



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**
Nancy Fong
nfong@gwc.cccd.edu
714-5762991
- **Initiative/Project Title**
Puente Retention and Completion Initiative
- **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):**

By involving the family throughout the cohort year and providing students with school supplies will help increase access, retention and course completion in all transferable English coursework (Freshmen Composition and Critical Thinking) and math, general course completion, and persistence rates during their first year of 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:

Noche de Familia and Family Team Building (Puente Family Orientation in both fall and spring)— this is a family and student orientation to GWC and the Puente Program. This event encourages family support for first-generation college students in higher education. During this event, we invite financial aid and GWC student services to discuss what we offer at our campus. In addition, we have past Puente students speak about their experience in Puente as well as invite past Puente parents to talk about the importance of family involvement. We end with a Q&A, as well as a tour of the campus. This is offered in both Spanish and English. In addition, we added a Family Team building night in spring to encourage the continued support of students attending college. We started to notice a trend of family becoming disengaged, and even hindering the success of their students during the spring semester, so we created an additional family night where we had professionals discuss their journeys in higher education, and discuss success tools for home life, family encouragement and purpose of higher education.

School Supplies - Puente offers students entering the year-long program a “starter kit” of college supplies that include, but are not limited to: binders, organizers, paper, pens, notebooks, backpacks, etc. These supplies are given out during Noche de Familia so that students who are brand new to college, first-generation and economically disadvantaged are ready to begin ALL classes their first day at GWC. This removes financial barriers for families and students as well. T-Shirts are provided to the cohort before our first statewide motivational conference in September. Puente t-shirts are a way to connect our students to the campus, the program and each other. It also acts as a recruitment tool for future Puentistas at events such as college preview day and ChicanX/LatinX Day.

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)

Puente serves 30+ students per cohort (fall and spring). During the spring and summer, Puente host monthly information sessions to potential students introducing the college, the program, and promotes the benefits of a learning community. Students are encouraged to participate in Puente after learning about the additional support and resources not offered to general GWC students. By providing school supplies, students immediately know Puente's goal is to help them succeed in college. During the family orientation, our goal is to stress the importance of family support and provide parent's tools on how to support their young adult in higher education increasing retention rates from fall to spring. We have witnessed the power of family involvement due to the continue enrollment over the years with younger siblings and other family members enrolling at GWC and participating in Puente.

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)**

Puente serves 30+ students per-cohort in phase one and two, plus phase three students who are active GWC students after the completion of the program. In fall 2020, we served a total of 87 Puente students at GWC across phase one, two and three. This shows the program is retaining students at GWC beyond their current cohort year. However, increasing access, retention and persistence rates continues to be a goal.

Noche de Familia is a family and student orientation to GWC and the Puente Program. This event encourages family support for first-generation college students in higher education. During the family orientation, our goal is to stress the importance of family support and provide parent's tools on how to support their young adult in higher education increasing retention rates from fall to spring. By providing school supplies prepares students, who are brand new to college, first-generation and economically disadvantaged, ready to begin ALL classes their first day at GWC. Also, this helps removes financial barriers for families and students as well. By providing school supplies and hosting two family orientations (Noche de Familia) we expect the following outcomes:

1. Access: Increase Puente cohort enrollment for fall 2021 by 5% by offering additional information sessions throughout spring/summer.
2. Retention: Increase GPA for Puente students, compared to non-Puente students in equivalent courses, from fall 2021 to spring 2022 by 5%
3. Retention and Completion of Transfer English: Increase course completion for Puente students in English 100S there by retaining students to spring to complete English G110, compared to non-Puente students in equivalent courses, by 5%.
4. Retention and Completion of Transfer Math: Increase transfer math course completion for Puente students during their first year of Puente compared to non-Puente students in equivalent courses, by 5%.

All outcomes above increase a Puente student's ability to earn an associate degree and transfer to a four-year university which leads to the ultimate goal meeting vision goal completion and transfer to a four-year institution.

- **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)**

Puente tracks program demographics such as race, age and gender, course success rate, persistence rate, grade point average, completion of transfer English/math, degrees and transfer rates to comparison groups: Puente Equivalent Hispanic (PEH) students and Puente Equivalent Non-Hispanic (PEH) students by cohort year. This data is annually provided by The Office of Research, Planning, and Institutional Effectiveness, GWC. In addition, the Puente team tracks enrollment for current and former Puente students each semester. Please refer to the attached data report provided.

