



Student Equity and Achievement Program (SEAP) Funding Request 2020-2021 Academic Year

Deadline: Monday, March 30, 2020 @ 12:00 noon

Funding request for the 2020-2021 academic year
(July 1, 2020 – June 30, 2021)

Please review the RFP Proposal Template and assemble all required information.
Regrettably, our current online form will not allow you to return to an incomplete form.

All required fields of the application must be completed at one sitting.

SEAP apologizes for the inconvenience.

Please complete the following steps:

- [Download the Budget Request Excel Sheet](#)
(This excel sheet is to be submitted at the end of this proposal.)
- [Schedule a technical review session with SEAP Manager.](#)
(Susana Castellanos-Gaona will assist in reviewing your proposal and completing the budget request form.)
- [Download the RFP Proposal Template](#)
(This template will not be submitted; however, it will help you with your final submission.)
- [Download the Scoring Rubric](#)
(This worksheet will not be submitted; however, it will help you with your final submission.)

Checklist before starting.**Please confirm that you have completed and considered ALL of the following BEFORE starting this form:**

- Scheduled technical review with SEAP Manager (link to sessions above)
- Completed the RFP Proposal Template (download link above)
- Completed Budget Request Excel Sheet (download link above)
- Obtained supervisor's verbal approval of project
- The following are non-allowable expenditures under the Student Equity and Achievement Program (SEAP):
 1. Gifts
 2. Stipends for Students
 3. Political Contributions
 4. Direct support for Instructional Courses Generating FTES
 5. Supplanting (which means using equity funds to cover expenses previously funded by other sources).

Please check **all of the above** and the rest of the document will appear.

Step 1: Demographics

- **Name, Email, Telephone**
Ayesha Zia
azia@gwc.cccd.edu
- **Initiative/Project Title**
English Department Ongoing Faculty Professional Development for Fall 2020/Spring 2021
- **Is this request for a new initiative/project or a renewal for continued funding?**
 - New Initiative (never funded through Equity)
 - Renewed Initiative (previously funded through Equity)

Division/Department/Program Name: Arts and Letters Division/English Department

Requestor's Supervisor's Name: Department Chair Theresa Lavarini and Dean Dave Hudson

Supervisor's Email: tlavarini@gwc.cccd.edu

- (Note: a copy of this request will be sent to the supervisor; please receive approval for this request before submitting)
- **I confirm that my supervisor has seen and approved this project.**
 - Yes
 - No

Step 2: Describe your Project**Describe your project (150 words or less):**

Of all of the first-year courses, students who fail the writing sequence have the lowest predicted graduation rate. There is also a negative impact of a student repeating a course. Student performance in first-year composition is a predictor of overall retention and student access.

My project is to train English faculty to best work with students to increase student success and retention, post-AB705. This training will take place on a monthly basis on campus and can also be offered via ConferZoom if campus does not re-open. Because of AB-705, the use of that extra semester to prepare for transfer level is now eliminated, thus forcing all students to essentially take English 100, even if they are not prepared. Our instructors are, consequently, dealing with new challenges in this post-AB705 classroom. For example, if a group of students is underprepared for the classroom, the instructor has to slow things down, which affects the curriculum. Instructors need to be trained to keep standards high in our transfer-level classes, so the consequences are not felt by students in their other classes, after transfer, and even in their careers. However, instructors all need to be trained to provide a supportive classroom climate • they have to become “student-ready,” and adopt best practices for working with “nontraditional students: first-generation, lower-income, bilingual, multilingual, undocumented, non-white (at GWC, Latinx, African American, and Pacific Islander, for instance), foster youth, differently-abled, gay, and veteran, as these were students who were historically being placed in our remedial classes (see attached data)

Using data-driven research as the touchstone, our department would like to create a community of practice, with ongoing professional development for full and part-time faculty which addresses the challenges listed above as well advances equity and inclusive practices in the classroom. The training will provide TARGETED training to work on retention and success with DI groups that need to be addressed. Resources are needed for supplies, refreshments, and guest speakers.

