Fall 2021 Comprehensive Program and Area Review (PAR):

Student Services Areas

Dear Chabot Community,

Welcome to Fall 2021! This is the electronic template for the **Student Services Fall 2021 Comprehensive PAR.** We encourage you to work together with your program or service area to complete these questions collaboratively. One way to facilitate real-time collaboration is to upload these questions into a google doc. Please submit this completed template with attachments to your Dean/Director/Manager by **10/11/21**. Your Dean/Director/Manager will provide you with feedback and then you will enter the information on this template (and attachments) into Qualtrics by **10/25/21**. Importantly, your PAR is NOT complete until you submit your responses on Qualtrics.

Please reach out to the PAR shared governance committee if you have any questions about filling out your Fall 2021 PAR! Co-Chairs: Deonne Kunkel Wu dkunkelwu@chabotcollege.edu and Cynthia Gordon da Cruz cgordondacruz@chabotcollege.edu.

Background Information:

- What organizational unit does your program/area belong to?

  ___ Academic Services
  ___ Administrative Services
  __X__ Student Services
  ___ Office of the President

- Name of your Program, Discipline, Area or Service:

  Dream Center

- Name(s) of the person or people who contributed to this review:

  Maria Gutierrez, Benjamin Barboza, Abigail Patton

- What division does your Program/Area reside in?

  __X__ Academic Pathways and Student Success
  ___ Applied Technology and Business
  ___ Arts, Media, and Communication
  ___ Counseling
  ___ Health, Kinesiology and Athletics
  ___ Language Arts
  ___ Science and Mathematics
  ___ Social Sciences
  ___ Special Programs
  ___ Student Services

Status of Program Goals from Prior Comprehensive PAR Cycle

- Please refer to the goals/new initiatives you established in the last comprehensive PAR cycle. The last comprehensive PAR was written in Fall 2017 to plan for 2018-19; 19-20; and 20-21. If you need a reminder of your goals, you can access them in the PAR App Program Review Reports.
  Click on:
  - PAR App Program Review Reports.
  - Then "Select Academic Year" on the top (choose 2018-19)
  - Then "Submissions" (in the left hand toolbar)
  - Then find your area and click "View" in the right most column
  - For **Academic Areas**, find question 8: "Reflecting on your answers to questions 1-7, what are your top goals (no more than 5) for the next three years?"
  - For **Service Areas**, find question 8: "Reflecting on your answer to questions 1-7, what new initiatives (no more than 5) do you propose for the next three years?"
  - For **Administrative Areas**, find question 9: "Reflecting on your answers to questions 1-8, what are your top goals (no more than 5) for the next three years?"

You should be able to see what you submitted as goals in the last comprehensive PAR. Please note that the "goals" you established are distinct from the outcomes for your service area (SAOs) or program area (PLOs). In general, SAOs and PLOs tend to be enduring and overarching aims for your service/program, whereas the goals for a comprehensive PAR year are more specific, are expected to be completed over the PAR cycle, and are often part of a concrete action plan to reach your overarching and enduring SAOs and PLOs. For example, one of the Learning Connection's SAOs is: "Students from diverse backgrounds and with diverse learning needs will receive tutoring that improves their abilities to complete assignments, study, and/or succeed in their courses." This is an enduring aim that is unlikely to change from PAR cycle to PAR cycle. A PAR goal for the Learning Connection might be to refine the student diversity and antiracist tutoring practices training for incoming tutors. This goal is specific, expected to be completed over the PAR cycle, and supports their SAO (if incoming tutors are trained in antiracist tutoring practices, they will be well-equipped to support students with diverse learning needs).

Goal from Previous Cycle	Status of Goal	Outputs or measures (e.g students served, program change made, etc.) Please explain.
1. N/A	___ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	
2. N/A	___ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	
3. N/A	___ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	
4. N/A	___ Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	
5. N/A	___ Achieved ___ In Progress ___ Not achieved but still relevant	

	___ Not achieved and no longer relevant	

Service Area Outcomes

All service areas are required to have two or more service area outcomes (SAOs). These SAOs should be publicly posted on your service's website. In general, SAOs (as with PLOs) tend to be enduring and overarching aims for your service area/program. (As noted above, SAOs are distinct from the goals created for a comprehensive PAR year which are more specific, are expected to be completed over the PAR cycle, and are often part of a concrete action plan to reach your overarching and enduring SAOs and PLOs.)

