

**Gavilan College  
Equity Proposed Framework**

1. Gavilan College Office of Institutional Research has shown that inequities exist for the following student populations. Please indicate which populations and equity area your proposal will impact below and how many students from that area will be impacted.

<b>Submitted by:</b>	Kimberly Smith	<b>Department/Area:</b>	<i>English Dept.</i>
<b>Proposal Title:</b>	Supplemental Instruction		

Choose a population(s) your proposal will impact

Low income Student Course Completion

Foster Youth course completion

Latino (Hispanic) student Transfer rates

Transfer Rates of students with a verified disability

Students that 20-24,25-49,50 or Older

How many students will be impacted?

Up to 1,848 students per academic year will enroll in classes at the basic skills and English 1A level with the attached supplemental instructional support described in this proposal. A significant portion of these students, especially those enrolled at the basic skills level will be low-income.

[Click here to enter text.](#)

Up to 1,848 students per academic year will enroll in classes at the basic skills and English 1A level with the attached supplemental instructional support described in this proposal. A significant portion of these students will be Latino.

[Click here to enter text.](#)

2. Please provide a summary of your request and how it will directly serve one or more of the populations indicated above. Include a timeline for the activities that you are proposing.

#### SUMMARY

The Supplemental Instruction Tutoring Program provides in-and-out-of-class peer tutoring for up to 45 English sections per semester at the basic skills and English 1A level. The Writing Center requests \$65,472 annually to fund this program.

In addition to facilitating in-class group activities, assisting struggling students, and tracking class concepts, assignments, and deadlines for basic skills English and English 1A classrooms, Supplemental Instruction tutors also build a bridge between the classroom and the Learning Commons/Writing Center space. They also offer targeted Supplemental Instruction Sessions outside of class hours (up to two hours a week) where tutors help students master key concepts and academic tasks leading to successful course completion and ultimately transfer. Such sessions also encourage students to take advantage of the Writing Center's one-on-one drop-in writing consultation sessions, strengthening each student's connection to our school and its resources.

#### HOW IT WILL SERVE

Low-income and/or Latino students are enrolled in Gavilan College's basic skills classes at a higher percentages than those enrolling directly at the transfer level and experience less success across all classes. This college-wide dynamic is also mirrored inside Gavilan College's English classrooms, though students enrolled in classes with Supplemental Instruction often experience greater rates of persistence and completion than those without it.

The Supplemental Instruction Program has long been a key part of the English Department's most successful classes, including our linked 400 and 200 level classes as well as our 200 and 1A level Puente classes. Existing data shows that students enrolled in classes with supplemental instructional support persist and succeed at greater rates, including students of low-income and/or Latino backgrounds.

#### TIMELINE

Middle and end of Spring Semesters: Tutor Recruitment

Tutors are largely recruited from the same population targeted in this proposal, which means we especially seek out and encourage applications from students who started at the Basic Skills level and have already successfully completed English 1A. These student recruits are often from low-income and Latino backgrounds.

For example, of our 25 student staffmembers, 60 percent are Latino and a significant number are also low-income. Tutors that mirror the targeted population in this way are among the highest performing members of our supplemental instruction team, pulling in high numbers of attendees to their out-of-class sessions.

Summers: Training

English 12A: Tutoring Writers: Theory, Training, and Practice is a transfer level course that will provide staff members with two units of summer training to ensure each understands supplemental instruction principles and that they are adept at meeting the targeted population's learning needs.

Fall and Spring Semesters: Continued Training for Student Staff and Supplemental Instruction Programming in up to 45 Basic Skills English and English 1A sections.

Each fall and spring semester, peer tutors earn an additional unit of training by enrolling in English 12B, C, or D: Tutoring Writers: Theory, Training, and Practice while also being assigned to select English classrooms at the basic skills and 1A level as well as providing out-of-class Supplemental Instruction Sessions for students enrolled in those classes.

Equity money would be used to pay Supplemental Instruction tutors for their time in the classroom as well fund their out-of-class tutoring sessions.

3. Explain how the activity is culturally and/or socially relativistic to the population you indicated in question #1. Please include appropriate data, research or relevant information to make your case.

The Supplemental Instruction Program is as successful as it is, in part, because it hires peer tutors from the same population that it seeks to serve. This creates an important cultural and social bridge for low-income and Latino students, who are better able to connect their lives outside the academy to their lives inside it via the modeling, encouragement, and expertise the Supplemental Instruction Program provides.

Attached is a report outlining the benefits of supplemental instruction programs as well as a table showing the achievement gap for Mexican American (Latino) students nationwide. Nationally, students who regularly participate in Supplemental Instruction Sessions have been shown to increase their level of success by half-to-a-full letter grade.

Gavilan College data has already shown that our accelerated classes, the majority of which are provided with supplemental instruction tutors, have greater degrees of persistence and completion than those without. Students at the English 1A level succeed at a rate of only about 55 percent, which is a problem the Supplemental Instruction Program can help address. (See attached data.)

By continuing to provide funding for this program, the equity committee will ensure the success of our basic skills accelerated model and help increase success rates at the 1A level.

