# Peralta Community College District

## Narrative - Annual Program Update Template 2011-2012

Each program/department will complete this form to update program reviews developed in 2010-2011. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2012-13 budget year.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Overview | | | | |
| Date Submitted: | September 24, 2011 | | Administrator | Dr. Kerry Compton, Vice President, Student Services |
| Program/Department: | EOPS/CARE/CalWORKs | | Dept. Chair:/Coordinator | Toni Cook, Director, EOPS/CARE/CalWORKs/  YESS-ILP |
| Campus: | College of Alameda | | | |
| Mission | **Educational Opportunity** **Programs and Services (EOPS)** program for students who demonstrate that they have educational, economic, social, cultural, or language challenges which interfere with their educational careers. The program offers special supportive services to EOPS students, including professional counseling and peer advising, priority registration, tutorial services, career and academic guidance, financial and book purchase assistance, transfer assistance and fee waivers for CSU and University of California, and cultural enrichment activities.  Also, students are assisted with admissions and financial aid applications to four-year institutions.  The College of Alameda **Cooperative Agencies Resources for Education (CARE)** program assists EOPS students, who are at the time of acceptance into CARE are recipients of TANF and CalWORKs, single heads of household with children under 14 years old, to break the welfare-dependency cycle by completing college-level educational training programs, and therefore, become more employable and economically self-sufficient. CARE has many benefits for students. It provides an opportunity to achieve educational, vocational, and occupational training goals. This will contribute to a meaningful career and help to maintain a stable family lifestyle.  The **Youth Empowerment Strategies for Success (YESS)** program is under the umbrella of the EOPS/CARE program and offers a comprehensive and integrated program that unites community partners and academic leaders to empower foster youth to successfully transition into independent living. It is the mission of the emancipated foster program to ensure that we strengthen this population’s chances succeeding in a post-secondary environment. The past and current collaborative relationship between the Financial Aid Office, EOPS/CARE, DSPS, and CalWORKs is such that emancipated foster youth receive services that range from priority enrollment, work study employment opportunities, and weekly workshops that provide the kind of information needed to increase the possibility that they will transition into a productive independent lifestyle.  The mission of the College of Alameda **CalWORKs program** is to provide students with a solid foundation of support services as the Program is specifically created to enable students to pursue educational and career opportunities. Thus, the ultimate goal of our program is to assist CalWORKS students with vocational/educational training programs that lead to self sufficiency. The program partners with several governmental and non-profit entities within Alameda County’s Department of Social Services, the Cities of Oakland and Alameda, Oakland and City of Alameda Housing Authority, City of Alameda and county food banks, etc. In an attempt to respond to the demand of “doing more with less,” the CalWORKs program was placed under the direct supervision of the director of the EOPS/CARE program 2010-2011. This not only insures that the program has fulltime supervision, but students who have “time limited out” are guaranteed a smooth transition if eligible for CARE services and counseling consistence. | | | |
| Qualitative Assessments | | | | |
| College, Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc. | | The Extended Opportunity Programs and Services (EOPS) Program was established by the Legislature with the passage of Senate Bill 164, Alquist (Chapter 1579, Statutes of 1969). The Legislature further established the Cooperative Agencies Resources for Education (CARE) program through Assembly Bill 3103, Hughes (Chapter 1029, Statutes of 1982) as a means of providing supplemental educational support services for EOPS students who are welfare recipients, single heads of household, and in need of college-level educational and vocational training to break the cycle of welfare dependency. Both the EOPS and CARE programs represent the State’s commitment to access and educational equity for California residents whose educational and socioeconomic backgrounds discourage their participation in postsecondary education. One of the most important components of both categorical programs is community engagement. As such, EOPS and CARE are required (Section 69643.Advisory committee, *ARTICLE 8. COMMUNITY COLLEGE EXTENDED OPPORTUNITYPROGRAMS AND SERVICE)* institute a Community Advisory Board. As such, efforts are ongoing to meet this requirement. During the Spring 2008 semester, EOPS and CARE advisory entities were combined in accordance with the guidelines for both programs; and each member of both advisory committees are appointed by the college president.  