Benefits	**$301,193**
4000	**Supplies and Materials**	**$127,850**
	Marketing Supplies & Material	$117,850
	Printing	10,000

	Other Operating Expenses		**$173,556**
	SARS Software		$10,000
	College Source Online		$6,000
5000	Viatron Imaging System		$23,775
	Q-less System		$40,556
	Student Transportation		$20,000
	Professional Development		$28,225
	Conferences/Workshops		$45,000
6000	**Capital Outlay**		
7000	**Other Outgo**		
		Total 2019-20 Anticipated Expenditures	**$3,041,668**
		2019-20 Anticipated Allocation	**$3,041,668**

COORDINATION WITH EQUITY-RELATED CATEGORICAL PROGRAMS

LASC's integrated SSSP/Student Equity/BSI plan, submitted in 2017-18, has already established a model that promotes integrated planning and program coordination at the district and college levels. Under the direction of the Student Equity Achievement Program Advisory Committee, the Student Equity Coordinator will coordinate efforts with equity-related categorical programs in several ways. To improve fall to spring retention of DI students, the Student Equity Coordinator in conjunction with the Office of Outreach and Recruitment, will coordinate with program area leads to address the methods used to recruit new participants.

Presently, these programs use various strategies to recruit students such as websites, college events, classroom presentations, and referrals. Although some of these methods may have been successful in attracting qualified participants, in some cases, students with the highest needs have not been prioritized. Because equity-related programs offer above and beyond support services not available to the general student population, it is critical to develop a campus-wide strategic recruitment plan to ensure students with the most needs are provided the opportunity to join these programs. Specifically, equity-related programs must ensure DI students (Latinx, Foster Youth, Students with disabilities, African-American Black women, and LGBTQ students) with the highest needs are heavily recruited to fill all available slots before other students are considered.

Because the majority of the student equity-related categorical programs reside in the Student Services Special Programs area, the Dean of Special programs and Services is critical to our integration efforts. The dean monitors and has administrative oversight of matriculation, student support and instruction and services serving disproportionality impacted students.

This coordinated recruitment plan and process will ensure that students with the highest needs are provided the opportunity to join equity-related categorical programs when they first enroll in college. This plan also ensures that DI students receive support services when they first enroll in the college.

As LASC is determined to close the gaps that exist on campus, the college will continue to monitor progress towards achieving our goals and will report such progress annually to campus shared governance groups.

Dependent on staffing, the college was considering expanding the Umoja and Puente programs to serve more Latinx and African American students. Historically, membership in these programs was limited to the number of the seats available in program sponsored English and guidance courses.

ACHIEVEMENT OF GOALS – 2015-16, 2016-17, and 2017-18

1. Access:

Outreach and Recruitment:

The Outreach and Recruitment Office hired six outreach staff to conduct outreach and recruitment efforts at local area high schools, community organizations, and college fairs. Outreach and Recruitment also worked in concert with local area feeder schools to provide guidance and assistance with the application and matriculation process at the college. During 2014, 2015-16 and 2016-17, 2017-18, funding was expended to fund the Outreach and Recruitment team efforts to hire personnel who consistently exceled in their task of getting students to attend LASC. They have also been instrumental in the increase in new student enrollment with their K-12 relationships to include the LA Promise program addition, the First Year Experience program, and the Dual-Enrollment efforts with local area feeder schools.

2. Course Completion:

During the 2014-2015 academic year, supplemental instruction and academic assistance programs were developed to teach students on how to integrate course content and study skills while working together. This Student Equity funded supplemental student centered approach has become infectious in academic affairs as it takes this student centered approach to learning as the program targets high risk students. In 2015-16, 2016-17, and 2017-18, this model grew substantially in

several other academic affairs departments to provide that additional resource to effect course completion. Student Equity funding was also used to fund a Book Loan and Calculator program which continues to be successful as it provides that extra help for those who are impoverished and cannot afford to purchase books or a calculator, or those whose financial aid might be delayed for whatever the reason may be.

