



**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**  
Susana Castellanos-Gaona  
[Scastellanos-gaona@gwc.cccd.edu](mailto:Scastellanos-gaona@gwc.cccd.edu)  
714-892-7711 x55301
- **Initiative/Project Title:**  
Student Ally Center – Addressing Non-Academic Challenges Through Resource Connection and Case Management.
- **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:**  
Student Equity and Achievement Program
- **Requestor's Supervisor's Name:**  
Claudia Lee, Vice President Student Services
- **Supervisor's Email:**  
Clee243@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):**

The Student Ally Center serves the entire student population via a case management approach to address the retention equity gap for the institution. The Student Equity and Achievement Program opened the Student Ally Center in Fall 2019 to assist students with the navigation of non-academic challenges through resource connection with the goal to increase academic persistence and retention rates focusing on disproportionately impacted students identified in the Request for Proposal Template.

**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

Student Success Metric – Retention:

The Student Ally Center focuses on addressing the Retention success metric by addressing non-academic challenges that students may experience outside the classroom through resource connection. According to the Inquiries Journal, nontraditional students are more likely to leave school due competing responsibilities outside of academics including work, parenting, caregiving, etc. Due to the lack of support from their home or institution, nontraditional students are less likely to complete their academic goals. Addressing the non-academic challenges with resource connection, referrals, and case management can positively impact retention and student success. The Student Ally Center serves the entire student population and will focus efforts in addressing non-academic challenges for disproportionately impacted students under the retention metric including Asian females, Black males, and Hispanic/Latinx males.

Student Ally Center – Space Description:

The Student Ally Center offers a space for students to access resources supporting their academic success such as a study lounge with computer access, a classroom that can be reserved for large group study sessions, club meetings, and workshops. Space is also available for faculty to hold office hours and have an opportunity to connect with students outside the classroom. Our center provides a private office for on- and off-campus organizations to utilize and provide services such as academic and mental health counseling, financial aid office hours, and case management intakes.

Proposed Activities:

The following activities will be implemented within the 2021-22 academic year.

#1: Case Management:

A case management model has been implemented to assist students with resource connection by conducting an in-take session to fully understand and assess their non-academic challenge and develop a plan to connect the student to resources. Before the campus closure due to the COVID-19 pandemic, a Professional Expert was hired to research and develop holistic resources available within the community. This position also worked with Peer Navigators, which are students enrolled in Peace Studies courses and volunteered as part of service-learning hours required in the course curriculum. Peer Navigators were trained to conduct five-minute presentations in the classroom to increase awareness of the services in the center and were also available to connect with students and provide a sense of belonging and understanding. The Professional Expert served as the first contact in the lobby area of the center and answered all incoming calls to assist with the logistics of reserving spaces in the center including the classroom, private office, and conference room. Above all, the main area of focus for the Professional Expert is to fully identify and update on- and off-campus resources by areas of need. Areas of focus include nutritional insecurity, veterans, housing and homestay, global and cultural, disabled students, undocumented students, recruitment, enrollment, and LGBTQ+.

This position is currently on hold while we service students remotely; however, once we return to campus, we will need to rehire this position as it is a critical need for center monitoring and to continue Liaison efforts between our campus and community partnerships.

**#2 In-Reach / Resource Awareness:**

In order to increase awareness about our center, we will implement in-reach activities that will include implementing a marketing campaign. A referral form has been created in our equity webpage in order to facilitate faculty and staff referrals for students experiencing non-academic challenges. Faculty and staff and students will need to be continuously informed of the resources available within our center and we will ensure that we maintain communication through email, text, website, social media, classroom presentation and announcement, and the GWC App.

In order to increase student and staff awareness and showcase the diverse student body of our institution, we will continue to market using the I Am GWC campaign by updating the I Am GWC banners currently installed throughout the campus. One side as the I Am GWC campaign will to showcase our student population, and the second side will market the Student Ally Center by promoting possible non-academic challenges. The banners will serve as an ongoing marketing campaign versus utilizing funds to design and print poster signs, which will have to be continually replaced throughout the year. We would also like to expand the banners to include the outside perimeter of our campus so that potential students can identify with our student population and feel included.

