

## Campus Employee Learning Funding Request

**Scoring Rubric & Criteria:** 15 points possible. All funding requests will be scored using this rubric.

	Description	0 Points	1 Point	3 Points	Score/Level
Proposal Summary	Detailed description of how the proposed activity will support and align with college-wide goals, support a current college priority (Pathways, supporting disproportionately impacted students, etc.), promote professional learning and allow opportunities for collaboration, leadership, innovation and positive change.	Provided no description of how request supports and aligns with college wide goals, current college priorities, promotes professional learning communities, allows for collaboration, leadership, innovation or positive change.	Provided an incomplete description of how request supports and aligns with college wide goals, current college priorities, promotes professional learning communities, allows for collaboration, leadership, innovation or positive change.	Provided detailed evidence of how request supports and aligns with college wide goals, current college priorities, promotes professional learning communities, allows for collaboration, leadership, innovation or positive change.	
Proposal Impact	Evidence of how activity will enable, enhance and maintain a skilled, competent workforce while promoting student success and equity.	Provided no evidence.	Provided limited evidence.	Provided extensive evidence.	
Specific Criteria Addressed	Opportunity addresses access, diversity, learning styles, student success and awareness of inclusion. Aligns with relevant initiative criteria.	Contains no clear plan for addressing specific criteria.	Contains a limited plan for addressing specific criteria.	Contains a comprehensive plan for addressing specific criteria and aligns with relevant initiative.	
Project Evaluation	Use the research function to inform programing and assess the training activities. Plan for reporting outcomes to the college community.	Provided no relevant data or a plan for reporting outcomes of the activity.	Provided limited data and plan for reporting outcomes of the activity.	Provided extensive data to support and plan for assessing and reporting outcomes of the activity.	
Proposed Budget	Budget proposal is comprehensive and aligns with relevant initiative funding sources and criteria.	Budget proposal is incomplete and/or unclear.	Budget proposal is complete, and includes explanation.	Budget proposal is comprehensive and includes sufficient evidence of aligning with relevant initiative funding source and criteria.	

**LEGEND**  
**CEL FUNDING SOURCES & PROPOSAL CRITERIA**

**HUMANITIES FUNDING CRITERIA**

1. Event must relate to the Humanities Institute's Mission Statement and Outcomes;
2. Attract broad student interest;
3. Be feasible (i.e., can it be successfully produced and completed in the estimated time/cost)?
4. Have connections to the College Mission and Equity

**EQUITY FUNDING CRITERIA**

The focus of the Student Equity Mini-grants is to provide opportunities for the campus community to submit proposals to mitigate disproportionate impact amongst identified groups. The grant proposal will need to focus on one of the Five (5) success indicators as designated in the statewide initiative:

1. Access
2. Success and Retention
3. Basic Skills
4. Degree and Certificate
5. Transfer

Projects/Activities must specifically focus on disproportionately impacted groups: African-American, Latino/a, Pacific Islander, and meet Equity funding guidelines outlined in SSSP/Student Equity

**STEM CONEXIONES**

U.S Department of Education awarded Mesa College a HSI (Hispanic Serving Institution) Title III STEM Grant to fund "STEM Conexiones" (STEM Connections), and support Hispanic and low-income students. The grant aims to increase student connections in STEM (Science, Technology, Engineering, Math) through enhanced counseling services, workshops, peer mentoring and outreach, faculty connections through cultural professional learning and STEM curriculum redesign, and pathway connections working directly with high schools and adult learners to prepare them for STEM majors. Professional learning opportunities through STEM Conexiones include, but are not limited to, culturally-inclusive pedagogy, use of technology, discipline knowledge, and course redesign opportunities. STEM disciplines include Archaeology, Astronomy, Biology, Chemistry, CISC, Engineering, GIS, Geology, Mathematics, Physical Sciences, Physics, and Psychology.

**Basic Skills Initiative & BSSOT**

1. Professional learning and/or events connected to Math, ELAC, English, Counseling, and Tutoring

2. Cross disciplinary collaboration is highly encouraged from any area on campus with these aforementioned groups
3. Not to be utilized for conference and travel requests
4. Can supplement, not replace, current projects
5. Cannot give money directly to students
6. Cannot use funds to pay for the delivery of courses that generate FTES

**Career Technical Education**

Mesa College's Career Technical Education (CTE) programs are designed to prepare students for immediate employment into living wage jobs and careers. These programs offer specialized training to develop job-related skills and preparation for any necessary certification/licensing. The State Chancellor's Office has provided CTE programs with a funding stream called Strong Workforce. Grouped into seven areas targeting student success, career pathways, workforce data and outcomes, curriculum, CTE faculty, regional coordination and funding, the Strong Workforce program is driven by "more and better" CTE. The "more" is increasing the number of students enrolled in programs leading to high-demand, high-wage jobs. The "better" is improving program quality, as evidenced by more students completing or transferring programs, getting employed or improving their earnings. Funding for Professional Learning is driven by recommendation 15 of Strong Workforce, "Enhance professional development opportunities for CTE faculty to maintain industry and program relevance." Professional Learning funding is available to CTE programs and services for activities that lead to "more and better" outcomes. Activities must be linked to Strong Workforce metrics:

1. Number of Enrollments
2. Number of students Who Got a Degree or Certificate
3. Number of Students Who Transferred
4. Percentage of Students Employed in Two Quarters After Exit
5. Percentage of Students Employed in Four Quarters After Exit
6. Median Earnings in \Dollars Two Quarters After Exit
7. Percentage of Students Who Achieved a Job Closely Related to Field of Study
8. Percentage Change in Earnings
9. Percentage Who Attended a Living Wage