

Santa Rosa Junior College

Program Resource Planning Process

EOPS - CARE 2022

1.1a Mission

The mission of the EOPS program is to assist full-time, low-income, educationally disadvantaged students to achieve their educational goals at Santa Rosa Junior College (SRJC) in an environment that is responsive to their needs and supportive of cultural diversity across our college community.

The mission of the CARE program is to assist EOPS students who are single heads of household receiving Temporary Aid to Needy Families (TANF) to complete their education and job-training goals at SRJC by providing services that are above and beyond EOPS, CalWORKs & TANF.

The mission of the CAFYES (NextUp) program is to assist EOPS students who have been a current or former foster youth in California on or after their 13th birthday and who are under 26 at the beginning of the school year.

The mission of the Bear Cub Scholars program is to improve the retention and success rate of foster youth in college.

1.1b Mission Alignment

EOPS/CARE/CAFYES(NextUp) is fully aligned with District's Strategic Plan goals and objectives.

Strategic Plan: Goals and Objectives	EOPS/CARE/CAFYES(NextUp) Alignment with Strategic Plan
<i>A. Support Student Success: Support development of the whole student from early college awareness through successful completion of educational and career goals</i>	
Expand and sustain access by eliminating barriers, expanding strategic outreach efforts, and	EOPS/CARE/CAFYES(NextUp) is dedicated to actively reducing barriers to services and improving access by: <ul style="list-style-type: none">• Reaching out to incoming high school students.

delivering services effectively through current technologies

- Contacting (via letters and by phone) full-time students, who are BOGW approved with less than 70 units at the Petaluma and SRJC campus, particularly Foster Youth, African-American and Native American students.
- Providing applications to eligible students new to EOPS/CARE/CAFYES(NextUp) services.
- EOPS Director and counselors approve students for EOPS enrollment and services in an inclusive manner.
- Coordinating referrals to a variety of service providers when students are in crisis or not eligible for EOPS.
- By working closely with CalWORKS, DRD, Basic Skills, ESL departments.
- By paying 100% release time of a full time Petaluma campus counselor to serve EOPS/CARE/CAFYES(NextUp) students.
- Collaborating with Counseling Dept. to provide the EOPS Summer Readiness to new high school students in June, both at SRJC and the Petaluma campus

Increase retention and academic progress through student engagement with academic and student services, faculty and staff, and campus and community activities

- EOPS/CARE/CAFYES(NextUp) counselors and staff routinely connect students to campus and community support services to increase student retention.
- EOPS/CARE/CAFYES(NextUp) counselors and staff lead many campus and professional developments activities each year that focus on improving the success rate of EOPS/CARE/CAFYES(NextUp) students, Second Chance, undocumented, ELL and other under-served populations.

<p>Increase the number of students who complete their educational plans and goals</p>	<ul style="list-style-type: none"> • EOPS/CARE/CAFYES(NextUp) Title V requirements ensure that the 3 matriculation requirements for students are met, which are aligned to the Student Success Act: Orientation, Assessment, Educational planning. All EOPS students must have an educational goal and long-term educational plan on file. • EOPS/CARE/CAFYES(NextUp) requires a minimum of 3 contacts with EOPS Counselors every fall and spring semester while enrolled in the program. • EOPS/CARE/CAFYES(NextUp) coordinates services with DRD, CalWORKS, Counseling, Scholarship and Financial Aid on the recommended unit load for students under special circumstances. • EOPS/CARE/CAFYES(NextUp) Counselors regularly engage in cross-training with general Counselors by attending weekly Counseling Dept. meetings and staying current via email Counseling updates. • EOPS/CARE/CAFYES(NextUp) Director serves on committees such as the Priority Registration Task Force, Student Success & Equity Committee, and Student Services Council. • Many of the students receiving services from EOPS/CARE/CAFYES(NextUp) are basic skills students. An extensive outreach and Summer Readiness transition program is offered for incoming students to improve their retention and success.
<p>Enhance cultural responsiveness to better serve all student populations with a focus on first generation college students and the increasing Latino/a population</p>	<ul style="list-style-type: none"> • EOPS/CARE/CAFYES(NextUp) is increasing its ability to serve Spanish speaking students through a number of bilingual staff members, namely the EOPS Director, two ltime EOPS Counselors the 50% part-time EOPS Counselor, the EOPS/CARE/CAFYES(NextUp) Outreach Coordinator, the EOPS Advisor, and two EOPS Student Aides.
<p><i>B. Foster Learning and Academic Excellence by providing effective programs and services</i></p>	
<p>Support and promote teaching excellence across all disciplines</p>	<ul style="list-style-type: none"> • EOPS/CARE/CAFYES(NextUp) faculty and the Outreach Coordinator provide individual and group consultation services to all District personnel via department-wide or college-wide trainings to increase the college community's skill in providing academic support for current and former foster youth, DACA, AB540, LGTBQI, Second Chance, Latina/o students and English Language Learner students.