There is more than one type of SAO.
1. **Learning Outcomes**
   - For services areas that directly serve *students*, SAOs are often stated in terms of *student learning outcomes*.
     ➢ Example: "Students will demonstrate basic knowledge of financial aid principles, rules, and regulations."
   - For services areas that directly serve *Chabot employees*, SAOs could be stated in terms of what Chabot employees will learn or gain from the service.
     ➢ Example: Employees will demonstrate basic knowledge of HR policies and procedures for taking time off and accessing benefits.

2. Outcomes that measure the Quality of Key Functions, Services and Processes
   - SAOs can also be defined as statements that describe the desired *quality* (timeliness, accuracy, responsiveness, etc.) of *key functions, services, and processes* within the service area unit.
     ➢ Example: The Office of XYZ will accurately respond to student inquiries about ABC within seven days.
     ➢ Example: Campus employees will receive mail in a timely and accurate manner.

3. **Outcomes that Promote Campus-Wide Functions & Enhance the Achievement of the College Mission**
   - Outcomes can also articulate what the services are intended to promote (e.g., understanding, knowledge, awareness, appreciation, etc.). The things services promote should be associated with operating procedures or services that promote achievement of the college mission.
     ➢ Example: The Office of Institutional Research will provide the Chabot community with data to promote inclusive excellence in support of equity.

Citations: Howerton, C. (2017). WCC Service Area Outcomes Workshop; Hartnell College Service Area Outcomes Guide (Accessed 2021); Imperial College Service Area Outcomes (Accessed 2021); Mendocino Service Area Outcomes Revisions (Accessed 2021).

- What data* does your service area regularly collect and store in Banner or some other campus storage system?
  *Examples of data include (but are not limited to): number of students served, number of cases packaged, number of services provided, etc. For example, the Office of Institutional Research collects data on how many research and survey requests we process per year. (Understanding the data that currently exists will help to determine what assessments are possible to complete for your area.)

  Data the Dream Center regularly collects data from SARS for all student contact, prospective students tracked via excel spreadsheet, data requests from A&R regarding students with specific residency and citizenship status, monthly list of applicants from CCCApply for outreach, IR gathers student Characteristics from students who identified by any combination of a citizenship code (3, 4, 6 or 6A) and a residency code (C, A, F, or U).

- Does your service area have two or more SAOs?
  __X__ Yes
  _____ No

If not, please explain why._____

- Are your service area's SAOs publicly posted on your website?
  _____ Yes
  __X__ No
If not, please explain why.

_____ First time submitting a PAR for Dream Center, once submitted SAO's will be publicly posted on website._

For service areas that directly serve students, often the SAOs will be connected to Chabot's Institutional Learning Outcomes (ILOs). ILOs are the institution-wide outcomes that Chabot is aiming for all students to reach, regardless of which certificate, degree or education goal they are pursuing. Chabot's ILOs include: critical thinking, communication, civic & global engagement, information & technological literacy, and development of the whole person. Descriptions of the ILOs are listed on the Outcomes and Assessment webpage. For service areas that do not directly serve students, think about how your service might provide resources that other Chabot employees might utilize to support ILO development. For example, Institutional Research provides data on the assessment of all the ILOs, thus *indirectly* supporting the development of all of the ILOs. In the chart below, please: 1) write down at least two SAOs for your area (feel free to write more!); 2) check off which ILOs your SAOs are directly or indirectly connected to, and 3) briefly explain how your SAOs support Chabot's mission, vision or values.

Service Area Outcomes (SAOs)	Which Institutional Learning Outcomes are your SAOs connected to? *Note: for service areas that do not directly serve students, it is okay to check off ILOs that your service area indirectly supports.*	**Briefly** describe how your SAO supports the college mission, vision or values (1-2 sentences).
1. Promote awareness and access to services specialized for undocumented students.	__X__ Critical Thinking _____ Communication _____ Civic & Global Engagement __X__ Information & Technological Literacy __X__ Development of the Whole Person	Providing a safe, welcoming, and well-maintained learning and working environment, free from anti-blackness and racism, discrimination, intimidation, harassment, and bullying.
2. Build community partnerships with High schools, adult schools, and continuation schools to support the transition of undocumented students to Chabot College	_____ Critical Thinking _____ Communication __X__ Civic & Global Engagement _____ Information & Technological Literacy _____ Development of the Whole Person	Honoring, respecting, and celebrating diversity, and valuing, in particular, the perspectives of those most impacted by systemic inequality.

