

Peralta Community College District

STUDENT SERVICES ANNUAL PROGRAM UPDATE

Academic Year 2015-2016

This presents the common elements to be addressed by each student services unit/area in its annual program update. Depending on College preferences, elements may be formatted or addressed slightly differently.

I. OVERVIEW

		Date Submitted:	November 13, 2015
College	College of Alameda	Administrator:	Dr. William Watson
Unit/Area	EOPS/CARE		
Completed By:	Toni Cook		
Mission/History and Description of Service Provided <i>Brief, one paragraph.</i>	<p>Educational Opportunity Programs and Services (EOPS) program is 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.</p> <p>The Cooperative Agencies Resources for Education (CARE) program in the California Community Colleges is "a unique educational program geared toward the welfare recipient who desires job-relevant education to break the dependency cycle." As a supplemental component of EOPS, CARE provides educational support services designed for the academically under-prepared, low income, single parent population. Grants and allowances for educationally-related expenses (such as child care, transportation, textbooks and supplies) may be awarded as a means of strengthening the retention, persistence, graduation and transfer rates of these individuals. Students participating in CARE may choose to earn a vocational certificate or license, associate degree or transfer program options.</p> <p>The California Work Opportunity and Responsibility to Kids (CalWORKs) program is to provide students who are TANF/CalWORKs recipients with a solid foundation of support services as the program is specifically created to empower them to successfully pursue educational and career opportunities. Thus, the ultimate goal of the 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" of their CalWORKs benefits are guaranteed a smooth transition, if eligible, for CARE services and counseling consistence.</p>		

Student Learning Outcomes (SLOs)

(or Service Area Outcomes-SAOs, or Program Learning Outcomes-POs)

EOPS/CARE

Demonstrate information competency

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.

Summary of Findings: A review of the 2014-2015 EOPS/CARE EXCEL spreadsheet indicates that 89% of the students met with an EOPS/CARE counselor the required 3 times Fall semester 2014. In addition 93% took advantage of the book voucher. 87% of the Fall 2014 "new" and continuing students monitored their academic progress by returning the Academic Progress Report within the stated time limit; and 95% of the students utilized priority enrollment when selecting classes for the Spring 2015 semester.

Develop self-awareness and confidence

Activities - New student orientation; and reading, discussing and compliance with the provisions of the Mutual Responsibility Contract.

Summary of Findings: A review of the information noted on the EXCEL spread sheet for 2014-2015

indicates that 89% of the students met with an EOPS/CARE counselor the required 3 times Fall semester 2014. In addition 97% took advantage of the book voucher. 88% of the Fall 2013 students monitored their academic progress by returning the Academic Progress Report within the stated time limit; and 94% of the students utilized priority enrollment when selecting classes for the Spring 2015 semester.

Demonstrate technological literacy

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.

Summary of Findings: A review of the results of the information on the EXCEL spread sheet indicated that all of the 464 students enrolled in the EOPS/CARE program for Fall 2014 have an email address. This is supported by the fact that each student is required to provide an email address during the orientation. More importantly, the Mutual Responsibility Contract asks that the student acknowledge that it his his/her responsibility to report any changes to the email address as well as cell phone number. Lastly, the leader of each orientation session accentuates the fact that the program will primarily communicate with each student via email; and should, therefore, check such at least once a day. The same is true with reference to the Financial Aid office.

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.

Summary of Findings: All of the "new" CalWORKs students who made an appointment with the CalWORKs counselor, and kept such, completed the "abbreviated" SEP; and 98% of the "continuing" CalWORKs students who met with the counselor completed a "comprehensive" SEP at the first/second meeting with the CalWORKs counselor the following semester. The challenge remains, getting "all" of the new and continuing CalWORKs students to meet at least 2-3 times with the counselor. The SARS appointment, and data maintained by the Program Manager on the EXCEL spreadsheet, indicates that at least 23% of the CalWORKs new students failed to meet with the counselor a second time to ensure that they received a comprehensive SEP.

