**Request for Instructional Student Equity & Achievement and Guided Pathways Funds**

**Purpose of the Student Equity & Achievement Program:**

The Student Equity and Achievement Program (SEA) merges funding for three initiatives: the Student Success and Support Program; the Basic Skills Initiative; and Student Equity. Integrating these efforts into a single SEA Program advances our goal of demolishing, once and for all, the achievement gaps for students from traditionally underrepresented populations.

The SEA Program requires colleges to implement the Guided Pathways framework, designing clear paths to stated educational goals, providing all students with an education plan based on those goals, and eliminating outdated and inaccurate placement policies that keep many students from completing their goals in a timely manner.

As outlined in Educational Code 78222, SEA funding must:

1. Support activities and practices pursuant to the college's implementation of Guided Pathways
2. Ensure that students complete their educational goals and courses of study, and
3. Provide curriculum, instruction, and support services to ensure that students deficient in English and mathematics complete a course of study in a timely manner

The Guided Pathways Committee may be targeting specific projects in a given year based on the current Guided Pathway plan submitted to the Chancellor’s Office. Preference will be given to requests connected to this plan, available on CR’s Planning Website:<https://internal.redwoods.edu/Portals/25/Guided%20Pathways%20Plan%202018-2022.pdf>

Note: Instructional SEA funds are not eligible to supplant existing staff or operational funding.

* Your proposal’s costs must include taxes, shipping and benefits (actual quotes should be included where possible; benefits can be estimated at 10% of total salary).
* An itemized cost for each funding request must be included.

Upon approval from the Guided Pathways Committee, the next step is to complete the correct documents(s) needed to encumber your approved funds.  Please work with Stephanie Burres to complete and finalize these documents.

Complete the form on the page below, and email the completed request packet as an attachment to Stephanie-Burres@redwoods.edu.

**Summary Title:**

Funding Year:  FY 2020 ,2021, 2022

Semester(s):   Fall  Spring   Both       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other

1. Author: Mark Winter & Reno Giovannetti

2.  Date:   1/15/2020.  3. Email: [mark-winter@redwoods.edu](mailto:mark-winter@redwoods.edu); reno-giovennetti@redwoods.edu

4. Briefly describe how your proposal supports the SEA program and funding requirements 1-3 listed on the first page:

We propose to improve the student success by adopting an institution-wide, Canvas-integrated software tool called Ally. Ally reviews all Canvas class shells and identifies written and video content that may not provide optimal accessibility for students including those with learning disabilities, sensory deficits, and or language problems. Ally will modify some material and coach faculty to modify other assignments – providing faculty with step-by-step instructions to modify class material accessibility. Importantly, Ally converts instructors’ materials to alternate formats and languages providing a variety of pathways for students to access class content. For example, an assigned document can be converted into an audio file allowing students to listen to as well as read posted class content. These alternate formats are portable and not limited to online access.

Here is the link to the [Ally Demo Video](https://cccconfer.zoom.us/recording/play/GHAom_csEgNghW_X63Otx0l_Kc63uFtMlb8WYoB0HcaxLX5vQYXM6OYMnrJeTMMT?startTime=1553891596000) presented to CR Distance Education staff

5. Intended Outcomes (should be specific, measurable targets tied to theGuided Pathways and SEA programs**:**

|  |  |
| --- | --- |
| Intended Outcome (measureable) | Relationship to Institutional Plans |
| Professional development employing effective accessibility practices in developmental and transfer/CE education. | The outcome is based on the 2017-22 Education Master Plan goals to “Increase professional development opportunities for  Faculty and staff” and “Promote pedagogical innovation.” |
| Increase the retention, success, and persistence of basic skills students using Canvas, especially with online students who rely solely on the LMS for instruction. | This outcome is based on the BSI goal in the 2017-19 integrated plan but is not limited to English and math. |
| Decrease achievement gaps across student groups. | The outcome is based on the 2017-22 Education Master Plan goals to “Student Success, Access, and Equity” as well as “Engage all Students”. |

