

## Fall 2021 Comprehensive Program and Area Review (PAR):

### Administrative Services Areas and Office of the President

Dear Chabot Community,

Welcome to Fall 2021! This is the electronic template for the **Administrative Services and Office of the President Fall 2021 Comprehensive Program and Area Review (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 your completed template with attachments to your Manager by **10/11/21**. Your Manager will provide you with feedback. After you receive their feedback, you will then enter the information from your 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](mailto:dkunkelwu@chabotcollege.edu) and Cynthia Gordon da Cruz [cgordondacruz@chabotcollege.edu](mailto:cgordondacruz@chabotcollege.edu).

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### Background Information:

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

☒ Academic Services  
☐ Administrative Services  
☐ Student Services  
☐ Office of the President

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

**Foster and Kinship Care Education (FKCE)**

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

**Dr. Lael Adediji**

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### 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 view the goals you submitted in the last comprehensive PAR, which was written in Fall 2017 to plan for the three-year cycle starting in 2018-19. 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.)<br>Please explain. |
|--|---|---|
| 1. NA – FKCE Did not participate in the previous cycle | <input type="checkbox"/> Achieved<br><input type="checkbox"/> In Progress<br><input type="checkbox"/> Not achieved but still relevant<br><input type="checkbox"/> Not achieved and no longer relevant | N/A   |
| 2. NA – FKCE Did not participate in the previous cycle | <input type="checkbox"/> Achieved<br><input type="checkbox"/> In Progress<br><input type="checkbox"/> Not achieved but still relevant<br><input type="checkbox"/> Not achieved and no longer relevant | N/A   |
| 3. NA – FKCE Did not participate in the previous cycle | <input type="checkbox"/> Achieved<br><input type="checkbox"/> In Progress<br><input type="checkbox"/> Not achieved but still relevant<br><input type="checkbox"/> Not achieved and no longer relevant | N/A   |
| 4. NA – FKCE Did not participate in the previous cycle | <input type="checkbox"/> Achieved<br><input type="checkbox"/> In Progress<br><input type="checkbox"/> Not achieved but still relevant<br><input type="checkbox"/> Not achieved and no longer relevant | N/A   |
| 5. NA – FKCE Did not participate in the previous cycle | <input type="checkbox"/> Achieved<br><input type="checkbox"/> In Progress<br><input type="checkbox"/> Not achieved but still relevant<br><input type="checkbox"/> Not achieved and no longer relevant | N/A   |

## 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.)

### **FKCE maintains class session information including dates, duration, and participant counts in a database housed in the Chancellor’s Office**

- Does your service area have two or more SAOs?  
☒ Yes  
☐ No

If not, please explain why.

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- Are your service area’s SAOs publicly posted on your website?  
☒ Yes  
☐ No

If not, please explain why.

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For service areas that directly serve students, often the SAOs will be clearly 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?<br><i>*Note: for service areas that do not directly serve students, it is okay to check off ILOs that your service area indirectly supports.</i>  | <b>Briefly</b> describe how your SAO supports the <u>college mission, vision or values</u> (1-2 sentences).   |
|--|---|---|
| 1. Provide high quality caregiver training on the impact of trauma on children in foster care to provide a safe and healthy home environment.                                | <input type="checkbox"/> Critical Thinking<br><input type="checkbox"/> Communication<br><input type="checkbox"/> Civic & Global Engagement<br><input type="checkbox"/> Information & Technological Literacy<br><input checked="" type="checkbox"/> Development of the Whole Person            | Training parents on childhood trauma helps them understand its impact on the development and behavior of children in their care, thereby supporting the healthy cultivation of their own and their children's mind, body, and spirit. |
| 2. Provide training from a trauma-informed perspective that teaches tools for parents to engage in a healthy and growth-oriented manner with youth in their care.            | <input type="checkbox"/> Critical Thinking<br><input checked="" type="checkbox"/> Communication<br><input type="checkbox"/> Civic & Global Engagement<br><input type="checkbox"/> Information & Technological Literacy<br><input checked="" type="checkbox"/> Development of the Whole Person | Providing parenting tools from a trauma-informed perspective helps parents develop better relationships with their children based on active listening and communication, and therefore cultivate a healthy mind, body, and spirit     |
| 3. Provide all deliverables as outlined in the county contracts to ensure contract renewal and continued provision of training services to the foster and kinship community. | <input type="checkbox"/> Critical Thinking<br><input type="checkbox"/> Communication<br><input checked="" type="checkbox"/> Civic & Global Engagement<br><input type="checkbox"/> Information & Technological Literacy<br><input type="checkbox"/> Development of the Whole Person            | Trainings include the voices of youth, biological parents, foster parents, and subject experts. Maintaining the contract allows Chabot to continue engaging multiple perspectives and voices in the care of youth.                    |
| 4.   | <input type="checkbox"/> Critical Thinking<br><input type="checkbox"/> Communication<br><input type="checkbox"/> Civic & Global Engagement<br><input type="checkbox"/> Information & Technological Literacy<br><input type="checkbox"/> 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

