

Santa Rosa Junior College

Program Resource Planning Process

EOPS - CARE 2023

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 Foster Youth Program is to empower our students by providing them with the support they need to reach their academic goals and improve the retention and success rate of foster youth in college.

1.1b Mission Alignment

EOPS/CARE/Foster Youth Program is fully aligned with District’s Strategic Plan goals and objectives.

Strategic Plan: Goals and Objectives	EOPS/CARE/Foster Youth Program Alignment with Strategic Plan
<i>A. Support Student Success:</i> <i>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 delivering services effectively through current technologies	EOPS/CARE/Foster Youth Program 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.• Contacting full-time students, who are BOGW approved with less than 70 units at the Petaluma and SRJC campus,

particularly Foster Youth, Black and Native American students.

- Providing applications to eligible students new to EOPS/CARE/Foster Youth Program services.
- EOPS team 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.
- Working closely with CalWORKs, SRJC Outreach Team, Welcome & Connect Center, Financial Aid, Disability Resources Department, Basic Skills, ESL departments, Learning Communities, Student Resource Center.
- By paying 100% release time of a full time Petaluma campus counselor to serve EOPS/CARE/Foster Youth Program students.

Objective: Increase in-reach/outreach efforts to athletes, Black students, and current and former foster youth.

Continue to support collaborations with Athletics Programs, UMOJA Program, Sawubona Black Student Success Center and increase more partnerships with local foster youth support agencies. Planned expenditures include workshop & event materials, speaker fees, staff/counseling staffing costs.

Activities: The EOPS Intake Specialist/CARE Coordinator, Foster Youth Educational Support Coordinator, and EOPS Advisor have weekly hours at the Sawubona Black Student Success Center to support our students as well as promote our program. We also support the Sawubona Center with activities and encourage our students to attend events.

We now have counselors who specialize in supporting athletes working in our program and meet with students in our office. This allows athletes to complete athletics & EOPS requirements with less appointments and barriers.

We have multiple activities planned for supporting our current and former foster youth students. This includes collaborations with community partners with the goal of showing high school-aged foster youth career and education options. We have an event planned specifically to teach independent living skills for life after high school. We are also bringing motivational speakers and authors to come to campus to speak and work directly with our foster youth students.

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

- EOPS/CARE/Foster Youth Program counselors and staff routinely connect students to campus and community support services to increase student retention.
- EOPS/CARE/Foster Youth Program counselors and staff lead many campus and professional development activities each year that focus on improving the success rate of EOPS/CARE/Foster Youth Program students, Black, Latinx, Second Chance, undocumented, ELL and other under-served populations.

Objective: Increase student support through advising.

This will allow for students to receive additional support and get connected to resources on-campus and off-campus. Planned expenditures include workshop materials, meals, food/gas gift cards and CARE grants.

Activities: Provide students additional advising support for referrals, counseling follow up and assisting students with accessing on-campus resources. This will include connecting students to appropriate programs and departments such as basic needs, financial aid, emergency funding applications, mental health and disability resources.

CARE students have struggled throughout the pandemic as they are navigating being a parent, a student and the many other roles they hold. The CARE coordinator is providing CARE students with additional financial support and referrals to on-campus services.

Increase the number of students who complete their educational plans and goals

- EOPS/CARE/Foster Youth Program 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/ requires a minimum of 3 contacts with EOPS Counselors every fall and spring semester while enrolled in the program.
- Foster Youth Program requires a minimum of 4 contacts with EOPS Counselors every fall and spring semester while enrolled in the program.
- EOPS/CARE/Foster Youth Program coordinates services with DRD on the recommended unit load for students under special circumstances.
- EOPS/CARE/Foster Youth Program Counselors regularly engage in cross-training with general Counselors by attending weekly Counseling Dept. meetings and staying current via email Counseling updates. They also attend yearly EOPS and/or Foster Youth conferences for professional development and to ensure we are in compliance with program regulations.
- EOPS/CARE/Foster Youth Program Director serves on committees such as the Priority Registration Task Force, Student Success & Equity Committee, and Student Services Council.

Objective: Increase transfer outcomes for students.

We want to increase the number of EOPS students transferring to a college. Planned expenditures include workshop & event materials, cost of travel for college visits, and meals.

Activities: Collaborate with our Transfer Center to provide workshops tailored for EOPS students. We have EOPS staff/counselors attend each workshop. We also notify students of transfer deadlines by email and social media. We have planned to participate in a couple of college visits this year as well.