4. How do you propose to specifically target the populations that you indicated in question #1 for services?

**By focusing our program on students at the basic skills level, we are establishing a direct link to low-income and Latino students. Because our tutors closely mirror the targeted population, they are also able to encourage higher rates of participation of low-income and Latino people at the 1A level.**

**Faculty opt into the Supplemental Instruction Program at the 400, 200, and 1A level by requesting to be a part of it. The Writing Center makes every effort to provide a peer tutor to every teacher who makes this request.**

**Peer tutors make possible a diverse range of best practices that have been shown to be effective with the targeted population, including providing just-in-time one-on-one assistance, facilitated small group activities, community building, out-of-class contact with a study group, and peer-to-peer bridges to other important forms of academic support, such as counseling and other tutoring programs.**

5. Please address the following in regards to objectives.

A. What is your proposed objective for the activity? Provide a metric(s) that should be used to measure the success of the activity specifically for the populations indicated In question 1. )

Program success can be measured by tracking individual students from low-income and Latino backgrounds who actively participate in the Supplemental Instruction Program from initial enrollment through transfer vs. those who are not receiving this support.

B. What are the objectives for your project?

Our project's short term objective is to show increased rates of course completion at the basic skills and 1A level for students enrolled in classes with Supplemental Instruction attached.

Our long term objective is to see students who enroll in supplemental instructionally supported English 1A classes transfer at higher rates than those who did not enroll in such classes.

C. Please include a plan on how you will collect data to evaluate if you met the proposed objectives.

Classes at the 400, 200, and 1A level with supplemental instructional support will be compared to classes that are not receiving this support.

6. Can your proposal be scaled to impact a greater number of students? If so how?

Were we able to hire more tutors and promote the program to and train additional faculty in supplemental instruction best practices, we would be able to reach every 400, 200, and 1A level classroom. However, to date it has not been possible to hire enough tutors to meet all potential need and not every instructor has expressed interest.

7. Please provide a budget and detailed breakdown of requested costs

Description	Amount
<p>Provide Supplemental Instruction Tutoring for up to 45 basic skills and English 1A level sections per semester for between 4-6 hours a week of support per week (up to three classroom hours, two lab hours, and between 1-2 outside-of-class hour-long tutoring sessions for each class.)</p> <p>This is a total of 2976 supplemental instruction tutoring hours per semester at a median cost of \$11 per hour = \$32,736</p>	
<b>TOTAL</b>	<b>\$65,472 per year</b>

**Gavilan College  
Equity Proposed Framework**

1. Gavilan College Office of Institutional Research has shown that inequities exist for the following student populations. Please indicate which populations and equity area your proposal will impact below and how many students from that area will be impacted.

<b>Submitted by:</b>	<i>Alice Defrusne-Reyes</i>	<b>Department/Area:</b>	<i>Student Health Services</i>
<b>Proposal Title:</b>	<i>Student Health Services-PT Clerical Position</i>		

Choose a population(s) your proposal will impact

How many students will be impacted?

Low income Student Course Completion

**90 initially**

Foster Youth course completion

[Click here to enter text.](#)

Latino (Hispanic) student Transfer rates

Transfer Rates of students with a verified disability

[Click here to enter text.](#)

Students that 20-24,25-49,50 or Older

**90 initially**

2. Please provide a summary of your request and how it will directly serve one or more of the populations indicated above. Include a timeline for the activities that you are proposing.

Students self refer to Student Health Services (SHS) for a variety of concerns not only health issues. This proposal will begin April 10<sup>th</sup> upon funding and provide case management until April 2018 for those students in the populations indicated above. Those students already members of a specific campus program e.g. EOP&S will receive health services and be referred back to continue to be seen by their program. Those students that are not receiving services currently from categorical programs will receive case management services within SHS. These case management services will be managed by the College Health Nurse (CHN) with the strategic support of a classified position. The intent of this proposal is to secure a part time clerical position to work with students under the direction of the College Health Nurse. This person will preferably be bicultural and bilingual Spanish speaking.

3. Explain how the activity is culturally and/or socially relativistic to the population you indicated in question #1. Please include appropriate data, research or relevant information to make your case.

Nearly 90% of the students seen in Student Health are within the low income students and the age groups of 20-24, 25-49 and 50 and older. Interviews with the students indicate that there are multiple issues in their personal lives impacting their ability to complete their classes and/or do well. As indicated by research from the UC system, nearly 25% of

those students in the UC system leave school due to a myriad of social concerns. We know that our student population have several fewer resources than their counterparts in the UC system. As a result of the American College Health Association (ACHA), the actual percentage for our community college students leaving school is higher. This proposal is to use the case management model. The case management model will be utilized to work with and follow the identified students. The College Health Nurse will meet initially with the student. A plan will be developed between the CHN and the student. After the student's initial interaction with the CHN, the student will work directly with the clerical staff person at specific times throughout the semester. The clerical staff person will receive direction and consultation from the College Health Nurse.

