



College of Alameda

2024-25 Program Review Template – EOPS

Lead Author:

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Program Overview

Provide your service area's mission statement. If your service area does not have a mission statement, what is your timeline for creating a mission statement?

The Bundle Programs consists of five (5) programs which are EOP&S, C.A.R.E, CalWORKs, Next UP and SALAAM Programs. These programs provide above and beyond academic and career counseling that serves the vulnerable and underrepresented students, especially foster youth, student parents and ESOL students at the College of Alameda. The EOP&S Bundle Faculty and Classified Professional strive to provide culturally relevant and transformative experiences that support students' goals and learning outcomes especially matriculating the completion of their transfer degree, certificate and associate degree. We learn of the values of equity, inclusion and social justice that are in direct correlation with the civil rights movement.

List your program faculty and/or staff.

Shalamon Duke, Dean and Director of the EOP&S, C.A.R.E, CalWORKs, Next UP and SALAAM Programs (1.0 FTE)
Brian Donato, Staff Assistant (1.0 FTE) of the EOP&S, C.A.R.E, CalWORKs, Next UP and SALAAM Programs
Jeremiah Poti, Front Desk (0.75 FTE) of the EOP&S, C.A.R.E, CalWORKs, Next UP and SALAAM Programs
Louie Martinez, Project Manager (1.0 FTE) of the EOP&S, C.A.R.E, CalWORKs, Next UP and SALAAM Programs
Fathia Mohamed, Academic Counselor (1.0 FTE) of the EOP&S, C.A.R.E, CalWORKs, Next UP and SALAAM Programs
Two (2) Adjunct Academic Counselor (0.67 /FTE, each) of the EOP&S, C.A.R.E Programs
Marissa Nakano, Academic Counselor (1.0 FTE) of the EOP&S, C.A.R.E, CalWORKs Programs
Vacant, Academic Counselor (1.0 FTE) of the EOP&S, C.A.R.E Programs

List the essential functions of your department, program or unit and provide a description of how the unit aligns with the college mission.

Our essential Function: Extended Opportunity Programs and Services (**EOPS**), Cooperative Agencies Resources for Education (**CARE**), California Work Opportunity and Responsibility to Kids (**CalWORKs**) and **Next Up** (formerly Cooperating Agencies Foster Youth Education Support Program, CAFYES) and **SALAAM** Learning Community provides above and beyond academic and career counseling that serves the vulnerable and underrepresented students at College of Alameda. Faculty and classified staff strive to provide culturally relevant and transformative experiences that support students' goals and learning outcomes. We learn of the values of equity and social justice that are in direct correlation with the civil rights movement.

Our essential functions are outlined in our mutual responsibility contract which matches the COA Goals, see below.

Goal 2: Provide quality educational and student support services that result in equitable student access to educational opportunities and success in earning a degree or certificate.

Goal 3: Leverage existing resources to maximize academic opportunities for all students and provide accessible and inclusive physical and virtual learning environments that promote equitable academic excellence.

Goal 4: Engage in transparent and data-driven decision-making processes to best leverage resources to meet students' needs and future workforce and community demands.

Goal 5: Foster an inclusive and caring culture that thrives on diversity and promotes social justice and equity.

Goal 6: Be rooted in the community and engage in ongoing partnerships with our sister colleges, P-16 educational partners, community organizations, and local and regional industry partners.

Overall, work is being done by 2.75 FTE Classified Professional Staff, 2.00 FTE tenure track academic counselors and 2.00 FTE Adjunct academic counselor for five programs.

Whereas other Peralta "sister colleges" and Districts have dedicated staffing for EOP&S Program (n.b., dedicated Project Manager one program and Staff Assistant and outside of the district, for example, Contra Costa College District).

List your program goals from your most recent Program Review or APU (Annual Program Update). Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or are any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to.

If no program goals exist or if this is your first program review, create 2-3 goals and align them with a college or District goal.