Create a stronger partnership with Sonoma State University's EOP Program (local college) and identify ways we can support EOPS students with their transfer & EOP application process.

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<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/Foster Youth Program is increasing its ability to serve Spanish speaking students through a number of bilingual staff members, namely the EOPS Director, 2 EOPS Counselors, 2 50% part-time EOPS Counselors, the EOPS/CARE/Foster Youth Program Outreach Coordinator, the EOPS Advisor, 2 Student Success Specialist I STNCs, and four EOPS Student Aides. EOPS has collaborated with SRJC Puente Programs in Santa Rosa & Petaluma campus for outreach opportunities. <p>EOPS/CARE has brought workshops Latinx speakers for a multitude of topics to address with our students and our campus community.</p>
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B. Foster Learning and Academic Excellence by providing effective programs and services

<p>Engage students and spark intellectual curiosity in learner-centered environments</p>	<ul style="list-style-type: none"> As providers of allied services, EOPS/CARE/Foster Youth Program 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.
<p>Integrate academic and student support services across the college and curriculum</p>	<ul style="list-style-type: none"> EOPS/CARE/Foster Youth Program staff regularly train instructional faculty on best practices for managing the educational environment and supporting Latinx students and members of other underserved groups.
<p>Identify and implement responsive instructional practices that increase the learning and success of our diverse students</p>	<p>EOPS/CARE/Foster Youth Program staff participated in trainings on human trafficking and those that attended the conference received training on EOPS/CARE/Foster Youth policies.</p>

C. Serve our Diverse Communities and strengthen our connections through engagement, collaboration, partnerships, innovation, and leadership

<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</p>	<ul style="list-style-type: none"> Our data indicates 39% EOPS/CARE/Foster Youth Program students identify as Latinx and 22% selected Multiple Ethnicities. To address this growing trend, EOPS/CARE/Foster Youth Program counts on bilingual staff for outreach and front desk service delivery strategies. Additionally, 9 staff are bilingual, 7 of the 9 are bicultural, English-Spanish speakers and work at our Santa Rosa & Petaluma campuses.
<p>Contribute to the richness of our multicultural</p>	<ul style="list-style-type: none"> EOPS/CARE/Foster Youth Program promotes and actively leads, coordinates or participates in such multicultural events like

community by promoting cultural initiatives that complement academics and encourage the advancement and appreciation of the arts	Women’s History month, Black History Month, Professional Development Workshops, Latinx 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/Foster Youth Program addresses lifelong educational needs through 1:1 educational planning-counseling with students, instructional programming 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/Foster Youth Program Director serves on the Strong Workforce Program & Perkins Funding Committee.

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/Foster Youth Program 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/Foster Youth Program 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/Foster Youth Program has a dedicated office now that the programs have increase the number of students at the Petaluma campus.
Increase District-wide coordination and collaboration to improve facilities and technology access, efficiency, and effectiveness	<ul style="list-style-type: none"> EOPS/CARE/Foster Youth Program ongoing improvements to offer centralized student support services has resulted in District-wide discussion and planning about our students’ particular needs, particularly parenting students. <hr/> <ul style="list-style-type: none">
Provide effective facilities and technology technical training for all employees to ensure operational effectiveness	<ul style="list-style-type: none"> EOPS/CARE/Foster Youth Program administration and staff take advantage of technology training opportunities by the college.

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/Foster Youth Program works toward sustainability with college-wide efforts. An increasing amount of EOPS/CARE/Foster Youth Program business has transitioned from paper files to digital files over the last couple of years.
Infuse sustainability across the curriculum and promote awareness throughout District operations	<ul style="list-style-type: none"> EOPS/CARE/Foster Youth Program dept. staff have increased their use of technology to disseminate counseling information to students through using digital documents, including Formstack & AdobeSign.
Promote social and economic equity in the communities we serve	<ul style="list-style-type: none"> EOPS/CARE/Foster Youth Program regularly contributes to the campus dialogue to increase poverty awareness and matters related to income inequality, underserved populations and educational equity. Our team serve on multiple committees to advocate for EOPS, CARE, Foster Youth and other underserved student populations. <hr/> <ul style="list-style-type: none">
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/Foster Youth Program has a strong internal scholarship program that yearly awards over \$18,000 to qualified students. Foster Youth Program regularly applies for and receives smaller grants to support other student unmet needs, i.e. emergency funding, laptops, etc.

