

Student's Information

MARTINEZ

Student's Last Name

JAQUELINE

Student's First Name

862232313

Student's ID Number

(213) 214-8770

Student's Phone Number

11/16/2002

Student's Date of Birth

Instructions

After a review of your academic history it has been determined that you are not meeting one or more of the standards established in the Satisfactory Academic Progress (SAP) Policy.

You can appeal this decision by providing additional information surrounding the extenuating circumstances beyond your control that has led to not meeting the SAP standards. By completing a SAP Appeal, you are appealing for continued financial aid eligibility for one or more terms in the academic year.

NOTE: Submitting a SAP appeal does not guarantee approval or reinstatement of your aid eligibility. The outcome of your SAP appeal will depend on the nature of the circumstances, the quality of the supporting documentation provided, and how well you have proven your ability to improve and make reasonable progress to complete your program of study.

You must submit a written appeal and upload the appropriate Third Party Supporting Documentation in order to have your appeal reviewed. All documentation submitted is private, but not confidential.

Some examples of extenuating circumstances, along with examples of appropriate documentation required to support an appeal, are listed below to assist you in writing your appeal:

Extenuating Circumstances

Examples of Third Party Supporting Documentation

Natural disasters which impacted you and/or your family personally (e.g., fire, flood, storm, earthquake)

Provide a supporting document(s) from insurance claims adjuster or other licensed professional(s).

Death of a family member or significant person in the student's life

Provide a copy of an obituary or death certificate.

Illness, accident, or injury of a significant person in the student's life

Provide documentation (e.g., a physician's statement, police report or documentation from a third party professional, such as a hospital billing statement), related to the individual for whom the student provided care or support and/or personal statement.

The student's own divorce or separation or the divorce or separation of the student's parent(s)

Provide an attorney's letter on law firm's letterhead, or petition for dissolution, or copy of divorce decree and/or personal statement.

The student's own mental or physical illness, injury or disability

Provide documentation as evidence of the issue (e.g., a physician's statement, police report or documentation from a third party professional, such as a hospital billing statement).

Personal circumstances other than the student's own mental or physical illness or injury or disability; issues with the student's spouse, family, roommate, or other significant person in the student's life

Provide a written statement from an attorney, professional advisor or other individual describing circumstances.

As a reminder, federal and state regulations require that students maintain an overall GPA of 2.00 or above, complete a minimum number of units for credit each quarter to maintain Satisfactory Academic Progress pace, and make satisfactory unit progress toward completing their degree to receive financial aid.

Please contact the UCR Office of Financial Aid additional information if you have questions.

Signed Statement Request Instructions

Please provide the following to the Office of Financial Aid at your Institution.

1. A detailed statement that includes the following information:

- Extenuating circumstances that caused you to fail to meet Satisfactory Academic Progress.
- What has changed that will enable you to meet Satisfactory Academic Progress at the next evaluation.
- The steps you will take to ensure you continue to meet Satisfactory Academic Progress in the future.

