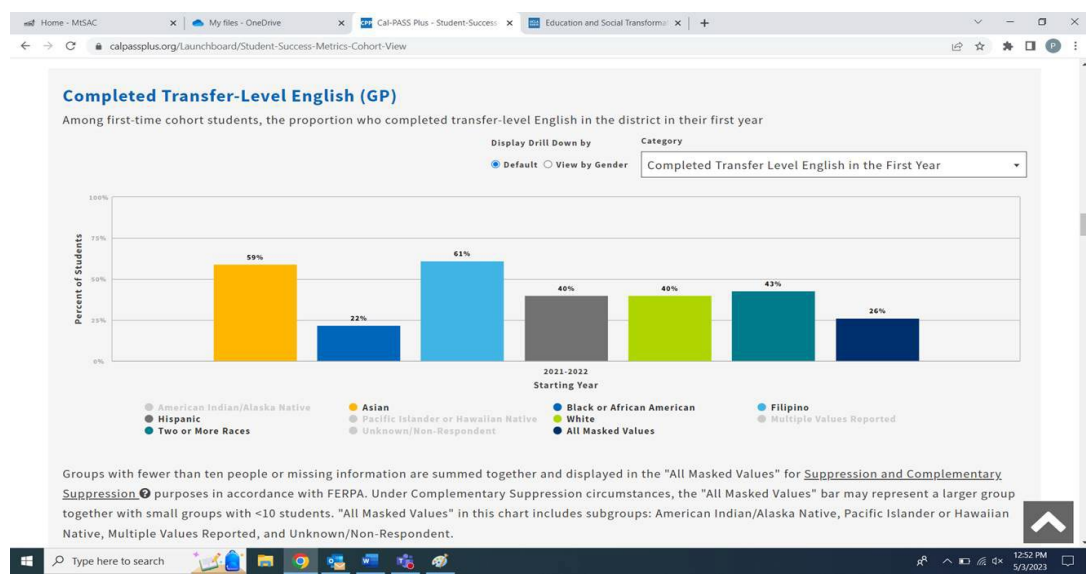


COVID-19 Recovery Block Grant
5/3/2023
Instruction

Ranking	Division	Department/Department's Contact Staff	Description	Justification of Need	Priority (1. Recruit 2. Retain 3. DEISAA)	Requested Amount	Comments	Expenditure Length (1-YR or 3-YR)	Data/Outcome Metric(s)	Approved Amount	Cabinet Date Approved
1	LLRDL	Dianne Rowley	EQUITY-MINDED APPROACHES TO TUTORING The intent of the Equity-Minded Approaches to Tutoring (EMAT) workshop sessions is to foster tutor training through an equity lens. It is critical that campus-wide, equity-centered tutor training supports students who have been disproportionately impacted by COVID-19. While tutoring does not replace instruction, highly trained peer-tutors improve outcomes for students. Each primary semester, tutors will engage in eighteen hours of Tutor-Trainer led, Interactive, and Synchronous (TIS) instruction and twenty-five hours of actual tutoring. Upon successful completion, tutors will be awarded CRLA Level 1 Certification. This designation indicates tutors have received specialized training. Tutors benefit from having CRLA certification by including it on their resumes. If they transfer to another college and look for tutoring opportunities, or if they desire to work in private tutoring, they will be able to provide their CRLA certificate. The purpose of CRLA certification is twofold. First, it provides recognition and positive reinforcement for tutors' successful work from an international organization, and second, CRLA certification ensures Mt. SAC adheres to high standards and training for tutors. Mt. SAC's CRLA Certification and Awards ceremony will be held once a year, at the end of the spring semester.	EMAT sessions will serve tutors from academic tutoring centers across campus including the Writing Center, WIN Program, Academic Support and Achievement Center (ASAC), STEM Center, Language, Learning Center, Speech & Sign Success Center (SSSC), Noncredit Adult Basic Education, Transfer Math Activities Resource Center (TMARC), Math Activities Resource Center (MARC), and the Tech. Ed. Resource Center (TERC). Trainings will include sessions for embedded tutoring, online tutoring, and specialized subject area tutoring in writing and math. With a significant number of new tutors hired across campus each year, there is a continuous need for high quality tutor training. Currently, tutor training is offered as a series of noncredit courses (VOC TR10A: Introduction to Tutoring, 10B: Tutoring in English, 10C: Tutoring - Supplemental Instruction, and 10D: Tutoring in Math). These courses currently meet CRLA certification. Unfortunately, past sections have been cancelled due to low enrollment (<30) and this negatively affects the consistency of high quality tutor training at Mt. SAC. Offering tutor training as collaborative workshops instead of noncredit courses eliminates the risk of cancellation due to low enrollment. Sessions will be facilitated by experts in the field who demonstrate Mt. SAC's commitment to addressing persistent equity gaps that have been magnified by the pandemic. Tutoring, when driven by equity, can work to improve academic outcomes for students. In order to ensure tutors are prepared to meet the needs of Mt. SAC's diverse student population, tutors must engage in high quality, equity-centered training that promotes culturally responsive tutoring approaches. Required EMAT Session Topics: Framing Tutor Roles, Responsibilities, and Policies through an Equity Lens (Required) - Tutor Professionalism, Interactions, and Prevention of Sexual Harassment (Required); Conducting Equitable Tutoring Sessions, Title IX: Promoting Gender Equity and Preventing Sexual Harassment/Sexual Violence Training - Equity-Centered Tutoring Practices (Required) - The Danger of a Single Story: the Dos and Don'ts of Peer Tutoring (includes online tutoring); Unconscious Bias and Collaborative Learning, Culturally Responsive Active Listening & Responding - Tutoring