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/Foster Youth Program 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/Foster Youth Program faculty and staff demonstrate areas of expertise and extensive experience in supporting people from disadvantaged backgrounds and first generation college students. EOPS/CARE/Foster Youth Program faculty and staff lead Professional Development Trainings on serving diverse student populations, especially Latinx students in state-wide conferences.
Establish robust programs to improve the health and wellness of students and employees	<ul style="list-style-type: none"> EOPS/CARE/Foster Youth Program 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

- EOPS/CARE is fully engaged in the planning process for emergency and disaster preparedness. In addition, EOPS/CARE/Foster Youth Program 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

- EOPS/CARE/Foster Youth Program 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

- EOPS/CARE/Foster Youth Program has expanded support and educational services for students through the EOPS Scholarship program.

Manage enrollment and course offerings to maximize apportionment funding

- The EOPS/CARE/Foster Youth Program currently does not offer any courses.

H. Improve Institutional Effectiveness Continuously improve institutional effectiveness in support of our students, staff, and communities

Fully implement continuous quality improvement strategies to achieve greater transparency, effectiveness, efficiency, and participation

- EOPS/CARE/Foster Youth Program actively participates in college wide continuous improvement efforts. EOPS/CARE staff serve on the Strong Work Force & Perkins Funding Committee, Student Services Council, Latinx Faculty & Staff Association, Black Leadership Association Collective, Integrated Student Success and numerous other committees.
- Within EOPS/CARE/Foster Youth Program, we have identified and implemented a continuous cycle of assessment for program and course Student Learning Outcomes.
- In addition, the EOPS/CARE/Foster Youth Program 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

- EOPS/CARE/Foster Youth Program 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) SRJC & EOPS Orientations
- 2) Book Vouchers at SRJC Bookstore
- 3) Assistance with College Forms
- 4) Counseling (Academic, Career, and Personal)
- 5) Priority I Registration
- 6) Transfer Assistance (Applications and CSU/UC Fee Waivers)
- 7) Bilingual Assistance (English and Spanish)
- 8) EOPS Loans
- 9) EOPS Books and Supplies loans

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 Grants
- 3) Vehicle Maintenance Grants
- 4) Workshops on Parenting Skills, food & nutrition, credit repair & budgeting, and low-income housing resources
- 5) Annual CARE Retreat

The Foster Youth Program serves eligible students who meet the NextUp &/or Bear Cub Scholars' requirements:

- 1) Have been in foster care (e.g. foster home, group home, ward of the court, or placed with a relative by the court) for at least one day.
- 2) High school graduate or completed GED Enrolled in at least 3 units
- 3) Age 35 or younger at the start of the academic year in which the student is applying

Foster Youth eligible students are provided with the following services:

- 1) Counseling services (academic, personal, and career counseling)
- 2) Assistance with financial aid Funds to buy required textbooks
- 3) Transportation assistance (parking permit/gas card – based on available funds)
- 4) Access to school supplies & food pantry
- 5) College transfer assistance (transfer counseling services, college tours, referral to University representatives)
- 6) Graduation cap and gown and stole
- 7) Recognition ceremony for academic success (for students above 3.0 GPA)
- 8) Referrals to campus and community resources
- 9) Access to emergency fund (based on available funds) Rent Vouchers

1.1d Hours of Office Operation and Service by Location

The EOPS/CARE/Foster Youth Program Office operates from the Santa Rosa and Petaluma campuses. The Santa Rosa office is located on the second floor of the Bertolini Student Services Center #4722. The office is open Monday-Friday from 9 am to 5pm. The Petaluma office is located in Jacobs Hall 116 Intercultural Center. The office is open Monday-Friday from 9 am to 5pm.

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/Foster Youth Program 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

	<u>20/21</u>	<u>21/22</u>	<u>22/23</u>
Total EOPS allocation	\$954,287	\$1,111,126	\$1,465,236
Total CARE allocation	\$101,650	\$117,856	\$200,617
Total NextUp allocation	\$724,105	\$592,461	\$483,405
Total BCS allocation	\$28,213	\$39,921	\$40,443
The District Contribution to EOPS/CARE	\$337,813	\$335,235	\$375,952

Additional Funds Needed

With growth for all the programs, additional funding is needed to support staffing. We need additional administrative support for our growing Petaluma campus. Either converting our current Santa Rosa Administrative Assistant II position to III or hiring a part-time position. This position is part of the required EOPS Program match, which will continue to increase in tandem with the growth of the program. We also need to hire an additional EOPS advisor to support Petaluma and remote students with retention.

