



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**
Michael Tran
Mtran701@gwc.cccd.edu
562-686-3931
- **Initiative/Project Title**
Early Alert Specialists
- **Is this request for a new initiative/project or a renewal for continued funding?**
 - New Initiative (never funded through Equity)
 - Renewed Initiative (previously funded through Equity)
- **Division/Department/Program Name:**
Counseling
- **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):**

With the launch of AB 705, Golden West did have higher numbers of students passing transfer-level math than under the old system, but we also had 1,205 students drop their math courses. Most of these students (92%) did not enroll again for the Spring term. Even more alarming, Black students were almost 90% likely to drop their math course, which means we are unlikely to make any progress with this population without addressing this problem. This project hires a Math Retention Specialist (500 hours as a professional expert) and a part-time counselor to case manage students in the lowest-level math and English courses. Total request is \$35,030. If we can keep students in math and English, we will keep students in 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:

1) Check to ensure Black and Hispanic students are taking the right courses for their major. Counselors and supervised graduate-level counseling interns will review students enrolling in Summer for Fall-semester Math classes. First-generation students often take the lowest-level math course because it appears easier. For example, they might take College Algebra (Math G115) instead of Statistics (Math G160) because they believe the lower number implies it is easier or more appropriate. This may lead to higher drop-out rates or requiring students to take additional courses to graduate.

2) Regular and consistent contact with a known counselor. Once students are in the correct math course, counselors and supervised graduate-level counseling interns will work with the math and English faculty to identify students who are struggling. Counseling faculty are given limited access to the Canvas grade data for math and English classes. We load all math and English students into Signal Vine (a texting service). During our pilot, we found that 15-30% of students responded to emails; only 30-50% responded to phone calls, but up to 50-80% of students would respond to texts. This is the preferred method of contact for most of our students. We then load their canvas grades, when they last logged into canvas, how they are doing compared their peers in the course, and relevant counseling information. During our first year with this system, we found that students were significantly more likely to interact with their counselor/intern if the text was personalized and positive. Here is a sample text: "Hi, Hector! I'm Michael, the GWC math counselor for your MATH G160 - Introduction to Statistics class with Professor Alemansour I can help with tutoring, counseling, or other questions. Just text back any questions." We send out multiple text campaigns throughout the semester targeting different groups to give kudos and offer services. Prior to midterms After the introduction, we continued to send targeted personal blasts to students, and the team continues to monitor individualized replies. For example, prior to midterms, we provided this text: "Did you know that your tuition includes FREE tutoring and other services through our Academic Success Center? You can check out this link to chat or zoom with someone today: [https://www.goldenwestcollege.edu/asc/Question?Text me!](https://www.goldenwestcollege.edu/asc/Question?Text%20me!)" Most students responded within two hours of a text, but some would text back whenever they felt the need. By building a relationship with regular contact, students text back throughout the semester keeping an open conversation throughout the term. They also replied on nights and on weekends when other student services were not available.

4) Engage in multiple languages. Because this is a texting service, the Early Alert team can reply in multiple languages. Some students wrote back in Spanish or Vietnamese and we had staff ready to provide answers in their native languages.

5) Partner with the Academic Success Center to refer at-risk students. The Early Alert team was able to address both academic and non-academic concerns through the platform. For students with counseling questions, the team could provide access to appointments or quick answers to questions. For those with academic concerns, the team also coordinated with the Academic Success Center to send students to their live Zoom sessions.

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)

1) Check to ensure Black and Hispanic students are taking the right courses for their major. Counselors and supervised graduate-level counseling interns will review students enrolling in Summer for Fall-semester Math classes. First-generation students often take the lowest-level math course because it appears easier. For example, they might take College Algebra (Math G115) instead of Statistics (Math G160) because they believe the lower number implies it is easier or more appropriate. This may lead to higher drop-out rates or requiring students to take additional courses to graduate.

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4) Engage in multiple languages. Because this is a texting service, the Early Alert team can reply in multiple languages. Some students wrote back in Spanish or Vietnamese and we had staff ready to provide answers in their native languages.

5) Partner with the Academic Success Center to refer at-risk students. The Early Alert team was able to address both academic and non-academic concerns through the platform. For students with counseling questions, the team could provide access to appointments or quick answers to questions. For those with academic concerns, the team also coordinated with the Academic Success Center to send students to their live Zoom sessions.

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)**

Goal: Increase Hispanic Success in Math by 20% (Approximately 300 students) and Black student success by 10% (approximately 15 students) over control groups and 3% for the total population. This is a realistic goal because it parallels the success from this year.