a Diverse Student Population (Required); Tutoring Sessions and Cultural Competency, Connecting Students with Campus Resources, Basic Needs, and Support Services - Specialized Tutoring (Required Elective Specialization – Choose 1); Approaches to Culturally Responsive Embedded Tutoring, Approaches to Culturally Responsive Tutoring in Writing, Approaches to Culturally Responsive Tutoring in math. ANNUAL BUDGET: Fall & Spring In order to ensure high quality, equity-centered tutor training across campus funding is being requested in the following areas: <u>Curriculum Development:</u> One-time stipend for tutoring center staff and Learning Assistance faculty to collaborate in creating equity-centered tutor training	3	24426	ROI not well established	3-YR	1. Number of student tutors who complete the EMAT sessions. 2. Collaborate with the Office of Research Effectiveness to develop surveys in creating benchmark metrics for student tutors and student tutees 3. Leveraging benchmark data for pre-and post surveys of tutors and tutees 4. Collaborate with Office of Research and Institutional Effectiveness to identify possible cohort models (for comparison purposes)		
2	LLRDL	Office of Distance Learning & Instructional Technology/Katie Datko cdatko@mtsac.edu	UDOIT Advantage 3 Year Contract	UDOIT Advantage provides a course-level means for faculty to remediate content created in Canvas according to the latest Web Content Accessibility Guidelines (WCAG) standards for federal 508 compliance. The platform provides step by step instructions for faculty to make both Canvas content and files uploaded directly to Canvas accessible through a whole course scan. Through additional tools, faculty can also create alternate file formats – including, but not limited to, auto-tagged PDFs, mp3 and HTML – for documents uploaded into a course in addition to remediation suggestions, making it a tool that supports equity through Universal Design for Learning. UDOIT also includes robust reporting, allowing identification of the most common accessibility issues. This data in turn can be used campus-wide to focus on the needs of our students and faculty through ongoing support, training and resources. While there is a basic built-in accessibility checker within Canvas, its function is limited. Mt. SAC does not currently have an account-level accessibility checker with the ability to remediate all material types and generate reports to address the equity gaps presented by inaccessible content.	2, 3	43700	Existing technology and training for Canvas has the capacity to meet this need.	3-YR	1. How many professional development sessions and number of faculty who attended per semester 2. Collaborate with RIE to develop (or modify a current survey) to send to faculty, one to two semesters after attending professional development (accessibility and equity tool) to gauge use and application of accessibility and equity tool 3. Collaborate with RIE to develop (or modify a current student survey) to send to students enrolled in classes taught by faculty who attended the professional development sessions (for this tool)		
3	HSS	TPI/Karelyn Hoover/Lance Heard *Need comprehensive plan for TPI	Comprehensive TPI DEISAA Outreach Project Recruitment: Increase the number of diverse students identifying as education majors •In spring 2022, over 700 students were enrolled at Mt. SAC in an education course (child development, early childhood education, educational paraprofessional) or identified as a liberal studies major •In-reach with current students exploring an education career •Identify and recruit Mt. SAC students interested in social justice and impacting the next generation to teaching profession •Partner with equity groups across campus, Bridge Program •Identify and recruit incoming Mt. SAC students interested in the teaching profession by partnering with High School Outreach and Dual Enrollment Engagement: Create a clear pathway from Mt. SAC to teaching •Partner with Guided Pathways •Create AAT for Elementary Teacher Education •Work-based learning •Reducing barriers: pay fees for TB test, fingerprinting •Leadership development for students Retention: Support students and faculty in the Teacher Preparation Institute •Professional development for faculty •Develop Community of Practice for teaching contextualized courses •Wrap around services: faculty mentors, advisors, coaches for education students; academic counseling; tutoring; financial aid •Collaborate with college partners to create smooth transitions for transfer students	Better utilization of our existing computer room to serve a broader group of student and faculty users thereby increasing access, retention, and maximizing operational efficiency. Much like the virtualization server project, this will provide greater access to technological resources to support disadvantaged students, especially as more classes are being offered online. The difference between this project and the virtualization project is designed for off-campus users, while this will permit access to state-of-the-art technology to on-campus users in classes, or remote users that need to access an individualized computer through a computer farm.	1, 2, 3	621000	Unclear connection of methodology to desired outcome	3-YR	1. Collaborate with RIE to identify benchmark data for success, retention, and persistence rates for students participate in the TPI program, including students who are underrepresented in the teaching profession. 2. Work with the Business Division to finalize the AAT Teen and Ad Development; AAT in Elementary Teacher Education. 3. Partner with the Business Division faculty to develop a TPI core team to support the TPI. 4. Increase the number of students prepared to enter teacher credentialing programs, including students who are underrepresented in the teaching profession. 5. Track the number of students attending recruitment events, disaggregated by race and ethnicity. 6. Track student usage of the TPI. 7. Collaborate with RIE to develop a student survey to measure the effectiveness of the TPI. 4. Track the number of students participating in the TPI program, disaggregated by race and ethnicity . 5. Track success, retention, and persistence rates for students who participate in the TPI program, disaggregated by race and ethnicity.		
4	BUS	Bus/Joe Vasquez	HP mini desktops; display units. Monitor arms;switch.	This is the second part of a dual system computer room upgrade. The first part of the project was previously partially funded, but this is the pending portion. It will provide greater usage of a computer room for remote learning, as well as on campus learning for both Mac as well as PC systems. It can also be used as an instructional and support computer farm, when specific software is prohibited from being installed on our virtual servers. By making the room a multipurpose room with PC in addition to the MAC, it would give us the capability to add six additional sections with up to 36 students each semester in CIS, ID, and others across campus, if needed. Better utilization of our existing computer room to serve a broader group of student and faculty users thereby increasing access, retention, and maximizing operational efficiency. Much like the virtualization server project, this will provide greater access to technological resources to support disadvantaged students, especially as more classes are being offered online. The difference between this project and the virtualization project is designed for off-campus users, while this will permit access to state-of-the-art technology to on-campus users in classes, or remote users that need to access an individualized computer through a computer farm.	1, 2, 3	103000	Unclear integration with campus instructional technology plans	1-YR	1. Increase the classroom availability for CIS, Interior Design, Arts (audio), Arts (digital media) 2. Increase the number of PC computers to 36 (with the PC computers) at every student station.		
