

BearCub Scholars



SEA Project Annual Goals Cover Sheet

Over-arching issues we are trying address:

Group Targeted for Intervention:				Metrics:		SEA Funding:
<input type="checkbox"/> LatinX	<input checked="" type="checkbox"/> All Students	<input type="checkbox"/> New Students	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Course Completion	<input checked="" type="checkbox"/> Matriculation	Number of Students Served ____ 62 ____
<input type="checkbox"/> African American	<input type="checkbox"/> Female	<input type="checkbox"/> First Gen	<input type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Retention	<input checked="" type="checkbox"/> Transfer	SEA Funding Amount \$ _60,995 _____
<input type="checkbox"/> Asian	<input type="checkbox"/> Male	<input type="checkbox"/> DSPS	<input type="checkbox"/> Economically Disadvantaged	<input type="checkbox"/> xfer ENGL in 1 Year	<input checked="" type="checkbox"/> Degrees	SEA Accounts for __20__% of Program
<input type="checkbox"/> Native American		<input type="checkbox"/> LGBT	<input type="checkbox"/> Adult ED/ESL	<input type="checkbox"/> xfer Math in 1 Year	<input type="checkbox"/> Certificates	
<input type="checkbox"/> Hawaiian/Pac Is.		<input type="checkbox"/> Veterans		<input checked="" type="checkbox"/> Access	<input type="checkbox"/> Attain Living Wage	
<input checked="" type="checkbox"/> All		<input type="checkbox"/> Other _____		<input type="checkbox"/> Other _____	<input type="checkbox"/> Outreach	