4. How do you propose to specifically target the populations that you indicated in question #1 for services?

**The target populations will be identified by several means. First of all, those students seen in SHS will be provided information regarding the case management model and invited to participate. The College Health Nurse (CHN) will work with Counseling, Financial Aid, A&R, Outreach, Transfer Center and other areas within Student Services to identify students. Additional outreach by the CHN to Faculty will encourage and identify the students. In addition, all self referrals in Argos will be contacted by SHS regarding this case management project.**

5. Please address the following in regards to objectives.

A. What is your proposed objective for the activity? Provide a metric(s) that should be used to measure the success of the activity specifically for the populations indicated In question 1. )

Surveys will be completed by the participants

B. What are the objectives for your project?

The objectives include:

1.0 Identify the case management model to be utilized

2.0 Orient the part time employee regarding the case management model

3.0 Create a survey to ascertain issues of concern for the student

4.0 Provide outreach

5.0 Identify students

6.0 Provide service

7.0 Evaluation completed by students

C. Please include a plan on how you will collect data to evaluate if you met the proposed objectives.

All tools utilized in the project will be provided in the evaluation document. Data gleaned from the initial survey and the evaluation upon completion will be presented.

6. Can your proposal be scaled to impact a greater number of students? If so how?

Yes, this proposal could be scaled to impact a greater number of students. This pilot will be evaluated at the three month mark and will identify how additional students could be included. The College Health Nurse will be available to meet regarding this proposal and also present results of this proposal.

7. Please provide a budget and detailed breakdown of requested costs

Description	Amount
Provision of a classified short term part time clerical position at \$16 per hour at 19 hours per week for 42 weeks	\$13,376
Click here to enter text.	Click here to enter text.
	Click here to enter text.
Click here to enter text.	Click here to enter text.
<b>TOTAL</b>	<b>\$13,376</b>



**Gavilan College  
Equity Proposed Framework**

1. Gavilan College Office of Institutional Research has shown that inequities exist for the following student populations. Please indicate which populations and equity area your proposal will impact below and how many students from that area will be impacted.

<b>Submitted by:</b>	Claire Boss	<b>Department/Area:</b>	CTE
<b>Proposal Title:</b>	<i>Professional Development</i>		

Choose a population(s) your proposal will impact

How many students will be impacted?

Low income Student Course Completion

All enrolled Gavilan College evening students

Foster Youth course completion

Same as above

Latino (Hispanic) student Transfer rates

Same as above

Transfer Rates of students with a verified disability

Same as above

Students that 20-24,25-49,50 or Older

Same as above

2. Please provide a summary of your request and how it will directly serve one or more of the populations indicated above. Include a timeline for the activities that you are proposing.

We know that powerful professional learning is inquiry-based and recursive (Easton 2008). Therefore, we would like to provide an updated professional learning opportunity for all educators (faculty, staff, administration) to better understand the needs of our evening students, their understanding of the supports that are available to them. Further, we would also like to understand what educators see as needs to better serve evening students at Gavilan College and off site locations (Morgan Hill, Hollister, and Coyote Valley), as well as better understand their understanding of the student support services that are available to students.

Gavilan College provides many services and programs (EOPS, peer mentoring, counseling, etc) to support student learning and success however many of our evening and off site students are unaware of services and are not on campus during the day making it difficult to for them to fully access the services provided. Most services close when evening students are arriving on campus. \*Research data regarding total of evening students enrolled as been requested.

Goals-

1) To identify and address the needs of all Gavilan College students

- 2) Work/collaborate with core services, specialized programs, student leaders and key faculty to create opportunities for knowledge and access of services
- 3) Create workshops/trainings and events for all faculty and staff to help reach all student populations.
- 4) Offer available materials and resources

#### Timeline-

March-April 2017-Complete surveys and make available to all students, faculty, staff

May 2017-Collect data/Share data with key faculty/Core services/Specialized Programs to create next steps

June 2017-Create workshops/trainings for all faculty, staff and administration with the help of key faculty and service programs

July 2017-Create/gather materials to publicize services to students

August 2017-Start of fall semester plan event for evening students at Gavilan College and off site locations introducing services available

September 2017-Advertise/Implement trainings/workshops for all faculty and staff

November 2017-Create and Implement new survey to all students, faculty, and staff gathering data on results of events/trainings/workshops

3. Explain how the activity is culturally and/or socially relativistic to the population you indicated in question #1. Please include appropriate data, research or relevant information to make your case.

In 2010, Gavilan began a similar inquiry into student equity issues with a Gap Analysis event. “Isolation” was a clear theme that surfaced for students. In Spring of 2015, equity issues were studied again through an Inquiry Window event for campus educators and students, as well as a Gavilan Connects event using student success factors identified by the RP group. One of the striking in the Inquiry Window was the different kind of needs that were identified: students tended to indicate they needed very basic kind of support: affordable food, drinking fountains, nap rooms, etc., while staff and faculty tended to identify more academic-oriented needs for students, e.g. tutoring. There were also “gaps” in the understanding of both groups: things that were already in place, but that weren’t always widely understood or communicated.

We would like to offer similar questions that were asked in 2015 to our current evening students, faculty and staff: what resources do you know about? Which resources are you unclear about? What resources are missing that you need? Etc.