2. Find and utilize effectively available community based resources needed to become

	<p>self-sufficient.</p> <p>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.</p> <p>Summary of Findings: 100% of the randomly selected students completed the reading of the vignette and answered all questions in an interview format. The results are: Question 1: 61.5% of students scored 2 and above (1=a poor answer, 2=fair, and 3=excellent). Question 4: 68% of students scored 2 and above. Question 5: 15% of students scored 2 and above. Question 7: 61.4% of students scored 2 and above. Question 8: 69% of students scored 2 and above. Question 9: 69% of students scored 2 and above. Question 11: 84.6% of students scored 2 and above. Overall Average: 33% of students scored 2 and above in all the questions that are designed to measure their skills/knowledge or utilizing and recognizing available resources that will result in self-efficiency.</p> <p>3. Recognize life and work stressors and design and implement effective practices, goals and interventions.</p> <p>Activity: Randomly 10 students will be given a case vignette that will assess their awareness to life stressors and their knowledge of effective strategies.</p> <p>Summary of Findings: 100% of students answered questions 2, 3, 6, and 10. Question 2: 84.5% of students scored an excellent answer. Question 3: 92.5% of students scored an excellent answer. Question 6: 92.5% of students scored an excellent answer. Question 10: 92.5% of students scored an excellent answer. It should be noted that the vignette can be acquired by reviewing the information on Taskstream.</p>
<p>SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs)</p>	<p>[EOPS/CARE</p> <p>(1) SLO#1 is mapped to ILO#1 (2) SLO#2 is mapped to ILO#4 (3) SLO#3 is mapped to ILO#1</p> <p>CalWORKs</p> <p>(1) SLO#1 is mapped to ILO#1 (2) SLO#2 is mapped to ILO#1 (3) SLO#3 is mapped to ILO#5</p>

II. ASSESSMENT, EVALUATION AND PLANNING

Quantitative Assessments	
<p><i>Include service area data such as number of students served by your unit/area. Include data and recommendations from program review.</i></p> <p><i>Include data used to assess your SLO/SAO/PLOs.</i></p>	<p>EOPS/CARE Program – According to the California Community Colleges “Data Mart,” the 2014-2015 annual unduplicated count of EOPS students was 537; and the unduplicated count of CARE students served was 27. 63.87% of the EOPS participants were female; and 35.01% male. 32.3% of the participants are between the ages of 20-24; and 25.01% are between the ages of 18 and 19. 34.64% are Asian; 33.52% African American and 15.64% Hispanic. The overwhelming population (88.89%) in the CARE program was female. 29.63% between the ages of 35-39. Four of the CARE students reside at Alameda Point Collaborative; and it is the intent of the CARE/CalWORKs counselor to recruit more students from this residential community. Thanks to the legislature, EOPS/CARE funds were restored to their 2007-2008 level. As such, the program is able to hire a much fill the full time counseling position that was vacated at the end of the 2010-2011; as well as increase the role/responsibilities of the Program Specialist to that of Program Manager.</p> <p>Student Success - Existing data maintained by the EOPS/CARE indicates that for 2014-2015, 49.8% of the 537 unduplicated students served had a GPA of 2.7-3.25. Less than 4% ended the academic year with a GPA of less than 2.0. Of the 58 EOPS/CARE that graduated Spring 2014, 46 transferred to a college/university; 9 received an AA/AS degree; and 4 received Certificates of Achievement. 13 of the 58 graduates graduated with honors; 9 with high honors; and 5 with highest honors. All of the students who graduated with high honors/highest honors are members of the Phi Theta Kappa. The persistence rate for EOPS/CARE student increased slightly to 82% Each of the 537 unduplicated EOPS students, as well as the 32 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 only 553 of the 564 EOPS/CARE students were enrolled in 12 or more units.</p> <p>CalWORKs Program - 112 COA students received CalWORKs services 2014-2015. This represented a slight decrease of 3 students when compared to the 115 students receiving CalWORKs services 2013-2014. According to the state “Data Mart,” 76 persons or 67.86% of the population is “self-referred.” 33 (or 29.46%) or County referred; and 3 of the CalWORKs students are self-initiated. The 3 families that are self-referred reside in the housing community located known as Alameda Point Collaborative which is located on the former naval base.</p> <p>Student Success - Although there was a slight decrease in the number of students enrolled in the CalWORKs program, academic performance at the 2.0 or better level and retention increased tremendously. When compared to the academic performance of the 2013-2014 academic year, less than 12% of the students ended the 2013-2014 academic year with a GPA of less than 2.0. Also, persistence improved greatly as 53 of the 69 students enrolled in the program Fall 2013 enrolled Spring 2014. The CalWORKs program is located in the same area as EOPS/CARE. As such, the 112 CalWORKs students are required to engage in the same kinds of activities. This includes, attending orientation, taking the assessment examination, submission of the Academic Progress report, and meeting with the CARE/CalWORKs counselor at least three times per semester. 91% of the CalWORKs students enrolled in 12 or more units, as the county will only support their participation in a college-based program for 48 months.</p>