Program Goal	Serving more effectively emancipated foster youth through EOPS, Next UP and SALAAM Programs
Status: In-Progress or Complete?	Completed the hiring of Program Peer Mentors, established partnership with CBOs (e.g., Beyond Emancipation), housing placement, completed program information (i.e., brochures, Next Up Brochure and

	working on C.A.R.E Brochures), partnered with District Child Care Services and hiring additional classified professional staff. We are working toward braided services with the County, CBO, K-12 and Community College by producing “bridging documents” that shows how all the services relate and provide services and computer applications.
Which college or district goal is aligned with your program goal?	College Goal # 2 Bundle Programs are aligned to the COA – Hispanic Serving Institution, Guided Pathway, Student Equity and Achievement (SEA) and Educational Master Plan goals and efforts. We are especially focusing on the development of the emerging population, Southwest Asian and North African (SWANA) population that have historically been ignored by the US Census and CCC apply due to data collection methodology. SWANA is noted in our educational plan while it is not highlighted in the SEA Program. Another important population that needs attention is the Pacific Islander and Pilipino/Filipino Population that once was a significant number in COA and reflects the larger community that surrounds COA.

Program Goal	Serving Cal Works and Next UP students more effectively by coordinating County Social Services Agency and Probation Department with COA - Career Technical Education Programs (CTE).
Status: In-Progress or Complete?	We partnered with COA Career Center to provide career coaching, and workshops.
Which college or district goal is aligned with your program goal?	College Goal # 2 COA – Hispanic Serving Institution, Guided Pathway, Student Equity and Achievement (SEA), CoA's 2023-2028 Educational Master Plan Goals, District Strategic Enrollment Management Plan – Spring 2019 through Spring 2024

Program Goal	To increase Pacific Islander, Pilipino/Filipino and especially African American Males in the COA – Bundle Programs. Increase presence of Chicano/Latinos/Hispanics, Pacific Islander and African American Males from previous APU.
Status: In-Progress or Complete?	No progress with exception of hiring/recruiting Adjunct Academic Counselors in EOP&S that works with Filipino, Black American and Chicano/Latinx students. Hiring is still pending

Which college or district goal is aligned with your program goal?	College Goal # 2 COA – Hispanic Serving Institution, Guided Pathway, Student Equity and Achievement (SEA), CoA's 2023-2028 Educational Master Plan Goals, District Strategic Enrollment Management Plan – Spring 2019 through Spring 2024
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Program Goal	Ensure that EOPS/CARE students are enjoying a diverse collegiate experience while remaining focused on achieving their academic goal.
Status: In-Progress or Complete?	Partnered with various student services offices to do braided partnership and workshops. This partnership continues to grow and change as staffing changes impacts partnerships.
Which college or district goal is aligned with your program goal?	College Goal # 3 COA – Hispanic Serving Institution, Guided Pathway, Student Equity and Achievement (SEA), CoA's 2023-2028 Educational Master Plan Goals, District Strategic Enrollment Management Plan – Spring 2019 through Spring 2024

Student Services

Student Services Details

Legend

Export to Excel

Academic Year

2023-2024

Campus

Alameda

Term

All

Division

All

Service Area

All

Student Group

All

For more information

* Excluding MW and EW grades


Export to Excel

Course Completion and Retention Rates by Student Group or Service Area

Academic Year	Gender	Headcount	Census Enrollment	Completion Rate	Retention Rate	Completion Rate*	Retention Rate*
2023-2024	F	5966	12921	72.2%	85.1%	72.5%	85.0%
2023-2024	M	4298	10133	74.8%	86.8%	75.0%	86.8%
2023-2024	X	518	974	72.6%	84.4%	72.7%	84.3%
Total		10782	24028	73.3%	85.8%	73.6%	85.7%

