COVID-19 Recovery Block Grant per AB 182 Memo				
ALLOWABLE EXPENDITURES				
TEAM:	**All Areas**			
		Previously approved HEERF Funding $450,000		
Support access to basic needs and mental health services for students impacted by COVID-19.				
Priority	Department Contact	Request Description	Justification Aligning with Category	Estimated Cost/Total Requested
5 (AS)	Mike Williams	In order for Police & Campus Safety staff to better serve the needs of our students who are suffering from a mental health crisis, it is essential that P&CS receive on-going training in mental health intervention techniques. The training will assist staff members in learning how to successfully intervene with an impacted student and how to be an effective partner in a campus CIT or Crisis Intervention Team. The training will consist of classroom lectures and realistic interactive scenarios.	The incidents of student mental health crises have escalated since the beginning of the COVID-19 Pandemic, and the crisis continues unabated. In order to support a healthier learning environment for our students, it is imperative that P&CSD staff receive on-going relevant training in how to best interact with students suffering a mental health event. An effective initial mental health intervention increases the likelihood of an impacted student recovering from their crisis and returning to complete their college education.	$20,000.00
1 (HR)	Lizette Henderson	Three (3) Mental Health Counselors (Project Expert at 20hrs per week) - Employee Counseling Center (ECC) Total: $544,320 Professional Expert (40hrs per week) - Employee Counseling Center (ECC) Total: $178,160	The ECC provides mental health services to employees suffering from mental health issues caused by COVID-19 pandemic, such as anxiety, depression, and other mental health symptoms. Focusing on mental health is especially important as employees continue to go through the readjustment phase. Employees also continue to experience stressors from fear of COVID infections at work to personal issues outside of the workplace, all of which affect the mental health of employees. The grant will be providing funding for a Professional Expert at 40hrs per week for three (3) years to assist with the daily operations of the ECC. The grant will also provide funding for three (3) mental health counselors for three (3) years, who's focus will continue to be on providing mental health services via 1:1 sessions, facilitate grief processing groups, conduct workshops, and outreach presentations. The request for grant funding aligns with the allowable expenditures for access to basic needs and mental health services for staff impacted by COVID-19.	$722,480.00

11 (Inst)	HSS Karelyn Hoover, Lance Heard, Cara Tan	Funding for mental health counseling in the Pride Center	We lost students in the Pride Center during COVID. Students who identify as LGBTQ+ were challenged attending classes from home because they were not out to their families. They were not able to connect with our remote services again because they were not out to family members. Having mental health services available in the Pride Center, where students are comfortable, is critical to supporting students who are returning. We specifically need therapists who identify with the LGBTQ+ community to conduct one-on-one services and group therapy.	$50,000.00
51 (Inst)	Arts Tiffany Kuo	Scholarship funds	Instrumental ensembles were canceled between February 2020 and June 2021), enrollment in instrumental ensembles dropped by 32.3% (2018-19 in comparison to 2021-22). To recruit high school musicians to Mt SAC, we are seeking scholarship funds for high school musicians. $500 per full-time student to cover the cost of registration, tuition, books, transportation, etc. Ensemble and music major courses enrollment are competing with high wages and inflation as students have tough financial challenges and decisions. $500/student for the first 40 students.	$20,000.00
54 (Inst)	Arts Tiffany Kuo	Scholarship funds	Spring 2022 witnessed a retention rate of 88.2% for all MUS and MUSA courses. Of the 1,877 enrollments, this would be 220 enrollments that did not successfully complete MUS and MUSA. courses. In a survey conducted by the Music Department, students shared that an impediment to continuing was finances and expressed the desire for a need-based fund.	$15,000.00
66 (Inst)	TH/Nursing/Susie Chen/Jaime Hooper/Kari Berch	Provide Basic Math Coaching/Tutoring to prepare for dosage calculation exam	The foundation of the dosage calculation exam is basic math. To help nursing students succeed in the nursing program, basic math refresher courses are needed on an ongoing basis. Students are anxious when taking dosage calculation exam. With a competent level of basic math, it will promote their success on the dosage calculation exam. Hence, patient safety is assured.	$15,000.00
76 (Inst)	TH/Nursing/Susie Chen/Jaime Hooper/Kari Berch	Provide Life Coaching classes to nursing students to promote mental health	Due to COVID, social isolation and mental detachment are noted. Students experience a higher level of anxiety and depression. A series of Life Coaching classes can increase their confidence, self-worth & self-esteem, mastery of life balance, promote loving relationships, anger, frustration and stress management, and all aspects of life.	$40,000.00
15 (SCE)	Jody Fernando, Director, English Language Learners	Three (3) Hourly Student Services Professional Experts. Cost: $17,195/year for 3 years. Total: $51,585	The ESL Career Guidance Center offers students access to Basic Needs resources, referrals to mental health services, and technology access and support. Currently, intake staff is only available during the daytime. Evening enrollment is increasing, and these additional hourly staff would support those seeking student services.	$51,585.00
1 (SS)	Rigo Estrada/Basic Needs	Pilot project to provide basic needs housing support for 25 formerly incarcerated students that participate in Rising Scholars (RS). Project participants will also receive wraparound services from RS, and Bas Needs Resources, as well as other campus resources. Funding Breakdown: $810,000 for 3 years ($270,000/year) Project Expert:	Formerly incarcerated students demonstrate a need for basic needs support, including stable housing and mental health services. Through a combination of leveraging existing resources and support systems along with community housing partnerships, this funding will provide housing support for 25 Rising Scholars students experiencing basic needs and mental health issues.	$1,080,000.00

		$42,000 Direct Aid: $207,500 Student Activities/Meetings: $5,000 Staff training: $5,000 Mileage: $500 General Operations: $10,000		
2 (SS)	Eric Lara/Equity Center	Continuation of the two Equity Center Social Workers at 15 hours a week each.	The Equity Center Social Worker will work with all four programs, with specific dedication to REACH and DREAM. They will assess, define, and promote early identification of students in need of social-emotional supports. The Social Worker will assess, plan, implement, monitor, and evaluate the actions required to address barriers preventing academic, behavioral, attendance, and social-emotional success. During the beginning of the pandemic, REACH, and DREAM students had the biggest decline in enrollment when compared to other special populations. As we transition out of the pandemic, our students report higher stress and anxiety readjusting to the new normal. Social Workers have been essential in guiding our students in this transition.	$40,000.00
3 (SS)	Manuel Cerda/Veterans	1 LCSW @ 20 hrs p/wk for Military-Connected Students for 34 weeks	One in three veterans live with post-traumatic stress disorder (PTSD), experienced increased stress and anxiety during the pandemic, and report they don't get the mental health services they need. Providing a direct access point on campus for hundreds of veterans to utilize mental health services in their established on-campus "safe space" is essential to the success, retention, and overall well-being of student veterans at Mt. SAC. The LCSW will assess, define, and promote early identification of students in need of social-emotional supports, perform case management duties, assist students in need of mental health resources and make appropriate referrals to on- and off-campus mental health providers.	$125,000.00
4 (SS)	Malia Flood/Behavior and Wellness	Social worker (LCSW) @ 29 hours/week = $52,000

Hourly Project Expert @ 29 hours/week = $30,000 | Social worker (LCSW) @ 29 hours/week to provide follow-up with students in distress and to triage emergency mental health and basic needs situations for students referred to the BWT. Mental health referrals to the BWT have increased by 40% over the past two years.

Mental health referrals to the BWT have increased by 40% over the past two years. The BWT case manager and social workers need case management administrative support to provide follow-up to BWT students. | $82,000.00 |
| 5 (SS) | Seth Meyers/Student Health Services | Two Mental Health Clinicians @ 29 hours/week | Two Mental Health Clinicians @ 29 hours/week to provide mental health services for noncredit students. | $104,000.00 |

6 (SS)	Malia Flood/ACCESS, DHH, Student Health Services	1 social worker (ASL proficient) @ 29 hours/week = $52,000 1 Hourly Deaf mental health clinician @ 10 hours/week= $20,000	1 social worker (ASL proficient) @ 29 hours/week to be a liaison between DHH, SHS, and Basic Needs and to connect Deaf students with mental health and basic needs supports at Mt. SAC and in the community. Deaf students often are not able to access meaningful mental health, and basic needs supports due to language barrier. Hourly Deaf mental health clinician @ 10 hours/week to provide direct mental health services to Deaf students in their native language (ASL). Deaf students often are not able to access meaningful mental health, and basic needs supports due to language barrier.	$72,000.00
7 (SS)	Seth Meyers/ Student Health Services	1 Licensed Clinical Social Worker (29 hours/week for 34 weeks = $59,601 Mental health outreach – mental health kit distributions at existing outreach booth (approx. $17 per kit x 4,000 kits that include multiple tools for positive coping (e.g., writing journals, books of positive affirmations, stress balls)$35,100 + $68,000	Based on previous efforts, we've learned that the outreach booth & kit distributions are more effective in engaging students and sharing info. about Health Services than frequently poorly attended workshops.	$179,469.00
8 (SS)	Clarence Banks/Center For Black Culture & Student Success	1 LCSW @ 20 hours/week for 34 weeks	1 LCSW @ 20 hours/week for 34 weeks. The LCSW will meet with students, conduct workshops, and outreach/inreach	$123,312.00

Priority	Department Contact	Request Description	Justification Aligning with Category	Estimated Cost/Total Requested
28 (Inst)	TH /Nursing/Susie Chen/Jaime Hooper/Kari Berch	Nursing Remediation Program held during Intersessions for students who receive incomplete or failing grade in primary semesters	Due to COVID, many students need to take self-quarantine per CDC guidelines, thus remediation program is needed for the missing theory and clinical hours. Nursing Remediation Program, including theory review and HCRC (Skills Lab) practicum, simulation scenarios clinical application during Summer or Winter intersession. Nursing Faculty is needed to conduct the remediation program.	$30,000.00
9 (SCE)	Melissa Cone/Lisa Zahn	Padlet subscription - collaborative online tool (Up to 100 faculty accounts); $3,000/year for 3 years; Total: $9,000	Interactive tool between faculty-to-student and student-to-student; can track engagement for both synchronous and asynchronous courses. This has been used by faculty on a limited scale and faculty report it to be particularly useful for engaging students who struggle with the online environment and may disengage or drop out of the class. Students who are not easily engaged can use Padlet to provide input and get responses from peers and faculty.	$9,000.00
12 (SCE)	Lesley Johnson	Non-teaching/noncredit faculty for AIME coordination for 2 years. 300 hours/year = $22,500/year; Total: $45,000	AIME is diversifying among specialized populations; supports credit faculty in AB 705 implementation. Additional faculty needed to expand coordination with credit departments and student support.	$45,000.00
1 (SS)	Francisco Dorame/Counseling	Funding for adjunct counselors and hourly support	Funding for adjunct counselors and hourly support to make contact with students on academic or progress probation for follow-up and support	$500,000.00
2 (SS)	EOPS/Equity Center/Identity Centers	Tutorial support and study groups Funding Breakdown: $60,000 for tutors ($16 - $17/hr x 6 tutors x 19 hours x 15 weeks)	Funding for tutorial support and study groups for students on probation, students who have incomplete or failing grades, and students repeating course for the 2nd time	$60,000.00
3 (SS)	Victor Rojas/MMI	Funding to support tutoring and oversight of evening study groups Funding Breakdown: ($21/hr x 19hrs/wk x 42 weeks) = $16,758 per year	Funding to support tutoring and oversight of evening study groups for male students of color who have excessive withdrawals and poor academic performance	$16,758.00
4 (SS)	Victor Rojas/ACES	Funding to reengagement STEM students Funding Breakdown: Cultural Experience (50 students x $150) = $7,500; Staff ($21/hr x 19hrs/wk x 42 weeks) = $16,758; Student Success Kits (50 students x $100/kit) = $5,000 =$29,258 per year	Funding for 1 hourly support position to engage students who received and incomplete or failing grades, and repeating courses in STEM, success kits, and cultural activities	$29,258.00

Reengagement strategies for students who received an incomplete or failing grade in the spring 2022 due to COVID-19.

5 (SS)	Manuel Cerda/Veterans	Gas and Food Cards for military-connected students who are on academic probation and/or received an incomplete or failed grade in spring 22 ($50 gas, $50 food per major term for estimated 300 students annually).	Reengagement strategy to remove financial barrier of traveling to campus to speak with a VRC Counselor and incentivize attendance at a VRC academic support workshop for students who are on academic probation and/or received an incomplete or failed grade in spring 22.	$60,000.00
6 (SS)	Malia Flood/ACCESS	Expert tutor @29 hours/week Funding Breakdown: $22/hr for one Tutor Expert at 29 hours per week for 32 weeks = $20,500	Expert tutor @29 hours/week to provide Deaf students who have failed English or math classes with tutoring in their native language (ASL).	$20,500.00
7 (SS)	Malia Flood/ACCESS	Adjunct ACCESS counselor @ 19 hours/week = $52,000

Two tutor experts @ 29 hours/week = $41,000 ($22/hr for two Tutor Experts at 29 hours per week for 32 weeks) | Adjunct ACCESS counselor @ 19 hours/week to provide to outreach, counseling, and student education plans for students with disabilities who have failed English or math or are on academic probation.

