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

**Academic Programs**

Dear Chabot Community,

Welcome to Fall 2021! This is the electronic template for the **Academic Programs 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 Dean/Manager by **10/11/21**. Your Dean/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 and Cynthia Gordon da Cruz cgordondacruz@chabotcollege.edu.

## Background Information:

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

  **X** Academic Services
  ___ Administrative Services
  ___ Student Services
  ___ Office of the President

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

  **Discipline: Fire Technology; 4 Programs – (2133.00) Fire Technology, Fire Prevention Inspector, Company Officer and (2133.50) Fire Academy**

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

  **Bob Buell and Fire Technology Adjunct Instructors**

- What division does your Program/Area reside in?

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

## 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).

**DISCIPLINE: FIRE TECHNOLOGY** **PROGRAM: FIRE TECHNOLOGY**

| Goal from Previous Cycle | Status of Goal | Outputs or measures (e.g students served, program change made, etc.) Please explain. |
|---|---|---|
| 1. Increase accessibility of resources and technology (textbooks, computers, online resources). | ___ Achieved<br>__X__ In Progress<br>___ Not achieved but still relevant<br>___ Not achieved and no longer relevant | As resources became more accessible, student comprehension and application of course objectives improved. The pandemic's impact to student participation has impacted the status of this goal. |
| 2. Acquire more properly functioning safety equipment, consistent with national, state, and regional industry requirements, and sufficient in quantity for student use during instruction. | ___ Achieved<br>__X__ In Progress<br>___ Not achieved but still relevant<br>___ Not achieved and no longer relevant | The acquisition of more properly functioning safety equipment has reduced the equipment breakdowns experienced each semester. The program still lacks enough working and serviced equipment per industry standards for students to use, thus limiting the number of students who can be trained at a given time. |
| 3. Provide sufficient facility support for all programs within discipline to conduct industry-required didactic and manipulative performance lab instruction consistent with the state's safety and facility requirements per accreditation of the Chabot College Fire Technology Program | ___ Achieved<br>__X__ In Progress<br>___ Not achieved but still relevant<br>___ Not achieved and no longer relevant | The construction of the new fire training facility is underway with expected completion by August 2022. The partnership between the District and the City of Hayward was completed in August 2018. The challenge conducting the courses requiring on and off campus facility resources for lab training will continue to be an issue until the new facility comes online. |

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| 4. Increase the number of qualified fire instructors, and provide the training necessary for all fire instructors to incorporate electronic technology (Canvas, EVALS, ResourceOne, etc.) into all Fire Technology courses where applicable. | ___ Achieved<br>__X__ In Progress<br>___ Not achieved but still relevant<br>___ Not achieved and no longer relevant | We are slowly increasing the number of trained instructors on use of Canvas, EVALS, and ResourceOne Learning Management Systems; consequently, we are also losing some of those previously trained on these systems due to retirement or resignation. Still facing challenges hiring new fire instructors who meet State Fire Training requirements for certified course delivery. |

**DISCIPLINE: FIRE TECHNOLOGY** **PROGRAM: FIRE PREVENTION INSPECTOR**

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| 5. Increase accessibility of current California Fire and Building Codes related to the job performance requirements of fire prevention inspectors and code compliance officers. | ___ Achieved<br>__X__ In Progress<br>___ Not achieved but still relevant<br>___ Not achieved and no longer relevant | Fire and building code books, along with desk copies of textbooks for these courses have provided more access to classroom resources in between weekly class sessions, permitting more application time for students to absorb the complex content of these courses. As of 2019, these code books are outdated and do not meet current certification requirements for fire inspectors. Most tools acquired for this program are still viable. |
| 6. Continue cross-discipline collaboration, identifying courses outside the discipline that provide relevant and practical application for students seeking careers as fire prevention inspectors. | ___ Achieved<br>__X__ In Progress<br>___ Not achieved but still relevant<br>___ Not achieved and no longer relevant | Coordination with Emergency Medical Services, Industrial Technology, and Business instructors with relevant examples and materials for fire students enrolled in their courses have proven successful. These two disciplines have seen an increase in enrollment of the Fire Technology and Fire Prevention Inspector students since they see the relatability of the information to their career path. Need more collaboration with other disciplines for field-relevant courses. |
| 7. Embed the Inspector 1 certificate series from State Fire Training into existing Fire Prevention Inspector courses where the best apply. | ___ Achieved<br>__X__ In Progress<br>___ Not achieved but still relevant<br>___ Not achieved and no longer relevant | There is a strong interest from students to see integration of State Fire Training Inspector courses into the existing AS Degree and Certificate of Achievement, but the process for getting the instructor qualified to deliver and certify the course material took longer than anticipated. |
| 8. Promote Fire Inspector field internship opportunities with industry partners | ___ Achieved<br>___ In Progress<br>__X__ Not achieved but still relevant<br>___ Not achieved and no longer relevant | Following fire prevention inspector training, we hope to offer internship opportunities with industry partners once the pandemic is not a factor. |

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**DISCIPLINE: FIRE TECHNOLOGY** **PROGRAM: COMPANY OFFICER**

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| 9. Restore the fire officer courses and deliver them under the Company Officer rubric for implementation in 2023 with Certificate of Achievement and transferable AS Degree options for students. | ___ Achieved<br>___ In Progress<br>__X__ Not achieved but still relevant<br>___ Not achieved and no longer relevant | This is a new program to encourage career firefighters to return to Chabot for relevant higher-level associate degree training consistent with direction by Alameda County Fire Chiefs Association / Training Officers Association and Chabot Fire Technology Advisory Board. Until the new facility with appropriate resources is fully in service, we cannot implement this goal. |
| 10. Identify and deliver select Company Officer courses offered as online-hybrid for active duty fire fighters. | ___ Achieved<br>___ In Progress<br>__X__ Not achieved but still relevant<br>___ Not achieved and no longer relevant | The plan to develop online hybrid courses following in-class delivery of State Fire Training curriculum for flexible course delivery to align with fire department work schedules will be pursued once the credit/non-credit issues are resolved and the new facility is open and operational. |

**DISCIPLINE: FIRE TECHNOLOGY** **PROGRAM: FIRE ACADEMY**

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| 11. Acquire more properly functioning safety equipment, consistent with national, state, and regional industry requirements, and sufficient in quantity for student use during instruction. Replace broken equipment from normal student use. | ___ Achieved<br>__X__ In Progress<br>___ Not achieved but still relevant<br>___ Not achieved and no longer relevant | As stated above, we have increased the acquisition of working and reliable equipment for on campus use, but there are not sufficient resources without shuttling equipment back and forth between the Alameda County Fire Training Center (9 miles away) and the Chabot Campus. Also, the shelf-life of some of the life safety equipment purchased 10 years ago will require replacement during the next three years. |
| 12. Provide a mobile computer lab with reliable wireless connectivity to conduct state-required assessments including certification written examinations. | ___ Achieved<br>__X__ In Progress<br>___ Not achieved but still relevant<br>___ Not achieved and no longer relevant | The upgraded wi-fi access in Room 2920 is improving this issue, and the loan of a computer cart with surface pro laptops from Auto Technology through last June aided our compliance with State Fire Training campus computer labs were unavailable. At least 2 mobile laptop computer carts with surface pro laptops and software will need to be acquired for the Fire Academy for use at the new facility. |

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| 13. Increase student success in manipulative performance of relevant fire fighter skills through peer assistance opportunities provided by qualified learning assistants. | ___ Achieved<br>__X__ In Progress<br>___ Not achieved but still relevant<br>___ Not achieved and no longer relevant | Maintaining the training assistant (learning assistant) program for in-class skill development has been the most successful element introduced to our program. Academy students often confide in training assistants as they navigate the complex Fire Academy training program as they see training assistants as their peers. |
| 14. Promote Fire Fighter field internship opportunities with industry partners | ___ Achieved<br>__X__ In Progress<br>___ Not achieved but still relevant<br>___ Not achieved and no longer relevant | We are still working to promote more field internships with local area fire departments following fire academy training to increase opportunities for employment. This has its challenges with each sponsoring department, but the introduction of fit-testing equipment and replacement safety equipment is helping to promote student preparedness for this field internship opportunity. The field internships are on hold during the pandemic, so we are advocating that students apply their skills as training assistants until field internships return. |
| 15. Invest in industry-relevant simulators that advance the firefighter's ability to apply critical thinking skills to real world emergency service scenarios before conducting medium to high risk training operations (reducing injuries and damage to equipment). | ___ Achieved<br>__X__ In Progress<br>___ Not achieved but still relevant<br>___ Not achieved and no longer relevant | There is a growing concern in the lack of critical thinking skills demonstrated by many first-year students during fire, rescue, and medical scenarios applied during the fire academy. More real-world activities involving simulation systems is needed to help students apply their critical thinking skills during the academy and post academy. |

## Learning Outcomes Assessment Results

**SLO:**

**Student Learning Outcomes** (SLOs): SLOs are the outcomes that instructors aim for students to successfully reach by the end of a course. SLOs should be established for each course, listed in CurricUNET, displayed on all course syllabi, and assessed in CurricUNET on a 5-Year cycle. The following questions are about SLO assessment.

- How many courses in your discipline have SLOs developed and listed in CurricUNET?
  _X_ All courses
  ___ Almost all or most courses
  ___ About half of the courses
  ___ A few courses
  ___ No courses

If any courses do not have SLOs, please explain why.

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- How many courses in your discipline have rubrics (or some other form of assessment) developed to measure SLOs?
  _X_ All courses
  ___ Almost all or most courses
  ___ About half of the courses
  ___ A few courses
  ___ No courses

If any courses do not have rubrics to measure SLOs, please explain why.

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- How many courses in your discipline had their SLOs assessed and recorded in CurricUNET in the 5-year cycle?
  ___ All courses
  ___ Almost all or most courses
  ___ About half of the courses
  _X_ A few courses
  ___ No courses

If any courses were not assessed in the five-year cycle, please explain why.
**Many are overdue. Newer faculty lacked the training for some courses.**

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

**PLOs:**
Certificate and Degree programs also establish and assess **Program Learning Outcomes** (PLOs). PLOs are the outcomes students should successfully reach when they complete all the requirements for a certificate or degree program. PLOs are also assessed in CurricUNET on a 5-year cycle.