Academic Year	Age	Headcount	Census Enrollment	Completion Rate	Retention Rate	Completion Rate*	Retention Rate*
2023-2024	16-18	1563	3269	80.7%	90.5%	80.9%	90.4%
2023-2024	19-24	4595	11240	74.7%	86.8%	74.8%	86.7%
2023-2024	25-29	1420	2806	68.3%	83.0%	68.4%	83.0%
2023-2024	30-34	1025	1937	65.1%	81.4%	65.8%	81.2%
2023-2024	35-54	1780	3518	69.3%	82.3%	69.5%	82.2%
2023-2024	55-64	268	573	70.6%	85.4%	71.8%	85.2%
2023-2024	65 & Above	184	421	79.0%	85.2%	79.4%	85.1%
2023-2024	Under 16	206	264	89.2%	95.1%	89.2%	95.1%
Total		10782	24028	73.3%	85.8%	73.6%	85.7%

Academic Year	Ethnicity	Headcount	Census Enrollment	Completion Rate	Retention Rate	Completion Rate*	Retention Rate*
2023-2024	American Indian	31	72	60.3%	86.8%	61.2%	86.6%
2023-2024	Asian	2742	7473	85.8%	92.2%	85.9%	92.2%
2023-2024	Black / African American	2015	3983	58.8%	78.8%	59.2%	78.6%
2023-2024	Hispanic / Latino	3086	6240	67.9%	82.5%	68.1%	82.4%
2023-2024	Pacific Islander	39	78	67.5%	84.4%	67.5%	84.4%
2023-2024	Two or More	753	1626	67.5%	81.7%	67.9%	81.6%
2023-2024	Unknown / NR	287	721	77.9%	88.7%	78.3%	88.6%
2023-2024	White	1829	3835	74.6%	87.0%	74.8%	86.9%
Total		10782	24028	73.3%	85.8%	73.6%	85.7%

 For more information
* Excluding MW and EW grades

 Export to Excel

[Course Success & Retention Rates – Student Services \(internal only\)](#)

Please go to Student Services Details Page.

Then click on your Service Area.

Compare to Graphic above.

Do the students served by your service area differ from the College's overall student population? If so, elaborate on how the service area is identifying and addressing the needs of the student population.

For Age and Ethnicity, our population differ compared to the overall campus. With Age Range, EOPS/CARE population has a greater population in the age group under 18 for our services. With Ethnicity, Asian our top population for EOPS/CARE whereas for the overall campus Hispanic are the top population. Hispanics are the third top population for EOPS/CARE. EOPS/CARE is looking for a better way to capture the current data and reach out to students who meet the EOPS/CARE requirements. I think we need to review ethnic group categorization especially Southwest Asian and North African (SWANA) students and Asian Pacific Islander Desi s (APID) students. For example, many Filipino/Pilipino and Pacific Islander (e.g., Māori) students do not see themselves and/or identify as being part of APID. As such, we need to take a closer look at the Asian as serving more Chinese and Vietnamese, East Asian students then Southwest and Southwest Asian American identified students.

Which groups of students are underrepresented among those who received services, particularly by race/ethnicity and gender?