3. Ensure the campus community is well versed in approaches to meet the needs of the undocumented student population	___ Critical Thinking **X** Communication **X** Civic & Global Engagement ___ Information & Technological Literacy **X** Development of the Whole Person	Providing professional development and continued learning opportunities for all employees.
4. N/A	___ Critical Thinking ___ Communication ___ Civic & Global Engagement ___ Information & Technological Literacy ___ Development of the Whole Person	

Service areas are required to assess at least two SAOs per comprehensive PAR cycle. Many service areas listed their service area outcomes in the PAR planning for 2019-20 (Question 1) and many reported back on assessment of their SAOs in the PAR planning for 2020-21 (Question 3). You can access your previous responses in the PAR App Program Review Reports.

   Click on:
- PAR App Program Review Reports.
- Then "Select Academic Year" on the top (choose 2019-20 to see what you previously reported as your SAOs or choose 2020-21 to see what you previously reported with regard to assessment)
- Then "Submissions" (in the left hand toolbar)
- Then find your area and click "View" in the right most column
- Go to Question 1 in the 2019-20 report, "Please complete Service Area Outcome forms for your area" and/or Question 3 in the 2020-21 report, "Did you assess any Service Area Outcomes in 18-19? If so, please complete the Service Area Outcome Forms for your area."

- Were at least two of your SAOs assessed since the previous comprehensive PAR?
   ___ Yes
   X No

If not, then please explain why.

   First time submitting PAR for the Dream Center.

- Please share the results of the most recent SAO *assessments** you have completed since the previous comprehensive PAR in the chart below (e.g., any assessment results from 2017-18, 2018-19, 2019-20, or 2020-21). (Remember that at least two SAOs must be assessed per PAR cycle.)
   *By assessment, we mean utilizing data (e.g., # of students served, documented impacts on students, survey responses or other feedback from community members, etc.) that help you understand how effectively you are accomplishing the overall SAO/service mission of your area and/or what modifications to your work would further support reaching your SAOs.
   Example: Here is the survey analysis that the Office of Institutional Research did for assessment of SAOs. OIR designed survey questions for users of the service to provide feedback on SAOs. (i.e. measure how effectively we are meeting our SAOs and gathering feedback to improve). For example, one of OIR's SAOs is to "Provide the Chabot community with data for inclusive excellence in support of equity." Therefore, the

annual OIR user survey asks Chabot community members who use OIR's services if the data they received assisted them in making decisions that move students toward equity.

Service Area Outcome	Method of Assessment (e.g. survey, data collected by IR, data collected by the area)	Date (academic year) of Assessment	Assessment Results or Lessons Learned
N/A	___ Survey ___ Data Collected by IR ___ Data Collected by your area ___ Other		
N/A	___ Survey ___ Data Collected by IR ___ Data Collected by your area ___ Other		
3. *(optional)*	___ Survey ___ Data Collected by IR ___ Data Collected by your area ___ Other		
4. *(optional)*	___ Survey ___ Data Collected by IR ___ Data Collected by your area ___ Other		

- Assessing SAOs has led to improvements in my area.
  - ___ Strongly disagree
  - ___ Somewhat disagree
  - __X__ Neither agree nor disagree
  - ___ Somewhat agree
  - ___ Strongly agree

Institutional Supports, Barriers and Data

Reflect on your experiences, data, and/or previous program reviews and consider what work in your discipline/service area you are most proud of and what problems remain a major challenge. Then respond to the following questions:

Chabot College is a dynamic, student-centered community college that serves the educational, career, job skill, and personal development needs of our community. We provide culturally responsive, revitalizing, and sustaining learning and support services driven by a goal of equity. Building upon students' strengths and voices, we empower students to achieve their goals and lead us towards an equitable and sustainable world.

- What institutional-level supports or practices were particularly helpful to **your program or area** in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
  Institutional-level supports that are helpful to the Dream Center in reaching the college mission are the partnerships developed and maintained with Admissions & Records and Financial Aid. The district has shown its support by being a sanctuary campus.