- Were all Program Learning Outcomes (PLOs) assessed in the 5-year cycle in CurricUNET?
  ___ Yes, all PLOs were assessed in the 5-year cycle.
  ___ Almost all PLOs were assessed in the 5-year cycle.
  **_X_** No, many PLOs were not assessed in the 5-year cycle.

If any PLOs were not assessed in the five-year cycle, please explain why.
**The current version of the Fire Technology and Fire Prevention Inspector Programs were completely revised 4-years ago and would be due this year. The Company Officer Program has not begun. The Fire Academy Program is still embedded in the overall Fire Technology Program for the PLOs. The original versions were assessed, leading to the changes 4 years ago.**

Assessing PLOs has led to improvements in my area.
___ Strongly disagree
___ Somewhat disagree
___ Neither agree nor disagree
___ Somewhat agree
**_X_** Strongly agree

## Institutional Supports and Barriers

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 program or area** in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
  **The early investment in the necessary support resources for the Fire Academy and Fire Prevention Inspector programs prior to the pandemic contributed to the continued success of of our students during the pandemic. Collaboration within the Division of Applied Technology & Business and in conjunction with Health, PE, Athletics Division, along with support from Maintenance & Operations and Campus Safety further contributed to our ability to aid our students in their completion of the Fire and EMS courses required for State certifications and employment within the industry.**

- 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?
  **The lack of immediately accessible counseling and other student services during the pandemic impacted the registration process for students with prerequisite override needs, or those needing course waivers toward certificate and degree completions. Some students who needed prerequisite overrides processed left Chabot to attend other fire academies or EMT programs because they were not sure if they'd complete the process at Chabot in time for the start of the Fire Academy or EMT class. This brought to light the need for a Public Safety Outreach Specialist. However, the MOST significant impact to Fire Technology is the Curriculum Committee's choice to only approve curriculum in Fall semesters. This has a significant impact to the Fire and EMS programs when the State rolls out changes that impact our courses, but the time in which we receive notice from the State is past the due date for curriculum proposals by the committee. There is no state law that requires such a once a year practice. With only one fulltime faculty in Fire (who also has to run the Fire Academy) and no fulltime faculty in EMS (who is maxed out in hours teaching the EMS courses), there is no curriculum development support within the two disciplines to assist in inputting the information to Curricunet to the satisfaction of the Curriculum Committee. By the time our disciplines are provided the upcoming changes to our CE areas, we are in mid-September (past the self-imposed deadline for curriculum proposals). Therefore, we have to wait two years to get changes implemented. The State of California First Responder Programs and Chabot College's curriculum proposal deadlines are out of sync and continue to be a problem for both Fire and EMS. Since the Curriculum committee expanded to support two key leads compared to one in the past, there is no significant reason why Career Education courses cannot have curriculum approvals in**

**the Spring semesters. If we could have one institutional practice changed immediately, it would be the Fall-only practice of curriculum implementation. We continually hear about concerns of the Student-Centered Funding Formula, but without the curriculum on the books to deliver and the curriculum writers to help us meet the constantly changing criteria for curriculum, Chabot College is creating its own self-imposed restriction on institutional success based on relevant course delivery in this evolving world.**

- 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 implementation of the laptop loaner program with wireless hot spots for students was a significant reason many students stayed in Fire Technology courses during the required remote learning restriction. Also, the investment in Canvas Learning Management System resources such as Canvas Studio and Proctorio Remote Monitoring of tests provided greater advancement in authentic assessment of students and accountability of assignment completion in the online learning environment. All of these should continue for students and faculty in support of online learning. Additionally, providing the appropriate funding support for the Fire Academy to ensure students have properly operating safety equipment and functioning training props has contributed to greater student success and retention, while making the access to this education more equitable for students who lack the financial means to pay rental fees.**

- 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?)
  **As the workforce employment needs evolve, the curriculum approval period has to be more flexible with greater faculty support than is currently offered. Chabot needs to restore a form of the Community Education option (that we used to have up until 2008 and still exists at LPC) for immediate need course delivery that impacts employment-related training. The public safety industry is changing and needs a training delivery option, especially when the curriculum approval process can take up to years depending on the curriculum submission date. With the new Hayward Fire Training Center opening in less than a year, we need to find a way to restore the former Community Education system as a Continuing Education for Public Safety programs, and have that managed within our Division.**

## Academic Programs/Disciplines Data

In order to reach Chabot's mission, the college looks at the following outcome metrics to evaluate previous program success and plan for the future. Some outcomes will be more applicable to particular programs in specific PAR cycles; please look at the data available on the outcomes that are most relevant to your program and use it to answer the following questions:

**FTES and Enrollment**

FTES is an enrollment metric. It basically converts the total number of units students are taking in a given timeframe (e.g., semester, academic year, etc.) into the equivalent number of full-time students that would be needed to generate this same number of units. Colleges are funded based on the FTES they generate (both historically and now as the "Base Allocation" in the Student Centered Funding Formula). Please check out the Chabot College Enrollment Management Data Dashboard to respond to the questions below. The data in this section will be given to the Chabot Enrollment Management Committee (CEMC) to support their work.

- Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have:
  ___ Decreased in comparison to the overall college trends
  _X_ Stayed roughly the same in comparison to overall college trends
  ___ Increased in comparison to overall college trends

Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons for the increase or decrease).

**Interestingly, in comparison to the college trend, the Fire Technology enrollments went up slightly from Fall 2020 to Spring 2021. We were higher in Fall 2019, and about the same in Spring 2020 before the pandemic hit. Late start classes (beginning after March 17) lost enrollment, and many students took the extraordinary circumstance withdrawal option. Since the Fire Technology Program instructors had already been training with Canvas and other online modalities for more than a year, we were able to sustain the program with synchronous remote instruction using Zoom, and interactive activities that used Canvas Studio and Kahoot to keep students engaged while remote. The hands-on courses were able to return in May 2020, and we have demonstrated safe implementation of COVID-19 protocols to protect students during in-person learning. The creativity of instructors to keep students engaged using the available resources was a major contributor to keeping the program going. However, since the Fire Technology discipline draws students who have a more tactile interest, some students have held back from participation while the pandemic restrictions are in place.**

- As noted above, enrollments impact our funding. Please review the courses in your discipline in the Chabot College Enrollment Management Data Dashboard: are there specific courses/sections that, on average, across the past three years did not fill to capacity? Why might this be?

**In Fall 2018, the Fire Technology Program's course numbers changed, but we had no catalog out until late September. Students went to our sister college to complete fire academy prerequisites unaware of the changes. By the following year (Fall 2019), we saw an increase in our enrollment because the catalog was accessible, students (and counselors) were on the same page, and the Fire Technology course schedule was changed to prevent overlap with the EMS course schedule. Where we noticed the drop in enrollment is when LPC and Chabot College are offering the same course at night in the same semester. Prior to Fall 2018, 3 of the courses most impacted (FT 4, 5, and 6) were scheduled in opposite semesters to reduce this overlap in the district. The Fire Technology 3 class is offered in mornings during Fall, and in evenings during Spring, to attract the day and night students when they were most likely to attend. During the pandemic, the Work Experience Field Internship training course has been on hold (FT 95 and 96). This course requires students to work in Fire Stations and respond on fire companies, but until the stations can accept firefighter interns, these two corequisite classes are on hold (hopefully restored in Spring 2022). In general, several of these courses are full on the first class session based on physical attendance, but when students receive the syllabus and consider the workload, some do not complete the add process or drop (if registered). As students attend their required math and English classes, and realize the workload for all the classes they are attending, they often drop some of the Fire Technology classes then come back in a future semester. With better support using the new Public Safety Outreach Specialist, we hope to better guide students to the right classes with a manageable workload for their degree path.**

- Is there anything faculty in your area would consider doing to improve overall discipline productivity* while maintaining our commitment to student learning? (e.g., taking additional students in sections with higher fill rates or changing the days/times or format—in-person, hybrid, online—of low fill-rate classes, etc.)
  **productivity=(FTES or WSCH)/FTEF or the number of full time students or weekly student contact hours per full time faculty member*

**During the past three years, the Fire Technology Program instructors have constantly modified the course delivery options to include fully online, hybrid online, and creative date scheduling to prevent overlaps of classes required for our certificates and degrees, especially those classes taught by other disciplines. The biggest change was the rescheduling of all Fire classes around the EMS classes where possible, so students could meet the requirements of both disciplines. Also, once the new facility opens, we will pursue a different**

**delivery schedule for the Fire Academy where the training takes two semesters using four mornings per week to work around the schedules for Chabot College athletes so they no longer have to choose between their sport and the academy. This scheduling modification may also attract single parents and other working students who cannot commit to a single semester fire academy schedule. This will take a couple of years to implement, but will be a significant opportunity that we've been unable to accommodate since the late 1980's.**

- Are there any classes in your discipline which routinely fill to capacity and for which there is often a waitlist? If yes, please list here.
  **The evening Fire Technology 1 class and the occasional Fire Academy (FT 11).**

**Enrollment Disaggregations:**
*Enrollments** can be disaggregated by race and ethnicity, gender, etc.
*Enrollments are the total number of class enrollments/seats in a given time period. A student enrolled in multiple courses increases the count for each of those courses. This is a count of *seats filled*, not a count of persons filling them.

Take a look at disaggregation of your enrollments by race and ethnicity (and/or by gender) over the past three years on the Chabot College Course Enrollments and Success Rates Dashboard. Consider how the representation of traditionally underrepresented race/ethnicity/gender student groups in your program compares to the typical makeup of your discipline, field, or industry (and/or for disciplines with large percentages of General Education enrollments—like English, math and communication studies—consider how the representation of traditionally underrepresented race/ethnicity/gender student groups in your **major courses** compare to your discipline, field, or industry).

- The representation of traditionally underrepresented race/ethnicity/gender student groups in our **discipline/major** compared to our industry/field:
  __X__ could be improved.
  ___ is just right.
  ___ is outstanding - we are increasing the diversity of the field.

For disciplines with a high percentage of offerings that are required for General Education—such as English, math, or communication studies—please also compare the representation of traditionally underrepresented race/ethnicity/gender student groups/disproportionately impacted groups (DI Groups) in your **general education** classes to the overall student body population.

