



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**
Yvonne Portillo
yportillo@gwc.cccd.edu
- **Initiative/Project Title**
Transfer Center Support
- **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: Counseling / Transfer Center

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 Transfer Center assists students with the entire process of moving students from the two-year to the four-year university. From confirming requirements are met, assisting with application submission, validating degrees, and sending transcripts, we walk students through the process from start to finish. The Transfer Center Support project will add additional support to the center to increase the numbers moving through the transfer pipeline. Targeted outreach, using the "Through the Gate" transfer study (RP Group) will be utilized to outreach to students in a case-management method. The additional of additional staff and counseling will allow for overload counseling in August during the Spring CSU Application filing period. The summer hours also assist with the coordination of annual activities, state reporting, and onboarding/training of graduate-level interns. Academic year support will facilitate transcript evaluation, assisting with transfer-specific student questions, workshop facilitation, student outreach and other duties.

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

Using a case management approach, targeted pools will be gathered to create a set of students who are close to meeting transfer requirements, and are from one of the identified DI groups. Using specific ARGOs reports for students who have completed at least 30 semester units of transferable credit, and completion of college level English. Based on their individual profile, students will then be placed into "Transfer Pipeline" groups of: a) "Transfer Achievers": those ready to transfer for Spring 2021 with increased communication and transfer application information, b) "At the Transfer Gate": those ready to transfer in Fall 2021, with communication throughout the academic year and a year-long calendar of activities geared toward university admission, and c) "Near the Gate": those near transfer, with an outline of how they can prepare for transfer during the 2021-2022 year.

Those who are Transfer Achievers will be given specific and detailed information about which campuses they can easily gain admission and will be contacted repeatedly through the application cycle to make sure that applications were created, sent, and additional paperwork submitted. Communication will take place via email, phone, and when available, text messaging direct to each student.

The At the Gate students will be given year-round attention, with similar information about campus admission, and will be pre-booked into application sessions and sent information about what they need to start their application. Additional follow-up with phone calls and reminders about application submission activities will occur throughout the fall semester. Messaging will take place via email and phone, and personalized follow-up content will be given to each student.

Those "Near the gate" will be tracked and encouraged to complete critical coursework, and collaboration with general counseling to ensure that academic requirements are outlined via the SEP are completed to move this group to an "At the Gate" status. Collaboration with other campus-wide retention projects, such as the Puente Program, Early Alert, EOPS, DSPS, NextUp/Guardian Scholars, and campus tutoring will also enhance the transfer messaging to students.

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)

Estimated reach of all students that fall within a DI group (n=3000).

This will be accomplished by gathering data early in the academic year, using application data and 2018-19 enrollment to specifically target those students who fall within a DI group, and are still enrolled during the Fall 2020 term.

Initial outreach will start in Summer, with recruitment activities of “Getting Ready To Transfer” starting with communication to students who fall within a DI group and have reached a threshold of 30 semester units. In past years, we've sent outreach to students at the 30-unit threshold, and completion of ENGL G100 and eligibility for college-level math blindly. In order to truly close gaps, we need accurate subsets of DI groups within those thresholds so that equity gaps can be directed contacted using a case management approach with a counselor assigned to each group for tracking and monitoring. Beyond the tracking, the single counselor per subgroup will allow for a deeper connection between the transfer center personnel and students, which can create more personalized, meaningful services to this population.

These students will then be filtered into “Transfer Pipeline” groups of: a) “Transfer Achievers”: those ready to transfer for Spring 2021 with increased communication and transfer application information, b) “At the Transfer Gate”: those ready to transfer in Fall 2021, with communication throughout the academic year and a year-long calendar of activities geared toward university admission, and c) “Near the Gate”: those near transfer, with an outline of how they can prepare for transfer during the 2021-2022 year.