- What institutional-level barrier or challenges prevented or hindered **your program or area** from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
  Data collection regarding immigration status must be protected at all costs. Though this is necessary, it can create challenges to include all undocumented student data for tracking purposes, etc. Many students in the Dream Center do not qualify for AB 540, statewide and institutional wide barriers make college unaffordable for some marginalized communities which conflict with the college mission and the Dream Center mission.

- What institutional-level supports or practices do employees in your program/area believe are particularly helpful **to students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do for students that we should **keep** doing?)
  The Friends of Chabot College has partnered with the Dream Center to provide Emergency Aid funds for students including undocumented students. Continuous funding efforts have been made to support the Dream Center staffing. The new Dream Center Coordinator position is now institutionalized.

- What institutional-level barriers or challenges do employees in your program/area believe are a hindrance **to students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do that we should **stop** doing or **change** to better support our students?)
  Due to shortages of personnel in admissions and records, the residency reclassification petitions were taking longer than a semester, which left students to miss school for a year, waiting to hear back from getting approved. We need to prioritize funding positions that are at the forefront of serving students to remove barriers for students.

- The Office of Institutional Research strives to continually improve representation in our data. Currently, we have a dashboard on course enrollments and success rates, which can be disaggregated by race/ethnicity, gender, and part-time/full-time status. What other student group(s) would you like to be able to disaggregate by in the dashboard? How will this disaggregation promote Chabot's mission? (Please keep in mind we will need to build further disaggregation into the dashboard over time and we will work in the order that is possible to do based on data availability and for which there is the most interest in Chabot campus community.)
  A student group that should also be reflected in the dashboard on course enrollments and success rates would be AB 540 students. Data regarding undocumented students is scarce, adding this group into the data would be helpful in creating visibility, services and maintaining resources.

Staffing Analysis

In this section you will analyze trends in staffing, technology, and facilities.

Staffing	Current # (Fall 2021)	How has staffing for this group changed in the last 3 years (decrease, flat, increase)
Full-time Faculty	We have received a few hours from full time counselors to support the Dream Center Coordination as reassign time.	___ Decreased __X__ Stayed roughly the same ___ Increased
Part-time Faculty	1	___ Decreased __X__ Stayed roughly the same ___ Increased

Full-time Classified Professionals	0	___ Decreased _X_ Stayed roughly the same ___ Increased
Part-Time permanent or Hourly Classified Professionals	0- we had an outreach specialist to support our efforts; however, we have not been able to hire since the hiring freeze.	_X_ Decreased ___ Stayed roughly the same ___ Increased
Student Employees	0	_X_ Decreased ___ Stayed roughly the same ___ Increased
Independent Contractors/Professional Experts	0	_X_ Decreased ___ Stayed roughly the same ___ Increased

If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period. What do you notice?

This last year has been especially challenging for the undocumented student community. We had started to see a gradual increase in the number of AB 540 students and undocumented students overall; however, since the pandemic, we saw a sharp decline consistent with the campus wide loss of enrollment. An outreach specialist to support outreach and in-reach of undocumented students would be especially helpful at this time to work with local high schools and adult schools and current students.

Compare the representation of DI populations in your program's/area's staffing (faculty, classified professionals, and administrators) to the representation of DI populations in the students you serve. What do you notice? If there is a gap in representation between students and the Chabot professionals who serve them, how has your program/area addressed that gap?

According to IR, Dreamers in FA2019 was about 83% Latinx, and 10% was Asian-American. The program's staff is representative when it comes to race-ethnicity. When discussing immigration status, the program's staffing is not representative on the students we serve. This gap is addressed through advocating for undocumented professionals to be included within positions as much as possible. Additionally, staff completes undocually training and is up-to-date with state and federal policies and laws that affect undocumented communities.

Technology
- The **technology** in our program/area is sufficient to support student learning and/or carry out our program/area outcomes and goals.
  - ___ Strongly disagree
  - _X_ Somewhat disagree
  - ___ Neither agree nor disagree
  - ___ Somewhat agree
  - ___ Strongly agree

If you strongly disagree or somewhat disagree, please explain. (optional)
We had 5 laptops to lend to students for a week at a time. Due to COVID, the laptops have not been recovered after being distributed.

Facilities
- The **facilities** in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.