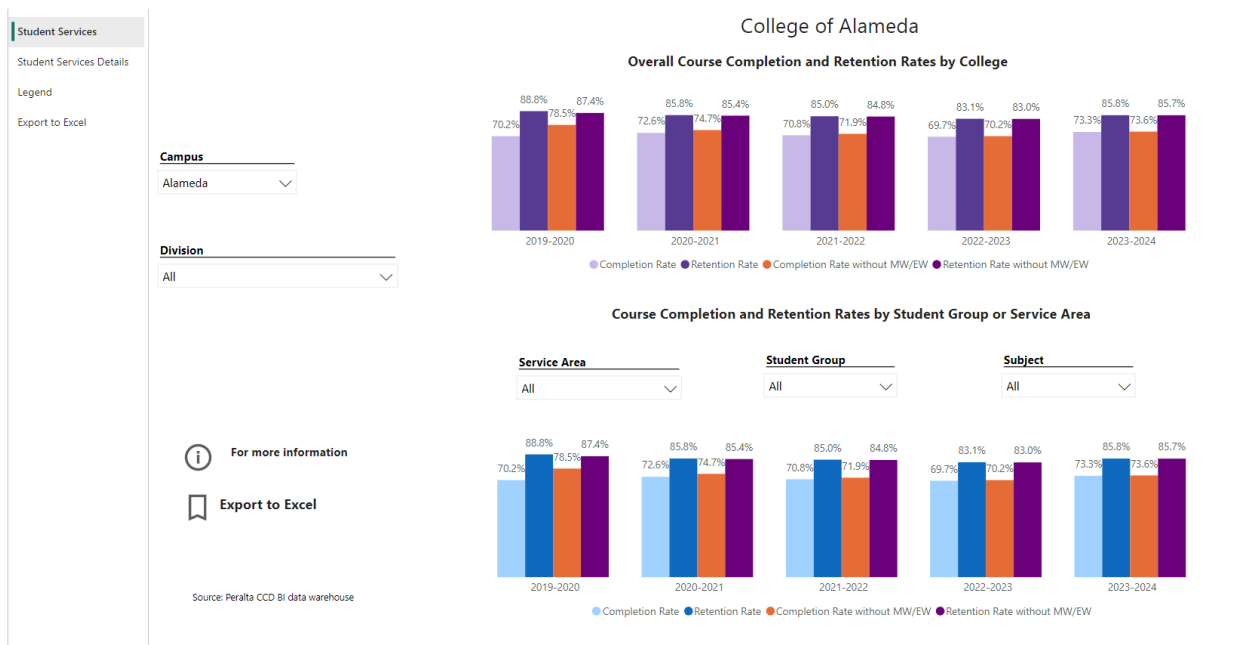
As seen by the data in dashboard, the most underrepresented among those who received services is Males for Gender and Pacific Islander, 2 or more, and Hispanic for ethnicity. The designation of the college as a HSI has helped but the lack of funding investments/expensing programming plan, bureaucracy culture, changes in staffing and programming planning are disjointed because of lack of staffing (one person operation) and leaderships changes. As such, braided partnerships and staff changes make it difficult.

Describe how external factors such as advisory board recommendations, federal or state mandates, changing demographics, and/or COVID-19 has impacted the support services your program or administrative unit provides.

How has your program addressed these changes or challenges to ensure students are supported and can continue to work towards meeting their educational goals?

We are not able to address these changes because we do not have a dedicated Director (Per Title 5 requirement), academic counselors or classified staff. Our programs have an advisory board, but we have not met consistently due to program staffing challenges, changes in leadership and managing the basic program requirements.

Data Analysis



Course Success & Retention Rates – Student Services

Click on your Service Area after Clicking on Dashboard Link

Consider your program's course completion rates over the past three to five years (% of students who earned a grade of "C" or better).

How does the course completion rate for your program compare to your college's College-Set Standard for course completion of 70% and the stretch goal of 77%?

Our completion rates are marginally higher for all four years but depend on having the right staffing which includes academic counselors and dedicated professionals classified by programs; Hire classified staff by programs instead of one person (Project Manager has been doing multiple duties for three years until the recent hire of Staff Assistant and part-time clerk) programming. The trend follows the same as the college for completion rates. So, the decline that happened in 2022-2023 follows the overall decline in the college, not just EOPS. EOPS is above the set standard for the college of 70% completion rate. It does not exceed the stretch goal. We could do a better job by integrating credit for prior services and supporting cohort-based classes in entry classes like ESOL and non-academic pathways. As noted, we need to track students who started and completed non-academic pathways (getting a certificate) and return to campus for an academic pathway to transfer to a four-year university.

On average the course retention rate (number of students are retained in the course) for College of Alameda has been **85%** for the past three years. Examine the course retention rates for your program over the last three years. How does your program course retention rate compare to the college?

Our retention rates are higher than the college because of the program design and dedication of staff. Retention trends follow the same trend as the college. So, the decline in 2022-2023 is because of an overall campus decline in retention. 2022-2023 was the only year that EOPS went below the 85% retention average of the college. We experienced Academic Counselors on medical leave and/or sabbatical; We lost dedicated and committed academic counselors. In addition, we were rebuilding from the Covid Pandemic and advocating for integrated partnerships with several programs on campus like from Learning Resource Center, ESOL and English Departments, and CTE Programs.