After sharing the results with the campus, the data will be used to plan next steps with key campus leaders, student leaders, core services, and specialized programs, such as possible trainings, workshops, and other ways to publicize the existence of current services and help the entire campus community better connect those services to all students, especially evening students that need them.

4. How do you propose to specifically target the populations that you indicated in question #1 for services?

Create surveys and offer events, trainings, and workshops to all Gavilan College students, faculty and staff.

5. Please address the following in regards to objectives.

A. What is your proposed objective for the activity? Provide a metric(s) that should be used to measure the success of the activity specifically for the populations indicated In question 1. )

To raise awareness of the needs of our evening students at Gavilan College and an awareness of the services needed to better support all students learning and success.

To increase understanding and awareness of students needs amongst faculty and staff.

Metric: With the guidance of the institutional research office, turn responses/data into a meaningful narrative for sharing with the campus, and compare the results from the two audiences (students vs. campus educators); After the activities like workshops, events, student services flyers being updated, etc., follow-up with another assessment to see if attitudes, ideas, etc. have changed in the two populations.

B. What are the objectives for your project?

Objectives include: being able to provide services more equitably to all Gavilan College students and to create more opportunities students to have access to services; raise campus understanding of student needs and the availability of current services; better understand if the “interventions” have raised awareness and changed practices.

C. Please include a plan on how you will collect data to evaluate if you met the proposed objectives.

Collect data from surveys of participating students, faculty, and staff. Collect data from service programs to see if they are being better and more meaningfully utilized.

6. Can your proposal be scaled to impact a greater number of students? If so how?

Yes it can be scaled to reach more students and educators by continuing and refining this process the future.

7. Please provide a budget and detailed breakdown of requested costs

Description	Amount
Pay faculty/staff to development surveys, workshops and services related materials	1,000
Pay faculty/staff for on campus trainings and workshops	3,000
Pay for event and workshop materials and resources	1,000
Click here to enter text.	Click here to enter text.
<b>TOTAL</b>	<b>4,000</b>

Submitted by: Debbie Amaro Department/Area: Nursing  
Proposal Title: Student Success Coordinator

**Gavilan College  
Equity Proposed Framework**

1. Gavilan College Office of Institutional Research has shown that inequities exist for the following student populations. Please indicate which populations and equity area your proposal will impact below and how many students from that area will be impacted.

Choose a population(s) your proposal will impact

How many students will be impacted?

Low income Student Course Completion

Students with a low income face difficulty completing required nursing courses. They may not be able to focus on class, due to many issues at home. We have had students living in their cars and coming to school.

Foster Youth course completion

[Click here to enter text.](#)

Latino (Hispanic) student Transfer rates

The nursing program has approximately 40% Latino students enrolled. Their transfer rates are low compared with other students in the program.

Most identify that they difficulties with support at home, English as a Second Language, and may have a difficult time paying for courses, books, and other fees.

Transfer Rates of students with a verified disability

[Click here to enter text.](#)

Students that 20-24,25-49,50 or Older

The nursing program is made up of students primarily between the ages of 30 and 50. This population has difficulties with

studying, as the usually  
all have families and  
many work, leading to  
less time to study.

2. Please provide a summary of your request and how it will directly serve one or more of the populations indicated above. Include a timeline for the activities that you are proposing.

We are requesting a Student Success Coordinator to assist struggling nursing students to remediate, understand, and be successful in the nursing program . This person would work two days per week and students will be referred to her/him by their instructor for help. This person would utilize various strategies to improve each student's outcome.

3. Explain how the activity is culturally and/or socially relativistic to the population you indicated in question #1. Please include appropriate data, research or relevant information to make your case.

The population in the South County is very diverse, but with a larger population of Hispanic people. In both Santa Clara and San Benito, the Hispanic population is approximately 25 – 58%. Please see attached information from Santa Clara County and San Benito County.

4. How do you propose to specifically target the populations that you indicated in question #1 for services?

**We would like to hire a part-time nurse (faculty) to assist with remediation of students who are not meeting the learning outcomes/objectives of the program. A Student Success Coordinator, who can meet with students who are at risk for failing and assess their reasons for poor performance and areas of issues ( for example, dosage calculations, pathophysiology, critical thinking). After assessment, the Student Success Coordinator will advise aggressive strategies and appropriate remediation activities tailored to each student's needs. These strategies will go beyond the help that their instructor has provided and hopefully improve the student's course grades and improve their chances for passing the national board licensing exam (NCLEX).**

5. Please address the following in regards to objectives.

A. What is your proposed objective for the activity? Provide a metric(s) that should be used to measure the success of the activity specifically for the populations indicated In question 1. )

The proposed main objective for this activity is to improve student understanding of content, increasing course grades, and NCLEX Licensing Exam

B. What are the objectives for your project?

1. Nursing students will complete nursing courses with a greater knowledge level and improved grades.
2. Nursing students will pass the NCLEX the first time they are tested.
3. Nursing students will find employment in the nursing field upon completion of the all the courses and passing the NCLEX exam.

C. Please include a plan on how you will collect data to evaluate if you met the proposed objectives.

We will collect data from the students who are in the Student Success program through performance evaluations and written exams. Analyze the degree of improvement and also compare those scores to the population of the class.