  X Strongly disagree
___ Somewhat disagree
___ Neither agree nor disagree
___ Somewhat agree
___ Strongly agree

If you strongly disagree or somewhat disagree, please explain. (optional)
The Dream Center is currently in an office, therefore when it is being utilized for counseling purposes no additional students are able to be served at the same time. Additionally, this can create hardships to build community in the area. Students are confused the Dream Center and El Centro as the Dream Center is housed within El Centro.

Professional Development
- In general, **Faculty members** in my program/area regularly participate in professional development activities offered **by/at Chabot.**
  ___ Strongly disagree
  ___ Somewhat disagree
  ___ Neither agree nor disagree
  ___ Somewhat agree
   X Strongly agree
  ___ Not applicable (no faculty in service)

- In general, **Classified Professionals** in my program/area regularly participate in professional development activities **offered by/at Chabot.**
  ___ Strongly disagree
  ___ Somewhat disagree
   X Neither agree nor disagree
  ___ Somewhat agree
  ___ Strongly agree

- In general, **Faculty members** in my program/area regularly participate in professional development activities offered **outside of Chabot.**
  ___ Strongly disagree
  ___ Somewhat disagree
  ___ Neither agree nor disagree
  ___ Somewhat agree
   X Strongly agree
  ___ Not applicable (no faculty in service)

- In general, **Classified Professionals** in my program/area regularly participate in professional development activities offered **outside of Chabot.**
  ___ Strongly disagree
  ___ Somewhat disagree
   X Neither agree nor disagree
  ___ Somewhat agree
  ___ Strongly agree

- How did these professional development experiences contribute to improving your program/area, equity, and/or student learning and achievement?

The Dream Center participates in many immigrant conferences and professional development opportunities in order to stay up to date with state and federal laws and regulations that directly impact the students served at the Dream Center. Participating in the professional development experiences also allows us to build our leadership capacity and continue to bring forward innovative and effective practices to serve the undocumented community.

Equity in Access to Services

- What barriers, if any, make it difficult for students (or Chabot community members) to access your service? Are there any barriers that could be disproportionately experienced by people from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
  Staff and Faculty are not be well versed with undocumented student challenges and needs and therefore we are unable to adequately serve undocumented students. Although we provide an undocually training for campus staff, we need to build critical mass amongst staff and student workers so that undocumented students have access to services for them to be successful at Chabot.

- Can students access your services: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
  Students can access services during the day and online. However, the Dream Center is currently staffed by a part-time counselor and 5 hours from a full-time counselor. We would need to increase the level of personnel including an administrative assistant, Outreach specialist, peer advisors, and more counseling support.

- Are there any services your area provides to students or the college for which there is a particularly long wait time? If yes, which services? What creative low-cost ideas do you have for how to decrease wait time for access to your services?
  One of the greatest challenges is the processing of residency reclassification and AB 540 applications. We are hiring a coordinator that would be able to process residency reclassifications and AB540 application, which will reduce the amount of time in processing documents. Adult school students have also expressed a long wait time in receiving updates after completing a concurrent enrollment application.

Planning

Program/Area Goals: Please reflect on: 1) all the data you have reviewed, 2) the questions you have answered in this comprehensive PAR template, and 3) the various college planning documents (e.g., shorter term planning documents like the College's Planning Priorities (PRAC will post when complete), President's College Planning Initiatives, and Strategic Plan, all of which lead into the long-range planning document, the Educational Master Plan). Utilize your reflections, along with college planning documents, to develop 1-3 Goals to work on up through the next comprehensive-year PAR cycle. What are the anticipated *outputs** and *outcomes*** of your goals? How do your goals align with the Educational Master Plan (EMP)? Do your goals support the success of any DI Groups? Do your goals support any of the Student Centered Funding Formula (SCFF)*** metrics?
*outputs: direct short-term results like # of students served, workshops held, etc.
**outcomes: longer-term results like course success rates or degrees earned
***The Student Centered Funding Formula is the way all CA CC districts will be funded once the "hold harmless" period of funding expires.

Remember: Whereas **SAOs/PLOs** tend to be enduring and overarching aims for your service/program, the **goals** for a comprehensive PAR year are more specific, are expected to be completed over the PAR cycle, and are often part of a concrete action plan to reach your overarching and enduring SAOs/PLOs. For example, one of the Learning Connection's SAOs is to "provide effective academic support to students with diverse learning needs."

