



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 this RFP Proposal Template and assemble all required information.

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 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**
 - Michael Miles, mmiles14@gwc.cccd.edu, 626-922-3040
- **Initiative/Project Title:**
 - The GWC Foundations for Academic Success & Transfer (F.A.S.T) Center for Student-Athletes
- **Is this request for a new initiative/project or a renewal for continued funding?**
 - Renewal for continued funding
- **Division/Department/Program Name:**
 - Student Services/Counseling & Athletics/The F.A.S.T Center
- **Requestor's Supervisor's Name:**
 - Dr. Robyn Brammer
- **Supervisor's Email:**
 - rbrammer@gwc.ccd.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 F.A.S.T Center is an academically focused environment provided to assist student-athletes with completing the academic work necessary to succeed and transfer. The F.A.S.T center is designed to centralize support services such as Counseling, Mentoring, Tutoring and Tilly's Life Center (TLC) Mental Health Workshops. The Counselors focus on educational and career goal planning, discuss education and transfer, and personal counseling. The Mental Health workshops are provided by the TLC organization where they take a proactive approach to current social and emotional crises affecting students. Finally, the Student-Athlete Mentor Program emphasizes early identification of academic concerns, fosters academic accountability, teaches learning techniques, and provides

social and emotional support. Mentors assist student-athletes in developing skills to be successful students and lifelong learners, enhance time management and organizational skills, reinforce, and provide proactive study habits and note taking techniques, and ensure student-athletes with disabilities are utilizing their accommodations.

- Now that the FAST center is open it is the goal of Athletics to mandate weekly hours required by team. This will require more support staff to operate and maintain the center.

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)
 - Timeline: Student Athletes must be enrolled full time to remain eligible for their competition season. The Athletic Counselors hold registration workshops each term (Fall, Summer, Spring, and Intersession) during the athletes' priority registration to ensure they are enrolled before the semester starts.
 - Timeline: Weekly reports are run to ensure the student-athletes are enrolled as full-time students to compete in athletic competition. The athletic counselors meet with the athletes that fall under 12 units and re-enroll them into courses that same day to remain eligible.
- Retention – Fall to Spring (Retained from fall to spring at the same college)
 - Timeline: Mandatory study hours in the FAST Center for student-athletes reported weekly.
 - Number of hours mandated are based on students' current GPA.
 - Timeline: Weekly one-on-one meetings with Mentors: duration 30 minutes to an hour.
 - Mentor meetings include discussing time management, planner organization and scheduling of due dates for homework assignments, and grade checks using Canvas.
 - Team meetings with a counselor in the FAST Center before each priority registration period
 - Timeline: Fall, intersession/Spring, Summer
- Transfer Math and English – (Completion & Readiness - within the first year and within the District)
 - Student-athletes enrolled in Math and English are recommended to schedule 1 hour of tutoring for Math and English each week
 - Mentors assist students in scheduling tutoring appointments during their one-on-one meetings.
 - Mentors check progress in all courses, including Math and English and ensure students are attending their tutoring appointments.
 - The FAST Center provides access to technology essential to schedule tutoring appointments and meet with tutors via Zoom
(timelines: embedded in the goals above)
- Vision Goal Completion – (Earned credit certificate over 18 units, associate degree, scholarship eligibility requirements)
 - Completion of COUN 115 and/or the orientation and registration workshops in the FAST Center for all student-athletes within the first year
 - Individual counseling and mentoring meetings prescribed throughout the student-athletes career at Goldenwest College to establish and maintain academic and athletic goals. Timeline: 1-3yrs
- Transfer to a four-year institution
 - Meetings with Counselors and Mentors in the FAST Center specific to discuss transfer goals and opportunities.
 - The mentoring program provides Goal Setting worksheets and planning. Students create long-term and short-term goals during meetings with their Mentor. The Mentor compares the students' goals to ensure they align with their transfer goals and timeline.
 - Completion of COUN 115 online and/or workshops in the FAST Center.
 - The final in the Counseling G115 course requires student athletes to design a comprehensive educational transfer plan.
 - Workshops on transfer applications and due dates held in the FAST Center

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.

