



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**
Denise Bon
dbon@gwc.ccccd.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: Disabled Students Programs & Services

Requestor's Supervisor's Name: Chad Bowman

Supervisor's Email: cbowman@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):**

In March 2020 the CDC released data indicating that 1 in 54 children are diagnosed with Autism nationally. This represents a 10% increase since the inception of DSPS's Comprehensive Autism Program (Puzzle Piece) in 2014.

Due to the increased number of people diagnosed with Autism, there has been a significant surge in the number of students with ASD on our GWC campus.

In 2014, DSPS developed a comprehensive Autism program, which includes the following intensive, essential support for these students:

- Academic, disability, social emotional, and transfer counseling with the same counselor to encourage retention, completion of goals and/or transferring to 4 year institution
- Encouraging students to complete transfer Math and English with in the first year
- Access outreach to local High Schools and national college Autism networks
- Case management-track student retention from semester to semester
- Academic Coaching-track academic goals to completion
- Weekly disability support group
- Student success workshops
- Faculty & staff Ally trainings
- o Faculty & staff support
- Student ally trainings
- BAT support

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

Access- DSPS/ASD program will continue outreach to local High Schools & national college Autism networks. DSPS & the ASD program begins to reach out to local high schools in April & follows the students that are interested in GWC through their first week on campus in fall.

DSPS & ASD program will continue freshman orientation prior to high school graduation, new student appointments prior to fall semester, assistance with registering during priority registration, & follow-up appointments within the first month of fall semester.

Retention- DSPS provides academic, disability, social emotional, & transfer counseling with the same ASD counselor to encourage retention semester to semester. The counselor provides academic coaching that tracks monthly progress, assistance with priority registration for the following semester & comprehensive academic plans completed first semester. Moreover, case management tracks student retention from semester to semester. In addition, weekly disability support groups increase belongingness which also increases retention semester to semester. Finally, continuing faculty support & training is essential to student's retention.

Transfer Math & English- ASD counselor strongly encourages students to complete transfer Math & English with in the first year. Counselor provides resources and academic coaching for executive functioning skills which assist with completion of courses. Counselor encourages and assists students in using the Academic Success Center including tutoring. The ASD counselor also trains tutoring staff to assist students with ASD. The counselor also conducts ASD student success workshops multiple times a semester.

Vision Goal Completion-All students with ASD meet with the ASD counselor on regular basis. A comprehensive ed plan is made within the first semester. During the appointments, goals are established & steps to reach those goals are discussed & implemented. Each student also receives academic coaching which tracks academic goals to completion. In addition, the counselor is trained on the special strengths and limitations of students with ASD. The counselor makes reasonable recommendations for certificates and AA degrees, considering the students strengths and abilities.

Transfer to a four-year institution- Half of the students in the ASD program on GWC's campus have transfer goals. Prior to acceptance, our counselor assists with comprehensive transfer education plans, lower division transfer units, transfer majors, the transfer application, graduation petitions and obtaining transcripts as needed. Each year ASD GWC graduates are connected with their transfer universities prior to attendance in the Fall. The counselor and student have the disability files organized before meeting with the universities Disabled Student's Program and/or ASD program. Students are coached and counseled about the change from GWC to transfer school which assists in a smooth transition.

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)

When you take into consideration that 1 out of 54 people in general have an autism diagnoses, we can infer that there is an implied need for supporting a greater number of students on campus. There are 145 students who are currently served by our ASD program. We estimate there are at least an equal number of students on campus that are unaware of our program or have not registered with DSPS. This creates a unique opportunity not only to adequately serve our current students but to grow our population by 100%. According to the CDC, Autism is reported to occur in all racial, ethnic and socioeconomic groups. Additionally, Dodson 2018 reports that there is a higher number of LGBTQ representation in autistic versus neurotypical people. As such, our outreach/marketing efforts will include broadbased on campus advertisement, on campus participation in college night, club rush, Goldchella, student education seminars, faculty outreach, Huntington Beach & Fountain Valley High School recruitment efforts, liaison with Huntington Beach & Westminster adult transition groups (ATP), classroom visits/outreach, utilization of the GWC app and finally, our continued national recognition in the Autism college community.

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)**

Below are the highlights of how I can close the gap while maintaining a continued, significant impact on this student population:

- Continue to provide on demand student access, stability, intensive support and a critical resource to each student and their families with the primary objective for each student to complete their education and successfully transfer to a 4 year institution
- Broad based outreach in an effort to educate the surrounding community of the benefits of this unique, but needed program, with the overarching objective to increase GWC enrollment and participation in this program
- Continued education and participation in outsourced events in order to ensure timely information and cutting edge interventions designed to improve student outcomes and thus improving student retention but also adding to the esteemed national reputation this program has received since its inception
- Although retention and closing the gap can be fluid, this program has proven, through best practices and continued improvement, to provide stability to this student population and thus has lead to a year over year increase in the number of DSPS students enrolling in the program
- If this program were to partially or fully underfunded, GWC would create an unintended consequence of increasing the gap and potentially reducing enrollment as these students will either cease to continue their education or source other suitable programs
- In closing, we have developed a best in class program supporting a traditionally underserved student population. We have consistently provided much needed support to our faculty through proper student placement, faculty training and education, and through a targeted learning style assessment and classroom fit thus significantly improving outcomes in these traditionally misunderstood students. Properly disseminating this success story will provide the impetus for continued growth in the program thus the primary driver for closing the gap.