The center also needs to be showcased to the community with a grand opening. Aside from our campus community, we would like to invite community leaders and organizations that are vital in providing resources to our students and no-cost. This will include a ceremony, open house, and refreshments.

**#2: Events:**

We will engage students by hosting informational sessions regarding our services as well as acknowledging all students via the celebration of different ethnic backgrounds through campus events. The Student Ally Center will collaborate with other departments and committees across campus that also celebrate specific populations including PUENTE, Umoja, Black History Month Committee, and the Black Student Union.

The Student Ally Center will service all students and will focus efforts for disproportionately impacted students under the Retention metric. Therefore, the center will collaborate with campus departments to celebrate the Black History Month in February, Asian Pacific American Heritage Month in May, and the Hispanic Heritage Month in September. The center will also continue to support the Undocumented Student Week of Action.

**#3: Community Partnerships:**

In order to provide holistic referral to off-campus resources, it is important to establish strong partnerships with vetted organizations that can provide free resources to our students. Communicating to our students that we have established strong partnerships and an efficient referral system will increase student confidence in accessing our service, thus increasing referrals and engagement.

The center also needs to be showcased to the community with a grand opening. Aside from our campus community, we would like to invite community leaders and organizations that are vital in providing resources to our students and no-cost. This will include a ceremony, open house, and refreshments.

**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)**

The Student Ally Center has 317 documented visits during the first year of operation. The goal is to address all disproportionately impacted groups with a special focus on the groups listed in the Student Equity Plan under retention, which includes Asian females, Black males, and Hispanic/Latinx males representing 3,311 students. Last year's goal was to increase the number of students accessing services from the center by 10%. The number of students served during the second year of operation is 424 students, which is a 33.8% increase. Our goal for this year is to increase the number of students that access services from our center by another 10%, thus setting the goal to serve 467 students.

We will implement a thorough in-reach plan that includes marketing, presentations, and communications via email, text, website, social media, and the GWC App.

Student-to-Student In-Reach

We have successfully hired two student assistants through the Federal Work Study program that will assist with in-reach activities including student intake and resource connection. Once we return to campus, we will need to re-hire the Professional Expert, which is the liaison between the students and community organizations and our center.

Campus Events:

We will engage students by hosting informational sessions regarding our services as well as acknowledging all students via the celebration of different ethnic backgrounds through campus events. The Student Ally Center will collaborate with other departments and committees across campus that also celebrate specific populations including PUENTE, Umoja, Black History Month Committee, and the Black Student Union.

I Am GWC Campaign:

The "I Am GWC" Campaign will update banners around the campus and be used as an outreach/engagement tool. One side of the banner will showcase students from diverse background and the other side will be used to promote the Student Ally Center by providing example of different non-academic challenges.

Faculty Collaboration:

We will reach out to faculty and seek support in promoting our services via classroom presentations and/or announcements. We will inform faculty on our online referral system so that they can refer students that are facing non-academic challenges throughout the semester.

Community Partnerships:

In order to provide holistic referral services to off-campus resources, it is important to establish strong partnerships with vetted organizations that can provide free resources to our students. By communicating to our students that we have established strong partnerships and an efficient referral system, we will increase student confidence in accessing our services, thus increasing referrals and engagement.

**Section 3: Data Collection**

- **The goal is to close the gap for these DI groups. How will your project realistically help with this goal, and what are your expected outcomes to be completed by June 2022? How are you going to close the gap? (15 points)**

The main goal for the Student Ally Center is to increase student retention by addressing non-academic challenges. The campus offers a variety of academic programs and service support that addresses academic needs. If a student is struggling with course content, tutoring and supplemental instruction is available. However, the Student Ally Center is the only space available for students that acknowledges and addresses non-academic challenges that also impact academic retention. The Student Ally Center will help with closing retention equity gaps by listening, acknowledging, and connecting students to resources that

address their specific non-academic challenge so that the student does not drop their courses. It will help by ensuring students that they feel heard, seen, and supported while navigating personal challenges.