Engage students and spark intellectual curiosity in learner-centered environments	<ul style="list-style-type: none"> As providers of allied services, EOPS/CARE/CAFYES(NextUp) faculty and staff encourage students to be active learners. EOPS students are taught strategies to attain higher grades, manage their time and family demands, and access tutoring services with an aim of full engagement in the college's learner-centered environment.
Integrate academic and student support services across the college and curriculum	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) partners with instructional faculty in the provision of in-class accommodations when necessary or in coordination with DSPS. All EOPS/CARE/CAFYES(NextUp) Summer Readiness classes integrate on campus student support services into the curriculum. EOPS/CARE/CAFYES(NextUp) staff regularly train instructional faculty on best practices for managing the educational environment and supporting Latino/a students and members of other underserved groups.
Identify and implement responsive instructional practices that increase the learning and success of our diverse students	EOPS/CARE/CAFYES(NextUp) staff participated in an Equity Training learning about recognizing privilege, white fragility, unconscious bias, and how they affect colleagues and students in our work.
<p><i>C. Serve our Diverse Communities and strengthen our connections through engagement, collaboration, partnerships, innovation, and leadership</i></p>	
Identify the educational needs of our changing demographics and develop appropriate and innovative programs and services with a focus on the increasing Latino/a population	<ul style="list-style-type: none"> Our data indicates 32% of SRJC students identify as Hispanic while EOPS/CARE/CAFYES(NextUp) program data shows that 40% of EOPS/CARE/CAFYES(NextUp) students identify as Latino/a. To address this growing trend, EOPS/CARE/CAFYES(NextUp) counts on bilingual staff for outreach and front desk service delivery strategies. Additionally, three out of our five EOPS counselors are bilingual, English-Spanish speakers.
Contribute to the richness of our multicultural community by promoting cultural initiatives that complement academics and encourage the advancement and appreciation of the arts	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) promotes and actively leads, coordinates or participates in such multicultural events like Women's History month, Black History Month, Professional Development Workshops, Latino/a Graduation Ceremony, Indigenous People's Day. Staff serve on committees such as UMOJA, Second Chance, and the Latino Faculty & Staff Association, among others.
Meet the lifelong educational and career needs of our communities (e.g. seniors, emerging populations, veterans, re-entry students)	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) addresses lifelong educational needs through 1:1 educational planning-counseling with students, instructional programming, including the popular Summer Readiness program for local, incoming high school graduates.

Provide relevant career and technical education that meets the needs of the region and sustains economic vitality	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) collaborates with community partners to provide the annual EOPS Career Fair in April.
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D. Improve Facilities and Technology Provide, enhance, integrate, and continuously improve facilities and technology to support learning and innovation

Incorporate best practices and innovations for facilities and technologies in order to enhance learning and working environments	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) is in alignment with the college's standard for use of facilities and technology to facilitate delivery of services and increase workplace effectiveness. EOPS/CARE/CAFYES(NextUp) uses technology to propel data-driven decisions. Multiple data sources are utilized such as MIS, SARS, SIS and general District-wide data sources.
Improve and sustain infrastructure, facilities, and technology to proactively support our diverse learning community	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) opened up an office at the Petaluma SRJC campus under the support of the Dean of Student Services, with an aim to increase the number of Petaluma students enrolled in EOPS/CARE/CAFYES(NextUp).
Increase District-wide coordination and collaboration to improve facilities and technology access, efficiency, and effectiveness	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) ongoing improvements to offer centralized student support services has resulted in District-wide discussion and planning about our students' particular needs, particularly Latino/a and ELL.
Provide effective facilities and technology technical training for all employees to ensure operational effectiveness	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) administration and staff take advantage of technology training opportunities by the college. In addition, EOPS/CARE/CAFYES(NextUp) regularly conducts in-house assessments to stay current in available SRJC IT tools, equipment or programs.

E. Establish a Strong Culture of Sustainability that promotes environmental stewardship, economic vitality, and social equity

Expand, support, and monitor district-wide sustainability practices and initiatives	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) works toward sustainability with college-wide efforts. An increasing amount of EOPS/CARE/CAFYES(NextUp) business has transitioned to the electronic environment over the past several years.
Infuse sustainability across the curriculum and promote awareness throughout District operations	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) dept. staff have increased their use of technology to disseminate counseling information to students through MyCubby, the student portal. EOPS/CARE/CAFYES(NextUp) routinely evaluates the use of paper in its procedures.
Promote social and economic equity in the communities we serve	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) regularly contributes to the campus dialogue to increase poverty awareness and matters

	related to income inequality, underserved populations and educational equity.
Ensure economic sustainability by leveraging resources, partnering with our communities, and contributing to the economic growth of the region	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) has a strong internal scholarship program that yearly awards over \$16,000 to qualified students. EOPS/CARE/CAFYES(NextUp) regularly applies for and receives smaller grants to support our book service grant and other student unmet needs, i.e. EOPS-Student Equity Book & Supplies voucher.

F. Cultivate a Healthy Organization *Cultivate an inclusive and diverse organizational culture that promotes employee engagement, growth, and collegiality*

Foster an environment focused on collegiality and mutual respect in regards to cultural and individual perspectives	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) administration, faculty and staff demonstrate respectful and collegial relationships with students and colleagues.
Recruit and hire outstanding faculty and staff and implement an exemplary Professional Development Program for all employees	<ul style="list-style-type: none"> All EOPS/CARE/CAFYES(NextUp) faculty and staff demonstrate areas of expertise and extensive experience in supporting people from disadvantaged backgrounds and first generation college students. EOPS/CARE/CAFYES(NextUp) faculty and staff regularly lead Professional Development Trainings on serving diverse student populations, especially Latina/o students.
Establish robust programs to improve the health and wellness of students and employees	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) faculty routinely discuss health and wellness-maintaining behaviors with their students as part of providing counseling services.
Increase safety planning, awareness and overall emergency preparedness	<ul style="list-style-type: none"> EOPS/CARE is fully engaged in the planning process for emergency and disaster preparedness. In addition, EOPS/CARE/CAFYES(NextUp) has identified Safety Area Leaders for Bertolini Hall, 2nd floor.

G. Develop Financial Resources *Pursue resource development and diversification while maintaining responsible fiscal practices and financial stability*

Increase the amount of discretionary, unrestricted general fund local revenue	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) prudently manages categorical funds from the Chancellor's office for services delivered, reducing the burden of cost to the District.
Increase and maintain the District reserves above the state requirements	N/A
Pursue alternative funding sources including grants, partnerships, and scholarships to support our diverse communities and students	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) has expanded support and educational services for students through the EOPS Scholarship program.

