



## FFC Proposal Subcommittee-Spring 2020 Proposals

### **Additional Data for Summer Bridge Project Proposal**

The project named several existing funding sources, are these sources going away? If approved, what percentage of the project would be funded by the SCFF funds?

The SCFF Proposal budget only reflects expenses that we are not able to pay through our current funding. Our two main funding sources from last year, AB 19 and SEA Funds, are no longer available funding streams. Last year, the MESA program paid for the math tutors and the Math and Science Department paid for the Aleks software; however, these two funding streams have not confirmed if they will be able to do it again this year. Therefore, 100% of the proposed budget would be paid by SCFF funding. With that said, because we are conducting a remote Summer Bridge Program, we will not need to pay for lunch bringing down expenses on this budget to \$54,001 for year 1; however, if possible, we would like to purchase Chromebooks with those funds to have available for students that may not have reliable laptops.

Summer Bridge has demonstrated success, will something be done to improve and scale?

With the Summer Bridge program being offered online this summer, it gives us the opportunity to think thoughtfully about how we can utilize technology to expand the program. We had initially capped the program at 150 because there were limitations with space and funding. As we continue to grow the program, we can explore how we can expand the program taking into account the necessary math software to administer their math class. We will also be publishing our Workshop Series webinars that are meant to support students and transition to college through workshops on using canvas, accessing degree works, and choosing careers, to mention a few.

Some of the activities described in the application (e.g., workshops, MathJam) may not be conducted in person this summer due to COVID-19. How do you plan to address these activities? How do you know the activities will be effective?

After speaking to our math department colleagues, we are confident we can develop a comprehensive and effective course for math jam. Students will continue to use the Aleks software as long as they have a computer (if we can purchase or we may need to draw on campus laptops on loan depending on students' technology needs) and we would host Zoom sessions for 1.5 hours per day while the instructor and tutor "break out" into group to address student questions and concerns. Students will be expected to be logged into zoom asynchronously during the 1.5-hour session working on their Aleks software while other students are receiving more personalized support from the instructor. For the Workshop Series, we will offer a two-hour webinar two times per week that students can log onto or watch on their own time. The Webinars will give students the opportunity to engage with each other and



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learn how to navigate Chabot. We will also provide an Orientation Day for all Summer Bridge Students and their families via Zoom. All Summer Bridge students will have an online Cranium Cafe appointment with a counselor to complete their SEP and with the Financial Aid Advisor to complete their FAFSA/Dream Application.

The application indicated that the program started in summer 2019 and was successful. Can you provide supporting data that demonstrates that the summer 2019 students would not have enrolled at Chabot if it were not for the program? Also, can you provide data that shows the 2019-20 SCFF metric outcomes of the students who participated in the program in summer 2019?

In order to calculate the FTES that the summer bridge program brought in, we are taking into account that many students would not even have enrolled in summer bridge, were it not for El Centro's outreach. El Centro emailed all incoming students who applied to Chabot (regardless of whether they registered) to inform them of the summer bridge opportunity. 237 students signed up to participate in the Summer Bridge Program and of those students, 148 completed an orientation, and 136 successfully completed the program. For summer 2019 I do not have data on how many were already signed up versus signed up due to the invitation, however, anecdotally, I say roughly 3/4 of students came started in the summer due to our recruitment, as I had to work closely with IT and A&R to back-rolled students that had applied for the Fall but not for the Summer.

I do not have data available that shows the 2019-2020 metric outcomes of students who participated in the program in the summer of 2019; however I will submit a data request to A&R to attain this data. Our focus last summer was the recruitment and retention of students in our program and getting students to register for transfer level math classes when eligible within their first year. We will be more intentional about ensuring students complete the FAFSA/Dream Act and through the development of their SEP plans, that they are registering for Math in the Fall. We will also create a case management model where Summer Bridge students will receive intrusive services and in-reach year round.

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