☒ No

If not, please explain why.

**These SAOs are new and were not in place for assessment. They will be assessed going forward.**

- 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 does for assessment of SAOs. OIR designed survey questions for users of our service to provide feedback on our 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 |
|--|---|------------------------------------|---------------------------------------|
| 1. NA – FKCE Did not participate in the previous cycle | <input type="checkbox"/> Survey<br><input type="checkbox"/> Data Collected by IR<br><input type="checkbox"/> Data Collected by your area<br><input type="checkbox"/> Other<br>_____ | N/A                                | N/A                                   |
| 2. NA – FKCE Did not participate in the previous cycle | <input type="checkbox"/> Survey<br><input type="checkbox"/> Data Collected by IR<br><input type="checkbox"/> Data Collected by your area<br><input type="checkbox"/> Other<br>_____ | N/A                                | N/A                                   |
| 3. (optional)  | <input type="checkbox"/> Survey<br><input type="checkbox"/> Data Collected by IR<br><input type="checkbox"/> Data Collected by your area<br><input type="checkbox"/> Other<br>_____ | N/A                                | N/A                                   |
| 4. (optional)  | <input type="checkbox"/> Survey<br><input type="checkbox"/> Data Collected by IR<br><input type="checkbox"/> Data Collected by your area<br><input type="checkbox"/> Other<br>_____ | N/A                                | N/A                                   |

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

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## 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:

- What institutional-level supports or practices were particularly helpful to **your area** in reaching its PAR Goals, SAOs, and/or the college mission?  
Though we are just setting PAR goals and SAOs, particularly helpful supports have been regular dean's meetings, and budget services meetings to review program and budget progress and/or concerns. Also helpful are administrator meetings. Essentially, all avenues of receiving information and clarity are helpful.  
  
Also helpful is the fact that the director is an administrator. Most FKCE employees are professional experts with a maximum of 25 hours per week and limited duties. By having the director hired as a full-time employee, hours are not limited, 6-month rehiring does not have to occur for the position, and the administrator has the capacity to fund the program properly.
- What institutional-level barrier or challenges prevented or hindered **your area** from reaching its PAR Goals, SAOs, and/or the college mission?  
Although the director is a full-time employee, professional expert hiring remains a hindrance. Except for the director, all staff are professional experts. As professional experts, they must be rehired every six months and their duties are very limited. The program needs at least one classified professional to support administrative and planning functions, and to scale back the hiring cycle to an annual process.
- What institutional-level supports or practices do employees in your service 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?)  
Our program serves foster parents in Alameda County, and we view these individuals as our students. Chabot allows us to hire and contract excellent trainers who are knowledgeable in their fields and connected to the community.
- What institutional-level barriers or challenges do employees in your service 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?)  
The process of contracting and hiring trainers is quite long, possibly a month. Once we find a trainer with material we want to share with parents, we must go through the contract process before we advertise a training to the community, which we prefer to do for 3-4 weeks. As a result, training with a new trainer could take two months from the date we begin the process, complete the contracts, advertise to the community, and finally hold the actual training session.

- 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.)