College of Alameda has had a demonstrated interest in proactively working with, and serving, foster youth as early as 2005 as they devoted staff and fiscal recourses to the implementation of their Foster Care Initiative. It remains the goal of the college to continue to develop long-term and lasting relationships with the emancipated/foster youth and provide them with a “safety net” of student and instructional services, as well as the support of community-based agencies.  The **CalWORKS** program supports the College of Alameda’s mission to provide access to educational services to all eligible students, regardless of income and prior educational level. Data from the college’s research department consistently shows that more and more students are coming to College of Alameda without adequate educational preparation. Given the state of the economy, the program continues to experience a modest increase in the number of students who are receiving ”services through the college CalWORKs program, as a County Referral Program Participant.” | | |
| Quantitative Assessment  Include service area data such as number of students served by program. Include data and recommendations from program review. | | **EOPS/CARE Program –** According to the California Community Colleges “data mart,” the COA EOPS program served 589 unduplicated students 20010-2011. 503 students received EOPS services; and 86 received the support of the CARE program. It should be noted that when compared to the number of students receiving CARE services 2009-2010, there was a 133% increase in the number of students served 2010-2011. The increase was primarily attributable to the fact that when CalWORKs who have “time limited out” were guaranteed a smooth transition if eligible for CARE services and counseling consistence.  Even though the program exceeded the state cap of 397 students, the impact of declining resources over the past two years was most evident as the EOPS program served fewer students when compared to 2009-2010 and 2008-2009. For example, the EOPS program served 824 students 2008-2009, 789 2009-2010 and 589 2010-2011. It should be noted that the state allocation for 2009-2010 and 2010-2011 was the same; however, the one-time allocation of ARRA funds 2009-2010 made it possible for the college to serve more students.  **YESS-ILP Foster Youth Program** - According to the final report submitted to the Foundation for California Community Colleges, YESS-ILP program provided services to 35 unduplicated students. 34 of the students were emancipated from the Alameda county foster care system, and 1 student remained. 27 (80%) of the students who entered the YESS-ILP program Fall 2010 enrolled Spring 2011.  **CalWORKs Program** - 134 COA students received CalWORKs services 2010-2011. This represented a modest increase of 9 students when compared to the 125 students receiving CalWORKs services 2009-2010. Given the state of the economy, the number of students receiving CalWORKs services continues to increase, albeit modestly. For example, 76 students received services 2007-2008; 91 2008-2009 and 125 2009-2010.  **Student Success** – Existing data indicates that for 2010-2011, 229 (39%) of the EOPS/CARE students were identified as having a cumulative GPA in excess of 3.00. Of the 64 EOPS/CARE students that graduated Spring 2011, 28 (44%) transferred to a college/university; 23 received an AA degree; 2 an AS degree; and 11 received Certificates of Achievement. Nine of the Spring 2011 graduates did so with “honors” and 4 with “high honors. The retention rate for EOPS/CARE student remains at 81%.  Although there was a modest increase in the number of students enrolled in the CalWORKs program, academic performance at the 2.0 or better level and retention and persistence remains a major challenge. 74 students were in the CalWORKs program Fall 2010. However, 24 (32%) of the students who enrolled Fall 2010 failed to enroll Fall 2011; and 7 of the students who enrolled Fall 2010 did not return Spring 2011. 60 “new” CalWORKs were admitted to the program Spring 2011. 27 of the 60 failed to enroll Fall 2011. By the time the academic year ended, 19 CalWORKs students had cumulative GPAs of less than 2.0.  **Matriculation** – Each of the 508 students provided EOPS services, as well as the 86 students who received CARE services are considered to be matriculating as the state regulations governing both programs required the participating students to enroll in a minimum of 12 units. However, it should be noted that DSPS students are not required to enroll in 12 units, and the state provides the program director 10% discretion. Thus, after careful review of all of the students enrolled in the EOPS and CARE program 559 of the 586 EOPS/CARE students enrolled in 12 or more units. | | |

|  |  |
| --- | --- |
| Strategic Planning Goals | |