5	BUS	Bus/Joe Vasquez	HP Z2 mini workstations; Crucial 16GB memory; HP mini rail rack kit; transceiver;Switches;rack mounts; cable;electrical floorbox. Detailed items in spreadsheet attached.	This will provide greater access to technology (hardware and software) that is not affordable to our students. The use of the system will be available to the other divisions. Providing access to this technology in a remote manner helps to increase retention, success, and close the equity gap for disproportionately impacted groups. Especially for student who are also unable to come to campus. Better utilization of our existing computer room to serve a broader group of student and faculty users thereby increasing access, retention, and maximizing operational efficiency. Much like the virtualization server project, this will provide greater access to technological resources to support disadvantaged students, especially as more classes are being offered online. The difference between this project and the virtualization project is designed for off-campus users, while this will permit access to state-of-the-art technology to on-campus users in classes, or remote users that need to access an individualized computer through a computer farm.	1, 2, 3	180644.58	Unclear integration with campus instructional technology plans	1-YR	1. Increase the number and the capability of the computer and the amount of virtualizations. 2. Increase the number of computers from XX to XX 3. Create a "computer farm" to release computer lab classrooms for instructional purposes (consolidate into one room) for CIS, Fashion and Interior Design classes		
6	NSD	ESA / Mike Hood and Julie Bray-Ali	Computer server to create remote access computer for online students.	Some of the online lab sections require software installation onto a computer. Not all students have access to a computer on which they can install additional software. For those students working with tools such as a Chromebook or tablet to complete the course work, they can log into Mt. SAC computer to use the Windows machine remotely. Currently, we ask the Business Division computer lab to accommodate astronomy students with the remote computer access on falcon.mtsac.edu. As the number of students with a need for virtual access increases, we cannot continue to add further burden onto the Business Division system. We should have the computer server available for Natural Sciences students to provide access for the remote system. As we offer more online sections, this is an access issue for our students. We need to be able to continue to support students with their access to all the software required to complete their required course work, regardless of the technology they have available at home.	2, 3	\$ 25,000.00		3-YR	1. Increase the availability of a server will improve student access to an online class. 2. In addition, it will alleviate the burden on the Business Division to host our students. 3. Availability of the software for students will allow students to complete their assignments more easily.		

7	HSS	Michelle Nava/Ned Weidner/Karelyn Hoover	Faculty professional development support for Learning Communities connecting English 1A with GE courses where faculty would take a case management approach to supporting students	Professional development and strategic planning summits for Instructional faculty to develop more immediate, empathetic, culturally responsive approaches to student support and student learning 	2, 3	\$ 30,000.00		1-YR	1. Collaborate with RIE to develop an implementation study to assess professional development approaches utilized in the classroom 2. Track faculty participation in Mt. SAC's data coaching program. 3. Within three years, a measureable change of 7% decrease in equity gap success rates.		
8	HSS	Michelle Nava/Ned Weidner/Karelyn Hoover	Faculty professional development support for ECLW faculty to learn and engage in inclusive practices that encourage our diverse student population in their retention, persistence, and success	Professional development and strategic planning summits for Instructional faculty to develop more immediate, empathetic, culturally responsive approaches to student support and student learning. Mt. SAC's mission statement, which highlights an anti-racist, multicultural responsive and supportive, student-centric pedagogy requires explicit training and institutional support; dismantling the historically ubiquitous hierarchies that maintain traditional privilege and entitlement will require time and effort. Many of these challenges are not new and have existed as consistent barriers that stand between low income and minoritized students and their degrees; however, those barriers were magnified by the pandemic. The ECLW Department has set an internal goal for 2023-2024 to increase success, transfer, and completion rates by 7% over 2022-2023.	2, 3	\$ 80,000.00		2-YR	1. Collaborate with RIE to develop an implementation study to assess professional development approaches utilized in the classroom 2. Track faculty participation in Mt. SAC's data coaching program. 3. Within three years, a measureable change of 7% decrease in equity gap success rates.		
9	HSS	Michelle Nava/Ned Weidner/Karelyn Hoover	Faculty professional development support: Community of Practice for ECLW faculty (attendees and presenters) for work to revise the English 80 (corequisite) restructure/TC program relationship	Faculty need structured approaches for teaching practices aimed specifically at closing the equity gap for disproportionately impacted students. The ECLW Department has set an internal goal for 2023-2024 to increase success, transfer, and completion rates by 7% over 2022-2023.	2, 3	\$ 80,000.00		2-YR	1. Collaborate with RIE to develop an implementation study to assess professional development approaches utilized in the classroom 2. Track faculty participation in Mt. SAC's data coaching program. 3. Within three years, a measureable change of 7% decrease in equity gap success rates.		