Qualitative Assessments	
<p><i>Present evidence of community need based on advisory committee input, student surveys, focus groups, etc.</i></p> <p>Include data used to assess your SLO/SAO/PLOs.</p>	<p>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, <i>ARTICLE 8. COMMUNITY COLLEGE EXTENDED OPPORTUNITYPROGRAMS AND SERVICE</i>) 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.</p> <p>Thanks to the California State Legislature combined with the pressure of the campus-based programs, the EOPS and CARE allocations funding formulas were instated at the end of the 2014-2015 legislative session. The base allocation of \$50,000 was restored; as was the \$10,000 base allocation for CARE. The district match in 2016-2017 will increase by 35.7% in proportion for the 35.7% increase to EOPS funds in 2015-2017. Unfortunately, Student Success and Support Program (SSSP) and Student Equity funds may not be used as district match in 2015-2016 and beyond. However, these funds may be used for EOPS-related activities, if SSSP and Student Equity guidelines are followed.</p> <p>With the passage of SB1023, the Cooperating Agencies Foster Youth Educational Support (CAFYES) Program was generated. The purpose of CAFYES is to encourage the enrollment, retention and transfer of current and former foster in CCC by establishing an educational program that provides services promoting their academic success. As such, CAYES becomes a supplemental component of EOPS-modeled on CARE. The state budget provides up to \$15 million dollars; and Peralta was one of the 10 pilot districts that the State Chancellor’s Office will recommend that the BOG be awarded CAFYES funding to expand, not displace, the number of students receiving EOPS services. COA, along with the four other Peralta campuses, will receiving funding. The program is funded through 2015-2016. However, the ATP required the district to submit budget plans for each of the four colleges from 207-2016in anticipation of continued funding beyond 2015-2015.</p> <p>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 improved state of the economy, the program, combined with state and federal restrictions on the amount of allowable time that a person can remain in a college-based program, the program continues to experience a modest decrease in the number of County Referral Program Participant.</p>

Identifying Strengths, Weaknesses, Opportunities, and Limitations

Strengths

What are the *STRENGTHS* of your unit/area?

EOPS/CARE

- (1) The EOPS/CARE Program continues to issue book vouchers to eligible students during the Fall/Spring semesters, Winter and Spring Intersession, as well as summer school. This service is considered one of the most essential services available to students. COA EOPS program dedicated more than 44% of its 2014-2015 EOPS/CARE resources to the book voucher activity.
- (2) With the restoration of funds, COA was able to hire a new full time counselor. This insured that EOPS/CARE counselors continued to meet with students the required three appointments per semester. In addition, implementation and usage of the SARS grid in 2007 and the call system in 2008 enhanced the counselors' ability to effectively track, monitor and contact students to ensure that they complete the Title V requirement of meeting with their respective counselor three times each semester. This, combined, with enforcement of the Mutual Responsibility Contract, distribution and return of the Academic Performance Report, are the primary methods used to address issues of performance, as well as persistence and retention.
- (3) Priority registration continues to be a service provided to EOPS/CARE students. Even though Section 58108 of Article 1, of Subchapter 2, of Chapter 9, of Division 6, of Title 5, of the California Code of Regulations, was amended during the 2011-2012 legislative session to include other student groups, EOPS/CARE students retained their priority enrollment "level 1" status per March 12, 2014 memo from Linda Michalowski, Vice Chancellor Student Services and Special Programs. Therefore, once the "priority enrollment" date is established at the District level, counselors, as well as the EOPS/CARE Program Manager, engage in a "campaign" like manner to notify students via email, EOPS/CARE website, and College of Alameda "Facebook" page of the importance of taking advantage of this service.
- (4) The program continues to retain the services of student assistants who are multi-lingual. Program Specialist was reclassified to the position of Program Manager. With the assistance of student assistants, and Student Ambassadors translation for students who spoke Mandarin and Cantonese Chinese, Tagalog and Spanish was provided. In addition, it should be noted that student assistants who work in other areas in the Welcome Center, who speak languages such as Arabic, Vietnamese, Amharic and Farsi are readily accessible, if needed, as most of them are EOPS/CARE students and are anxious to be supportive.
- (5) The EOPS/CARE program has a collaborative relationship with the Dean, Enrollment Services, as well as the program areas under her supervision; which includes Assessment, Outreach, Admissions and Records and Financial Aid programs. In addition, the EOPS/CARE program continues to enjoy an excellent relationship the newly appointed Interim Vice President of Student Services, as well as Interim Director of Student Activities and Campus Life, as well as other student services such as CalWORKs, DSPS, and Transfer Center. The program also established a collaborative and cooperative relationship with the campus Wellness Center. The Dean of Special Programs and Grants continues to enjoy a collaborative relationship with the two Instructional Divisions, Learning Communities, as well as the "One Stop" Career Center.
- (5) The EOPS/CARE program continues to require new applicants to prove that they have taken the college assessment examination **prior** to being accepted into the program.
- (6) The EOPS/CARE program is sensitive to the fact that many of the students are confronted with challenges that requires staff to develop relationships with