Manage enrollment and course offerings to maximize apportionment funding	<ul style="list-style-type: none"> The EOPS/CARE/CAFYES(NextUp) faculty, in collaboration with the curriculum committee, the faculty and administration, actively contributes to updating courses related to the EOPS Summer Readiness program, i.e. Counseling 390.
H. Improve Institutional Effectiveness <i>Continuously improve institutional effectiveness in support of our students, staff, and communities</i>	
Fully implement continuous quality improvement strategies to achieve greater transparency, effectiveness, efficiency, and participation	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) actively participates in college wide continuous improvement efforts. EOPS/CARE staff serve on the Strategic Planning Task Force, Student Services Council, LFSA, Basic Skills Institute, Budget Advisory and numerous other committees. Within EOPS/CARE/CAFYES(NextUp), we have identified and implemented a continuous cycle of assessment for program and course Student Learning Outcomes. In addition, the EOPS/CARE/CAFYES(NextUp) faculty, staff and administration meet weekly to enhance communication, streamline processes to meet students' needs, as well as to educate and train staff.
Enhance internal and external communication systems to ensure effectiveness	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) builds internal and external partnerships, student support and communication forums through the regular, biannual EOPS Advisory Committee meeting event.

1.1c Description

The EOPS program serves SRJC students who meet all five of the following requirements:

- 1) Resident of California or AB540
- 2) Full-time Student (12+units)
- 3) First Time College Student (less than 70 degree applicable units)
- 4) Eligible for a Board of Governor's Fee Waiver (type A or B)
- 5) Educationally Disadvantaged

EOPS eligible students are provided with the following services:

- 1) Orientations to EOPS
- 2) Book Vouchers (at SRJC Bookstore)

- 3) Assistance with College Forms (Admissions and Financial Aid)
- 4) Counseling (Academic, Career, and Personal)
- 5) Priority I Registration
- 6) Transfer Assistance (Applications and CSU/UC Fee Waivers)
- 7) Child Care grants (bill payment service) at SRJC Children's Center
- 8) Bilingual Assistance (English and Spanish)
- 9) EOPS Loans
- 10) EOPS Books and Supplies loans
- 11) Annual Student Honors Reception

The CARE program serves EOPS eligible students who meet all four of the following requirements:

- 1) Single Parent/Head of Household
- 2) 18 Years Old or Older
- 3) Currently Receiving Temporary Aid for Needy Families (TANF)
- 4) Youngest Child is 18 Years Old or Younger

CARE eligible students are provided with the following services:

- 1) CARE Grants
- 2) Meal Tickets (for SRJC Food Service Contractors)
- 3) Vehicle Maintenance Grants
- 4) Workshops on Parenting Skills, food & nutrition, credit repair & budgeting, and low-income housing resources
- 5) Annual CARE Retreat

The CAFYES(NextUp) program serves EOPS eligible students who meet the EOPS requirements with a couple of exceptions:

- 1) Have been a current or former foster youth in California on or after 13th birthday and be under 26 at the beginning of the school year.
- 2) Enrolled in at least 9 units at the time of acceptance into the program
- 3) Exempted from the 70 unit/ 6 semester cap

CAFYES(NextUp) eligible students are provided with the following services:

- 1) CAFYES(NextUp) Grants
- 2) Meal Tickets (for SRJC Food Service Contractors)
- 3) Rent Vouchers
- 4) Gas Cards
- 5) Individual Therapy

1.1d Hours of Office Operation and Service by Location

The EOPS/CARE/CAFYES(NextUp) Office is located on the second floor of the Bertolini Student Services Center at the SRJC campus. The office is open Monday, Tuesday, and Thursday from

8am to 5pm. Wednesday 8am to 7pm and Friday 8am to 3pm to match the counseling department's hours of service (Monday through Thursday in Summer). An Administrative Assistant is necessary to provide minimum staff coverage for the reception area, and to supervise at least one student worker. When necessary, a full-time EOPS/CARE/CAFYES(NextUp) staff will provide supervision and back-up support to the Administrative Assistant.

At the Petaluma Campus, EOPS services are provided by the EOPS Counselors during normal business hours. The CARE Coordinator holds office hours in the Petaluma Intercultural Center one day per week, from 1pm to 5pm. The CAFYES(NextUp) Coordinator provides services one day per week in the same office. Other EOPS services, like emergency loans, book & supplies loans, book vouchers and non-counseling referrals are available at the Petaluma campus via the EOPS Counselor.

1.2 Program/Unit Context and Environmental Scan

2.1a Budget Needs

Effective Budget Allocation

Acceptable expenditures according to Title 5 regulations for EOPS/CARE/CAFYES (NextUp) funds are closely monitored by the Chancellor's Office.

According to section 56296: Expenditures Not Allowed, "*EOPS funds shall not be expended for the following:*

- (a) Office administrative support costs (e.g., staff of the business office, Bookstore, reproduction, staff at the dean salary level and above).*
- (b) Indirect costs (e.g. heat, lights, power, janitorial services).*
- (c) Political or professional association dues and/or contributions..."*

Note: Phone charges under account code 5530 are considered indirect costs and may not be included as a part of District Contribution.