Equity

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals. As pertaining student success metrics from the Student Equity Achievement Plan and the Student-Centered Funding Formula, we analyzed most current cohort state data of disproportionate impacted groups in completion of transfer level English and Math, persistence, transfer rate, and goal completion.

For more information on equity click on the [StudentSuccessMetricsforDIgroups21-22.xlsx](#)

Compare results to Internal Dashboards on [Internal Dashboards with Details about DI Groups](#)

Discuss how your program has worked to address these equity gaps. Incorporate examples of your program data where applicable.

When comparing the overall campus for the student success metrics, EOPS helps many of the DI groups that are not meeting the overall campus. For example, for completers for the age range 25 to 29 has such a small number the state masked the group. But when looking at the EOPS numbers we see that the group has the highest completion. EOPS is helping age range with the completion in English and Math and getting their certifications/degrees. When looking at African American population at College of Alameda, we see that they are the one of the most impacted groups. In EOPS, African Americans are the second biggest group in the program. However, I do see that the success rates and retention rates are smaller in the EOPS in African American compared to the overall campus by less than 1%. This is something we could look further into to see how to leverage our services for this group to achieve greater success and retention in this impacted group.

Student Learning Outcomes Assessment

List of your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs)

Our SAO/SLO are aligned to the SEA Plan and Strategic Plan. SAO/SLO is aligned to promote and matriculate POC students, especially first-generation students, within two academic years to transition to a four-year university and/or complete their CTE program. Our program's requirements note consistent matriculation and eligibility limits with regards to how long a student could be in the program (i.e., 70 Units max).

Assessments					
<input type="checkbox"/> My Proposals College Organization Proposal Type Status Sort Options Export					
x EOPS Search					
Institution	Department	Title	Type	Status	Reports
COA	A - Extended Opportunities, Programs and Services	EOPS SAO 2	COA Assessment 0 - Non-Instructional Unit Outcome	Active	
COA	A - Extended Opportunities, Programs and Services	EOPS SAO1 Spring 2022	COA Assessment 0 - Non-Instructional Unit Outcome	Active	
COA	A - Extended Opportunities, Programs and Services	EOPS SAO2 Spring 2023	COA Assessment 0 - Non-Instructional Unit Outcome	Active	

SLO 1 was assessed in Spring 2022

SLO 2 was assessed in Spring 2019 and 2023

SAO 1 (2022) Persistence: 85% of EOPS/CARE/NextUp students will successfully register for classes semester to semester.

SAO 2 (2019) Satisfactory GPA: 90% of EOPS/CARE/NextUp students will receive a 2.0 grade point average in the spring 2019 semester.

SAO 2 (2023) Satisfactory: 95% of EOPS/CARE/Cal WORKs/ Next Up students have signed the Mutual Agreement Contract and attended their first counseling meeting by Zoom and/or in-person by the end of February 2023.

College implemented the ConexED – Case Management Systems in the Summer of 2022 and evolution of the ConexED Systems changed over time where we could better measure success. ConexED applications needs to grow and evolve as demands for easier reporting structure is required; For example, we need easy access reports that shows completion of academic counseling appointments, integrity issues of e-files (Application, MRC, Academic Progress Report, Unit Check, FAFSA and Academic Counseling).

Please provide a high-level summary and your program’s interpretation of your SAO/SLO findings over the past year.

All SAO assessments were satisfactory and were assessed. I did not see SAO 3 getting assessed. I also see SAO 2 has two different outcomes from 2019 to 2023.

The changes in SAOs occurred because of staff turned over, the lost of Project Manager for EOP&S, C.A.R.E and Next Up Programs and delays in recruitment for a replacement.

There was no assessment done in Spring 2024 but looking into CurriQunet there was a draft formed but not submitted. Going forward SAO should be listed under the Program on the website and

assessments of all the SAO should consistently be reported in curriQunet to help determine if SAO are being satisfactory outcomes throughout the years.

