

Santa Rosa Junior College

Program Resource Planning Process

EOPS - CARE 2015

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.

1.1b Mission Alignment

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

Strategic Plan: Goals and Objectives	EOPS/CARE 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 delivering services effectively through current technologies	<p>In the last year, EOPS/CARE has actively reduced barriers to access of services by:</p> <ul style="list-style-type: none"> • ☑ Reaching out to incoming high school students. • ☑ 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 services. • ☑ EOPS Director and counselors approve students for services in an inclusive manner.

	<ul style="list-style-type: none"> • 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 20% release time of a full time Petaluma campus counselor to serve EOPS/CARE students. • Collaborating with Counseling Dept. to provide the EOPS Summer Readiness to new high school students in June, both at SRJC and Petaluma campus
<p>Increase retention and academic progress through student engagement with academic and student services, faculty and staff, and campus and community activities</p>	<ul style="list-style-type: none"> • EOPS/CARE counselors and staff routinely connect students to campus and community support services to increase student retention. • EOPS/CARE administration, counselors, and staff lead many campus and professional developments activities each year that focus on improving the success rate of EOPS/CARE students 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 Title V requirements ensure that the 3 matriculation requirements for students are met, which are aligned to the new 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. • EOPS/CARE coordinates services with DRD, Cal WORKS, Foster Youth & Kinship, Counseling, Scholarship and Financial Aid on the recommended unit load for students under special circumstances. • EOPS/CARE Counselors regularly engage in cross-training with general Counselors by attending weekly Counseling Dept. meetings

	<p>and staying current via email Counseling updates.</p> <ul style="list-style-type: none"> • EOPS/CARE Director serves on committees such as the Basic Skills Institute, Priority Reg. Task Force, Budget Advisory Committee, DCC/IM and H S I Task Force workgroup, PASSS, and SSSP, Student Equity Committees. • Many of the students receiving services from EOPS/CARE 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 is increasing its ability to serve Spanish speaking students through a number of bilingual staff members, namely the EOPS Director, one fulltime EOPS Counselor, the EOPS Outreach Specialist, the EOPS Admin. Assistant II, the EOPS Front Desk Operations Coordinator, and three (3) EOPS Student Aides.
<p><i>B. Foster Learning and Academic Excellence 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 faculty and the Outreach Specialist provide individual and group consultation services to all District personnel and department-wide or college-wide trainings to increase the college community's skill in providing academic support for DACA, AB540, Latina/o students and English Language Learner students. This service is also provided at the SRJC Dream Center based on student need (as of May 2015)
<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 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 partners with instructional faculty in the provision of in-class accommodations when necessary or in coordination with DSPS. • All EOPS/CARE Summer Readiness and Zero Week classes integrate on campus student

	<p>support services into the curriculum. EOPS/CARE staff regularly train instructional faculty on best practices for managing the educational environment and supporting Latino/a students and members of other underserved groups.</p>
<p>Identify and implement responsive instructional practices that increase the learning and success of our diverse students</p>	<ul style="list-style-type: none"> EOPS/CARE faculty led a Spring 2014 PDA training learning more about Latino/a Students and what it means for the SRJC to be designated as an Hispanic Serving Institution.
<p><i>C. Serve our Diverse Communities</i> <i>Serve our diverse communities and strengthen our connections through engagement, collaboration, partnerships, innovation, and leadership</i></p>	
<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 29.48% of SRJC students identify as Hispanic while EOPS/CARE program data shows that 49% of EOPS/CARE students identify as Latino/a. To address this growing trend, EOPS/CARE counts on bilingual staff for outreach and front desk service delivery strategies. Additionally, one of our EOPS counselors had release time to enroll in Spanish classes this past academic year.
<p>Contribute to the richness of our multicultural community by promoting cultural initiatives that complement academics and encourage the advancement and appreciation of the arts</p>	<ul style="list-style-type: none"> EOPS/CARE promotes and actively leads, coordinates or participates in such multicultural events like Women’s History month, Black History Month, H S I Task Force Educational Forums, Professional Development Workshops, Latino/a Graduation Reception and EOPS staff serve on committees such as UMOJA, Second Chance, and the Latino Faculty & Staff Association, among others.
<p>Meet the lifelong educational and career needs of our communities (e.g. seniors, emerging populations, veterans, re-entry students)</p>	<ul style="list-style-type: none"> EOPS/CARE 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.
<p>Provide relevant career and technical education that meets the needs of the region and sustains economic vitality</p>	<ul style="list-style-type: none"> EOPS/CARE collaborates with community partners to provide the annual EOPS Career Fair in April.
<p><i>D. Improve Facilities and Technology</i> <i>Provide, enhance, integrate, and continuously improve facilities and technology to support learning and innovation</i></p>	
<p>Incorporate best practices and innovations for facilities and technologies in order to enhance</p>	<ul style="list-style-type: none"> EOPS/CARE is in alignment with the college’s standard for use of facilities and technology to