6. Can your proposal be scaled to impact a greater number of students? If so how?

While we are expecting the Student Success coordinator to assist our students of various cultures and ethnicities, the Student Coordinator will be able to assist any students who are needing extra assistance in completing the courses of the nursing program.

7. Please provide a budget and detailed breakdown of requested costs

Description	Amount
Compensation for an instructor, 2 days per week. Assuming \$50.00/hour X 16 weeks, plus burdens(4.95%)	\$13, 233.60
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
<b>TOTAL</b>	<b>sss</b>

Gavilan College Nursing Program  
Actual Student Numbers of Different Ethnicities and Ages  
Combined Starting In 2015 and 2016

**Ethnicity**

American Indian: 1

Asian Pacific Islander: 4

Hispanic: 24

Caucasian: 15

**Age Span**

17 Students: less than 25 years old

11 Students: 26 – 30

12 Students: 31 – 40

6 Students: 41 – 50

1 Student: 51-60




[www.census.gov/en.html](http://www.census.gov/en.html)

Search

U.S. Census Quick Facts

## QuickFacts

### San Benito County, California

QuickFacts provides statistics for all states and counties, and for cities and towns with a *population of 5,000 or more*.

All Topics	SAN BENITO COUNTY, CALIFORNIA
<b>People</b>	
<b>Population</b>	
Population estimates, July 1, 2016, (V2016)	NA
Population estimates, July 1, 2015, (V2015)	58,792
Population estimates base, April 1, 2010, (V2016)	NA
Population estimates base, April 1, 2010, (V2015)	55,269
Population, percent change - April 1, 2010 (estimates base) to July 1, 2016, (V2016)	NA
Population, percent change - April 1, 2010 (estimates base) to July 1, 2015, (V2015)	6.4%
Population, Census, April 1, 2010	55,269
<b>Age and Sex</b>	
Persons under 5 years, percent, July 1, 2015, (V2015)	6.8%
Persons under 5 years, percent, April 1, 2010	7.4%
Persons under 18 years, percent, July 1, 2015, (V2015)	26.6%
Persons under 18 years, percent, April 1, 2010	29.1%
Persons 65 years and over, percent, July 1, 2015, (V2015)	11.8%
Persons 65 years and over, percent, April 1, 2010	9.7%
Female persons, percent, July 1, 2015, (V2015)	49.8%
Female persons, percent, April 1, 2010	50.0%
<b>Race and Hispanic Origin</b>	
White alone, percent, July 1, 2015, (V2015) (a)	88.3%
White alone, percent, April 1, 2010 (a)	63.7%
Black or African American alone, percent, July 1, 2015, (V2015) (a)	1.4%
Black or African American alone, percent, April 1, 2010 (a)	0.9%
American Indian and Alaska Native alone, percent, July 1, 2015, (V2015) (a)	3.1%
American Indian and Alaska Native alone, percent, April 1, 2010 (a)	1.6%
Asian alone, percent, July 1, 2015, (V2015) (a)	3.5%
Asian alone, percent, April 1, 2010 (a)	2.6%
Native Hawaiian and Other Pacific Islander alone, percent, July 1, 2015, (V2015) (a)	0.4%
Native Hawaiian and Other Pacific Islander alone, percent, April 1, 2010 (a)	0.2%
Two or More Races, percent, July 1, 2015, (V2015)	3.3%
Two or More Races, percent, April 1, 2010	4.9%
Hispanic or Latino, percent, July 1, 2015, (V2015) (b)	58.7%
Hispanic or Latino, percent, April 1, 2010 (b)	56.4%
White alone, not Hispanic or Latino, percent, July 1, 2015, (V2015)	35.5%
White alone, not Hispanic or Latino, percent, April 1, 2010	38.3%
<b>Population Characteristics</b>	
Veterans, 2011-2015	2,500
Foreign born persons, percent, 2011-2015	20.3%
<b>Housing</b>	
Housing units, July 1, 2015, (V2015)	18,217
Housing units, April 1, 2010	17,870
Owner-occupied housing unit rate, 2011-2015	62.7%
Median value of owner-occupied housing units, 2011-2015	\$380,200
Median selected monthly owner costs -with a mortgage, 2011-2015	\$2,223
Median selected monthly owner costs -without a mortgage, 2011-2015	\$514
Median gross rent, 2011-2015	\$1,353
Building permits, 2015	218
<b>Families and Living Arrangements</b>	
Households, 2011-2015	17,198
Persons per household, 2011-2015	3.33
Living in same house 1 year ago, percent of persons age 1 year+, 2011-2015	85.1%
Language other than English spoken at home, percent of persons age 5 years+, 2011-2015	38.6%
<b>Education</b>	
High school graduate or higher, percent of persons age 25 years+, 2011-2015	78.0%
Bachelor's degree or higher, percent of persons age 25 years+, 2011-2015	19.0%
<b>Health</b>	
With a disability, under age 65 years, percent, 2011-2015	5.3%
Persons without health insurance, under age 65 years, percent	▲ 13.5%
<b>Economy</b>	
In civilian labor force, total, percent of population age 16 years+, 2011-2015	68.4%
In civilian labor force, female, percent of population age 16 years+, 2011-2015	61.7%
Total accommodation and food services sales, 2012 (\$1,000) (c)	49,887