10	HSS	Michelle Nava/Ned Weidner/Karelyn Hoover	Provide student learning loss support in the form of English Expert Tutors to help ACCESS students achieve success in English 1A and English 1C	Passing English 1A and English 1C is necessary depending on whether ACCESS students are planning for a certificate or planning to transfer. To help ACCESS students succeed in passing transfer-level English classes, linked courses (ACCESS 34) are needed on an ongoing basis, and those classes, as well as the English class that ACCESS 34 is linked to require expert tutors who are familiar with and can work effectively with the ACCESS community. Students experience extreme anxiety when taking either English class, for fear of failing; they often avoid taking English 1C, in particular. Confidence and coaching achieved partly through the use of expert tutors will encourage recruitment and retention.	1, 2, 3	\$ 80,000.00		1-YR	1. Collaborate with RIE to identify and track success and retention rates for ACCESS students who are enrolled in English 1A and English 1C classes with expert tutors.		
11	ARTS	Music - Tiffany Kuo	Culturally Responsive Online Pedagogies to Re-Engage Students: 1. A culturally responsive pedagogies coordinator to provide professional development workshops that support faculty to integrate culturally responsive pedagogies into online instruction. 2. Funds to pay PT faculty members to participate in culturally responsive pedagogies professional development workshops	To close the racial equity gaps between and among students of different ethnic and racial backgrounds in Music General Education courses. Currently, the difference in success rates of MUS GE courses between African Americans and Asians is 27.6% (Summer 22 through Winter 23), and between Latinx and Asians is 16.4%. These gaps can be diminished with professional development workshops that address curricular changes for equity. These data are replicated college-wide. As online courses have increased there is a need for training to support DEISAA-centered, culturally responsive teaching in online courses. The goal would be to collaborate with the Distance Learning Committee and Curriculum and Instruction Council to focus on online pedagogies through targeted professional development. This estimate is based on paying adjunct faculty for 20 hours of professional development and course development related to the training. Each term a cohort of 20 faculty could complete the training. If cohorts fill, this would serve 120 faculty over the course of 3 years. Request includes 6 LHE per term.	3	50000	Need stronger research model on cultural responsiveness of MUS GE	3-YR	1. Close equity gaps percentage by 7% in success rates for online classes for the part-time faculty who participate in this professional development 2. Increase persistence by 7% in online courses for the part-time faculty who participate in this professional development 3. Collaborate with RIE to develop and implement a faculty survey to assess this professional development opportunity 4. Expand DEISAA-centered professional development opportunities for part-time faculty by tracking the		
12	LLRDL	ASAC - Kristina Alvarado	Funding would support a qualitative study to understand how the Academic Support and Achievement Center (ASAC) can improve our tutorial programs in order to better meet the needs of the men of color at Mt. SAC.	Our data shows male Latinx/Hispanic and male black African American students have much lower rates for visiting the ASAC as compared to females. We need to reframe outcome disparities as how our services are not meeting the needs of our students and not the perceived deficits of such as identities, life circumstances, or even capabilities. This assessment is equity focused as it aims to include student perspectives and take action based on these data. We aim to ensure data is collected meaningfully and will provide results and recommendations with division. For the fall 2023 term, ASAC will conduct 10 focus groups aimed at speaking with Latinx and African American male students at Mt. SAC. The groups will allow opportunities for exploring issues such as; impressions of academic support, preferences for service modalities, and other needs. Funding Request: \$2,000 = food costs for (10) focus groups \$2,000 =Raffle items: 2 raffled off each session (\$100.00 dollar gas cards, grocery cards, Target \$1920.00= Hourly staff to assist with transcribing and coding: \$16.00 p/hr x 10 hours per week x 12 weeks Total Request: \$5,920.00	2, 3	5920	Could qualify for SEAP funds	1-YR	1. Complete a comprehensive literary review prior to the project and other research models 2. Collaborate with the RIE Office to identify focus groups for analysis of the qualitative data 3. Present solid recommendations and action steps to support needed to support males of color utilizing ASAC 4. Develop a cohort of pilot faculty to initiate a research design and analysis framework		
