



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**
Nancy Fong and Jessica Patapoff
nfong@gwc.cccd.edu
- **Initiative/Project Title**
Puente Retention and Completion Transfer Initiative
- **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/Puente Program

Requestor's Supervisor's Name: Dr. 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):**

To increase access, retention and course completion in all transferable English coursework (Freshmen Composition and Critical Thinking), general course completion, and persistence/retention for Puente students' degree attainment and transfer.

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

Our goal is to close retention and completion gaps, transfer English (English 095/100) gap, certificate/degree completion gap and transfer gap for all Puente students representing the following, but not limited to: disabled, first generation, foster youth, LGBT and Hispanic/Latinx students.

Fall 2020/Spring 2021 Proposed activities:

1. Increase Puente cohort 17 enrollments for fall 2020 and retain for spring 2021.
2. Increase retention, persistence and course completion for Puente students in English 100S compared to non-Puente students in equivalent courses for fall 2020 and spring 2021.
3. Increase course completion for Puente students in college-level math compared to last's years Puente cohort in for fall 2020 and spring 2021.
4. Increase GPA for Puente students compared to non-Puente students in equivalent courses for fall 2020 and spring 2021.
5. Increase associate degree completion and transfer rates for Phase 3 Puente students from 2014-2019 cohorts.
6. Decrease Phase 3 GWC drop rates by providing intrusive counseling intervention strategies by encouraging students to stay connected with the Puente Program.

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)

The Puente Program is open to all students. Puente serves 30+ students per-cohort in phases one and two, plus phase three students who are active GWC students after the completion of the program. In 2018-19, we served 80 Puente students at GWC across phases one, two and three. Through our community-based learning modules, intensive counseling and career exploration in and outside the classroom, and through our Puente mentor panels, Puente students remain connected to each other, their campus and stay on track educationally. In addition, the extracurricular activities and events Puente students participate in further help them to visualize success in higher education and later in their career fields. By inviting our students to participate in family team building activities that engage the home and school, students who are first-generation have a better chance of completing their degrees and transferring to a four-year institution. Additionally, this program aims to remove financial barriers through free supplies, events and free exposure to several four-year institutional opportunities.

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)**

Our goal is to close retention and completion gaps, transfer English (English 100S) gaps, certificate/degree completion gap and transfer gap for all Puente students representing the following (but not limited to): disabled, first-generation, Veterans, Foster Youth, LGBT+, Low Income and Chicanx/Latinx female/male students. However, Puente is open to all students and serves more than the Chicanx/Latinx student population. Our expected outcomes are as follows: Increase Puente enrollments for fall 2020 and retain for spring 2021. Increase retention, persistence and course completion for Puente students in English 100S compared to non-Puente students in equivalent courses for fall 2020 and spring 2021. Increase GPA for Puente students compared to non-Puente students in equivalent courses for fall 2020 and spring 2021. Increase associate degree completion and transfer rates for Phase 3 Puente students from 2014-2019 cohorts. Decrease Phase 3 GWC drop rates by providing intrusive counseling intervention strategies by encouraging students to stay connected with the Puente Program.

- **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)**

Puente program tracks demographic information, course success rate, persistence rate, and grade point average to a comparison groups: Puente Equivalent Hispanic (PEH) students and Puente Equivalent Non-Hispanic (PEH) students by cohort year as well as degree completion data. This data is annually provided by The Office of Research, Planning, and Institutional Effectiveness, GWC. Lastly, the Puente Case Manager semi-annually tracks enrollment for current and former Puente students.

- **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)**

ALL data presented here indicate our Puente students are part of many DI groups GWC is hoping to serve, and our program aims to help students across all five Student Success Metrics at GWC. The GWC Puente model aligns with the state model through intensive English courses, counseling, and mentoring programs. In addition, like our state model teaches, GWC's Puente Program aims to create a sense of community for our Puentistas and a deeper connection to each other, campus life, as well as the institution of higher education. Please see below for the Puente Program official website: <https://www.thepuenteproject.org/about>

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***

Course Success Rates

Course success measured the number of students who passed College G100, Counseling G104, English G100/95, and English G110. Comparisons were made between Puente sections and Non-Puente sections based on designated course record numbers designated each year. The five-year trend indicates that, in general, course success rates of Puente sections were higher than Non-Puente sections for all four comparison courses.

Persistence Rates

Persistence rates were primarily higher for Puente students compared to Puente Equivalent Hispanic (PEH) students and Puente Equivalent Non-Hispanic (PENH) students (Table 3). For the 2018-2019 cohort, the persistence rate of Puente students was 78%, which was higher to the persistence rate of PENH students at 59%, and PEH students, 58%.

Grade Point Average

Overall, Puente students had higher average GPAs than PEH students across all five years and had higher average GPAs than PENH students in three of the five years (in 2015-2016, 2016-2017 and 2018-2019).

Puente accelerated the English curriculum this fall 2018 to ensure students completed Freshmen Composition (English 100) during the first semester of the program as well as Critical Thinking (English 110) during the second semester of Puente. We collected data on course success rate compare to non-Puente sections of English G095/English G100 and English G110 courses showing a showing the following success rate:

	Puente Sections	Non-Puente Sections
• English G095	91%	66%
• English G100	91%	71%
• English G110	88%	81%

Upload link was not provided to submit the data table Office of Research, Planning, and Institutional Effectiveness completed. Emailed supporting documents to Susan Castellanos-Gaona on 3-24-20.

