



**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**  
Denise Bon  
[dbon@gwc.cccd.edu](mailto:dbon@gwc.cccd.edu)  
714-895-8721
- **Initiative/Project Title**  
DSPA Comprehensive Autism Program (CAP)
- **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:**  
DSPA
- **Requestor's Supervisor's Name:**  
Chad Bowman
- **Supervisor's Email:**  
[cbowman@gwc.cccd.edu](mailto:cbowman@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):

In March 2021 the CDC released data indicating that 1 in 54 children are diagnosed with Autism nationally. This represents a 10% increase since the inception of DSPS's Comprehensive Autism Program.

Due to the increased number of people diagnosed with Autism, there has been a significant surge in the number of autistic students on our GWC campus.

Comprehensive Autism Program (CAP) is an autism spectrum student group that was developed by DSPS counselors/staff and students in 2014 (formerly known as Puzzle Piece). Since its inception, the group has evolved into a multifaceted support system for Golden West College students and employees. CAP's commitment to autistic students and the employees who assist them has been recognized by the College Autism Spectrum, College Autism Network, and Great Value Colleges which all recommend GWC for autistic students. It includes multi-faceted support to our Autism students through social means, developmental, academic, and resources across campus and beyond.

### 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:

CAP includes the following:

- Academic, disability, social-emotional, crisis, and transfer counseling with the same counselor to encourage retention, completion of goals, and/or transferring to a 4-year institution
- Encouraging students to complete transfer Math and English within the first year
- Access outreach to local High Schools and national college Autism networks
- Case management-track student retention from semester to semester
- Academic Coaching-track academic goals to completion
- Peer Mentoring Program track retention semester to semester- full implementation of program Fall 2021– see attached research proposal
- Weekly disability support meetings, The LOOP
- 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 a job
  - How to survive the pandemic
  - Surviving sensory overload on campus
  - How to prepare for employment

- Managing anxiety on campus and off
- How sleep affects college success
- College Health
- What is Autism
- Faculty & staff ally training
- Faculty & staff support
- Intern T.I.E.S. Autism workshops
- Tutoring Center Autism workshops
- Student ally training
- Behavioral Assessment Team (BAT) Team member and support
- GWC club (in progress)

#### 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)

When you take into consideration that 1 out of 54 people have an autism diagnosis, we can infer that there is an implied need for supporting a greater number of students on campus. There are 90 students who are currently served by our ASD program. We estimate there is 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%. According to the CDC, 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 autistic versus neurotypical people. 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 we 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

- Broad-based outreach in an effort 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 continuous improvement, to provide stability to this student population and thus has lead to a year over year increase in the number of DSPS students enrolling in the program
  - If this program were to be 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
  - 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. Properly disseminating this success story will provide the impetus for continued growth in the program thus the primary driver for closing the gap.
- **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 assistances 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. Many colleges/universities have now modeled their program after GWC and are 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.

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/> according to Great Value Colleges. Most notably, the majority of the colleges and universities on this list are private out-of-state universities. This means that a limited amount of students having accessibility to a program due to the cost of tuition, acceptance into the university, location of the university, and added cost of the autism program. GWC is 1 of 3 Community Colleges, and 1 of 6 on the West Coast (including 1 in Arizona and 1 in Utah). We are providing groundbreaking and lifelong

impact to the students of GWC, Huntington Beach, Orange County, California, and surrounding areas at no added cost to the student.

The following links are Autism programs that are established both at cost services and at 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 was 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.

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
  - 714 hours total compensation for part-time faculty
  - 21 hours per week- fall total 273 & spring total 273
  - 21 hours summer for prep and student support
  - 21 hours intersession for prep and student support
  - 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
  - Institutional support

#### **Section 4: Budget**

- **What is your total allocation request?**  
\$88,787.00
- **Please upload the completed Budget Request Excel Sheet**
- **Please share any additional information that may help the reviewers better understand your project. – *Not Rated***

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 nation wide. 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 counselor is on the BAT team and has been assisting with the increased number of BAT reports on campus involving ASD & health center referrals. ASD impacts the entire campus as a whole.