13	LLRDL	Romelia Salinas	The Library's Snacks and Wellness Program seeks to support student retention and success during a crucial time of the term. Studies have shown that concentration and academic success correlates with nutrition and hunger.* It is harder for students who are hungry to focus and learn. The purpose of our program is to provide students nutritious snacks and other stress relieving activities (coloring activities, puzzles, board games, and more) in the days leading up to and during finals. In particular, we target these services during the Library's extended hours for finals, which keeps the library open until 11:00pm rather than closing at 9:30pm during the fall and spring semesters. During library extended hours food services on campus are unavailable. Students use library resources and services until closing time and often students come without food or drinks. This may lead to students leaving campus sooner than they would have if those basic needs were met. By providing snacks, students who have limited	The Library & ASAC request \$4,500 to cover snacks for students during extended hours leading up to and during finals week. In the past, the Library has only provided this service during the fall and spring semesters. However, the Library has received numerous of requests from students for similar support during the intersessions. Therefore, we would like to provide on a smaller scale (2 days of snacks and supplies) the same service during the winter and summer intersessions in addition to the full terms. Budget breakdown request: (\$2,000 fall semester; \$2,000 spring, \$250 winter; \$250 summer) Snacks and activities will also be offered in the ASAC to extend our reach to students. (Student usage of tutoring/study hall hours will increase (especially evening after 5pm) due to availability of resources available in the Library and ASAC. Pre and post measures of gate counts will be collected.)	3	4500	Stretch for block grant. Can use SEAP	3-YR	1. Increase in number of students using tutoring and study hall hours after 5 pm 2. Review and revise the existing Library and ASAC survey 3. Implement revised Library and ASAC survey to gauge student satisfaction and use results for improvement		
14	NSD	ESA / Mike Hood and Julie Bray-Ali *Read CO on student fees.	Funding to cover student costs of field trips	Many of our lecture and lab courses include required field trips, some of which currently require students to pay in order to attend. The cost to students varies greatly between our courses and even course sections, creating an inequitable system for students. We would like to be able to pay for items such as students' transportation from campus, entrance fees, show tickets, campsite fees, and costs of boat trips when the students are attending a field trip with the whole class. The following is a breakdown per discipline: Su22 F22 W23 Sp23 astr 7 21 7 21 geol 6 16 6 19 meto 0 2 1 2 ocean 3 8 3 8 Total lecture sections : 130; Average field trip : \$300; Total field trip cost: \$39,000	2, 3	39000	Reevaluate based on FAFSA eligibility	3-YR	The funding of field trips will allow students to register for a class without any concerns regarding the additional costs associated with the class. Improved registration and lower withdraw rates due to cost are expected.		
15	ARTS	Arts Division - Steven Banks/Michelle Sampat/Monico Orozco	ImagineFest	ImagineFest is a media arts festival hosted by the Arts Division. This year, the focus is going to be outreach and engagement with high school students and those in the community at-large to engage them with the various programs in the arts. This event allows students to engage with panels of professionals in the field, take tours of our facilities, and engage in workshops with our faculty and staff. Ideally, we want students to experience the vibrant Arts program, walk away with products they have created, and come back to us through Special Admit, Dual Enrollment, or after graduation. We are going to collaborate with high school outreach, the Special Admit Program, and the Dual Enrollment Program to have them at the event. A summer Arts Academy and Arts pathways are being created for dual enrollment. This is a way for us to effectively engage with prospective students and promote our programs. Funding will be used for speakers, adjunct faculty judges, food, and supplies for the event.	1	\$ 10,000.00		1-YR	1. Collaborate with RIE to establish benchmarks to gauge outreach activities. 2. Expand outreach and increase enrollment at Mt. SAC and in Arts Division courses. 3. Collaborate with Promise Plus, Step, Dual Enrollment, and Special Admit to enroll students at Mt. SAC. 4. Collaborate with RIE to develop and implement student surveys to assess the effectiveness or outreach activities. 5. Leverage relationships with high school teachers to promote and advocate for Arts programs.		