	<p>community-based agencies located in the Cities of Oakland and Alameda. For example, during past three years, staff discovered that one of the principle challenges that many students suffer is hunger. As such, the Dean, Special Programs and Grants, gained the permission of First African Methodist Episcopal Church to utilize its access to the Alameda County Food Bank to secure food and vegetables when students requested such. In addition, staff enjoys a healthy relationship with agencies such as Alameda Family Services, Oakland and City of Alameda Housing Authority, and several county and city elected officials who have access to resources that many of the students require.</p> <p>CalWORKs</p> <p>(1) The CalWORKs Program is in close partnership with the California State Chancellor’s Office, as well as the Alameda County Social Services Agency to provide direct student support services. In addition, the college’s CalWORKs program is designed to support the county Welfare-to-Work employment target of 30 percent of all CalWORKs students working at least 20 hours a week while attending school.</p> <p>(2) CalWORKs student orientations are conducted at the beginning of the Fall and Spring semester of each academic year that this self-study narrative covers. In the Fall of 2011 COA counselors invited staff from the County of Alameda Social Services Agency to conducted a workshop independent of the formal orientation. This represented a major change as county officials had been a part of the more formal orientation sessions. However, the CalWORKs counselors believed that the county should be afforded an opportunity to conduct its own workshop so as to provide important information that insured that CalWORKs students were advised of any, and all, legislative and/or agency changes that affected their eligibility; as well as insure that they understood and followed the proper steps required to remain eligible for county services, as well as the college-based CalWORKs program.</p> <p>(3) COA CalWORKs continues to enjoy an excellent relationship with other student and instructional services such as Disabled Students Program Services, EOPS/CARE, Wellness Services (formerly Health Services), Student Activities and Campus Life, One Stop Career Center, Financial Aid, Outreach Department, as well as the department chairs of the CTE programs, and Instructional Deans of Division II. Through these collaborative relationships a “team” approach was established and has been an effective strategy to stabilize student retention and persistence.</p>
<p>Weaknesses <i>What are the current WEAKNESSES of your unit/area?</i></p>	
<p>Opportunities <i>What are the OPPORTUNITIES in your unit/area?</i></p>	<p>2013 and 2014 Student Success Score Card clearly indicates that the two populations who come least prepared for college work at College of Alameda are African Americans and Hispanics. With the availability of increased EOPS/CARE resources, combined with Equity and CAFYES, the COA EOPS/CARE resources, the opportunity to create an integrated approach to raising the achievement of the primary populations requiring the support of all of the aforementioned programs has significantly increased. More importantly, opportunities such as the creation of a Bridge Program, developing a collaborative relationship with the Outreach Department; and creating avenues to speak directly with parents/caregivers to solicit their support is great. Given the populations commanding our attention, this could open the doors to creating a “faith-based” strategy, as well as collaboration with non-profit and/or local/Alameda County departments with similar success goals.</p>

Limitations

What are the current LIMITATIONS of your unit/area?

