



**Student Equity and Achievement Program (SEAP) Funding Request 20 20-2021 Academic Year**

Deadline: Monday, March 30, 20 20 @12:00noon

Funding request for the 20 20-2021 academic year  
(July 1, 20 20– June 30, 202 1)

Please review the RFPP 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 onesitting**.

SEAP apologizes for this 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 fund 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**  
Natalie Timpson  
ntimpson@gwc.cccd.edu
- **Initiative/Project Title**  
Outreach/Emancipated Foster Youth Specialist
- **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/EOPS, CARE, NextUP, Guardian Scholars

**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):**

The purpose of this project is to continue to provide the financial resources needed to recruit, retain, and provide intrusive case management practices in order to decrease current identified equity gaps for serving foster youth students who straddling all DI groups

**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, associated degree, CCC bachelor's degree)
- Transfer to a four -year institution

- Access – Successful Enrollment (Enrolled at the same community college within one year of application)

o This position is a main participant in the Outreach Taskforce and works with the team to ensure that GWC is present at every event we are requested to attend in the community with the primary goal of engaging current and former foster youth and a secondary goal of recruitment to the campus as a whole especially DI group students at our local area high schools.

o This position also assists and conducts application workshops for local area high school students with the primary goal of identifying and increasing foster youth enrollment and a secondary goal for increasing overall enrollment of students in all DI groups to attend GWC.

o The position is also responsible for contacting students who self-identified on the FAFSA or CCC Apply application as a former foster youth/ward of the court to assist them in completing enrollment, registration, financial aid and identifying all available resources a foster youth student has access to in order to complete educational and degree attainment goals.

- Retention – Fall to Spring (Retained from fall to spring at the same college)

A case management approach is especially important when working with our targeted DI groups, who are before finishing an educational program. To increase retention, we will implement the following intrusive activities/strategies which are based on best practices for serving foster youth students:

o Increase contact to bi -weekly phone calls with the intent of proactively addressing educational and personal needs such as tutoring, book assistance, socio -emotional support, housing, transportation and/or food insecurity.

o Work to increase the number of face -to-face contacts between counselors and the NextUP/Guardian Scholars Specialist. Monthly face -to-face contact with a campus advocate/support individual, especially for foster youth, increases student retention by providing at risk foster youth students with strong socio -emotional support, builds connection to the campus community, increases navigational capital, as well as, assist the student with hands- on one -on-ones support with obtaining the resources they need to achieve their ultimate educational goals.

o Perform bi -weekly enrollment status checks to ensure students are staying enrolled in courses and contact students who had a decrease in enrollment to identify the specific reason the student chose to drop the course. The student will be directed to make an appointment with their assigned counselor to discuss completion strategies and a review of their educational plan with the goal of ensuring

o Call to remind students to complete their midsemester Academic Progress Report. If an academic problem has been identified on a student's turn in the form, schedule a counseling appointment to follow up

- Transfer Math and English – (Completion & Readiness - within the first year and within the District)
- Vision Goal Completion – (Earned credit certificate over 18 units, associated degree, CCC bachelor's degree)
- Our intrusive/intentional counseling services are critical to our current student success rates and educational completion

of our students. This position uses intrusive case management practices to increase student participation in our counseling services and is critical for keeping our primary focus group on foster youth and our secondary program DI participants succeed.

- Encourage foster youth students to meet with counselors, who attend training opportunities provided by the State, UCs, and CSU to stay abreast of the changes in transfer requirements, the trends in degrees offered, and work force demands to ensure our advisement is in alignment with the needs of our regional economy and area employers.
- Monitor foster youth unit exceed the State goal of decreasing the number of units to 79 as set in the Vision of Success. The only exception to our 70 units cap, are high unit majors as defined by the State Chancellor's Office. In addition, our direct support services book vouchers offered to students decreases the total cost of attendance for students .4

EOPS is and was designed to assist students from traditionally underrepresented groups that were disproportionately impacted by economics and limited access to higher education. We have been practicing/implementing "Guided Pathways" and "Vision for Success" goals since our inception 50 years ago.

- Transfer to a four-year institution
- o Encourage foster youth students to meet with counselor one-on-one with students completing their transfer application to four-year universities to ensure that applications are completed accurately, letters of recommendations for are completed, and the student has met all eligibility requirements in order to successfully complete their application.