Jennifer Farnum (2006) wrote that an effective Early Alert intervention should focus on being casual, frequent, and collaborative. This is one of the reasons why we have had more success with texting than with emails or phone calls. During our pilot, we found that 15-30% of students responded to emails; only 30-50% responded to phone calls, but up to 50-80% of students would respond to texts. As such, we intend to emphasize informal text messages as the primary means of communicating, and we will develop a seamless and smooth mechanism for connecting students with tutoring.

We started tracking changes in grades from week-to-week. We found that sending a student a kudo (e.g., I see your grades went up this week – Well done!) were better received and resulted in students being more responsive to feedback. We also found that students were more responsive early in the semester, and began outreaching to students within the first two weeks of classes (using faculty grades in Canvas).

Students were also more likely to respond to offers for counseling than they were for tutoring. This also parallels the best practices found in the literature. An Early Alert system needs to be non-intimidating and supportive. We recommend at-risk students to meet with a counselor to plan their courses for next semester without implying they were failing or at risk. When the counselor worked with the student over an hour, students were often more receptive to accept academic support.

In our first year of funded support (2019-20), our goal was to increase Hispanic and Black student retention by 3%. Our results far exceeded this. Hispanic persistence for math students contacted through this program was 45% higher than for students in the control group. For every population, the students in the Early Alert program performed better than the students in the control. Overall, last year's equity data shows that Hispanic students in math and English had success rates of 17.8% for females and 16.5% for males. Although we did not have access to success data for the class, we did track whether students persisted to the next semester. 72.4% of Hispanic students in Math persisted and 81.3% in English. Historically, math success and persistence to the next semester are highly correlated.

As we were using Signal Vine to text students, we had a control group for students who did not provide phone numbers when they applied to the college. Unfortunately, all of the Black students provided phone numbers, which means we did not have a control for that population. For Hispanic students, there were 22 students in the control group (i.e., Hispanic students taking any first-level math class in Fall of 2020 who did not provide phone numbers). Of these, only 5 student (29%) registered for any classes in Spring 2020. In the experimental group, 525 students were contacted in the program. Of these, 280 students (72%) enrolled in the spring. This means, the Hispanic students who were contacted in the Early Alert math program were 2.5 times more likely to persist. Overall, 7% (203) of the students in math were in the control group and 93% (2,866) were in the Early Alert program. In reviewing the two groups, only 157 students (22.7%) in the control group registered for any classes in Spring 2021. In the Early Alert group, 2,091 (73%) of the students persisted into the Spring. This means the students who were contacted were 3.2 times more likely to persist.

- **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)**

Data is rigorously collected throughout this project. We will track using the following data through the academic year:

1. At the beginning of the term (and each week until census has completed for all math and English classes), we download all students enrolled in these classes. We then match these students with an ARGOS report that provides the students' phone numbers (when available in BANNER), gender, ethnicity, phone number, and units taken for the semester. This data is then also paired with their current final grade (by percentage) in Canvas. We are not provided access to individual test or assignment grades. Finally, we pair this data with another report showing when the student last logged into Canvas.

- 2) With each contact, Signal Vine provides data regarding which students respond, the number of texts back, and the engagement level per group.
- 3) The Signal Vine data is download weekly and put into an Excel sheet that is then tracked against whether students have dropped the course, whether they logged into Canvas within the past 7 days, and the difference between their grades from the previous week.
- 4) Data is also tracked regarding how the student is doing in comparison with other students in the course. Faculty enter grades and score differently. Rather than use an absolute measure of success (e.g., a "B" grade), we measure the student's performance in comparison to others in the course. Specifically, we examine whether the student's grade is a standard deviation above or below the mean. This means that a student with a "C" may be considered at-risk in one class but not in another.
- 5) We also identify students who are earning above 90% in their classes as an absolute measure of success. A student maybe below average early in the semester with a 90%, if all other students are earning 100%. But we continue to provide Kudos for doing well until the "below-average" grade drops below 90%
- 6) Disproportionate impact identity was not entered in Signal Vine last year. However, given that Black students did not make the gains we saw with Hispanic students, we will begin loading that data into our model. We will track weekly whether our DI groups are progressing as well as the average for the course. This will also allow us to send additional, targeted notes, to DI group students if there are disparities in their performance.
- 7) When we partner with the Academic Success Center, we receive a report on the number of students who enrolled in tutoring for the day. Next year, we will expand this to include C-ID numbers. This will also allow us to track the success by DI group.
- 8) For students without phone numbers (8.1% of the total population), we identified them as a control group, as they were not included in the Early Alert program. Given the disparity between these groups, we will attempt to identify an additional control group next year. There may be some error by using the lack of a phone number as our measurement (e.g., students may not have a phone due to financial hardship, which could confound the results). However, it is telling that there were no African-American/Black, American Indian Native Alaskan, or Pacific Islander students without phone numbers. It is also telling that the rate of those enrolled with phone numbers was highest among white students (6.3%) and ranged between 4-6% for all other groups.