Two tutor experts @ 29 hours/week to provide students with disabilities who have failed English or math classes with 1:1 specialized tutoring in ACCESS linked English and math classes. | $93,000.00 |
8 (SS)	Joe Louis Hernandez/Rising Scholars	2 hourly support positions for 19 hours/week	2 hourly support positions for 19 hours/week to follow up with students who dropped or failed in the 2021-22 academic year	$39,984.00
9 (SS)	Clarence Banks/Center For Black Culture & Student Success	Funding for adjunct counselors, hourly support, and tutors.	Funding for adjunct counselors, hourly support, and tutors. Adjunct counselors will meet with, follow-up, and support students on academic or progress probation. Tutoring is needed for students who have excessive withdrawals and poor academic performance. Support staff is needed to engage students and provide oversight for study groups. Funding is requested for 3 years.	$100,000.00
10 (SS)	Francisco Dorame/Counseling	Expansion of Knowledge is Power Learning Communities – funding for textbooks, school supplies, uniforms for 300 students	To promote culturally relevant subjects to students returning post-pandemic to re-establish their academic standing and build a welcoming academic environment.	$111,000.00

	Engagement strategies with high schools and local communities to restore broader access.			
Priority	Department Contact	Request Description	Justification Aligning with Category	Estimated Cost/Total Requested
10 (Inst)	Arts Christine Cummings	Theater Arts Workshops for local high schools: The Theater Department requests stipends for Adjunct Faculty members to offer Theater Arts Workshops to local high schools. These workshops would be taught both at the high school campuses as after-school programs and on the Mt. SAC Campus with high school students invited twice this year for a day of workshops. Workshops Topics could include: Performance, Voice & Movement for the Actor, Acting for the Camera, Basics of Technical Theater Design, Stagecraft, etc. These workshops would highlight the courses we offer and give potential Theater Majors a taste of the professional-level training we offer here at Mt. SAC Theater Department with the goal of providing community outreach and recruitment for our program to increase enrollment and headcounts in Theater classes.	This effort would achieve two goals: (1) Engage with local high schools and communities is to increase enrollment and headcounts in Theater classes and (2) Incentivize all faculty, in particular part-time faculty members, to create and mobilize outreach programs. Data shows that Theater Department headcounts have dropped since COVID year (2019-2020). 682 to 503 to 409. This is a 40% drop in headcounts. Theater Department enrollments dropped from 864 to 684 (2019-2020 to 2021-22, two-year period). Showing a 20.83% decrease in enrollment. Technical Theater classes, in particular, show lower enrollments with our THTR 14 Stagecraft class down 30% when comparing Fall 2022 with Fall 2021. The effects of Covid causing a large number of retirements at a time the Theater Department was positioned to hire more full-time faculty members has precluded us from fully staffing the full-time positions. This makes it difficult for the current two full-time faculty members to engage in this level of outreach and community engagement. Providing stipends for Adjunct faculty members to offer workshops for high school students will help generate increased enrollment in our courses and promote our Program to the community.	$5,000.00

14 (Inst)	NSD/PENG/Carolyn Robinson/Martin Mason	The Mt. SAC Physics and Engineering department desires to request funding support to host STEM outreach and mentorship events for high school and community robotics. We are scheduled to host 24 high school teams on October 1, 2022, and 20 high school and 8 universities teams on Dec 3, 2022. We also desire to host the Southern California Attack Robotics (SCAR) and National Robotics League event to bring manufacturing centers and vocational skills programs from local high schools, technical colleges, industry members, and industry mentors to our campus. We desire to reestablish mentorship activities that suffered greatly due to COVID shutdowns. These STEM outreach events will actively engage high school students and community members and promote STEM awareness programs offered at our community college.	High school outreach and mentoring activities bring high school students to our community college campus and provide direct peer and maker mentoring from current engineering and technology college students and Makerspace mentors. These activities also provide a critical link for minority and first-generation students. These events enable underserved high school students to see people who look like them achieving success in college engineering and technology programs. The October 1 event includes direct mentorship opportunities for first-time robotics students to build new high school robotics programs which feed the critical need for more STEM majors. The December 3 event provides a unique venue for 20 high school robotics teams to compete in parallel with college students from a variety of institutions, including community colleges, CSU, UC, and private colleges. This natural environment allows high school students to interact with university students as peers, create networks, and learn how STEM students negotiate the college process. The Mountie Makerspace provides a critical venue for both engineering programs and robotics events on campus. Over the past five years, the Mountie Makerspace has been a community center for students and community members passionate about making. The Mountie Makerspace has hosted numerous robotics events which have brought people together from across Southern California. However, the pandemic shattered those connections which need to be rebuilt and reestablished. Additionally, Mt. SAC has recently started a school-term community ed robotics program to support local middle and high school robotics programs. Fostering robotics teams in the community is a critical way to support our community in developing STEM pathways to higher education. Estimated cost$2500 for a stipend for STEM coaches to visit local high schools and promote robotics and STEM program events.$3000 for robotics parts kits to start 2 new VEX teams at minority-serving high schools within the local community.$2000 to pay our assistant coach ($1000 per team) to support his/her time in mentoring two new VEX robotics teams over the 6-week winter season. High school team members would enroll in the community ed robotics course through Mt. SAC which has been recently approved. $2500 stipend to pay faculty to provide administrative and logistical support for STEM robotics high school outreach programs. $10,000 Build a new robotic competition arena to support National Robotics League events. $1500 food budget to support robotics team members and high school students at events. $3000 to pay student workers to support the Makerspace and the engineering program to provide the infrastructure to support ongoing robotics events. Total Requested $24,500	$24,500.00	
18 (Inst)	Arts 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.	$20,000.00	

#	Dept / Author	Title	Description	Amount
23 (Inst)	Arts Cuyler Smith	Introductory Illustration Workshops	The Illustration studio would develop and host workshops that would allow high school students the ability to create their very own digital illustration. The workshops would have a lesson taught by a Mt. Sac professor and a brief explanation of the classes we offer. Students would be able to get firsthand instruction and the ability to work with our state-of-the-art technology and print their creation to take home and share their experience with others.	$8,000.00
24 (Inst)	Arts Stillman Kelly	Film and TV Studio Weekend Workshops	The Film and Television program enrollment dropped during the pandemic, but is starting to recover. Area high schools have film clubs and classes that provide an opportunity for targeted outreach. Inviting these students and their parents to weekend workshops can boost program enrollment through Special Admit or as Mt. SAC students after graduation. Funding will pay for adjunct professors and support staff as students work with our equipment in a hands-on film and television experience.	$5,000.00
25 (Inst)	HSS Ann Walker, Lance Heard, Karelyn Hoover	Funding for outreach to high schools and local communities to increase access for diverse populations	The Interpreter Education Program, and ASL Classes, traditionally have not reflected the student population from the lens of Mt. SAC as a Hispanic Serving Institution. Most programs are geared to teaching hearing bilingual interpreters. There is a lack of Interpreter Training Programs to train Deaf Interpreters in Southern California. Outreach to high schools and local communities would create access for students who are underrepresented in the interpreting field.	$10,000.00
32 (Inst)	NSD/Makerspace/Carolyn Robinson/Mala Arthur	The Mt. SAC Physics and Engineering department desires to request funding support to host community engagement workshops at the Mountie Makerspace. Makerspace workshops will be facilitated by faculty, staff, or qualified student workers with at least one faculty or staff member present for the entire workshop. Community workshop participants will be provided with workshop materials, PPE, and personalized instructions, and assistance at no charge. Participants will be allotted time to learn specific skills to complete and take their projects home. Each of the proposed workshops will be facilitated for approximately 2 hours during non-normal Makerspace hours (e.g. weekday mornings, and Saturdays).	Community members are very interested in returning to and participating in learning activities at the Makerspace. The COVID shutdowns drastically diminished Makerspace participation. As the Makerspace reopens post-COVID, it is necessary to provide outreach efforts to the community to restore access. Workshops will be offered to assist community makers in establishing broader access to tools and learning resources to help members acquire key skills. The following is an abbreviated list of the proposed workshops:3D Printing and 3D Printing Post-Processing, Soldering and De-soldering, Basic Electronics, Programming an Arduino or ESP32, How to use Basic Tools, CNC Routing, and Laser Cutting. The funding support will enable the Makerspace staff to offer workshops during the academic year commencing in September to June.Estimated CostsWorkshop instructor- 2 hours outreach and marketing and community engagement, 4 hours content and material prep, 2 hours workshop, 2 hours of follow-up including providing presentation materials, references, answering questions, etc (all paid time): Makerspace technician support $27per hour, faculty support $100 per hour, student worker support $17 per hour. Estimated staffing costs over the 9-month period: $30,000Project Manager- manage publicity, outreach, registration, membership sign-ups, track participant achievements) 5 hours per workshop at $47 per hour. Estimated costs $2000Workshop Supply Cost: PLA filament, solder, flux, easy circuit kits, sticker vinyl, heat transfer materials, Arduino's and/or ESP32's, welding gas, etc Estimated costs: $5000Equipment Replacement and Maintenance Estimated costs: $6000Estimated Total: $43,000	$43,000.00

34 (Inst)	TH /IDE / Manufacturing: Stephen James	Bus transport to bring students from 4 articulating high schools to Mt. SAC campus to tour IDE/MFG facility, live machine demo, and program presentation by faculty. Simple hands-on fabrication project as time allows.	Our IDE/MFG Shop is a rare and impressive facility. We have industry-representative high-tech equipment that far exceeds what most high schools have. Seeing it first-hand creates real excitement and inspires students to imagine themselves in the programs. This is far more powerful than simply hearing about the program from their high school teacher or counselor.	$4,000.00
36 (Inst)	HSS Karelyn Hoover, Lance Heard	Funding for increasing access to diverse student populations into underrepresented professions	Work with department chairs on engagement strategies for high schools and local communities: Spanish/English translation careers; first generation college students receive broader access through newly developed pathways, such as Ethnic Studies, and accelerated Philosophy pathway, a gateway to pre-law, which reduce the gaps in diversity.	$40,000.00
38 (Inst)	Arts Karen Marston	High School Band, Jazz, and Orchestra Outreach	The pandemic significantly impacted the music program at Mt. SAC. Ensembles are struggling to recruit students. This year is critical in re-engaging with our local high school students. High school visits as well as workshops and clinics at Mt. SAC on weekends are a way to engage students in the program, allowing them to work with our instructors and students. This funding will support the weekend workshops, providing adjunct faculty funding, staff accompanists, industry guest artists, and food.	$15,000.00
44 (Inst)	arts Ariel Campos	Funding for high school outreach percussion ensemble performances	Mt SAC percussion ensemble will perform outreach concerts at at least 5 different high school music programs in the local area.	$5,000.00
45 (Inst)	HSS Karelyn Hoover, Lance Heard, Cara Tan	Funding to engage partner institutions to create a transition for students who utilize the Pride Center	Students who utilize the Pride Center are reluctant to transfer and leave the safety and support of Mt. SAC. Engaging with Pride Centers or other campus LGBTQ+ organizations at transfer institutions would support Mt. SAC students as they make decisions about transferring. Creating opportunities for Mt. SAC Pride Center students to engage with faculty and other LGBTQ+ support staff would create broader access for our Mt. SAC students to transfer opportunities. The number of students who utilized the Pride Center services during COVID dropped due to concerns about being outed while attending classes from home and being outed by utilizing the services of the Pride Center. This will allow us to reengage with those students and with our current students, and develop a bridge to transfer for our students. Funding would allow us to hire a project specialist to engage in outreach and create the infrastructure for a transfer bridge. It would also fund events for students to engage with our Pride Center and faculty/staff at transfer institutions.	$200,000.00
52 (Inst)	Arts Melissa Macias	Culturama	Culturama is a collaboration between the Fine Arts Department and English to host speakers and workshops to engage Mt. SAC and high school students in Arts and Literature. As we emerge from the pandemic, re-engagement is even more crucial. These funds will pay for guest speakers, adjunct faculty, food, and supplies for the event.	$5,000.00
61 (Inst)	Frank Gomez, Karelyn Hoover	Funding for the development of the Teacher Preparation Pathway from High School to MT SAC to CSU to reduce the gap in both diverse teachers and available K12 educators in California	Restore broader access to high school students to a career pathway into K12 education. Address K-12 teacher shortage and lack of diversity in K-12 teachers. Prepare students, including students who are underrepresented in the teaching profession, to transfer and enter teacher credential programs through recruitment, engagement, and retention. Build infrastructure to develop pathways.	$200,000.00

