



Student Equity and Achievement Program (SEAP) Funding Request 2021-2022 Academic Year

Deadline: Thursday, March 11, 2021 @ 12:00 noon

Funding request for the 2021-2022 academic year
(July 1, 2021 – June 30, 2022)

Please review this 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 Scoring Rubric](#)
(This worksheet will not be submitted; however, it will help you with your final submission.)
- [Download the Budget Request Excel Sheet](#)
(This excel sheet is to be submitted at the end of this proposal.)

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. Funds can support activities outside the classroom. This may include guest speakers or supplemental activities that occur beyond classroom time.
 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**
Natalie Timpson
ntimpson@gwc.cccd.edu
714-895-8992
- **Initiative/Project Title**
Umoja Learning Community
- **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:**
EOPS
- **Requestor's Supervisor's Name:**
Robyn Brammer
- **Supervisor's Email:**
rbrammer@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):**

We are proposing the establishment of an Umoja Learning Community created to serve the growing African American/Black student population on campus and respond to the culturally diverse needs of our student body. As directed by the CCCCO Call to Action, this program aligns to an inclusive campus culture and addresses systemic barriers to African American/Black, and all students of color, within an educational framework.

Umoja actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas with the focus on creating a environment of validation and support for our African American/Black Students. In addition, from current data available for the last two years there is a critical need to close the equity gap for our African American/Black students at Golden West College.

Which of the 5 Student Success Metrics are you employing and what are your proposed activities?**(Mark all that apply) (10 points)**

- Access – Successful Enrollment (Enrolled at the same community college within one year of application)
- Retention – Fall to Spring (Retained from fall to spring at the same college)
- Transfer Math and English – (Completion & Readiness - within the first year and within the District)
- Vision Goal Completion – (Earned credit certificate over 18 units, associate degree, CCC bachelor's degree)
- Transfer to a four-year institution

Proposed Activities:

- Access – Successful Enrollment (Enrolled at the same community college within one year of application) The program
 - Umoja personnel will 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 our Black/African American students and a secondary goal of recruitment to the campus as a whole especially at our local area high schools.
 - Umoja personnel will also contact students who self-identified on the CCCApply application as a Black/African American to assist them in completing enrolment, registration, financial aid and identifying all available resources students have access to in order to complete educational and degree attainment goals.
- Retention – Fall to Spring (Retained from fall to spring at the same college)
 - Increase enrollment and retention of African American/Black students by implementing Umoja practices through the use of pedagogical teachings from afro-centric and culturally relevant perspective. Students who participate in the program and courses will improve their critical thinking skills, improve their personal confidence in the ability to complete college level courses, apply classroom-based skills and knowledge to real world scenarios. The creation of the Umoja Community increases student retention. We will also implement a case management model that provides high support and monitors student's academic progress. Umoja program personnel will be assigned a caseload of Umoja students that they will contact one a month to check in on the student's academic and non-academic support needs to increase connectedness to the campus as a community support.
- Transfer Math and English – (Completion & Readiness - within the first year and within the District)
 - Increase course completion rates for African American/Black students especially in math and English courses needed for degree completion and transfer to four-year institutions, including Historically Black Colleges. Students who participate in the program will develop with faculty support an educational plan, assistance with accessing campus support resources, provided mentorship and career planning. The expected outcome for students is an increase in leadership skills, critical thinking skills, improve their personal confidence in the ability to complete college level courses, and leadership skills.
- Vision Goal Completion – (Earned credit certificate over 18 units, associate degree, CCC bachelor's degree)
- Transfer to a four-year institution
 - Umoja Students will meet with an academic counselor to create an individualized educational plan that maps that provides every class student needs to transfer to a CSU, UC, HBCU or a private four-year institution. Umoja

program coordinators will assist students identify additional support programs that may assist students receive priority registration.

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)

Goal #1: Improve retention rates for Black/African American Students 5% for the 2021-2022 year

- Activity: hands-on and intrusive approach to student services. Data has shown me that more contacts with program personnel results in better retention rates. Program personnel will contact Umoja students with the intention of addressing student academic and non-academic needs.
- Expected Outcome: Increase in retention rate of our Black/African American students in English and math classes impacting overall college retention and transfer rates for the College.

Goal #2: Create a Learning Community with opportunities for student engagement inside and outside of the classroom.

Program Events:

The Umoja Program will apply for Student Equity Funding, as well as, work with the executive team to identify general funds in order to provide academic activities, assistance with school supplies, Summer Learning Institute Training for faculty, cultural events, field trips to Historically Black Colleges, stipends for guest speakers and application fees for transfer students. The Umoja program will also participate/volunteer in campus sponsored events representing African American/Black students, staff, faculty and the community.

