



**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**

Susana Castellanos-Gaona  
[scastellanos-gaona@gwc.cccd.edu](mailto:scastellanos-gaona@gwc.cccd.edu)  
 714-892-7711 ext. 55301

- **Initiative/Project Title**

**Student Ally Center (Formerly Equity Center)**

- **Is this request for a new initiative/project or a renewal for continued funding?**
  - New Initiative (never funded through Equity)
  - **Renewed Initiative (previously funded through Equity)**
- **Division/Department/Program Name:**

**Student Equity and Achievement Program**

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

Claudia Lee, Vice President of Student Services

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

[clee@gwc.cccd.edu](mailto:clee@gwc.cccd.edu)

- 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 Student Equity and Achievement Program opened the Student Ally Center in Fall 2019 to serve all student populations via a case management approach and connect students with on- and off-campus resources to address non-academic challenges. The goal is to assist students with the navigation of non-academic challenges to increase academic persistence and retention rates.

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

The Student Ally Center gives students access to resources supporting their academic success such as a study lounge with computer access, a classroom that can be reserved for large group study sessions, club meetings, and workshops. Space is also available for faculty to hold office hours and have an opportunity to connect with students outside the classroom.

Our goal is to address non-academic challenges that students are experiencing outside the classroom by connecting them to on- and off-campus resources that will help them navigate their challenges and increase academic retention. We provide a private office for on- and off-campus organizations to utilize and provide services such as academic and mental health counseling, financial aid office hours, and case management intakes. The Student Ally Center would like to continue to hire a Professional Expert that is responsible for the intake and management of student cases. A case management model has been implemented to assist students by conducting an in-take session to fully understand and assess their non-academic challenge and develop a plan to connect the student to resources. The Professional Expert also works Peer Navigators, which are students enrolled in Peace Studies courses and volunteer as part of service-learning hours required in the course curriculum. Peer Navigators are trained to conduct five-minute presentations in the classroom to increase awareness of the services in the center and be also available to connect with students and provide a sense of belonging and understanding. The Professional Expert also serves as the first contact in the lobby area of the center and answers all incoming calls and assist with the logistics of reserving spaces in the center including the classroom, private office, and conference room. Above all, the main area of focus for the Professional Expert is fully identifying and updating on- and off-campus resources by areas of need. Areas of focus include nutritional insecurity, veterans, housing and homestay, global and cultural, disabled students, undocumented students, recruitment, enrollment, and LGBTQ+. Additional activities will include implementing a marketing campaign to increase student awareness and remind staff and faculty of our services. A referral form will also be created in our equity webpage in order to facilitate faculty referrals for students experiencing non-academic challenges.

In order to increase student and staff awareness, a marketing campaign will be implemented by updating the I Am GWC banners currently installed throughout the campus by utilizing one side as the I AM GWC campaign and continuing to represent our student population, and updating the second side showcasing the Student Ally Center. The banners will serve as an ongoing marketing campaign versus utilizing funds to design and print poster signs, which will have to be continually replaced throughout the year. We would

also like to expand the banners to include the outside perimeter of our campus so that potential students can identify with our student population and feel included.

The center also needs to be showcased to the community with a grand opening. Aside from our campus community, we would like to invite community leaders and organizations that are vital in providing resources to our students and no-cost. This will include a ceremony, open house, and refreshments.

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 Student Ally Center has 317 documented visits. The goal is to address all disproportionately impacted groups that are listed in the Student Equity Plan under retention. According to this data we need the following number of additional students retained to close the gap by 40% in the next three years:

First Generation Male – 28

Veteran Male – 10

Black or African American Female – 8

Filipino Female – 5

White Male – 16

The students served through the Student Ally Center that provided a student identification number totaled 76 unique users represent the following demographics:

Asian – 13.16%

Black or African American – 1.32%

Hispanic/Latinx – 55.26%

White – 6.58%

Two or more races – 1.32%

Unknown – 22.37%

Special populations included the following:

**Financial Aid Recipient – 53.95%**

**DSPS – 9.21%**

**EOPS – 21.05%**

**Our goal is to increase participation by 10% over the next academic year and target the participation of all disproportionate impacted groups. Student in-reach efforts will be expanded to include classroom presentations and implement a marketing campaign that includes on-campus posters, the GWC App and other social media outlets. Presentations will also be conducted at campus committees to continue to remind all staff of our current services.**

### **Section 3: Data Collection**

- **The goal is to close the gap for these DI groups. How will your project realistically help with this goal, and what are your expected outcomes to be completed by June 2021? How are you going to close the gap? (15 points)**