| Check all that apply.  X Advance Student Access, Success & Equity  X Engage our Communities & Partners  X Build Programs of Distinction  X Create a Culture of Innovation & Collaboration  X Develop Resources to Advance & Sustain Mission | 2010-201001 represents the 41st year since EOPS was established by the Legislature with the passage of Senate Bill 164, Alquist (Chapter 1579, Statutes of 1969). The Legislature further established the Cooperative Agencies Resources for Education (CARE) program through Assembly Bill 3103, Hughes (Chapter 1029, Statutes of 1982) as a means of providing supplemental educational support services for EOPS students who are welfare recipients, single heads of household, and in need of college-level educational and vocational training to break the cycle of welfare dependency. Both the EOPS and CARE programs represent the State’s commitment to access and educational equity for California residents whose educational and socioeconomic backgrounds discourage their participation in postsecondary education.  The college’s **CalWORKS** program is designed to support the local county employment target of 30 percent of all CalWORKS students working at least 20 hours a week while attending school. As such, the college program has a strong work-study component that assists students with gaining hands-on experience during their education at the college.  College of Alameda has had a demonstrated interest in proactively working with, and serving, foster youth as early as 2005 as they devoted staff and fiscal recourses to the implementation of their Foster Care Initiative. |

|  |
| --- |
| Action Plan |
| Please describe your plan for responding to the above data. Consider service delivery, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same program at other Peralta colleges. Include overall plans/goals and specific action steps.  **EOPS/CARE**   * **Identify strengths, weaknesses, opportunities, and limitations (from the Action Plans)** * **Orientations for New/Continuing EOPS Students –** Prior to, and during, the first 10 days of the Fall 2009 and Spring 10 semester, EOPS conducted more than 10 orientation sessions which were attended by more than 90% of the EOPS/CARE students. During the orientation session for “continuing students,” EOPS/CARE staff underscored the importance of students following their educational plan. In addition, staff accentuated the importance of students meeting with their counselor the requisite three times per semester. In addition, emphasis was placed on the importance of students advising the EOPS Program Specialist when they changed their email address as this was the primary means of communication. * **Book Vouchers and Student Success School Supplies** - The EOPS/CARE Programs continue to issue book vouchers to eligible students. This service is considered one of the most essential services available to students. During the 2010-2010 academic year, $109,344 was spent on the book voucher service, and an additional $10,000 was spent on Part C Grants. * In addition, each EOPS/CARE “new and continuing” students were given a Student Success school supplies “kit” at the end of the Fall and Spring orientation sessions. The “kit” contained pencils, pens, 2 - 5 subject notebook, highlighter, a small stapler. Pens, pencils, 2 Blue Books, 2 Scantrons and a calculator for students whose majors were in the math and/or science fields of study. * **EOPS/CARE Grants** - During the 2009-10 academic year CARE students requested and received meal tickets. Unfortunately, there were insufficient funds to provide CARE students with childcare grants. EOPS/CARE students enrolled in the dental assistant, Auto Tech, and Apparel Design programs received grants that were used to assist in the purchase of specific materials and/or tools. * **CARE Meal Tickets** - 2008-2009 was a year in which the counselors, as well as the director, really focused on the fact that hunger had become a major issue. $8,211 was devoted to the provision of weekly meal tickets to CARE students 2010-2011. * EOPS/CARE counselors continue to insure that students meet the required three appointments per semester. This, combined, with enforcement of the Mutual Responsibility Contract, distribution and the return of the Academic Performance Report, are the primary methods used to address issues of persistence and retention. In addition, implementation and usage of the SARS grid and call systems has enhanced the counselors’ ability to track, monitor and contact students to ensure that they complete with the Title V requirement of meeting with their respective counselor three times each semester. * **Priority registration** is a service provided to EOPS/CARE students. Due to the budget crisis, a significant number of class sections will be cut from the schedule. During Spring 2011, staff used the EOPS/CARE website to accentuate the importance of students taking advantage of priority enrollment. Several email “blasts” were sent reminding students of the impact that budget cuts that would have on class selections thereby reaffirming the importance of their taking advantage of priority enrollment. * **Providing Counseling and Advisement -** EOPS/CARE counselors continue to insure that students meet the required three appointments per semester. This, combined, with enforcement of the Mutual Responsibility Contract, and the required submission of the Academic Performance Report on, or before, the 7th week of each semester, are the three primary strategies used to address issues of persistence and retention. In addition, implementation and usage of the SARS “call” system has enhanced counselors ability to contact students 24 hours prior to their appointment to ensure that they comply with the Title V requirement of meeting with counselors 3 times each semester. * **Implementing CARE Services** - In addition to CARE grants, the following CARE services were provided by the CARE Counselor. All new and “continuing” CARE