**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/ou treach these DI students in your project? (15 points)**

Supplemental Document attachment #2 Provides all the data pertaining to foster and enrollment at GWC

- Access • Successful Enrollment (Enrolled at the same community college within one year of application)

o This position is a main participant in the Outreach Taskforce and works with the team to ensure that GWC is present at every event we are requested to attend in the community with the primary goal of engaging current and former foster youth and a secondary goal of recruitment to the campus as a whole especially DI group students at our local area high schools.

o This position also assists and conducts application workshops for local area high school students with the primary goal of identifying and increasing foster youth enrolment and a secondary goal for increasing overall enrolment of students in all DI groups to attend GWC.

o The position is also responsible for contacting students who self-identified on the FAFSA or CCCApply application as a former foster youth/ward of the court to assist them in completing enrolment, registration, financial aid and identifying all available resources a foster youth student has access to in order to complete educational and degree attainment goals.

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o Increase contacts to bi-weekly phone calls with the intent of proactively addressing educational and personal needs such as tutoring, book assistance, socio-emotional support, housing, transportation and/or food insecurity.

o Work to increase the number of face-to-face contacts between counselors and the NextUP/Guardian Scholars Specialist. Monthly face-to-face contacts with a campus advocate/support individual, especially for foster youth, increases student retention by providing at risk foster youth students with strong socio-emotional support, builds connection to the campus community, increases navigational capital, as well as, assists the student with hands-on one-on-one support with obtaining the resources they need to achieve their ultimate educational goals.

o Perform bi-weekly enrollment status checks to ensure students are staying enrolled in courses and contact students who had a decrease in enrollment to identify the specific reasons the student chose to drop the course. The student will be directed to make an appointment with their assigned counselor to discuss completion strategies and a review of their educational plan with the goal of ensuring

o Call to remind students to complete the mid semester Academic Progress Report. If an academic problem has been identified once students turn in the form, schedule a counseling appointment to follow up

- 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)
- Our intrusive/intentional counseling services are critical to our current student success rates and educational completion of our students. This position uses intrusive case management practices to increase student participation in our counseling services and is critical for keeping our primary focus group on foster youth and our secondary program DI participants succeed.

- Encourage foster youth students to meet with counselors, who attend training opportunities provided by the State, UCs, and CSUs to stay abreast of the changes in transfer requirements, the trends in degrees offered, and workforce demands to ensure our advisement is in alignment with the needs of our regional economy and area employers.

- Monitor foster youth unit exceed the State goal of decreasing the number of units to 79 as set in the Vision of Success. The only exception to our 70 units cap, are high unit majors as defined by the State Chancellor's Office. In addition, our direct support services book vouchers offered to students decreases the total cost of attendance for students. 4

EOPS is and was designed to assist students from traditionally underrepresented groups that were disproportionately impacted by economics and limited access to higher education. We have been practicing/implementing "Guided Pathways" and "Vision for Success" goals since our inception 50 years ago.

- Transfer to a four-year institution

o Encourage foster youth students to meet with counselors one-on-one with students completing their transfer applications to four-year universities to ensure that applications are completed accurately, letters of recommendations for are completed, and the student has met all eligibility requirements in order to successfully complete their application.

- **The goal is to close the gap for these DII 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)**

Goal#1: Improve retention rates for Next Up and Guardian Scholars by 10% for the 2019 -2020 year

- Activity: Utilize more hands-on and intrusive approach to student services. Data has shown that more contacts with the program specialist relate to better retention rates. Require more contacts with the specialist and being more intentional about check-in phone calls throughout the semester.

- Expected Outcome: Increase the retention rate of our Guardian Scholars program students from 65% last year to 75% for this year in both Fall to Spring retention and Spring 2020 to Fall 2020 retention. Additionally, maintain the current 85% retention rate for Next Up program students.

Goal#2: Increase number of students served in the 2019 -2020 academic year by 15%

- Activity: Collaborate with the research department, financial aid, and campus outreach to find students already attending Golden West College who may be eligible Next Up or Guardian Scholars. This will include calling students from lists generated by research and financial aid, as well as tabling on campus and creating campaign to raise awareness of the services we provide for students who have experienced the foster care system.

- Expected Outcome: serve a minimum of eight (8) more students in the 2019 -2020 year than we did in the 2018 -2019 year when we served a total of 53 students.

Goal#3: Expand Next Up and Guardian Scholars workshops and events to be in alignment with the Vision for success, with an emphasis on transfer and job readiness.

