



**Student Equity and Achievement Program (SEAP) Funding Request 2022-2023 Academic Year**

Deadline: Monday, February 28, 2022 @ 12:00 noon

Funding request for the 2022-2023 Academic Year

(July 1, 2022 – June 30, 2023)

**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 submitting RFP.**

**Please confirm that you have completed and considered ALL of the following BEFORE submitting this form:**

- Scheduled technical review with SEAP Manager (email [scastellanos-gaona@gwc.cccd.edu](mailto:scastellanos-gaona@gwc.cccd.edu) to schedule a meeting)
- Completed this RFP Proposal Template
- 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).

**Step 1: Demographics**

- **Name, Email, Telephone** Denise Gonzalez Bon, [dbon@gwc.cccd.edu](mailto:dbon@gwc.cccd.edu)
- **Initiative/Project Title** Continued funding and support for the GWC Comprehensive Autism Program
- **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:** Disabled Students Programs and Services
- **Requestor's Supervisor's Name:** Chad Bowman
- **Supervisor's Email:** [Cbowman@gwc.cccd.edu](mailto:Cbowman@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):**

According to a press release from the CDC December 2, 2021, 1 in 44 children have been identified with Autism Spectrum Disorder (ASD). This is a significantly higher number than what I reported in last year's proposal, indicating that 1 in 54 in children are diagnosed with Autism nationally. The same article reports that 1 in 26 children in California are diagnosed with Autism. This is a call to action for Golden West College and colleges across the nation. If we can prepare now for the influx of Autistic students in the upcoming years our faculty, staff and students will be more successful in achieving their academic goals.

A huge complaint in the autistic adult community is that society only has support services for K-12 students. Autistic children grow up to be Autistic adults who attend college and our colleges need to be ready to support these students and the campus.

Due to the increased number of people diagnosed with Autism and DSPS's outreach efforts, there has been a significant surge in the number of students with ASD on our GWC campus. Fall 2021 during a pandemic DSPS enrolled **THIRTY** new Autistic freshmen.

Comprehensive Autism Program (CAP) is an Autism Spectrum student program that was developed by DSPS counselors/staff and students in 2014. Since its inception, the group has evolved into a multifaceted support system to Golden West College students and employees. CAP's commitment to autistic students, and the employees who assist them has been recognized by College Autism Spectrum, College Autism Network, and Great Value Colleges which all recommend GWC for Autistic students. The CAP program includes the following:

- Academic, disability, social emotional, crisis, and transfer counseling with an ASD specialist counselor to encourage **retention, completion** of goals and/or **transferring to 4-year institution**
  - CAP counselor works 21 per week paid
- Encourages students to complete **transfer Math and English** with in the first year
  - Due to the disability, some not all Autistic students take one course per semester. Typically, DSPS encourages College 100 the first semester for these students get accustomed to the services on campus and the differences between high school and college. Therefore, these students enroll in English 100S or Math the second semester and complete English and Math in 3 semesters.
- **Access** outreach to local High Schools and national college Autism networks
  - Included in the thirty new students are students who are moved to Huntington Beach and local areas to attend GWC specifically for the CAP program. These students are from across the country, from different states and all over California. More specifically we have a student who moved from Burma, Florida, and several from Northern California. CAP also has students from other local community colleges who just take a unit or a class so that they can participate in CAP. Several local psychologists recommend our program to their Autistic clients.
  - Parents and students call weekly from all over the nation to inquire on how to be become a part of our CAP program.
- Case management-track student retention from semester to semester
- Academic Coaching-track academic goals to completion
  - Academic coach is an unpaid intern
- Peer mentoring
- Weekly disability support meeting (The LOOP)
  - 10-11:30 Fridays
- Student success workshops including but not limited to:
  - Transition from high school to college
  - How to use GWC's on campus/virtual resources
  - Title IX
  - GWC Code of Conduct
  - Social Media and Texting Boundaries
  - LGBTQIA+
  - Dating
  - Friendships
  - GWC relationships
  - Plagiarism
  - How to prepare for an interview
  - How to survive the pandemic
  - Surviving sensory overload on campus
  - How to prepare for employment
  - Managing anxiety on campus and off
  - How sleep effects college success
  - College Health
  - What is Autism
  -
- Faculty & staff Ally trainings

- Faculty & staff support
- Faculty drop-in hours
- Intern T.I.E.S. Autism workshops
- Tutor Center Autism workshops
- Student Ally trainings
- Behavioral Assessment Team (BAT) Team member and support
  - Since joining BAT in 2020 the escalation of ASD cases has decreased. There are still Bat reports submitted about autistic students behaviors in the classroom, however the severity is less intense and the cases are resolved in a quicker equitable manner.
- GWC club (in progress)

**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 (The proportion who enrolled in the selected year)
- ☒ 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

**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.
- ☒ All above DI Groups are being addressed.

According to the CDC 2021, Autism is reported to occur in all racial, ethnic and socioeconomic groups. Additionally, Dodson 2018 reports that there is a higher number of LGBTQ representation in autistics versus neuro-typical people.