- **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 goal is to increase access and close retention and completion gaps, transfer English (English 100S) gaps, transfer math gaps that lead to certificate/degree completion gap and transfer gap for all Puente students representing the following: disabled, first generation, LGBT+, Low Income and Hispanic/Latinx students. Puente is a National Model for Student Success. Further information is located at <https://www.thepuenteproject.org/>

Stuart (2010) indicated parental understanding and involvement in the college process for first-generation college students increased first year completion, retention and graduation rates. During the orientation, families and students are educated about Golden West College, the mission and program goals of Puente, transition from high school to college, the college experience, accompanied with former Puente student testimonials. As well as the commitment to Puente required activities on-and-off campus. Parents are able to engage in the conversation to better understand the significance of family involvement in the college process and student success, as well as to gain a better understanding of financial aid support. Stuart, R. (2010, October 29). Retention Program Engages Latino Families in Helping Children Finish Community College. Retrieved from <https://diverseeducation.com/article/14337/>

Providing a “starter kit” of college supplies to students who are brand new to college, first-generation and economically disadvantaged will be ready to begin ALL classes their first day at GWC. And it will remove financial barriers for families and students as well. And when students attend the first statewide motivational conference in September it make a statement they belong and a great way to connect to our campus, the program and each other. It also acts as a recruitment tool for future Puentistas at events such as college preview day and ChicanX/LatinX Day.

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***

Note: All data provided below was attached to support this RFP.

Access:

In 2018, 32 students participated in the Puente program. In 2019, 33 students participated in the Puente program. In 2020, 30 students participated in the Puente Program. Our goal to increase access by 5%.

Course Success Rates:

Course success was determined for sections of College G100, Counseling G104, English G095, English G100, and English G110. Comparisons were made between Puente sections and Non-Puente sections based on CRN designation (Please refer to Appendix A for a list of CRNs). Results indicated that Puente sections had higher course success rates than non-Puente sections for all courses with the exception of English G110 (Table 3). We believe the pandemic impacts English G110 numbers. Our goal to increase access by 5%.

Persistence Rates:

The persistence rate for Puente students was higher than that of PEH and PENH students with the exception of 2019-20 persistence rates where Puente and PENH had the same rates (Table 5). For the 2019-2020 cohort, the persistence rate of Puente students was 64%, which was higher to the persistence rate of PENH students at 64%, and PEH students, 42%. Our goal to increase access by 5%.

Grade Point Average:

Grade point average (GPA) for Puente, PEH, and PENH students was calculated at the end of their cohort year. Puente students had a higher average GPA than PEH and PENH students for the last 5 years (Table 4).

Transfer-Level English:

Puente students completed transfer level English at higher rates than PEH and PENH students from 2015-16 to 2019-20 (Table 6).

Transfer-Level Math:

Puente students had higher transfer level math completion rates and higher rates of completing both transfer level English and Math for 2018-19 and 2019-20 than PEH and PENH students (Table 6).

Degrees and Certificates:

A larger percent of the 2015-16 Puente student cohort earned a degree or certificate than their respective PEH and PENH student cohorts (Table 7). The 2016-17 and 2017-18 PENH student cohorts earned degrees or certificates at a higher rate than Puente and PEH students. Table 7. Percentage of Puente students, Puente Equivalent Hispanic (PEH) students, and Puente Equivalent Non-Hispanic (PENH) students who earned a Degree or Certificate. COHORT YEAR 2015-16 2016-17 2017-18

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

Noche de Familia and Family Team Building (Puente Family Orientation in both fall and spring)—\$3,000 provides food, supplies, translation services to over 100 family members during each orientation. This is a family and student orientation to GWC and the Puente Program. This event encourages family support for first-generation college students in higher education. During this event, we invite financial aid and GWC student services to discuss what we offer at our campus. In addition, we have past Puente students speak about their experience in Puente as well as invite past Puente parents to talk about the importance of family involvement. We end with a Q&A, as well as a tour of the campus. This is offered in both Spanish and English. In addition, we added a Family Team building night in spring to encourage the continued support of students attending college. We started to notice a trend of family becoming disengaged, and even hindering the success of their students during the spring semester, so we created an additional family night where we had professionals discuss their journeys in higher education, and discuss success tools for home life, family encouragement and purpose of higher education.

Student Supplies—\$2,000: Puente offers students entering our year-long program a “starter kit” of college supplies that include, but are not limited to: binders, organizers, paper, pens, notebooks, backpacks, etc. These supplies are given out during Noche de Familia so that students who are brand new to college, first-generation and economically disadvantaged are ready to begin ALL classes their first day at GWC. This removes financial barriers for families and students as well. T-Shirts are given to our cohort before our first statewide motivational conference in September. Puente t-shirts are a way to connect our students to our campus, the program and each other. It also acts as a recruitment tool for future Puentistas at events such as college preview day and ChicanX/LatinX Day.

Section 4: Budget

- **What is your total allocation request?**

\$5,000.00

- **Please upload the completed Budget Request Excel Sheet**

- **Please share any additional information that may help the reviewers better understand your project. – *Not Rated***

Puente is the only academic learning community at Golden West College as of now. We have been active at GWC for over 29 years and bring a sense of community to our students and to the campus as a whole. In addition, we bring cultural events such as Dia de los Muertos, Safe Zone trainings and more to ALL GWC students / faculty and staff. As a Hispanic Serving Institution (HSI), Puente is an anchor for our ChicanX/LatinX student populations, and a model for future learning communities at GWC. The Puente Program is active in over 64 community colleges statewide, and there are several Puente Programs in high schools as well as junior high schools, too. We advocate for leadership on campus and within the surrounding communities.

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.