Limitations due to decreased and/or diminished resources have greatly reduced. With the 23% increase in EOPSO/CARE allocation, combined with the CalWORKs resources and the newly acquired CAFYES grant, money is no longer viewed as a limitation. Perhaps the biggest limitation will be the absence of strategies needed to maximize the newly acquired resources.

DRAFT

Action Plan for Continuous Improvement

Please describe your plan for the continuous improvement of your unit/area.

EOPS/CARE

- (1) **Recruitment of Latinos and African American Males** – The goal remains that of increasing the presence of Latinos and African American males by 10-12% is for the first time a real possibility. Collaboration with the Outreach Department, Brotherhood, Learning Communities, combined with targeted efforts funded by EOPS and CAFYEs renders this effort a doable possibility.
- (2) **The Continued Challenges of Retention and Productivity** – The collaborative relationship with the instructional "Learning Communities," combined with the efforts to retain an Early Alert/General Counselor increases the possibilities of effectively addressing the retention and persistence challenges.
- (3) **Serving more Effectively Emancipated Foster Youth** – With the acquisition of the CAFYES grant, EOPS/CARE is in the process of developing a more effective strategy to recruit and serve emancipated foster youth. A staff member from Beyond Emancipation organization will join the "team."

CalWORKs

- (1) **Increase the number of _self-referred_ students to the CalWORKs Program** - Given the improved 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. It is the intent of the CalWORKs counselor and the Dean to collaborate with the Outreach Department to develop a more effective and strategy to attract more "self-referred" students who reside in the Alameda Point Collaborative community which is located on the naval base less than a mile from the campus.
- (2) **Improve Job Placement** – A new Director, Workforce Development Systems, has been hired. Having talked with him, I am excited at the possibility of CalWORKs students securing improvement job development/placement services that have more career potential. This is critical, especially since the largest portion of the COA CalWORKs population are county referred and are required to select a CTE "educational pathway" in which completion is limited to 48 months. Although not mandated and/or required, the expectation is that the outcome leads to a self-sufficiency which is more than an unrelated hourly job.
- (3) Continue to explore avenues needed to stabilize retention/persistence – Admittedly this remains an ongoing challenge. However, the

Additional Planned Educational Activities Toward Strategic Goals and Institutional Objectives

Describe your unit/area's plan to meet district and college strategic goals and institutional objectives.

Refer to the provided documents for district and college Strategic Goals and Institutional Objectives 2014-2015.

<p>A. Advance Student Access, Equity, and Success</p>	<p>A.1 Student Access – COA EOPS/CARE staff continues to promote the importance of increase the participation of African American males, and Hispanic students by at least 5% each academic year. Given the 23% increase in EOPS/CARE resources, combined with Equity, SSSP, CAFYES and Equity funds, the EOPS/CARE program has increased the goal of increasing the African American and Latino presence to that of 10-12% for the 2015-2016 academic year.</p> <p>A.2 Student Success – COA/EOPS counselors are acutely aware of the importance of adhering to the SSSP standards, as well insure the development of student abbreviated and comprehensive educational plans with the SSSP standards.</p> <p>A. 3 Student Success – EOPS/CARE staff/counselors utilize social media to promote the importance of supporting and participating in campus-based student life. At least half of the student “senators” on ASCOA are EOPS/CARE students. In addition, students whose assessment results indicate that they may be in need of basic skills courses, EOPS/CARE counselors eagerly try to encourage enrollment in one of the three learning communities.</p> <p>A.4 Student Equity Planning – The EOPS/CARE staff continued to be an active partner in the planning of the college’s Student Equity Plan.</p>
<p>B. Engage and Leverage Partners</p>	<p>The COA EOPS/CARE program continues to nurture and promote the importance of having an Advisory Committee. The committee is comprised of 21 members and represents a wide variety of entities that include representation from the public and private sectors, as well as a variety of non-profit/community-based organizations.</p>
<p>C. Build Programs of Distinction</p>	<p>The COA EOPS/CARE program actively encourages students to participate in a variety of student activities; as well as achieve academically. For example, a majority of the ASCOA Senators is EOPS/CARE and/or CalWORKs students; and a sizable number of students have been sponsored members into the Phi Theta Kappa honor society. During the 2013-2014 academic year, COA had the largest graduating class and a sizable number of students were awarded scholarships, as well as transferred to several University of California and CSUS Universities. It remains the goal of all three programs to insure that we encourage EOPS/CARE and/or CalWORKs students to maximize the college academic, as well as student activities experience.</p> <p>A great deal of the excitement for 2015-2016 centers on the opportunity to use the newly acquired CAFYES resources to build a program that attracts and retains at least 125 emancipated foster youth to the College of Alameda.</p>