Those who are Transfer Achievers will be given intrusive counseling, with pre-enrollment in application workshops and one-on-one application assistance. Specific and detailed information about which campuses they can easily gain admission will be given to increase the transfer trajectory, and students will be contacted repeatedly through the application cycle to make sure that applications were created, sent, and additional paperwork submitted. Communication will take place via email, phone, and when available, text messaging direct to each student.

The At the Gate students will be given year-round attention, with similar information about campus admission options, and will be pre-booked into application sessions and sent information about what they need to start their application. Additional follow-up with phone calls and reminders about application submission activities will occur throughout the fall semester. Messaging will take place via email and phone, and personalized follow-up content will be given to each student. During the academic year, similar pre-enrollment in application workshops and other transfer activities will occur.

Those “Near the gate” will be tracked and encouraged to complete critical coursework, and collaboration with general counseling to ensure that academic requirements are outlined via the SEP are completed to move this group to an “At the Gate” status. Those “Near the gate” will be tracked and encouraged to complete critical coursework, and collaboration with general counseling to ensure that academic requirements are outlined via the SEP are completed to

move this group to an "At the Gate" status. Collaboration with other campus-wide retention projects, such as the Puente Program, Early Alert, EOPS, DSPS, NextUp/Guardian Scholars, and campus tutoring will also enhance the transfer messaging to students.

Each individual group will be specialized with information relative to their specific needs. An Example would be with the Foster Youth community. Currently, mass communication is sent to this population (n=225) with the hopes that those who are "transfer ready" will visit and participate in transfer activities (transfer counseling, university application, application updates, transcript orders, graduation petitions, and university commitment). Having this data early would allow us to select the 16 students who are in the pipeline and provide more intrusive and intensive support, including specific knowledge of university housing options, campus meal plans, and summer programs (housing included) to not only close the gaps, but stabilize their housing options.

As students move through the pipelines, the counselor would theoretically move with them. In order to execute this project fully, additional counseling staff directly assigned to the transfer center would be added with the SEAP funding to create long-term and systemic change.

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)**

In some DI groups, closing the gap is as few as 1-5 students. In other areas, it's much larger. Having student data ahead of transfer activities allows for those gaps be closed more efficiently, rather than casting a wide net within populations and hoping that these hit the targeted individuals. We believe we can realistically

Specific attention will be given to the African American Females (1 - 6 students) and Hispanic/Latinx Males (25 • 63 students), however, we will be providing outreach and directed transfer readiness alerts to African American and Hispanic/Latinx students overall by partnering with the Early Alert project to determine if any student in the "Transfer Pipeline" currently enrolled in a Math course is supported to completion of that course.

Using a case management approach, targeted pools will be gathered to create a set of students who are close to meeting transfer requirements, and are from one of the identified DI groups. The coordination of this project will need to start in the Summer, with the assistance of Institutional Research to set up an ARGOS reports that can be access by the transfer team. This "Transfer Continuum Dashboard" will ideally be a constant source of student data that can be accessed at multiple points in the academic year. Using the foundation of the Through the Gate transfer study (RP Group, 2019), population and data sources need to be established for three different levels of students: Transfer Achievers (students ready to transfer and/or have already transferred without a degree), At the Gate (transfer ready in the next year, but not yet transferred), and Near the Gate (transfer path, but missing key coursework for university admission). In the past, the Graduation Completion project used data to gather a set of students who had a minimum of 30 units, completion or eligibility for Freshman Composition and Transfer Math, and had a 2.0 GPA and above. The difficulty with this data is that it was requested annually and only collected after semester census dates, and often received back too late in the academic year to have an impact on transfer momentum.

The establishment of ARGOS data sets will allow for continuous access to the pool, and the ability to sort students based on one of the three criteria, through the lens of the DI group, and allow for targeted interaction and assistance to move students through as "Transfer Achievers" with a degree and university attendance.

