



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**

Heather Antunez
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- **Initiative/Project Title**

Math Access and Retention Specialists

- **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 Services/Counseling

Requestor's Supervisor's Name: Robyn Brammer

Supervisor's Email: rbrammer@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 fall of 2019, the State of California launched AP 705. This effectively removed “basic skills” or math and English courses below the transfer-level requirement. The law started because research demonstrated a trend that the more remedial courses students took, the less likely they would be to graduate. Our data from the fall demonstrated that we did have higher numbers of students pass transfer-level math than under the old system, but we also had 1,205 students drop their math courses. Most of these students did not enroll again for the Spring term. Even more alarming, Black students were almost 90% likely to drop their math course, which means we are unlikely to make progress with this population without addressing this problem. This project hires two Math Access and Retention Specialists to case manage students in the lowest-level math courses. If we can keep students in math, we will keep students in college.

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: This project outreaches to students early on in the semester connecting them to the appropriate support services they need to be successful in their math courses. Students often times are not aware of the services available for their support or they are unsure how to access them. By contacting students individually through text message, it allows students to have private, personalized conversations about their struggles and needs. Students who do not usually ask for help will have the opportunity to discuss support services before they are discouraged with their grade in their math course. This program is a proactive approach meant to empower students early on in the semester instead of reactively trying to get them connected to the services they need. At the end of the semester students will be better informed of services available to them, how to access them, and who to contact for additional support to ensure they are better prepared for their future semesters at GWC.

Retention: This project proactively reviews math courses students are enrolled in to ensure they are registered for the course that correctly aligns with their academic goals. The review of these courses occurs prior to the start of the semester to allow time to outreach to students before they start their math courses. By outreaching to students that may be enrolled in an incorrect course, we can assist them in selecting a course more appropriate to their major. This avoids students taking courses that are unnecessarily more challenging than what is needed to achieve their goal. At the end of the semester, students will have completed the correct course for their educational plan and be able continue in additional courses connected to their major

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)

In Fall 2019, we had 79 Black/African American students taking math courses. This is only 6.9% of the Black student population (n = 1,040). In comparison, we had 10.4% (or 1,491) Hispanic students taking math courses.

In addition to having a relatively small percentage of Black students taking math courses, they were nearly twice as likely to drop their math course. Of the 72 in this report, nearly half (47%) dropped their course. The next highest drop rate were students of two of more races (35.1% drop rate) and Hispanic students (32.1% drop rate). With Black students 12% more likely to drop their courses than the next at-risk group, this is an immediate and severe crisis that requires an intervention. It is unlikely that any other data point is more important for Black students than helping them pass math.

Although not at the same crisis level as Black students, Hispanic students also showed a worrisome data trend. Even though Hispanic students were 1.6% more likely than their peers to take math courses, they were also 4.3% more likely to drop their course. That is, they attempted classes at a slightly higher rate than their peers but they were less likely to complete the courses.

There are two practices we need to initiate to change these trends. First, we need to encourage African American students to take an appropriate math course early. In our pilot program, we reviewed the math courses of many student and found that a sizable group were not taking the course aligned with their major. In many cases, they were taking a course that had a higher level of difficulty than was needed. By reviewing all student enrollments with their educational goals, we can help students select and register for the course that will improve success. Second, we need to specifically outreach to Black and Hispanic students early in the semester. This means creating a system where we call and text students to check on them within the first two weeks of classes and throughout the semester.

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)**

As counselors reviewed schedules of students taking math courses, they found that many were taking courses that did not meet their academic goals. First generation students are especially at risk of taking an inappropriate course, and they often take classes more challenging than is necessary.

By outreaching to students prior to their first registration, we can decrease the initial risk to students. We can specifically assist Black and Hispanic students in identifying their educational pathway and ensuring they take the optimal math course. We will also target first generation students, who often lack a fundamental knowledge of how math connects to their educational or career goals. By addressing these three groups, we plan to close the gap in African American access, and we will also close the gap for first generation and Hispanic retention in three years. We anticipate increasing Black access by 5% and increasing Hispanic, Black, and first-generation student retention by 3%.

For retention, several critical factors were learned in the pilot program. First, faculty did not want to use an external system to notify the team of at-risk students. The most accepted and frequently updated information came directly from the course Canvas shell. We will continue to use this information to outreach to students. Second, when interventions were made, students either lacked an understanding of their current situation (e.g., they would report doing "fine" in their course when they were actually failing) and they did not respond well to interventions offering help. Instead, students responded favorably when positive information was provided. For this reason, we started tracking changes in grades from week-to-week. We found that sending a student a kudo (e.g., I see your grades went up this week • Well done!) were much better received and resulted in students being more responsive to feedback. We also found that

students were more responsive early in the semester, and we will begin outreaching to students within the first two weeks of classes (using faculty grades in Canvas). We also found that only a maximum of 30% of students responded to emails; only 50% responded to phone calls, but up to 80% of students would respond to texts. As such, we intend to emphasize informal text messages as the primary means of communicating, and we will develop a seamless and smooth mechanism for connecting students with tutoring.

- **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 started an Early Alert Counseling Team during the pilot, and we staffed the group with volunteer interns. The group used an Excel sheet with weekly grade updates from faculty canvas pages. We tracked week-to-week changes in grades, the number of calls/texts/referrals per student, and the total intervention for a given course. We also tracked weekly drop rates for courses. Moving forward, we will continue to track using all of these tools, and we will implement two additional features. We will begin using Signal Vine (an AI texting tool that will allow us to text more students). Signal Vine will also provide additional data on texting efficacy, which will help us become more efficient and effective with our time. We are also developing an ARGOS report that will link this data with DI groups. We anticipate using the ARGOS report to send culturally-appropriate messages to each DI group.

- **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)**

An article in Inside Higher Ed (McKenzie, 2018), emphasized that Early Alert programs must create a cultural change on the campus to be successful. They must have faculty buy-in, faculty must regularly use the system, and the interventions must find ways to encourage students. Civitas, EAB, and Starfish are the best-known tools for Early Alert. Our campus has explored each of these, and had purchased both EAB and Civitas. However, the faculty have opted to work directly with Canvas and to enter their alerts within their existing grading systems. Jennifer Farnum (2006) wrote that an effective Early Alert intervention should be “Less formal, more frequent, less intimidating, more closely linked to the faculty member who is teaching the course.” Farnum also found that most Early Alert programs have counselors, advisers, or Early Alert staff as the primary points of contact. Faculty contact with students in the Early Alert models was only initiated in 30% of the cases. Finally, a Cornerstone article by Cai, and Higdon (2015) argued that an effective process will find ways to get students engaged in tutoring. All of these processes are built into our proposal. We will begin outreaching to students within the first two weeks of classes (using faculty grades in Canvas), we will use informal text messages as the primary means of communicating, and we will develop a seamless and smooth mechanism for connecting students with tutoring.

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?**
\$22,739.20
- **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	5 points	Includes a list of areas assessed, data needed for assessment, and data collection timeline.	

<p>you follow to ensure monthly/regular progress towards your goals?</p>			
<p>What current research justifies the use of this program? How does your proposal align with industry best-practices?</p>	<p>5 points</p>	<p>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.</p>	<p>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)</p>