Program Curriculum:

Program faculty teaching Umoja courses must attend the Umoja Summer Learning Institute as per the State Umoja program requirements. Because Umoja is an academic program every attempt must be made to select faculty to represent a multidisciplinary campus collective. Umoja Students will meet with an academic counselor to create an individualized educational plan that maps that provides every class student needs to transfer to a CSU, UC, HBCU or a private four-year institution. Umoja program coordinators will assist students identify additional support programs that may assist students receive priority registration. In addition, courses that are identified as Umoja courses will set aside seats specifically for Umoja students and after a specific date these classes will be open to all enrolled students:

Proposed Course Sequence for Umoja Students that meet UC and CSU transfer requirements:

SEMESTER 1

- ENGL G100S: (embedded support): Freshman Composition with Support
- COUN G105: Strategies for College Success

SEMESTER 2

- ENGL G110: Critical Thinking, Reading and Writing Through Literature
- COMM G110: Speech Communications

SEMESTER 3

- PSCI G181: American Government: The Politics of Race and Ethnicity
- Major coursework

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 2022? How are you going to close the gap? (15 points)**

Umoja is vigilant in preparing students to be successful in college through coursework, leadership opportunities, on campus engagement activities and by using a learning community model. The Umoja Learning Community will help students to:

- #1 Obtain higher levels of transfer. Umoja has transfer agreements with Historically Black Colleges and expanding to the UC system (Riverside and Irvine) to create guaranteed transfer for Umoja students. Our campus data indicates we need one additional student for our African/American students to close our equity gap.

Increase their success rates in English and Math courses. Our data shows that our Black/African American Students have a retention in English courses of 72.6% compared to 80.8% of the general population and a success rate of 56.8% of the compared to 68.2%. Additionally, mathematics courses have a retention 56.2% compared to 78% of the general population and a success rate of 40% of the compared to 59.6%. To Increase course completion rates for African American/Black students, especially in math and English courses needed for degree completion and transfer to four-year institutions, including Historically Black Colleges. Students who participate in the program will develop with faculty support an educational plan, receive assistance with accessing campus support resources, provided mentorship and career planning. The expected outcome for students is an increase in leadership skills, critical thinking skills, improve their personal confidence in the ability to complete college level courses, and leadership skills. Umoja will also work with the goal to increase course completion of English and math classes by 5% in coordination with the Academic Success Center to provide academic support to participating Umoja students. The following resources will be offered by the ASC for Umoja participants:

Academic Success Coaches

Coaches will be paired with students and meet with them on a regular basis. Coaches will check in on the students' progress in their classes, as well as any issues they're having navigating campus resources. They will help the students apply concepts learned in College Success 105, including strategies for time management, note-taking, studying, and test-taking. They will also refer students to academic support resources and other resources on campus they may need.

Embedded Tutoring

Umoja students when needed will be enrolled into math courses with embedded tutors who will assist students inside and outside of class, including helping with in-class activities, study sessions, workshops, individual tutoring, and assistance with Canvas, syllabi, and questions about assignments.

- **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 Umoja student'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)**

Historically, Umoja was developed to support under-represented and disproportionately impacted Black/African American community college students. Today, Umoja is for any student seeking culturally relevant and responsive curriculum, student support services and opportunities to succeed and advance in higher education.

The Proposed Umoja program is also in alignment with the State Umoja Community which was established to address the specific academic and support needs of African American/Black students. The student learning and student area outcomes are accomplished through the participation in the integration of student services and instructional courses programs, which include: Goals #1: Increase enrollment and retention of African American/Black students by implementing Umoja practices through the use of pedagogical teachings from afro-centric and culturally relevant perspective. Students who participate in the program and courses will improve their critical thinking skills, improve their personal confidence in the ability to complete college level courses, apply classroom-based skills and knowledge to real world scenarios.

Goals #2: Increase course completion rates for African American/Black students especially in math and English courses needed for degree completion and transfer to four-year institutions, including Historically Black Colleges. Students who participate in the program will develop with faculty support an educational plan, assistance with accessing campus support resources, provided mentorship and career planning. The expected outcome for students is an increase in leadership skills, critical thinking skills, improve their personal confidence in the ability to complete college level courses, and leadership skills.

State Umoja Program Criteria:

o Core Program Student Support Criteria:

- Course offerings that are built to increase the understanding of the African Diaspora and the black experience
- Umoja program orientation
- Individual counseling sessions
- Intensive transfer preparation and support
- Intrusive high-touch support services to meet individual student internal and external needs
- Comprehensive Student Educational Plan
- Offer Umoja-sponsored activities such as, porch chats, field trips, and financial aid workshops

Training and Umoja Community Involvement:

- Umoja faculty and staff participate in the following Umoja Community professional development activities.
- Campus Umoja participation in ongoing workshops, Summer Learning Institutes, annual conferences, retreats, regional symposia, UC Umoja Days, regular site visits, as well as access to a web-based knowledge sharing database and member website

<https://umojacommunity.org/>

The following questions apply to renewal projects only. If this proposal is not a renewal, skip this section.