**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)**

When you take into consideration that 1 out of 44 people in general have an autism diagnoses, we can infer that there is an implied need for supporting a greater number of students on campus. There are 113 students who are currently served by our ASD program. (That is an increase of 23 students since last year's proposal). We estimate there are at least an equal number of students on campus that are unaware of our program or have not registered with DSPS. This creates a unique opportunity not only to adequately serve our current students but to grow our population by 100%.

As such, our outreach/marketing efforts will include broad-based on campus advertisement, on campus participation in college night, student education seminars, faculty outreach, Huntington Beach & Fountain Valley High School recruitment efforts, liaison with Huntington Beach & Westminster adult transition groups (ATP), classroom visits/outreach, utilization of the GWC app and finally, our continued national recognition in the Autism college community.

**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)**

Below are the highlights of how DSPS can close the gap while maintaining a continued, significant impact on this student population:

- Continue to provide on demand student access, stability, intensive support and a critical resource to each student and their families with the primary objective for each student to complete their education and successfully transfer to a 4-year institution
- Broad based outreach to educate the surrounding community of the benefits of this unique, but needed program, with the overarching objective to increase GWC enrollment and participation in this program
- Continued education and participation in outsourced events in order to ensure timely information and cutting-edge interventions designed to improve student outcomes and thus improving student retention but also adding to the esteemed national reputation this program has received since its inception
- Although retention and closing the gap can be fluid, this program has proven, through best practices and continued improvement, to provide stability to this student population and thus has led to a year over year increase in the number of DSPS students enrolling in the program despite the headwinds we faced as a result of COVID.
- If this program were to partially or fully underfunded, GWC would create an unintended consequence of increasing the gap and potentially reducing enrollment as these students will either cease to continue their education or source other suitable programs

In closing, we have developed a best in class program supporting a traditionally underserved student population. We have been ranked 34 out of the 50 best colleges for autistic students. <https://www.greatvaluecolleges.net/best-colleges-for-students-with-autism/>

- We have consistently provided much needed support to our faculty through proper student placement, faculty training and education, and through a targeted learning style assessment and classroom fit thus significantly improving outcomes in these traditionally misunderstood students. A large percentage of The CAP counselor's week includes supporting faculty and staff in understanding autism characteristics and how to manage behaviors in a classroom/college environment.
- Properly disseminating this success story will provide the impetus for continued growth in the program thus the primary driver for closing the gap.
- CAP can be a robust program for Golden West College with the proper funding and attention.

- **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)**

- We continue to collect both qualitative and quantitative data throughout the CAP program. We survey students every year for their input on improvement and outcome-related goals. We also work closely with ORPIE to track our goals as they align to the student equity gaps, retention, and other metrics. In the progress related question of how we are closing the gaps, you will see just how successful this project has been. We also have had an intern through the Counseling division working with this project over the last three years who serves as a Case Manager and Academic Coach for our CAP program who offers learning skills, intervention strategies, self-advocacy support, and upfront assistance as needed by students to make sure we are capturing their needs in real-time when our Counselor may not be available. Also, the whole DSPS team is in support of this project and has their own hand in assisting, monitoring, and tracking the success, metrics, and data of these students through multiple methods. Our Clockwork system allows us to track students, their engagement with DSPS, their involvement in CAP, and connects us with them through email. Using Signal Vine, we have created campaigns to assist in the engagement and collection of more student data to support this project and ensure student success. We have been closely following retention, demographic information for cross-sectionality among our students, Math and English Completion, Access, Transfer, and Degree Completion; please see the progress section below to see the success this program has had at closing those gaps; without this program, those gaps would be much larger.