- Activity: Refocus our workshops, field trips and events for the 2019 -2020 year to focus on transfer and job readiness. This will be done through collaboration with professional community partners, the GWC career center, and local universities, both CSU and UC.

- Expected Outcomes: Create intentional partnerships with UCI, UCLA, CSU Long Beach, CSU Fullerton, and CSU Dominguez Hills to facilitate tours and information sessions for our foster youth students.

- o Additionally, work with a professional network of partners who want to help current and former foster youth find jobs that will help them gain professional employment.

- **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 metrics we will be tracking are retention rates, course completion rates, transfer rates, degree/certificate completion rates. The tracking mechanism's we will use to track progress are bi-weekly review of each participating foster youth's enrollment, registration in the following semester, tracking appointment attendance, and working with the Office of Institutional Research at the end of the semester to ensure the veracity of our data collection.

- **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 following statistics focus on the number of children/young adults in the foster care system.

The Department of Health and Human Services report there are more than 437,500 children currently in foster care in the United States (HHS.Gov, 2017). Former foster youth are disproportionately minority and low-income (Dworsky, Spring 2018) representing approximately more than 56% of children in the foster care system (AFCARS Report, 2017). Research indicates that former foster youth are less likely to attend college (Kirk, Lewis, Nilsen, & Colvin, 2011). The national average of postsecondary degree attainment among former foster youth is 3%. The goal of this position is to increase foster youth retention, certificate/degree attainment and transfer to four-year institutions and increase program baseline services to recruit, support, and retain high risk foster youth within the community colleges system. The GWC Next Up/Guardian Scholars program is specifically designed to create the high touch cross collaboration with high schools and our campus to recruit, serve and provide program benefits to our high-risk foster youth students. This position increases our capacity to make initial contact and eventual onboarding of foster youth students.

Failure to address postsecondary education and degree attainment for foster youth perpetuates the cycle of poverty and widens the equity gap.

<https://cdn.fc2success.org/wp-content/uploads/2014/08/Outline-to-Improve-Postsecondary-Outcomes.pdf>

**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***

018/2019 EOPS/CARE/NextUp Program Statistics

Total students served in EOPS/CARE & NextUp: 886

Retention rate:	89.8%
Success rate:	78.6%
3.0-3.99 GPA or above:	503 (57%)
Graduates:	163 (18%)
Transfers:	90 (10%)
AA Degrees:	139 (16%)
Certificates:	147 (17%)
Scholarship recipients:	68

The Golden West College Extended Opportunities Programs and Services Department assisted 163 students to complete their Associates Degrees and 90 students transferred to four- year institutions. In addition, 58 EOPS students received scholarships from the Golden West College Foundation and external donors.

We provided unmet need grants to EOPS students enrolled in summer classes to cover the cost of books and materials. This was done to encourage students to enroll in summer courses and assist with meeting transfer requirements. In addition, it increased the unit enrollment for students to meet the 30-unit requirement for the CalGrant Completion Grants allowing students to maximize their financial resources. EOPS has higher retention, graduation, course completion rates, as well as, we have lower rates of academic disqualification than the general population.

The Golden West NextUp and Guardian Scholars program served 53 former foster youth. In addition, increased recruiting efforts with community partners and public agencies resulted in the on-boarding of 17 new foster youth students attending Golden West for the 2018/19 academic year. The overall retention rate for former foster youth served by the NextUp and Guardian Scholars for the 2018/19 academic year was 83%.

The Golden West College NextUp and Guardian Scholars Program assisted 6 former foster youth students with the completion of their Associate Degrees. All six participated in the commencement ceremony and 5 were accepted for transfer to their university of choice for the academic year 2018/19. In addition, 5 of our scholars received 10 academic scholarships from the Golden West College Foundation and outside donors.

The NextUp and Guardian Scholars program in coordination with the California State University of Fullerton's Guardian Scholars Program offered the first "Foster Friendly Ally Training" to faculty, classified professionals, managers and community partners to raise awareness of the unique challenges and experiences of our former foster youth students.

Golden West College and Orange Coast College's NextUp and Guardian Scholars programs coordinated with California State University of Long Beach and California State University Fullerton Guardian Scholars programs to offer the first inter-district Transfer Day focused on the specific needs of our former foster youth/ward of the court student's interested in transferring to a four year institution. The focus was on navigating the transfer process and the unique challenges.

The Golden West College Next Up and Guardian Scholars Program launched the first month long campus wide campaign in recognition of national foster youth awareness month. The campaign was designed to increase awareness and acknowledge the success stories of former foster youth and the campus community perceptions of the foster youth students we serve.