Please note, CurriQunet was not working during this period, 2024.

What were the most important things your department learned from the assessment? Did implementation of your action plans result in better student learning?

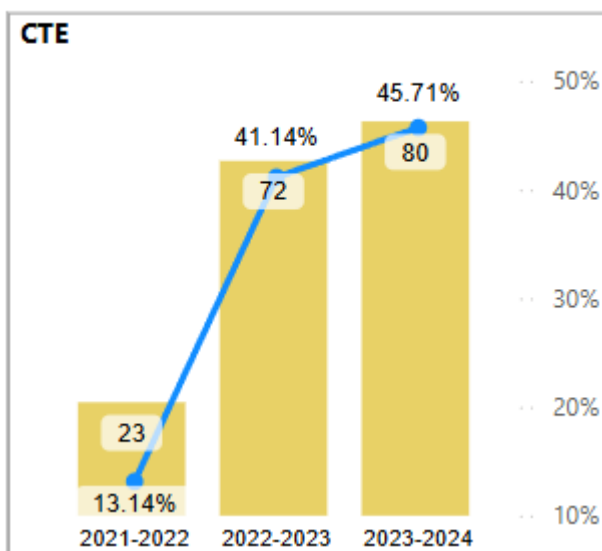
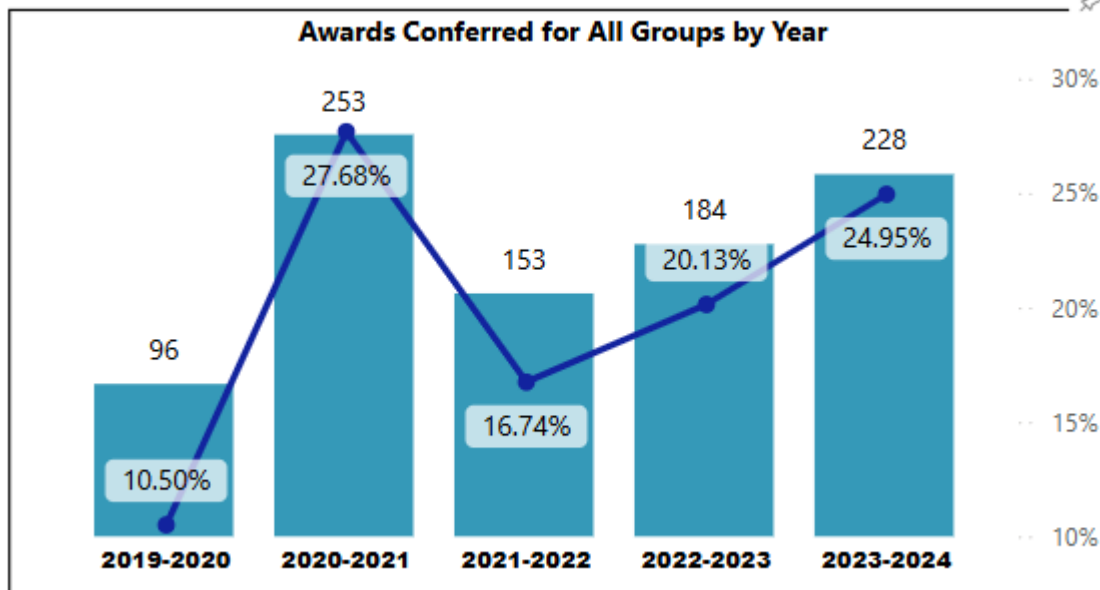
We are not able to sustain the level of services and programming if we do not have the right staffing by State funded program that includes academic counseling and classified professionals. We need to have a dedicated Director, Retention and Outreach classified and financial aid hybrid classified professional staff to work with students especially those who experience academic hardship and filing of SAP appeals. In addition, keeping up with the changes in legislative mandates.

Degrees & Certificates Conferred

Increasing the number of students who complete a certificate or degree is a shared goal across CoA's Ed Master Plan Goals, PCCD (Peralta Community College District) Goals, the Chancellor's Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways.