Comparison to District-Wide Range

	19/20	20/21	21/22
Total EOPS allocation	\$996,170	\$954,287	\$1,111,126
Total CARE allocation	\$ 92,234	\$101,650	\$117,856
Total NextUp allocation	\$576,043	\$724,105	\$592,461
Total BCS allocation	\$ 60,984	\$28,213	\$39,921
The District Contribution to EOPS/CARE	\$344,368	\$337,813	\$335,235

Additional Funds Needed

No additional funds needed at this time.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
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2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
EOPS/CARE/CAFYES Outreach Coordinator	40.00	12.00	Provides outreach services to potential EOPS/CARE/CAFYES students from high schools and community agencies serving low-income and underrepresented populations.
EOPS/CARE Specialist	40.00	12.00	Determines EOPS & CARE eligibility, provides CARE services for students at Santa Rosa & Petaluma campuses, and coordinates the CARE program with EOPS Counselors, Financial Aid, CalWORKs, the SRJC Children's Center and the Sonoma County Social Services Department.
Foster Youth Educational Support (FYES) Specialist	40.00	12.00	Assists in the implementation of the CAFYES & Bear Cub Scholars (BCS) programs at the Santa Rosa & Petaluma campuses. Provides guidance to and advocates for students and assists current and former foster youth students who are pursuing their educational goals. Assists FYES Coordinator with all forms of outreach, coordinating daily support activities and provides student follow-up services to eligible students.
EOPS Administrative Assistant II	40.00	12.00	12.00 Provides outreach services to potential EOPS/CARE/CAFYES, CalWORKs, and Foster Youth students from high schools and community agencies serving low-income and underrepresented populations.
Foster Youth Educational Support (FYES) Coordinato	40.00	12.00	Oversees the outreach and coordination of services for CAFYES & BCS eligible students at the Santa Rosa & Petaluma campuses. Participates in committees within the college, local community, and state. Organizes and compiles reports required by the Chancellor's Office and reports related to the success of students identifying as former foster youth.
Student Success Specialist	40.00	12.00	Provides support services and student follow-up services. Performs support duties requiring expertise in data gathering and reporting, office management, customer relations, or other specialized services.
EOPS/CARE Advisor	18.40	12.00	Facilitates and model problem-solving with students & provide guidance to students. Serve as a student advocate and an interdepartmental and interagency liaison. Assesses program needs, develop and implement the program in accordance with Federal, State, and local policies.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Support Programs Director	40.00	12.00	Serves as Director (100%) & provides administrative leadership for the EOPS, CARE, CAFYES, & BCS programs including program oversight, budgeting, staff supervision, and state reporting for both the Santa Rosa and Petaluma campuses. Performs EOPS exit interviews and emergency loan services. Actively participates in state wide advocacy of EOPS, CARE & CAFYES categorical funding, program integrity and serves on several committees, in and outside of campus. The Initiates agreements with other campus programs and community agencies to establish "above and beyond" services for students.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
EOPS Student Assistant (1)	20.00	12.00	One EOPS Student Assistant provides clerical and reception services for the EOPS/CARE/CAYES Programs at Petaluma campus.
EOPS Student Assistants (1)	20.00	12.00	One EOPS Student Assistant provides clerical and reception services for the EOPS/CARE/CAFYES programs at the Santa Rosa campus.
EOPS STNC Administrative & Event Assistant	25.00	6.00	Provide clerical & reception services, train and manages student workers, provides support for all program events at both campuses.
EOPS STNC Administrative & Event Assistant	25.00	4.00	Provide clerical & reception services for the Santa Rosa Office.
EOPS/NextUp STNC ILP-YESS Foster Youth Coordinator	25.00	9.00	Assist with onboarding processes for current and former foster youth, process foster youth program applications and support continuing foster youth students.
EOPS/NextUp STNC ILP-YESS Foster Youth Coordinator	25.00	9.00	Assist with onboarding processes for current and former foster youth, attend outreach events and help recruit foster youth students, assist in all foster youth workshops.

2.2d Adequacy and Effectiveness of Staffing

Comparison to District-Wide Range

EOPS, CARE and CAFYES (NextUp) programs are categorically funded and comparisons to district wide ranges are not applicable.

Adequacy of Staffing

In 2021-22 we served 695 students. There is a need to have a permanent counselor added to our staffing at the Petaluma campus maintain the breakdown of 1 full-time counselor per 200 students.

Effectiveness of Current Staffing

Providing EOPS, CARE, CAFYES & Bear Cub Scholars services with one Director, 3 Counselors, 3 Adjunct Counselors and 7 classified positions necessitates a tremendous amount of teamwork and coordination to ensure that the minimum requirements of Title 5 are being met for each student served by these programs. At this time we are having difficulty providing adequate services to all EOPS eligible students and continue to look at additional counseling services on both campuses due to the 700 or so students who are receiving services this year. Everyone on staff is stretched to the maximum.

The reception desk at the Santa Rosa campus is currently staffed by up to four student aides, who greet the public, answer phones, and make counseling appointments. Two of these students are bilingual in Spanish and English. At the Petaluma campus, we rely heavily on student worker support, including staffing the reception desk. We currently do not have any permanent positions assigned to the Petaluma campus.

Does your program/unit have any unfilled vacancies or positions that have been placed "on hold"?

Yes.

If so, how are you accomplishing the work that must be performed?

We have hired STNCs until we can post the vacant position.

What impact does this have on your program/unit?