- **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)**
  - Our program is closely based on the established LIFE Project program at CSULB and other programs across the United States. There are 29 states that have college Autism programs listed on <http://collegeautismspectrum.com/collegeprograms/> including 69 comprehensive Autism programs at universities and community colleges.
  - Although there are several up and coming and establish programs nationally, GWC is recognized as having one of the top community college programs in the US. Note: many colleges/universities have now modeled their program after GWC's. GWC is considered a community college model for successful programs. We receive several calls/emails a week asking us to be a part of national research on college Autism. We receive continuous requests for visits to our campus, and requests to teach other colleges our best practices associated with starting an Autism program. We have been featured on the local news stations. We are one of the few successful college programs that offers our services at no additional charge.
  - The following links are Autism programs that are established both pay for services and no charge to students:
    - <https://www.greatvaluecolleges.net/best-colleges-for-students-with-autism/>
    - [http://web.csulb.edu/divisions/students/dss/programs/autism\\_services/](http://web.csulb.edu/divisions/students/dss/programs/autism_services/)
    - <https://www.rit.edu/studentaffairs/ssp/overview>
    - <https://www.csueastbay.edu/clp/inside-the-program.html>

***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***

With the support of ORPIE, data from the California Community Colleges Management Information Systems (MIS) was used to identify GWC students with disabilities including students who have Autism. Golden West College CAP program leaders provided a list of students who participated in CAP. All GWC students were then placed into one of the following groups:

- DSPS Students– Students with one or more disabilities excluding Autistic and CAP students.
- Autistic Students – Students who have autism as one of their disabilities.
- Other GWC Students – Students without disabilities.

We pulled data in the report that compares the academic performance of the three groups listed above. The parameters used for comparison were the following:

- Retention rates – The percentage of students retained from fall to spring, excluding those who earned an award or transferred.
- Completion of transfer-level English and Math – The percentage of students who completed transfer-level English and Math at the end of their first year of credit enrollment.
- Degrees and Certificates (Vision goal completion) – The percentage of students who received a degree or certificate in an academic year.

- **Transfer rate to 4-year institutions** – The percentage of students who transferred to a 4-year institution within 3 years.
- **Retention Rates** the percentage of students retained from fall to spring of a given academic year, excluding those who earned an award or transferred was determined for the three student groups. DSPS and Autistic students had higher retention rates than other GWC students from 2016-17 to 2020- 19 (see Table 4) resulting in the absence of retention equity gaps for these two student groups (see Table 5). We believe this absence in gaps is due to the success of this project.
- **Completion of Transfer Level English and Math** The percentage of students who completed transfer-level English and Math at the end of their first year of credit enrollment were determined for DSPS, Autistic, and other GWC students. Other GWC students completed transfer-level English and math at higher rates than DSPS and Autistic students (see Table 6). This is an area we are going to focus on more closely as we continue.
- **Degrees and Certificates (Vision Goal completion)** the percentage of students who earned a degree or certificate was determined for DSPS, Autistic, and other GWC students. The percentages indicate the proportion of students who earned an award during the given academic year. A higher percent of DSPS students earned an award compared to Autistic, and other GWC students from 2017-18 to 2019-20 (see Table 8). We will continue to focus on our Autism student's completion, but it is closely matched to our DSPS students and equally successful. In the 2019-20 academic year, a higher percentage of both DSPS and Autistic students earned an award compared to other GWC students. Therefore, resulting in the absence of equity gaps in degrees and certificates for these two student groups (see Table 9).
- **Transfer to a Four-year Institution** The percentage of 2016-17 students who transferred to a 4-year institution within 3 years of their enrollment was determined for DSPS, Autistic, and other GWC students. Other GWC students transferred to a four-year institution at a higher rate than DSPS and Autistic students (see Table 10.) We continue to see more students since 2016-17 transferring to a four-year school and believe we are making progress on this equity gap.

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We are so proud of the success of this program and the data shows we are moving the needle in closing the gaps.

- **What activities and resources are necessary to sustain this project moving forward? (Renewal Only) - *Not Rated***
- **Counselor/Autism Specialist salary**
  - 735 hours total compensation for part-time faculty
    - 21 hours per week- fall total 273 & spring total 273
    - 42 hours summer
    - 21 hours intersession
- **AHEAD & CAPED registration and travel expenses not covered by IPD**
- **Weekly The LOOP meetings including but not limited to food and supplies**
- **On campus advertising and food for Autism Ally week/outreach**

DSPS is asking for more funding this year for summer and intersession CAP counseling hours. During the summer and intersession DSPS has been unable to fund CAP counseling hours/ The Loop Group and therefore has difficulty supporting autistic students' needs during the summer and intersession. Typically, autistic students have difficulty with executive functioning and change in structure. This break from services disrupts the flow of support, their success in academics, ability to close the gap and disrupts the program. This impact also affects faculty and staff. It is common without continued support the next time DSPS hears about the student is through a professor's concern or a BAT report. Moreover, without summer counseling hours incoming ASD students are unable to get a new student appointment with the CAP counselor. Sometimes the CAP counselor does not meet the student until there is a concern that arises on campus.