- DI Groups in our **general education** classes:
  ___ are **underrepresented** in comparison to their representation in the student body.
  ___ have **similar representation** in comparison to their representation in the student body.
  ___ are **overrepresented** in comparison to their representation in the student body.
  __X__ Not applicable, our discipline does not have high enrollments in general education classes.

Please provide a brief explanation that would help the college understand these trends (e.g., tangible reasons to understand the representation of DI groups in your general education classes at Chabot).

_____

_____

**Non-Credit**

- Does your program/area offer non-credit classes?
  ___ Yes
  __X__ No

- Over the next 3 years, non-credit course offerings in our program/area are planned to:
  ___ Decrease
  __X__ Stay the same as they are now
  ___ Increase

**Course success rates**
Refer to the Chabot College Course Enrollments and Success Rates Dashboard.

- Over the past three years, how have course success rates in your discipline changed? Course success rates have:
  ___ Decreased
  _X_ Stayed roughly the same
  ___ Increased

Use the Chabot College Course Enrollments and Success Rates Dashboard to disaggregate your course success rates. Do any populations jump out to you as disproportionately impacted (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average)?

- Check all groups that are ***disproportionately impacted*** (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average):
  _X_ African American/ Black
  _X_ Asian American/ Asian
  ___ Filipino/x
  _X_ Latinx/ Chicanx
  _X_ Native American/ Alaska Native
  ___ Pacific Islander/ Hawaiian
  _X_ White/ European American
  _X_ Female
  ___ Male

(Comment/Explain) Please provide a brief explanation that would help the college understand the trends in overall course success rates or disproportionate impacts in course success rates for any student group:

**The success rate data is skewed due to the pandemic impact on enrollments. Due to the intensity involved in the Fire Technology Program coursework, some students are coming to class ill-prepared for the workload. Others are taking on jobs to support the families, and these jobs do not allow sufficient study time for successful completion of the coursework. Still, other students discover that the fire service is not for them and select a different career path – sometimes in EMS, but more often in a different discipline altogether. The future change coming to the fire academy scheduling at the new facility will open more opportunity for firefighter training over the course of a year vs. the single semester option (that will still be available once a year) to provide a greater opportunity for success with a manageable workload.**

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 following four student groups (employed students, students with dependent care responsibilities, students with transportation issues, and active Chabot athletes) impact the efforts of the Fire Technology program to offer courses on a schedule that works for them. These factors will further influence how we address scheduling of high intensity courses at the new facility: Employment Status (fulltime, parttime, unemployed); Caregiver Status (responsible for a dependent's care like a child, elder parent, family member – or – not responsible for dependent care); Transit to College (personal vehicle, public transit, other); Collegiate Athlete Status (if a Chabot Athlete, which sport?). By knowing the status of these student groups, we can better address a more appropriate delivery schedule that can meet the educational needs of these students.**

**Program completion (AD-Ts, AA/AS, Chancellor-approved Certificates)**

Take a look at the IR report on Degrees by Discipline.

- Over the past 3 years, what is the trend in Degrees awarded (AD-Ts and AA/AS) in your program(s)?
  _X_ Decreased
  ___ Stayed roughly the same
  ___ Increased

Take a look at the IR report on **Chancellor-Approved** Certificates by Discipline.

OIR now has two separate certificate reports: Chancellor Approved Certificates by Discipline and All Certificates by Discipline.

- Over the past 3 years, what is the trend in **Chancellor-Approved** certificates awarded in your program(s)?
  ___ Decreased
  _X_ Stayed roughly the same
  ___ Increased

- Please provide a brief explanation that would help the college understand these trends in degree and certificate completion. (e.g., tangible reasons for the increase or decrease).
  **There are two key factors that impact the lack of degrees and certificates issued to students in Fire Technology, Fire Prevention Inspector, and Fire Fighter Academy. The first is that students did not complete the application process for them, even though they qualify. The second is that the increase in the wildland fire problem in California has opened up seasonal employment opportunities for students shortly upon completion of the Fire Academy. Rather than complete the college processes for degrees and certificates, the students go to work during the season. With the help of the new Public Safety Outreach Specialist, we hope to fill the gap on the degree and certificate application completion process.**

- If your area does not produce a lot of degrees or Chancellor-approved certificates, is there an associated industry test for which you are preparing students or non-Chancellor-approved certificates? If you have any data on success rates or numbers for the industry certification/test or for non-Chancellor-approved certificates, please share. (Optional)
  **Students who attend the Fire Technology Program have more interest in the job certification opportunities than the degrees and certificates of achievement. For the Fire Technology and Fire Fighter Academy pathways, students pursue the CAL FIRE Basic Fire Fighter certification and the State Fire Training Fire Fighter 1 and Fire Fighter 2 Certification (including all of the stackable certificates embedded in the Fire Academy). For the Fire Prevention Inspector students, they are seeking the new Fire Inspector 1 training that we have embedded in the Fire Technology 4 and 5 classes, with an additional 40 hours of course content so that they meet the employment expectations of cities and counties seeking professional fire inspectors for their jurisdictions. The Fire Inspector 1 is being rolled out this academic year. However, the CAL FIRE Basic Fire Fighter certification has a 100% success rate, and the State Fire Training Fire Fighter 1 certification has been 93% (114 of 122 students over 3 years). This December will be the first Fire Fighter 2 test in the Academy.**

- What barriers make it difficult for students to complete your program? Are there any barriers that could be disproportionately experienced by students from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
  **Due to the nomadic conditions under which we must deliver the Fire Academy training until the new facility opens, we are limited on the options for how we deliver the Fire Academy training using existing facilities on and off campus. Because of the long hours and the compressed format to fit within a semester, students with transportation issues, dependent care responsibilities, employment conflicts, and athletic practice/game schedules find it difficult to attend the Fire Academy. For some students, their level of physical fitness takes more than one semester to improve and condition for fire fighting work. For students with certain disabilities, the nature of fire fighting work is not an option due to the rigorous physical demands and the job performance requirements. One of the major barriers is the cost to attend the fire academy and the process for obtaining the financial aid in time to attend the course. Many students do not follow the processes for college enrollment, registration, and application for financial aid so they are ill prepared for the costs associated with a 17-unit+**

**single semester course, even though they are provided this information months in advance of the Academy. We are hoping that the Public Safety Outreach Specialist will help in the financial aid guidance part, as well as the advertisement of the academy requirements through more engaging social media platforms that students access to get the information to them. During the remote learning period of this pandemic, many students struggled to find a place in their own homes to engage in their classes due to distractions from other family members while classes were in session. Some students found it difficult to concentrate or complete homework assignments and tests in the home environment.**

## 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 | 1 | ___ Decreased<br>_X_ Stayed roughly the same<br>___ Increased |
| Part-time Faculty | 19 | ___ Decreased<br>_X_ Stayed roughly the same<br>___ Increased |
| Full-time Classified Professionals | 0.4 | ___ Decreased<br>_X_ Stayed roughly the same<br>___ Increased |
| Part-Time Permanent or Hourly Classified Professionals | 0 | _X_ Decreased<br>___ Stayed roughly the same<br>___ Increased |
| Student Employees | 2 | _X_ Decreased<br>___ Stayed roughly the same<br>___ Increased |
| Independent Contractors/Professional Experts | 2 | _X_ Decreased<br>___ Stayed roughly the same<br>___ Increased |

**Academic Disciplines Only:** Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice?

**With all existing personnel engaged in the instructional delivery of the courses, there's no one currently available to perform outreach to draw in new students to the program. After 58 years of existence, including 42 years of fire academies, we still hear students say that they didn't know Chabot had Firefighter and EMS training if they hadn't seen us training in the Physical Education Complex. Lack of effective marketing and social media engagement with students is a major contributor to the lack of awareness on the part of many students. The new Outreach Specialist will play a significant role in addressing this deficit.**

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?

**This has been the most difficult challenge to overcome. We have two women and eighteen men in the instructor cadre. Our Chabot professionals are mostly women with a couple of men. We have tried to gain more instructors, including those who represent DI groups, but have difficulty getting them to fill out applications or complete hiring packets. Some of the potential instructors have not completed AS Degrees or higher, so they will need to complete the equivalency process. Due to the worsening fire problem in California and the current COVID crisis, some of active duty fire department instructors are unable to assist Chabot due to their primary fire department assignments. The interim process to show representation of DI groups to our students is the use of student assistants and active duty firefighters who assist in some class sessions at the Alameda County Fire Department Training Center so that our students see representation in the industry or post academy.**

**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
  _X_ Somewhat agree
  ___ Strongly agree

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

**We are almost there with Technology, but not completely. We need a mobile computer lab for Fire Technology classes. Lately, when we go to use a computer lab in Building 1600, the computers have passwords not disclosed to instructors, so they are unusable. From May 2020 to July 2021, Fire Technology was permitted to use the Auto Technology mobile computer lab (charging cart with laptops) to complete are certification examination testing, but it was returned at the beginning of the Fall 2021 semester. For the new facility, we will need two 40-laptop computer charging carts to support five classrooms as we cannot dedicate any of the classrooms solely for computer lab operations. There is also a greater need for simulation systems for fire training, pump operations, driving operations, and EMS/rescue operations to meet the current industry needs for critical thinking and decision-making skills training.**

**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
  _X_ Somewhat disagree
  ___ Neither agree nor disagree
  ___ Somewhat agree
  ___ Strongly agree

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

**Currently, the facilities are NOT sufficient to support student learning and carry out our program goals, so we are constantly adapting instruction back and forth between Chabot College and the Alameda County Fire Department (ACFD) Training Center in San Leandro. After July 1, 2022, our lease in San Leandro ends, and we will be more nomadic for the Fall 2022 Fire Academy until the new Hayward Fire Training Center opens in**

**late August of 2022. Also, there are improvements necessary for the fire fitness training room (Room 2920) to accommodate the EMS Fitness course that would begin in Fall 2022 alongside the Fire Fitness courses.**

**Professional Development**

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

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

- 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?
  **Due to the industry-specific nature of the professional development offered outside of Chabot College, Fire Technology faculty are able to maintain relevance and recency with first responder training competencies. This translates to updated and improved instructional delivery within the existing courses, and providing "value added" training opportunities to the students above and beyond the minimum curriculum requirements.**

## Program Maps and Equity in Scheduling

The data in this section is intended to support the further development of Guided Pathways at Chabot. Respondents' answers will be given to the Guided Pathways Steering Committee for analysis.