This has a big impact because we need to be fully staffed to meet the needs of continuing students as well as recruit and onboard students into our programs.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	01	02	Coordinator, Foster Youth Educational Support	Coordinator, Foster Youth Educational Support	Classified
0002	Santa Rosa	01	02	Student Success Specialist I	Student Success Specialist I	Classified
0003	ALL	01	02	Coordinator, EOPS Outreach	Student Success Specialist II	Classified
0004	ALL	01	02	Administrative & Events Assistant	Administrative & Events Assistant	STNC
0005	ALL	01	02	Receptionist	Receptionist	STNC

2.3a Current Contract Faculty Positions

Position	Description
EOPS Counselor (100%) At the Santa Rosa Campus	The counselor in this position speaks Spanish and meets the additional educational and experiential qualifications required by Title 5 for all EOPS counselors. The salary and benefits of this position are paid 55% from EOPS and 15% CAFYES categorical funds.
EOPS Counselor (100%) At the Santa Rosa Campus	The counselor in this position meets the additional educational and experiential qualifications required by Title 5 for all EOPS counselors. The salary and benefits of this position are paid 55% from EOPS and 15% CAFYES categorical funds.
EOPS Counselor (90%) At the Santa Rosa Campus	The counselor in this position speaks Spanish and meets all the educational and experiential qualifications in Title 5 for all EOPS counselors. The salary and benefits of this position are paid 25% from EOPS.
EOPS Counselor (50%) At the Petaluma campus	This counselor meets the additional educational and experiential qualifications in Title 5 for all EOPS counselors. The salary and benefits of this position are paid 30% from EOPS. Note: this is not a permanent position.
EOPS Counselor (20%) At the Santa Rosa Campus	The counselor in this position meets the requirements to provide Title V EOPS students. The salary and benefits of this position are being paid from EOPS categorical funds. Note: this is not a permanent position.
EOPS Counselor (50%) At the Petaluma campus	The counselor in this position meets the requirements to provide Title V EOPS students. The salary and benefits of this position are being paid 50% from EOPS. Note: this is not a permanent position.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
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2.3c Faculty Within Retirement Range

No.

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

EOPS Faculty Recruitment

In addition to a discipline specific masters degree for community college counseling or the equivalent, EOPS counselors are required to satisfy both of the criteria below:

b) (1) Have completed a minimum of nine semester units of college course work predominately relating to ethnic minorities or persons handicapped by language, social, or economic disadvantages; or (2) have completed six semester units or the equivalent of a college-level counseling practicum or counseling field-work courses in a community college EOPS program or a program dealing predominantly with ethnic minorities or persons handicapped by language, social, or economic disadvantages and,

c) In addition, an EOPS counselor ... shall have two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social, or economic disadvantages." (Title 5 Chapter 2.5, Article 5, Section 56264)

Adjunct Pool Interviews

The EOPS adjunct counselors are taken from the Student Services Counseling Dept. pool. Candidates who interview and qualify for the Student Services counseling pool submit the additional documentation necessary to meet the Title 5 criteria listed above.

Release Time, Sabbaticals, and or Medical Leaves

Currently, none of the EOPS counselors are scheduled for sabbatical leaves.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	01	02	EOPS Summer Counseling (600 hrs)	Improve retention rate of continuing EOPS/CARE/CAFYES & Bear Cub Scholar students between spring and fall terms
0002	Petaluma	01	02	EOPS Petaluma Counselor	Improve retention rate of EOPS/CARE/NextUp & Bear Cub Scholar students at the Petaluma campus, which has seen an increase of students.

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

N/A

Have you found any way(s) to share equipment with other program/units and/or to save money by repairing or re-purposing equipment?

N/A

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	
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2.5b Analysis of Existing Facilities

ADA Accessibility

The EOPS/CARE offices at the Santa Rosa and Petaluma campuses are wheel chair accessible. There is Braille signage for all the room numbers in the Bertolini building. Update to signage is needed to add newer programs, for example our Foster Youth Programs & CalWORKs at the Santa Rosa & Petaluma locations.

The front office door into the lobby (RM #4722) from the outer hallway on the second floor of Bertolini in Santa Rosa needs an automatic door opener for wheelchair access.

3.1 Academic Quality

The EOPS Office has been working on increasing our enrollment and retain continuing students to ensure we are meeting our EOPS student served goal, required by the Chancellor's Office. This will ensure we maintain our categorical funding.

3.2 Student Success and Support

At the core of the EOPS/CARE programs is a bilingual and multicultural staff that reflects the ethnic diversity of the EOPS student population. Currently the

EOPS/CARE staff includes one EOPS/CARE director (EOPS = 95% + CARE = 5%), three EOPS counselors @ 100%, one EOPS Outreach Specialist @ 100%, one CARE Coordinator/EOPS Intake Technician (EOPS = 60% + CARE = 40%), one EOPS Advisor @ 100%, one Foster Youth Educational Support Coordinator @100%, one Student Success Specialist I @100%, one EOPS Administrative Assistant @ 100%, two YESS-ILP Coordinator STNCs @60% and two student aides @ 20hrs/wk.

	EOPS Students Served FY21-22	EOPS/CARE Staff Spring 2022
<u>Gender</u>		
Female	502	11
Male	186	4
Unknown	7	
0		

	EOPS Students Served FY21-22	EOPS/CARE Staff Spring 2022
<u>Age Group</u>		
Under 18	1	0
18-25	461	4
26-35	150	4
36+	83	7

	EOPS Students Served FY21-22	EOPS/CARE Staff Spring 2022
<u>Race/Ethnicity</u>		
African-Am.	22	5
Asian	14	1
Latino	75	6
Native Am.	2	
Pacific Isl.	2	
White	110	2
Unknown	130	
Mult. Ethnic.	139	1

	EOPS Students Served FY21-22	EOPS/CARE Staff Spring 2022
<u>Primary Language</u>		
Is English Primary Language?		
Yes	600	12
No	95	3

Summary of Comparison between EOPS/CARE Staff & EOPS Student Demographics

EOPS/CARE staff demographics for Gender are higher than the EOPS student demographics for female.

EOPS/CARE staff demographics for age groups have changed to include full-time EOPS/CARE staff under 35 years old than in previous years.

EOPS/CARE staff demographics for Race/Ethnicity are close to representing EOPS student demographics for all ethnic groups except Native American and Pacific Islander. There are no EOPS/CARE staff who are in the same demographic groups as EOPS students who identify on their EOPS applications as Asian, Filipino, Native American, Other, Pacific Islander, and Unknown.