Total health care and social assistance receipts/revenue, 2012 (\$1,000) (c)	143,209
Total manufacturers shipments, 2012 (\$1,000) (c)	591,100
Total merchant wholesaler sales, 2012 (\$1,000) (c)	275,366
Total retail sales, 2012 (\$1,000) (c)	345,195
Total retail sales per capita, 2012 (c)	\$6,068
<b>Transportation</b>	
Mean travel time to work (minutes), workers age 16 years+, 2011-2015	31.8
<b>Income and Poverty</b>	
Median household income (in 2015 dollars), 2011-2015	\$71,077
Per capita income in past 12 months (in 2015 dollars), 2011-2015	\$27,239
Persons in poverty, percent	▲ 9.3%
<b>Businesses</b>	
Total employer establishments, 2014	932
Total employment, 2014	10,868
Total annual payroll, 2014 (\$1,000)	436,376
Total employment, percent change, 2013-2014	7.0%
Total nonemployer establishments, 2014	3,381
All firms, 2012	3,867
Men-owned firms, 2012	1,694
Women-owned firms, 2012	1,596
Minority-owned firms, 2012	1,408
Nonminority-owned firms, 2012	2,306
Veteran-owned firms, 2012	296
Nonveteran-owned firms, 2012	3,319
<b>Geography</b>	
Population per square mile, 2010	39.8
Land area in square miles, 2010	1,388.71
FIPS Code	06069

▲ This geographic level of poverty and health estimates are not comparable to other geographic levels of these estimates

Some estimates presented here come from sample data, and thus have sampling errors that may render some apparent differences between geographies statistically indistinguishable. Click the Quick Info icon to the left of each row in TABLE view to learn about sampling error.

The vintage year (e.g., V2015) refers to the final year of the series (2010 thru 2015). Different vintage years of estimates are not comparable.

- (a) Includes persons reporting only one race
- (b) Hispanics may be of any race, so also are included in applicable race categories
- (c) Economic Census - Puerto Rico data are not comparable to U.S. Economic Census data

- D Suppressed to avoid disclosure of confidential information
- F Fewer than 25 firms
- FN Footnote on this item in place of data
- NA Not available
- S Suppressed; does not meet publication standards
- X Not applicable
- Z Value greater than zero but less than half unit of measure shown

QuickFacts data are derived from: Population Estimates, American Community Survey, Census of Population and Housing, Current Population Survey, Small Area Health Insurance Estimates, Small Area Income and Poverty Estimates, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits.