## Section 4: Budget

- **What is your total allocation request? \$94,610.71**
- **Please upload the completed Budget Request Excel Sheet**
- **Please share any additional information that may help the reviewers better understand your project. – *Not Rated***

California has the highest prevalence of Autism in the United States. Moreover, according to Chapman University research (Aguilar, 2016) Orange County, CA has the highest prevalence of Autism in children ages 3-22 in the State of California.

With the increased number of people diagnosed with Autism in the general public, there has been a significant surge in the number of students with ASD on our GWC campus & campuses nationwide. DSPS has seen a year over year dramatic increase in the number of students enrolling in DSPS with ASD diagnoses in addition to students attending GWC with ASD who are not enrolled DSPS. With the commensurate increase of students there has been an immeasurable increase for the need of support on the campus.

Autism crosses all DI groups and has no boundaries of ethnicity, race, gender nor socioeconomic background. GWC's Comprehensive Autism Program promotes equity & inclusion for all DI groups.

In the DSPS Counseling Department, students with ASD take up 95% of our part-time counselor's time. The remainder of time and beyond paid time is spent helping distressed faculty equip themselves with information and tools to better serve this population's special circumstances, characteristics & needs. In addition, our CAP counselor is on the BAT team and has been assisting with the increased number of BAT reports on campus involving Autistic students & health center referrals.

ASD impacts the entire campus.

The numbers are increasing, and the campus is not equipped to handle the increase without funding and continued support of the CAP program.

Research indicates that quality disability support promotes a sense of belonging and academic success within the college community (Smith & Layfette 2004). Positive campus and classroom experiences are essential to the successful inclusion of students with disabilities in the campus community (Smith & Layfette 2004). Our ASD program enhances inclusion, engagement and belonging, which directly impacts student retention. **Noteworthy: despite the recent pandemic/crisis, the LOOP group has maintained 100% attendance of ZOOM meetings and increase attendance by 10 new students.**

The following are quotes from our current students:

*"The Loop and DSPS has helped me immensely in my success at GWC. I started off as a shy student who didn't really like and want to talk to anyone. Over the last couple of years, I have come out of my shell. Now I'm the President and Art Director of The Loop. I get to be a mentor to my peers who are new to the program. Being a part of this support group and program set me on the right path for my journey of self-discovery with my true autistic self."*

*-Delaney Buckelew*

*"The autism program has helped me a lot because of the counseling and help choosing my classes. The LOOP has helped me to meet other students like me and to dispel autism myths. I like the fun games and interactions with other students."*

*-Evan Baldwin*

*"I think when it comes to "The Loop", I think that it really has helped me in a lot of ways. I will admit that I was in a really dark place. Just learning about students on spectrum has given me a reason to continue on with my education at Golden West College. I think that "The Loop" has really helped in whom to choose on what professors. I do also think that all the resources within the group are crucial to the educational process and is really inspirational. Not just to the students themselves, but for all allies as well. With the friendships that can be made, I speak from experience and I have a lot of people that I will always reach out to long after I have graduated from Golden West College."*

*-MK*



*"The Loop has been very helpful to me since I am enrolling in the club in 2019. It has helped me make friends and appreciate myself for my disabilities. Denise Bon is also a really nice instructor and a great counselor."*

-IF

In closing, imagine yourself belonging to a DI group. Now imagine yourself in that DI group in addition to having Autism. Imagine going to college as a freshman and not being able to communicate effectively with faculty and staff. Imagine being bullied in your group project and not understanding why nor how to stop it. Imagine, because of your communication difficulties, you have no one to tell. Imagine thinking your only option is to drop out of school.

Now imagine finding out from a website or from outreach there is a place that welcomes you and have staff equipped to support your needs. Imagine that there is finally a place where you feel welcomed and accepted.

Imagine yourself at GWC!

Thank you for completing this request!