PROGRAM PROCESS		PROGRAM RESULTS	
Resources (Inputs)	Activities (Outputs)	STUDENT OUTCOMES	PILLARS
What resources are you utilizing? <i>Check all that apply.</i>	What are you specifically doing? <i>Check all that apply.</i>	Areas where you expect to see change. <i>Check all that apply.</i> (Credit to Learning Reconsidered 2)	The impact you expect to have. <i>Check all that apply.</i>
<p>(O = Overall project/S = SEA funded)</p> <p>O S</p> <p>Personnel (working directly on project)</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Faculty</p> <p><input type="checkbox"/> <input type="checkbox"/> Manager</p> <p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Classified Staff</p> <p><input type="checkbox"/> <input type="checkbox"/> Student Employees (peers)</p> <p><input type="checkbox"/> <input type="checkbox"/> STNC</p> <p>Materials</p> <p><input type="checkbox"/> Supplies</p> <p><input type="checkbox"/> <input type="checkbox"/> Printing/Graphics</p> <p><input type="checkbox"/> <input type="checkbox"/> Textbooks/Magazines/Periodicals</p> <p>Services</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Travel, Workshops</p> <p><input type="checkbox"/> <input type="checkbox"/> Equipment Leases/services</p> <p><input type="checkbox"/> <input type="checkbox"/> External services/contracts</p> <p>Equipment/Capital Outlay</p> <p><input type="checkbox"/> <input type="checkbox"/> Furniture</p> <p><input type="checkbox"/> <input type="checkbox"/> Technology equipment/software</p> <p><input type="checkbox"/> <input type="checkbox"/> Instructional/Non-Inst. Equipment</p> <p>Direct Student Support</p> <p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Supplies given to students (meal vouchers, books, etc.)</p> <p><input type="checkbox"/> <input type="checkbox"/> Childcare</p> <p><input type="checkbox"/> <input type="checkbox"/> Awards (given for an award received)</p>	<p>(O = Overall project/S = SEA funded)</p> <p>O S</p> <p>Direct Work with Students</p> <p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1:1 work with students</p> <p><input type="checkbox"/> <input type="checkbox"/> Work with groups of students</p> <p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Work with students prior to college entry</p> <p>Support Activities</p> <p><input type="checkbox"/> <input checked="" type="checkbox"/> Financial or material assistance (\$, books, etc.)</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Academic support or preparation</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Life, career or other skill building</p> <p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Matriculation step support</p> <p>Educational Activities</p> <p><input type="checkbox"/> <input checked="" type="checkbox"/> Educational programs or workshops</p> <p><input type="checkbox"/> <input type="checkbox"/> Educational planning</p> <p><input type="checkbox"/> <input type="checkbox"/> Curriculum development</p> <p>Practitioner-focused Activities</p> <p><input type="checkbox"/> <input type="checkbox"/> Professional/staff development</p> <p><input type="checkbox"/> <input type="checkbox"/> Research</p> <p>Other</p> <p><input type="checkbox"/> <input type="checkbox"/> Technology tools or software</p> <p><input type="checkbox"/> <input type="checkbox"/> Marketing, Publicity, PR</p> <p><input type="checkbox"/> <input type="checkbox"/> Referral/Utilization of services</p> <p>Other</p> <p><input type="checkbox"/> <input type="checkbox"/> _____</p>	<p>Cognitive Complexity</p> <p><input type="checkbox"/> Critical thinking</p> <p><input type="checkbox"/> Reflective thinking</p> <p><input type="checkbox"/> Effective reasoning</p> <p><input type="checkbox"/> Intellectual flexibility</p> <p><input type="checkbox"/> Emotional/cognitive integration</p> <p><input type="checkbox"/> Identity/cognitive integration</p> <p>Knowledge</p> <p><input type="checkbox"/> Understanding knowledge from a range of disciplines (acquisition)</p> <p><input checked="" type="checkbox"/> Connecting knowledge to other knowledge, ideas, & experiences (integration)</p> <p><input checked="" type="checkbox"/> Relate knowledge to daily life (application)</p> <p><input checked="" type="checkbox"/> Career decidedness</p> <p><input type="checkbox"/> Technological competence</p> <p>Humanitarianism</p> <p><input type="checkbox"/> Understanding and appreciation of human difference</p> <p><input type="checkbox"/> Cultural competency</p> <p><input type="checkbox"/> Social responsibility</p> <p>Civic Engagement</p> <p><input type="checkbox"/> Sense of civic responsibility</p> <p><input type="checkbox"/> Commitment to public life through communities of practice</p> <p><input type="checkbox"/> Engage in principled dissent</p> <p><input type="checkbox"/> Effective in leadership</p> <p>Inter/Intrapersonal Competence</p> <p><input type="checkbox"/> Realistic self-appraisal and self-understanding</p> <p><input checked="" type="checkbox"/> Personal attributes such as identity, self-esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting</p> <p><input checked="" type="checkbox"/> Meaningful relationships</p> <p><input type="checkbox"/> Interdependence</p> <p><input type="checkbox"/> Collaboration</p> <p><input type="checkbox"/> Ability to work with people different from self</p> <p>Practical Competence</p> <p><input type="checkbox"/> Effective communication; capacity to manage one's personal affairs</p> <p><input type="checkbox"/> Economic self-sufficiency and vocational competence</p> <p><input checked="" type="checkbox"/> Maintain personal health and wellness</p> <p><input type="checkbox"/> Prioritize leisure pursuits</p> <p><input type="checkbox"/> Living a purposeful and satisfying life</p> <p><input type="checkbox"/> Media, Technology or Information literacy</p> <p>Persistence & Academic Achievement</p> <p><input checked="" type="checkbox"/> Manage the college experience to achieve academic and personal success</p> <p><input checked="" type="checkbox"/> Leading to academic goal success including degree attainment</p> <p><input type="checkbox"/> Other: _____</p>	<p>INVITED & WELCOMED <input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/> Students feel a sense of belonging & a part of the SRJC Community.</p> <p><input checked="" type="checkbox"/> Students introduced to campus activities, support services, and academic programs.</p> <p><input checked="" type="checkbox"/> Students' skills, talents, abilities & experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.</p> <p>GUIDED & SUPPORTED <input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/> Students know about and utilize services and supports that help them form an opinion, make a decision, stay on track.</p> <p><input checked="" type="checkbox"/> Students have a goal and know how to achieve it.</p> <p><input checked="" type="checkbox"/> Students stay on track – keeping their eye on the prize.</p> <p>ENGAGED & EMPOWERED <input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/> Students actively contribute to the college community.</p> <p><input checked="" type="checkbox"/> Students feel they are reflected and represented in the campus culture and motivated to contribute.</p> <p><input type="checkbox"/> Students actively participate in class and extracurricular activities.</p> <p><input checked="" type="checkbox"/> Students feel somebody wants to help them succeed.</p>