Having graduated during a pandemic not only was it much more difficult transitioning into a college "environment" but leaving the people and the resources that I have relied on for four years. Once spring quarter hit not only did I lose the only support I had, but it felt as though I was navigating college all by myself and there wasn't a peer of mine who I could talk to. I understand that there were resources the campus offered but I often felt as though there wasn't any connection to any professor, student, or any other faculty. The only support that I felt comfortable with was gone and the struggles that I kept facing were just getting bigger. Zoom wasn't any help either there were no true connections that were made with anyone it felt as though it was just mandatory to be there to ensure attendance points were earned rather than being in a classroom where the environment is different. This was my first year being both a student and employee and although I understand I am responsible for my own schedule spring quarter was the most difficult regarding scheduling. At the time that spring quarter had begun I was unaware of the fact that a student could opt out of their Learning Community thus allowing them to form their own schedule. I should have done more research or have asked any LC coordinator, but ultimately I had not learned about this information until halfway into the spring quarter. I had been under the impression that once I had accepted being in a Learning Community I was bound to it until the end of the school year. Having had asked for one class to be changed for a different time my fall quarter and being rejected I understood that the classes assigned were non-negotiable and although professors did allow for some class schedule changes none were able to accommodate my work schedule as well. I understand that my ineligibility is due to my spring quarter class, but if we look back at my fall quarter GPA not only did it show that I was a good student but I was nowhere near the borderline for eligibility but rather above 3.0. It was the winter quarter when things started to go downhill. My mother's partner had just been diagnosed with covid and had to spend about a week in the hospital intubated which caused my mom to go into a depressive state. My extended family had informed me a few days later that my father, who I have no contact with, was also diagnosed with covid thus making my stepbrother most likely to catch it as well. At work, during the same time, everyone was getting diagnosed with covid, and not only had my work hours increased, but my siblings and I would eventually end up showing symptoms of covid once things at work calmed down. Although we were never tested due to my mother not allowing it I took a few days off work. Once my birthday and holidays came around I suddenly started losing motivation and questioning everything about college and my major. I felt as though I was not good enough for my major and was having a crisis regarding staying in the science department or changing my major. For the most part, I felt as though connecting with my father who had refused to have any contact with me, and ghosting me once school started was draining me and putting me in a depressive state having to worry about next year's financial aid. I understand that I should have focused on my classes and ensuring I met the satisfactory requirements to keep my financial aid in the first place, but I kept thinking about the amount of money I would need to be able to dorm at UCR or to commute seeing as I was solely the one responsible for my college cost. Spring quarter my work schedule had me clocking out of work at 2:00 am sometimes even 4:00 am, but even then having to wait for uber to pick me up as my mother would not pick me up and I don't have a car. Having class in the morning was so difficult as I was often sleep-deprived and was difficult keeping up with everything. My work schedule was this way because there was no other shift available and my school schedule changed a lot that this schedule would ensure that I would not be shifting everyone's schedule to accommodate me only. Through most of the pandemic, my family was also not able to pay our rent creating a need for money and wanting to be financially independent to ensure that my mother wouldn't have to worry about my needs or my needs from the school.

I have decided in order to ensure that I am focused on improving my grades I would ensure to take either a quarter off from working and solely focusing on my academics or taking the whole school year off from working. I am currently at a job that gives me great hours and is quite flexible with my time and willing to work with my school schedule if I do end up dealing with both a job and school. I am in a place where I have gained back a support system and have a family that is supportive of me going to college thus ensuring that I keep my grades up. The school will hopefully no longer be in zoom which would allow me to build my own support system within the university.

I would make appointments. to see my advisor to ensure that I am meeting the requirements and asking any questions that I have. I would put more effort into creating a connection with my peers and professors to ensure that I feel comfortable asking for help and not feel as though I need to go through this alone. I would attend tutoring sessions when needed and create a schedule that would ensure I have all work done and am caught up with all my classes without feeling as though I am falling behind or to ensure I have no excuse to fall behind in any course work. If by any chance there is extra credit being offer from one of my professors I will take it. I will ensure that school is my priority and that my personal life or work doesn't interfere in any negative way. Through my academic history, you can see that I started the school year strong and was able to end the fall quarter with a good GPA that not only met the minimum for financial aid but was also above a 3.0. I know that if I were given a second chance to receive financial aid I would not take it for granted and would prove why I should keep receiving financial aid.

☒ I will provide supporting documentation.

Certification and Signatures

Each person signing this worksheet certifies that all of the information reported on it is complete and correct. **WARNING: If you purposely give false or misleading information on this worksheet, you may be fined, be sentenced to jail, or both.**

The student must sign and date this form.



Student's Signature

07/14/21

Date

Do not mail this worksheet to the U.S. Department of Education. Submit this worksheet to the financial aid administrator at your school.

You should make a copy of this worksheet for your records.