The direction from the California Community Colleges Chancellor's Office (CCCCO) is for colleges to close the retention equity gap by 40% in the next three years and by 100% in the next ten years. Last year's goal was for the Student Ally Center to contribute towards addressing the overall retention rates for our institution by 13% in order to achieve the 40% goal by 2022.

In order to achieve this goal, last year's equity data (as provided in the RFP template) provided the following disproportionate groups and included the number of additional students needed to be retained from fall to spring in order to close the gap by 40%:

First Generation Male – 28  
Veteran Male – 10  
Black or African American Female – 8  
Filipino Female – 5  
White Male – 16

The 2021-22 RFP Template data tables now identify the following disproportionately impacted groups and include the number of additional students needed to be retained in order to close the equity gap by 100%:

Asian Female – 7  
Black Male – 1  
Hispanic/Latinx – 15

Expected Outcome – Increase number of students accessing the center by 10%.

The Student Ally Center was successful in achieving last year's goal of increasing the number of students accessing the center by 10%. The center increased this number by 33.8% serving a total of 424 students. The center will continue to expand awareness and will expect to increase the number of students accessing the center by another 10%, thus serving an additional 42 students.

Expected Outcome – Close retention gaps for Asian females, Black males, and Hispanic/Latinx Males by 5%

The Student Ally Center will work towards reaching the 40% goal by the next three year and ultimately contribute towards closing the gap by 100% in the next ten years. We will contribute in closing the gap by identifying and addressing the non-academic challenges of our students by connecting them to resources so that the last thing they think about is dropping a course or leaving the institution. It is our goal to provide them with support so that they continue pursuing and achieve their academic goals.

- **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)**

The Student Ally Center will measure success by tracking retention from fall to spring semesters for all students utilizing the services within the center. To track the success of retention from semester-to-semester, we will be monitoring the registration status and course completion. The center will collaborate with the Student Equity Researcher to gather and analyze data and will compare retention and course completion rates to the institution's average including the disaggregation of student data to include gender, ethnicity, age, and special programs to ensure that disproportionate impacted students are served.

The tracking mechanism will involve gathering student identification numbers for all students checking-in the center utilizing a computer tracking system requiring a student ID swipe. Two tracking systems were purchased with 2019-20 equity funds and have completed the process of uploading a database to utilize with SARS-TRAK. These systems have been strategically installed at the two main entrances of the center to ensure accurate utilization data and reasons for accessing our center. In addition, the Professional Expert will maintain an electronic file system to keep track of student cases providing more qualitative data in terms of the challenges that students are experiencing to identify patterns and continue to expand resources.

To ensure monthly/regular progress, a monthly report will be downloaded from the SARS-TRAK system and data will be evaluated by the Student Equity Researcher. This information will guide us on the direction we must take to ensure that our disproportionately impacted students are aware and utilizing our services.

- **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)**

Student Equity is an initiative that resurfaced as a result of the Completion Agenda focusing in providing academic resources in the area of access, retention, basic skills, completion, and transfer. A more recent equity topic focuses on nontraditional students and non-academic variables that students face, which may conflict with academic responsibility. According to Inquiries Journal, nontraditional students are more likely to leave school due competing responsibilities outside of academics including work, parenting, caregiving, etc. Due to the lack of support from their home or institution, nontraditional students are less likely to complete their academic goals. Addressing the non-academic challenges with resource connection, referrals, and case management can positively impact retention and student success. The Student Ally Center was created with the vision to address the non-academic challenges for disproportionately impacted students and modeled after success centers in other institutions such as the Dream Success Center at California State University, Long Beach and the Equity Center at Mt. San Antonio College.