This is an enduring aim that is unlikely to change from PAR cycle to PAR cycle. A PAR goal for the Learning Connection might be to refine the student diversity and antiracist tutoring practices training for incoming tutors. This goal is specific, expected to be completed over the PAR cycle, and supports their SAO (if incoming tutors are trained in antiracist tutoring practices, they will be well-equipped to support students with diverse learning needs).

Goal	Briefly describe the expected *outputs* (e.g., direct short-term results like # of students served, workshops held, etc) or *outcomes* (e.g., longer-term results like course success rates or degrees earned) for your goal.	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment
1. Through targeted outreach efforts (including in-reach), programming, and specialized holistic counseling, we hope to increase the number of AB 540 students by 5% each year.	By receiving personalized and specialized services Persistence, completion, and graduation rates will increase.	___ Equity __X__ Access ___ Pedagogy and Praxis __X__ Academic and Career Success __X__ Community and Partnerships	__X__ African American/Black __X__ Latinx ___ Native American/Alaska Native __X__ Pacific Islander/Hawaiian __X__ Disabled ___ Foster Youth __X__ LGBT __X__ DI Gender __X__ Other **undocumented**	__X__ Enrollment/FTES ___ Transfer level English, math or ESL achievement __X__ Degree or certificate completion ___ Transfer ___ CTE Units ___ Attainment of a Living Wage __X__ Supplemental Metric (Financial aid or AB 540) ___ Other
2. Provide comprehensive programming and services for high schools, adult schools, and continuation schools including 1 UndocuAlly training, creation of a warm-hand off process, minimum of 2 outreach event per semester to feeder schools in the form of tours,	Focusing on successful onboarding and early preparation will increase Chabot enrollment and create a sense of belonging which can impact degree/certificate completion.	__X__ Equity __X__ Access ___ Pedagogy and Praxis __X__ Academic and Career Success __X__ Community and Partnerships	___ African American/Black ___ Latinx ___ Native American/Alaska Native ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender __X__ Other **undocumented**	__X__ Enrollment/FTES ___ Transfer level English, math or ESL achievement __X__ Degree or certificate completion ___ Transfer ___ CTE Units ___ Attainment of a Living Wage __X__ Supplemental Metric (Financial aid or AB 540) ___ Other

Dream Center presentations, and email updates.				
3.Conduct 1 UndocuAlly workshop/training annually to the campus.	Staff and faculty who attend the training will be added to the Undocumented Student Support Directory.	__X__ Equity ___ Access ___ Pedagogy and Praxis ___ Academic and Career Success ___ Community and Partnerships	___ African American/Black ___ Latinx ___ Native American/Alaska Native ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender __X__ Other **undocumented**	___ Enrollment/FTES ___ Transfer level English, math or ESL achievement ___ Degree or certificate completion ___ Transfer ___ CTE Units ___ Attainment of a Living Wage ___Supplemental Metric (Financial aid or AB 540) __X__Other **Student Success Equity Component**

Resource Requests

Contracts and Services Requests: Contracts and Services include things like equipment maintenance contracts, food vendors, external consultants or speakers. Criterion for distributing funding vary by committee (check out the Resource Allocation Rubrics available on PAR's website), but are consistently based on the Educational Master Plan, the College's Planning Priorities, and the President's College Planning Initiatives.

*Note: If your request is part of a larger project, please name the project and use the same project name for all requests related to the project so that committees can see the total cost of the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Job Description/Tasks	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Length of Contract in Months (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1		**UndocuSpeakers**	**X** New ___ Updated ___ Repeat	Independent Contractor	Undocumented speakers talking about the undocumented student experience and resiliency.	Expand opportunities for experiential learning through community-based learning. Gathering and cultural learning spaces	3	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$2500
Item 2			___ New ___ Updated ___ Repeat					___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Item 3			___ New ___ Updated					___ Annual ___ 2022-23	

								2023-24 2024-25	
			___ Repeat					___ 2023-24 ___ 2024-25	

Equipment Requests

Criterion for distributing funding vary by committee (check out the Resource Allocation Rubrics available on PAR's website), but are consistently based on the Educational Master Plan, the College's Planning Priorities, and the President's College Planning Initiatives.

