Student Equity and Achievement Program (SEAP) Funding Request 2020-2021 AcademicYear
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**

Susana Castellanos-Gaona
scastellanos-gaona@gwc.cccd.edu
714-892-7711 ext. 55301

- **Initiative/Project Title**

Equity Professional Development and Events

- **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:**

Student Equity and Achievement Program

- **Requestor's Supervisor's Name:**

Claudia Lee, Vice President of Student Services

- **Supervisor's Email:**
- (Note: a copy of this request will be sent to the supervisor; please receive approval for this request before submitting)

clee@gwc.cccd.edu

- **I confirm that my supervisor has seen and approved this project.**
  - o **==Yes==**
  - o No

Step 2: Describe your Project

Describe your project (150 words or less):

Equity Professional Development events focuses on increasing academic and racial equity awareness to shift the campus culture towards institutional responsibility in response to academic barriers and success. The varied types of professional development and event opportunities are available to all campus constituents including faculty, management, classified staff, and students through the office of Student Equity and Achievement Program. Opportunities include attendance to equity related conferences and workshops on- and off-campus, hiring speakers and consultants for on-campus professional development events, sponsorship of student equity events for awareness and engagement, and payroll fees for The Equity Squad. The Equity Squad is a group of faculty that researches, tests, and implements equitable classroom practices and protocols to increase student academic equitable outcomes.

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==**

To address inequities experienced by our disproportionately impacted students, proposed activities will include providing opportunities and funding for all campus staff and students to attend student equity related conferences and workshops on- and off-campus. The office of Student Equity and Achievement Program will identify eligible opportunities and sponsor attendance. Speakers and consultants will also be considered for campus-wide equity events including forums, faculty flex-days, classified professional development day, and management retreats. The sponsorship of student equity and cultural awareness events will also continue to address student engagement, self-identity, and empowerment. To continue to address equitable classroom practices, funds will be used to cover payroll fees for The Equity Squad. The Equity Squad is a group of faculty that researches, tests, and implements equitable classroom practices and protocols to increase student academic equitable outcomes. Professional development services under The Equity Squad include classroom observations, syllabi and document review, and gradebook protocols. This team began working with the Chemistry department and is continuing to expand to the mathematics and English departments. Activities for this group will include creating and implementing a series of academic professional development and develop a thorough toolkit that faculty can access to address inequities experienced by students inside the classroom.

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)

Campus equity events for 2018 served over 2,500 students, while 2,824 students have been served to-date during the 2019-20 academic year. The goal is to increase the number of served students by 10%, which will equate to a goal of serving over 3,100 students during the 2020-21 academic year. In prior years, determining specific disproportionately impacted groups served has been a challenge as there was no mechanism available for event check-ins. Moving forward, this challenge will be addressed by requiring all sponsored events to utilize the GWC App and Gecko program for event check-in and tracking, respectively. These mechanisms will gather student identification numbers, which will allow us to evaluate and disaggregate information by student demographics including ethnicity, gender, age, and participation of support programs. Sponsored events are open to all students and staff, which include opportunities that bring awareness of disproportionately impacted students including and not limited to Hispanic/Latinx, Black or African American, LGBTQ+, undocumented, veterans, and those that may be experiencing homelessness, food, and clothing insecurities.

Engagement and participation have also been a challenge. The institution serves over 10,000 students yet only 2,800 students have been served during this academic year, which is not an unduplicated number. It is important that the institution provides relevant events that speak to our student population and also cater to the availability of our students. To make informed decisions, we will reach out to students to gather information on topics that are interesting, relevant, and sensitive to all student backgrounds and experiences. Social media outlets and the GWC App will be utilized to in-reach and encourage participation and engagement. Event surveys will also be conducted to gather information on student satisfaction and relevancy. This information will be used to determine and adjust future event planning and be responsive.

