



**Student Equity and Achievement Program (SEAP) Funding Request 2022-2023 Academic Year**

Deadline: Monday, February 28, 2022 @ 12:00 noon

Funding request for the 2022-2023 Academic Year  
(July 1, 2022 – June 30, 2023)

Please complete this RFP Proposal Template and assemble all required information.

**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 submitting RFP.****Please confirm that you have completed and considered ALL of the following BEFORE submitting this form:**

- Scheduled technical review with SEAP Manager (email [scastellanos-gaona@gwc.cccd.edu](mailto:scastellanos-gaona@gwc.cccd.edu) to schedule a meeting)
- Completed this RFP Proposal Template
- 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).

**Step 1: Demographics**

- **Name, Email, Telephone**  
Jennifer Bailly  
[jbailly@gwc.cccd.edu](mailto:jbailly@gwc.cccd.edu)  
x1287
- **Initiative/Project Title**  
Financial Calculators for Economics courses
- **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:**  
Social Sciences/Economics
- **Requestor's Supervisor's Name:**  
Alex Miranda
- **Supervisor's Email:**  
(Note: a copy of this request will be sent to the supervisor; please receive approval for this request before submitting)  
[amiranda42@gwc.cccd.edu](mailto:amiranda42@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):**

My request is for funding for 72 financial calculators (2 course sections) to support students in Economics G105: Consumer and Financial Math. Executive Order EO 1100R allowed for financial literacy and personal finance courses to be considered as California State University (CSU) transferable for Mathematics Area B4 with an elementary algebra prerequisite. The provides

students an applied mathematics option and supports all majors on campus in completing transfer level math. The class has had an impact on closing equity gaps seen in economics courses. To maintain the mathematical rigor of the course, several course lessons are designed around time value of money functions. To successfully complete these modules, students need the use of a financial calculator. The class has been designed around OER for zero materials costs so providing students with calculators to use in the classroom is essential.

**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 (The proportion who enrolled in the selected year)
- ☐ 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

Financial calculators will support students in Economics G105. Economics G105: Consumer and Financial Math is a newer GWC course, approved by the GWC Council for Curriculum and Instruction in Fall 2019 for an effective term of Fall 2020, pending CSU transfer approval. The course has received CSU GE Area B4 approval as a transfer level math course. It also fulfills the gap left by the large reduction of Math G030: Intermediate Algebra for Math Competency requirements in the Local AA. Econ G105 is currently the only transfer level math course at GWC with an advisory starting level of Math G010: Elementary Algebra. The course provides an alternative to Math G100 for students that do not require a specific math course in their educational goal pathway. As such, it supports the goal of having students complete transfer level Math and English within their first year. It also supports awarding of AAs and AD-Ts at GWC by fulfilling math competency and Area B4 transfer units. As a transfer level class, the course supports transfer to four-year institutions. Financial calculators are necessary for some mathematical computations on time value of money, required in the COR.

**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.
- ☒ All above DI Groups are being addressed.

**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)**

Providing opportunities for students to be successful in mathematics needed at Golden West College and across the state. Completion of math and English in year one is a critical component of funding and Guided Pathways. Data obtained from the California Community College Chancellor's Office (CCCCO) for Fall 2020, shows success and retention rates for all credit courses to be 73.59% and 87.27%, respectively at Golden West College. The success and retention rates in credit mathematics courses from the same CCCCCO data show 67.72% and 84.87% respectively. Both the retention and success rates are lower in math courses. Data obtained from GWC Office of Research show for the 2020-2021 academic year, the average success rate for math courses at the college was 69.2%. Students face challenges when

attempting to complete math courses for transfer and fewer options exist with the reduction and elimination of basic skills courses from AB 705. Opportunities are needed for students to have a wider selection of applied math courses that allow for practical application and real-world examples. Economics 105 provides one such option. We have been offering one section since the course was approved effective Fall 2021 and currently have two sections being offered for Spring 2022, which are both full. As is the course offers a transfer math opportunity for 150 students per year with the potential to offer an additional section at Golden West College and move the course into dual enrollment and offer a section in the summer.

### 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 existing materials for financial math courses are expensive or contain limited applicable content, or both. Providing zero materials cost courses increase opportunities for students to fulfill math transfer requirements that may be out of reach due to content or cost. Of the 18 existing courses approved for CSU Area B4 in personal finance, all the recommended textbooks are titled: Personal Finance. While these texts exhibit conceptual ideas of financial literacy, they lack the mathematical content required for math competency in GE breadth. In addition, the most frequently cited textbooks *Focus on Personal Finance* by Kapoor, J., Dlabay, L., et. al. is \$164.00 (loose-leaf) and *Personal Finance* by Garman, T. and Forgue, R. is \$249.95. No open education resource textbook for personal finance is available. The addition of a financial calculator adds \$35 to the cost of the course. Combined the class is cost prohibitive for students without instructor provided materials.