3. ESL/Basic Skills:

During 2015-16, and 2016-17, 2017-18, Student Equity funding was used for instructors and resources to conduct the Summer Jam: Math and English Assessment Preparation Program. This program which prepared students to take the assessment test, was very successful as 95% of the students that participated in the program stated that the program was helpful.

Student Equity funding was also used to hire Supplemental Instructors to provide on-line tutoring services to disproportionately impacted students who took online classes.

This experimental process was a success although enrollment did dwindle at the end of the program in 2017.

4. Degree and Certificate Completion:

Student Equity funding was used to provide additional staffing to assist the Acting Student Equity Coordinator, and to provide intrusive counseling for targeted student populations. From 2015-2019- this program was anecdotally a success as student success data had not yet been collected and/or processed to verify success rates. This program provided support and accommodations for those seeking to transfer. Intrusive counseling techniques were used to perform verification checks to learn whether students are on track.

5. Transfer:

Student Equity funding was used for intrusive counseling for targeted populations seeking to transfer. Funding was also used to support Historically Black College and Universities tours (HBCU), fairs and collaborations to encourage students to consider transferring to institutions beyond the CSU's and UC's. In 2015-19, funding was also used to augment resources for the Puente-Project which was established to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders. In 2017-18, LASC was selected as a UMOJA Community campus. Student Equity funding was used to support this program and its supplemental instruction components of the courses to be taught in the program.

Expenditure of Student Equity Funding - 2015-16, 2016-17 and 2017-18

Object Code	Category	Expense
	2015-2016 STUDENT EQUITY EXPENDITURES	
	Category	**Expense**
1000	**Academic Salaries**	**$558,207**
	Equity Coordinator	$65,103
	Transfer Counselor	$56,484
	DSPS Counselor	$76,724
	Tutoring Center Director	$30,474
	Supplemental instructor Lead	$219, 930
	Veterans Counselor	$48,009
	Counselor	$61,483
	Total	**$558,207**
2000	**Classified and Other Non-Academic Salaries**	**$611,673**
	Special Services Asst. DSPS	$18,770
	Financial Aid Tech(s)	$145,573
	Equity Coordinator Asst.	$16,432
	Financial Aid Supervisor	$19, 835
	Financial Aid Manager	$32,303
	Financial Aid Program Asst.	$4,347
	DSPS Program Asst.	$3,802
	Student Worker(s)	$68,601
	Career Guidance Counselor Asst (s)	$61,329
	Student Success Tutor(s)	$239,088

		Total	$611,673
3000	Employee Benefits		$208,394
4000	Supplies and Materials		$131,435
5000	Other Operating Expenses		$48,994
6000	Capital Outlay		$25,729
7000	Other Outgo (educational supplies)	Outgo	$0
		Total 2015-16 Expenditures	$1,584,436

Object Code	Category	Expense
1000	**Academic Salaries**	$321,597
2000	**Classified and Other Non-Academic Salaries**	$59,001
3000	**Employee Benefits**	
4000	**Supplies and Materials**	$51,364
5000	**Other Operating Expenses**	$467,495
6000	**Capital Outlay**	**$160,561**
7000	**Other Outgo** (Educational Supplies)	
	Total 2017-18 Expenditures	**$1,417,208**
	Total 2017-18 Allocation	**$1,417,208**

2016-2017 STUDENT EQUITY EXPENSES

Object Code	Category		Expense
1000	**Academic Salaries**		$430,902
2000	**Classified and Other Non-Academic Salaries**		$363,663
		Salaries	**$794,565**
3000	**Employee Benefits**	**Benefits**	**$107,892**
4000	**Supplies and Materials**		
		Supplies and Materials	**$230,000**
5000	**Other Operating Expenses**		
		Other	**$286,920**
6000	**Capital Outlay**		
7000	**Other Outgo**		
		Total 2016-17 Expenditures	**$1,366,485**
		Total 2016-17 Allocation	**$1,366,486**

Table title: **2017-2018 STUDENT EQUITY EXPENDITURES**