Research indicates that quality disability support promotes a sense of belonging and academic success within the college community (Smith & Lafayette 2004). Positive campus and classroom experiences are essential to the successful inclusion of students with disabilities in the campus community (Smith & Lafayette 2004). Our ASD program enhances inclusion, engagement and belonging, which directly impacts student retention. Noteworthy: despite the recent pandemic/crisis, the 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 apart of this support group and program set me on the right path for my journey of self discovery with my true autistic self."

“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 who 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 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

What a parent said about our program: I would like to take this opportunity to talk about the DSPS services, and the Puzzle Piece Group, and the impact they have had on our family. My son Benjamin Jones is a student at Golden West College, Spring 2019 will be his last semester. He started at GWC in the fall of 2013, after having graduated from high school in the spring. Benjamin succeeds with Autism.

Benjamin enrolled at GWC after high school mostly because that was what other kids were doing – going to community college. We figured it was better than him sitting in his room on the computer, but we realistically didn’t have “a goal” for him. Thank God – yes, I said it, thank God for the people at DSPS. From the very beginning – helping him register for his first classes, they have treated Benjamin like a capable adult. They didn’t hold his hand, they held him up. While I was welcome at any meetings Ben had with his DSPS counselor – with Ben’s permission- the counselors also encouraged Ben to come in for appointments by himself and set future appointments on his own. They cultivated self-responsibility in him and gave him confidence. As it turned out, this was also a safe way for a parent to ‘let go’. I am grateful for that.

The Puzzle Piece group is amazing. The students meet and socialize, discuss certain topics like stress at school, time management, social media, all kinds of things in a SAFE SUPPORTIVE environment. They have parties, themed meetings and even attended a sporting event on campus to support a Puzzle Piece student on the team. Puzzle Piece serves as a built-in social circle for a demographic of students that might not otherwise have peers to socialize with. This is an important area of growth for young adults with Autism, and a difficult skill to cultivate. Through the efforts of the incredible leadership in the DSPS, -a shout out to Ms. Denise Bon-the Puzzle Piece group gives the students with Autism opportunity and tools to succeed not only at Golden West but in life after college. They learn how to anticipate needs in their school life, and where to go for assistance on campus. My son has made friends at Puzzle Piece and acquired skills to make more friends outside of the group. In fact, he joined another group – Alpha Gamma Sigma, the Honor Society.

Twenty- two years ago one of the top pediatric neurologists in the nation told me that my son would never speak. That he would never answer to his name or know who I am. My husband and I chose not to let those words define how we raised our son. We did not deny him any opportunities because of what we were told he would never do. If you read this before May 23, I invite you to come watch my son graduate. He’ll be the very tall, very slim handsome young man with long hair. You’ll hear his name - Benjamin Cole Jones, and then his accomplishments. An AA degree in Computer Assisted Design and Drafting. An AA Degree in Renewable Energy and Energy Efficiency. An AA Degree in Liberal Arts CSU Education Breadth. A Certificate of Achievement in Computer Assisted Design and Drafting. Member Sigma Pi Chapter Alpha Gamma Sigma Honor Society. Dean’s List, Fall 2018. Benjamin will be transferring to Cal State Fullerton in the Fall pursuing a Bachelor’s degree in Mechanical Engineering. Benjamin has worked very hard for these successes, no doubt. However, he could not have accomplished all this without the guidance, assistance, attention, and commitment of the wonderful people at DSPS, and the personal growth he experienced in Puzzle Piece. Benjamin came to GWC without a goal, and is leaving with a future, thanks to DSPS and Puzzle Piece.

Thank you.

A very blessed parent, Sarah Jones

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!

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

<b>Foster Youth – Male</b>	7	1	1
<b>DSPS – Male</b>	84	13	7
<b>Economically Disadvantaged – Male</b>	572	131	4

## 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
<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, 2022? 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 submitted for the 2020-21 funding cycle.