- **Please summarize your progress toward closing equity gaps for the targeted population(s) as detailed in your project proposal. Please upload data tables obtained from the Office of Research, Planning, and Institutional Effectiveness in the question below. (Renewal Only) - *Not Rated***
- **What activities and resources are necessary to sustain this project moving forward? (Renewal Only) - *Not Rated***

Section 4: Budget

- **What is your total allocation request?**
\$27,067.02
- **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.

Deadline	Logistic
February 11, 2021	RFP Application Opens
March 11, 2021	RFP Application Deadline (12:00 Noon)
March 12, 2021	RCC begins Rating Process
March 22, 2021	RCC Rating Process Deadline
March 23, 2021	RCC Reviews RFP Results and Begins Allocation Recommendation Process
April 13, 2021	RCC Finalizes RFP Allocation Recommendations to P&B
April 28, 2021	RCC RFP Allocation Recommendations Presented to P&B
May 12, 2021	P&B Finalizes RFP Allocation Recommendations to College President
May 14, 2021	College President Finalizes Allocations
May 17, 2021	Release RFP Allocations & Rationale

Additional information that may be useful:

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)

Below is the most recent data available showing equity gaps for the College.

Access, 2019-20 applicants

DI Group	Total students who applied at GWC	No. of students enrolled	No. of additional students need to close gap by 100%
Amer. Indian/Alaska Native - Male	29	13	1
Black/Afr. American - Female	268	118	7
Nat. Hawaiian/Pac. Islander - Male	56	25	1
White – Female	3,309	1,506	39
White – Male	2,511	1,101	34

Retention from Fall 2019 to Spring 2020 (Excludes those who earned award or transferred)

DI Group	No. enrolled in Fall semester	No. of students retained	No. of additional students need to close gap by 100%
Asian – Female	1,603	1,509	7
Black/Afr. American – Male	115	108	1
Hispanic/Latinx - Male	1,593	1,482	15

Completion of Transfer level Math and English by end of 2019-20 (First-time students)

DI Group	No. of first-time students enrolled in Fall	No. of students who completed transfer Math and English	No. of additional students need to close gap by 100%
Black/Afr. American – Female	5	0	1
Hispanic/Latinx - Female	409	73	30
Black/Afr. American – Male	11	0	3
Hispanic/Latinx – Male	393	65	28
White – Male	193	41	5
Amer. Indian/Alaska Native -Male	2	0	1
CalWorks – Female	3	0	1
CalWorks – Male	3	0	1
Foster Youth – Female	11	1	2
DSPS – Female	44	5	6
Veteran – Female	1	0	1
Foster Youth – Male	7	1	1
DSPS – Male	84	13	7

Economically Disadvantaged – Male	572	131	4
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Certificates and Awards (Vision Goal Completion) for 2019-20

DI Group	Total number of students	No. of students who earned	No. of additional students need to close gap by 100%
Asian – Female	3,396	468	12
Black/Afr. American - Female	165	22	1
Hispanic/Latinx - Female	3,668	511	7
Nat. Hawaiian/Pac. Islander - Female	45	5	1
Black/Afr. American – Male	214	16	9
Hispanic/Latinx – Male	2,532	277	21
Nat. Hawaiian/Pac. Islander – Male	47	2	4
Veteran – Female	45	5	1
EOPS/CARE -Female	296	37	5
DSPS -Male	292	22	12
CalWORKS – Male	8	0	1

Fall 2016 student transfers within 3 years

DI Group	No. enrolled in Fall semester	No. of students who transferred	No. of additional students need to close gap by 100%
Black/Afr. American – Female	96	29	1
Hispanic/Latinx – Female	1,666	442	64
Nat. Hawaiian/Pac. Islander - Female	23	5	2
Amer. Indian/Alaska Native – Male	12	1	2
Black/Afr. American – Male	82	17	5
Hispanic/Latinx – Male	1,332	264	90
Nat. Hawaiian/Pac. Islander – Male	20	5	1
CalWORKS – Female	41	9	3
Foster Youth – Female	107	29	3
DSPS – Female	144	26	18
Foster Youth – Male	56	7	8
DSPS – Male	175	29	17

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, 2022? 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 does your proposal align with industry best-practices?	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)

Visit our website to view RFP examples that were submitted for the 2020-21 funding cycle.