### **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.

**Thank you for completing this request form! Please submit this RFP Proposal and all required information to <https://gck.fm/ccpxg>.**

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

Deadline	Logistic
Monday, December 6, 2021	RFP application opens
Monday, February 28, 2022	RFP application deadline (12:00 Noon)
Tuesday, March 8, 2022	Applications are presented to RCC and ratings process begins
Friday, March 18, 2022	RCC member ratings deadline (12:00 Noon)
Tuesday, March 22, 2022	RCC reviews RFP ratings results and begins allocation recommendation process
Tuesday, April 12, 2022	RCC finalizes RFP allocation recommendations to Planning & Budget
Wednesday, April 27, 2022	RCC RFP allocation recommendations presented to Planning & Budget
Wednesday, May 11, 2022	Planning & Budget finalizes RFP allocation recommendations to College President
Friday, May 13, 2022	College President finalizes allocations
Monday, May 16, 2022	RFP allocations & rationale are released

Additional information that may be useful:

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**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 (The proportion who enrolled in the selected year.)
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, 2020-21 applicants

DI Group	Total students who applied at GWC	No. of students enrolled	No. of additional students need to close gap by 100%

<b>Amer. Indian/Alaska Native - Male</b>	37	4	3
<b>White – Male</b>	3,873	776	250

Retention from Fall 2020 to Spring 2021 (Excludes those who earned award or transferred)

<b>DI Group</b>	<b>No. enrolled in Fall semester</b>	<b>No. of students retained</b>	<b>No. of additional students need to close gap by 100%</b>
<b>Amer. Indian/Alaska Native – Female</b>	13	5	3
<b>Black/Afr. American – Female</b>	82	31	21
<b>Hispanic/Latinx - Female</b>	1,911	1,207	10
<b>Nat. Hawaiian/Pac. Islander - Female</b>	19	10	2
<b>Two or more races – Female</b>	233	147	1
<b>Amer. Indian/Alaska Native – Male</b>	6	3	1
<b>Black/Afr. American – Male</b>	103	58	5
<b>White - Male</b>	915	534	29
<b>Veteran – Female</b>	19	11	1

Completion of Transfer level Math and English by end of 2020-21 (First-time students)

<b>DI Group</b>	<b>No. of first-time students enrolled in Fall</b>	<b>No. of students who completed transfer Math and English</b>	<b>No. of additional students need to close gap by 100%</b>
<b>Black/Afr. American – Female</b>	30	2	4
<b>Hispanic/Latinx - Female</b>	662	106	16
<b>Nat. Hawaiian/Pac. Islander - Female</b>	6	0	1
<b>Two or more races – Female</b>	86	13	3
<b>Black/Afr. American – Male</b>	38	2	5
<b>Hispanic/Latinx - Male</b>	476	72	18
<b>Nat. Hawaiian/Pac. Islander - Male</b>	11	1	1
<b>CalWorks – Female</b>	7	0	1
<b>DSPS – Male</b>	54	7	2
<b>Veteran – Male</b>	20	2	2

## Certificates and Awards (Vision Goal Completion) for 2020-21

DI Group	Total number of students	No. of students who earned	No. of additional students need to close gap by 100%
<b>Amer. Indian/Alaska Native – Female</b>	23	1	2
<b>Asian – Female</b>	3,405	405	17
<b>Black – Female</b>	176	15	7
<b>Nat. Hawaiian/Pac. Islander - Female</b>	32	2	2
<b>Two or more races – Female</b>	555	64	5
<b>Black – Male</b>	194	12	10
<b>Hispanic/Latinx – Male</b>	2,187	214	29
<b>CalWorks – Male</b>	5	0	1

## Fall 2017 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%
<b>Black/Afr. American – Female</b>	109	22	6
<b>Hispanic/Latinx – Female</b>	2,216	483	87
<b>Nat. Hawaiian/Pac. Islander - Female</b>	28	5	2
<b>Amer. Indian/Alaska Native – Male</b>	17	1	3
<b>Hispanic/Latinx – Male</b>	1,697	269	94
<b>Two or more races – Male</b>	283	59	2
<b>CalWorks – Female</b>	53	9	5
<b>Foster Youth – Female</b>	76	18	2
<b>DSPS – Female</b>	227	40	18
<b>Foster Youth – Male</b>	46	7	3
<b>DSPS – Male</b>	281	45	15

Description	Points	Considerations made in point allocations	Example or scale
<b>Which of the 5 Student Success Metrics are you employing and what are your proposed activities?</b>	10 points	Applicant provides a clear list of all activities and the resources needed for each activity.  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.
<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, 2023? 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)

Visit our website to view RFP examples that were previously submitted.