2019-20 SEA Funded Project Review

Project Name	Category	Contact	Students Served	Student Enrollments	Interactions per Student/Term	Sea Funding Received	SEA funds % of Project
BearCub Scholars	Student Support	Rebecca Levelle	61	86	10-20	\$60,995	20 %

Please type in your responses to the below questions within the space provided.

Summarize your projects' overall goals and/or intentions for students.

The goal of the Bear Cub Scholars Program is to support the academic success, personal growth and self-empowerment of current and former foster youth. We provide academic counseling, financial assistance, connection to college support service programs, and provide a space to build community among other foster youth students.

Our overall goal is to increase the number of current and former foster youth in earning certificates, associate degrees and/or transfer to a 4-year university.

Please describe the specific activities supported by SEA funds.

SEA funds were distributed as direct support through:

- Book vouchers
- Supplies
- Food vouchers to eat on-campus
- Emergency gas and food gift cards
- Parking permits
- Student I.D. card fees

We used a small portion of the funds in the fall semester for our weekly workshops to purchase supplies and/or food. These workshops were instrumental in building community and introducing students to college support service programs. Funding was also used for a specialist's classified staff's salary.

Share any highlights or achievements your group had during the year – refer to the following data if applicable.

Our program served several equity target groups: 12% African American, 52% Latinx, 76 % low-income students and 100% foster youth. We reached a higher proportion of students compared to the district in all of these areas. We also served 43.5% more in low income students and 25% more in DSPS students when compared to the district.

The data indicates our students have much better course success (65.4%) and retention (77.7%) that non-Bear Cub Scholar students. The persistence from fall 2019 to spring 2020 for our students is 20 % higher than non-Bear Cub Scholar students. This is a 7% increase in persistence from last year. We also see persistence from fall to fall is 24% higher than non-Bear Cub Scholar students.

This was the first year we integrated academic counseling support through the EOPS/NextUp Programs. We changed the program to include more required contact with our academic counselors as well as more financial support to address food insecurity and transportation challenges. These were instrumental changes that helped our program outperform in the areas for course success, retention and persistence than non-Bear Cub Scholar students.