References;

https://www.researchgate.net/publication/313346523_How_Student_Performance_in_First-Year_Composition_Predicts_Retention_and_Overall_Student_Access

Which of the 5 Student Success Metrics are you employing and what are your proposed activities?**(Mark all that apply) (10 points)**

- Access – Successful Enrollment (Enrolled at the same community college within one year of application)
- Retention – Fall to Spring (Retained from fall to spring at the same college)
- Transfer Math and English – (Completion & Readiness - within the first year and within the District)
- Vision Goal Completion – (Earned credit certificate over 18 units, associate degree, CCC bachelor’s degree)
- Transfer to a four-year institution

Retention – Fall to Spring (Retained from fall to spring at the same college) – faculty professional development will include developing a student retention plan and leveraging proven retention strategies. Faculty will be trained on approachability, engagement, classroom interactions, creating a warm, inclusive environment, building a culture of success. According to the 2019 Higher Ed Article "Faculty Members are the Key to Solving the Retention Challenge," faculty members are often the most direct way to help at-risk students since students often ignore registrars, advising centers, etc. who reach out to them. Students do understand that they need to pass so they are likely to attend class, even if is for a few weeks. The retention must happen in the classroom.

- Transfer Math and English – (Completion & Readiness - within the first year and within the District) – faculty will be engaged in progressive efforts for student learning and success. Success rates have dropped for English classes since AB705 (throughput has increased), so we would like to see success rates increase again. The training will give faculty tools and strategies to better support success rates and also train faculty on how to use other innovations such as DLA’s (directed learning activities).

Which DI group(s) are you addressing? – Not Rated

- Current or former foster youth
- Homeless students
- Lesbian, gay, bisexual, or transgender students
- Low-income students
- Students with disabilities
- Veterans
- Racial/Ethnic Category: American Indian or Alaska Native
- Racial/Ethnic Category: Asian
- Racial/Ethnic Category: Black or African American
- Racial/Ethnic Category: Hispanic or Latino
- Racial/Ethnic Category: Native Hawaiian or other Pacific Islander
- Racial/Ethnic Category: White
- Racial/Ethnic Category: Some other race
- Racial/Ethnic Category: More than one race
- Additional categories of students determined by the governing board of the community college district.

What is the estimated number of disproportionately impacted (DI) students that will be served by your proposal and how will you engage/outreach these DI students in your project? (15 points)

Students who fail the writing sequence have the lowest predicted graduation rate. There is also a negative impact of a student repeating a course. Student performance in first-year composition is a predictor of overall retention and student access.

Using data provided by RCC, we have learned that English course success rates have dropped in almost every group of students (race/ethnicity) with the most concerning drop in Black/Afr. American students and Hispanic/LatinX Students. Based on Fall 2019 data, we could be reaching around 800 students in these DI groups. It is difficult to put a number on how many students will be impacted, however, as every student could benefit from a well-trained instructor. (see attached data chart)

I have attached a document that shows which percentage of DI groups were placed in remedial classes in the past 4 years. Important to note - there has been an increase in students taking transfer-level English in every DI group. These are the students who we want to support.

The training will focus on these topics to engage/outreach with these DI students: teaching culturally relevant texts, reducing implicit bias in the classroom, becoming aware of racial microaggressions, fostering a growth mindset, intrusive teaching, performance monitoring, building authentic relationships with students, developing culturally relevant and affirming attitudes

Section 3: Data Collection

- **The goal is to close the gap for these DI groups. How will your project realistically help with this goal, and what are your expected outcomes to be completed by June 2021? How are you going to close the gap? (15 points)**

According to the 2007 study "Reviewing the evidence on how teacher professional development affects student achievement" released by the US Department of Education, professional development for teachers is a key mechanism for improving classroom instruction and student achievement. However, a single-shot, one-day workshop is often ineffective. Successful professional development is sustained, intensive and content-focused.

It is, of course, difficult to sometimes measure the success of a professional development program. However, research has shown that a professional development program that is high quality, well planned and designed, supported by the administration and evaluated can indeed close equity gaps and increase student success. My proposed training will do all the aforementioned items. By June 2021, I hope to close the gaps in the DI groups in the table that I have attached.

The training will focus on these topics to engage/outreach with these DI students: teaching culturally relevant texts, reducing implicit bias in the classroom, becoming aware of racial microaggressions, fostering a growth mindset, intrusive teaching, performance monitoring, building authentic relationships with students, developing culturally relevant and affirming attitudes

- **What data will you collect as you continue through the project and what is the source of the data? What tracking**

mechanism will you follow to ensure monthly/regular progress towards your goals? (5 points)

I will work with the Office of Research, Planning and Institutional Effectiveness to monitor success rates across DI groups throughout the 2020-2021 year. I will enlist the aid of Equity researchers Lindsey Zemeir and Jeanette Jamarillo Hernandez to evaluate results • specifically focusing on success and retention rates in our transfer-level English 100 classes. This will be compared to success rates in the past (before the professional development efforts).