- **Turning in Program Maps**: A first draft of your **Program Map** for each credit degree and certificate offered within your discipline was due in May. If you already submitted all Program Maps and have no required changes or new program modifications, then you're done for now! If you did not turn in all program maps *or* changes are required *or*

you have new program modifications, then please submit these Program Maps by **October 11th, 2021**. You can submit your Program Map(s) by following these steps: 1) go to this template in Google Docs,* 2) click on "file," 3) choose "make a copy", 4) click on "share with the same people," 5) rename it for the degree/certificate that you are creating and 6) update the file to your program map. Then it will *automatically be stored* in the folder for submitting it to Guided Pathways.
*There appears to be a current bug in Microsoft Products that does not allow links to google docs to automatically open (for some people). If you cannot open the link above, try manually copy pasting the address into a browser window. https://docs.google.com/document/d/1zU4G_Kps1CNYmR8ZOczX8RergfkJLPpU_XU3KfQC86s/edit

- Have you completed all program maps for your discipline?
  ___ Yes (or we will do so by the deadline).
  ___ No, because one or more of our program(s) is/are being discontinued (please fill in name of program in space below).
  ___ No, because one or more of our program(s) cannot currently be completed because not all classes have been offered recently or will be offered in the next 3 years (please fill in name of program in space below).
  **_X_** No, for another reason… (please fill in the reason below).

If you checked off "No" above, please explain.
**Due to workload impacts on the only full-time Fire Technology faculty, the lack of support staff to complete the work, and clarification needed on how to fulfill this assignment, the Program Maps will be delayed several weeks.**

- Can a student who is working toward the degree(s)/certificate(s) in your area take all their required courses for this program: 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?
  **Depending on the Fire career pathway, Fire Academy students can complete all requirements during the day, and Fire Prevention Inspector students could complete all requirements on evenings and weekends. Based on the historical offering of Fire Technology classes, we found that the Fire Technology 4, 5, and 6 classes have better enrollment at night, and poor enrollment in mornings. The Fire Technology 3 can be offered in Fall and Spring semesters, but needs to be mornings in Fall and evenings in Spring for best enrollment. The Fire Technology 1 day class works best in Summer and Fall, and the Fire Technology night class works best in Fall and Spring semesters. The Fire Technology 2 class works best with day and night offerings in Fall, but only night offerings in Spring. All of these classes have hybrid online options. The pre-Academy, the Fire Academy, and the Fire Fitness courses are in-person offerings and are scheduled around the Emergency Medical Services (EMS) classes to prevent overlap since fire students are also in EMS classes.**

- How are you collaborating with other disciplines with whom you share students to ensure that your schedules are not conflicting, so that students with specific educational goals can take the courses they need to finish in a timely fashion? Please discuss the discipline(s) with whom you already collaborate, as well as any discipline(s) with whom you would like to start collaborating.
  **As previously mentioned, the Fire Technology courses and the EMS courses are scheduled in a way that prevents overlap of classes wherever possible. We also take into consideration adjusting classes around the Industrial Technology 74 class and the Business 14 class. We would love to create a first responder report writing class and oral communications course in collaboration with Language Arts and Communications for a cross-discipline relevant course that meets the fire and EMS needs in both English and oral communications.**

- Are there any classes in your discipline that you do not offer every semester or every year that are required for any of your degrees or programs? In an ***ideal*** world, with perfect coordination and infrastructure, how would you want to communicate which **required courses** are **not** offered in all semesters to: 1) counselors, 2) other faculty, and 3) students? (If you offer all classes required for degrees/certificates in all semesters, then you can write NA.)
  **The Fire Technology 4 class is only offered in Fall semesters. The Fire Technology 5 and 6 classes are only offered in the Spring semesters. A degree path table was developed three years ago to describe this situation**

**for Fire Technology and Fire Prevention Inspector degree pathways. All remaining FT courses are offered at least twice a year, with four classes (FT 1, 7, 10, and 88A) offered all three semesters.**

## 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 *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. Upgrade the existing Fire Technology curriculum to meet the current State Fire Training standards for Accredited Regional Training Program (ARTP) reaccreditation requirements, and apply for | Chabot College is due for its five-year reaccreditation of the Fire Technology Program as an Accredited Regional Training Program. As we undergo this process through the next year, the upgrading of our degree path to align with the national FESHE model will aid students in the articulation of Fire Technology curriculum to | ___ Equity<br>___ Access<br>__X__ Pedagogy and Praxis<br>__X__ Academic and Career Success<br>___ Community and Partnerships | ___ African American/Black<br>___ Latinx<br>___ Native American/Alaska Native<br>___ Pacific Islander/Hawaiian<br>___ Disabled<br>___ Foster Youth<br>___ LGBT<br>___ DI Gender<br>__X__ Other | __X__ Enrollment/FTES<br>___ Transfer level English, math or ESL achievement<br>__X__ Degree or certificate completion<br>__X__ Transfer<br>__X__ CTE Units<br>__X__ Attainment of a Living Wage<br>___Supplemental Metric (Financial aid or AB 540)<br>____Other_____ |

| | | | | |
|---|---|---|---|---|
| recognition of the United States Fire Administration (USFA) Fire and Emergency Services Higher Education (FESHE) Model for Associate Degree in Fire Technology. | other states if they choose to seek further education and employment outside of California. The national and state accreditation recognition will also aid in the advertisement of our program to those seeking certificates and degrees that can articulate with other universities and fire departments throughout the country. | | **All students benefit** | |
| 2. Develop and implement a Company Officer Certificate of Achievement and Degree pathway, and include CSU articulation and transferability of the Chabot College Fire Technology AS degrees to select CSU and out of state accredited universities. | The outcome of this goal is to draw students from fire departments who did not complete certificates or degrees prior to employment, but who seek advanced fire officer education that is transferable to a bachelors and masters degree pathway. The Company Officer degree is now recognized in the C-ID inventory and has been implemented at other colleges, including LPC. With the new facility coming online next fall, we would have the instructional facilities to implement this degree option at a location more appropriate for Company Officer training. | ___ Equity<br>___ Access<br>__X__ Pedagogy and Praxis<br>__X__ Academic and Career Success<br>__X__ Community and Partnerships | ___ African American/Black<br>___ Latinx<br>___ Native American/Alaska Native<br>___ Pacific Islander/Hawaiian<br>___ Disabled<br>___ Foster Youth<br>___ LGBT<br>___ DI Gender<br>___ Other<br>_____ | __X__ Enrollment/FTES<br>___ Transfer level English, math or ESL achievement<br>__X__ Degree or certificate completion<br>__X__ Transfer<br>__X__ CTE Units<br>___ Attainment of a Living Wage<br>___Supplemental Metric (Financial aid or AB 540)<br>___Other_____ |
| 3. Develop and implement a non-credit basic skills development course for pre-service fire and EMS students to further develop competencies at the Fire Fighter 1, Fire Fighter 2, Skills Coach, Wildland Firefighter, and Driver Operator levels. | The outcome for this goal is to provide students more opportunity to practice relevant psychomotor competencies that they cannot perform outside of class on their own. This also provides more opportunities for former students still seeking fire service careers to get skills practice in preparation for employment. | ___ Equity<br>___ Access<br>__X__ Pedagogy and Praxis<br>__X__ Academic and Career Success<br>__X__ Community and Partnerships | ___ African American/Black<br>___ Latinx<br>___ Native American/Alaska Native<br>___ Pacific Islander/Hawaiian<br>___ Disabled<br>___ Foster Youth<br>___ LGBT<br>___ DI Gender<br>__X__ Other<br>**All students benefit** | __X__ Enrollment/FTES<br>___ Transfer level English, math or ESL achievement<br>___ Degree or certificate completion<br>___ Transfer<br>___ CTE Units<br>__X__ Attainment of a Living Wage<br>___Supplemental Metric (Financial aid or AB 540)<br>___Other_____ |
| 4. Provide training to faculty | This goal is essential to bringing the new facility | ___ Equity<br>___ Access | ___ African American/Black | __X__ Enrollment/FTES<br>___ Transfer level English, |

| | | | | |
|---|---|---|---|---|
| and staff operating at the new Hayward Fire Training Center to safely operate all high hazard burn and rescue props, along with all classroom and facility technology to ensure safe and consistent operations to bring the training center online in Fall of 2022 and beyond. | online with instructors receiving training on the sophisticated fire and rescue props installed in the structures. This is critical for the safety of students training in these structures and around the live fire props. The training will also include maintenance practices so that instructors understand how to care for a maintain the equipment for years to come. | __X__ Pedagogy and Praxis<br>__X__ Academic and Career Success<br>__X__ Community and Partnerships | ___ Latinx<br>___ Native American/Alaska Native<br>___ Pacific Islander/Hawaiian<br>___ Disabled<br>___ Foster Youth<br>___ LGBT<br>___ DI Gender<br>___ Other<br>_____ | math or ESL achievement<br>__X__ Degree or certificate completion<br>__X__ Transfer<br>__X__ CTE Units<br>__X__ Attainment of a Living Wage<br>___Supplemental Metric (Financial aid or AB 540)<br>____Other_____ |
| 5. Increase completions of certificates and degrees through outreach and program education of students pursuing first responder careers. | The outcomes for this goal are to provide the logistical support to students from the public safety outreach specialist from registration to degree or certificate completion. | ___ Equity<br>___ Access<br>__X__ Pedagogy and Praxis<br>__X__ Academic and Career Success<br>___ Community and Partnerships | ___ African American/Black<br>___ Latinx<br>___ Native American/Alaska Native<br>___ Pacific Islander/Hawaiian<br>___ Disabled<br>___ Foster Youth<br>___ LGBT<br>___ DI Gender<br>__X__ Other<br>**All students benefit** | ___ Enrollment/FTES<br>___ Transfer level English, math or ESL achievement<br>__X__ Degree or certificate completion<br>___ Transfer<br>___ CTE Units<br>___ Attainment of a Living Wage<br>___Supplemental Metric (Financial aid or AB 540)<br>____Other_____ |
| 6. Provide the necessary support resources to faculty to ensure students can meet the course training and completion requirements identified by industry partners and State Fire Training. | The outcome for this goal is to ensure that all the necessary equipment, maintenance, supplies, and human resource support are in place to ensure that the training provided to our students meets the rigorous demands of our accrediting agencies as required of our industry partners so that students have the required knowledge, skills, and aptitudes for first responder employment. | ___ Equity<br>___ Access<br>__X__ Pedagogy and Praxis<br>__X__ Academic and Career Success<br>__X__ Community and Partnerships | ___ African American/Black<br>___ Latinx<br>___ Native American/Alaska Native<br>___ Pacific Islander/Hawaiian<br>___ Disabled<br>___ Foster Youth<br>___ LGBT<br>___ DI Gender<br>__X__ Other<br>**All students benefit** | ___ Enrollment/FTES<br>___ Transfer level English, math or ESL achievement<br>___ Degree or certificate completion<br>___ Transfer<br>__X__ CTE Units<br>__X__ Attainment of a Living Wage<br>___Supplemental Metric (Financial aid or AB 540)<br>____Other_____ |
| 7. Implement the First Responder K-12 to College to Career through | The outcome for this goal is to align efforts at the K-12 education level, with the college certificate and | ___ Equity<br>___ Access<br>__X__ Pedagogy and Praxis | ___ African American/Black<br>___ Latinx<br>___ Native | __X__ Enrollment/FTES<br>___ Transfer level English, math or ESL achievement<br>__X__ Degree or certificate |