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 Outreach & Retention Coordinator	40.00	12.00	Provides outreach services to potential EOPS/CARE/Foster Youth students from high schools and community agencies serving low-income and underrepresented populations. Provides advising support to EOPS first-year students and coordinates EOPS retention efforts. (Revised position)
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, and the Sonoma County Social Services Department.
Foster Youth Educational Support (FYES) Specialist	40.00	12.00	Assists in the implementation of the NextUp & 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	Provides administrative support duties for EOPS/CARE, CalWORKs, and Foster Youth Programs in Santa Rosa & Petaluma Offices.
EOPS/Foster Youth Programs Coordinator	40.00	12.00	Oversees the outreach and coordination of services for NextUp & 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/CalWORKs 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.
Budget Specialist	40.00	12.00	Budget development and oversight; expense journals; reports and claims.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Support Programs Director	40.00	12.00	Serves as EOPS Director & provides administrative leadership for the EOPS, CARE, NextUp, & 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 & NextUp 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)	10.00	12.00	One EOPS Student Assistant provides support with maintaining program websites.
EOPS Student Assistants (3)	20.00	12.00	One EOPS Student Assistant provides clerical and reception services at the Santa Rosa campus.
Student Success Specialist I (2)	20.00	6.00	Provide clerical & reception services, train and manages student workers, provides support for all program events at both campuses. Assist with EOPS Application support. Temporary position due to vacancy.
EOPS/Foster Youth Specialist (1)	25.00	9.00	Supports continuing current and/or former foster youth. Assist with onboarding processes for current and former foster youth, process foster youth program applications and support continuing foster youth students. Temporary position due to vacancy.
EOPS/Foster Youth Specialist (1)	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. Temporary position due to vacancy.
EOPS Outreach Coordinator (2)	20.00	12.00	Provides outreach services to potential EOPS/CARE/Foster Youth students from high schools and community agencies serving low-income and underrepresented populations. Temporary position due to vacancy.

2.2d Adequacy and Effectiveness of Staffing

Comparison to District-Wide Range

EOPS, CARE and NextUp Programs are categorically funded and comparisons to district wide ranges are not applicable.

Adequacy of Staffing

In 2022-23 we served 742 EOPS students, 21 CARE students and 92 Foster Youth 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, NEXTUP & Bear Cub Scholars services with one Director, 3 Full-time Counselors, 4 Associate Counselors and 9 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. We have one Full-time counselor serving in an interim role outside of our department. We had to work with General Counseling to find counselors to support. Our programs are growing at both campuses and work staffing is needed to adequately support these students.

The reception desk at the Santa Rosa campus is currently staffed by up to three student aides, who greet the public, answer phones, and make counseling appointments. All 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"?

No.

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

What impact does this have on your program/unit?

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	ALL	02	03	Coordinator, EOPS Outreach	Coordinator, EOPS Outreach & Retention	Classified
0002	Santa Rosa	02	03	Student Success Specialist I	Student Success Specialist I	Classified
0003	ALL	02	03	Administrative & Events Assistant	Administrative & Events Assistant	STNC
0004	Santa Rosa	02	03	Administrative Assistant II	Administrative Assistant III	Classified
0005	Petaluma	02	03		EOPS Advisor	Classified

2.3a Current Contract Faculty Positions

Position	Description
EOPS/CARE, Foster Youth Programs Counselor (100%)	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% NEXTUP categorical funds.
EOPS/CARE, Foster Youth Program Counselor (100%)	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% NEXTUP categorical funds. The counselor in this position currently serving in interim role outside of department.
EOPS/CARE, Foster Youth Program Counselor (100%)	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	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 (30%) 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 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.

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

N/A

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)

Associate Pool Interviews

EOPS maintains a separate associate counselor pool. Candidates who interview and qualify for the EOPS 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	02	03	EOPS, CalWORKs & Foster Youth Counselor	Improve retention rate of EOPS/CalWORKs/Foster Youth students and replacement of resignation of FT EOPS/CalWORKs/Foster Youth Counselor.
0002	Petaluma	02	03	EOPS Petaluma Counselor	Improve retention rate of EOPS/CalWORKs/Foster Youth 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	Description
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2.5b Analysis of Existing Facilities

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.