**The student dashboard is not helpful for our program, as we do not serve students.**

## 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                                      | 0  | <input type="checkbox"/> Decreased<br><input type="checkbox"/> Stayed roughly the same<br><input type="checkbox"/> Increased            |
| Part-time Faculty                                      | 0  | <input type="checkbox"/> Decreased<br><input type="checkbox"/> Stayed roughly the same<br><input type="checkbox"/> Increased            |
| Full-time Classified Professionals                     | 0  | <input type="checkbox"/> Decreased<br><input type="checkbox"/> Stayed roughly the same<br><input type="checkbox"/> Increased            |
| Part-Time Permanent or Hourly Classified Professionals | 0  | <input type="checkbox"/> Decreased<br><input type="checkbox"/> Stayed roughly the same<br><input type="checkbox"/> Increased            |
| Student Employees                                      | ??? I am unaware as to whether or not there were student employees in the past | <input type="checkbox"/> Decreased<br><input type="checkbox"/> Stayed roughly the same<br><input type="checkbox"/> Increased            |
| Independent Contractors/Professional Experts           | 24   | <input type="checkbox"/> Decreased<br><input type="checkbox"/> Stayed roughly the same<br><input checked="" type="checkbox"/> 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?

**The program does not serve students; it serves foster and kinship parents in Alameda County. Through 2019/20, participants increased, but decreased in 2020/21 likely due to Covid-19.**

Compare the representation of DI populations in your service area's staffing (faculty, classified professionals, and administrators) to the representation of DI populations in the students Chabot serves. 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?

**There is no gap in ethnic representation, as program trainers are largely African American, followed by Latinx. Male staff are under-represented and future hiring will include male trainers. We are unable to assess the percentage of LGBTQ+ community members to determine whether or not a gap exists.**

### 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
  - ☒ Somewhat disagree
  - ☐ Neither agree nor disagree
  - ☐ Somewhat agree
  - ☐ Strongly agree

If you strongly disagree or somewhat disagree, please explain. (optional)

**Our program is unable to use the campus version of Canvas. We attempted to use the free version of Canvas, but had difficulties and therefore moved to Google Classroom to house our Resource Family Approval training materials.**

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### Facilities

- The **facilities** in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.
  - ☐ Strongly disagree
  - ☐ Somewhat disagree
  - ☐ Neither agree nor disagree
  - ☐ Somewhat agree
  - ☐ Strongly agree

If you strongly disagree or somewhat disagree, please explain. (optional)

**This is difficult to assess at the moment. As Covid relaxes, we will resume our childcare offerings during training sessions. Because we haven't started offering childcare as of yet, we are unable to determine whether or not facilities are sufficient.**

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### 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
  - ☐ 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.** **DOES NOT APPLY. WE HAVE NO CLASSIFIED PROFESSIONALS**
  - ☐ Strongly disagree
  - ☐ Somewhat disagree
  - ☐ 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
  - ☐ Strongly agree
  - ☒ **X** Not applicable (no faculty in service)
- In general, **Classified Professionals** in my program/area regularly participate in professional development activities offered **outside of Chabot.** **DOES NOT APPLY. WE HAVE NO CLASSIFIED PROFESSIONALS**
  - ☐ Strongly disagree
  - ☐ Somewhat disagree
  - ☐ 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?  
**DOES NOT APPLY. WE HAVE NEITHER NOR CLASSIFIED PROFESSIONALS**

## Equity and 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.)  
**There are three barriers: 1) Most trainings are still on Zoom. Some caregivers have difficulty with Zoom and technology tools. The program is re-introducing in-person trainings to address the issue. 2) Until recently, post-trainings have been in English. We are introducing Spanish post-trainings and adding new Spanish materials (videos and handouts) to pre-service training. 3) Currently, publicity and marketing to potential participants depends upon the willingness and immediacy of partners sharing information to potential participants. If our program had classified staff, we would have the ability to connect more with the community and share information more directly.**
- 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?  
**We provide CPR classes to pre-approval parents. Because of Covid-19, room capacity was restricted and a backlog developed. Unfortunately, there is not a low-cost solution because the classes must be taught by accredited trainers. We have scheduled additional sessions to help address the issue.**