| | | | | |
|---|---|---|---|---|
| the integration of fire technology and emergency medical services training at the new Hayward Fire Training Center with the Eden Area Regional Occupational Program, the Chabot College Fire and EMS Programs, and the Hayward Fire Department. | degree pathways to prepare students for employment within the industry. | _X_ Academic and Career Success<br>_X_ Community and Partnerships | American/Alaska Native<br>___ Pacific Islander/Hawaiian<br>___ Disabled<br>___ Foster Youth<br>___ LGBT<br>___ DI Gender<br>_X_ Other<br>**All students benefit** | completion<br>_X_ Transfer<br>_X_ CTE Units<br>_X_ Attainment of a Living Wage<br>___Supplemental Metric (Financial aid or AB 540)<br>____Other_____ |
| 8. Advance the training and education of pre-service and in-service fire and emergency medical service personnel through both simulated and immersive training operations to develop critical thinking, manipulative performance, and communication skills for both emergency and disaster preparedness. | Due to the increasingly complex incidents that first responders face in California, the need for higher intensity training that emphasizes critical thinking and decision-making is essential to succeed in the fire and EMS professions. The outcome for this goal is to increase the ability to perform critical operations under simulated stress through the use of simulators and props. These simulations provide the training in a safe environment, allowing for critique of the student's skills before they advance to live operations. | ___ Equity<br>___ Access<br>_X_ Pedagogy and Praxis<br>_X_ Academic and Career Success<br>_X_ Community and Partnerships | ___ African American/Black<br>___ Latinx<br>___ Native American/Alaska Native<br>___ Pacific Islander/Hawaiian<br>___ Disabled<br>___ Foster Youth<br>___ LGBT<br>___ DI Gender<br>_X_ Other<br>**All students benefit** | _X_ Enrollment/FTES<br>___ Transfer level English, math or ESL achievement<br>_X_ Degree or certificate completion<br>_X_ Transfer<br>_X_ CTE Units<br>_X_ Attainment of a Living Wage<br>___Supplemental Metric (Financial aid or AB 540)<br>____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.

**Contracts and Accreditation - $11,520.00**

| | **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** | 1 | **Fire Technology Program Reaccreditation – State Fire Training** | ___ New<br>__X__ Updated<br>___ Repeat | CAL FIRE – California State Fire Training – Office of State Fire Marshal | Accredited Regional Training Program reaccreditation fee, required every 5 years. Last accreditation was Fall 2017. Due for payment in August 2022. | This process is required for Chabot College to maintain its status as an Accredited Regional Training Program (ARTP) for fire service training curriculum through State Fire Training. | 60 | ___ Annual<br>__X__ 2022-23<br>___ 2023-24<br>___ 2024-25 | $3,000.00 |
| **Item 2** | 1 | **Fire Technology Program Reaccreditation – State Fire Training** | ___ New<br>__X__ Updated<br>___ Repeat | Food & Supply Vendors | Food and miscellaneous supplies for ARTP Reaccreditation Visit and 8-Hour Meeting | Funding requested to cover food and miscellaneous supplies for State Fire Training Accreditation Team Visit. | 60 | ___ Annual<br>__X__ 2022-23<br>___ 2023-24<br>___ 2024-25 | $500.00 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Item 3** | 1 | **Fire Academy Live Fire Support** | ___ New<br>___ Updated<br>__X__ Repeat | Twain Harte Fire Rescue | Contract with Twain Harte Fire-Rescue to provide fire specialists during live-fire training conducted at training center. Fire specialists are present to set-up, ignite, and reset live-fire operations in between rotations of student groups during Fire Academy | Due to high-risk nature of live fire involving class A fuels (wood, hay, pallets, etc.), fire specialists handle the set-up and burn activities during the live-fire training so that instructors can focus on the students during the fire attack operations. | | ___ Annual<br>__X__ 2022-23<br>___ 2023-24<br>___ 2024-25 | $5,000.00 |
| **Item 4** | 1 | **Fire Technology and Fire Prevention Inspector CoA/ AS Resource Support** | ___ New<br>___ Updated<br>__X__ Repeat | Scantron | Scantron Software License | This is an annual licensing fee for the Fire Technology Scantron Machine. License required to continue use of software to extract item analysis data reports from the Scantron Machine. | | ___ Annual<br>__X__ 2022-23<br>___ 2023-24<br>___ 2024-25 | $200.00 |
| **Item 5** | 1 | **Fire Academy Student Equipment Maintenance & Repair** | ___ New<br>___ Updated<br>__X__ Repeat | OHD USA | Calibration of the quantitative respiratory fit test machine for students and instructors wearing self-contained breathing apparatus during interior live-fire training | This is an annual OSHA required calibration to ensure accuracy of the results. The cost covers the calibration process, shipping to and from factory (in Alabama), and the before and after action data regarding the machine's performance. Without a qualifying fit-testing process, fire academy students cannot train using SCBA. | 12 | __X__ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $1,100.00 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Item 6** | 1 | **Fire Academy Student Equipment Maintenance & Repair** | ___ New<br>___ Updated<br>_X_ Repeat | Honeywell | Posichek Flow-Test Recalibration for Self-Contained Breathing Apparatus (SCBA) Maintenance | Annual calibration of flow testing unit, including the shipping cost to and from the service center in Colorado to maintain compliance with OSHA. This machine ensures that all Fire Academy student and faculty SCBA's are properly functioning prior to live interior fire use. | | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $1,000.00 |
| **Item 7** | 2 | **Fire Academy Operations** | ___ New<br>_X_ Updated<br>___ Repeat | Apple One (formerly iCloud) subscription for 8 Fire Technology iPads | Annual iCloud Access for 8 Chabot College iPads used for Fire Cadet skills recording during assessments | Instructor is currently paying for the iCloud access for the iPads. These need to be covered by the college and linked to a Chabot-owned Mac computer. | | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $720.00 |

**Services - $77,000.00**

| | **Rank**<br>(1, 2, 3, etc. after all requests have been entered) | **Project Name**<br>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**<br>**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**<br>(1, 2, 10, 12, etc.) | **Year(s) Needed** | **Estimated Cost Per Year**<br>(Total $) |
|---|---|---|---|---|---|---|---|---|---|
| **Item 1** | 1 | **Fire Academy Student Equipment Maintenance & Repair** | ___ New<br>___ Updated<br>_X_ Repeat | Scott's PPE | Inspect, repair and clean fire and rescue personal protective equipment for student firefighters use in Fire Academy and Work Experience internships | Extend the life of fire and rescue equipment on loan to students to maintain OSHA compliance for safety of students | 12 | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $6,000.00 |
| **Item 2** | 1 | **Fire Academy Student Equipment Maintenance & Repair** | ___ New<br>___ Updated<br>_X_ Repeat | ACME Fire Extinguisher | Recharge and service fire extinguishers; hydrostatically test outdated fire extinguishers | Inspect, service, refill, and hydrostatically test fire extinguishers. Increase cost for 2022-2023 is to cover hydrostatic tests | 12 | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $2,000.00 |
| **Item 3** | 1 | **Fire Academy Vehicle Maintenance and Repair** | ___ New<br>___ Updated<br>_X_ Repeat | Alameda County Fire Department Fleet Maintenance Center | Service/repair Chabot fire engines, pumps, and emergency equipment | Fire engines are over 25-35 years old and need repair to pumps, plumbing and emergency equipment that cannot be serviced through District M&O for student use and training during Fire Academy | 12 | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $12,000.00 |

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| **Item 4** | 1 | **Fire Academy Vehicle Maintenance and Repair** | ___ New<br>___ Updated<br>_X_ Repeat | CLPCCD M&O | Maintain diesel motor, 90-day inspections and basic vehicle maintenance and repair | Cover costs of annual DMV-required inspection, maintenance and repair for three Chabot Fire Technology Fire Engines for student use in Fire Academy | 12 | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $1,000.00 |
| **Item 7** | 2 | **Fire Academy Student Equipment Maintenance & Repair** | ___ New<br>___ Updated<br>_X_ Repeat | Western States Tool and Supply Company | Service and repair fire academy power equipment used by students | Maintain safe operation of gas-powered equipment used by students in the fire academy | 12 | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $1,500.00 |
| **Item 5** | 2 | **Fire Academy Student Equipment Maintenance & Repair** | _X_ New<br>___ Updated<br>___ Repeat | ACME Fire Extinguisher | Recharge and service student Self-Contained Breathing Apparatus (SCBA) cylinders | Hydrostatically test 70 student SCBA cylinders per OSHA requirements. | 3 | ___ Annual<br>_X_ 2022-23<br>___ 2023-24<br>___ 2024-25 | $5,000.00 |
| **Item 6** | 3 | **Fire Academy Vehicle Maintenance and Repair** | ___ New<br>___ Updated<br>_X_ Repeat | CLPCCD M&O | Service the Fireblast trailer carrying the vehicle fire training prop | Cover costs of annual DMV-required inspection, maintenance and repair for three Chabot Fire Technology Fire Engines for student use in Fire Academy | 12 | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $2,000.00 |
| **Item 8** | 3 | **Fire Academy Student Equipment Maintenance & Repair** | ___ New<br>___ Updated<br>_X_ Repeat | Curtis & Sons | Inspect and service hydraulic-powered rescue equipment | Maintain, inspect and service hydraulically powered equipment for safe operation | 12 | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $2,500.00 |
| **Item 9** | 4 | **Fire Academy Operations** | _X_ New<br>___ Updated<br>___ Repeat | Waste Management of Alameda County | Set-up for large dumpsters to remove debris from roof props, breach props, and vehicle extrication. | Services to remove used consumables from fire training props require large dumpster bins to haul the equivalent of construction debris. This is a service we currently | 12 | ___ Annual<br>_X_ 2022-23<br>___ 2023-24<br>___ 2024-25 | $5,000.00 |