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 F.A.S.T Center serves all teams at GWC. The teams total to 556 student-athletes, including students from DI Groups such as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, and Native Hawaiian or other Pacific Islander. Please see the chart below indicating the total for each race/ethnicity group. More specifically, the Hispanic or Latinx students make up 40.2% of our athletic population, and Black or African American make up 11.4%. In addition, our Black or African American student-athletes enrolled at GWC in 2020-21 made up 36.21% of the entire GWC enrollment in this race/ethnicity area. These numbers show that a large percentage of the student athlete population is disproportionately impacted and in need of the counseling, mentoring and mental health workshops we offer.
- The beauty of this population is that we are leveraging college outreach efforts because each program (athletic team) the coaches are actively in the community recruiting students to the college and to participate on an athletic program. This program directly supports and aids in the already established outreach efforts done by the Athletic department.
- The student-athletes at GWC are annually recruited by the coaching staff and are either recommended to be in the mentoring program or self-prescribe.
- The mentoring program has grown in participation and interest. With the continuation of the mentor program and part time athletic counselor, we will continue to serve and focus on DI groups and work on closing the gaps to increase retention, completion, and transfer.
- The mentoring and counseling services provided within the FAST center act as academic support resources and assist in the development of study skills used throughout their college experience.

Race/Ethnicity	Number of Athletes	% of athlete population
Amer. Indian/Alaska Native	4	0.7%
Asian	32	5.4%
Black or African American	67	11.4%
Hispanic/Latinx	237	40.2%
Nat. Hawaiian/Pac. Islander	15	2.5%
Two or more races	47	8.0%
White	164	27.8%
Unknown	23	3.9%

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)**

The goals for the DI student population are:

- Increase the number of disproportionately impacted student-athletes that meet the requirements for continuing eligibility for the 2nd year of competition (24 units and a 2.0 GPA, 2019/20 94% eligible, 2020-2021 no competition due to COVID)
 - Workshops will be conducted by team, each semester, reviewing expectations and requirements for competition and transfer.
- Increase the number of disproportionately impacted student-athletes that pass college level English and Math in the first year. (2019/20 success math 77%, English 86%, 2020/2021 success math 78%, English 86%)
 - Weekly mentor meetings will be conducted to evaluate success. Mandatory study hall hours and tutors will be required when necessary.
- Increase degree and certificate completion rates among the disproportionately impacted student-athlete population. (2019/20 76% completion, 2020/21 78% completion)
 - This will be achieved through COUN 115 CSEP education and transfer workshops
- Increase the attendance in the F.A.S.T center for our disproportionately impacted student-athlete population. (2021/22 first year center opened)
 - Fall 2022 coaches will be mandating mandatory week hours in the center (2-4 hrs per week)
- Increase in percentage of successful retention of disproportionately impacted student-athletes after the first year. (2019-2020 94%, 2020-2021 95%)
 - Retention will be improved through mentor meetings and increased time spent in the FAST center using the mandatory support services.
- Analysis of data available through ARGOS has made it possible to focus not only on individual groups but by specific athletic team. The most immediate need is to improve completion of Math and English courses.
- **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)**
 - Tracking of DI student-athlete course success rates and GPA is done by semester. The Student-Athlete Academic Dashboard for California Community Colleges allows us to monitor success of GWC student athletes against the state average and other community colleges. Additionally, analysis of data available through ARGOS has made it possible to focus not only on individual groups but by specific athletic team.
 - Our program will continue to collect data measuring the student-athletes self-efficacy and GPAs throughout the fall, intersession, spring, and summer semesters. With the additional services provided within the F.A.S.T. center, we are confident we will see progress towards our goals of increasing course completion rates, degree and certificate completion rates, and transfer rates among the disproportionately impacted student-athlete population.
 - The FAST center will have a computer sign-in swipe system in the fall that uses the students ID to sign the student in and out of the center. This will be used to track and report service usage by individual and team.