**The retention goal is to be closed by 40% in the next three years and by 100% in the next ten years. The goal is to address the overall retention rates for our institution by 13% in order to achieve the 40% goal in the next three years. The following additional students must be retained for the identified disproportionately impacted groups in the next 10 years.**

**First Generation Male – 28**

**Veteran Male – 10**

**Black or African American Female – 8**

**Filipino Female – 5**

**White Male – 16**

**The Student Ally Center will work towards reaching the 40% goal by the next three year and ultimately contribute towards closing the gap by 100% in the next ten years. The first phase of this goal is to increase awareness and participation from our most impacted student groups. The expected outcomes by June 2021 is to increase participation by at least 10%, thus serving an additional 350 students. We will contribute in closing the gap by identifying and addressing the non-academic challenges of our students by connecting them to resources so that the last thing they think about is dropping a course or from the institution. It is our goal to provide them with support so that they continue pursuing and achieve their academic goals.**

- **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 Equity Center will measure success by tracking the retention from fall to spring semester for all students utilizing the services of the Student Ally Center. To track the success of retention from semester-to-semester, registration status will be monitored. Course completion will be an added measure. The Equity Researcher will gather data for students utilizing the center and will compare retention and course completion rates to the institution's average.**

**The tracking mechanism will involve gathering student identification numbers for all students checking-in the center utilizing a computer tracking system requiring a student ID swipe. Two tracking systems were purchased with equity funds allocation in the 2019-20 academic year and are in the process of uploading a database to utilize with SARS-TRAK. These systems have been strategically installed at the center's two main entrances to ensure accurate utilization data and reasons for accessing our center. The Professional**

Expert will also maintain an electronic file system to keep track of student cases providing more details in terms of the challenges that students are experiencing to identify patterns and continue to expand are resources.

To ensure monthly/regular progress, a monthly report will be downloaded from the SARS-TRAK system and data will be evaluated by the Student Equity Researcher. This information will guide us on the direction we must take to ensure that our disproportionately impacted students are aware and utilizing our services.

- 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)

Student Equity is a topic that resurfaced as a result of the Completion Agenda focusing in providing academic resources in the area of access, retention, and completion. A recent topic focuses on nontraditional students and non-academic variables that students face, which may conflict with academic responsibility. According to Inquiries Journal, nontraditional students are more likely to leave school due competing responsibilities outside of academics including work, parenting, caregiving, etc. Due to the lack of support from their home institution, nontraditional students are less likely to complete their academic goals. Addressing the non-academic challenges by resource connection and referrals can positively impact retention and student success. The Student Ally Center was created with the vision to address the non-academic challenges of disproportionately impacted students and modeled after success centers in other institutions such as the Dream Success Center at California State University, Long Beach and the Arise, Aspire, Dream and Reach programs at Mt. San Antonio College.

Dream Success Center at CSU Long Beach:

<http://web.csulb.edu/divisions/students/dream/>

Equity Center at Mt. San Antonio College

<https://www.mtsac.edu/equitycenter/>

Inquiries Journal

<http://www.inquiriesjournal.com/articles/1377/todays-non-traditional-student-challenges-to-academic-success-and-degree-completion>

*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**

The Student Ally Center began operations in fall 2019. The Student Equity and Achievement Program (SEAP) has utilized Spring 2019 Student Equity funds to refurbish the space for service. This included data cabling to support technology, painting, and carpet cleaning. The funds were also used to fund a short-term employee that conducted research on best practices from similar centers at other higher education institutions. Visits to California State University, Long Beach, Mount San Antonio College, Citrus, and California State University, Fullerton were completed during Spring 2019. These visits provided a list of best practices and were considered in the services implementation plan the center. To date, we have 316 documented visits. These are manual check-ins and do not account for every single person that has accessed the center. We currently have over 10 active cases, most involving students that identify as homeless and food/clothing insecure. We are working closely with the homeless liaison to provide on campus services and give referrals to off-campus resources. The remainder of the cases involve students that are undocumented. We have been working closely with CHIRLA organization to provide resources and updates affecting their status. We provided an Know Your Rights Workshop providing valuable

information to our undocumented students. Cases with the LGBTQ+ student community are also included. We started a conversation with APAIT organization in order to partner and provide on-campus and off-campus resources to our students, which include emotional health counseling and financial resources. Our campus student clubs have started to reserve and utilize our classroom to hold their club meetings as well as a prepare for campus events. Three faculty members have started to hold office hours in the center, thus providing the opportunity to connect with students outside the classroom. We have successfully recruited over 20 students from the Peace Studies courses to volunteer as Peer Navigators. We are also partnering the Vice President of Student Services to beautify the outside of the building with an Oasis garden. The space has also been extended to the US Vets Outside the Wire to hold one-to-one and group therapy sessions in the Student Ally Center. The homeless liaison also holds weekly office hours for express services related to home insecure cases as well as FAFSA file updates.