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| | | | | | | have as part of our lease in San Leandro that we will need to establish for the Hayward Training Center. | | | |
| **Item 10** | 5 | **Fire Academy Vehicle Maintenance and Repair** | ___ New<br>___ Updated<br>_X_ Repeat | Ward Diesel | Install diesel exhaust emissions system on both Mack fire engines to comply with California Air Resources Board requirements for diesel motors | Compliance with exhaust emission systems also reduces the potential carcinogen exposure to students and faculty when motors are running | 3 | ___ Annual<br>_X_ 2022-23<br>___ 2023-24<br>___ 2024-25 | $40,000.00 |

**Subscriptions and Association Fees - $2,381**

| | **Rank**<br>(1, 2, 3, etc. after all requests have been entered) | **Project Name**<br>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**<br>**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**<br>(1, 2, 10, 12, etc.) | **Year(s) Needed** | **Estimated Cost Per Year**<br>(Total $) |
|---|---|---|---|---|---|---|---|---|---|
| **Item 1** | 1 | **Fire Technology Professional Organization Memberships** | ___ New<br>___ Updated<br>_X_ Repeat | California Fire Technology Directors Association (CFTDA) | Annual Member Dues | CFTDA is the primary organization representing Fire Technology Programs from Community Colleges with State Agencies, including State Fire Training | 12 | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $40.00 |
| **Item 2** | 1 | **Fire Technology Professional Organization Memberships** | ___ New<br>___ Updated<br>_X_ Repeat | Alameda County Training Officers Association (ALCO TO's) | Annual Member Dues | The ALCO TO's are the lead organization between Chabot College and the east bay fire department training divisions. Continued participation is essential to the mission of the Fire Technology Program and alignment with our industry partners and Advisory Board. | 12 | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $220.00 |
| **Item 3** | 1 | **Fire Academy Operations** | ___ New<br>___ Updated<br>_X_ Repeat | Bay Area Air Quality Management District | Open Burn Permit for Fire Academy to Burn Wood, Pallets, OSB, and Straw | Required to have a current burn permit from BAAQMD prior to live-fire training in the Bay Area. | 12 | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $150.00 |

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| **Item 4** | 2 | **Fire Technology and Fire Prevention Inspector CoA/ AS Resource Support** | ___ New<br>___ Updated<br>_X_ Repeat | International Code Council | Membership Fees - Corporate Member | Maintain membership for reduced cost of Fire Prevention Inspector Program resources | 12 | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $450.00 |
| **Item 5** | 3 | **Fire Technology and Fire Prevention Inspector CoA/ AS Resource Support** | ___ New<br>___ Updated<br>_X_ Repeat | National Fire Protection Association (NFPA) | Subscription service for online access to the NFPA Standards | Students seeking certification through State Fire Training in Firefighter and Fire Inspector career paths are required to meet the competencies in NFPA Standards. The subscription permits continued access to current standards, and updates to those undergoing changes that will impact students training in these programs. | 12 | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $1,346.00 |
| **Item 6** | 3 | **Fire Technology and Fire Prevention Inspector CoA/ AS Resource Support** | ___ New<br>___ Updated<br>_X_ Repeat | National Fire Protection Association (NFPA) Member Dues | Membership Fees | Annual access to national standards at reduced cost for program accreditation. | 12 | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $175.00 |

**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.

**Equipment – Vehicle - $95,000.00**

| | **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** | 1 | **Fire Academy Operations** | ___ New<br>__X__ Updated<br>___ Repeat | East Bay Ford | Fire Facility F-550 Western Flatbed Truck (8' x 10') with material rack, tool boxes, steel stakes and lift gate. The truck would be equipped with a Class 5 receiver plug and trailer towing capability, along with a ladder rack insert. | To support the fire academy training that occurs both at Chabot College & the off campus fire training center, there is a demonstrated need to shuttle equipment and trailers between the two locations, and around the training center. Increased dependence on Business Services and M&O to make fleet vehicles available has shown the need to get a dedicated vehicle & reduce the impact on the rest of the fleet. | 1 | ___ Annual<br>__X__ 2022-23<br>___ 2023-24<br>___ 2024-25 | $95,000.00 |

**Equipment – Firefighter Work Experience - $8,750.00**

| | **Rank**<br>(1, 2, 3, etc. after all requests have been entered) | **Project Name**<br>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**<br>**BRIEFLY** justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences)**.** | **Quantity**<br>(1, 2, 10, 12, etc.) | **Year(s) Needed** | **Estimated Cost Per Year**<br>(Total $) |
|---|---|---|---|---|---|---|---|---|---|
| **Item 2** | 1 | **Firefighter Work Experience Internships** | **X** New<br>___ Updated<br>___ Repeat | LN Curtis | MSA SCBA Masks | Purchase 10 additional SCBA masks for fire academy cadets to use during work experience internships with industry partner fire departments. | 10 @ $350 | ___ Annual<br>**X** 2022-23<br>___ 2023-24<br>___ 2024-25 | $3,500.00 |
| **Item 3** | 1 | **Firefighter Work Experience Internships** | **X** New<br>___ Updated<br>___ Repeat | LN Curtis | Wildland Fire Shelters | Purchase 10 Wildland Fire Shelters for fire academy cadets to use during work experience internships with industry partner fire departments. | 10 @ $525 per set | ___ Annual<br>**X** 2022-23<br>___ 2023-24<br>___ 2024-25 | $5,250.00 |

**Equipment – Fire Prevention Inspector - $3,500.00**

| | Rank<br>(1, 2, 3, etc. after all requests have been entered) | Project Name<br>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<br>**BRIEFLY** justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives | Quantity<br>(1, 2, 10, 12, etc.) | Year(s) Needed | Estimated Cost Per Year<br>(Total $) |
|---|---|---|---|---|---|---|---|---|---|
| **Item 4** | 1 | **Fire Prevention Inspector Program** | ___ New<br>__X__ Updated<br>___ Repeat | International Code Council | Code Books for Fire Prevention Inspector Courses | To conduct fire inspector and prevention courses, current California building and fire codebooks are required for use and application during in-person activities and instruction. These are updated every 3 years. The next version of these books will be available after July 1, 2022. | 10 @ $350 per set | ___ Annual<br>__X__ 2022-23<br>___ 2023-24<br>___ 2024-25 | $3,500.00 |

**Equipment – Hayward Fire Training Center Simulator - $118,000.00**

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| **Item 5** | 1 | **Fire Academy Operations** | ___ New<br>__X__ Updated<br>___ Repeat | FAAC | The FAAC Pump Operations (Pump-Ops) PO-1000 Simulator is a full size replica of a Fire Engine Pump Panel. Provides safe, economical and highly realistic training on pump panel operation without flowing thousands of gallons of water. | Driver and Pump Operations training are becoming part of the new requirements for firefighter employment opportunities. The fire engines owned by Chabot are over 30 years old and can be very expensive to repair if damaged while students learn basic operations. Through the use of a realistic pump simulator, we can provide the necessary basic training for students to master the pump controls before allowing them to flow pressurized water through hoselines. | 1 | ___ Annual<br>__X__ 2022-23<br>___ 2023-24<br>___ 2024-25 | $118,000.00 |

**Equipment – Fire Academy Operations - $94,782.00**

| | Rank<br>(1, 2, 3, etc. after all requests have been entered) | Project Name<br>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<br>**BRIEFLY** justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences). | Quantity<br>(1, 2, 10, 12, etc.) | Year(s) Needed | Estimated Cost Per Year<br>(Total $) |
|---|---|---|---|---|---|---|---|---|---|
| **Item 6** | 1 | **Fire Academy Operations** | X New<br>___ Updated<br>___ Repeat | Firehouse Fabricators | Forcible Entry Window Inserts with Breakout Panels and Sashes | Breakout windows are required for Fire Academy forcible entry and rescue training. These window props have breakout panels that can be reused multiple times between students, and are designed to fit within the window frames of the new fire training center. | 2 @ $4000 per set | ___ Annual<br>X 2022-23<br>___ 2023-24<br>___ 2024-25 | $8,000.00 |
| **Item 7** | 1 | **Fire Academy Operations** | ___ New<br>X Updated<br>___ Repeat | Uline | Welded Security Carts with extra shelf and locks for storage at new facility | These security carts will be used to store high value Chabot College equipment in shared space storage areas of new training center. | 8 @ $1537.50 per cart | ___ Annual<br>X 2022-23<br>___ 2023-24<br>___ 2024-25 | $12,300.00 |
| **Item 8** | 1 | **Fire Academy Operations** | X New<br>___ Updated<br>___ Repeat | Pelican Cases | Heavy Duty Storage Totes for Academy Equipment | Needed for fire academy equipment moving to new facility in shared use spaces | 20 @ $250 per set | ___ Annual<br>X 2022-23<br>___ 2023-24<br>___ 2024-25 | $5,000.00 |
| **Item 9** | 2 | **Fire Academy Operations** | X New<br>___ Updated | Allstar Fire Equipment | Replacement Tools and Equipment | Replace broken hose and tools | General Amount | ___ Annual<br>X 2022-23 | $2,750.00 |