*Note: If your request is part of a larger project, please name the project and use the same project name for all requests related to the project so that committees can see the total cost of the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Item Description	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1		**Canopy**	**X** New ___ Updated ___ Repeat	Island Advertising	Canopy needed for outreach activities in the community and other educational settings.	Ensure a welcoming and anti-racist campus and community that creates a sense of belonging for each student. Additionally, it allows for representation of social affinity groups as shown in EMP.	1	___ Annual **X** 2022-23 ___ 2023-24 ___ 2024-25	$800
Item 2			___ New ___ Updated					___ Annual ___ 2022-23	

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Item Description	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 3			__ New __ Updated __ Repeat			__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

Facilities Requests

Criterion for distributing funding vary by committee (check out the Resource Allocation Rubrics available on PAR's website), but are consistently based on the Educational Master Plan, the College's Planning Priorities, and the President's College Planning Initiatives.

*Note: If your request is part of a larger project, please name the project and use the same project name for all requests related to the project so that committees can see the total cost of the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the start to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Item Description	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1	1	**Dream Center**	__X__ New __ Updated __ Repeat	A larger space that incorporates a student communal space and an office to be able to serve students more efficiently.	Creating a sense of belonging and being able to adequately serve undocumented students is in line with our EMP. A larger space would also support the recruitment of undocumented students which directly impacts SCFF in providing additional support for AB540 students.	__X__ Annual __ 2022-23 __ 2023-24 __ 2024-25	-
Item 2			__ New __ Updated __ Repeat			__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

Item 3			__ New __ Updated __ Repeat					__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

Human Resource Requests (e.g., Faculty, Classified, Administrative, Student Workers, etc.)

Criterion for distributing funding vary by committee (check out the Resource Allocation Rubrics available on PAR's website), but are consistently based on the Educational Master Plan, the College's Planning Priorities, and the President's College Planning Initiatives.

*Note: In the project name column, if your request is part of a larger project, please name the project and use the same project name for all requests related to the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Classification	Position Title	Avg. hours per week (5, 20, 40, etc.)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total $)
Position 1		**Dream Center**	**_X_** New __ Updated __ Repeat	__ Admin FT __ Classified FT __ Classified Hourly __ Classified PT __ Faculty FT __ Faculty PT __ Faculty F-hour __ Faculty Reassign **_X_** Student Hourly __ Other _____	**Student Workers (2)**	20 hours per week, per student	Having student peers allows for students to connect while receiving help. As the student worker would be taking classes if would allow for the students to receive opportunities for experiential learning through employment which is in line with our EMP.	**_X_** Annual __ 2022-23 __ 2023-24 __ 2024-25	$8000
Position 2		**Dream Center**	**_X_** New __ Updated __ Repeat	__ Admin FT __ Classified FT **_X_** Classified Hourly	**Outreach Specialist**	25 hours per week	Creating a sense of belonging and being able to adequately serve undocumented	**_X_** Annual __ 2022-23 __ 2023-24	$32,000

Position								
				___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____			students is in line with our EMP. A larger space would also support the recruitment of undocumented students which directly impacts SCFF in providing additional support for AB540 students. Additionally, it will provide a supportive experience for students.	___ 2024-25
Position 3			___ New ___ Updated ___ Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____				___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25

- The Faculty Prioritization Committee requires a completed **Faculty Prioritization Form** if you are requesting a full-time faculty position. There will be a spot on Qualtrics to upload this completed form. In the meantime, please just submit the completed form to your dean/manager when you turn in this template on **10/11/21**.

- The Classified Prioritization Committee requires a completed **Classified Professional Prioritization Form**. There will be a spot on Qualtrics to upload this completed form. In the meantime, please just submit the completed form to your dean/manager when you turn in this template on **10/11/21**.

Professional Development, Travel, and Conferences
Criterion for distributing funding vary by committee (check out the Resource Allocation Rubrics available on PAR's website), but are consistently based on the Educational Master Plan, the College's Planning Priorities, and the President's College Planning Initiatives.