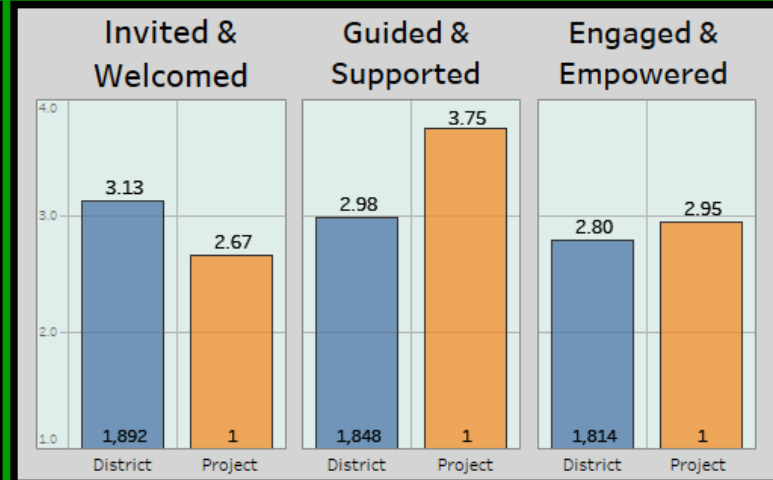
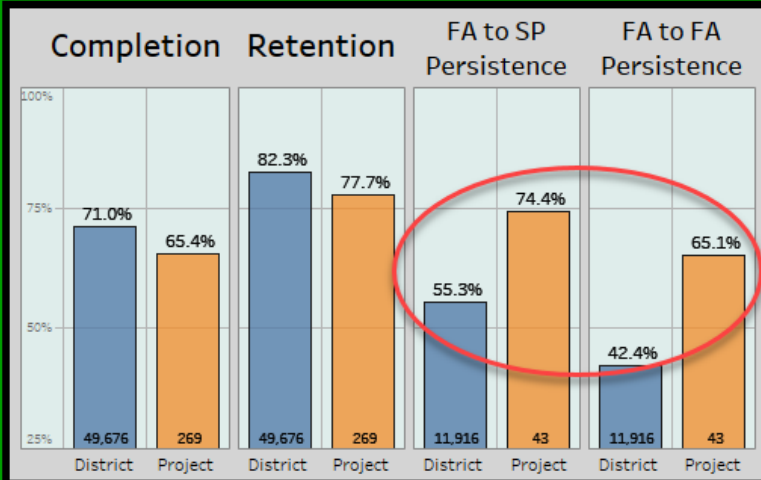
We don't have enough data to comment on the three pillars of from the student survey.