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| | | | ___ Repeat | | | | | ___ 2023-24<br>___ 2024-25 | |
| **Item 10** | 3 | **Fire Academy Operations** | **X** New<br>___ Updated<br>___ Repeat | Allstar Fire Equipment | Fall Protection Equipment | Add to the fall protection system equipment for use at the new training center. | 1 | ___ Annual<br>**X** 2022-23<br>___ 2023-24<br>___ 2024-25 | $1,000.00 |
| **Item 11** | 4 | **Fire Academy Operations** | **X** New<br>___ Updated<br>___ Repeat | LN Curtis | set of Hurst edraulic spreaders, cutters, combination tool, and ram tool compatible with existing cache of hydraulic vehicle extrication equipment | Equipment requested to perform vehicle extrication at the new fire training center on current technology cars and trucks. Original equipment purchased 8 years ago cannot cut through or overcome vehicle construction of current vehicles. | 1 Set | ___ Annual<br>**X** 2022-23<br>___ 2023-24<br>___ 2024-25 | $45,000.00 |
| **Item 12** | 5 | **Fire Academy Operations** | **X** New<br>___ Updated<br>___ Repeat | LN Curtis | Haz Mat Decon Set-Up Kit with Chemical Suits, Decontamination Pools, and Storage Bins | Reduced cost from 30K to 10K due to donated equipment and other parts acquired in past 2 years. Need to get remaining components by June 2022 in preparation for new training center | 1 | ___ Annual<br>**X** 2022-23<br>___ 2023-24<br>___ 2024-25 | $1,000.00 |
| **Item 13** | 6 | **Fire Academy Operations** | **X** New<br>___ Updated<br>___ Repeat | Lion | Lion Attack Digital Fire Training Panel with Travel Case | For training in structures where water cannot flow - Cost reduction from original order | 1 | ___ Annual<br>**X** 2022-23<br>___ 2023-24<br>___ 2024-25 | $11,250.00 |
| **Item 14** | 7 | **Fire Academy Operations** | **X** New<br>___ Updated<br>___ Repeat | Lion | Set of Digital Nozzle and Hoseline Complete Package with total of 100 feet of hose | For fire attack training where water cannot flow | 1 | ___ Annual<br>**X** 2022-23<br>___ 2023-24<br>___ 2024-25 | $6,800.00 |

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| **Item 15** | 8 | **Fire Academy Operations** | **X** New<br>___ Updated<br>___ Repeat | | Helmet Identification Shields | Chabot College Identification Shields for Firefighter Intern Helmets while Riding with Agency Fire Departments | 16 @ $52.00 | ___ Annual<br>**X** 2022-23<br>___ 2023-24<br>___ 2024-25 | $832.00 |
| **Item 16** | 9 | **Fire Academy Operations** | **X** New<br>___ Updated<br>___ Repeat | | SKED Basic Rescue Stretcher with Cobra Buckles | For Confined Space, High Angle and Technical Rescue | 1 | ___ Annual<br>**X** 2022-23<br>___ 2023-24<br>___ 2024-25 | $850.00 |

**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.

**Facilities – $126,000.00**

| | **Rank**<br>(1, 2, 3, etc. after all requests have been entered) | **Project Name**<br>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**<br>**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**<br>(Total $) |
|---|---|---|---|---|---|---|---|
| **Item 1** | 1 | **Relocation of Fire Technology Academy Resources to New Hayward Fire Training Center** | X New<br>___ Updated<br>___ Repeat | Move all Chabot Fire equipment & shipping containers from San Leandro to Hayward | The lease between Chabot College, Alameda County Fire Department, and the City of San Leandro ends in June 2022. The Chabot Fire Academy equipment, including three 40-foot shipping containers, will need to be transferred from San Leandro to the new Training Center in Hayward, and set-up in a shipping container village, painted, and equipment secured. Additionally, a roof prop and many props from Chabot College will be moved to the new center. | ___ Annual<br>X 2022-23<br>___ 2023-24<br>___ 2024-25 | $15,000.00 |
| **Item 2** | | **Hayward Fire Training Center Facility Operations Project** | X New<br>___ Updated<br>___ Repeat | Purchase a T4 Bobcat Skid Steer Loader with a 74" Combination Bucket | Debris loader and removal unit for collapsed garage structure – used during technical rescue earthquake structure collapse training and trench rescue training | ___ Annual<br>X 2022-23<br>___ 2023-24<br>___ 2024-25 | $63,000.00 |
| **Item 3** | | **Hayward Fire Training Center Facility Operations Project** | X New<br>___ Updated<br>___ Repeat | SOLO Rescue SCBA Decon Washer for new Fire Training Center | This washer will be installed in Building 2 of new training facility. It is designed to decontaminate the students' fire safety equipment from products of combustion following live fire training to reduce potential | ___ Annual<br>X 2022-23<br>___ 2023-24<br>___ 2024-25 | $28,000.00 |

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| | | | | | exposure to carcinogens. | | |
| **Item 4** | | **Renovation of Room 2920 to Support EMS Fitness Program** | ___ New<br>_X_ Updated<br>___ Repeat | Storage Units and Shelving for EMS Fitness Equipment | Secure Storage for EMS Equipment used for new EMS Fitness course | ___ Annual<br>_X_ 2022-23<br>___ 2023-24<br>___ 2024-25 | $10,000.00 |
| **Item 5** | | **Hayward Fire Training Center Facility Operations Project** | _X_ New<br>___ Updated<br>___ Repeat | Construction supplies to Build three props at new training center | Supplies to Build Rescue Maze, Hose Bed Prop, and Hose Folding table at Hayward Training Center- these are props we lose access to when we leave San Leandro's facility | ___ Annual<br>_X_ 2022-23<br>___ 2023-24<br>___ 2024-25 | $10,000.00 |

**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.

**Human Resources – $255,880.37**

| | **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** | 1 | **Fire Technology Program Accreditation – Clerical Support** | ___ New<br>___ Updated<br>_X_ Repeat | ___ Admin FT<br>_X_ Classified FT<br>___ Classified Hourly<br>___ Classified PT<br>___ Faculty FT<br>___ Faculty PT<br>___ Faculty F-hour<br>___ Faculty Reassign<br>___ Student Hourly<br>___ Other<br>_____ | Admin. Asst. (40%) | 16 | Per State Fire Training Procedures, clerical assistance is required for record keeping and management of correspondence from the Accredited Regional Training Program (Chabot Fire Academy) to State Fire Training | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $38,390.00 |
| **Position 2** | 1 | **Fire Technology Program Accreditation – Fire Academy Faculty** | ___ New<br>_X_ Updated<br>___ Repeat | ___ Admin FT<br>___ Classified FT<br>___ Classified Hourly<br>___ Classified PT<br>_X_ Faculty FT<br>___ Faculty PT<br>___ Faculty F-hour<br>___ Faculty Reassign<br>___ Student Hourly | Fire Academy Instructor | 40 | Due to the expanded instructional workload with the new training facility and updated State Fire Training curriculum for Fire Academies, while ensuring student needs can be addressed in a timely manner, a full-time instructor with fire academy training | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $75,596.00 |

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| | | | | ___ Other<br>_____ | | | experience is needed to lead the fire academy cadre instruction while allowing the current instructor/coordinator to run the program and deliver the new curriculum. | | |
| **Position 3** | 1 | **Fire Technology Program Accreditation – Laboratory Technician** | ___ New<br>_X_ Updated<br>___ Repeat | ___ Admin FT<br>_X_ Classified FT<br>___ Classified Hourly<br>___ Classified PT<br>___ Faculty FT<br>___ Faculty PT<br>___ Faculty F-hour<br>___ Faculty Reassign<br>___ Student Hourly<br>___ Other<br>_____ | Lab Tech. – Fire | 40 | With the new facility opening in August 2022, there will be an increase in lab equipment to maintain, set-up, operate, and safely stow following training activities. The facility needs a technician dedicated to the fire equipment and training prop operations both on campus and off-campus, including the shuttling of equipment between facilities and ensuring equipment requiring cleaning, repairs and maintenance are addressed in a timely manner. | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $63,591.00 |
| **Position 4** | 2 | **Fire Technology Program Accreditation – Academy Logistics** | ___ New<br>___ Updated<br>_X_ Repeat | ___ Admin FT<br>___ Classified FT<br>___ Classified Hourly<br>___ Classified PT<br>___ Faculty FT<br>___ Faculty PT<br>_X_ Faculty F-hour<br>___ Faculty Reassign<br>___ Student Hourly<br>___ Other<br>_____ | Academy Logistics Officer | 2 per week for 40 weeks | If the full-time Fire Academy Instructor position is not hired, the Academy Logistics Officer will be needed to manage the certification testing component of the Fire Academy. | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $2,461.00 |
| **Position 5** | 1 | **Fire Academy Operations** | ___ New<br>___ Updated<br>_X_ Repeat | ___ Admin FT<br>___ Classified FT<br>___ Classified Hourly<br>___ Classified PT<br>___ Faculty FT | Training Assistant | 6 students @ $14.50 each for an average of 16-hours per week over | Cost for 6 student assistants to aid with fire fitness and fire academy classes across three semesters. If Lab Technician position is | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $64,032.00<br>($42,688.00) |

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|---|---|---|---|---|---|---|---|---|---|
| | | | | ___ Faculty PT<br>___ Faculty F-hour<br>___ Faculty Reassign<br>__X__ Student Hourly<br>___ Other<br>_____ | | 46 weeks | hired, then reduce the number of students to 4. | | |
| **Position 6** | 2 | | __X__ New<br>___ Updated<br>___ Repeat | ___ Admin FT<br>___ Classified FT<br>___ Classified Hourly<br>___ Classified PT<br>___ Faculty FT<br>___ Faculty PT<br>__X__ Faculty F-hour<br>___ Faculty Reassign<br>___ Student Hourly<br>___ Other<br>_____ | PT Faculty – Curriculum Cadre | | f-rate cost for 6 faculty to upgrade curriculum and course offerings to support accreditation and training opportunities at new facility (24 hours per) | __X__ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $8,857.73 |
| **Position 7** | 2 | **Fire Academy Operations** | __X__ New<br>___ Updated<br>___ Repeat | ___ Admin FT<br>___ Classified FT<br>___ Classified Hourly<br>___ Classified PT<br>___ Faculty FT<br>___ Faculty PT<br>__X__ Faculty F-hour<br>___ Faculty Reassign<br>___ Student Hourly<br>___ Other<br>_____ | PT Faculty – Equip. Tech. | 2 instructors @ 24 hours per semester | If the full-time Lab Technician for Fire position is not hired, the two part-time instructors will be needed to manage the equipment technician responsibilities at the new facility to free up the instructor coordinator. | __X__ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $2,952.58 |

- 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.