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)**

The office of Student Equity and Achievement Program is focused on increasing academic and racial equity awareness in order to shift the campus culture towards institutional responsibility versus student responsibility in response to academic barriers and success. One of the overarching goals of the Student Equity and Achievement Program is to institutionalize equity mindedness. To reach this goal, it is vital to provide professional development opportunities to all campus staff to further understand the inequities that are experienced by our disproportionately impacted student groups inside and outside the classroom. Students enrolling at our institution have diverse academic and personal backgrounds that impact their access of student services and the progression and completion of academic goals. Understanding student backgrounds and learning best practices to address student needs and inequities will contribute towards closing equity gaps by increasing the implementation of programs and services that are sensitive to our disproportionately impacted students, which will ultimately increase access, retention, and completion. Providing opportunities specifically for students is also an important component towards closing the equity gaps for DI groups through the sponsorship of campus equity events that support self-identity and empower students.

Specific opportunities for campus-wide staff will include the sponsorship and attendance of equity related conferences that provide and inform on best practices, which can positively impact students through the implementation of on-campus programs and services. The office of Student Equity and Achievement Program will also sponsor campus-wide equity events including forums, faculty flex-days, classified professional development day, and management retreats, which can further inform on institutional practices that both hinder and inhibit academic success. The sponsorship of student equity awareness events for student engagement will also be sponsored to address inequities experienced by disproportionately impacted student groups throughout the academic year. To increase the success of these

opportunities, collaboration will continue with campus constituents through the dissemination and participation of available opportunities.

The implementation and continuation of equitable classroom practices is an important component of equitable student outcomes, which can continue to be addressed through the work of The Equity Squad. The Equity Squad has conducted research and tested protocols over a two-year period through the partnership with the University of Southern California Center for Urban Education. The protocols, including classroom observations, syllabi, document, and gradebook reviews have successfully been implemented in the Chemistry department and have begun to be implemented in the mathematics and English departments. The work must continue to provide resources and tangible tools to all faculty that can support the needs of students.

The expected outcome is to increase the number of staff and students positively impacted by equity related professional development and events. Although professional development and events are available campus-wide, only a small number of staff and students engage in these opportunities. The goal is to increase the number of staff and students that attend professional development and events by 10% during the 2020-21 academic year.   An additional goal is to also increase the variety of opportunities of on-campus events by 10%.

- **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)**

The expected outcomes are to increase the number of students served and increase the variety of relevant and culturally sensitive professional development and events. As part of the requirement to fund these events, those receiving sponsorship from our office will be required to collect information such as number the of attendees, student identification numbers, and satisfaction surveys. Tracking mechanism will include the requirement of event check-ins using the GWC App. This platform will collect student identification numbers, which will be used to evaluate and disaggregate data based on ethnic background, gender, age, and special populations.

In addition, it is important to also evaluate and set a benchmark for equity awareness and mindedness from our campus staff at the beginning of the academic year and reassess at the end of the academic year. This will allow us to measure the goal to institutionalize equity mindedness and be able to assess and report on how professional development activities are supporting the goal to increase awareness of inequities experienced by disproportionately impacted students. This assessment can be delivered via a campus survey, which was developed in collaboration with the Center for Urban Education at the University of Southern California. It measures the level of awareness and knowledge from a staff member perspective.

In order to ensure regular progress towards our expected goals, the office of Student Equity and Achievement Program will implement protocols to ensure that correct platforms and satisfaction surveys are implement prior to each event. All leaders of sponsored events will be required to develop surveys in collaboration with our Student Equity Researcher and will work with our Administrative Assistant to create a GWC App check-in system. A full data report will be developed by our Student Equity Researcher for each event.

- **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)**

The office of Student Equity and Achievement Program partnered with the Center for Urban Education at University of Southern California for two years to develop programming for professional development and equitable classroom practices. The Center for Urban Education has worked to bring equity-mindedness to higher education institutions via research and by providing equity tools for implementation.   Their model includes the delivery of equity-mindedness institutes and by training institutional partners in developing an equity scorecard, which is a data tool that combines a theoretical framework and strategies to initiate institutional equity mindedness and change.

https://cue.usc.edu/

In addition, the office of Student Equity and Achievement Program has initiated a collaboration with Community College Equity Assessment Lab. This is a national research laboratory under the Interwork Institute at San Diego State University, which supports research, assessment, and training activities under student equity.

https://cceal.org/

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*

Professional development opportunities are increasing awareness in all aspects of the institution. Campus-wide conversations are taking place in all standing committees including the revision of mission statements that include equity and inclusion language.