4 (SCE)	Angelena Pride	Professional Expert for onsite enrollment coordination with high schools; $19,165/year for 3 years	Intensive onsite work with our local K-12 high school partners to enroll and register current high school students into a credit recovery program throughout the year. Due to COVID, K-12 high schools are dealing with significant loss of learning and mental health challenges for students, staff, and parents. This has left schools with less capacity to offer enough credit recovery courses. As a result of the growth in the program and course demand, onsite enrollment support is necessary before and during the semester. This will help us establish improved practices to capture enrollment in a timely manner and manage the massive registration changes.	$57,495.00
5 (SCE)	Laura Sherwood	Targeted mailers; printing and design costs for 3 years (Mailers $60,000; Design and marketing $40,000)	Targeted mailers and brochures have been effective in re-engaging and recruiting noncredit students. This is particularly true as we seek out online populations statewide and implement new vocational programs that have a specialized message. Establishing and institutionalizing programs will take at minimum 2-3 years.	$100,000.00
6 (SCE)	Sage Overoye	Outreach Specialist - Professional Expert for 3 years. $24,915/year; Total request: $74,745	With significant AWD growth, there is a need to provide outreach to schools prior to student referrals and enrollment. Can provide specialized information and expectations about AWD/IMPACT Program to students, teachers, and parents associated with K-12 and K-22 Special Education Programs.	$74,745.00
7 (SCE)	Laura Sherwood	Professional Expert - Outreach support; 600 hours per year for 3 years. $16,000/year; Total: $48,000	SCE has had success with the granting of a temporary outreach staff member, but demand has grown past the capacity of a single employee. As we look to expand our programs, build partnerships, and reach more students, additional support staff will be needed for set up and follow-up tasks. This staff member will assist with outreach and inreach, and prepare and cover for community events, which are increasing. These events have become important opportunities for outreach and community engagement.	$48,000.00
1 (SS)	LaTesha Hagler/CalWORKs	Hire 2 short-term employees @ 24 hours/week for 44 weeks	Hiring 2 short-term employees to support with outreach efforts to increase student participation and strengthen collaborative relationships with local county offices and community agencies to serve student population.	$100,000.00
2 (SS)	Victor Rojas/TRiO	Funding to provide access to college course to local high school students	Support staff, materials, books, and supplies for Summer Enrichment. Recruit from high schools will restore access to college level courses. High school participants will also receive embedded tutoring as part of the college-level course.	$65,100.00
3 (SS)	Tannia Robles/High School Outreach	2023 Connect 4 Enrollment Incentives student success kits, book grants, parking permits, meal cards for 2,000 non-Promise Plus new students		$500,000.00
4 (SS)	Tannia Robles/High School Outreach	Community and Family Engagement supplies, brochures	Requesting college support materials specifically for 3 years of events catered to parents/community members at parent centers, community centers, and faith-based organizations. Projecting 3 large events serving a total of 1,000 students and 15 smaller events serving a total of 1,000 students.	$30,000.00

5 (SS)	Tannia Robles/High School Outreach	Summer Programs Extravaganza for graduating high school seniors and parents to combat "summer melt" for 401	Requested funds will provide college support items, catering, and event supplies for 3 years. Will annually serve 400 participants (Students and families). The event is meant to connect potential new students to the benefits of starting college early in the summer.	$50,000.00
6 (SS)	Tannia Robles/High School Outreach	Vocational Careers and Programs Exploration Day for community members and graduating seniors to learn about credit and noncredit instructional programs	Funds for college support items, catering, and event supplies for 3 years. Will annually serve 400 participants (Students and families).	$50,000.00
7 (SS)	Tannia Robles/High School Outreach	Funding to provide lunch during Mt. SAC teacher and staff info sessions at the high school sites for 3 years; serving~2,000 teachers and staff, at 20 of the most under resourced schools.	High school teacher information and training partnership lunch sessions with local K-12 school districts to increase knowledge of the community college system	$75,000.00
8 (SS)	Francisco Dorame/Counseling	4 hourly support staff at 19 hours/week for 3 years for the STEP program Funding Breakdown: $220,824 + $ 54,000+$ 30,000 = $304,824	4 hourly support staff at 19 hours/week for 3 years for the STEP program to assist with recruitment and enrollment of first-time students from high schools into the summer program and supplies and meal support to serve 1000 students for 3 years	$304,824.00
9 (SS)	Malia Flood/ACCESS,DHH	Hourly Deaf staff to conduct outreach to local schools for the Deaf and other high schools with Deaf students. Funding Breakdown: $1,400 ($1,000 workshop costs + $400 interpreting costs) $3,250 ($1,000 for staff + $250 for mileage + $2,000 interpreting costs) =$4650	Enrollment information and training session for community agencies that serve Deaf and hard of hearing students.	$4,650.00
10 (SS)	Malia Flood/ACCESS	Hourly staff to conduct outreach and provide workshops for high school students with disabilities (Special Education, 504 Plans) to support in enrollment and transition to college. Funding Breakdown: $1,400 ($1,000 workshop costs + $400 interpreting costs) $5,000 ($4,750 for staff + $250 for mileage =$6,400	Enrollment information and training session for high school Special Education teachers and counselors, Department of Rehabilitation staff, and Regional Center staff.	$6,400.00

11 (SS)	Identity Centers(El Centro, Arise, Center for Black Culture/Umoja Aspire, First Peoples Native Center, MMI)	Funding to cover community engagement and outreach which includes hourly support, marketing costs, travel (bus transportation) and food for students and their families while hosting community events	Developing and strengthening relationships with Black/African American, Hispanic/Latinx, Asian/Pacific Islander, Native American and Minority Male communities through community engagement, outreach, and family outreach. Enhance community contacts to increase college access for underserved communities through community presentations, advisory committees, campus tours, outreach activities, campus meetings and presentations. Community events would help facilitate those relationships while exposing families to the campus and the center. The events will also serve as an opportunity for current students to bring their families to see the support system in place for their success.	$100,000.00
12 (SS)	Eric Lara/Equity Center	Family and Friends Night/Open House 2x/year Funding Breakdown: $1,000 for mail service $500 for printing $2,500 for promotional items $6,000 for dinner Total: $10,000 per event (two events a year) =$20,000	Our Friends & Family Night is intentionally focused on welcoming our students' support systems to Mt. SAC.The Friends & Family Night is not just an event, it is the beginning of an ongoing relationship to strengthen communication, connection, and collaboration that will support the student through their college journey.	$20,000.00
13 (SS)	Eric Lara/Equity Center	EC Community Engagement: Canvas, Curate, Connect Request for $40,000 (Funds for mileage, catering, printed materials, presentation items, giveaways, supplies; hourly support funding to provide additional human resources dedicated to this effort)	Programs within the EC will collaborate with Outreach/Community Specialist to identify connections among churches, community organizations, school/parent orgs, etc. (canvas), create a repository/directory of contact info (curate), and host on-campus events, present on EC programs/resources/support (connect).	$40,000.00
14 (SS)	Lina Soto/Bridge	Cover cost of printing, food supplies, promotional items, gift cards, short term staffing, mileage for 3 years.	Attend community events, increase presence and engagement with target schools to increase number of Summer Bridge applicants. Hire short term staff for phone banking.	$40,000.00
15 (SS)	Tannia Robles/High School Outreach	Funding for 3,000 pennants each year at $6270 for 3 years (2023, 2024, 2025) = $18,810 + additional custom printing cost = $20,000. HSO is invited to the high school's college decision day ceremony to honor graduating seniors that will graduate to Mt. SAC.	College Decision Day: program to recognize high school seniors for selecting Mt. SAC. Request to provide college items (pennants)	$20,000.00

Grants to faculty development of online, accelerated learning modules to allow students who receive an incomplete or failing grade in the spring 2022 term due to COVID-19 to make progress toward their degrees instead of retaking courses in the fall 2022 term.				
Priority	Department Contact	Request Description	Justification Aligning with Category	Estimated Cost/Total Requested
69 (Inst)	Arts/Music/Philip Mantione	Development of condensed MUSA 110: New content will include videos with accompanying slide lectures focused on the core concepts of the class. The final assessment mechanism will be an online exam that administrative faculty can use to determine whether or not the student must retake the original class or be granted a waiver based on their performance and demonstrated knowledge of the subject. Activities will include revamping and condensing existing materials, creating new video content, and creating a new assessment tool in form of a subject-specific competency exam.	Funding will be used to develop and create a condensed version of MUSA 110 - Acoustics, for students that received an incomplete or failing grade in the course due to COVID-19. The accelerated class structure will include all the essential concepts in the original course which could be used as a study guide for a final assessment that will determine the student's competency in the prescribed learning objectives. The ultimate goal is to allow students to continue their trajectory in the program without being hindered by COVID-related setbacks.	$5,500.00
70 (Inst)	Arts/Music/Nathan Tharp	Development of online, accelerated content for electronic music classes	Our online and hybrid electronic music class saw major drop in student success. The classes were transitioned to online during the COVID pandemic. Now that we've learned what works, we want to redesign our modules to be more effective in retaining students and support student success. These modules will be designed so that they can be taught in an accelerated fashion.	$5,500.00
71 (Inst)	Arts/Music/Max Foreman	Development of online accelerated content for introductory audio classes	Revamp MUSA100 online modules, rerecord 14 instructional videos with current edition of software, coordinate with other 100 professors to eliminate redundancies and match competencies by week. Include updated resources for home audio production relevant to the course. Because this course is about audio technology, it needs some revamping to keep the technological components up to date and provide students with the most current resources to excel in the class for learning at home. Updating the course would also allow us to fine tune elements of the class that were developed during the emergency circumstances of the early pandemic. We can coordinate between other faculty in the department to communicate about any changes to curriculum and eliminate redundancy.	$5,500.00
72 (Inst)	Arts/Music/Robert Bowen	Development of online accelerated content for music fundamentals classes	Success and retention rates in Music Fundamentals (MUS 7, now MUS 110 and MUS 110A) dropped by 14% and 18.7%, respectively. Music Fundamentals is the first of a series of 4 music theory/musicianship courses required for the music transfer degree. Instructional designers would create online content to re-engage students and provide instructional content uncompleted.	$5,500.00

74 (Inst)	Arts/Music/Robert Bowen	Development of online accelerated content for music theory classes	Success and retention rates in the music major theory and musicianship sequence during academic years 2019-20, 2020-21, and 2021-22 dropped as much as 18.23% for success and 34.78% for retention, in comparison to the previous academic years. Failure in one of the courses in the sequence results in failure to obtain a transfer degree. Accelerated learning modules will allow students to master the materials and get students back on track to obtaining the transfer degree. Requesting 100 hours at the non-instructional rate of $55/hour.	$5,500.00
77 (Inst)	Arts/Music/Janice Haines	Development of online accelerated content for piano classes	Many of our piano classes were transitioned to online during COVID. However, we want to redesign our modules to be more effective in retaining students and support student success. These modules will be designed so that they can be taught in an accelerated fashion.	$5,500.00
8 (SCE)	Angelena Pride	Non-teaching pay and @One training for OCHS program. 40 faculty (1 per high school site) X approximately $350/faculty x 3 years = $42,000	Because COVID outbreaks are still prevalent on the local K-12 high school campuses we need to ensure that there is an equitable solution to assisting students to complete their courses if they contract COVID. This funding is to pay for the funding for one teacher per site to complete @One Canvas training. This would allow students to complete make-up work in a timely manner with campus faculty. It will take at least three years to train up to 3 per campus due to turnover.	$42,000.00
1 (SS)	Francisco Dorame/Counseling	Funding for 12 Counseling faculty	12 Counselors that will specifically contact and provide support services for classes impacted during COVID-19. Faculty to develop online interventions and learning strategies to connect with and support students who are repeating courses they previously dropped or failed, and the provision of follow-up counseling support services	$460,000.00