**Professional Development, Travel, and Conferences - $15,810.30**

| | **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** | | **Hayward Fire Training Center Facility Operations Project** | _X_ New<br>___ Updated<br>___ Repeat | F rate cost for 6 faculty to train on new props at Fire Training Center before they go in service in August 2022 (32 hours per) | ___ In-person conference with travel<br>___ Online conference/webinar<br>_X_ On-Campus Training<br>___ On-Campus Speaker<br>___ Other<br>_____ | Before fire faculty may use any high-risk live fire or rescue props at the new training center, they must receive training on them. The estimated time to train 6 faculty on these props will be 32 hours. | 6 | ___ Annual<br>_X_ 2022-23<br>___ 2023-24<br>___ 2024-25 | $11,810.30 |
| **Request 2** | | **Fire Technology Professional Organization Memberships** | ___ New<br>___ Updated<br>_X_ Repeat | California Fire Technology Directors Association Meeting | _X_ In-person conference with travel<br>___ Online conference/webinar<br>___ On-Campus | Attend Quarterly Fire Tech Directors Meetings, maintaining participation for accreditation. Cost to cover travel and lodging for four meetings. | 1 | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $3,500.00 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Training<br>___ On-Campus<br>Speaker<br>___ Other<br>_____ | | | | |
| **Request 3** | | **Fire Technology Professional Organization Memberships** | ___ New<br>___ Updated<br>_X_ Repeat | Public Safety Advisory Committee Meeting - Regional Joint Venture - Semiannual Meeting | _X_ In-person conference with travel<br>___ Online conference/webinar<br>___ On-Campus Training<br>___ On-Campus Speaker<br>___ Other<br>_____ | Attend semiannual Public Safety Advisory Committee Meeting - travel costs | 1 | _X_ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $500.00 |

**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**<br>(1, 2, 3, etc. after all requests have been entered) | **Project Name**<br>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**<br>(1-2 sentences) | **Justification**<br>**BRIEFLY** justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences)**.** | **Quantity**<br>(1, 2, 10, 12, etc.) | **Year(s) Needed** | **Estimated Cost Per Year**<br>(Total $) |
|---|---|---|---|---|---|---|---|---|
| **Item 1** | | **Hayward Fire Training Center Facility Operations Project** | ___ New<br>___ Updated<br>___ Repeat | Propane to fill four installed tanks for initial operation of the facility. | Propane needed to fill 4 tanks for initial operation of burn props. | 4 tanks | ___ Annual<br>_X_ 2022-23<br>___ 2023-24<br>___ 2024-25 | $10,000.00 |
| **Item** | | **Fire Academy Operations** | ___ New<br>___ Updated | Decontamination and cleaning solutions for | These are the supplies needed by students to perform | Misc. | _X_ Annual<br>___ 2022-23 | $5,000.00 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **2** | | | ___ Repeat | 2 fire academies (hand wipes and extraction washers) for decon of personal protective equipment | cleaning and decontamination of fire fighting, rescue, and haz mat equipment used in the Fire Academy. | | ___ 2023-24<br>___ 2024-25 | |
| **Item 3** | | **Fire Academy Operations** | ___ New<br>___ Updated<br>___ Repeat | Propane Costs for training and Fire Academy Burn Operations for 2 semesters | Propane needed for the initial instructor training of burn props, and for Fire Academy cadets during academic year.. | | ___ Annual<br>__X__ 2022-23<br>___ 2023-24<br>___ 2024-25 | $20,000.00 |
| **Item 3** | | **Fire Academy Operations** | ___ New<br>___ Updated<br>___ Repeat | Black and color toner for printing certificates [9-10 cartridges] | Certificate and classroom printing supplies | | __X__ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $1,000.00 |
| **Item 3** | | **Fire Academy Operations** | ___ New<br>___ Updated<br>___ Repeat | Parchment certificate packets (for Academy completion) | Parchment certificate packets (for Academy completion) Packets of 25 certificates | | __X__ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $140.00 |
| **Item 3** | | **Fire Academy Operations** | ___ New<br>___ Updated<br>___ Repeat | Scrap cars for auto extrication training | Cost to tow and remove scrap cars for vehicle extrication training / 5 cars per semester | 10 @ $250.00 | __X__ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $2,500.00 |
| **Item 3** | | **Fire Academy Operations** | ___ New<br>___ Updated<br>___ Repeat | Fuel for fire engines and gas-powered tools (many gallons) | Summary total of gasoline, diesel, and oil needed for fire engines and other gas-powered tools | | __X__ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $3,500.00 |
| **Item 3** | | **Fire Academy Operations** | ___ New<br>___ Updated<br>___ Repeat | Wood, screws, sheetrock, paint, varnish, lubricant | Summary total of these supplies used for roof ventilation and wall breach training, as well as repairs to tools following this training for 2 fire academies (includes increased pricing for wood) | | __X__ Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $8,000.00 |
| **Item 3** | | **Fire Academy Operations** | ___ New<br>___ Updated | Smoke Fluid for smoke simulation machines (many | Summary total of various size smoke fluid containers to refill smoke machines used | | __X__ Annual<br>___ 2022-23 | $1,500.00 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | ___ Repeat | cases) | for simulated fire operations | | ___ 2023-24<br>___ 2024-25 | |
| **Item 3** | | **Fire Academy Operations** | ___ New<br>___ Updated<br>___ Repeat | Motomix [fuel + oil mixture] for power saws [many gallons] | Summary total of Motomix fuel used to operate chain saws and power saws in Fire Academy | | **_X_** Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $1,200.00 |
| **Item 3** | | **Fire Academy Operations** | ___ New<br>___ Updated<br>___ Repeat | Nitrile gloves [many boxes, various sizes per academy) | Summary total of varying sizes of nitrile gloves. Used by students during the equipment maintenance and hazardous materials training component of Fire Academy | | **_X_** Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $500.00 |
| **Item 3** | | **Fire Academy Operations** | ___ New<br>___ Updated<br>___ Repeat | Box of SCBA mask wipes/non alcohol | Mask wipes used to clean breathing apparatus safety masks after each student's use. 4 boxes used per semester | | **_X_** Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $550.00 |
| **Item 3** | | **Fire Academy Operations** | ___ New<br>___ Updated<br>___ Repeat | Replacement haz mat training supplies and parts | Summary total to replace tyvek suits and miscellaneous supplies for Fire Academy that are not offered through other vendors | | **_X_** Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $1,000.00 |
| **Item 3** | | **Fire Academy Operations** | ___ New<br>___ Updated<br>___ Repeat | Box of Backfiring fusee/flares | Flares and fusees required for fire academy and wildland fire fighter training | | **_X_** Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $350.00 |
| **Item 3** | | **Fire Academy Operations** | ___ New<br>___ Updated<br>___ Repeat | Food and supplies for semi-annual advisory board meetings | Supplies for two meetings | | **_X_** Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $700.00 |
| **Item 3** | | **Fire Academy Operations** | ___ New<br>___ Updated<br>___ Repeat | Mailing labels and 9 x 12 envelopes for certificates (set) | For academy certificates and medical packets | | **_X_** Annual<br>___ 2022-23<br>___ 2023-24<br>___ 2024-25 | $250.00 |

**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.

**Technology - $192,000.00**

| | **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** | 1 | **Hayward Fire Training Center Facility Operations Project** | ___ New<br>_X_ Updated<br>___ Repeat | _X_ Yes *<br>___ No<br>* During the planning phase of the new training facility | Surface Pro X Laptops with wireless access and MS Office | Mobile computer lab at new fire training center - Surface Pro X – to support Fire and Emergency Medical Services classes | 80 @ $2200.00 | ___ Annual<br>_X_ 2022-23<br>___ 2023-24<br>___ 2024-25 | $176,000.00 |
| **Item 2** | 1 | **Hayward Fire Training Center Facility Operations Project** | ___ New<br>_X_ Updated<br>___ Repeat | _X_ Yes *<br>___ No<br>* During the planning phase of the new training facility | Ergotron Zip40 Charging and Management Cart, US/CA/MX | Two Mobile Computer Charging Carts for use among 4 classrooms at new training center. Each cart has a 40 laptop computer capacity | 2 @ $3,700 per unit | ___ Annual<br>_X_ 2022-23<br>___ 2023-24<br>___ 2024-25 | $7,400.00 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Item 3** | 2 | **Hayward Fire Training Center Facility Operations Project** | ___ New<br>_X_ Updated<br>___ Repeat | _X_ Yes *<br>___ No<br>* Three years ago for office. Never purchased | 27-inch iMac with Retina 5K display. Nano-texture glass, 3.8GHz 8-core 10th-generation Intel Core i7 processor, Turbo Boost up to 5.0GHz 32GB 2666MHz DDR4 memory Radeon Pro 5500 XT with 8GB of GDDR6 memory, 2TB SSD storage, software | All Fire Technology records and iPads are linked to older personal Macbook Laptops. FT needs a Macintosh computer capable of the multiple functions from these other laptops and iPads for all records, pictures, videos, etc. to be transferred and maintained. Note, a request for an iMac was requested and approved several years ago, but never purchased due to confusion as to whether IT or our division was supposed to submit the requisition. This should be set-up in the Faculty office at the new training center. | 1 | ___ Annual<br>_X_ 2022-23<br>___ 2023-24<br>___ 2024-25 | $4,600.00 |
| **Item 4** | 3 | **Hayward Fire Training Center Facility Operations Project** | ___ New<br>_X_ Updated<br>___ Repeat | _X_ Yes *<br>___ No<br>* Three years ago for office. Never purchased | MacBook Pro with Office 365 and Adobe Creative Suite | All Fire Technology records and iPads are linked to older personal Macbook Laptops. FT needs a Macintosh laptop capable of the multiple functions from these other laptops and iPads for all records, pictures, videos, etc. to be transferred and maintained. Note, a request for an iMac was requested and approved several years ago, but never purchased due to confusion as to whether IT or our division was supposed to submit the requisition. This should be set-up in the Faculty office at the new training center. | 1 | ___ Annual<br>_X_ 2022-23<br>___ 2023-24<br>___ 2024-25 | $4,000.00 |

**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.