## 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: “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   | Briefly describe the expected <i>outputs</i> (e.g., direct short-term results like # of students served, workshops held, etc) or <i>outcomes</i> (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. Maintain effective relationships with Alameda County Social Services and meet all deliverables to ensure renewal of RFA and CARI contracts. | <p>a. Host monthly or bi-monthly meetings with county staff to ensure communication and appropriate provision of needs.</p> <p>b. Meet contract deliverables that include 18 RFA trainings and 2 CARI series. Participate in additional supports where appropriate and fiscally sound.</p> | <p><input checked="" type="checkbox"/> Equity</p> <p><input type="checkbox"/> Access</p> <p><input type="checkbox"/> Pedagogy and Praxis</p> <p><input type="checkbox"/> Academic and Career Success</p> <p><input checked="" type="checkbox"/> Community and Partnerships</p> | <p><input checked="" type="checkbox"/> African American/Black</p> <p><input type="checkbox"/> American Indian/Alaska Native</p> <p><input checked="" type="checkbox"/> Latinx</p> <p><input type="checkbox"/> Pacific Islander/Hawaiian</p> <p><input type="checkbox"/> Disabled</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> LGBT</p> <p><input type="checkbox"/> DI Gender</p> <p><input type="checkbox"/> Other</p> | <p><input type="checkbox"/> Enrollment/FTES</p> <p><input type="checkbox"/> Transfer level English, math or ESL achievement</p> <p><input type="checkbox"/> Degree or certificate completion</p> <p><input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> CTE Units</p> <p><input checked="" type="checkbox"/> Attainment of a Living Wage</p> <p><input type="checkbox"/> Supplemental Metric (Financial aid or AB 540)</p> <p><input type="checkbox"/> Other _____</p> |
| 2. Provide training that informs parents about the impact of trauma.   | <p>a. All RFA and CARI classes will provide information on childhood trauma</p> <p>b. 80% of post-trainings will include training on trauma</p>  | <p><input checked="" type="checkbox"/> Equity</p> <p><input type="checkbox"/> Access</p> <p><input type="checkbox"/> Pedagogy and Praxis</p> <p><input checked="" type="checkbox"/> Academic and Career Success</p> <p><input type="checkbox"/> Community and Partnerships</p> | <p><input checked="" type="checkbox"/> African American/Black</p> <p><input type="checkbox"/> American Indian/Alaska Native</p> <p><input checked="" type="checkbox"/> Latinx</p> <p><input type="checkbox"/> Pacific Islander/Hawaiian</p> <p><input type="checkbox"/> Disabled</p> <p><input checked="" type="checkbox"/> Foster Youth</p>  | <p><input type="checkbox"/> Enrollment/FTES</p> <p><input type="checkbox"/> Transfer level English, math or ESL achievement</p> <p><input type="checkbox"/> Degree or certificate completion</p> <p><input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> CTE Units</p> <p><input checked="" type="checkbox"/> Attainment of a Living Wage</p>   |

|  |   |   |  |   |
|--|---|---|--|---|
|  |   |   | <input type="checkbox"/> LGBT<br><input type="checkbox"/> DI Gender<br><input type="checkbox"/> Other  | <input type="checkbox"/> Supplemental Metric<br>(Financial aid or AB 540)<br><input type="checkbox"/> Other_____  |
| 3. Training will provide tools and recommendations that parents can use to support children who have experienced trauma. | a. All RFA and CARI classes will provide tools to help parents support their children who have experienced trauma.<br><br>b. 80% of post-trainings will provide tools to help parents support their children who have experienced trauma. | <input checked="" type="checkbox"/> Equity<br><input type="checkbox"/> Access<br><input type="checkbox"/> Pedagogy and Praxis<br><input checked="" type="checkbox"/> Academic and Career Success<br><input type="checkbox"/> Community and Partnerships | <input checked="" type="checkbox"/> African American/Black<br><input type="checkbox"/> American Indian/Alaska Native<br><input checked="" type="checkbox"/> Latinx<br><input type="checkbox"/> Pacific Islander/Hawaiian<br><input type="checkbox"/> Disabled<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> LGBT<br><input type="checkbox"/> DI Gender<br><input type="checkbox"/> Other | <input type="checkbox"/> Enrollment/FTES<br><input type="checkbox"/> Transfer level English, math or ESL achievement<br><input type="checkbox"/> Degree or certificate completion<br><input type="checkbox"/> Transfer<br><input type="checkbox"/> CTE Units<br><input checked="" type="checkbox"/> Attainment of a Living Wage<br><input type="checkbox"/> Supplemental Metric<br>(Financial aid or AB 540)<br><input type="checkbox"/> Other_____ |