<p><b>ABOUT US</b>  <a href="http://www.census.gov/about.html">http://www.census.gov/about.html</a></p> <p>Are You in a Survey?  <a href="http://www.census.gov/programs-surveys/are-you-in-a-survey.html">http://www.census.gov/programs-surveys/are-you-in-a-survey.html</a></p> <p>FAQs (<a href="http://ask.census.gov">ask.census.gov</a>)</p> <p>Director's Corner  <a href="http://www.census.gov/about/leadership.html">http://www.census.gov/about/leadership.html</a></p> <p>Regional Offices  <a href="http://www.census.gov/about/regions.html">http://www.census.gov/about/regions.html</a></p> <p>History  <a href="http://www.census.gov/about/history.html">http://www.census.gov/about/history.html</a></p> <p>Research  <a href="http://www.census.gov/about/our-research.html">http://www.census.gov/about/our-research.html</a></p> <p>Scientific Integrity  <a href="http://www.census.gov/about/policies/quality/quality.html">http://www.census.gov/about/policies/quality/quality.html</a></p> <p>Census Careers  <a href="http://www.census.gov/about/census-careers.html">http://www.census.gov/about/census-careers.html</a></p> <p>Diversity @ Census  <a href="http://www.census.gov/about/diversity-networks.html">http://www.census.gov/about/diversity-networks.html</a></p> <p>Business Opportunities  <a href="http://www.census.gov/about/business-opportunities.html">http://www.census.gov/about/business-opportunities.html</a></p> <p>Congressional and Intergovernmental  <a href="http://www.census.gov/about/cong-gov-affairs.html">http://www.census.gov/about/cong-gov-affairs.html</a></p> <p>Contact Us  <a href="http://www.census.gov/about/contact-us.html">http://www.census.gov/about/contact-us.html</a></p>	<p><b>FIND DATA</b></p> <p>QuickFacts  <a href="http://www.census.gov/data/data-tools/quickfacts.html">http://www.census.gov/data/data-tools/quickfacts.html</a></p> <p>American FactFinder  <a href="http://www.census.gov/data/data-tools/american-factfinder.html">http://www.census.gov/data/data-tools/american-factfinder.html</a></p> <p>Table Finder  <a href="http://www.census.gov/data/data-tools/interactive-population-map.html">http://www.census.gov/data/data-tools/interactive-population-map.html</a></p> <p>2010 Census  <a href="http://www.census.gov/programs-surveys/decennial-census/2010-census.html">http://www.census.gov/programs-surveys/decennial-census/2010-census.html</a></p> <p>Economic Census  <a href="http://www.census.gov/programs-surveys/econ-census.html">http://www.census.gov/programs-surveys/econ-census.html</a></p> <p>Interactive Maps  <a href="http://www.census.gov/geography/interactive-maps.html">http://www.census.gov/geography/interactive-maps.html</a></p> <p>Training &amp; Workshops  <a href="http://www.census.gov/data/training-workshops.html">http://www.census.gov/data/training-workshops.html</a></p> <p>Data Tools  <a href="http://www.census.gov/data/data-tools.html">http://www.census.gov/data/data-tools.html</a></p> <p>Developers  <a href="http://www.census.gov/developers/">http://www.census.gov/developers/</a></p> <p>Catalogs  <a href="http://www.census.gov/data/product-catalog.html">http://www.census.gov/data/product-catalog.html</a></p> <p>Publications  <a href="http://www.census.gov/library/publications.html">http://www.census.gov/library/publications.html</a></p>	<p><b>BUSINESS &amp; INDUSTRY</b></p> <p>Help With Your Forms  <a href="http://www.census.gov/topics/business/help.html">http://www.census.gov/topics/business/help.html</a></p> <p>Economic Indicators  <a href="http://www.census.gov/topics/economy/economic-indicators.html">http://www.census.gov/topics/economy/economic-indicators.html</a></p> <p>Economic Census  <a href="http://www.census.gov/programs-surveys/econ-census.html">http://www.census.gov/programs-surveys/econ-census.html</a></p> <p>E-Stats  <a href="http://www.census.gov/programs-surveys/e-stats.html">http://www.census.gov/programs-surveys/e-stats.html</a></p> <p>International Trade  <a href="http://www.census.gov/topics/international-trade.html">http://www.census.gov/topics/international-trade.html</a></p> <p>Export Codes  <a href="http://www.census.gov/topics/international-trade/schedule-b.html">http://www.census.gov/topics/international-trade/schedule-b.html</a></p> <p>NAICS  <a href="http://www.census.gov/topics/economy/naics.html">http://www.census.gov/topics/economy/naics.html</a></p> <p>Governments  <a href="http://www.census.gov/topics/public-sector.html">http://www.census.gov/topics/public-sector.html</a></p> <p>Local Employment Dynamics  <a href="http://www.census.gov/topics/employment.html">http://www.census.gov/topics/employment.html</a></p> <p>Survey of Business Owners  <a href="http://www.census.gov/programs-surveys/sbo.html">http://www.census.gov/programs-surveys/sbo.html</a></p>	<p><b>PEOPLE &amp; HOUSEHOLDS</b></p> <p>2020 Census  <a href="http://www.census.gov/2020census/">http://www.census.gov/2020census/</a></p> <p>2010 Census  <a href="http://www.census.gov/programs-surveys/2010-census.html/">http://www.census.gov/programs-surveys/2010-census.html/</a></p> <p>American Community Survey  <a href="http://www.census.gov/programs-surveys/acs/">http://www.census.gov/programs-surveys/acs/</a></p> <p>Income  <a href="http://www.census.gov/topics/income-poverty/income.html">http://www.census.gov/topics/income-poverty/income.html</a></p> <p>Health  <a href="http://www.census.gov/topics/income-poverty/poverty.html">http://www.census.gov/topics/income-poverty/poverty.html</a></p> <p>Population Estimates  <a href="http://www.census.gov/topics/population/estimates.html">http://www.census.gov/topics/population/estimates.html</a></p> <p>Projections  <a href="http://www.census.gov/topics/population/projections.html">http://www.census.gov/topics/population/projections.html</a></p> <p>Health Insurance  <a href="http://www.census.gov/topics/health/healthways-are-you-in-a-survey/fraudulent-activity-and-scams.html">http://www.census.gov/topics/health/healthways-are-you-in-a-survey/fraudulent-activity-and-scams.html</a></p> <p>Housing  <a href="http://www.census.gov/topics/housing.html">http://www.census.gov/topics/housing.html</a></p> <p>International  <a href="http://www.census.gov/topics/population/international.html">http://www.census.gov/topics/population/international.html</a></p> <p>Genealogy  <a href="http://www.census.gov/topics/population/genealogy.html">http://www.census.gov/topics/population/genealogy.html</a></p> <p>Delivery of Accounts  <a href="http://public.govdelivery.com/accounts/USCENSUS/subscribe/new">http://public.govdelivery.com/accounts/USCENSUS/subscribe/new</a></p>	<p><b>SPECIAL TOPICS</b></p> <p>Advisors, Centers and Research Programs  <a href="http://www.census.gov/about/partners.html">http://www.census.gov/about/partners.html</a></p> <p>Statistics in Schools  <a href="http://www.census.gov/schools/">http://www.census.gov/schools/</a></p> <p>Tribal Resources (AIAN)  <a href="http://www.census.gov/about/cong-gov-affairs/intergovernmental-affairs/tribal-affairs/tribal-resources.html">http://www.census.gov/about/cong-gov-affairs/intergovernmental-affairs/tribal-affairs/tribal-resources.html</a></p> <p>Emergency Preparedness  <a href="http://www.census.gov/topics/preparedness.html">http://www.census.gov/topics/preparedness.html</a></p> <p>Statistical Abstract  <a href="http://www.census.gov/library/publications/series/statistical_abstracts.html">http://www.census.gov/library/publications/series/statistical_abstracts.html</a></p> <p>Special Census Program  <a href="http://www.census.gov/programs-surveys/specialcensus.html">http://www.census.gov/programs-surveys/specialcensus.html</a></p> <p>Data Linkage Infrastructure  <a href="http://www.census.gov/datalinkage/">http://www.census.gov/datalinkage/</a></p> <p>Fraudulent Activity &amp; Scams  <a href="http://www.census.gov/programs-surveys/are-you-in-a-survey/fraudulent-activity-and-scams.html">http://www.census.gov/programs-surveys/are-you-in-a-survey/fraudulent-activity-and-scams.html</a></p> <p>USA.gov  <a href="http://www.usa.gov/">http://www.usa.gov/</a></p> <p>BusinessUSA.gov  <a href="http://www.businessusa.gov/">http://www.businessusa.gov/</a></p> <p>International.gov  <a href="http://www.international.gov/">http://www.international.gov/</a></p>	<p><b>NEWSROOM</b>  <a href="http://www.census.gov/newsroom.html">http://www.census.gov/newsroom.html</a></p> <p>News Releases  <a href="http://www.census.gov/newsroom/press-releases.html">http://www.census.gov/newsroom/press-releases.html</a></p> <p>Release Schedule  <a href="http://www.calendarviz.com/calendars/calendar.php?crid=cens1sample&amp;cid[]=31793">http://www.calendarviz.com/calendars/calendar.php?crid=cens1sample&amp;cid[]=31793</a></p> <p>Facts for Features  <a href="http://www.census.gov/newsroom/facts-for-features.html">http://www.census.gov/newsroom/facts-for-features.html</a></p> <p>Stats for Stories  <a href="http://www.census.gov/newsroom/stories.html">http://www.census.gov/newsroom/stories.html</a></p> <p>Contact Us  <a href="http://www.census.gov/about/contact-us.html">http://www.census.gov/about/contact-us.html</a></p>
<p><b>CONNECT WITH US</b></p> <p><a href="http://www.census.gov/about/contact-us/social_media.html">http://www.census.gov/about/contact-us/social_media.html</a></p> <p><a href="https://twitter.com/uscensusbureau">https://twitter.com/uscensusbureau</a></p> <p><a href="https://www.facebook.com/uscensusbureau">https://www.facebook.com/uscensusbureau</a></p> <p><a href="https://www.youtube.com/user/uscensusbureau">https://www.youtube.com/user/uscensusbureau</a></p>					
<p>Information Quality (<a href="http://www.census.gov/quality/">http://www.census.gov/quality/</a>)   FOIA (<a href="http://www.census.gov/foia/">http://www.census.gov/foia/</a>)   Data Protection and Privacy Policy (<a href="http://www.census.gov/privacy/">http://www.census.gov/privacy/</a>)   U.S. Department of Commerce (<a href="http://www.commerce.gov/">http://www.commerce.gov/</a>)</p>					