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

Funding allocated specifically for the continuation of the Professional Expert is necessary to continue to serve students via a case management approach. This center has been implemented with minimal fiscal impact. The manager overseeing the Student Equity and Achievement Program relocated to the center to avoid the need to hire a coordinator to oversee operations. The Administrative Assistant was also relocated to the center to avoid the need to hire a full-time person to cover clerical needs such as center monitoring and answering phones. The Professional Expert is vital in having a part-time dedicated person to conduct student intakes and manage resource referrals.

#### Section 4: Budget

- What is your total allocation request?

\$44,350

- Please upload the completed Budget Request Excel Sheet
- Please share any additional information that may help the reviewers better understand your project. – *Not Rated*

Thank you for completing this request!

Below is the timeline that will be used for the review process.

RFP Timeline	
Release RFP Template	February 28, 2020
RFP Deadline	April 20, 2020 @ 12:00 noon
TRG Ratings Deadline	April 30, 2020
Present Ratings to RCC	May 12, 2020
Present Ratings to P&B	May 13, 2020
Release Funding Notifications	May 15, 2020

## Additional information that may be useful:

Data for DI groups by Metric (Access): 2017-18 Academic Year

DI Group	Number of students enrolled	Total students who applied to GWC	Number of additional students needed to close gap by 40% (3-year goal)	Number of additional students needed to close gaps (10-year goal)
Foster Youth - Female	135	352	11	28
Foster Youth - Male	77	306	26	65
LGBTQ+ - Female	516	1,204	16	41
Veteran - Female	29	93	6	14
Black or African American - Female	370	919	22	55
Black or African American - Male	361	850	13	32
Hispanic/ Latinx - Female	3,471	8,213	131	329

Data for DI groups by Metric (Retention): 2017-18 Academic Year

DI Group	Number of students retained from Fall to Spring semester	Total number of students enrolled in Fall semester	Number of additional students needed to close gap by 40% (3-year goal)	Number of additional students needed to close gaps (10-year goal)
First Generation – Male	1,192	1,942	28	70
Veteran- Male	121	225	10	26
Black or African American – Female	56	114	7	18
Black or African American – Male	74	146	8	21
Filipino – Female	60	113	5	14
White – Male	966	1,548	16	46

Data for DI groups by Metric (Transfer Math and English): 2017-18 Academic Year

DI Group	Number of Students who completed both transfer Math and English	Total number of students who attempted to complete both transfer Math and English	Number of additional students needed to close gap by 40% (3-year goal)	Number of additional students needed to close gaps (10-year goal)
Disabled - Male	3	63	3	7
First Generation – Female	75	592	7	18
First Generation – Male	69	532	6	14
LGBT - Female	4	76	3	8
LGBT – Male	2	34	1	3



Black or African American – Female	0	10	1	2
Black or African American – Male	2	37	2	4
Hispanic/ Latinx - Female	52	457	8	24
Hispanic/ Latinx - Male	41	443	11	35
Native Hawaiian or Other Pacific Islander – Male	0	11	1	2

## Data for DI groups by Metric (Vision Goal Completion): 2017-18 Academic Year

DI Group	Number of students who earned certificate or associate degree	Total number of students	Number of additional degrees or certificates needed to close gap by 40% (3-year goal)	Number of additional degrees or certificates needed to close gaps (10-year goal)
First Generation – Male	125	4,395	19	47
LGBTQ+ - Female	17	639	3	8
LGBTQ+ - Male	14	381	1	2
Foster Youth - Female	9	247	1	2
American Indian or Alaska Native – Male	1	33	1	2
Black or African American – Female	9	343	2	4
Black or African American – Male	12	356	1	2
Filipino - Male	9	281	1	2
Hispanic/ Latinx - Male	129	3,661	6	14

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

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

Hispanic/ Latinx – Male	183	1,815	25	63
Native Hawaiian or Other Pacific Islander – Female	3	30	1	2

### **What is Disproportionate Impact**

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

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

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

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

1. Current or former foster youth
2. Students with disabilities
3. Low-income students
4. Veterans
5. Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:
  - 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
<b>Which of the 5 Student Success Metrics are you employing and</b>	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

<b>What are your proposed activities?</b>		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.
<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	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.
<b>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?</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	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)