## 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.

|               | <b>Rank</b><br>(1, 2, 3, etc. after all requests have been entered) | <b>Project Name</b><br>Use the same project name for all requests related to a large project or put 'individual request' | <b>New, Updated, or Repeat Request</b>  | <b>Vendor Name</b> | <b>Brief Job Description/Tasks</b> | <b>Justification</b><br><b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences). | <b>Length of Contract in Months</b><br>(1, 2, 10, 12, etc.) | <b>Year(s) Needed</b>   | <b>Estimated Cost Per Year</b><br>(Total \$) |
|---------------|---|--|---|--------------------|------------------------------------|--|---|---|--|
| <b>Item 1</b> |   |  | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat |                    |                                    |  |   | <input type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 |  |
| <b>Item 2</b> |   |  | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat |                    |                                    |  |   | <input type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 |  |
| <b>Item 3</b> |   |  | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat |                    |                                    |  |   | <input type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 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.

|               | <b>Rank</b><br>(1, 2, 3, etc. after all requests have been entered) | <b>Project Name</b><br>Use the same project name for all requests related to a large project or put 'individual request' | <b>New, Updated, or Repeat Request</b>  | <b>Vendor Name</b> | <b>Brief Item Description</b> | <b>Justification</b><br><b>BRIEFLY</b> justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences). | <b>Quantity</b><br>(1, 2, 10, 12, etc.) | <b>Year(s) Needed</b>   | <b>Estimated Cost Per Year</b><br>(Total \$) |
|---------------|---|--|---|--------------------|-------------------------------|--|---|---|--|
| <b>Item 1</b> |   |  | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat |                    |                               |  |   | <input type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 |  |
| <b>Item 2</b> |   |  | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat |                    |                               |  |   | <input type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 |  |
| <b>Item 3</b> |   |  | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat |                    |                               |  |   | <input type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 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.

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

|  | <b>Rank (1,<br/>2, 3, etc.<br/>after all<br/>requests<br/>have<br/>been<br/>entered)</b> | <b>Project Name</b><br>Use the same<br>project name<br>for all requests<br>related to a<br>large project<br>or put | <b>New,<br/>Updated, or<br/>Repeat<br/>Request</b> | <b>Classification</b> | <b>Position<br/>Title</b> | <b>Avg.<br/>hours per<br/>week</b><br>(5, 20, 40,<br>etc.) | <b>Justification</b><br><b>BRIEFLY</b> justify how<br>this spending relates to<br>the EMP, College's<br>Annual Planning<br>Priorities and/or<br>President's Planning | <b>Year(s)<br/>Needed</b> | <b>Estimated<br/>Cost Per<br/>Year</b><br>(Total \$) |
|--|--|--|--|-----------------------|---------------------------|--|--|---------------------------|--|
|--|--|--|--|-----------------------|---------------------------|--|--|---------------------------|--|

|                       |   | 'individual request'     |  |  |                            |    | Initiatives (2-3 sentences).  |   |  |
|-----------------------|---|--------------------------|--|--|----------------------------|----|---|---|--|
| <b>Position<br/>1</b> | 1 | <b>FKCE<br/>Staffing</b> | <input checked="" type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat | <input type="checkbox"/> Admin FT<br><input type="checkbox"/> Classified FT<br><input type="checkbox"/> Classified Hourly<br><input checked="" type="checkbox"/> Classified PT<br><input type="checkbox"/> Faculty FT<br><input type="checkbox"/> Faculty PT<br><input type="checkbox"/> Faculty F-hour<br><input type="checkbox"/> Faculty Reassign<br><input type="checkbox"/> Student Hourly<br><input type="checkbox"/> Other<br><hr/> | Program<br>Coordinat<br>or | 25 | This position will support FKCE by providing a consistent foundation to ensure that other operational duties are addressed. Further, the position specifically relates to Educational Master Plan priority #5, Community and Partnerships: Cultivating strategic relationships that support the needs and goals of the college community. By strengthening the program's staffing infrastructure, the director will be able to place more focus on the community, curriculum, and partnerships. The need for a coordinator is addressed in the PAR. | <input checked="" type="checkbox"/> Annual<br><input checked="" type="checkbox"/> 2022-23<br><input checked="" type="checkbox"/> 2023-24<br><input checked="" type="checkbox"/> 2024-25 | \$30.37/hr;<br>30hrs/wk<br><br>Salary =<br>\$47,381.25<br><br>Benefits =<br>\$34,732.00<br><br>Total =<br><b>\$82,113.25</b> |