	EOPS Students Served FY21-22	EOPS Students Served FY22-23
<u>Gender</u>		
Female	502	499
Male	186	227
Unknown	7	16

	EOPS Students Served FY21-22	EOPS Students Served FY22-23
<u>Age Group</u>		
Under 18	1	0
18-25	461	477
26-35	150	152
36+	83	113

	EOPS Students Served FY21-22	EOPS Students Served FY22-23
<u>Race/Ethnicity</u>		
African-Am.	22	28
Asian	14	15
Latino	75	290
Native Am.	2	2
Pacific Isl.	2	2
White	110	120
Unknown	130	120
Mult. Ethnic.	139	165

	EOPS Students Served FY21-22	EOPS Students Served FY22-23
<u>Primary Language</u>		
Is English Primary Language?		
Yes	600	634
No	95	95

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 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

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: 741

COMPLETION FROM 1st CENSUS to FINAL GRADES in Fall 2022		
Students who completed MORE units by final grade time than they were taking at 1st Census	47	6%
Students whos unit load remained unchanged between 1st Census and final grade time	433	58%
Students who completed LESS units by final grade time than they were taking at 1st Census	119	16%

Students who completed 0 units on their final grade report	113	15%
Students NOT REGISTERED	30	4%
COMPLETION FROM 1st CENSUS to FINAL GRADES in Spring 2023		
Students who completed MORE units by final grade time than they were taking at 1st Census	23	3%
Students whos unit load remained unchanged between 1st Census and final grade time	422	57%
Students who completed LESS units by final grade time than they were taking at 1st Census	103	14%
Students who completed 0 units on their final grade report	128	17%
Students NOT REGISTERED	66	9%
Retention FROM FALL Fall 2022 to Spring 2023		
Students with > 0 units at 1st Census Fall 2022 and completed 12+ units by final grade time Spring 2023	218	29%
Students with > 0 units at 1st Census Fall 2022 and completed 1 - 11.5 units by final grade time Spring 2023	270	36%
Students with > 0 units at 1st Census Fall 2022 and completed 0 units by final grade time Spring 2023	94	13%
Students with > 0 units at 1st Census Fall 2022 and and didn't register for Spring 2023	45	6%
Students who were not registered in Fall 2022 but who were registered in Spring 2023	85	11%
Students who didn't conform to the above criteria	30	4%
Retention FROM 2022-2023 to 2023-2024		
Students who completed AA/AS degrees	95	13%
Students who completed certificates (without AA/AS degrees)	30	4%
Students in neither group but are taking units in Fall 2023	403	54%
Students in none of the above who had SRJC transcripts generated	34	5%
Students in none of the above four groups	180	24%
GPA		
Students with an overall GPA of 0.0	28	4%
Students with an overall GPA of 0.1 to 0.4	11	1%
Students with an overall GPA of 0.5 to 0.9	11	1%
Students with an overall GPA of 1.0 to 1.4	34	5%
Students with an overall GPA of 1.5 to 1.9	36	5%
Students with an overall GPA of 2.0 to 2.4	88	12%

Students with an overall GPA of 2.5 to 2.9	128	17%
Students with an overall GPA of 3.0 to 3.4	198	27%
Students with an overall GPA of 3.5 to 3.9	173	23%
Students with an overall GPA of 4.0	35	5%
Students with an overall GPA of 3.0 to 3.9	371	50%
Students with an overall GPA of 2.0 to 2.9	216	29%
Students with an overall GPA of 1.0 to 1.9	70	9%
Students with an overall GPA of 0.1 to 0.9	22	3%

GENDER	EOPS	
Female	499	67.25%
Male	227	30.59%
Unknown	16	2.16%
AGE		
Under 18	0	0.00%
18 - 25	477	64.29%
26 - 35	152	20.49%
36 +	113	15.23%
Unknown	0	0.00%
ETHNICITIES		
White Non-Hispanic	120	16.17%
Asian/Pac Islander (Pre MIS)	0	0.00%
Chinese	2	0.27%
Japanese	0	0.00%
Korean	0	0.00%
Laotian	2	0.27%