Professional development opportunities for faculty and student services professionals to continue educational instruction due to COVID-19, including supporting students impacted by learning loss and preparing and supporting faculty to develop online instructional capabilities in response to COVID-19.				
Priority	Department Contact	Request Description	Justification Aligning with Category	Estimated Cost/Total Requested
17 (AS)	Antonio Bangloy	Attend Evisions' online report writing courses. 1. Argos Advance - Report Writer - Two staff at $750 each. 2. Argos Advanced - DataBlock Designer (#1) - Two staff at $750 each. 3. SQL Advanced Techniques - Two staff at $750 each.	COVID-19 data is extracted from Banner and reported to the campus using Evisions' ARGOS report writer. These online courses will be used to enhance existing skillsets and aid in the support of the Student Services and Instruction division's COVID-19 reporting.	$4,500.00
40 (Inst)	TH /Electronics/ Jaime Uranga	Attend a Labview Training Course	Students impacted by Covid said the Labview software package is essential in automating processes in the electronic industry so these processes can happen remotely. During an alumni survey, over half our alumni agreed with the need for training in this area. Through other grants, the software has been purchased; however, instructors still need to be trained on it.	$3,000.00
42 (Inst)	TH/Health Careers Resource Center (HCRC)/Angelica Razo	Additional Faculty and staff to extend clinical lab hours for patient human simulation.	Additional faculty and staff will allow for more patient human simulation hours to support students and supplement missed clinical experiences due to Covid.	$40,000.00
46 (Inst)	TH/Health Careers Resource Center (HCRC)/Angelica Razo	Simulation and Virtual Reality Conferences for professional development .	Students who are affected by Covid miss clinical hours and make up clinical hours through the use of patient human simulator technology. Professional development ensures health faculty is up to date on the standards of simulation technology.	$10,000.00
10 (SCE)	L.E. Foisia/ Madelyn Arballo	Online @One trainings for 80 faculty X $255/person X 3 sessions = $61,200	Online training from @One offers specific sessions for SCE faculty to improve their online instruction. Topics include diversity, equity, technology, and accessibility. Those attending can train other Mt. SAC faculty and share best practices. There would be a team member from each of SCE's instructional areas attending the training sessions.	$61,200.00
11 (SCE)	Sage Overoye	Non-teaching hours for adjunct faculty in EOA, VRE, & AWD for online PD; 700 hrs. = $49,500 for 2 years (23/24 and 24/25)	Peer-to-peer professional development to share best practices for teaching online and serving students who have been disproportionately affected by the COVID-19 Pandemic. Funding to improve Canvas shells was identified through NRA but only for one year and not enough to finish the course and program revisions that are out of date. Online teaching is still new for noncredit faculty and it is clear that distance education will continue to expand in noncredit.	$99,000.00

1 (SS)	Malia Flood/ACCESS, Student Health Services	Develop and present training for faculty about learning loss and methods for engaging impacted students in an online course Funding Breakdown $70/hour for 4 hours prep time for 5 faculty/staff =$1,400	ACCESS instructional specialists, ACCESS accessible technology staff, and SHS mental health clinicians will develop training to assist faculty in working with students with learning loss due to COVID-19. Workshop will present strategies such as scaffolding learning, online accessibility tools, and understanding the brain/behavior relationship, including instructional strategies.	$1,400.00
2 (SS)	Malia Flood/DHH	Funding to provide training for DHH staff, interpreters, and captioners. Funding Breakdown: 3 workshops with presenter fees of $2,500 each =$7,500	DHH services have changed as a result of COVID-19, including new technologies and an increase in video remote interpreting. DHH staff, interpreters and captioners need training to stay current with changes in their field. Request funding to bring in DHH experts to provide training to staff.	$7,500.00
3 (SS)	Malia Flood/Behavior and Wellness Team	Funding for BWT to attend National Association of Behavior Intervention Teams (NaBITA) annual conference. 4 attendees at $5,000 per person =$20,000	BWT needs training on new resources and tools to support faculty who have concerns about a student's learning which results in a BWT referral. The BWT supports faculty in working with students of concern.	$20,000.00
4 (SS)	Malia Flood/ACCESS	Faculty POD Professional development: Civil rights attorney Paul Grossman .	Faculty POD Professional development: Civil rights attorney Paul Grossman to conduct workshop on legal obligation to provide accommodations to students with disabilities and benefits of universal design. In response to COVID-19, faculty need new tools to provide accommodations and apply universal design strategies for online classes.	$3,000.00
5 (SS)	Malia Flood/ACCESS	Funding for ACCESS faculty to attend the Association of Higher Education and Disability (AHEAD) Funding Breakdown:$8,000 4 attendees at $2,000 a person for registration, hotel, and air =$11,000	Funding for ACCESS faculty to attend the Association of Higher Education and Disability (AHEAD) annual conference to support students with disabilities impacted by learning loss.	$11,000.00
6 (SS)	Victor Rojas/ACES	Professional development opportunity for staff and students.	Conference and funding to provide professional development related to reengage and reconnect with students lost during the pandemic. Focus will be on developing online strategies.	$11,910.00
7 (SS)	Tannia Robles/HSO	Conference and travel for 8 full-time professional staff	Funding to provide professional development related to reengage and reconnect with students lost during the pandemic to attend conferences that focus on API, African American, Latinx students such as NASPA, NACAC AMEND, APAHEE, NCCHC	$30,000.00
8 (SS)	Joe Louis Hernandez/Rising Scholars	Conference and travel for 3 staff and 7 students	Funding for conference travel will provide staff and peer mentors with development related to reconnecting and re-engaging student lost during the pandemic and those struggling to adjust to a virtual learning environment. The focus will be to develop strategies to support those talking online courses.	$19,725.00

Priority	Department Contact	Request Description	Justification Aligning with Category	Estimated Cost/Total Requested
1 (AS)	Morris Rodrigue	Mi-Fi Student Transition to Wi-Fi Part I - (over a three-year period) [$450,000 of this is a HEERF shift]	Continue serving approximately 2500 students with Mi-Fi while the campus continues to expand its Wi-Fi footprint on campus. 3-years $1.45 million. This ensures equitable access to online course content and student services support that has expanded significantly during the pandemic.	$1,450,000.00
2 (AS)	Nellesen/Schroeder	Expand wireless access by adding additional fiberoptic cabling, data distribution facilities, network switches with associated infrastructure, and wireless access points.	Provides connectivity at on campus student gathering spaces to improve access to technology before, after, and between classes	$350,000.00
3 (AS)	Chris Schroeder	Mi-Fi Student Transition to Wi-Fi Part III - One time funding to stock Wi-Fi Access Points, mounting hardware, cabling, and other consumables required to install and expand Wi-Fi. This is strongly suggested due to supply chain constraints adding delays to projects requiring this hardware.	Increasing the number of network access points for students will expand and improve student Wi-Fi access across campus. Wi-Fi client counts nearly doubled from 2552 wireless users in July to 5517 users in August.	$120,000.00
4 (AS)	Morris Rodrigue	Fund the computer 3-year refresh cycle for the laptop loaner program. This ensures equitable access to online course content and student services support that has expanded significantly during the pandemic.	Continue serving approximately 3,201 students (March 2020 to today 6,549) with loaner laptops while the campus continues to expand Wi-Fi service. 3 years $1.5 million. This ensures equitable access to online course content and student services support that has expanded significantly during the pandemic.	$1,500,000.00
6 (AS)	Kevin Owen	Zoom Webinar Funding for the 22-23 Year	As a result of COVID-19, Zoom Webinars have become a widely adopted platform on campus for large remote audiences. Faculty and student service providers utilize Zoom webinars to conduct online classes, presentations, seminars, and professional development.	$3,200.00

Investments in information technology infrastructure, facilitating students' access to technology to be able to access online coursework, and technology, software, or other electronic instruments and materials for faculty to support courses that are difficult to teach online.

| 15 (AS) | Chris Schroeder | One-time cost to replace 2 firewalls. COVID-19 has substantially increased system utilization and logging of access to College systems, stressing the capabilities of the existing firewalls. | Increases student service hours and access through flexibility of College's support network via hybrid work schedules.

Replace 2 CheckPoint firewalls with 2 Fortinet firewalls. Replacement provides increased security and support for the College. Changes in remote learning and student engagement have changed how the College's systems are used. This has caused increased network traffic, requiring expanded security event logging and correlation to protect the College. Costs are 262,298.00 including 3 years support. $146,933.00 including 1 year support. The current system is incapable of storing logs beyond 2.5 weeks due to the volume of network traffic inspected by the existing firewalls. CPU utilization of the firewalls increased from 35% at the start of the pandemic to 70% present day. | $262,298.00 |
| 11 (AS) | Chris Schroeder | One time cost to acquire professional services, support, and buildout of an Incident Response Plan. As a result of COVID-19, most students attend classes online or in hybrid classes. Digitized workflows have created gaps in the existing traditional security posture requiring Information Security to be reevaluated. | Investments in information technology infrastructure in proving support to students.

As a result of COVID-19, the information security threat landscape has increased significantly. This is due to remote student learning, online classes, and required changes to business processes and workflows to support online attendance. Handling issues directly from these changes requires a sound Information Response Plan. This will cover how to handle information security incidents internally, with service providers, vendors, and with the community. One-time costs include $20,000 to set up a custom Incident Response Plan, $10,000 for an Incident Response policy, and $20,000 for incident handling playbooks (guidance and workflow). | $50,000.00 |

| 16 (AS) | Monica Cantu-Chan | Continue to fund Signal Vine text messaging for another year to support communication between students and staff as it relates to COVID 19, student engagement, and student retention. | Investments in information technology infrastructure in proving support to students.Reengagement strategies for students who received an incomplete or failing grade in the spring 2022 due to COVID-19.As a result of the pandemic and campus closure, IT in partnership with Student Health Services tested Signal Vine text messaging for two-way communications with students.This tool was critical in communicating with students as the College expanded its COVID-19 vaccination and exemption mandates. Through the use of Signal Vine, we were able to contact a total of 4,231 students to communicate vaccination and exemption statuses, as well as send reminders regarding critical COVID-19 deadlines.IT in partnership with Counseling is using Signal Vine texting in conjunction with EAB Early Alert pilot groups to follow up with students using this two-way communication tool. The tool has allowed us to better serve our student population for Early Alerts. As of the Spring 2022 campaign, text messaging has proved to be the most efficient form of communication. IT is in the development stage of testing Signal Vine with test populations from the School of Continuing Education. Signal Vine has become an invaluable communication method and allowed Mt. SAC to increase services during the pandemic IT has received requests from other interested groups, but cannot expand because the current license is limited to 5,000 contacts and each topic/group set up has a fee of approximately 1,500. This request is to increase the contract to 28,000 contacts and add one additional pilot group. This would allow us to expand the use of the tool to the School of Continuing Education. The School of Continuing Education lost over 10,000 students with the transition to online learning. Various efforts have been made to reconnect and re-engage by calling and emailing students. While we continue such efforts, the School of Continuing Education has found many of their adult learner students are juggling work, parenting and other family responsibilities. Texting creates the capability for students and staff to use a simple 2-way communication tool to follow up on applications, interest lists, and various other general inquiries. In addition, staff are able to reach out to students who do not show up to the first day of classes or stop attending. Texting would not replace their current efforts to contact/email students for personal contact; rather it would supplement communication for our students and staff. | $32,000.00 | |
| 13 (AS) | Antonio Bangloy | There are currently around 2,000 PDF documents published on our website that do not meet accessibility compliance. Some of these documents are complex and many of these documents have hundreds of pages. A three-level approach is planned for Mt. SAC to be compliant. Funding is required for Level 2 and Level 3.

 - Level I: Each faculty and staff document owner who has PDFs published on the website shall be notified to run an accessibility scan, fix, and republish the documents.
 - Level II: For documents that cannot be fixed at Level I and are beyond faculty and staff's ability to | Currently, due to the pandemic, a large number of documents were published online due to the transition from in-person to online classes. Additional resources are needed to keep up with the demand and reduce the backlog of PDF that do not meet accessibility compliance.