*Note: In the project name column, if your request is part of a larger project, please name the project and use the same project name for all requests related to the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Description (1-2 sentences)	What Type of PD Request?	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Number of Attendees (1, 5, 10, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Request 1		**Conference "Keeping the Dream Alive"**	**_X_** New ___ Updated ___ Repeat	Keeping the Dream Alive Conference enables educators, practitioners, and other professionals to become agents of change in their respective institutions and continue advancing the success of undocumented students.	**_X_** In-person conference with travel ___ Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other _____ _____	"Keeping the Dream Alive" consists of updates (including federal and state laws and policies) related to serving undocumented students which is in line with EMP as it allows the Dream Center team to better serve disproportionately impacted students.	5	**_X_** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$1500
Request 2			___ New ___ Updated ___ Repeat		___ In-person conference with travel			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

					__ Online conference/webinar __ On-Campus Training __ On-Campus Speaker __ Other _____ _____				
Request 3			__ New __ Updated __ Repeat		__ In-person conference with travel __ Online conference/webinar __ On-Campus Training __ On-Campus Speaker __ Other _____ _____			__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

Supplies Requests

Criterion for distributing funding vary by committee (check out the Resource Allocation Rubrics available on PAR's website), but are consistently based on the Educational Master Plan, the College's Planning Priorities, and the President's College Planning Initiatives.

*Note: In the project name column, if your request is part of a larger project, please name the project and use the same project name for all requests related to the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Item Description (1-2 sentences)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1	3	Dream Center T-shirts	__X__ New ___ Updated ___ Repeat		Creating a sense of belonging and being able to adequately serve undocumented students is in line with our EMP, having t-shirts allows for visibility of services that students can partake in.	100	__X__ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$800
Item 2	1	Graduation Sashes	__X__ New ___ Updated ___ Repeat		Creating a sense of belonging and being able to adequately serve undocumented students is in line with our EMP, graduation sashes would be awarded to undocumented students who participate in graduation and will create visibility to motivate other undocumented students.	40	__X__ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$1500
Item 3	2	Table Cloth for outreach purposes (i.e.tabling)	__X__ New ___ Updated ___ Repeat		Coordinating and collaborative outreach, between academics and student services is part of our EMP, having a table cloth for such events is needed.	1	___ Annual __X__ 2022-23 ___ 2023-24 ___ 2024-25	$300

Technology Requests

Criterion for distributing funding vary by committee (check out the Resource Allocation Rubrics available on PAR's website), but are consistently based on the Educational Master Plan, the College's Planning Priorities, and the President's College Planning Initiatives.

*Note: In the project name column, if your request is part of a larger project, please name the project and use the same project name for all requests related to the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Was the feasibility of the request discussed with IT?	Brief Item Description (1-2 sentences)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc)	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1			__ New __ Updated __ Repeat	__ Yes __ No				__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Item 2			__ New __ Updated __ Repeat	__ Yes __ No				__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Item 3			__ New __ Updated __ Repeat	__ Yes __ No				__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

Categorical Funding Applications:

The **Student Access Success and Equity (SASE) committee** "develops, leads, and supports campus initiatives that strengthen student access, success, and equity." SASE "provides a platform for collaboration and communication across the college that will result in the coordination of basic skills, student access, success, and equity efforts campus-wide." If you believe that any of your funding requests meet these requirements, then please fill out their application for funding here:

https://forms.gle/ZXC65S6NscLMCz8G7

Please note that SASE may request additional information after you submit the application. Please contact the SASE committee with any questions: Administrative Tri-Chair Gabe Chaparro gchaparro@chabotcollege.edu.

Career Education funds are available for projects that: 1) support a program with a CTE TOP code or 2) continue a current project in SWP or 3) are eligible for Perkins Grants, or 4) meet other criteria such as core indicators and labor market demand. If you believe that any of your funding requests meet these requirements, then please fill out the CE application for funding here:
https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbxnmVGHO7t3gC2K3eZfs_nXrOaLloFxlT1xbqw/viewform?usp=sf_link

- Please submit one form per project/TOP code, keeping in mind that funding for multiple projects per area is limited.
- If you are not sure whether you have a program that qualifies for CE funding, please reach out to Christina Read cread@chabotcollege.edu.

If you have any other questions about the CE funding process, please contact the Career Education Committee Tri-Chairs: faculty chair Connie Telles ctelles@chabotcollege.edu, admin chair Christina Read cread@chabotcollege.edu, or classified professional chair Kathleen Stanley kstanley@chabotcollege.edu.