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

This position is critical to our office function and ability to serve our foster youth students. It is also mindful to note that other campus such as Fullerton College, Mount Sac, Cypress, Citrus and others use a portion of their equity funded to assist in the overall ability of EOP and Next UP programs because they directly serve every single DI group identified. Failure of the committee to support our program will impact our ability to serve foster youth students and impact our ability to recruit this high-risk student population and we anticipate a reduction in the number of foster youth being served by our institution further widening the gap as we are the only established formal program on campus with limited resources serving this DI Group.

**Section 4 : Budget**

- **What is your total allocation request?**  
\$47,123
- **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.

RFPTimeline	
Release RFPTemplate	February 28, 2020
RFPDeadline	April 20, 2020 @12:00noon
TRGRatingsDeadline	April 23, 2020
Present RatingstoRCC	April 28, 2020
Present RatingstoP&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)



FosterYouth - Female	135	352	11	28
FosterYouth - Male	77	306	26	65
LGBTQ+ - Female	516	1,204	16	41
Veteran - Female	29	93	6	14
BlackorAfricanAmerican - Female	370	919	22	55
BlackorAfricanAmerican - Male	361	850	13	32
Hispanic/Latinx - Female	3,471	8,213	131	329

DataforDIgroupsbyMetric(Retention) :2017 -18AcademicYear

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

DataforDIgroupsbyMetric(Transfer Math and English) :2017- 18AcademicYear

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
NativeHawaiianor OtherPacific Islander – Male	0	11	1	2

## DataforDIgroupsbyMetric(VisionGoalCompletion):2017 -18AcademicYear

DI Group	Numberofstudentswho earnedcertificateor associatedegree	Totalnumber ofstudents	Numberofadditionaldegreesor certificatesneededtoclosegap by40% (3-yeargoal)	Numberofadditionaldegrees orcertificatesneededtoclose gaps(10 -yeargoal)
FirstGeneration – Male	125	4,395	19	47
LGBTQ+ - Female	17	639	3	8
LGBTQ+ - Male	14	381	1	2
FosterYouth - Female	9	247	1	2
AmericanIndianor AlaskaNative– Male	1	33	1	2
BlackorAfrican American – Female	9	343	2	4
BlackorAfrican American – Male	12	356	1	2
Filipino - Male	9	281	1	2
Hispanic/Latinx - Male	129	3,661	6	14

## DataforDIgroupsbyMetric(Transfer) :2016 -17AcademicYear

DI Group	Numberofstudentswho transferredtoa4 -year Institution	Totalnumber ofstudents	Numberofadditional studentsneededtoclosegap by40% (3-yeargoal)	Numberofadditional studentsneededtoclose gaps (10-yeargoal)
Disabled – Male	37	406	7	18
FosterYouth – Female	9	148	4	11
FosterYouth – Male	5	74	2	5
LGBTQ+ - Female	27	290	5	12
AmericanIndianor AlaskaNative – Male	1	17	1	2
BlackorAfrican American – Female	16	161	2	6
Hispanic/Latinx – Male	183	1,815	25	63

NativeHawaiianor OtherPacificIslander – Female	3	30	1	2
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### **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.

**DIGroups.** 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 show 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, associated degree, CCC bachelor’s degree (Vision Goal Completion)

### **Scoring Rubric**

Description	Points	Considerations made in point allocations	Example or scale
<b>Which of the 5 Student Success Metrics are you employing and what are your proposed activities?</b>	10 points	Applicant provides a clear list of all activities and the resources needed for each activity.	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,

		Proposed activity timeline is included.	when they reach college -level, they will be transitioned to a credit application and given a 1 -year SEP.
<b>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?</b>	15 points	<p>The total number of students served.</p> <p>The number of current programs that currently address the DI group selected.</p> <p>Applicant provides a realistic and effective outreach plan.</p> <p>Applicant can leverage current outreach efforts.</p>	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.
<b>How will your project realistically help with this goal, and what are you expected outcomes to be completed by June, 2021? How are you going to close the gap?</b>	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.
<b>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?</b>	5 points	Includes a list of areas assessed, data needed for assessment, and data collection timeline.	
<b>What current research justifies the use of this program? How does your proposal align with industry best -practices?</b>	5 points	<p>Applicant explains how their proposed program is influenced by other models and best practices.</p> <p>If program is a revised version of another model, changes are explained.</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)