- **What activities and resources are necessary to sustain this project moving forward? (Renewal Only) - *Not Rated***
 - Noche de Familia and Family Team Building (Puente Family Orientation in both fall and spring)â€”\$2,400: this is a family and student orientation to GWC and the Puente Program. This event encourages family support for first-generation college students in higher education. During this event, we invite financial aid and GWC student services to discuss what we offer at our campus. In addition, we have past Puente students speak about their experience in Puente as well as invite past Puente parents to talk about the importance of family involvement. We end with a Q&A, as well as a tour of the campus. This is offered in both Spanish and English. In addition, we added a Family Team building night in spring to encourage the continued support of students attending college. We started to notice a trend of family becoming disengaged, and even hindering the success of their students during the spring semester, so we created an additional family night where we had professionals discuss their journeys in higher education, and discuss success tools for home life, family encouragement and purpose of higher education.
 - University Toursâ€”May 2021 \$12,800: One of the outcomes of the Puente Program is to close the gap for LatinX students transferring to four-year universities. We know, from several studies, being able to visualize yourself at the campus you hope to attend, acts as one of the most powerful tools to encourage transfer. Puente Northern and Southern California University tours act as vehicles to motivate and inspire our students to not only familiarize themselves with local

state schools but with UC's and schools outside of their local areas. During these two-three day tours, we tour four(+) UC's and state schools, as well as transfer housing facilities. Students meet with programs offered at each campus (especially those geared towards ChicanX/LatinX students), and listen to student panels of community college transfer students. They eat at dining halls and essentially emerge into the culture of the campuses we visit. ***DUE TO COVID-19, our current spring 2020 University tour will be cancelled. We are asking for the money awarded to us for the spring19-20 cohort, for this event especially, to be added to our 2020-2021 budget so that we can take our current cohort with us in 2021***

- Professional Expert, Puente Case Managersâ€™Year Long, \$16,192.00: Our Puente case manager is responsible for: Data entry of all new and interested Puente students, assist with summer recruitment (no counselor/co-coordinators during 2020 summer months), summer Orientations (no counselor/co-coordinators during 2020 summer months), data entry of continuing Puente student's semester G.P.A, enrollment status, and college-level math completion which assist the coordinators track Puente students from the moment they enroll at GWC until they graduate/transfer --compared to the Transfer Center 160 hourly who begin tracking GWC students at 30+ units. In addition, our case manager contacts and schedules appointments with the counselor for students who may be ready to apply for associate degrees and/or four-year universities each semester. As well as reminds Puente students on university and GWC application deadlines. Further, Puente 160 tracks students who have already transferred, and continued to earn bachelor degrees at the four-year university. They are responsible for organizing student supplies at the beginning of the fall semester for incoming Puente students: i.e. binders with paper, pens, post-its and highlighters, outreach and recruitment on-and-off-campus to help with future recruitment, and finally they assist with organizing program activities on-and-off campus such as, but not limited to: Noche de Familia, holiday luncheon, professional mentor panel, and end of the year banquet by completing additional tasks set by the coordinators. Lastly, case manager serves as a point of contact for the program when coordinators are not available due to other faculty assignments.
- Puente has decreased the 160 hourly position from two case managers to one case manager for the 2019-20 academic years.
- Supplies and T-shirts \$1,300: Puente offers students entering our year-long program a starter kit of college supplies that include, but are not limited to: binders, organizers, paper, pens, notebooks, etc. These supplies are given out during Noche de Familia so that students who are brand new to college, first-generation and economically disadvantaged are ready to begin ALL classes their first day at GWC. This removes financial barriers for families and students as well. T-Shirts are given to our cohort before our first statewide motivational conference in September. Puente t-shirts are a way to connect our students to our campus, the program and each other. It also acts as a recruitment tool for future Puentistas at events such as senior day, college preview day and ChicanX/LatinX Day.

Section 4: Budget

- **What is your total allocation request?**
\$32692.00
- **Please upload the completed Budget Request Excel Sheet**
- **Please share any additional information that may help the reviewers better understand your project. – *Not Rated***

Puente is the only academic learning community at Golden West College as of now. We have been active at GWC for over 28 years and bring a sense of community to our students and to the campus as a whole. In addition, we bring cultural events such as Dia de los Muertos, Safe Zone trainings and more to ALL GWC students / faculty and staff. As a Hispanic Serving Institution (HSI), Puente is an anchor for our ChicanX/LatinX student populations, and a model for future learning communities at GWC. The Puente

Program is active in over 64 community colleges statewide, and there are several Puente Programs in high schools as well as junior high schools, too. We advocate for leadership on campus and within the surrounding communities.

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

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

What is Disproportionate Impact

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

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

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

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

1. Current or former foster youth
2. Students with disabilities
3. Low-income students
4. Veterans
5. Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Hispanic/Latinx
 - Native Hawaiian or other Pacific Islander
 - White

- Some other race
 - More than one race
6. Homeless students
 7. Lesbian, gay, bisexual, or transgender students
 8. First-generation college students.
 9. Additional categories of students determined by the governing board of the community college district.

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

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

Scoring Rubric

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

does your proposal align with industry best-practices?		influenced by other models and best practices. If program is a revised version of another model, changes are explained.	coordinated outreach programs to high school junior students of color. See (provide html link)
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