District & SEA Project Comparison

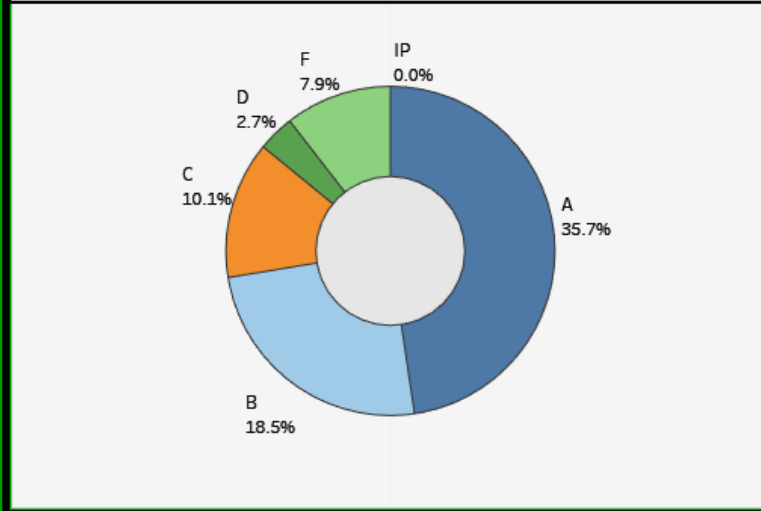
FA19 & SP20

FT & PT

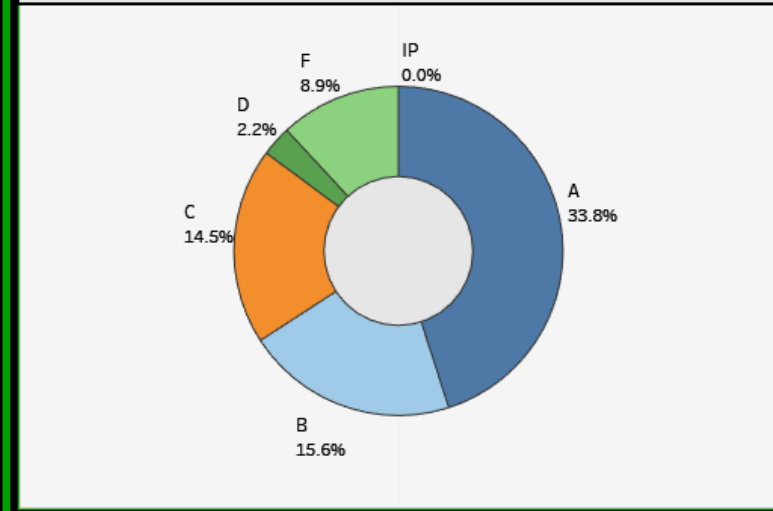
Bearcub Scholars



District
 Courses: 49,676 GPA: 2.95 Completion: 71.0% Retention: 82.3%



Bearcub Scholars
 Courses: 269 GPA: 2.84 Completion: 65.4% Retention: 77.7%



District & SEA Project Comparison

FA19 & SP20

FT & PT

Bearcub Scholars

Headcount & Proportion

	District	Project
African American	935 2.5%	10 11.6%
Asian	1,515 4.0%	0.0
Filipino	347 0.9%	0.0
LatinX	14,230 37.5%	45 52.3%
Multi Ethnicity	2,182 5.8%	8 9.3%
Native American	220 0.6%	3 3.5%
Pacific Islander	158 0.4%	0.0
White	16,255 42.9%	19 22.1%
First Gen	9,313 24.6%	17 19.8%
Low Income	12,174 32.1%	65 75.6%
DSPS	2,866 7.6%	28 32.6%
Veteran	919 2.4%	4 4.7%
Foster Youth	654 1.7%	86 100.0%
LGBTQ	592 1.6%	4 4.7%
Homeless	92 0.2%	0.0

Totals 37,933 86

Course Completion

	District	Project
African American	59.2%	58.8%
Asian	73.1%	0.0
Filipino	69.2%	0.0
LatinX	67.1%	65.9%
Multi Ethnicity	72.1%	78.1%
Native American	69.0%	33.3%
Pacific Islander	63.7%	0.0
White	74.1%	68.3%
First Gen	68.9%	67.9%
Low Income	65.7%	64.1%
DSPS	74.2%	56.8%
Veteran	68.0%	90.9%
Foster Youth	53.4%	65.4%
LGBTQ	61.9%	71.4%
Homeless	35.7%	0.0

Averages 71.0% 65.4%

Combined Average **71.4%** DI < **69.4%**

Course Retention

	District	Project
African American	77.0%	73.5%
Asian	83.7%	0.0
Filipino	82.8%	0.0
LatinX	80.9%	74.2%
Multi Ethnicity	82.4%	90.6%
Native American	81.9%	77.8%
Pacific Islander	82.1%	0.0
White	83.3%	83.3%
First Gen	81.6%	80.4%
Low Income	79.0%	75.3%
DSPS	82.3%	69.1%
Veteran	83.3%	100.0%
Foster Youth	71.7%	77.7%
LGBTQ	77.9%	100.0%
Homeless	62.5%	0.0

Averages 82.3% 77.7%

Combined Average **83.2%** DI < **81.2%**

Persistence (FA19 to SP20 FA19 to FA20)

	District	Project
African American	47.2% 42.6%	75.0% 75.0%
Asian	58.3% 49.0%	0.0
Filipino	51.4% 43.1%	0.0
LatinX	56.7% 45.9%	73.9% 65.2%
Multi Ethnicity	56.2% 40.7%	100.0% 100.0%
Native American	48.1% 40.3%	100.0% 0.0%
Pacific Islander	43.8% 37.5%	0.0
White	57.0% 42.1%	72.7% 63.6%
First Gen	55.3% 43.7%	62.5% 62.5%
Low Income	56.7% 45.5%	72.7% 63.6%
DSPS	71.8% 60.3%	76.9% 76.9%
Veteran	52.4% 37.2%	100.0% 50.0%
Foster Youth	47.7% 40.9%	74.4% 65.1%
LGBTQ	40.0% 29.4%	100.0% 50.0%
Homeless	21.4% 21.4%	0.0

Fall to Spring 55.0% 75.0%
Fall to Fall 42.0% 65.9%

FA to SP Average **63.5%** FA to FA Average **46.9%**