The Equity Center at Mt. San Antonio College offers four different programs specifically serving Asian American and Pacific Islander, undocumented, foster youth and Black student populations. The Dream Success Center at California State University, Long Beach specifically serves undocumented students. Although these programs are successful at these institutions by showcasing and marketing to specific populations, the model adopted at Golden West College was modified to serve and market for all student populations versus a specific group in order to protect student's self-identity and non-academic challenge as they accessed the center. As an example, we did not want to create a center for one or a few specific populations like undocumented students, because we did not want other students to know that students accessing that center are undocumented. This center is open to all students and we created a neutral space for all identities to feel comfortable in accessing the center without fear of identity exposure.

#### **Dream Success Center at CSU Long Beach:**

<http://web.csulb.edu/divisions/students/dream/>

#### **Equity Center at Mt. San Antonio College**

<https://www.mtsac.edu/equitycenter/>

#### **Inquiries Journal**

<http://www.inquiriesjournal.com/articles/1377/todays-non-traditional-student-challenges-to-academic-success-and-degree-completion>

***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 Student Ally Center began operations in fall 2019. The Student Equity and Achievement Program (SEAP) has utilized Spring 2019 Student Equity funds to refurbish the space for service. This included data cabling to support technology, painting, and carpet cleaning. The funds were also used to fund a short-term employee that conducted research on best practices from similar centers at other higher education institutions. Visits to California State University, Long Beach, Mount San Antonio College, Citrus, and California State University, Fullerton were completed during Spring 2019. These visits provided a list of best practices and were considered in the implementation of services during the planning stages.

During the first year of operation, we documented 317 visits. These are manual check-ins and do not account for every single person that has accessed the center. The cases mostly involve students that identify as homeless and food/clothing insecure. We are working closely with the homeless liaison to provide on campus services and give referrals to off-campus resources. The remainder of the cases involve students that are undocumented. We have been working closely with CHIRLA; an organization that provides resources and updates affecting their status. We provided a Know Your Rights Workshop providing valuable

information to our undocumented students. Cases with the LGBTQ+ student community are also included. We started a conversation with APAIT organization in order to partner and provide on-campus and off-campus resources to our students, which include emotional health counseling and financial resources. Our campus student clubs began to reserve and utilize our classroom to hold club meetings as well as a prepare for campus events. Three faculty members accessed our space to hold office hours in the center, thus providing the opportunity to connect with students outside the classroom. We successfully recruited over 20 students from the Peace Studies courses to volunteer as Peer Navigators. We also partnered with the Vice President of Student Services to beautify the outside of the building with an Oasis garden. The space has also been extended to the US Vets Outside the Wire to hold one-to-one and group therapy sessions in the Student Ally Center. The homeless liaison also held weekly office hours for express services related to home insecure cases as well as FAFSA file updates.

During the second year of operation, we faced the closure of campus due to the COVID-19 pandemic. Our team quickly mobilized to transition all services to alternative modalities and continue to serve students remotely. Although our campus has been closed since March 2020, the number of students served through our center increased to 424 students. This is a 33.8% increase, which is well above our 10% increase goal. We created an referral form on our webpage so that any employee or student can submit a referral and receive services. We conduct student case intake via Zoom or phone and provide on-campus resources via an on-campus drive-thru distribution system every Tuesday following social distancing measures.

The students served throughout this second year represent the following populations followed by respective retention rates. Data shows that we are retaining students served at 79.8%.

See attached Data Tables for Student Demographics

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

Funding specifically for the continuation of the Professional Expert is necessary to continue to serve students via a case management approach. This center has been implemented with minimal fiscal impact. The manager overseeing the Student Equity and Achievement Program relocated to the center to avoid the need to hire a coordinator to oversee operations. The Administrative Assistant was also relocated to the center to avoid the need to hire a full-time person to cover clerical needs such as center monitoring and answering phones. The Professional Expert is vital in having a part-time dedicated person to conduct student intakes and manage resource referrals.

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

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

\$38,791.19

- **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
<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 2021-22 funding cycle.