16	NSD	BIO/David Mirman	Pay student costs for field trips, including museum admissions, marine biology research boat rental, campsites	It's an equity concern that students may not be able to pay these fees and either not take courses with field trips, or not complete these courses due to these costs. We don't think there is a good way for financial aid programs to reimburse students for these costs if students initially pay out of pocket. Here are breakdowns by course: Bio 2: 3600/year for 10 sections Bio 3: 4800 for 4 sections Bio 20: 2,040 for 8 sections in person Bio 21: 7230-11960 for 4 sections-6 sections per year (and thus 1 or 2 boat reservations per semester) Zoo 3: 964 for 1 section	1, 2, 3	23364	Reevaluate based on FAFSA eligibility	3-YR	1. Open access to classes by minimizing/eliminating the cost of field trips. 2. Improved registration and lower withdrawal rates due to cost are expected.		
17	Technology and Health	Aeronautics / Linda Rogus x5007	Hire Aviation Ambassadors to recruit students into the Aeronautics programs due to low enrollments since Covid.	Pre-Covid enrollment was high and growing and we had just started the new Unmanned Aircraft Systems (UAS) certificate and degree programs. When the campus closed in 2020, all of the UAS classes and some of our lab classes had to be canceled because they each had hands-on components. Upon returning to campus in 2022, enrollment in our various Aeronautics programs declined dramatically and is still struggling. We need to let high schools and other students know about our aviation programs and the shortage of employees in the aviation industry as a whole, especially commercial pilots and air traffic controllers. Hiring several diverse students from our programs as Aviation Ambassadors will enable them to attend high school and career events to share their perspectives on getting into an aviation career. This will also include some events with counselors and other aviation specialty events. The ambassadors will reach out at career events and high schools to advertise the Aeronautics program.	1	15000	Provide enrollment and labor market demand information	3-YR	1. Increase enrollment to full capacity of 24 each and then open more CRNs.		
18	Technology and Health	Welding / John Kuchta x5465 jkuchta@mtsac.edu	Entry-level tool kit to be given to every new WELD 40 student for the first 20 sections of WELD 40 following approval/dispersal of funds. This tool kit will consist of: Welding helmet, Welding Jacket, SMAW Welding gloves, GTAW Welding gloves, 3 pairs safety glasses, cutting goggles, chipping hammer, Mig pliers, adjustable pliers, soap stone, and a welding brush. This kit will be provided to 500 total students: 25 students per class section, 10 sections per year, over two years. This application specifically applies to use #4 under "other considerations and potential uses" on the Allowable Expenditures form.	<p>This kit represents the basic tools and equipment used in most of the welding courses taken to become a certified welder. This kit also represents what is for most students the biggest hurdle to becoming a welder--the cost of the basic equipment needed to learn, and then be employed as, a welder. Providing our beginning students this kit for free will remove one of the largest (if not THE largest) barriers to program entry and success that our students encounter. Removing this cost barrier for our students will allow even more students of limited means to enter and, hopefully, complete our program, thereby also making the program more accessible to our most underserved student populations.</p> <p>This application addresses all three priorities. We will recruit more students by substantially reducing the main barrier to entry for our students--cost. Secondly, these tools will serve the students for the entirety of their time in our department, giving the students yet another incentive to stay in the program and complete their certificates and certifications. Finally, this application strikes right at the heart of DEISAA. The core of our student population are minority and underserved demographic populations. The advantage of students having these tools is substantial. Every year, we experience an attrition rate in WELD 40 of 10-20%. The majority of these students leave due to work or family obligations associated with earning a living. To give these students the advantage of having the bulk of their equipment costs covered cannot be overstated. In these more financially tenuous times post-COVID, any assistance we can give our students regarding the costs to attend and complete classes must be taken advantage of. This application aims to address one of our student's most pressing needs squarely. We feel this will yield significant and tangible positive results.</p>	1, 2, 3	195000	Work with the Foundation for work-based scholarships for toolkits	3-YR	<p>1. Work with RIE to identify success rates in WELD 40, and the effect these tool kits have in improving that metric. 2. We will also be looking at completion rates for these students in the Welding classes they take after WELD 40 (and WELD 50, WELD 51, WELD 70A, WELD 70B, WELD 70C, WELD 80, WELD 81, WELD 90A, WELD 90B, and WELD 91) 3. Increase the number of certificates, degrees, and Welding License numbers support.</p> <p>(By giving our students a "leg up" in their first semester, we hope this will also breed further success for these students as they progress through our department.)</p>		