How can your program contribute to increasing the number of certificates and degrees awarded over the next three years?

For more information on awards click on the [Degrees & Certificates Dashboard link](#)



EOPS Program has increased in the number of Degrees and Certs in the last 4 years. Especially in CTE for the last 3 years. ~35% of the degrees at COA are from EOPS students and ~45% of the degrees from CTE are from EOPS students. The increase we are seeing occurred because the Project Manager developed stronger partnerships with various CTE Programs like Dental Assistant and DEMECH Programs; in addition to academic disciplines in English and ESOL Departments. Hire academic counselors and classified professional by program which we have the funding. In addition, have a dedicated management professional as a director that could devote their time to grow and advocate for the programs.

Engagement

How has your department participated in college wide efforts such as committees, presentations, and departmental activities?

We are fully engaged and partnered with academic programs (e.g., ESOL, CTE), Career, and other learning communities from outreaching and in-reaching activities, sponsor collaborative program events and sharing resources.

We have collaborative relationships with the following COA Programs and outside partnerships. This collaborative relationship includes shared funding (breeding funding partnerships).

H. S. I/Puente: Joint programming and workshops, especially University Visits.

Umoja: Joint programming and workshops especially University Visits.

Basic Needs: Part of our referral and orientation of new students to Basic Needs Program services.

Health and Wellness: When possible joint programming and referral and orientation of new students to program

College Promise: Identifying EOP&S Students eligible and making warm referral. Orientations to EOP&S and transition to program.

Rising Scholar (Project Hope) and Hire UP: Identifying EOP&S Students eligible and making warm referral. Orientations to EOP&S and transition to program.

Adult Education: Identifying EOP&S Students eligible and making warm referrals. Orientations to EO&S and transition to program.

CTE Discovery Day: Outreach and partnerships Office of Equities and Career Planning departments at Oakland Unified School District, San Leandro School District and Alameda Unified School Districts

CTE – Dental Programs: Joint orientation and program support of EOP&S, CARE, SALAAM, and CalWORKs students enrolled in the CTE Program.

CTE – DMECH: Increase female in the DMECH Program Committee. Program support of EOP&S, CARE, SALAAM, and CalWORKs students enrolled in the CTE Program.

Learning Resource Center: Referrals and sharing resources with LRC to support tutoring services and extended tutoring services in the evenings.

Career Center: Partnered with the Career Center to conduct Resume Workshops, Interview Workshops and Internships.

Transfer Center: Partner with Transfer center to host University visits; EOP&S pays for the transportation of students to UC and CSU visits, especially Transfer days.

Welcome Center: Partners with Welcome Center to provide additional student worker support during high traffic periods, especially the beginning of the terms, orientations, etc.

Admissions and Records: Partner with Admission and Records by support student workers to work with Admissions Records

ESOL Department: Joint orientations and sponsoring classes with ESOL to support our students' academic success.

English Department: Part of the EOP&S and SALAAM Learning Communities

Arts Department: Part of the EOP&S and SALAAM Learning Communities

Alameda County Social Services Agency: Supports students referred by Social Services Agency –

CalWORKs and Foster Departments to become college students and continue their academic journey.

Alameda County Probation Department: Supports students referred by Probation Department related to AB12 to become college students and continue their academic journey.

Beyond Emancipation: Partnership and embedded support at EOP&S and Next UP for foster youth and justice impacted students. Supports students referred by Beyond Emancipation to become college students and continue their academic journey.

Berkely Cooperative Housing: Partnership in providing unhoused students to gain secure housing

Partnered Events (This collaborative relationship includes shared funding (breeding funding partnerships).

Partner Breakfast Event (Not Funded by the Five Programs)

CTE Discovery Day

Learning Communities – Umoja, Puente, H.S.I

Transfer Day at UC Davis, Cal and Santa Cruz

Open Houses for EOP&S and SALAAM Learning Community

Oakland Unified School District and San Leandro Unified School District – Attending High School

Equity graduations in late Spring with information about our programs

Ramadan &EID Celebration with local Mosque

College of Alameda Graduation

Various Workshops – Trauma Informed Management, Loving Yourself, Career Development, Resume Writing, etc.