Level II and Level III funding: A trained, and experienced hourly worker can fix an average of 20 PDF documents per week. It will take two hourly workers 1,000 hours each over the next 12 months to fix the Level II PDF documents. | $60,000.00 | |

		fix, PDF documents can be submitted to our Accessibility Hourly Team, who will fix the documents to pass an accessibility scan. – 2 additional Hourly Workers at 1,000 hours each - Level III: Those documents with accessibility issues too complex for the Accessibility team shall be submitted to our accessibility vendor to fix. - $10 - $15 per page.		
14 (AS)	Antonio Bangloy	Professional service hours to assist with the implementation of the new portal, Ellucian Experience, and the development and buildout of new cards. Technical services are billed at $225 per hour the amount not to exceed $56,050 for professional services. Three online Ellucian Experience technical training classes to train Mt. SAC staff on the new portal for a fixed fee of $21,100. 1. Ellucian Experience Single Sign-On 2. Ellucian Experience Toolkit (Card Making) Workshop 3. Ellucian Experience Training and Planning	There is an immediate need to populate content and support the new portal technology. for digital communication with our students, faculty, and staff. it is important for IT staff to acquire the skills to create digital content that will be utilize with the new portal technology. Some skills will be obtained through guided consulting from the vendor and some skills via group training to improve student's online access (experience) and faculty's online instructional capabilities due to COVID-19.	$77,150.00

12 (AS)	Michael Carr	The Freshservice helpdesk system is used to track support calls received by staff and students. Prior to COVID, most students received technical support on campus by IT staff regardless of the class modality (on-campus or remotely via Canvas). Roughly 40 % more students are calling the helpdesk that are taking classes remotely due to COVID. Our Freshservice software needs to be modified, so the helpdesk system accurately categorizes students who call in and need remote support while taking classes remotely because they are uncomfortable coming on campus. The system not automatically categorizing correctly causes support delays as the IT Helpdesk Tech has to ask the students for additional information that could have been captured upfront.	The Freshservice helpdesk system needs to be programmatically modified to accurately categorize helpdesk tickets from students taking classes remotely because of COVID. Roughly 40 % more students are calling the helpdesk that are taking classes remotely due to COVID. Our current Freshservice software configuration cannot categorize these helpdesk tickets correctly. Helpdesk ticketing categorization is important for expedited technical support response and reporting.	$200,000.00
1 (Inst)	TH Andrew Sanchez	Swift River Online for virtual clinical software. Term for 28 licenses (students) for the Fall '22 Semester	Clinical placements for students remain a challenge due to the corona virus pandemic. Virtual clinical experiences have been effective in supplementing the clinical experience of the students.	$2,100.00
2 (Inst)	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.	Update and increase remote physical desktop systems. This includes the hardware and creating a physical environment including cabling and electronics to create a place in the BCT that can house equipment for students to access remotely. This will allow more students access to business division courses and possibly other divisions. The students will be able to remotely access their course and will not need to purchase software for their home technology. This has been successful in a small environment within the BCT, however with going remote we learned we needed much more technology to serve our student population. This request could also fit under multiple categories for the block grant such as: increase online student services and hel0p meet student financial needs.	$180,644.58
3 (Inst)	Bus /Joe Vasquez	Convert Mac room into a dual use room for Mac and PC need:.Apple mini macs; HP mini desktops; display units. Monitor arms;switch	This will provide greater usage of a room to use for remote learning as well as on campus learning. IT has requested mutli usage of this room.	$182,276.99
4 (Inst)	NSD /ESA/Mike Hood/Julie Bray-Ali	Remote Observing software DC-3 Dreams for the observatory	We would like to be able to use the observatory remotely, to help support online courses. In order to do this, we need to get software to allow this scheduling. The software is called DC-3 Dreams.	$3,000.00

5 (Inst)	NSD /CHEM/Masoud Roueintan	Spartan licenses for student home use	Each academic year, nearly 20 sections of organic (CHEM 80 & 81), biochemistry (CHEM 20), and general chemistry courses (CHEM 50H/51H) use computational chemistry software, Spartan, as part of their curriculum. Providing home licenses to our students is an essential step towards equity and access for those who need more time to complete their computations.	$5,000.00
8 (Inst)	LLR /Katie Datko	5 Year Subscription to Sensus Access, a web- and Canvas-based tool that provides multiple alternative formats for students to access content. https://www.sensusaccess.com/ A 5-year license costs $20,625 Note: We currently have a yearly subscription to Sensus Access. A multiyear license would reduce our overall cost for the tool by 25% over a 5-year period.	Alternative formats for online content provide means for all students regardless of ability to access course and online content in their preferred format. A critical function of any technology infrastructure is to ensure 508 accessibility compliance. A multiyear license with Sensus Access will allow us to provide conversion for 14 different file types into the following formats: • MP3 audio • Braille • E-book • Accessibility conversion • BeeLine Reader™ for faster reading • Translation	$20,625.00
12 (Inst)	NSD /ESA/Mike Hood/Julie Bray-Ali	Replacement supplies for lost items	For many of our online labs, we send students kits of materials such as rock samples for oceanography, and binoculars for astronomy. Over the past 2 years of online labs, some items have been broken or have not been returned. We need to replace these missing or damaged items, so that we have enough for future classes. We currently have losses of $12,250, and would like to request an additional $15,000 for future losses.	$27,500.00
15 (Inst)	TH /Aeronautics/ Linda Rogus	Upgrade our flight simulators and Air Traffic Control Simulators	During the COVID Pandemic, our flight and Air Traffic Control Simulators sat idle, and the software expired. Some of the functionality is no longer working and they are in desperate need of upgrading. Simulators are used to enhance our ability to provide quality, realistic, and ongoing learning to our flight students and air traffic control student population. These concepts are easy to teach in a hands-on simulator but nearly impossible to teach online.	$100,000.00
16 (Inst)	TH /Aeronautics/ Linda Rogus	Hire Aviation Ambassadors to engage with high schools and local community regarding aviation careers exclusive to the community college.	Aviation careers are in high demand with a forecasted 4% annual growth. Covid had a disproportional impact on aviation training because of the need for face-to-face training. A jump start is needed with Aviation Ambassadors to educate our community about the aviation job training for pilots, controllers, and dispatchers, that is exclusive to the community college.	$12,000.00

17 (Inst)	LLR /Library/Esteban Aguilar & Cristina Springfield	Funding to purchase licenses for online versions of course materials	By purchasing licenses for online versions of expensive course materials, Mt. SAC Library would directly save students money and facilitate access to technology essential to the completion of their course and, possibly, their degree. Instead of having one book that multiple students would have to take turns accessing, purchasing unlimited user access licenses would mean that students would be able to access course materials whenever they needed. In cases where unlimited access is not an option, we would buy multiple licenses to ensure ease of access for students, thereby making class materials more accessible to a greater number of students. Studies have shown that when students have access to course materials on the first day of class, completion and retention rates increase. With lower dropout and withdrawal rates, the college would save money due to giving out less refunds. During COVID-19, requests for streaming media films increased drastically, to the point that the Mt. SAC Library's ability to meet demand has been compromised. With additional funding, requests from films from streaming media providers can be consistently fulfilled, thereby ensuring students and instructors can access the resources they need.	$50,000.00	
19 (Inst)	TH/Health Careers Resource Center (HCRC)/ Angelica Razo	Patient Human Simulator	Patient Human Simulators support clinical learning and patient care experiences when Covid disrupts clinical experiences for the students. An additional simulator would give students access to experiences that would otherwise be limited by the number of patient human simulators we currently have.	$110,000.00	
21 (Inst)	Arts/Julio Avila	Audio software (Pro-Tools, Ableton Live, Serum, Waves, Finale, Sibelius)	Students in our online classes need access to these important software titles. We provide them in our labs on campus, but online students are unable to access them. We've negotiated with the software vendors to be able to check out licenses to the students for the semester. This is especially critical for the many students we have that can't afford the software on their own.	$40,000.00	
22 (Inst)	NSD /ESA/Mike Hood/Julie Bray-Ali	Virtual machine access through Business Division	Some of the software that we need students to use for online labs can only be installed on Windows computers, so a student with a Mac or Chromebook cannot use it. We currently have students log into a virtual machine through the Business Division to use the software, but would like funds to continue and expand this capability	$22,000.00	

27 (Inst)	TH /IDE / Manufacturing: Stephen James	21 Computer CAD/CAM workstations	Many students report the strong desire to return to our programs in-person because of the real value in the sense of community, collaboration, and interpersonal support they receive. Many students do not have computers powerful enough to run our software at home, so they tend to stay in our labs and work outside of class time, which is where much personal interaction occurs. Some of our computers are nearly 10 years old and need to be replaced, which will improve course delivery and improve the post-Covid environment for our students. CAD stations are the hub of all other program activities: Drafting, CNC machining, 3-D printing, etc. All activities are dependent on these machines. Students working in-person learn or become aware of other critical skills simply by being in the lab and exposed to other activities. These machines will be shared by other programs (Arch, GIST) to maximize efficiency. Strong industry demand for employees with these skills means real value to the local community.	$52,000.00
30 (Inst)	TH /Electronics/ Joe Denny	Class set of thirty (30) Elenco XP-150 electronic trainers and class set of thirty (30) multimeters.	This equipment will be used for students to borrow for the lab portion of our ELEC 56 fully online Digital Electronics course, so they can do the labs from home. Until now, simulations were only possible, but with this hardware, students can engage in material as if they were in person. This will help those students who are still uncomfortable taking classes in person due to Covid, as well as reduce their expenditures of coming to campus, and allow them a more flexible work schedule for those still recovering financially from Covid. The course can be difficult to teach online, but this equipment would make it much more feasible. It would provide online access to underserved students who can take courses with much less out-of-pocket costs by not having to buy this equipment on their own. It would also support faculty to develop online instructional capabilities in response to Covid.	$7,950.00
33 (Inst)	Arts Cuyler Smith	15 Apple iPad Pro tablets, 15 Apple pencils, loaded with the Procreate app	Online Illustration students could check out an iPad for the duration of the semester and follow along with the demonstrations through canvas and get the exact same experience as an in-person student. It would also provide support for students that don't have access to the technology at their home.	$20,000.00
35 (Inst)	TH /Nursing/ Susie Chen/Jaime Hooper/Kari Berch	Utilizing ATI Nursing Skills Modules online instruction in response to COVID	ATI Skills Modules 3.0 offers more than 180 essential nursing skills from the convenience of an online skills lab. With the knowledge delivered from 30 formatted modules — each featuring tutorials, step-by-step demonstration videos, checklists, quick references, animations, pre- and post-tests, challenge cases, remediation, and more. Each student is able to access ATI Skills Module 3.0 to learn basic nursing skills, advanced skills, and skills related to maternity nursing and pediatric nursing. 5 Virtual Practice scenarios that use avatars and give students the opportunity to practice skills and can document/chart their findings with the embedded Electronic Health Records. Covers 60 students for 2.5 years.	$15,000.00
37 (Inst)	Arts Chris Benoe	8 Apple Laptops for Photography	Five out of our eight laptops are no longer updated by Apple, and IT has serious concerns about those machines' security. As we engage with more students returning to campus it is imperative that they have technology that supports the classroom experience.	$20,000.00
39 (Inst)	TH /Nursing/ Susie Chen/Jaime Hooper/Kari Berch	Nursing faculty utilize online instructional programs for students who have missed the clinical rotation due to COVID	Purchase online programs, including: 1) Swift River, the Virtual Hospital for clinical training for students, which can be available anywhere at any time; and 2) Keith RN, with innovative clinical reasoning case studies and resources that connect nursing education to teach our students to think like a nurse.	$53,000.00

41 (Inst)	NSD /ESA/Mike Hood/Julie Bray-Ali	New, faster camera for 16" telescope in the observatory	Our current camera is 10 years old, and download speeds for the images are very slow. When we do remote observations with students in the online labs, students need to spend a significant amount of time waiting for images to load, which also limits the number of students we can have in each observing session. A newer camera would allow for better imaging capabilities and would also allow our remote observing sessions for online labs to be more efficient and beneficial for students.	$20,000.00
48 (Inst)	NSD/CHEM/Masoud Roueintan	Upgrade outdated and slow computers in lecture and lab rooms specially in our Computer Technology Center	7-2117-15 Classroom – PC laptops, 7 years old, request budget: $22000 7-2117-6 Classroom – PC desktops, 6 years old, request budget: $6000 7-2122-31 Lab – PC desktops, 6 years old, request budget: $50,000 60- 3617-15 Classroom – PC laptops, 6 years old, request budget: $22000 60-3624 30 Classroom – PC laptops, 6 years old, request budget: 44000	$144,000.00
49 (Inst)	Arts/Music/Tiffany Kuo	85 Tablets/Chromebooks	Instruction has shifted to a combination of online and in-person since the pandemic. Students have benefited greatly from online resources in the form of tablet applications, including supplemental instruction, assignments, formerly analog devices now digital (e.g. metronomes and tuners are tablet applications). We are requesting 85 tablets for the music department to loan to music major students each semester to assist with online coursework, and in-person instruction. Tablets are ~$335 per unit. We surveyed music students in one day. Of 63 students who responded, 17 students indicated that they need technological support such as a tablet or a laptop, with a preference for tablets.	$30,000.00
50 (Inst)	NSD/CHEM/Jane Ho	Mnova NMR Data Processing Software	Chemistry Department prides itself in providing hands on experience for nearly 16 sections of organic (CHEM 80 & 81) and biochemistry (CHEM 20) courses. And one of these essential state-of-the-art instrumentations is Nuclear Magnetic Resonance (NMR) to enjoy the visualization of structural changes to molecules created by students. MNova software provides us the ability to visualize/process the collected data in a computer lab and is a crucial part of students' learning.	TBD by Jane Ho
53 (Inst)	Arts Julio Avila	Check laptop-based Digital Audio Workstations	During COVID and currently, more and more students are taking classes online. Many of our students do not have access to digital audio workstations (DAWs) needed for our classes. Traditionally we have offered access to DAWs in our on-campus labs. But now, in order to provide equitable access to all of our students, we need to DAWs computers to our online students. These DAWs will generally consist of a laptop, case, audio software, and audio interfaces. 25 DAWs @ $3000	$75,000.00
58 (Inst)	TH/Nursing/ Susie Chen/Jaime Hooper/Kari Berch	Faculty utilize ATI online resources to support nursing courses for students to access when it is difficult to teach online.	ATI online resources include 1) core curriculum with review modules, Nurse Logic, ATI engage series, Dosage calculation and safe medication administration, pharmacology made easy, and online tutoring; 2) Clinical prep with video case studies, civility mentor, real-life clinical reasoning scenarios, Nurse's Touch suite, Electronic Health Records (EHR) tutor, and health assessment; 3) Test Prep & Remediation with content mastery series of different subjects, critical thinking assessment, self-assessment inventory, ATI Pulse, focus review, and comprehensive predictor; and 4) RN licensure exam prep with NCLEX experience, Board Vital, virtual ATI, and capstone comprehensive content review. Covers 60 students for three years.	$155,000.00