<p>D. Strengthen Accountability, Innovation and Collaboration</p>	<p>CalWORKs</p> <p>(1) The CalWORKs Program is in close partnership with the California State Chancellor’s Office, as well as the Alameda County Social Services Agency to provide direct student support services. In addition, the college’s CalWORKs program is designed to support the county Welfare-to-Work employment target of 30 percent of all CalWORKs students working at least 20 hours a week while attending school.</p> <p>(2) CalWORKs student orientations are conducted at the beginning of the Fall and Spring semester of each academic year that this self-study narrative covers. In the Fall of 2011 COA counselors invited staff from the County of Alameda Social Services Agency to conducted a workshop independent of the formal orientation. This represented a major change as county officials had been a part of the more formal orientation sessions. However, the CalWORKs counselors believed that the county should be afforded an opportunity to conduct its own workshop so as to provide important information that insured that CalWORKs students were advised of any, and all, legislative and/or agency changes that affected their eligibility; as well as insure that they understood and followed the proper steps required to remain eligible for county services, as well as the college-based CalWORKs program.</p> <p>(3) COA CalWORKs continues to enjoy an excellent relationship with other student and instructional services such as Disabled Students Program Services, EOPS/CARE, Health Services, Student Activities, COA One Stop Career Center, Financial Aid, instructional Dean of Division II, as well as the department chairs of the CTE programs. Through these collaborative relationships a team approach was established and enhanced the stabilization of student retention and persistence.</p>
<p>E. Develop and Manage Resources to Advance Our Mission</p>	<p>COA EOPS/CARE staff/counselors continue to manage existing categorical resources very effectively. For example, students continue to receive “survival supply kits,” book vouchers for the fall and spring semesters, winter and spring intersession, and summer session. In fact COA is the only Peralta Campus provides such support. At no time has any of the categorical programs overspent, or found itself in a position of having to return funds. Given the increase in resources, EOPS students will be able to take advantage of college tours that are being planned in collaboration with the Transfer Center; and a summer bridge program is being planned. Meal “coupons” will be reactivated, and the campus community will be asked to “adopt a CARE family” for the Christmas season.</p>

III. RESOURCE NEEDS

Human Resource/Personnel

Please describe any human resource/personnel needs for your unit/area.

Current Staffing Level:	Headcount	FTE Equiv.
Faculty (Permanent)	3	2.3
Faculty (PT/Adjunct)	0	0
Classified Staff (Permanent)	1	1
Classified Staff (Hourly)	1	1
Students	2	
ICC/Consultant/Other	0	

Narrative:
Describe the current staffing level in relation to the relative need for effective delivery of your unit/area's programs and services.

Discuss any current position vacancies, the need for additional personnel, the need for permanent faculty/staff instead of adjunct/hourly personnel, etc.

Describe implications of the current staffing level in your unit/area to overall service delivery.

EOPS/CARE – Currently, there are three full time counselors; 1 program manager, an hourly classified professional and two student peer advisors/workers.

Campus-Based Researcher - The student service data developed by the District Institutional Research Office remains outdated, and in some respects is inadequate. For example, the lack of data as to which Asian or Hispanic groups remain underserved cannot be defined by the district's Institutional Research Officer. The data pertaining to Foster Youth, low income, and veterans remains outdated; and these three populations remain badly in need of an opportunity to join the EOPS/CARE program. Hopefully, this void will be filled with the acquisition of a campus-based Dean, Institutional Research as the position will be sponsored by SSSP and Equity resources.

In preparation of the district's CAFYES grant, all four campuses realized how inadequate the data was pertaining to foster youth. With the acquisition of the CAFYES grant, all four campuses agreed to retain the skills of a researcher whose sole responsibility was the development of a usable foster youth data base.

