The purpose of Equity Funds is to support initiatives that are actively addressing gaps in student achievement and outcomes. This funding request form allows the committee to evaluate the needs of our students and the proposed innovative programs that ensure *all* of our students have the highest chance of realizing their *success* potential. Your response to each prompt will provide the committee insight into your proposed project and how it will impact student success and equity. **Each response corresponds to one or more criteria on the Request Scoring Rubric, so please answer each prompt directly and thoroughly.**

**Kindly review restricted items and due dates listed on the cover sheet**. A scanned copy of the completed form **with original signatures** must be emailed to [seap@sac.edu](mailto:seap@sac.edu). Late, incomplete, or unsigned applications will not be processed. Hard copies will not be accepted.

| **Student Equity and Achievement Program (SEAP) Funding Request** |
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| Do you receive funding from any other categorical program(s)? If yes, please list program(s) and amount of funding received per Fiscal Year. |
| Project Title: |
| Fiscal Year: |
| Funding Amount Requested: |
| New project 🞏 or continuing project 🞏 If continuing project, did you complete a Progress Report? Yes 🞏 No 🞏  If yes, please attach the Progress Report when you email your completed request to [seap@sac.edu](mailto:seap@sac.edu).  ­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  If this is a continuing project, provide a plan for how this project could be scalable to serve a large number of students (50 or more)? If you serve less than 50 students please provide an explanation of the value and benefit to the students you serve. |

| **Program Description and Implementation Plan** |
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| **1. Project Description –** **For each item listed under the cost section, describe how you plan to use the funds with as much detail as possible**. When do you plan to implement this activity? When do you plan to have it completed by? Is this a multi-year project? Is this a one-time project? If on-going, state that the activity is on-going and state in which semesters you will offer these services to students. Consider including a “backup plan” in the event of unforeseen circumstances (campus temporary shut-down, technology issues, difficulty with scheduling) in your request if it includes items that require in-person activities, travel, etc. (300-word limit) |

| Descriptions of Item(s) for Project: | Cost: | Funding Category/Object (*e.g., Non-Instructional Supplies, Food, Conferences, etc.)* |
| --- | --- | --- |
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| Total Cost: |  |  |

