

YOUR NAME:

Representing (e.g., Division)

Requested Project	Pts	YOUR RANKING
Digital Architecture Studio (Architecture) \$32,096		
Ceramic Student Assistant Funding \$13,596		
Graphic Design & Digital Illustration Show and Digital Media Support (Digital Media) \$19,800		
Film Production Events: Women in Filmmaking and Film & Animation Festival (Film) \$32,700		
Technical Theater Certificate and Program (Theater) \$35,060		
KCTH Staffing, Wire service, Website Design & Camera Upgrade (MCOM) \$24,300		
Career Pathways Successful Launch (APSS) \$133,500		
K-14 Career Pathway Alignment (APSS) \$156,500		
Health and Business Careers Pipeline Development (APSS/ HKA) \$12,306		
Dental Hygiene Update (Dental) \$72,920		
Nursing Student Retention/Simulation (Nursing) \$35,700		
Skills Training Staff (EMS) \$14,400		
Medical Assisting (Medical Assisting) \$5,280		
BCRC's Career Education Supplies (Social Sciences) \$40,000		
Support for ECD Lab School (ECD) \$109,546		
Engineering Lab Support (Engineering) \$66,600		
SWP-RJV: New Vehicle Technologies (ATEC) \$76,680		
Automotive Technology Program (ATEC) \$143,200		
Paralegal Certificate Program (Paralegal) \$48,656		
Advancements in Business Education (Business) \$68,196		
Fire/ EMS First Responder Incident Simulation (EMS/FT) \$155,000		
Pump Ops Panel Training Simulator for Driver Operator Training (FT) \$121,680		
Fire Fighter Academy And Fire Fitness Support Operations (FT) \$268,384		
Welding Lab Improvement and Professional Development (Welding) \$16,740		
MTT 2021-2022 (Machine Tool) \$64,996		
Local CE Funding Request for ESYS Program for 2021-2022 (Electronics) \$95,459		
CE Funding Request for ESYS Regional Joint Venture Project (Electronics) \$151,824		
Bucket Point Value	Number of Positions in Bucket	Status
6	5	
5	5	
4	5	
3	4	
2	4	
1	4	

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Guiding Questions for CE Funding Requests

Below are some guiding questions based on the requests for data from each of the different applicants. The possible funding sources are Perkins V, Strong Workforce Program - Regional and Strong Workforce Program - Local. All of the funding sources are based on the premise of funding for programs leading to high skill, high wage and high demand employment.

1. Does it meet “More, Better, Aligned” based on the State’s definition?
 - a. The “more” is increasing the number of students enrolled in programs leading to high-demand, high-wage jobs.
 - b. The “better” is improving program quality, as evidenced by more students completing or transferring programs, getting employed or improving their earnings.
 - c. The “aligned” is focused on data-driven outcomes rather than activities, along with an emphasis on innovation and risk-taking. In this way, colleges can be more responsive to labor market conditions and student outcomes. Colleges are to use CTE data to strengthen regional workforce plans by furthering local processes like program review, accreditation, and integrated planning.
2. Does the Labor Market Information (LMI) support the investment?
3. Will the investment require ongoing funds?
4. Is the investment reasonable and achievable?
5. Does the project have student outcomes?
6. Will it meet the size, scope and quality requirements of Perkins?
 - a. **Size** - The state has equated size with the in-demand industry sector concept as they are talking about CTE programs to meeting local and regional workforce and economic needs
 - b. **Scope** - Statewide California Workforce Pathways Joint Advisory Committee (CWPJAC) guiding principles: promoting equity & access; achieving system alignment; supporting continuous improvement; curricula is aligned to state standards; accessing a continuum of learning (pathway) from secondary to postsecondary with multiple entry and exit points; and equitable access to special populations.
 - c. **Quality** – removal of institutional or systemic barriers, providing multiple entry points as CTE students progress, within sector occupations or industries; reduction of institutional barriers to eliminate racism, bias, or favoritism and eliminate achievement gaps; creating pathways with demonstrable careers for students with ample opportunities to attain skill, education and training; leadership across secondary, postsecondary, and employment to insure integration, engaged learning and employment outcomes; high quality integrated curriculum and instruction; professional development that leads to skilled instruction and educational leadership; a strong presence of career exploration, comprehensive counseling and individualized support; CTE should be continuously approved through relevant data use and focusing on student and employer needs; opportunities for cross- system alignment; promotion, outreach, alignment (marketing) should reflect student and employer needs and be consistent; sustained investments funding through mutual agreement; strong partnership with industry and employers to inform, improve and design CTE instruction and work-based learning activities.
7. Is this project committed to Chabot College’s diversity, equity and inclusion mission? Did participants attend any trainings?
8. Does this project meet the objectives and strategies of the Chabot College strategic plan objectives?