All students served in the DSPS office fall into the DI group for Disabled Students but may also identify in other DI groups based on gender, ethnicity, age, economic status, LGBTQ+, and first generation college students. This DSPS Project directly links Access as it aims to enhance the student's connection and access to GWC. It will serve as a highlighted program that will increase enrollment of students with disabilities based on offering an Autism Support Group, Ally Trainings, and Academic Coaching. This project also includes our freshman success initiatives to get students on the right start for success and focus on completion of transfer level math and English their first year. This project also addresses Course Completion, Degree and Certificate Completion, and Transfer as the connections we make with the students and skill development aim to equip students with the tools to be more successful in their first semester and carry on to college completion. The project focuses not only on disability related issues but also on college programs (AAs, Transfer, and Certificates), units necessary to graduate, college success skills, and general DSPS services and accommodation usage. Liaison with faculty will allow for better understanding an ease in classrooms which will enhance course completion as well as degree and certificate completion. The Ally Trainings and Autism support allows students with disabilities to know they are accepted, supported and welcome at GWC increasing their persistence in college. Academic coaching will enhance their basic skill development, academic skills, and confidence increasing their completion rates. Therefore, this project addresses areas impacting access, persistence to the next semester, and ideally retention to college completion.

- **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)**

We will continue to track Enrollment and Outreach and successful application to enrollment for DSPS Autism students (Access). We also encourage and track completion of Math and English within the first year (Math/English Completion). We work with this population through intrusive advising and case management and track Retention, Completion rates, and Transfer rates as a result of our 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)**

Our program is closely based on the established LIFE Project program at CSULB and other programs across the United States. There are 29 states that have college Autism programs listed on

<http://collegeautismspectrum.com/collegeprograms/> including 69 comprehensive Autism programs at universities and community colleges.

Although there are several up and coming and establish programs nationally, GWC is recognized as having one of the top community college programs in the US. Note many colleges/universities have now modeled their program after GWC's. GWC is considered a community college model for successful programs. We receive several calls/emails a week asking us to be a part of national research on college Autism. We receive continuous requests for visits to our campus, and requests to teach other colleges our best practices associated with starting an Autism program.

The following links are Autism programs that are establish both pay for services and no charge to students:

http://web.csulb.edu/divisions/students/dss/programs/autism_services/

<https://www.rit.edu/studentaffairs/ssp/overview>

<https://www.csueastbay.edu/clp/inside-the-program.html>

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***

We have collected satisfactions surveys, pre/post data on student learning and experiences, track participation, retention and persistence data, GPA, and success rates. We made a significant impact on closing the previous Access goal for disability DI students. We have seen significant impact on DSPS retention and persistence in the last year. We need to continue to improve our Transfer and Transfer Level Math and English as there are still gaps represented.

Due to the current working environment and system limitations we were not able to include. If this information is critical to budget approval, we can provide as restrictions are relaxed and access to the system is restored.

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

- Part-time Counselor/Autism Specialist salary
- AHEAD & CAPED registration and travel expenses not covered by IPD
- Weekly Puzzle Piece meetings including but not limited to food and supplies
- On campus advertising and food for Autism Ally week/outreach

Campus support and understanding of the dynamic needs of these students and time and resources it requires to support their access, retention, and completion.

Section 4: Budget

- **What is your total allocation request?**
\$86,000.00
- **Please upload the completed Budget Request Excel Sheet**
- **Please share any additional information that may help the reviewers better understand your project. – *Not Rated***

According to Chapman University research (Aguilar, 2016) Orange County, CA has the highest prevalence of Autism in children ages 3-22 in the State of California.

With the increased number of people diagnosed with Autism in the general public, there has been a significant surge in the number of students with ASD on our GWC campus & campuses nation wide. DSPS has seen a year over year dramatic increase in the number of students enrolling in DSPS with ASD diagnoses in addition to students attending GWC with ASD who are not enrolled DSPS. With the commensurate increase of students there has been an immeasurable increase for the need of support on the campus.

Autism crosses all DI groups and has no boundaries of: ethnicity, race, gender nor socioeconomic background. GWC's comprehensive Autism program promotes equity & inclusion for all DI groups.

In the Counseling Department, students with ASD take up 95% of our part-time counselor's time. The remainder of time and beyond paid time is spent helping distressed faculty equip themselves with information and tools to better serve this population's special circumstances, characteristics & needs. In addition, our counselor has been assisting with the increased number of BAT reports on campus involving ASD & health center referrals. ASD impacts the entire campus as a whole.

Research indicates that quality disability support promotes a sense of belonging and academic success within the college community (Smith & Layfette 2004). Positive campus and classroom experiences are essential to the successful inclusion of students with disabilities in the campus community (Smith & Layfette 2004). Our ASD program enhances inclusion, engagement and belonging, which directly impacts student retention. Noteworthy: despite the recent pandemic/crisis, the Puzzle Piece group has maintained 100% attendance of all ZOOM meetings.

In closing, imagine yourself belonging to a DI group. Now imagine yourself in that DI group in addition to having Autism. Imagine going to college as a freshman and not being able to communicate with faculty and staff. Imagine being bullied and not understanding why you are being bullied nor how to stop it. Imagine, because of your communication difficulties, you have no one to tell. Imagine thinking your only option is to drop out of school.

Now imagine finding out from a website or from outreach there is a place that welcomes you and have staff equipped to support your needs. Imagine that there is finally a place where you feel welcomed.

Imagine yourself at GWC.

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	10 points	Applicant provides a clear list of all activities and the	Access. The program involves creating tutoring centers at local high schools. Students will apply as non-credit

What are your proposed activities?		resources needed for each activity. Proposed activity timeline is included.	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)