- **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 most recent intercollegiate research clearly identifies college level student-athletes as a distinct/special population, which are explained within the following theoretical frameworks: Anti-Deficit Achievement Model, dual identity discrepancy, and critical race theory. This research specifically identifies the value of centralizing the colleges support services in a center where student-athletes can create an academic learning community to help them balance the expectations of being both a student and an athlete.
 - This design has been modeled after the majority of NCAA collegiate institutions that require student-athletes to attend the athletic academic success center for an average of 4 to 8 hour a week for Counseling, Math/English tutoring, and mentoring. One of the F.A.S.T Centers goals is to prepare student-athletes for the expectations of competition and degree completion at the college/NCAA level.
 - Academic success is a requirement for athletic participation in the CCCAA for both initial eligibility and continuing eligibility.

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***

- **Student Athlete Demographics**

- **2020-21 Academic Year**

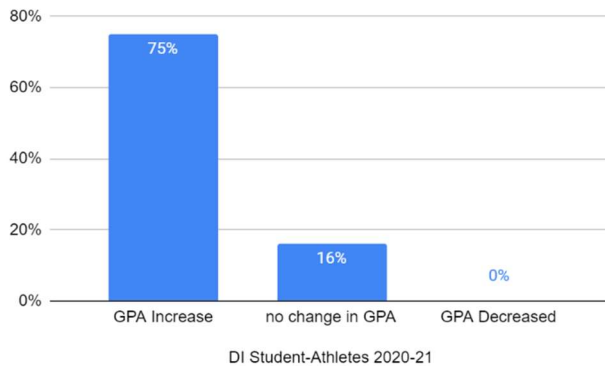
- Prepared by Office of Research, Planning, and Institutional Effectiveness, Spring 2022

- **Table 1.** 2020-21 unduplicated headcount of student athletes by demographics

	N	%
Race/Ethnicity		
Amer. Indian/Alaska Native	4	0.7%
Asian	32	5.4%
Black or African American	67	11.4%
Hispanic/Latinx	237	40.2%
Nat. Hawaiian/Pac. Islander	15	2.5%
Two or more races	47	8.0%
White	164	27.8%
Unknown	23	3.9%
Special populations		
Financial Aid Recipient	295	50.1%
DSPS	8	1.4%
Foster Youth	4	0.7%
Veteran	1	0.2%
Total	589	--

Below is the data collected over the 2020-2021 academic year (the following data was collected by the Mentor Coordinator.)

- Grade Point Averages of DI students within the Mentoring Program.



- The average GPA from Fall 2020 to Spring 2021 increased by **0.52%**
- The Likert scale was used to measure the Self-Efficacy and Sport-Confidence Surveys given to student-athletes in the Mentor Program. The Self-Efficacy survey showed that 91.7% of students had an increase of academic confidence throughout their time working with a mentor. The Sports Confidence survey showed an 83.3% increase in athletic confidence throughout their time working with a mentor.
- **What activities and resources are necessary to sustain this project moving forward? (Renewal Only) - *Not Rated***
 - Maintaining the faculty and staff to support the student-athletes during their career at Golden west is the most critical component to this project's success. Both the technology and resources provided in the FAST center should be reasonably up to date with the programming being used in the courses.

Section 4: Budget

- **What is your total allocation request?**
 - \$337,663.80
- **Please upload the completed Budget Request Excel Sheet**
- **Please share any additional information that may help the reviewers better understand your project. – *Not Rated***
 - Additional information regarding Mentoring.
 - Mentor Qualifications- Earned B.A. or B.S. from a 4-year accredited college, Former intercollegiate student athlete or experience working with student athletes, Experience in tutoring, teaching, academic mentor, coaching, or other related experience, Demonstrate interpersonal and communication skills.
 - We typically hire GWC assistant coaches as Mentors. Those coaches are initially hired through Athletics and paid through LHE, which is why their rate is stated as BB Hourly Lab Non-Instructional. We are working with the Athletics Director and Administration to hire these coaches as professional experts.