students are required to attend an orientation session each semester. CARE students are required to attend two CARE/CalWORKs workshops per semester, and are provided requested intervention services pertaining to obtaining emergency housing, monies needed to restore electricity and introductions to the City of Alameda and Oakland Food Bank “food distribution” programs. * The EOPS/CARE program continues to enjoy an excellent relationship with the 13 other student services units/programs/activities that comprise the Student Services Division. In addition, EOPS/CARE staff served on the following standing committees during the 2010-2011 academic year:  |  |  | | --- | --- | | * **Standing Committee** | * **EOPS/CARE Staff Member** | | * Academic Senate | * Francine West, Senator | | * Accreditation Committee | * Paula Armstead, Classified Representative | | * Classified Council | * Paula Armstead, Vice President. It should be noted that Ms. Armstead was elected President for the 2011-2012 academic year. | | * College Council | * Paula Armstead, VP, Classified At-Large | | * Curriculum Committee | * Francine West, Faculty Member | | * BSI/SSI Committee | * Toni Cook, Director and Francine West, Counselor, Paula Armstead, Classified at-Large | | * Financial Aid Advisory Committee | * Francine West, Member | | * Matriculation Committee | * Mary Shaughnessy, Member | | * Staff Development Committee | * Toni Cook, Administrative Representative | | * Transfer Center Advisory Committee | * Mary Shaughnessy, Counselor |   **Challenges**   * Although the EOPS/CARE population increased slightly Fall 2007, the overall population continues to experience an under representation of Latinos and African American males. * The EOPS/CARE Program Specialist continues to fill the void created by the resignation of the Outreach Specialist. In addition, the 2009-2010 budget crisis caused the program to eliminate the non-tenured CARE/CalWORKs counselor, as well as the adjunct counselor from the staff as there insufficient resources available to sustain their salaries. This means that the two remaining counselors now must meet with the EOPS/CARE students, as well as those CalWORKs students who are also receiving CARE services. * **Fiscal Stability** - With the exception of the director’s salary, the EOPS/CARE program is totally dependent upon the state for its resources. As such, the biggest challenge to the COA EOPS/CARE program is one of fiscal survival as the program continues to endure a 39% decline in revenue 2010-2011. COA was the only Peralta campus that had enough resources to accept “new” EOPS/CARE students Spring 2011. If the proposed budget cut were to be approved, it is not likely that any “new” students would be accepted Fall 2010 or Spring 2011. More importantly, if the persistence and retention rate remained at the present level, it will be extremely difficult to service the “continuing” students next academic year. Given the previously referenced challenges, it is clear that fiscal stability is one of the most critical needs of the program.   **Opportunities**   * **Continued collaboration with the 3 Learning Communities** – The goal of increasing the African American male and Latino participation in the COA EOPS/CARE continues to be a challenge. As such, it is important that we maintain a collaborative relationship with the coordinators of the 3 culture-based Learning Communities as they serve as a valuable resource when attempting to attract the targeted population to the EOPS/CARE program. * **Ensure Continuity of Service** – The budget crunch of 2009-2010 took its toll on the quality and continuity of student services that were provided. For example, book vouchers were reduced, as were the vocational grants. The student supply kit was eliminated, as were the two tutors. In 2008-09, the program took much pride in being able to communicate with the diverse population of EOPS/CARE students in nine different languages. In 2009-2010, 2010-2011, 2011-2012 this service was reduced to two languages. Most importantly is the quality of counseling service. A significant portion of the EOPS/CARE population develops a personal, as well as an academic, relationship with their counselor. In 20I0-2011, one of the full time counselors retired. f the continuing student population retention rate remains at the 80% level, it will be virtually impossible for 1 full-time and 1 part-time counselor to spend “quality” time with the students who need, and/or request such.   **YESS-ILP FOSTER YOUTH PROGRAM**  The College of Alameda Youth Empowerment Strategies for Success -Independent Living Program focuses its attention and resources on older foster youth, aged 16–23, who are close to transitioning and/or have transitioned, from the foster care system. The approach being proposed is comprehensive, and integrated as it provides youth with on-campus instructional, student support and community-based services/resources that focus on life skills training, employment development and academic performance, as the objective is clear – empowering emancipated foster with the personal, and academic tools needed to achieve and succeed.  