How the EOPS/CARE program recruits faculty and staff who are sensitive to diversity.

When there are vacant positions in EOPS/CARE, the program director works closely with the Human Resources department to insure that job announcements are published in English and Spanish and posted in locations where they are easily accessible to potential candidates from all backgrounds. In addition, EOPS/CARE job announcements are posted on the Chancellor's Office web site and distributed at EOPS/CARE Region III meetings and at EOPS Association conferences.

Many candidates are attracted to EOPS/CARE positions because their values and life experiences are in accord with the mission statement of EOPS in the job announcements which includes the words "*to assist full-time, low-income, educationally disadvantaged students to achieve their educational goals at SRJC in an environment that is responsive to their needs and supportive of cultural diversity throughout the district*". Many applicants are also aware that EOPS has deep roots in the civil rights movement of the 1960's and always strives to achieve the legislative intent of SB164 with the vision of "*extending the opportunities for community college education to all who may profit there regardless of economic, social, and educational status...*". Other candidates are interested in applying for EOPS/CARE positions because they wish to work in a program that serves the needs of a diverse student population. In addition, many EOPS/CARE openings are

advertised with a preference for applicants with “the ability to communicate in at least one language other than English, preferably Spanish.”

How the EOPS/CARE program promotes sensitivity to diversity

EOPS/CARE faculty, classified, and management staff have provided district wide leadership and workshops on staff diversity, supporting current and former foster youth students and Black students. Many of our staff and faculty serve on executive boards of the Latinx Faculty/Staff Association, Black Leaders Association Collective and other committees dedicated to equity and diversity.

3.3 Responsiveness to Our Community

Classified staff in the EOPS and CARE programs are encouraged to take advantage of any training that will increase their job skills and enhance their abilities to serve EOPS and CARE students. Training and workshop opportunities that EOPS/CARE classified staff have chosen to participate this year include the Fall & Spring SRJC PDA workshops, EOPS Association Conference and the Spring Chancellor's Office EOPS training.

As a 3-5 year program goal, EOPS/CARE staff recognizes need to hold regular, in-service trainings to enhance our expertise and effectiveness in serving EOPS/CARE students from diverse cultures, who present various economic and educational needs.

Training or professional development topics will be determined by the EOPS/CARE staff collectively during an early Fall term meeting, and then identify how those training needs can best be addressed.

3.4 Campus Climate and Culture

For EOPS/CARE and Bertolini 2nd Floor West –

4.1a Course Student Learning Outcomes Assessment

The EOPS/CARE programs are in Student Services not Academic Affairs. EOPS has program level Student Learning Outcomes not course level Student Learning Outcomes.

4.1b Program Student Learning Outcomes Assessment

EOPS and CARE participate in a regular cycle of assessment toward the achievement of Student Learning Outcomes in the following three areas:

ACCESS: Potential new and returning EOPS & CARE students will develop and demonstrate the skills necessary to access SRJC courses and services, along with EOPS/CARE resources.

RETENTION: Continuing EOPS & CARE students will maintain, improve and demonstrate the skills they need to remain in school, in good academic standing and in pursuit of their educational goals.

SUCCESS: EOPS & CARE students in their last semester will demonstrate the ability to complete all of the steps necessary to the achievement of their educational goals.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Service/Program	EOPS Recruitment	Spring 2010	Spring 2010	Fall 2011
Service/Program	EOPS Orientation	Spring 2010	Summer 2015	Spring 2016
Service/Program	EOPS Early Registration	Spring 2014	Summer 2014	Fall 2014
Service/Program	EOPS Summer Readiness	Summer 2013	Fall 2013	Summer 2014
Service/Program	EOPS Retention	Spring 2013	Fall 2015	Spring 2016

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
EOPS Counseling		X	X	X	X		X	X	X	X	X	X	X			X
EOPS Long Term Ed Plan			X	X	X		X	X	X	X	X	X	X			X
EOPS Priority I Registration		X			X					X						X
Spring CARE Retreat				X	X			X			X			X	X	X

4.2b Narrative (Optional)

EOPS Early Registration

During EOPS Priority 1 Registration-approval counseling appointments, EOPS/CARE/CAFYES students receive help each semester on how to select courses related to the completion of their educational goals. They learn about requirements and timing related to achieving their goals, and then demonstrate their ability to locate their course selections in the schedule of classes and to synthesize the relevant information so that they can pick the days and times that

are most compatible with their commitments to work and family. They are reminded of balancing time, resources and various responsibilities as a student and beyond.

In addition, many of these students receive follow up assistance to learn how to apply for the BOGW, register for courses online, order books, update their student portal and more, from the EOPS staff and student aides assisting them in the EOPS/CARE reception area.

EOPS Long Term Educational Plans

EOPS/CARE/CAFYES students receive counseling assistance to map out long term educational goals, developing clear, reasonable expectations in selecting educational goals and majors that will prepare them for a chosen career path. Students are reminded of their responsibilities to their EOPS Student contract and the importance of letting us know of any changes as they arise.

Annual CARE Retreats

CARE students who participate in the annual CARE Retreat develop self-awareness and confidence by sharing with other students their personal stories, their strategies in mastering life skills in relationships and maintaining positive self images. They also learn to interact with other students in ways that are respectful of diverse backgrounds and cultural beliefs.