- **What current research justifies the use of this program? How does your proposal align with industry best practices? If there is a national or State model for this program, please provide a link to their website. (5 points)**

Tennessee is a state that has been a forerunner in Acceleration efforts: starting in Fall 2015, Tennessee public colleges and universities stopped offering stand-alone remedial courses in English and Math. The Tennessee Board of Regents released a report of outcomes from the first semester of statewide, full-scale implementation of co-requisite remediation (see attachment). It showed that completion of college-level courses doubled in English and quadrupled in math, in half the time of traditional remediation. Directed Learning Activities offer concurrent remediation by addressing the basic skill students lack as they go through their courses.

Many California Community College campuses already use DLAs and find they have a positive impact on student success and retention rates. Attached, please find success data from Long Beach City College regarding their use of DLAs.

The following questions apply to renewal projects only. If this proposal is not a renewal, skip this section.

- **Please summarize your progress toward closing equity gaps for the targeted population(s) as detailed in your project proposal. Please upload data tables obtained from the Office of Research, Planning, and Institutional Effectiveness in the question below. (Renewal Only) - *Not Rated***
- **What activities and resources are necessary to sustain this project moving forward? (Renewal Only) - *Not Rated***

Section 4: Budget

- **What is your total allocation request?
\$3500.00**
- **Please upload the completed Budget Request Excel Sheet**
- **Please share any additional information that may help the reviewers better understand your project. – *Not Rated***

Thank you for completing this request!

Below is the timeline that will be used for the review process.

RFP Timeline	
Release RFP Template	February 28, 2020
RFP Deadline	April 20, 2020 @ 12:00 noon
TRG Ratings Deadline	April 23, 2020
Present Ratings to RCC	April 28, 2020
Present Ratings to P&B	April 29, 2020
Release Funding Notifications	May 1, 2020

Additional information that may be useful:

Data for DI groups by Metric (Access): 2017-18 Academic Year

DI Group	Number of students enrolled	Total students who applied to GWC	Number of additional students needed to close gap by 40% (3-year goal)	Number of additional students needed to close gaps (10-year goal)
Foster Youth - Female	135	352	11	28
Foster Youth - Male	77	306	26	65
LGBTQ+ - Female	516	1,204	16	41
Veteran - Female	29	93	6	14
Black or African American - Female	370	919	22	55
Black or African American - Male	361	850	13	32
Hispanic/ Latinx - Female	3,471	8,213	131	329

Data for DI groups by Metric (Retention): 2017-18 Academic Year

DI Group	Number of students retained from Fall to Spring semester	Total number of students enrolled in Fall semester	Number of additional students needed to close gap by 40% (3-year goal)	Number of additional students needed to close gaps (10-year goal)
First Generation – Male	1,192	1,942	28	70
Veteran- Male	121	225	10	26
Black or African American – Female	56	114	7	18
Black or African American – Male	74	146	8	21
Filipino – Female	60	113	5	14
White – Male	966	1,548	16	46

Data for DI groups by Metric (Transfer Math and English): 2017-18 Academic Year

DI Group	Number of Students who completed both transfer Math and English	Total number of students who attempted to complete both transfer Math and English	Number of additional students needed to close gap by 40% (3-year goal)	Number of additional students needed to close gaps (10-year goal)
Disabled - Male	3	63	3	7
First Generation – Female	75	592	7	18
First Generation – Male	69	532	6	14
LGBT - Female	4	76	3	8
LGBT – Male	2	34	1	3
Black or African American – Female	0	10	1	2
Black or African American – Male	2	37	2	4
Hispanic/ Latinx - Female	52	457	8	24
Hispanic/ Latinx - Male	41	443	11	35
Native Hawaiian or Other Pacific Islander – Male	0	11	1	2

Data for DI groups by Metric (Vision Goal Completion): 2017-18 Academic Year

DI Group	Number of students who earned certificate or associate degree	Total number of students	Number of additional degrees or certificates needed to close gap by 40% (3-year goal)	Number of additional degrees or certificates needed to close gaps (10-year goal)
First Generation – Male	125	4,395	19	47
LGBTQ+ - Female	17	639	3	8
LGBTQ+ - Male	14	381	1	2
Foster Youth - Female	9	247	1	2
American Indian or Alaska Native – Male	1	33	1	2
Black or African American – Female	9	343	2	4
Black or African American – Male	12	356	1	2
Filipino - Male	9	281	1	2
Hispanic/ Latinx - Male	129	3,661	6	14