The cornerstone of the College of Alameda YESS program is the individualized approach that we will provide to each participant in the YESS-ILP program. With the continued presence of a part-time Project Coordinator to the college’s Student Services staff, a complete assessment of each student’s current situation, including their educational level, living arrangements, and personal wellbeing, will be completed. Based on the individualized assessment, the Project Coordinator and the student will work together to design both a short and long term plan to address each of the areas and any challenges to achieving their educational and emancipation goals.  **CALWORKs**  Retention - Increase the number of CalWORKs students who complete the academic year by encouraging students to enroll into college learning communities and counseling classes;  Continue to encourage CalWORKs students to utilize the services of the COA One Stop Career Center;  Continue to strengthen our working relationship with Alameda County Social Services and other community organizations and programs that serve the CalWORKs population; and  Continue to conduct workshops that focus on the strategies needed to become academically successful. |

|  |
| --- |
| Needs |
| Please describe any **equipment, material and supply** needs. The EOPS/CARE/CalWORKs/YESS-ILP has no equipment and/or supply needs for 2010-2011. |
| Please describe any **classified/student assistant** needs.   * **Clerical Assistant II** - The EOPS/CARE program continues to be absent of a full time employee whose specific responsibility is to provide clerical and data entry support services. The absence of such support has a negative impact on both programs, as the clerical support, data entry and monitoring tasks are critical. However, the state having reduced the overall allocation to the EOPS/CARE program by 39% albeit insured that the position was eliminated from any further consideration. This need has been accentuated as CalWORKs and YESS-ILP programs have been added. As such, the need for a clerical assistant remains a critical need as all of the programs require clerical support and data entry support. * **Program Specialist/Student Services (Outreach Specialist) –** This position was budgeted for .05 FTE as the original plan was for the office of the VPSS to fund the remaining half so as to meet the outreach needs of both the Division and the EOPS/CARE program. Given the budget crisis, both offices are without an Outreach Specialist. However, the state having reduced the overall allocation to the EOPS/CARE program by 39% albeit insured that the position was eliminated from any further consideration. However, in the spirit of doing “more with less,” the outreach activities continue to be fulfilled by the EOPS/CARE Program Specialist as well as the Director. |
| Please describe any **facilities** needs. N/A |

|  |  |
| --- | --- |
| SLOs and Assessment | |
| **EOPS/CARE\***  [**Demonstrate information competency**](javascript:void(0);)  **Activity**: Students are given information about EOPS/CARE program requirements through - orientation, reading and discussing the Mutual Responsibility Contract (MRC), and during the counseling sessions, of which 3 are required per semester.  [**Develop self-awareness and confidence**](javascript:void(0);)  **Activities** - New student orientation; and reading, discussing and compliance with the provisions of the Mutual Responsibility Contract.  [**Demonstrate technological literacy**](javascript:void(0);)  **Activity** - On-line selection of classes during the priority registration period; email communication between EOPS/CARE program officials and students; and usage of technology to carry out non-school related activities such as on-line banking.  **\***The YESS-ILP program is a sub-set of the EOPS/CARE program. As such, the SLO’s for the EOPS/CARE program will be used to assess the foster youth program. |  |
| **CalWORKs**  **1. Develop a Student Educational Plan (SEP) that will facilitate an effective integration into the work force.**  **Activity:** Students in consultation with the CalWORKs Counselor will develop and SEP consistent with their county welfare-to-work activity contract  **2. Find and utilize effectively available community based resources needed to become self sufficient.**  **Activity:**  Randomly 10 students will be given a case vignette that will assess their knowledge of available resources, their skills to apply and get qualified for their resources as well as their knowledge of needs prioritization.  **3. Recognize life and work stressors and design and implement effective practices, goals and interventions.**  **Activity:** Randomly 10 students will be given a case vignette that will assess their awareness to life stressors and their knowledge of effective .strategies |  |

|  |  |
| --- | --- |
| Program Learning Outcomes and Assessment – N/A | |
|  | Fall 2011 |
| Number of degrees and certificates in your discipline |  |
| Number with Program Learning Outcomes |  |
| Number assessed |  |
| % Assessed |  |
| Describe assessment methods you are using – **See activity(ies) noted under each SLO in the aforementioned section of this report.** | |
| Describe results of assessment - Findings for 2009-2010 and 2010-2011 EOPS/CARE have been recorded and will be entered into Task Stream by the end of the Fall 2011 semester.  CalWORKs SLOs were revised 2010-2011. The assessment plan was implemented Spring 2011 and the findings will be entered into Task Stream by the end of the Fall 2011 semester. | |