Professional development opportunities for 2019-20 served over 2,800 students via campus-wide events. In addition, 100 staff members participated in professional development activities including Ally training program series, webinars, workshops, and conferences.

Phase I of the I Am GWC campaign is complete. Students from various backgrounds were professionally photographed and were asked to identify themselves using three characteristics. The photographs and characteristics were printed on banners and were posted around the inner quad and main entrances. The goal was to showcase our campus diversity so that all 10,000+ students can relate to our campus culture. Phase II is to increase banners around the campus perimeter so that the community can also relate and consider GWC a place for educational opportunities.

The Undocumented Student Week of Action was hosted by the Equity office for the second year during Fall 2019. Five days of advocacy related activities were hosted at GWC, including health and wellness, resource fair, art as activism, UndocuAlly training for students and staff, and a film screening. More than 10 community organizations providing advocacy and services for undocumented populations were present during our first resource fair. Student clubs and organizations also participated showing support to this student population. Over 550 students were in attendance throughout these events.

Nonviolent Crisis Intervention training was offered to all student services staff. This training included effective skills to safely manage and prevent difficult situations while serving students. The goal was to train staff in preparation to serving students in the new Student Services Center to create a culture of safety, enhance care and support, improve communication, improve productivity, and minimize risks.

The following is a list of event opportunities delivered in 2019-20:

  Consent Fair
  Undocumented Student Week of Action
  Oak View Spooktacular
  GLASA Pride Week Supplies
  Know Your Rights Workshop
  ELL Welcome Day
  VIP Bookstore Event
  Black History Month
  Vets @ Ease

The following is a list of professional development opportunities that were delivered in 2019-20

  Student Service Team Retreat
  Equity Forum
  Vet Net Ally
  WAVES Annual Conference
  National Association for the Education of Homeless Children and Youth
  Leading Indicators
  CAPED Conference
  Strengthening Student Success
  CA Basic Needs Summit
  RP Group
  Assn on Higher Education & Disability Conference
  Evaluators Training
  2019 Real College California Basic Needs Summit Conference
  California Higher Education Basic Needs Alliance (CHEBNA)
  Veterans Summit -

For the Equity Squad, The overall course completion gap was closed by 1 percentage point. The course completion rate went from 62% to 63%. Current data includes achievement gaps for all campus course completions disaggregated by ethnicity.

During Spring 2020, classroom observations were conducted with English faculty members. These observations occurred on the first week of school to assess the classroom environment included classroom conditions. Faculty were also observed for tone and information communicated to the student. Current evaluation and reports are being developed by the Student Equity Researcher and a department briefing is scheduled for May 14, 2020.

- **What activities and resources are necessary to sustain this project moving forward? (Renewal Only) -** *Not Rated*

Funding allocated specifically for events and professional development is necessary to continue to increase raise awareness on our disproportionately impacted groups. The barrier to event programming is funding. Having a specific allocation for campus-wide access will eliminate funding limitations to increase events that are relevant and culturally sensitive for our students. Professional development is a continual need to keep our campus-wide staff updated on latest models, initiatives, and equitable practices that can serve our students by implementing informed programs and services addressing student needs.

Section 4: Budget

- **What is your total allocation request?**

$100,000

- **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 30, 2020
Present Ratings to RCC	May 12, 2020
Present Ratings to P&B	May 13, 2020
Release Funding Notifications	May 15, 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:
   o   American Indian or Alaska Native
   o   Asian
   o   Black or African American
   o   Hispanic/Latinx
   o   Native Hawaiian or other Pacific Islander
   o   White
   o   Some other race
   o   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	15 points	The total number of students served. The number of current programs that currently	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.

students in your project?		address the DI group selected. Applicant provides a realistic and effective outreach plan. Applicant can leverage current outreach efforts.	
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)