learning and working environments	<p>facilitate delivery of services and increase workplace effectiveness.</p> <ul style="list-style-type: none"> EOPS/CARE 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 relocated its services and programs on the Santa Rosa campus to Bertolini Hall in 2009-2010. This centralized presence not only increases EOPS/CARE's accessibility, but also increases the visibility of EOPS/CARE services to the entire college population. In addition, EOPS/CARE uses an office within the Counseling Dept. of the Petaluma SRJC campus under the support of the Dean of Student Services there with an aim to increase the number of Petaluma students enrolled in EOPS/CARE.
Increase District-wide coordination and collaboration to improve facilities and technology access, efficiency, and effectiveness	<ul style="list-style-type: none"> EOPS/CARE's 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 administration and staff take advantage of technology training opportunities by the college. In addition, EOPS/CARE regularly conducts in-house assessments to stay current in available SRJC IT tools, equipment or programs.

E. Establish a Strong Culture of Sustainability *Establish a 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's efforts toward sustainability are commensurate with college-wide efforts. Most EOPS/CARE 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 dept. staff have increased their use of technology to disseminate counseling information to students through MyCubby, the student portal. EOPS/CARE 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 regularly contributes to the campus dialogue to increase poverty awareness and matters related to income inequality, underserved populations and educational equity.

<p>Ensure economic sustainability by leveraging resources, partnering with our communities, and contributing to the economic growth of the region</p>	<ul style="list-style-type: none"> EOPS/CARE has a strong internal scholarship program that yearly awards over \$16,000 to qualified students. EOPS/CARE regularly applies for and receives smaller initiative grants to support our book service grant and other student needs, i.e. cap and gown for graduation.
<p>F. Cultivate a Healthy Organization <i>Cultivate an inclusive and diverse organizational culture that promotes employee engagement, growth, and collegiality</i></p>	
<p>Foster an environment focused on collegiality and mutual respect in regards to cultural and individual perspectives</p>	<ul style="list-style-type: none"> EOPS/CARE administration, faculty and staff demonstrate respectful and collegial relationships with students and colleagues.
<p>Recruit and hire outstanding faculty and staff and implement an exemplary Professional Development Program for all employees</p>	<ul style="list-style-type: none"> All EOPS/CARE faculty and staff demonstrate areas of expertise and extensive experience in supporting people from disadvantaged backgrounds and first generation college students. EOPS/CARE faculty and staff regularly lead Professional Development Trainings on serving diverse student populations, especially Latina/o students. EOPS/CARE faculty also contribute through 1:1 consultation with faculty, staff, and administration on subjects like DACA, AB540 and ELL Outreach.
<p>Establish robust programs to improve the health and wellness of students and employees</p>	<ul style="list-style-type: none"> EOPS/CARE faculty routinely discuss health and wellness-maintaining behaviors with their students as part of providing EOPS counseling services. EOPS/CARE faculty regularly serve on the Health Services Advisory Committee for Student Health Services and actively refer students to SHS services.
<p>Increase safety planning, awareness and overall emergency preparedness</p>	<ul style="list-style-type: none"> EOPS/CARE is fully engaged in the planning process for emergency and disaster preparedness. In addition, EOPS/CARE has identified Safety Area Leaders for Bertolini Hall, 2nd floor. In Fall of 2013, EOPS/CARE staff participated in Stair Chair Safety Trainings for Bertolini Hall.
<p>G. Develop Financial Resources <i>Pursue resource development and diversification while maintaining responsible fiscal practices and financial stability</i></p>	
<p>Increase the amount of discretionary, unrestricted general fund local revenue</p>	<ul style="list-style-type: none"> EOPS/CARE 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 has expanded support and educational services for students through the EOPS Scholarship program and a couple of grants to supplement the value of the EOPS Book voucher.
Manage enrollment and course offerings to maximize apportionment funding	<ul style="list-style-type: none"> The EOPS/CARE 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 *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	<ul style="list-style-type: none"> EOPS/CARE actively participates in college wide continuous improvement efforts. EOPS/CARE administrator and staff serve on the Strategic Planning Task Force, Student Services Council, H S I Task Force, LFSA, Basic Skills Institute, Budget Advisory and numerous other committees. Within EOPS/CARE, we have identified and implemented a continuous cycle of assessment for program and course Student Learning Outcomes. In addition, the EOPS/CARE 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 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 Priority (at SRJC Children's Center)
- 8) Bilingual Assistance (English and Spanish)
- 9) EOPS Loans
- 10) 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 13 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

* This service was not provided this academic year until funding is restored.