- **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)**

Summary: The literature supports a best-practice Early Alert program which uses math as a based, starts in Students Services (with counseling and support staff), involves regular and sustained contact, and has a close relationship with tutoring services.

According to Zientek, Lane, Sechelski, & Shupp (2020), Mathematics is often a barrier for degree attainment. With AB 705, students are no longer taking remediation, and they are encouraged to take math early. Zientek, et al. (2020) also found that under prepared students who delay taking math were less likely to take math, which impacted their graduation rates. Given that best practices warrant taking math early, additional structures need to exist to help students succeed.

Dwyer, Williams, and Pribesh (2018) found that early alert programs increased the rate of those flagged by 20 times the rate of those were not flagged. These results parallel the findings from our first year. Ball (2016) also noted that Black and Hispanic students are more likely to be first generation and low income than their peers. This means that they may benefit more from early alert programs, because the one-on-one interaction provides a safe forum to address both academic and non-academic concerns.

Given that we lack the resources (and funding) to have a support team of counselors available in every classroom, this approach is the best option to create individualized and regular contact with at-risk students. Jennifer Farnum (2006) wrote that an effective Early Alert intervention should focus on being casual, frequent, and collaborative. Farnum also found that most Early Alert programs have counselors, advisers, or Early Alert staff as the primary points of contact. Faculty contact with students in

the Early Alert models was only initiated in 30% of the cases. We found this was also true for our model. The counselors were the best first-contact point for the at-risk student, because they appeared less threatening and were not associated with the grading of the course.

Similarly, a Cornerstone article by Cai and Higdon (2015) argued that an effective process will find ways to get students engaged in tutoring. Cai, Lewis, & Higdon (2015) found that there was significant association between the alert messages students received and their visits to the university's tutor center. We also found this to work for Golden West College. Nearly half of the students in math or English tutoring came from the Early Alert team.

Finally, Vance (2016) found that Early Alert and tutoring programs significantly increased students GPAs and the tutoring did not require that students participated in the full semester for extra support. We do not have data yet to track if the students from Early Alert improved their grades, but we will track this as the students progress.

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

- **Please summarize your progress toward closing equity gaps for the targeted population(s) as detailed in your project proposal. Please upload data tables obtained from the Office of Research, Planning, and Institutional Effectiveness in the question below. (Renewal Only) - *Not Rated***

The Early Alert team uses Signal Vine to reach out to math and English students throughout the semester. Our primary focus is to assist Black and Hispanic students complete these foundational transfer-level classes. In the first year, the control group was identified as students who did not provide a phone number when they applied to the college. This resulted in about 7% (203) of the students in math were in the control group and 93% (2,866) were in the Early Alert program. In reviewing the two groups, only 157 student (22.7%) in the control group registered for any classes in Spring 2020. In the Early Alert group, 2,091 (73%) of the students persisted into the spring. This means the students who were contacted were 3.2 times more likely to persist.

In the experimental group, 424 Hispanic students were contacted in the program. Of these, 101 students (24%) enrolled in the spring. This means, the Hispanic students who were contacted in the Early Alert math program were 5 times more likely to persist.

All groups identified who used the product had higher persistence rates than their peers. The average difference between the Early Alert and control group was 45% increased persistence.

Given the disparity between these groups, we will attempt to identify a different control group next year. There may be some error by using the lack of a phone number as our measurement (e.g., students may not have a phone due to financial hardship, which could confound the results). However, it is telling that there all African-American/Black, American Indian Native Alaskan, of Pacific Islander students had phone numbers. It is also telling that the rate of those enrolled with phone numbers was highest among white students (6.3%) and ranged between 4-6% for all other ethnic groups.

Similar success was found with English. We will need to start outreaching more to American Indian / Native Alaskans, as they had 60% students persist through the Spring. The other groups ranged from a low of 66.7% for Black students and a high of 82.4% for Filipino students.

See the attached Word file of this document for tables.

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

Signal Vine (paid through CARES funding for the 2021/2022 fiscal year)

Paid intern (requested through SEAP and this RFP)

Part-time counselor (requested through SEAP and this RFP)

Section 4: Budget

- **What is your total allocation request?**
\$35,030
- **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

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.