Community Based Organization (CBO) – Various Site Partnership to inform CBOs about our programs. For example, the Side by Side, lead agency for Independent Living Programs in Alameda County that serves foster youth and another group of providers, the Transition Age Youth Round Table (Coalitions of Alameda County CBO serving Foster Youth and Justice Impacted Youths).

How has your department engaged in community activities, partnerships and/or collaborations?

We are fully engaged and partnered with CBOs and County government throughout via regional meetings with sister college District like San Mateo College District, Contra Costa College District, Santa Rosa College District, City College of San Francisco and Los Positas College District. We are working together to connect our work which takes staffing support.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resources requested, leave the boxes blank.

Resource Category	Description/Justification	Total Estimated Cost
Personnel: Management	Director [third year, asking for the position], per Title 5 of EOP&S and Ed Code. Dedicated Director to advocate for program development and provide greater understanding to Administration how	\$150,000

	funds are used and/or breaded with other categorical funds. We are on our 10 year for a State Waivers for not hiring a Director of EOP&S. We have to submit annually the State Chancellors Office for a waiver to approve and not hire a Director of EOP&S.	
Personnel: Classified Staff	1)Staff Services Specialist (Retention and Outreach) [third year, asking for the position] 2) Financial Aid Specialist (SAP Appeals and Processing Financial Aid Forms) [second year, asking for the position] 3) Program Specialist for CalWORKs and Next UP Programs [second year, asking for the position]	\$250,000 for both positions
Personnel: Student Worker		
Personnel: Part Time Faculty		
Personnel: Full Time Faculty	1) Hire one Academic Counselor, grant position, non-tenured faculty and or Classified Professional Counselor (e.g., Riverside City College). Aside from the current level of three Academic Counselor. We have enough funds to hire four dedicated Academic Counselors instead of hiring two adjunct Academic Counselors.	\$100,000

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD (Professional Development) needed	Companion learning communities (e.g., Umoja, Accesso, etc) attend the EOP&S, CARE, CalWORKs, Next UP, Encore and Student Services Conference (five classified professionals). The cost has been budgeted already and we have the funds to travel and required by our programs for professional development and changes in program requirements.	\$20,000
Professional Development: Personal/Individual PD needed		
Supplies: Software	CANVA; College wide licensing paid from EOP&S, CalWORKs and Next Up Programs	\$5,000
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional		
Supplies: Non-Instructional	Provide desk space with laptops for students to study, safe space and student meeting area; This includes furniture, computer and related hardware. Also, provide washer and dryer for our unhoused EOP&S and Next UP students.	\$50,000

Supplies: Library Collections		
Technology & Equipment	10 Laptops and 2 printers (Student Space within the program). EOP&S and Next UP provided laptops to support the Welcome Center per Dean Duke. Laptops are needed to reimburse the use of laptops and return them to the EOP&S, CARE, CalWORKs, Next UP and SALAAM Programs Call Center.	\$10,000
Library materials/collections		
Facilities: Classrooms/Labs		
Facilities: Offices	Provide dedicated space and offices for five programs that include a student meeting area. All the programs noted in their “good practice” a dedicated space for EOP&S, Foster Youth, CalWORKs, and CARE. We do not have space for Academic Counseling, Peer Mentoring, and Classified Professional staff to meet with students as needed in private manner. We do not have a conference room, student space and Call Center. We lost spaces for students for the EOP&S, Title 5 and Ed Code for dedicated staffing for CalWORKs and Next UP Programs; Asked three years in a row to hire Program Specialist. In addition, dedicated space to serve student parents in CalWORKs and foster youth/justice impacted youth, Next Up Program. Also, we lost space for our Peer Mentors/Call Center which were transferred to office spaces for classified professionals staff. Classified professional staff had to give their offices for Academic Counselors.	\$50,000
Other		