1.1d Hours of Office Operation and Service by Location

The EOPS & CARE Office is located on the second floor of the Bertolini Student Services Center at the SRJC campus. The EOPS Office is open Monday through Friday from 8am to 5pm (Monday through Thursday in Summer). One staff member is required to provide minimum staff coverage for the reception area, and this may be a student worker. If this staff member is a student, then a full-time EOPS/CARE staff will provide supervision and back-up support.

At the Petaluma Campus EOPS services are provided by the EOPS Counselor who is available in the Counseling Department during normal business hours. EOPS is currently paying for 10% of the Counselor's time, with hopes of increasing this to 30% as the EOPS funding is restored. During EOPS application season, an EOPS staff member,, like the CARE Coordinator, EOPS Outreach Specialist or the Director, will hold office hours in the Petaluma Counseling dept., typically on Wednesdays, from 1p to 5p . 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 and CARE 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

Because the EOPS and CARE programs are categorically funded, comparisons to district wide ranges are not applicable.

Comparisons to district averages are not relevant to the expenditures of EOPS and CARE categorical funds. For 2014-15, the original EOPS allocation was \$551,790 and the CARE allocation was \$44,171. The total categorical funding to serve EOPS & CARE students for 2014-15 adds to \$595,961.

The proposed District Contribution to EOPS in 2014-15 as reported in the EOPS Program Plan was \$230,990.

Additional Funds Needed

In order to serve more students in the future, additional funding will be needed. It is certain that the EOPS and CARE programs will continue to need increased funding from the State to provide the minimum core services required by Ed Code and Title 5 to EOPS and CARE students in 2015-16. The following is a "bare bones" list of the support needed:

- a. Cover 40% funding for EOPS Adjunct Counseling at the Santa Rosa campus;
- b. Increase the value of the EOPS Book Voucher to \$400/year;
- c. Increase 10% funding of EOPS Counselor at the Petaluma campus;
- d. Cover cost of EOPS Counseling services during the summer (approximately \$5600 in hourly, adjunct hours);
- e. Additional funding to pay for additional staff support, a full-time EOPS Receptionist.

All members of the EOPS staff are serving students "above and beyond" the inadequate categorical funding received in 2014-15 and prior years. It is anticipated that in the 2015-16 the total number of EOPS students served will be near 650. To maintain services at 650 students per year, then the program will need additional funding for Adjunct Counseling during the regular academic year, and adjunct hours for Summer.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	03	02	\$6,000.00	The item is consistently over expended in the EOPS annual final claims. The district is billed quarterly for the copy machine in the EOPS house and these expenses are charged to the EOPS District budget. These copies are essential to the outreach, enrollment and services we provide our diverse EOPS prospects and participating students.
0002	ALL	01	07	\$4,000.00	These funds are needed to restore the funds that have been cut from this supplies category. These supplies are necessary for the EOPS and CARE programs to increase the success of EOPS students.
0003	ALL	02	04	\$4,000.00	These funds are needed to restore the funds that have been cut from this staff travel category. These funds are needed so that EOPS staff can represent SRJC in professional organizations.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
EOPS Outreach Specialist	40.00	12.00	The EOPS Outreach Specialist (100%) provides outreach services to potential EOPS and CARE students from high schools and community agencies serving low-income and underrepresented populations. EOPS Outreach is inclusive of English Language Learners, which may require presentations in Spanish. This position supervises one student assistant.
CARE Coordinator	16.00	12.00	The CARE Coordinator (40%) determines CARE eligibility, provides CARE services for students, coordinates the CARE program with EOPS Counselors, Financial Aid, CalWORKs, the SRJC Children's Center and the Sonoma County Social Services Department. This position may supervise up to one student assistant.
EOPS Intake Technician	24.00	12.00	The EOPS Intake Specialist (60%) assists EOPS applicants to complete their EOPS eligibility determination, enters EOPS eligibility documentation in the Student Information System, and prepares EOPS applicant files for review.
EOPS Administrative Assistant II	40.00	12.00	The EOPS Administrative Assistant II (100%) provides all administrative secretarial support for the EOPS office and supervises all EOPS student assistants who provide clerical and reception services for EOPS/CARE.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
EOPS/CARE Director	40.00	12.00	The EOPS/CARE Director (100%) provides administrative leadership for the EOPS and CARE programs including program oversight, budgeting, staff supervision, and state reporting for both the Santa Rosa and Petaluma campuses. During this time of budget cuts and reductions in staff, the EOPS/CARE Director performs all new EOPS student orientations, the majority of the EOPS Book Group (Ed Plan Match) services and covers front desk staff shortages when needed. The Director actively participates in state wide advocacy for restoration of EOPS and CARE categorical funding, program integrity and serves on Boards and committees (in and outside of campus) that involve "above and beyond" services impacting our students -housing, child care, Diversity, Latino/a outreach and academic success, Equity, Basic Skills, ELL, mental health, and financial assistance.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
EOPS Student Assistants (1)	20.00	12.00	One EOPS Student Assistants provides clerical and other support services to the EOPS Outreach Specialist at the Santa Rosa campus.
EOPS Student Assistant (1)	20.00	12.00	One EOPS Student Assistant provides clerical support during the summer at the Santa Rosa Campus.
EOPS Student Assistants (3)	20.00	12.00	Three EOPS Student Assistants provide clerical and reception services for the EOPS and CARE programs at the Santa Rosa campus.
EOPS Front Desk Operations Coordinator (STNC)	25.00	12.00	This position coordinates all aspects of EOPS Front desk operations, providing continuity, high quality attention to student needs related to intake, appointment scheduling, staff schedules, ability to traige student needs, must have bilingual language skills (Spanish-English) and demonstrate advance awareness of all SRJC Student Services to make the appropriate referrals.