A large equity gap exists in success rate of students at Golden West College in Math courses. Using data obtained from Golden West College Office of Research (ORPIE) for the 2020-2021 academic year, although the average success rate in math courses is 69.2%, the success rate varies widely across demographic groups. The two largest affected groups are Black/African American and American Hispanic/Latinx having success rates of 48.1% and 57.4%, respectively. Similar trends are seen at colleges across the state. Success and retention in economics courses has improved since the course has been offered.

- **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)**  
Student retention and success across all groups of students enrolled in economics courses and specifically the the impacted course for the requested materials will be used to measure success.
- **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)**  
State support of transfer level math courses in consumer and financial math by EO 1100R support the request for these materials. College wide funding models for completion of transfer level Math and English in the first year also align with providing resources to support students in the class.

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

### Section 4: Budget

- **What is your total allocation request?**  
\$ 2,675.73
- **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 form! Please submit this RFP Proposal and all required information to <https://gck.fm/ccpxg>.

Below is the timeline that will be used for the review process.

Deadline	Logistic
Monday, December 6, 2021	RFP application opens
Monday, February 28, 2022	RFP application deadline (12:00 Noon)
Tuesday, March 8, 2022	Applications are presented to RCC and ratings process begins
Friday, March 18, 2022	RCC member ratings deadline (12:00 Noon)
Tuesday, March 22, 2022	RCC reviews RFP ratings results and begins allocation recommendation process
Tuesday, April 12, 2022	RCC finalizes RFP allocation recommendations to Planning & Budget
Wednesday, April 27, 2022	RCC RFP allocation recommendations presented to Planning & Budget
Wednesday, May 11, 2022	Planning & Budget finalizes RFP allocation recommendations to College President
Friday, May 13, 2022	College President finalizes allocations
Monday, May 16, 2022	RFP allocations & rationale are released

## 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 (The proportion who enrolled in the selected year.)
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, 2020-21 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	37	4	3
White – Male	3,873	776	250

Retention from Fall 2020 to Spring 2021 (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%
Amer. Indian/Alaska Native – Female	13	5	3
Black/Afr. American – Female	82	31	21
Hispanic/Latinx - Female	1,911	1,207	10
Nat. Hawaiian/Pac. Islander - Female	19	10	2
Two or more races – Female	233	147	1
Amer. Indian/Alaska Native – Male	6	3	1
Black/Afr. American – Male	103	58	5
White - Male	915	534	29
Veteran – Female	19	11	1

Completion of Transfer level Math and English by end of 2020-21 (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	30	2	4
Hispanic/Latinx - Female	662	106	16
Nat. Hawaiian/Pac. Islander - Female	6	0	1
Two or more races – Female	86	13	3
Black/Afr. American – Male	38	2	5
Hispanic/Latinx - Male	476	72	18
Nat. Hawaiian/Pac. Islander - Male	11	1	1
CalWorks – Female	7	0	1
DSPS – Male	54	7	2
Veteran – Male	20	2	2

## Certificates and Awards (Vision Goal Completion) for 2020-21

DI Group	Total number of students	No. of students who earned	No. of additional students need to close gap by 100%
<b>Amer. Indian/Alaska Native – Female</b>	23	1	2
<b>Asian – Female</b>	3,405	405	17
<b>Black – Female</b>	176	15	7
<b>Nat. Hawaiian/Pac. Islander - Female</b>	32	2	2
<b>Two or more races – Female</b>	555	64	5
<b>Black – Male</b>	194	12	10
<b>Hispanic/Latinx – Male</b>	2,187	214	29
<b>CalWorks – Male</b>	5	0	1

## Fall 2017 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%
<b>Black/Afr. American – Female</b>	109	22	6
<b>Hispanic/Latinx – Female</b>	2,216	483	87
<b>Nat. Hawaiian/Pac. Islander - Female</b>	28	5	2
<b>Amer. Indian/Alaska Native – Male</b>	17	1	3
<b>Hispanic/Latinx – Male</b>	1,697	269	94
<b>Two or more races – Male</b>	283	59	2
<b>CalWorks – Female</b>	53	9	5
<b>Foster Youth – Female</b>	76	18	2
<b>DSPS – Female</b>	227	40	18
<b>Foster Youth – Male</b>	46	7	3
<b>DSPS – Male</b>	281	45	15



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, 2023? 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 previously submitted.