5.0 Performance Measures

EOPS Students Served: 695

COMPLETION FROM 1st CENSUS to FINAL GRADES in Fall 2021		
Students who completed MORE units by final grade time than they were taking at 1st Census	23	3.31%
Students whos unit load remained unchanged between 1st Census and final grade time	462	66.47%
Students who completed LESS units by final grade time than they were taking at 1st Census	87	12.52%
Students who completed 0 units on their final grade report	97	13.96%
Students NOT REGISTERED	26	3.74%

COMPLETION FROM 1st CENSUS to FINAL GRADES in Spring 2022		
Students who completed MORE units by final grade time than they were taking at 1st Census	24	3.45%
Students whose unit load remained unchanged between 1st Census and final grade time	422	60.72%
Students who completed LESS units by final grade time than they were taking at 1st Census	81	11.65%
Students who completed 0 units on their final grade report	106	15.25%
Students NOT REGISTERED	62	8.92%
Retention FROM FALL Fall 2021 to Spring 2022		
Students with > 0 units at 1st Census Fall 2021 and completed 12+ units by final grade time Spring 2022	179	25.76%
Students with > 0 units at 1st Census Fall 2021 and completed 1 - 11.5 units by final grade time Spring 2022	308	44.32%
Students with > 0 units at 1st Census Fall 2021 and completed 0 units by final grade time Spring 2022	82	11.80%
Students with > 0 units at 1st Census Fall 2021 and didn't register for Spring 2022	43	6.19%
Students who were not registered in Fall 2021 but who were registered in Spring 2022	57	8.20%
Students who didn't conform to the above criteria	26	3.74%
Retention FROM 2021-2022 to 2022-2023		
Students who completed AA/AS degrees	96	13.81%
Students who completed certificates (without AA/AS degrees)	28	4.03%
Students in neither group but are taking units in Fall 2022	415	59.71%
Students in none of the above who had SRJC transcripts generated	34	4.89%
Students in none of the above four groups	122	17.55%
GPA		
Students with an overall GPA of 0.0	18	2.59%
Students with an overall GPA of 0.1 to 0.4	6	0.86%
Students with an overall GPA of 0.5 to 0.9	9	1.29%
Students with an overall GPA of 1.0 to 1.4	21	3.02%
Students with an overall GPA of 1.5 to 1.9	29	4.17%
Students with an overall GPA of 2.0 to 2.4	88	12.66%
Students with an overall GPA of 2.5 to 2.9	131	18.85%
Students with an overall GPA of 3.0 to 3.4	205	29.50%
Students with an overall GPA of 3.5 to 3.9	152	21.87%
Students with an overall GPA of 4.0	36	5.18%
Students with an overall GPA of 3.0 to 3.9	357	51.37%
Students with an overall GPA of 2.0 to 2.9	219	31.51%
Students with an overall GPA of 1.0 to 1.9	50	7.19%

Students with an overall GPA of 0.1 to 0.9	15	2.16%
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GENDER	EOPS	
Female	502	72.23%
Male	186	26.76%
Unknown	7	1.01%
AGE		
Under 18	1	0.14%
18 - 25	461	66.33%
26 - 35	150	21.58%
36 +	83	11.94%
Unknown	0	0.00%
ETHNICITIES		
White Non-Hispanic	110	15.83%
Asian/Pac Islander (Pre MIS)	0	0.00%
Chinese	2	0.29%
Japanese	0	0.00%
Korean	0	0.00%
Laotian	1	0.14%
Cambodian	2	0.29%
Vietnamese	1	0.14%
Indian Subcontinent	3	0.43%
Other Asian	5	0.72%
Black Non-Hispanic	22	3.17%
Hispanic (Pre MIS)	0	0.00%
Mexican	237	34.10%
Central American	20	2.88%
South American	2	0.29%
Other Hispanic	15	2.16%
American Indian, Alaskan	2	0.29%
Guamanian	0	0.00%
Hawaiian	0	0.00%
Samoan	0	0.00%
Other Pacific Islander	2	0.29%
Filipino	2	0.29%
Other Non-White	0	0.00%
Decline to state	0	0.00%
Multiple Ethnicities Selected	139	20.00%
Unknown	130	18.71%

CITIZENSHIP		
U.S. Citizen	563	81.01%
Permanent Resident	43	6.19%
Temporary Resident	2	0.29%
Amnesty	0	0.00%
Refugee/Asylee	5	0.72%
Student Visa (F-1 or M-1)	0	0.00%
Other Status	81	11.65%
DACA	1	0.14%
Unknown Status/Uncollected	0	0.00%
STUDENT EDUCATION STATUS		
Unknown/Uncollected	1	0.14%
Not a High School Graduate	26	3.74%
Received an Associate Degree - Foreign	0	0.00%
Received an Associate Degree - US	9	1.29%
Received a Bachelor Degree or Higher - Foreign	0	0.00%
Received a Bachelor Degree or Higher - US	0	0.00%
High School Enrichment Student	1	0.14%
Currently Enrolled in Adult School	3	0.43%
Received High School Diploma	587	84.46%
Received GED/Certificate of Completion	39	5.61%
Received High School Proficiency	9	1.29%
Foreign High School Diploma/Certificate	20	2.88%
Received an Associate Degree	0	0.00%
Received a Bachelor Degree or Higher	0	0.00%
MATRICULATION/EDUCATIONAL GOAL		
Personal Interest	0	0.00%
Earn BA/BS After Earning AA/AS	442	63.60%
Earn BA/BS Without AA/AS	61	8.78%
Earn AA/AS Without Transferring	121	17.41%
Earn a Vocational Degree	24	3.45%
Earn a Vocational Certificate	46	6.62%
Formulate Career Plans/Goals	0	0.00%
Start a New Career	0	0.00%
Advance in Current Career	0	0.00%
Maintain Certificate / License	0	0.00%
Improve Basic Skills	1	0.14%
Complete HS Credits or GED	0	0.00%
Undecided on Goal	0	0.00%
Move From Non-Credit to Credit	0	0.00%
4-yr Coll Student Taking Req'd Courses	0	0.00%