Data collection will occur from a variety of methods, including an Excel sheet with students in each category, SARS-Grid appointment data for overall department contacts, and counselor notes based on individual student contacts to accurately report those who were contacted, participation in activities, and if needed, screen out of the transfer pipeline due to a non-transfer educational goal (CTE programs, career advancement, skill builders, etc).

The project essentially collapses two prior programs: The degree completion project, and the transfer readiness project, into a more unified pathway toward completion and transfer with an easily accessible and available data set at all times for year-round monitoring and tracking.

Initial goals for this project are to reduce by 2% the number of students disproportionately impacted in each group, and when possible, close gaps entirely.

- **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)**

Initial data will come from collaboration with Institutional Research, using a designated set of key transfer indicators as noted in the Through the Gate Transfer study with three data sets:

Transfer Achievers (transferred without a degree), At the Gate (transfer ready, but not yet transferred), and Near the Gate (transfer path, but missing key coursework for university admission).

Additional demographic variables tied to DI groups including gender, race/ethnicity, age, first-generation status, and other identifiable fields.

Tracking of students will occur via an ARGOS report download and excel tracking with contact data, dates, and follow up alerts to the student.

Counselor notes related to personalized contact will be entered in this report.

Additional student data will be collected from SARS-Anywhere for general intakes, workshop attendees, student intakes marked by transfer counselors (based on assignments), and participants in campus tours, university representative appointments, and coordinator/counselor appointments.

The two sets of data will be merged and evaluated with Student ID matches to determine final outcomes and overall impact of case management and intrusive transfer counseling.

- **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 RP Group conducted a statewide study using California Community College students as a model for identifying students who either met or were close to requirements, but did not transfer (<https://rpgroup.org/Through-the-Gate>). Fullerton college adopted this model and created a year-long series of interventions and we're adopting that model in part, and will explore the full adoption pending available staffing to support year-round activities (<https://ccctransfer.org/wp-content/uploads/2020/03/TransferSummitPresentationCAEdits2.27.2020.pptx>).

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 Transfer Center has been able to reach students within various DI groups. In order to make a directed effort in reaching students, data sets with the students within each DI group must be obtained. The Transfer Center Counselor and Staff are making efforts to serve students in disadvantaged groups by targeting outreach and notifying students of their transfer progress (based on SEP data). Although the overall numbers of students using the Transfer Center has decreased from 2017-18 to 2018-19, there has been an increase in the percentages of Hispanic and American Indian students, as well as foster youth, being served by the center.

One potential reason for the decrease is the loss of paid hourly assignments in the center. Our office works with local universities to fill gaps in coverage by using graduate interns, and the inability to provide paid internships has led to a decrease in overall intern placement. While this may not seem directed toward the equity numbers, it inhibits our ability to contact students, serve students who are seeking services, and accurately intake students who do visit the center.

There were a total of 1,848 students served in the Transfer Center during the 2018-19 academic year.

Demographics of Students Served in the Transfer Center (N=1848)

Number of Students Percent

American Indian/Alaska Native 4 0.22%

Asian 420 22.73%

Black or African American 33 1.79%

Filipino 25 1.35%

Hispanic/Latinx 653 35.34%

Multiple 70 3.79%

Pacific Islander 4 0.22%

Unknown 214 11.58%

White 425 23.00%

Female 938 50.76%

Male 679 36.74%

No Response 231 12.50%

Financial Aid Recipient 1135 61.42%

Foster Youth 25 1.35%

Veteran 21 1.14%

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

Reallocation of funding, and shift of funding to support additional counselors in the area. Currently, the department is staffed with one counselor/coordinator, and one full-time classified staff member.

Sustained funding for transfer counseling and staff positions to maintain data collection, counseling interventions, transcript evaluations, and professional development as needed related to transfer policies. The additional counseling will provide stability in the student contacts, and allow for long term tracking of students, which is currently not possible with our staffing levels.

Section 4: Budget

- **What is your total allocation request? .**

\$231,855.88

- **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 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)
---	--	--	--