6. Action and Assessment Plan Timeline (specify exactly what you will measure, when and how it will be measured):

|  |  |  |
| --- | --- | --- |
| Action | How Assessing | When Assessing |
| Implement Ally to Canvas | Report student enrollment, success, retention, and persistence and compare across student groups (including traditionally underrepresented populations). | Following each semester for next 2 years. |
| Implement Ally to Canvas | Measure through Ally analytics and self-report instructor usage of Ally and implementation of accessibility practices. | Following each semester for next 2 years. |

7. Anticipated expenses (attach another page if necessary.   Itemize each request and include all related expenses such as taxes, shipping, benefits estimated at 10%).  From the dropdown box, select the Chancellor’s Office category that best matches your need:

|  |  |  |  |
| --- | --- | --- | --- |
| Request (e.g. staff, materials, tutor, travel) | Purpose of Request (e.g. tutoring, counseling, supplies for ESL classes).  Itemize travel needs; e.g. transportation, meals, conference fee, etc.  Include the number of people travel is intended for). | Category (choose from dropdown) | Estimated Cost (include taxes, benefits, shipping).  Total should match request total. |
| *Example:* *Travel, 2 people* | *Air fare: $660; Meals: $150; Hotel: 3 nights @ 150 each; taxi: $30 x 2* | G.3 Professional Development | *$2580.00* |
| Software License | Ally full-implementation support $2000; Ally software institutional license est. $16,000/year | A. Program, Curriculum, Planning Development | $34,000 |
| Total |  |  | $34,000 |

8. Have you previously received SEA funding for this project? ☐ Yes  No

 If yes, indicate what the request was for, and a brief assessment of the results and why you need further funding.

|  |  |  |
| --- | --- | --- |
| Request | Results | Justification for further funding |
|  |  |  |

1. Will this request require ongoing funding?    Yes     No

   If yes, how long\*:  Unknown. Please explain: The 2 years of funding will serve as a pilot. If the pilot is successful sustainable funding will need to be established to pay for the annual service agreement (approximately $14,400 a year).

1. \*Projects that are intended to continue for an indefinite time need to be institutionalized within three (3) years. Define your plan for institutionalization:

        We intend to assess effectiveness of Ally in meeting the stated goals. If Ally appears effective, we will propose continued funding through general fund budgets similar to the institutionalization of the software Turnitin.com an anti-plagiarism tool fully integrated in Canvas.

1. Are you receiving or applying for funding from other sources:  Yes  No

      If yes, what source(s): Click here to enter text.

9. List all faculty and/or staff involved and/or who are responsible for the project.

Lisa Sayles, Wendy Riggs, Reno Giovannetti, Mark Winter

If the request is for temporary staffing, and you know the person’s name, please include it here:

Click here to enter text.

10. Was this request/will this request be included in your most recent Program Review?

  Yes        No

    If no, why not?  Click or tap here to enter text.

11. Is technology involved in your proposal?       Yes    No

 If yes, please document the response from tech support.

Reno Giovannetti (Instructional Technologist) writes: “I have evaluated this software and so far it looks like the impact on IT would be very minimal. The Ally software we are looking at is a cloud based solution requiring no hardware and uses an LTI integration with Canvas. Ally provides instructors a report of possible ADA issues in their canvas shells and will automatically provide alternate accessible formats for HTML, MS Office and PDF documents. I will work with James in IT to make sure that this integration is secure and that the administration of the software will not be over burdensome.” Paul Chown and James Hays have been informed.

*(Requests for new technology, facilities, or equipment require consultation with area providing services; contact* [*paul-chown@redwoods.edu*](mailto:paul-chown@redwoods.edu)*or* [*Steven-McKenzie@redwoods.edu*](mailto:Steven-McKenzie@redwoods.edu) *for assistance.)*

*12.  I understand that if granted, SEA funds are to be expended in a manner consistent with the SEA program.  By accepting funding for this project, I agree to provide a* written or oral report *describing how well intended outcomes were met, the results of the assessment and how this information can be used in the future.  This is a one-time allotment of funds. Any future funding is contingent upon the submissions and granting of a new request and availability of funding.*

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Author Signature (*electronic signature may be affixed)*               Date