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| **2. What 2022-2025 Integrated Plan goal(s) AND Guided Pathways pillar(s) will your activity meet? Please check each box that applies.**  **Integrated Plan Goals** [**https://sac.edu/committees/StudentSuccess/Documents/2017-2019%20Integrated%20Plan.pdf**](https://sac.edu/committees/StudentSuccess/Documents/2017-2019%20Integrated%20Plan.pdf) **(Page 7)**  🞏 1G. Increase number of students who transition from SAC noncredit to SAC credit or who are prepared successfully to enter the workforce.  🞏 2G. Increase the percentage of students who complete an English or Mathematics transfer-level course within the first year of college.  🞏 3G. Increase percentage of students who make an informed decision to declare a major by the third semester or by attainment of 15-degree applicable units.  🞏 4G. Decrease the average amount of time it takes students to complete degrees or certificates.  🞏 5G. Increase the percentage of students who become transfer ready, attain transfer degrees or transfer.  **Guided Pathways Pillars** [**https://sac.edu/FacultyStaff/GuidedPathways/Pages/default.aspx**](https://sac.edu/FacultyStaff/GuidedPathways/Pages/default.aspx)  🞏 1P. Clarify the path. 🞏 3P. Help students stay on the path.  🞏 2P. Help students enter the path. 🞏 4P. Ensure students are learning.  Equity goals and pillars are “lagging” indicators which means several semesters are needed to achieve them. “Leading” indicators are intermediate steps that can be achieved in a semester or two. Explain how your project (a leading indicator) addresses the equity goals and pillars that you checked and how your project will contribute to each goal. (300-word limit) |
| 3. **Target Population-** Which disproportionally impacted student population will this activity impact? Check each box that applies and list number of students on the line provided. **Remember, you will be required to evaluate and measure the impact on each equity group you identify.**  **Definition Low-Income**: Students eligible to receive Pell Grant or Cal Grant financial. aid, an exemption from paying nonresident tuition provided the student meets income criteria of the California Dream Act (AB 540 status with a gross family income of $86,000 or less), or a fee waiver from a California Community College.  **Mandated Equity Groups:** <https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=48.&chapter=2.&article=1.5>  🞏 \_\_\_\_\_\_ Current or former foster youth 🞏 \_\_\_\_\_\_\_\_\_ Veterans **Racial/Ethnicity categories**  🞏 \_\_\_\_\_\_ First-generation students 🞏\_\_\_\_\_\_\_\_\_ LGBTQIA+ students 🞏\_\_\_\_\_\_\_\_\_ Asian  🞏\_\_\_\_\_\_\_Students with differently abled 🞏 \_\_\_\_\_\_\_\_\_ Homeless students 🞏\_\_\_\_\_\_\_\_\_ Black/African Diaspora  🞏 \_\_\_\_\_\_ Low-income students 🞏 \_\_\_\_\_\_ Other 🞏\_\_\_\_\_\_\_\_\_ Latino/a/x  🞏\_\_\_\_\_\_\_\_\_ Native American  🞏\_\_\_\_\_\_\_\_\_ Pacific Islander  🞏\_\_\_\_\_\_\_\_\_ White  4. **Please identify which 2022-2025 SEAP Goal(s) and metric area your activity aligns with:**  🞏 **Successful Enrollment**  **Student Focus:** Black, African American, African Diaspora  **Year Two-Target Outcome:** Engage in activities to increase enrollment of Black/African American/African Diaspora students who successfully enroll from 26 to 34 students (eight students or 28.9% increase) or higher.    🞏 **Completed Transfer-Level Math & English**  **Student Focus:** Veterans  **Year Two-Target Outcome:** Engage in activities to complete Transfer-Level Math and English by Veteran students from one to two students (one student or 124.7% increase) or higher.  4. **Please identify which 2022-2025 SEAP Goal(s) and metric area your activity aligns with (continued):**  🞏 **Persistence: First Primary Term to Secondary Term**  **Student Focus:** Males (especially Black/African American)  **Year Two-Target Outcome:** Engage in activities to increase number of male students who persist from primary term to secondary term from 1150 to 1305 students (155 students or 13.5%) or higher.  🞏 **Transfer**  **Student Focus:** Males (especially Black/African American)  **Year Two-Target Outcome:** Engage in activities for male students to transfer to a four-year institution in three years from 126 to 146 students (20 students or 15.9% increase) or higher.  🞏 **Completion**  **Student Focus:** Males (especially Black/African American)  **Year Two-Target Outcome:** Engage in activities for male students to attain the vision for success definition of completion within three years from 203 to 228 students (25 students or 12.5% increase)  \*Populations detailed in Education Code 78220  **Describe how your activity will specifically impact the equity populations, 2022-2025 SEAP Program Plan goal, and metric you identified. (300-word limit)** |
| **5. How is your proposed activity connected to your program/department, course, and/or institutional level outcome review? (300-word limit)** |

| **Outcomes/Evaluation Rubric** |
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| **Evaluating your efforts to serve students is vital. By providing evidence of our progress, we can be confident that our most effective programs are given the opportunity to impact students and reduce equity gaps. We may also identify gaps or areas for improvement to allow for adaptations. The following prompts ensure that a plan is in place to regularly monitor this progress, and that you have the resources to effectively evaluate your program.**  **6. Metric:** How will you measure your progress towards fulfilling the Equity Integrated Plan Goals **AND** Guided Pathways metrics? How will you use the [research dashboards](https://sac.edu/research/Pages/default.aspx) to track your progress? Include quantitative and qualitative measures. NOTE: If students are not currently being tracked on the [research dashboards](https://sac.edu/research/Pages/default.aspx), you may need to collect student IDs to help you evaluate the success of your effort. The research department can provide assistance on how to do this. (300-word limit) |
| **7. Measures:** How will you determine if the activity that you are conducting is successful? (e.g., surveys, course completion and success, persistence, improved GPA). State how often you will evaluate these measures. This is a place to present your research model. (300-word limit) |
| 8. **Do you have specific data that you plan to request from the Research Department?** If so, provide some initial questions, outcomes that you want the Research Department to help you track and analyze. What resources will you need from the Research Department to evaluate your program? (300-word limit) |

| Requestor: | Contact email: | |
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| Department: | Contact phone: | |
| Signature of Requestor: | | Date: |
| Administrator/Manager: | | |
| Signature of Administrator/Manager: | | Date: |