Data for DI groups by Metric (Transfer): 2016-17 Academic Year

DI Group	Number of students who transferred to a 4-year Institution	Total number of students	Number of additional students needed to close gap by 40% (3-year goal)	Number of additional students needed to close gaps (10-year goal)
Disabled – Male	37	406	7	18
Foster Youth – Female	9	148	4	11
Foster Youth – Male	5	74	2	5
LGBTQ+ - Female	27	290	5	12
American Indian or Alaska Native – Male	1	17	1	2
Black or African American – Female	16	161	2	6
Hispanic/ Latinx – Male	183	1,815	25	63
Native Hawaiian or Other Pacific Islander – Female	3	30	1	2

What is Disproportionate Impact

Disproportionate Impact occurs when a subset of students based on student characteristics such as race, gender, and abilities are unjustifiably experiencing lower outcomes compared to the total student population.

Using cohorts and outcomes from the California Community Colleges Chancellor's Office (CCCCO) Student Success Scorecard and DataMart, this document presents two methodologies to measure disproportional impact for disaggregated subgroups within the California Community Colleges (CCC) student population: the 80% test and the proportionality test.

Golden West College uses the proportionality methodology. This compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage). For example, 7.9 percent of the first-time, "degree/transfer-seeking" cohort is comprised of African American or black students; whereas 6.0 percent of the students who achieved a successful outcome (i.e., degree, certificate, transfer, or transfer-prepared) were African American or black students. Dividing 6.0% by 7.9% we find a proportionality index of 0.76. The higher the proportionality, the higher the rate at which a subgroup has attained a desired educational outcome; the lower the proportionality index, the lower the attainment rate.

DI Groups. Colleges must assess the extent of student equity by gender for each of the following categories of students:

1. Current or former foster youth
2. Students with disabilities
3. Low-income students
4. Veterans
5. Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Hispanic/Latinx
 - Native Hawaiian or other Pacific Islander
 - White
 - Some other race
 - More than one race
6. Homeless students
7. Lesbian, gay, bisexual, or transgender students
8. First-generation college students.
9. Additional categories of students determined by the governing board of the community college district.

Student Success Metrics. Colleges are required to set three-year goals from the SSM for the overall student population and for each student equity population shown to have disproportionate impact in the following areas:

1. Access – Successful Enrollment (Enrolled at the same community college within one year of application)
2. Retention – Fall to Spring (Retained from fall to spring at the same college)
3. Transfer to a four-year institution
4. Completion of transfer-level math and English (Readiness - within the first year and within the District)
5. Earned credit certificate over 18 units, associate degree, CCC bachelor's degree (Vision Goal Completion)

Scoring Rubric

Description	Points	Considerations made in point allocations	Example or scale
Which of the 5 Student Success Metrics are you employing and what are your proposed activities?	10 points	Applicant provides a clear list of all activities and the resources needed for each activity. Proposed activity timeline is included.	Access. The program involves creating tutoring centers at local high schools. Students will apply as non-credit students and work with their center to improve English and math scores. At the conclusion of the semester, when they reach college-level, they will be transitioned to a credit application and given a 1-year SEP.
What is the estimated number of disproportionately impacted (DI) students that will be served by your proposal and how will you engage/outreach these DI students in your project?	15 points	The total number of students served. The number of current programs that currently address the DI group selected. Applicant provides a realistic and effective outreach plan. Applicant can leverage current outreach efforts.	The program addresses Black student access and targets historically black communities for outreach. Coordinates with community leaders and creates an onboarding pipeline. Coordinates with the Black Student Union.
How will your project realistically help with this goal, and what are your expected outcomes to be completed by June, 2021? How are you going to close the gap?	15 points	Applicant has realistic goals that directly align with project activities.	Proportionality test. 7.9 percent of the first-time, "degree/transfer-seeking" cohort is comprised of African American or black students; whereas 6.0 percent of the students who applicants enrolled. The goal is to increase the percentage to 7.0 in the first year.
What data will you collect as you continue through the project and what is the source of the data? What tracking mechanism will you follow to ensure monthly/regular progress towards your goals?	5 points	Includes a list of areas assessed, data needed for assessment, and data collection timeline.	
What current research justifies the use of this program? How does your proposal align with industry best-practices?	5 points	Applicant explains how their proposed program is influenced by other models and best practices. If program is a revised version of another model, changes are explained.	This program is based on Washington State University's adopt-a-school program, which coordinated outreach programs to high school junior students of color. See (provide html link)