59 (Inst)	LLR/Katie Datko	Pronto Campus Suite Subscription Pronto Campus Suite https://pronto.io/#product-suite: $6 per FTE for the entire suite = $202,938 • Recruiting/Outreach • Campus Chat (Entire campus) • Pronto Classroom (Canvas) Pronto Classroom (Canvas only) institution-wide subscription: $1.58 per FTE with a 3 year subscription: $53,440.37 (We currently have Pronto Classroom enabled but for only 5000 seats.)	Communication to students using SMS text messaging can provide an equity-centric means to aid in retention and outreach to students affected by the pandemic. Pronto provides a FERPA-compliant platform utilizing Banner tags that allows for any instructional, student service or additional support unit to connect directly with students. Channels can be set up to provide push notifications or created with the goal of community-building (clubs, student success centers, etc.). With the full Campus Suite, students can access messages from a variety of campus-wide units as well as from their courses in Canvas that also utilize the tool. In addition, Pronto also lets students at other campuses that have the platform receive notifications due to an extensive and existing technological trust relationship with other California Community Colleges. There has been a growing need for a variety of campus organizations and units to reach out to students using text messages. To date there has been no other tool that creates an enterprise level SMS ecosystem that integrates with Canvas and allows students attending multiple institutions to receive communication from more than one college for their Pronto-enabled Canvas courses. Pronto Campus was recently developed to address this need to aid in retention and outreach efforts and provide student support. Corwin, Zoë B., et al. "Integrating Digital Tools into Financial Aid Outreach and Support. Research Brief I." Pullias Center for Higher Education, Pullias Center for Higher Education, 2020. Corwin, Zoë B., et al. "Texting to Increase College Access and Success: Lessons from the Field. Research Brief II." Pullias Center for Higher Education, Pullias Center for Higher Education, 2020. Tippetts, M.M., Davis, B., Nalbone, S. et al. Thx 4 the msg: Assessing the Impact of Texting on Student Engagement and Persistence. Res High Educ 63, 1073–1093 (2022). https://doi.org/10.1007/s11162-022-09678-8	$202,938.00	
60 (Inst)	Arts/Music/Tiffany Kuo	8 Desktop computers	In-person students are readjusting back to campus. The desktops are really outdated. Updated computers with updated software is desperately in what is, in-essence, the Music computer study lab. SI student tutors work with students in this room, but the computers are needed to re-engage students as they return to campus.	$20,000.00	
62 (Inst)	Arts/Music/Tiffany Kuo	CiDi Labs subscription in Canvas	CiDi Labs is an application in Canvas that allows instructors to create content that are accessible, and student friendly. It is a design tool that is incomparable. By using CiDi Labs effectively, the Canvas course can be CVC ready! All online music courses should be accessible and CVC ready. CiDi Labs is one method in which we can make music courses consistent, accessible, and compliant. A one-year subscription to CiDi Labs for the College is $22,500.	$22,500.00	
63 (Inst)	NSD/Tatiana Lopez	New computers for classrooms for instructors	The instructor computers in all of our classrooms are old and due for replacement. For example, the computer in 7-1201 has a non-working keyboard (last I checked). Especially in 7-2122 New dedicated laptop for Chem 20 lab (7-2123)	TBD by IT	

67 (Inst)	NSD Tatiana Lopez	Upgrading instructor podiums in lab and/or lecture rooms	As we have been shifting towards utilizing technology in teaching in our classrooms and labs, there is a greater need for equipment to support this transition. Equipping lecture and lab rooms with smart podium is the best way to support this transition and serve thousands of students taking chemistry each academic year and better accommodate their diverse learning needs.	$10,000.00
68 (Inst)	NSD Tatiana Lopez	New Projectors for lecture and labs	Chemistry is a colorful science and being able to showcase this beautiful color changes, and even mathematical equations, etc. requires projectors that are able to show different colors clearly. We have been struggling with this basic need. For instance, the projector in 60-3601 is not supported by presentation services and needs to be upgraded. The projector in 7-1201 does not display red at all.	TBD by IT
2 (SCE)	Tami Pearson	Extension for three current short-term hourly IT support staff July 1, 2023 - June 30, 2026 3 hourlys X 19 hours/week; $72,675/year for 3 years Total Request: $218,025.00	Extension of three short-term hourly IT support staff is needed to support the School of Continuing Education's noncredit students that continue with remote classes and to keep up with technical demand for new classes. Some specific duties include receiving and preparing laptops with portal access, Canvas support, and providing daily technical assistance to students and staff taking classes on teaching remotely. July 1, 2023 - June 30, 2026. This request is in lieu of a FT IT Computer facilities assistant that was requested in NRA 14, but funding was not available.	$218,025.00
1 (SS)	Audrey Yamagata-Noji/Student Services	EAB Navigate annual payments for 3 years; hiring of a full-time, temporary manager to coordinate implementation of EAB Navigate; funding for training and publications related to Navigate Early Alert, Registration, Academic Planner, Advance Search, App Funding Breakdown: $900,000 (EAB contract, 3 years) $500,000 (EAB Manager, 3 years) =$1,400,000	EAB Navigate will be used to track students' progress, communicate with students, faculty and support service providers related to students' progress in online courses.	$1,400,000.00

Cleaning supplies and personal protective equipment.

Priority	Department Contact		Justification Aligning with Category	Estimated Cost/Total Requested
7 (AS)	Ken Bohan	PPE Supplies	COVID has created higher demand levels of PPE	$15,000.00
8 (AS)	Ken Bohan	Sanitizing Supplies	COVID has created higher use of sanitizing chemicals	$25,000.00
9 (AS)	Ken Bohan	COVID Air Hepa Filter Scrubbers	COVID has created contaminated office working spaces-need improved air quality.	$6,000.00
10 (AS)	Ken Bohan	MERV-13 FILTERS	Need to improve indoor air quality with high-efficiency air handler filters for buildings.	$50,000.00
6 (Inst)	TH /Nursing/ Susie Chen/Jaime Hooper/Kari Berch	12 cases of N95 respirators for nursing students	240 Nursing students in the program need N95 respirators for their clinical rotation at different hospitals. Currently, hospitals require us to provide N95 masks to our students when they are in the hospital caring for patients.	$7,200.00
7 (Inst)	TH /Nursing/ Susie Chen/Jaime Hooper/Kari Berch	3M N95 mask fit testing kits (quantity 20)	N95 mask fit testing is mandatory for students to wear N95 masks. It is also a requirement of the hospitals.	$6,400.00

Discharge unpaid fees due or owed by a student to a community college district.

Priority	Department Contact	Request Description	Justification Aligning with Category	Estimated Cost/Total Requested
1 (SS)	Manuel Cerda, George Bradshaw/A&R/Financial Aid	Forgive outstanding fees owed by students who have filled out a FAFSA/CADAA Application, have financial need, in good standing, first time students, students close to completion.	Many students have applied for Financial Aid and are only CCPG Fee waiver eligible which only covers enrollment fees and not other required fees. Covering these fees before next terms registration date will allow students to register for the upcoming term. This support will allow students to continue enrolling and completing their educational goal.	$250,000.00

OTHER CONSIDERATIONS AND POTENTIAL USES

Increase online student services hours to evening and weekends.

Increased availability and access to student supports on evenings and weekends, without the need to drive to campus, has been an effective strategies deployed by many districts in the last two years. Block grant funds can be used to maintain and expanded access to academic support services, including student counseling, tutoring, and mental health services.

Priority	Department Contact	Request Description	Justification Aligning with Category	Estimated Cost/Total Requested
9 (Inst)	HSSFranklin Reynolds, Yvonne (Moreno) Silver, Karelyn Hoover, Lance Heard	Expand online tutoring in the evenings and on weekends to better support the Sign Language students in the Speech & Sign Success Center (SSSC)	During COVID, students have been attending many of their SIGN classes virtually, some attending only one day per week, and others coming to class in evening after working during the day. This makes getting to tutoring centers a challenge. When learning American Sign Language, students need access to use the language with others in order to build their skills. By expanding the SSSC hours (evening hours) students would have more access to SIGN tutors to practice and enhance their skills. Additionally, online SIGN students who work during the day would have increased opportunities to come to campus and physically meet with a tutor after the traditional workday to improve skills that they may have struggled with due to a course taught in an online format. More than half of SIGN classes are offered online. With additional evening hours we could also better meet the needs of students who cannot easily access the campus due to work obligations, parenting needs, gas cost, lack of transportation, and other factors. By offering SSSC virtual weekend hours (which we currently do not do), we serve all of our SIGN student populations, especially those with transportation and access issues, as well as working students with traditional Monday through Friday jobs.	$5,000.00
13 (Inst)	HSS /Writing Center/Trista Payte	Expand online tutoring in the evenings and on weekends to better support the writing support needs of all Mt. SAC students	Increased availability and access: Hiring more tutors in the Writing Center will support the expansion of evening and weekend online tutoring program to provide working students, parenting and caregiving students, commuting students, and students with transportation challenges with just-in-time writing support where they need it, when they need it. Data shows students who use the Writing Center support services have significantly increased retention and success rates, including completing transfer level English in the first year, compared to the general Mt. SAC population. An online waitlist for students seeking appointments beyond our capacity shows that in just 3.5 weeks this semester, we have had more than 50 students place themselves on the list but were only able to covert 10 of those to appointments. This will increase our capacity to meet student demand.	$20,000.00
56 (Inst)	TH/Nursing/ Susie Chen/Jaime Hooper/Kari Berch	Clinical Teaching Assistant and nurse tutoring during the weekend clinical rotation and tutoring sessions	Weekend clinical rotation and tutoring sessions are provided to promote students' success in clinical rotation with a lower faculty-to-student ratio. Nurse tutors are helpful by providing tutoring in subjects such as medical/surgical nursing, maternity and pediatric nursing, and psychiatric/mental health nursing.	$25,000.00

3 (SCE)	Omi Miri/Lesley Johnson	Two (2) Professional experts for evening weekend SOS $14,757/person x 2 staff x 3 years = total requested $88,542	During COVID, SCE has had a successful online Student Online Support (SOS) to help online students with anything related to Canvas, application, and referrals. Almost 2,000 contacts have been made to SCE's online support staff. Faculty are now using Canvas even for in-person classes to increase contact with students. Due to the growing enrollment and increased demand for support, there is a need to add more staffing to SOS for evening and weekend access.	$88,542.00
1 (SS)	Francisco Dorame/Counseling	Adjunct counseling support for weekend and evening hours through online assistance. Pilot for one (1) year to provide 9 hours per week of evening/weekend.	Adjunct counseling support for weekend and evening hours through online assistance	$30,000.00
2 (SS)	Eric Lara/Equity Center	Night counseling for Equity Center students once/week	Currently Equity Center offers counseling from 7:00-10:00 PM twice. We have over 80% fill and show rate. We would like to expand this to a weekly service.	$10,000.00
3 (SS)	Seth Meyers/Student Health Services	2 Student Assistants @ 15 hours per week for 34 weeks. ProtoCall After Hours Mental Health Crisis Telephone Service	Funding for mental health/crisis intervention services and contracts for evenings and weekends via online support.	$20,000.00

Help meet students' financial and basic needs.

The pandemic-era has reinforced the urgency to connect students to financial aid and basic needs supports. For students who have not completed the FASFA or California Dream Act application (CADAA), these resources provide flexibility to directly support and connect students to all available resources. Further, expand eligibility criteria for CalFresh food assistance benefits enables more community college students to qualify. Colleges can align FAFSA/CADAA assistance with efforts to help more students apply for CalFresh. Coupled with campus basic needs centers, these strategies provide yet another tool for holistically supporting students.