## Demographic and Socioeconomic Conditions

### Population Growth over Time and Projected Population Size by Race/Ethnicity

		1990 Number	1990 %	2000 Number	2000 %	2010 Number	2010 %	2050, Projected Number	2050, Projected %
Santa Clara County		1,497,577	100	1,682,585	100	1,781,642	100	2,624,670	100
Race/Ethnicity	Latino/Hispanic	314,564	21	403,401	24	479,210	27	948,986	36
	White	869,874	58	744,282	44	626,909	35	747,511	28
	African American	52,583	4	44,475	3	42,331	2	44,339	2
	Asian/Pacific Islander	251,496	17	431,811	26	571,718	32	750,954	29

**Note:** Percentages may not add to 100 due to exclusion of "other" racial/ethnic category. White, African American, and Asian/Pacific Islander categories do not include Latinos/Hispanics.

**Sources:** U.S. Census Bureau, 1990, 2000, 2010 Census; State of California, Department of Finance, County Population Estimates and Projections, July 2007



### Age Distribution by Race/Ethnicity

Age Group	Santa Clara County %	Latino/Hispanic %	White %	African American %	Asian/Pacific Islander %
Under 5	7	10	4	5	7
5-17	17	23	12	15	16
18-24	9	12	7	12	7
25-34	15	18	12	16	17
35-44	16	15	14	15	19
45-54	15	11	18	17	15
55-64	10	6	15	11	10
65-74	6	3	9	6	5
75+	5	2	9	3	4
<b>Median Age (Years)</b>	<b>36.2</b>	<b>27.8</b>	<b>45.4</b>	<b>34.4</b>	<b>36.3 (Asian only)</b>

**Note:** For age groups, White, African American, and Asian/Pacific Islander categories do not include Latinos/Hispanics. For median age, African American and Asian categories may include Latinos/Hispanics. Median age in Asian/Pacific Islander column is for Asians only.

**Source:** U.S. Census Bureau, 2010 Census