HIGH SCHOOL		
Analy	16	2.30%
Calistoga	0	0.00%
Cardinal Newman	0	0.00%
Casa Grande	45	6.47%
Cloverdale	6	0.86%
Drake	0	0.00%
El Molino	11	1.58%
Elsie Allen	36	5.18%
Fort Bragg	0	0.00%
Gateway to College Academy	0	0.00%
Geyserville	5	0.72%
Healdsburg	12	1.73%
Laguna	2	0.29%
Lower Lake	3	0.43%
Maria Carrillo	22	3.17%
Marin Catholic	0	0.00%
Montgomery	52	7.48%
Novato	15	2.16%
Petaluma	19	2.73%
Piner	47	6.76%
Pt. Arena	2	0.29%
Rancho Cotate	34	4.89%
Ridgway	14	2.01%
Rincon Vly Christian	0	0.00%
San Antonio	6	0.86%
San Marin	7	1.01%
San Rafael	4	0.58%
Santa Rosa	45	6.47%
Sonoma Valley	28	4.03%
St. Helena	0	0.00%
St. Vincent	0	0.00%
Terra Linda	0	0.00%
Tomales	5	0.72%
Ukiah	4	0.58%
Ursuline	0	0.00%
Willits	1	0.14%
Windsor High	25	3.60%
Other/Unknown	229	32.95%

PREVIOUSLY ATTENDED ANOTHER COLLEGE		
No	582	83.74%
Yes	113	16.26%
IS ENGLISH YOUR PRIMARY LANGUAGE		
No	95	13.67%
Yes	600	86.33%
Unknown	0	0.00%
TOTAL CUMULATIVE UNITS COMPLETED		
Less than 6.0	35	5.04%
6.0 - 12.49	28	4.03%
12.5 - 24.49	76	10.94%
24.5 - 36.49	91	13.09%
36.5 - 48.49	87	12.52%
48.5 - 59.49	81	11.65%
59.5 - 69.99	93	13.38%
70.0 +	204	29.35%
CUMULATIVE GPA		
ZERO GPA	17	2.45%
0.01 - 1.50	39	5.61%
1.51 - 1.99	27	3.88%
2.00 - 2.49	89	12.81%
2.50 - 2.99	140	20.14%
3.00 - 3.49	203	29.21%
3.50 - 4.00	180	25.90%

Served Total: 695

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	01	02	Increase the number of Counseling Hrs. supporting EOPS/CARE/CAFYES students	Increase number of permanent EOPS/CARE/CAFYES services increases, we need to maintain the ratio of Counselors to number of students at 1/200.	July 1, 2017 to June 30, 2023	The EOPS/CARE/CAFYES have determine that in order to maintain the right services for students that reflect above and beyond, there is a need for a fourth full time counselor at the Petaluma campus. Adjustments need to be made to accommodate for these changes as our programs continue to grow through the pandemic.
0002	ALL	03	02	Design new Outreach Strategies for EOPS/CARE/CAFYES	Given the decline in enrollment at SRJC, EOPS Outreach strategies need to be inclusive of impacted student populations, such as Black and foster youth students.	January 1, 2021-June 30, 2023	The Outreach Coordinator will collaborate with our Counselors and CAFYES staff to develop new outreach strategies that will be shared with the Outreach Team in order to increase resources to the most needed populations.
0003	ALL	04	02	Collaborate with Information Technology to continue improving EOPS, CARE, CAFYES & Foster Youth SIS screens.	Monitor and update our current SIS system to insure quality services, case management of students' record and accurate data reporting to District and State. Reassess reporting needs to reflect changing priorities of programs.	July 1, 2017 to June 30, 2022	Time and technical assistance from Information Technology staff. Working directly with one staff member in IT has allowed the department to make changes necessary in an appropriate manner. We need to continue to have someone dedicated to do this work.
0004	ALL	01	01	Student Retention: EOPS Summer Readiness Program	Develop a model of classes and cohort team and esteem-building activities as a summer bridge program for prospective high school EOPS students enrolling at SRJC in the fall term.	July 1, 2021 to June 30, 2023	Staff and counselors will continue discussions on a monthly basis on how we will be able to adjust the Summer Readiness program to continue and be successful in assisting EOPS eligible students with their transition into SRJC.
0005	ALL	03	02	Goal 6.1 Outreach strategies for CARE	To grow the number of CARE students served, we need new "inreach" strategies through campus CalWORKS program to identify CARE eligible students.	July 1, 2017 to June 30, 2022	CARE Specialist will continue to work closely with CalWORKS Program and County personnel to identify eligible CARE students and expedite their enrollment. The number of CARE students has improved in the last year although the number of CalWORKS eligible students has dropped in the last couple years.

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

0001	ALL	01	02	Increase the number of Counseling Hrs. supporting EOPS/CARE/CAFYES students	Increase number of permanent EOPS/CARE/CAFYES services increases, we need to maintain the ratio of Counselors to number of students at 1/200.	July 1, 2017 to June 30, 2023	The EOPS/CARE/CAFYES have determine that in order to maintain the right services for students that reflect above and beyond, there is a need for a fourth full time counselor in the Petaluma Campus office. Adjustments need to be made to accommodate for these changes as our programs continue to grow through the pandemic.
0002	ALL	03	02	Design new Outreach Strategies for EOPS/CARE/CAFYES	Given the decline in enrollment at SRJC, EOPS Outreach strategies need to be inclusive of impacted student populations, such as Black and foster youth students.	January 1, 2021-June 30, 2023	The Outreach Coordinator will collaborate with our Counselors and CAFYES staff to develop new outreach strategies that will be shared with the Outreach Team in order to increase resources to the most needed populations.
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