Priority	Department Contact	Request Description	Justification Aligning with Category	Estimated Cost/Total Requested
31 (Inst)	NSD /PENG/Carolyn Robinson	The Mt. SAC Physics and Engineering department desires to request funding support to purchase textbooks and equipment supplies for Engineering 18 to reduce the cost of the materials required for the class and encourage students to explore STEM related classes.	ENGR 18 Introduction to Engineering Graphics uses a Technical Drawing textbook which is $100 new and drafting supplies that amount to about $80. During the pandemic the department collected enough used old editions for a classroom set to loan out to students (they use the book only for this course). Funding would allow us to purchase a consistent set for a second section of the course. Technical Drawing for Engineering Communication, by D Goby Goetsch, David E.; Rickman, Raymond L.; Chalk, William S. $2500 (24 books at $100 plus shipping)	$4,400.00
14 (SCE)	Tami Pearson	Bus pass funding for noncredit students; $50/pass X 200 passes = $10,000	Currently, noncredit students cannot access the low-cost/free pass. This would provide time to clarify and offer potential AP language with the help of Administrative Services to determine the feasibility of noncredit parking permit charges.	$10,000.00
1 (SS)	LaTesha Haglar/CalWORKs	Purchase gas/grocery e-cards and monthly transportation stipends for 160 CalWORKs students with completion of comprehensive education plans, progress reports, and participation of in-person workshops. Funding Breakdown: $30,000 transportation stipends for 15 students $45,000 gas/grocery ecards for 160 students =$75,000	Monthly transportation stipends, which is not supported by the county to support work-study students who are participating in off-campus work-study employment opportunities and experience hardship commuting to various work sites within LA county	$75,000.00
2 (SS)	Lina Soto/Career Services	Expansion of work study/jobs on campus for financially needy students in the SSEED program: 120 students over 2 years	Students will be provided job skill development and earn hourly pay for student worker/work study positions on campus to assist in preparing them for future employment and to meet current, urgent financial needs.	$700,000.00
3 (SS)	Malia Flood/ACCESS, DHH	Hourly staff to provide outreach to Deaf students, using ASL, to assist with financial aid, Cal Fresh, Medi-Cal, and Department of Rehabilitation applications.Funding Breakdown:($22/hr for two	Deaf students often do not access available resources due to language barrier and need for culturally competent interventions. Hourly staff, fluent in ASL and knowledgeable of Deaf culture, will provide information to Deaf students and connect them to resources.	$41,000.00

		professional experts at 29 hours per week for 32 weeks)=$41,000		
4 (SS)	Malia Flood/Student Health Services	Funding for staff to assist students in applying for Medi-cal benefits Funding Breakdown: $22/hr for two professional experts at 29 hours per week for 32 weeks =$41,000	Students who visit Student Health Services often are not aware of Medi-Cal benefits. Hourly staff will provide outreach, workshops, and individual appointments to Mt SAC students to connect them with Medi-Cal benefits	$41,000.00
6 (SS)	Manuel Cerda/Financial Aid, Dream	Funding support 4 hourly staff for inreach and follow-up services for students with incomplete FAFSA or CADAA applications, and outreach to students who have not applied for support, , applied but pending items, and students disqualified due to academic standing.	Our experience is that students are more likely to proceed to completing the Financial Aid Aid Application and/or the verification process (next steps) if we provide more personalized assistance. The temporary staff will be able to spend more time with the students and/or parents in going over all details of the application to make sure its completed and submitted successfully in one sit down engagement.

We have successfully targeted students via email, phone calls but do not currently have the human resources to assist every student we contact in detail. | $75,000.00 |
| 7 (SS) | Julie Marquez/EOPS | To hire short-term hourly/professional staff at $19 x 20 hours/week x 30 weeks =$20,000 | Hire a short-term hourly staff members to help parenting students complete their CalFresh application, meet the FA requirements to obtain CalGrant for parenting students and connect students with financial and basic needs resources both on campus and off campus. | $20,000.00 |
| 7 | ACCESS, Identity Centers, ACES, Rising Scholars, Veterans | Provision of gas cards or food cards for students who update their or complete their comprehensive education plans Funding Breakdown: $120,000 for gas cards $150,000 for meal cards =$270,000 | Programs to provide Mt SAC meal cards to students in distress with immediate basic needs referred to by ACCESS, Identity Centers, ACES, Rising Scholars, Veterans Program. Also used to offer students as incentives during Counseling on the Go! And Express Zoom Meetings to schedule appointments for a Comprehensive Educational Plan.

A recent survey revealed that 90% of student veterans at Mt. SAC had at least twice in the last thirty days "cut the size of [their] meal or skipped a meal because there wasn't enough money or food." Over 30% reported that in the last thirty days they "were hungry but didn't eat because there wasn't enough money for food". Gas and food cards would allow the VRC another tool for holistically supporting our military-connected students | $270,000.00 |

	Professional development focused on culturally responsive campuses and classrooms.			
	The block grant allows colleges to invest in professional development to enhance teaching and student supports. Colleges can invest in practices that explore strategies and initiatives for incorporating students' cultural backgrounds and experiences, providing inclusive environments.			
Priority	Department Contact	Request Description	Justification Aligning with Category	Estimated Cost/Total Requested
1 (HR)	Lisa Rodriguez	ACUE (American Association of Colleges and Universities) program: ITEL "Inclusive Teaching for Equitable Learning". Two new cohorts per year for three years (33 faculty per cohort for a total of 198 faculty certificates). Cohort support = 1 faculty person per semester x six semesters: Six LHE equivalent stipends for faculty coordinators to lead the faculty through the 20-hour learning program. Supplies to support capstone events: certificates, pins). Budget: 1 cohort = $15,000 plus LHE and supplies = $20,000/cohort x 3 years = $60,000. This program augments the current training offered through Title V and Guided Pathways.	Faculty need structured approaches for teaching practices aimed specifically at closing the equity gap for disproportionately impacted students. This 20-hour mini-course focuses on implementing four domains (managing bias and microaggressions in the classroom, creating inclusive learning environments, and ending imposter syndrome for students and faculty thereby closing the equity and achievement gaps for disproportionately impacted / equity identified student groups. The Association of College and University Educators (ACUE) is the only certificate in effective teaching nationally and is backed by the American Council on Education. Mt. SAC has previously participated in 4 cohorts with overwhelmingly positive feedback from the faculty. Close equity gap for retention and completion by 3-5% for students in disproportionately impacted groups: Black males, Latino males, Veteran students, and older students, for example, who have further been disproportionately impacted the pandemic and changes in teaching modalities which research has shown has a negative learning impact on these groups.	$60,000.00

| 2 (HR) | Lisa Rodriguez | Equity Literacy Leadership Academy (ELLA) for three years (40 faculty and staff per year for the cohort x 1 cohort per year) will serve 120 employees. | DEIA work is challenging for larger campuses that must rely on multiple coalitions and committees to advance the work. This new program for Mt. SAC would strengthen current efforts by multiple groups and provide the newly-formed DEISA Council with a leadership pipeline to ensure all aspects of the work are implemented and scaled for ubiquitous equity engagement.   Examples include Academic Senate's Anti-Racism Taskforce, which does not have formal training. Participation in ELLA would allow for foundational training in moving from equity-minded to equity-practicing as well as assistance with implementing effective DEIA in faculty evaluations and creating cross-disciplinary communities of practice. ELLA will prepare new equity-engaged leaders and allies from across constituent groups to ensure high functioning committee membership, hiring committee support, accreditation support, student success, closing equity gaps, employee empowerment and engagement as well as accurate employee evaluations infusing DEIA across all peer and subordinate evaluation metrics.   Classified Professionals: Benefit from group experiences where they can apply concepts immediately to their work roles. Learning and persistence also occur outside of the formal classroom setting. Managers: This group plays a key role in this work by overseeing efforts and accountability for faculty and classified professionals. ELLA completers would be expected to host formal training, be mentors, and support workshops to disseminate key learning and keep the DEIA work at the forefront of Mt. SAC's vision to close the equity gaps for disproportionately impacted student groups. | $255,000.00 |
| 3 (HR) | Lisa Rodriguez | ACUE 1-Year Teaching Certificate Program. $50,000 annually for three years. Each cohort is 33 faculty. This program augments the current training offered through Title V and Guided Pathways. Budget: 1 cohort = $40,000 plus 3 LHE equivalent per year for 1 faculty coordinator to support the cohort @ $3,500 plus supplies $1,500 = $45,000 per cohort x 3 years. | Faculty come to the classroom in community colleges with sparse formal andragogy practices (adult teaching methods). The diverse classrooms they face pose a challenge to reaching all students for equitable educational outcomes. This certificate is accredited by the American Council on Education and has nationally vetted outcomes of increasing student retention and completion by 5%. Equity, Universal Design, and inclusive classrooms are a focus of this program. | $135,000.00 |

| 20 (Inst) | LLR Dianne Rowley & Kristina Alvarado | Equity-Minded Approaches to Tutoring (EMAT): Sessions to foster explicitly inclusive tutor training through an equity lens | Narrative -The intent of the Equity-Minded Approaches to Tutoring (EMAT) sessions is to foster explicitly inclusive 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.
Information
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 sessions 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 covid. 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)
o Conducting Equitable Tutoring Sessions
o Title IX: Promoting Gender Equity and Preventing Sexual Harassment/Sexual Violence Training
• Equity-Centered Tutoring Practices (Required)
o The Danger of a Single Story: the Dos and Don'ts of Peer Tutoring (includes online tutoring)
o Unconscious Bias and Collaborative Learning
o Culturally Responsive Active Listening & Responding
• Tutoring a Diverse Student Population (Required)
o Tutoring Sessions and Cultural Competency
o Connecting Students with Campus Resources, Basic Needs, and Support Services
• Specialized Tutoring (Required Elective Specialization – Choose 1)
o Approaches to Culturally Responsive Embedded Tutoring
o Approaches to Culturally Responsive Tutoring in Writing
o Approaches to Culturally Responsive Tutoring in math
Spring 2023- Spring 2024 Budget
In order to ensure high quality, equity-centered tutor training across campus funding is being requested in the following areas:
o Curriculum Development:
§ One-time stipend or LHE for tutoring center staff and Learning Assistance faculty to collaborate in creating equity-centered tutor training curriculum (20 hours x $55/hr x 20% benefits = $1,320 x 2 people = $2,640)
o Facilitation:
§ Spring 2023 stipend LHE for general session facilitator (18 hours x $55/hr x 20% benefits = $1,188)
§ Spring 2023 stipend or LHE for writing session facilitator (6 hours x $55/hr x 20% benefits = $396)
§ Spring 2023 stipend or LHE for math session facilitator (6 hours x $55/hr x 20% benefits = $396)
§ Spring 2023 stipend or LHE for embedded tutoring facilitator (6 hours x $55/hr x 20% benefits = $396)

§ Fall 2023 stipend LHE for general session facilitator (18 hours x $55/hr x 20% benefits = $1,188)
§ Fall 2023 stipend or LHE for writing session facilitator (6 hours x $55/hr x 20% benefits = $396)
§ Fall 2023 stipend or LHE for math session facilitator (6 hours x $55/hr x 20% benefits = $396)
§ Fall 2023 stipend or LHE for embedded tutoring facilitator (6 hours x $55/hr x 20% benefits = $396)

§ Spring 2024 stipend LHE for general session facilitator (18 hours x $55/hr x 20% benefits = $1,188)
§ Spring 2024 stipend or LHE for writing session facilitator (6 hours x $55/hr x 20% benefits = $396)
§ Spring 2024 stipend or LHE for math session facilitator (6 hours x $55/hr x 20% benefits = $396)
§ Spring 2024 stipend or LHE for embedded tutoring facilitator (6 hours x $55/hr x 20% benefits = $396)

o End of Year Tutor Recognition
§ Spring 2023 End of Year Tutor CRLA Recognition/Awards Ceremony (Food and drinks for approximately 50 people = $750)
§ Spring 2024 End of Year Tutor CRLA Recognition/Awards Ceremony (Food and drinks for approximately 50 people = $750)

o Tutor Participation Stipends
§ Spring 2023 stipend for tutors participating (40 tutors x 10 hours x $20/hr = $8,000)
§ Fall 2023 stipend for tutors participating (40 tutors x 10 hours x $20/hr = $8,000)
§ Spring 2024 stipend for tutors participating (40 tutors x 10 hours x $20/hr = $8,000)
Total $32,628 | $32,628.00 | |

26 (Inst)	LLRKristina Alvarado & Tutor Training Workgroup	DEISA Speaker Program for Tutoring StaffThe Tutor Training Workgroup co-chairs would like to create a learner centered professional development speaker program for staff who have a role in training and/or mentoring tutors. The content will provide explicit information on how anti-racism, anti-sexism, anti-ableism, and social justice are critical to being a student centered, supportive tutor that meet the needs of today's community college students. Some possible topics of presentations include equitable student-centered pedagogy; recognizing privilege, implicit bias, and microaggressions; understanding stereotype threat; and unlearning deficit mindset.	Tutors and those who train, mentor, and supervise them need guidance to understand how their biased behaviors, conscious-explicit or unconscious-implicit, can have an adverse effect on their students or how they might unintentionally support or engage in micro-aggressive behavior. Moving towards an anti-racist, multicultural responsive and supportive tutoring pedagogy requires explicit training and institutional support on how to work towards dismantling the historically shaped hierarchies that maintain traditional privilege and entitlement. Many of these challenges are not new, but rather longstanding inequalities that stand between low income and minority students and their degrees; however, the current pandemic has either laid these barriers bare or magnified them.One-Time Funding Requested: Trainer: $750.00-$1,000 per hour. For 2 speaker series (Winter and Summer); 2 hours each = $4,000.00, food costs for attendees $1500.00 x 2. Total request: $7,000.00	$7,000.00	
29 (Inst)	HSS Ann Walker, Yvonne (Moreno) Silver, Karelyn Hoover, Lance Heard	Support professional development for faculty in Trilingual (American Sign Language/English/Spanish) interpreting, develop Trilingual interpreting curriculum; develop culturally responsive and inclusive classrooms in order to recruit, engage, and retain diverse students entering the Interpreting profession.	Curriculum has historically been from the lens of white hearing interpreters in the field. While some also have the identity of CODA (Child of a Deaf Adult- meaning they have Deaf parents)- which can also be an underrepresented group- the lack of Deaf-centric curriculum and that which comes from a multilingual lens is lacking. There is also a lack of Trilingual interpreting classes or programs (most classes focus on the frame of working from ASL-English, without much consideration for additional forms of spoken/written language or signed languages). Funding would support faculty responding to student demand for more culturally competent interpreters.	$10,000.00	

| 43 (Inst) | LLR/Library/Pauline Swartz | Training on empathy-driven approaches to working with people experiencing homelessness and housing insecurities in libraries. Discussion and Additional Training: Refreshments for discussion/study groups and additional training from Mt. SAC BNR on Mt. SAC resources and referrals, trauma informed engagement with Mt. SAC students, and basic needs allyship.