Human Resource/Personnel Requests
List your human resource/personnel requests in prioritized/ranked order.

Human resource/personnel requests will go through the established College and District planning and budgeting process.

Full time Director, EOPS/CARE/CAFYES, and CalWORKs – The day to day administrative responsibilities are being carried out by the Program Manager who serves as the Assistant Director. There are three major reasons why the college should revise the position description for EOPS/CARE Director to that of Director, EOPS/CARE/CAFYES and CalWORKs. They are:

- (1) State officials indicated that given the responsibilities of the Dean, Special Programs and Grants, there is no way that the college can continue to demonstrate that 51% of the dean's time is spent providing supervisory oversight to EOPS/CARE/CAFYES and CalWORKs. However, the college's CalWORKs program is small enough so that a Director of EOPS/CARE/CAFYES and CalWORKs could be hired and, therefore, be in keeping with the intent of the legislative intent.
- (2) Programs that chose the Dean, Counselor Coordinator model, skirt the intent of the legislation and fail to meet the intent of the program as it relates to Student Success.
- (3) With the addition of the CAFYES program to the EOPS/CARE model, failure to hire a Director, ensures that all three of the programs will at best be marginal, rather than innovative in meeting its goals, as well as developing the kinds of internal and community-based partnerships needed to address the programs' retention, persistence, and completion and transfer goals.

Facilities/Infrastructure

Please describe any facilities/infrastructure needs for your unit/area.

<p>Narrative: Describe the current facilities/infrastructure of your unit/area in relation to the relative need for effective delivery of programs and services.</p> <p>Describe implications of the current state of facilities/infrastructure in your unit/area to overall service delivery.</p>	<p>The space that is currently dedicated to the EOPS/CARE and CalWORKs program was adequate. Each counselor has an assigned office. Adequate storage space was available. Counter space used primarily by the student assistants was adequate.</p>
<p>Facilities/Infrastructure Requests List your facilities requests in prioritized/ranked order.</p> <p>Facilities requests will go through the established College and District planning and budgeting process.</p>	<p>Prior to receiving the 23% increase in EOPS/CARE resources, and the newly acquired CAFYES grant, the space dedicated to the EOPS/CARE program was defined in the annual APUs and Program Review reports as adequate. However, this is no longer true. Unfortunately, the renovation of the "Welcome Center" was limited to modernizing the facilities, as expansion was not part of the configuration. However, efforts are underway to identify space within the Welcome Center to identify areas in which "pre-fab" offices can be constructed as it is essential that the CAFYES staff be located near the EOPS/CARE offices.</p>

Technology

Please describe any technology needs for your unit/area.

<p>Narrative: Describe the technology needs of your unit/area in relation to the relative need for effective delivery of programs and services.</p> <p>Describe implications of the current state of technology in your unit/area to overall service delivery.</p>	<p>PeopleSoft Functionality – Functionality issues with PeopleSoft continue to inhibit the effectiveness of counseling and academic advising. Additional functionality is also needed to address the needs of students and counselors.</p> <p>SARS Functionality – There are continued issues following the transition from SARS Grid to SARS Anywhere, the online appointment system, used by Student Services. The online platform is slow and crashes frequently.</p> <p>Counselors were able to secure much needed computer and monitor upgrades. However, there remains for updated equipment, as well as additional equipment/hardware and software which is noted in "Technology Requests'."</p>
<p>Technology Requests List your technology requests in prioritized/ranked order.</p> <p>Technology requests will go through the established College and District planning and budgeting process.</p>	<p>Ricoh Aficio MP C5000 copying machine. The current copier is six years old and should be replaced. It is hoped that the copier can be purchased with Measure A resources.</p> <p>Epson Projector http://www.officedepot.com/a/products/790868/Epson-VS230-SVGA-3LCD-Projector/</p> <p>Microsoft Surface 3 Tablet http://www.officedepot.com/a/products/925473/Microsoft-Surface-Pro-4-Tablet-With/</p> <p>Software: Adobe Illustrator (for fliers, posters, and brochures) http://www.officedepot.com/a/products/887159/Adobe-Illustrator-Creative-Cloud-Membership-For/</p>

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