|                       |  |  |   |   |  |  |  |   |  |
|-----------------------|--|--|---|---|--|--|--|---|--|
| <b>Position<br/>2</b> |  |  | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat | <input type="checkbox"/> Admin FT<br><input type="checkbox"/> Classified FT<br><input type="checkbox"/> Classified Hourly<br><input type="checkbox"/> Classified PT<br><input type="checkbox"/> Faculty FT<br><input type="checkbox"/> Faculty PT<br><input type="checkbox"/> Faculty F-hour<br><input type="checkbox"/> Faculty Reassign<br><input type="checkbox"/> Student Hourly<br><input type="checkbox"/> Other<br>_____ |  |  |  | <input type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 |  |
| <b>Position<br/>3</b> |  |  | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat | <input type="checkbox"/> Admin FT<br><input type="checkbox"/> Classified FT<br><input type="checkbox"/> Classified Hourly<br><input type="checkbox"/> Classified PT<br><input type="checkbox"/> Faculty FT<br><input type="checkbox"/> Faculty PT<br><input type="checkbox"/> Faculty F-hour<br><input type="checkbox"/> Faculty Reassign<br><input type="checkbox"/> Student Hourly<br><input type="checkbox"/> Other<br>_____ |  |  |  | <input type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 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.

|                      | <b>Rank</b><br>(1, 2, 3,<br>etc.<br>after all<br>requests<br>have<br>been<br>entered) | <b>Project Name</b><br>Use the same<br>project name<br>for all requests<br>related to a<br>large project or<br>put 'individual<br>request' | <b>New,<br/>Updated, or<br/>Repeat<br/>Request</b>  | <b>Brief<br/>Description</b><br>(1-2<br>sentences) | <b>What Type of PD<br/>Request?</b>  | <b>Justification</b><br><b>BRIEFLY</b> justify how<br>this spending relates to<br>the EMP, College's<br>Annual Planning<br>Priorities and/or<br>President's Planning<br>Initiatives (2-3 sentences). | <b>Number of<br/>Attendees</b><br>(1, 5, 10,<br>etc.) | <b>Year(s)<br/>Needed</b>   | <b>Estimated<br/>Cost Per<br/>Year</b><br>(Total \$) |
|----------------------|---|--|---|--|--|--|---|---|--|
| <b>Request<br/>1</b> |   |  | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat |  | <input type="checkbox"/> In-person<br>conference with<br>travel<br><input type="checkbox"/> Online<br>conference/webinar<br><input type="checkbox"/> On-Campus<br>Training<br><input type="checkbox"/> On-Campus<br>Speaker<br><input type="checkbox"/> Other<br>_____ |  |   | <input type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 |  |
| <b>Request<br/>2</b> |   |  | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat |  | <input type="checkbox"/> In-person<br>conference with<br>travel<br><input type="checkbox"/> Online<br>conference/webinar<br><input type="checkbox"/> On-Campus<br>Training<br><input type="checkbox"/> On-Campus<br>Speaker<br><input type="checkbox"/> Other<br>_____ |  |   | <input type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 |  |

|                      |  |  |   |  |  |  |  |   |  |
|----------------------|--|--|---|--|--|--|--|---|--|
| <b>Request<br/>3</b> |  |  | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat |  | <input type="checkbox"/> In-person<br>conference with<br>travel<br><input type="checkbox"/> Online<br>conference/webinar<br><input type="checkbox"/> On-Campus<br>Training<br><input type="checkbox"/> On-Campus<br>Speaker<br><input type="checkbox"/> Other<br>_____ |  |  | <input type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 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.