Six sessions (2 BNR workshops, 4 voluntary discussion/study groups) @ $50 = $300.

Total = $1,199
Course Name: Homeless Training for Libraries
One-year subscription to online training on empathy-driven approaches to working with people experiencing homelessness and housing insecurities in libraries. | Libraries are safe places to study, use technology, or sometimes just be. Libraries provide free access to support, resources, and information without judgment. Some students think of the library as a place to fuel not only their minds but also their bodies, as a 2019 study from PTK found that the library ranked #2 among students when asked, "Where can we place food resources on campus that would be most accessible to you?"

Based on student feedback and experiences working with them, we know some Mt. SAC students use the library as a place of refuge when experiencing homelessness and other basic needs insecurities. However, we most commonly do not know when we are interacting with students experiencing these issues. Although librarians complete extensive education and training, academic librarians and staff may not have received training on engaging with people experiencing basic needs challenges or the anxiety and trauma that comes with them. Some may not have received training on trauma-informed approaches to library work and may not be as aware of communication strategies and needs, de-escalation techniques, the civil rights of those experiencing homelessness, and Mt. SAC resources.

This request includes two components:
1) A one-year subscription to online training designed specifically for libraries on interacting with people experiencing homelessness and housing insecurity. The training uses an empathy-driven approach and includes strategies from The Librarian's Guide to Homelessness: An Empathy-Driven Approach to Solving Problems, Preventing Conflict, and Serving Everyone published by the American Library Association.
The once F2F training is now available asynchronously online, here.
An example video from the training is here.
Cost: $899 for one year, libraries with 26-50 employees

2) Refreshments and supplies for two workshops provided by Mt. SAC Basic Needs Resources (BNR), and four study/discussion groups for library employees as they complete the online training throughout the year. (The study/discussion groups do not need to be run by BNR staff, although we would love that if they could do so or join us!)
The two workshops provided by BNR include:
• One workshop to contextualize and augment the online training to Mt. SAC needs (the online training may emphasize public library situations)
• One workshop on basic needs allyship (currently in development by BNR)
• Anything else BNR would suggest.
Cost: $50 for each session (6 sessions) = $300 | $1,199.00 |

| 55 (Inst) | LLREsteban Aguilar & LIEAL | Developing a professional development workshop related to adopting Zero Textbooks Cost (ZTC) and/or library materials and resources for instructional faculty, compensated at up to two hours of instructional time to create the designated outcome. | OER and electronic library materials are zero cost, thereby helping those financially impacted by COVID-19 to repurpose money for required course materials/textbooks for other basic needs expenses. OER and electronic library materials are accessible 24/7 to students which, in turn, increases access over traditional print textbook materials. Studies have shown that classes that adopt OER positively impact students in equity groups. OER materials allow instructors to modify them to suit the needs of the class, as opposed to traditional textbooks which are rigidly set by copyright law. This squarely falls under the grant provision of enhancing teaching and student supports by incorporating students' cultural backgrounds and experiences, providing inclusive environments, as OERs can be used to incorporate a broader and more diverse voices into the curriculum. Mt. SAC Library is currently participating in the OpenStax Institutional Partnership. Participation in this program necessitates the adoption of more OER materials. Additionally, supporting this partnership is an opportunity for the institution to raise its OER profile and be seen as an innovative and forward-thinking institution. Workshop participants would demonstrate their learning by reviewing one OER and/or Library resource that could serve as replacement for their traditional textbook. | $10,000.00 | |
| 64 (Inst) | HSS/TPI/Karelyn Hoover, Frank Gomez | Funding for faculty cohorts to develop culturally responsive and inclusive classrooms in order to recruit, engage, and retain students entering the teaching profession. | Creating inclusive and culturally responsive classrooms for future teachers will support Mt. SAC's diverse student population as they pursue teaching as a career. There is an overall teacher shortage in California. In addition to the teacher shortage, there is a demographic mismatch between the student population in public schools and their teachers. According to the most recent California Department of Education (CDE) data, approximately 22 percent of public school students were Non-Hispanic White, while approximately 61 percent of public school teachers were Non-Hispanic White. While Latinx students made up more than half of the public school population (approximately 55 percent), only approximately 21 percent of California public school teachers were Latinx.

The California State University (CSU) system prepares the majority of teachers in California. Across the CSU system, half of the undergraduate students are community college transfers and on several campuses this figure exceeds 60 percent. Community college student transfers to CSUs in teacher education programs have averaged 65 percent over the past decade. Over 69 percent of California community college students are people of diverse ethnic backgrounds. As a result, California's community colleges have the potential to greatly impact both the number and diversity of California's public school teachers. | $100,000.00 | |

#	Name/Dept	Title	Description	Amount
73 (Inst)	HSS/Ned Weidner, Lance Heard, Karelyn Hoover	Funding for faculty cohorts to apply ACUE training to improve instructional capabilities in response to COVID-19	Many students face ENGL 1A challenges due to learning loss and pre-existing equity gaps. Cohorts will empower faculty to share instructional capabilities learned from ACUE within English as well as other disciplines within and outside HSS. Support faculty creating culturally responsive and inclusive classrooms. Request is for $36,000 per term for 2 years.	$144,000.00
75 (Inst)	Inst/Laura Martinez	ACUE ITEL for Math and English Cohort	30 LHE to allow a cohort of math and english faculty to participate in professional training to create inclusive environments with equitable learning opportunities.	$15,000.00
78 (Inst)	Arts/Music/Tiffany Kuo	ACUE ITEL training for all music instructors	All instructors should participate in professional training to create inclusive environments with equitable learning opportunities. As such, instructors should know how to manage unconscious bias, reduce microaggressions in learning environment, address imposter phenomenon and stereotype threat, create inclusive learning environments, and design equity-centered courses. There are more than 50 music instructors. Cost for a 30-person cohort for 10 weeks (ACUE ITEL) is $15,000. Two cohorts would be wonderful.	$30,000.00
13 (SCE)	Krystal Yeo/Shannon Rider/Laura Sherwood	Staff training; Ideas42 Behavioral Science Applications in Postsecondary Education	SCE received a Lumina grant last year and it was one factor in determining our outreach approach, including printed materials and social media strategy. We would like to share this training with more SCE staff who are key to outreach. The training session is titled Behavioral Science Applications in Postsecondary Education and includes a 4-hour course with 40 participants. The training introduces them to applied behavioral design and some of the most common behavioral barriers students face with customized strategies.	$10,000.00
1 (SS)	Audrey Yamagata-Noji/Student Services	Professional development and strategic planning summits for Student Services professional development	Professional development and strategic planning summits for Student Services professional to develop more culturally responsive approaches to student support and student learning	$50,000.00
2 (SS)	Lina Soto/Bridge	Funding for 2 faculty trainings with meals.Funding Breakdown:Speakers: Dr. Cruz ($10,000)Dr. Laura Rendon ($15,000)Food ($5,000)=$30,000	Funding for faculty development related to culturally responsive teaching for first gen students in Bridge	$30,000.00
3 (SS)	Clarence Banks/Center For Black Culture & Student Success	Conference and travel funding to provide professional development for 5 staff and 5 students.	Conference and travel funding to provide professional development for 5 staff and 5 students. Conferences related to reengage and reconnect with students lost during the pandemic, and learn techniques to implement culturally responsive programming and counseling. Attend conferences that focus on Black/ African American students such as NCORE, A2MEND, UMOJA, MOCSLI, CABSE, NAACP, NSBE, 100 Black Men, 100 Black Women, and the Urban League. Funding is requested for 3 years.	$30,000.00
4 (SS)	Julie Marquez/EOPS	Conference and travel for 4 staff/faculty to NCORE	Conference and travel for 4 staff/faculty to NCORE to learn techniques to implement culturally responsive counseling and racial issues impacting students.	$10,000.00

Provide direct emergency grants to students in need.

Similar to federal stimulus funds, block grant dollars may be used to provide emergency grants or learning tools (such as laptops) to students.

Priority	Department Contact	Request Description	Justification Aligning with Category	Estimated Cost/Total Requested
47 (Inst)	TH/Welding/ John Kuchta	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, soapstone, 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 kit contains the basic tools and equipment used in most welding courses taken to become a certified welder. The 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 success that our students encounter. Furthermore, 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 our program more accessible to our most underserved student populations.	$187,500.00
57 (Inst)	TH/Welding/ John Kuchta	Tool kit consisting of an electric grinder, various grinding and sanding wheels, a wire wheel, safety glasses, ear protection, and an extension cord. The kit will be given to all students starting the WELD 70A course for a period of two years following approval/dispersal of these grant funds. This kit will be provided to 300 total students: 25 students per section of WELD 70A, with 6 sections offered per year, for 2 years.	This kit contains the basic tools and equipment used in three courses leading up to and including our structural welder certification course. These tools will allow students to succeed regardless of their ability to purchase these tools, which will further open our program to less-advantaged students. Additionally, owning these tools will give the students an opportunity when looking for and starting their first jobs in the field, as many employers require welders to have their own tools.	$103,125.00
65 (Inst)	TH/Nursing/ Susie Chen/Jaime Hooper/Kari Berch	Student emergency fund to purchase textbooks, laptops, and other online resources	Due to financial hardship, some Nursing students need emergency funds to purchase textbooks, laptops, and required online resources to complete the nursing courses	$20,000.00

1 (SCE)	Tami Pearson	Student Emergency Grants $300,000 per year (up to 600 grants per year)	Supporting noncredit students during the pandemic with emergency grants was effective in supporting enrollment growth and retention, particularly for short-term vocational courses where costs are up to $2,000 per class, per student. $1,035,000 in grant dollars have been issued to noncredit students. Grants can range from $100-$1,000 per student.	$900,000.00
1 (SS)	Manuel Cerda/Veterans	Provide direct emergency grants to GI Bill students with documented unmet need ($1000 per major term for estimated 650 students annually)	Direct emergency grants will immediately impact veterans already facing barriers to their current costs of attendance and limitations to their GI Bill exacerbated by Covid-19 pandemic rules (36-month limit, remote pay decrease, insufficient book stipend, etc.). Data has revealed that of those Mt. SAC student Veterans who apply for Financial Aid, nearly all have significant unmet need with more than 80+ being Pell-eligible and among the highest-need students we serve.	$1,300,000.00
2 (SS)	Julie Marquez/EOPS	Requesting funds to provide parenting students with emergency grants to cover the cost of childcare to help parenting students stay enrolled and attended in person classes. Funding Breakdown: $1,500 grant/semester x 30 students/semester = $90,000	While CARE and CalWORKs parenting students receive financial support, there are many other parenting students who are struggling to stay enrolled because of the rising cost of childcare. These funds would be used to provide parenting students who are **not in CARE or CalWORKs** with funds to help them pay for the cost of childcare so they in turn can continue their education.	$90,000.00
3 (SS)	Manuel Cerda/Financial Aid	Request funds to continue the Emergency Aid referral process.	Funds awarded to students with emergency costs that arise due to tuition needs, food, housing, health care (including mental health), or childcare. To include but not limited to, past fees owed, unmet need or ineligibility for federal aid. This will allow for use to continue with our emergency aid referral process which funds will exhaust on or before June 30 , 2023. Currently we award emergency aid through the HEERF referrals to about 1,500 students for $1,600,000 annually. Average award amount to students is $1,100. These funds will allow for us to continue the referral process for the next three years.	$5,000,000.00
			Total Requested	$24,632,496.57
			Administrative Services	$ 4,225,148.00
			Human Resources	$ 1,172,480.00
			Instruction	$ 3,171,486.57
			School Of Continuing Education	$ 1,814,592.00
			Student Services	$ 14,248,790.00
			Total Requested	$ 24,632,496.57