Cambodian	2	0.27%
Vietnamese	0	0.00%
Indian Subcontinent	4	0.54%
Other Asian	5	0.67%
Black Non-Hispanic	28	3.77%
Hispanic (Pre MIS)	0	0.00%
Mexican	254	34.23%
Central American	20	2.70%
South American	3	0.40%
Other Hispanic	13	1.75%
American Indian, Alaskan	2	0.27%
Guamanian	0	0.00%
Hawaiian	0	0.00%
Samoan	0	0.00%
Other Pacific Islander	0	0.00%
Filipino	2	0.27%
Other Non-White	0	0.00%
Decline to state	0	0.00%
Multiple Ethnicities Selected	165	22.24%
Unknown	120	16.17%
CITIZENSHIP		
U.S. Citizen	622	83.83%
Permanent Resident	35	4.72%
Temporary Resident	5	0.67%
Amnesty	0	0.00%
Refugee/Asylee	7	0.94%

Student Visa (F-1 or M-1)	0	0.00%
Other Status	72	9.70%
DACA	1	0.13%
Unknown Status/Uncollected	0	0.00%
STUDENT EDUCATION STATUS		
Unknown/Uncollected	1	0.13%
Not a High School Graduate	29	3.91%
Received an Associate Degree - Foreign	0	0.00%
Received an Associate Degree - US	13	1.75%
Received a Bachelor Degree or Higher - Foreign	0	0.00%
Received a Bachelor Degree or Higher - US	0	0.00%
High School Enrichment Student	0	0.00%
Currently Enrolled in Adult School	3	0.40%
Received High School Diploma	604	81.40%
Received GED/Certificate of Completion	57	7.68%
Received High School Proficiency	8	1.08%
Foreign High School Diploma/Certificate	27	3.64%
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	480	64.69%
Earn BA/BS Without AA/AS	53	7.14%
Earn AA/AS Without Transferring	140	18.87%
Earn a Vocational Degree	27	3.64%
Earn a Vocational Certificate	42	5.66%

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	0	0.00%
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	17	2.29%
Calistoga	0	0.00%
Cardinal Newman	0	0.00%
Casa Grande	34	4.58%
Cloverdale	6	0.81%
Drake	1	0.13%
El Molino	9	1.21%
Elsie Allen	33	4.45%
Fort Bragg	1	0.13%
Gateway to College Academy	1	0.13%
Geyserville	2	0.27%
Healdsburg	13	1.75%
Laguna	6	0.81%
Lower Lake	1	0.13%
Maria Carrillo	20	2.70%
Marin Catholic	0	0.00%

Montgomery	48	6.47%
Novato	14	1.89%
Petaluma	24	3.23%
Piner	47	6.33%
Pt. Arena	1	0.13%
Rancho Cotate	25	3.37%
Ridgway	18	2.43%
Rincon Vly Christian	0	0.00%
San Antonio	8	1.08%
San Marin	7	0.94%
San Rafael	5	0.67%
Santa Rosa	44	5.93%
Sonoma Valley	22	2.96%
St. Helena	4	0.54%
St. Vincent	0	0.00%
Terra Linda	0	0.00%
Tomales	4	0.54%
Ukiah	3	0.40%
Ursuline	0	0.00%
Willits	0	0.00%
Windsor High	34	4.58%
Other/Unknown	290	39.08%
PREVIOUSLY ATTENDED ANOTHER COLLEGE		
No	623	83.96%
Yes	119	16.04%
IS ENGLISH YOUR PRIMARY LANGUAGE		

No	98	13.21%
Yes	644	86.79%
Unknown	0	0.00%
TOTAL CUMULATIVE UNITS COMPLETED		
Less than 6.0	52	7.01%
6.0 - 12.49	51	6.87%
12.5 - 24.49	100	13.48%
24.5 - 36.49	109	14.69%
36.5 - 48.49	89	11.99%
48.5 - 59.49	99	13.34%
59.5 - 69.99	80	10.78%
70.0 +	162	21.83%
CUMULATIVE GPA		
ZERO GPA	26	3.50%
0.01 - 1.50	58	7.82%
1.51 - 1.99	38	5.12%
2.00 - 2.49	89	11.99%
2.50 - 2.99	131	17.65%
3.00 - 3.49	198	26.68%
3.50 - 4.00	202	27.22%

Served Total: 742

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	02	03	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	06	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.

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	02	03	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	06	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	02	03	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.