|                   | <b>Rank</b><br>(1, 2, 3, etc.<br>after all<br>requests have<br>been entered) | <b>Project Name</b><br>Use the same project name<br>for all requests related to a<br>large project or put<br>'individual request' | <b>New,<br/>Updated, or<br/>Repeat<br/>Request</b>  | <b>Brief Item<br/>Description</b><br>(1-2 sentences) | <b>Justification</b><br><b>BRIEFLY</b> justify how this<br>spending relates to the<br>EMP, College's Annual<br>Planning Priorities and/or<br>President's Planning<br>Initiatives (2-3 sentences). | <b>Quantity</b><br>(1, 2, 10, 12,<br>etc.) | <b>Year(s)<br/>Needed</b>   | <b>Estimated<br/>Cost Per<br/>Year</b><br>(Total \$) |
|-------------------|--|---|---|--|---|--|---|--|
| <b>Item<br/>1</b> |  |   | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat |  |   |  | <input type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 |  |
| <b>Item<br/>2</b> |  |   | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat |  |   |  | <input type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 |  |
| <b>Item<br/>3</b> |  |   | <input type="checkbox"/> New<br><input type="checkbox"/> Updated                                    |  |   |  | <input type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23   |  |

|  |  |  |                                 |  |  |  |  |  |
|--|--|--|---------------------------------|--|--|--|--|--|
|  |  |  | <input type="checkbox"/> Repeat |  |  |  | <input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 |  |
|--|--|--|---------------------------------|--|--|--|--|--|

### 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.

|                   | <b>Rank</b><br>(1, 2, 3,<br>etc. after<br>all requests<br>have been<br>entered) | <b>Project Name</b><br>Use the same project<br>name for all requests<br>related to a large<br>project or put<br>'individual request' | <b>New,<br/>Updated, or<br/>Repeat<br/>Request</b>  | <b>Was the<br/>feasibility of<br/>the request<br/>discussed with<br/>IT?</b> | <b>Brief Item<br/>Description</b><br>(1-2<br>sentences) | <b>Justification</b><br><b>BRIEFLY</b> justify how this<br>spending relates to the<br>EMP, College's Annual<br>Planning Priorities and/or<br>President's Planning<br>Initiatives (2-3 sentences). | <b>Quantity</b><br>(1, 2, 10,<br>12, etc) | <b>Year(s)<br/>Needed</b>   | <b>Estimate<br/>d Cost<br/>Per Year</b><br>(Total \$) |
|-------------------|---|--|---|--|---|---|---|---|---|
| <b>Item<br/>1</b> |   |  | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat | <input type="checkbox"/> Yes<br><input type="checkbox"/> No                  |   |   |   | <input type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 |   |
| <b>Item<br/>2</b> |   |  | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat | <input type="checkbox"/> Yes<br><input type="checkbox"/> No                  |   |   |   | <input type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 2024-25 |   |
| <b>Item<br/>3</b> |   |  | <input type="checkbox"/> New<br><input type="checkbox"/> Updated<br><input type="checkbox"/> Repeat | <input type="checkbox"/> Yes<br><input type="checkbox"/> No                  |   |   |   | <input type="checkbox"/> Annual<br><input type="checkbox"/> 2022-23<br><input type="checkbox"/> 2023-24<br><input type="checkbox"/> 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://docs.google.com/forms/d/e/1FAIpQLSfWja-ZTbdHoPZ82reEOeTi32Ci3e7lyS4snRyXX8h8JrDV5w/viewform>

Please contact the SASE committee with any questions: Administrative Tri-Chair Gabe Chaparro [gchaparro@chabotcollege.edu](mailto: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](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](mailto: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](mailto:ctelles@chabotcollege.edu), admin chair Christina Read [cread@chabotcollege.edu](mailto:cread@chabotcollege.edu), or classified professional chair Kathleen Stanley [kstanley@chabotcollege.edu](mailto:kstanley@chabotcollege.edu).