2.2d Adequacy and Effectiveness of Staffing

Comparison to District-Wide Range

Because the EOPS and CARE programs are categorically funded, comparisons to district wide ranges are not applicable.

Adequacy of Staffing

The EOPS/CARE staff have requested that a full-time receptionist position be created to provide consistency in handling all EOPS front desk matters, especially SARS scheduling and student inquiries. This position is also dependent upon additional funding.

The EOPS Intake Technician (60%) and the CARE Coordinator (40%) are combined to create on full-time classified position (100%). In addition, the EOPS Outreach Specialist is also a full-time classified position (100%).

Effectiveness of Current Staffing

Providing EOPS and CARE services with a bare bones staff of only one management and three 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 the EOPS and CARE programs. Everyone on staff is stretched to the maximum.

The EOPS reception desk at the Santa Rosa campus is currently staffed by one STNC and two student aides, who greet the public, answer phones, and make counseling appointments. Three of these students are bilingual in Spanish and English. Under the leadership of our bilingual EOPS Administrative Assistant II, who provides line of sight supervision for the reception desk, the student aides have become a dedicated work team focused on providing the best possible service to all who call or come to the EOPS reception desk seeing assistance.

However, when the EOPS Administrative Assistant is not present and the office is open, another staff member, usually the EOPS Intake Technician or the EOPS/CARE Director, is pulled away from her normal job duties in order to provide supervisory coverage for the front desk reception area. The stress of this staffing pattern could be lessened by the addition of the full-time receptionist position described above.

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

Not at this time, but our program has grown by nearly 30% over the last 3 years, from 500 students to our current high of 637 for AY14-15, and EOPS CARE will need an adjunct counselor to help support this growing number of qualified participants of our program, despite the persistent, impacted state of our enrollment (i.e. we turned dozens of EOPS eligible students away each semester due to lack of adequate funding).

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

The two full-time counselors at the SRJC EOPS Office are providing all the counseling services to Santa Rosa students, and a regular full-time Petaluma Counselor has agreed to dedicate 20% of weekly hours to attend full-time Petaluma EOPS students, along with providing non-counseling services like book vouchers or book loans.

What impact does this have on your program/unit?

The goal is to determine a percentage and identify a regular, full-time, Santa Rosa Counselor from the EOPS Adjunct pool, to cover up to 30% time given the increase in EOPS enrollment both for the fall and spring semesters of the 2014-15 academic year.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	03	02	Administrative Assistant I (100%)	EOPS Front Office Assistant	Classified

2.3a Current Contract Faculty Positions

Position	Description
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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 100% from EOPS 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 100% from EOPS categorical funds.

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

Of the EOPS counseling faculty members, 50.0% are 55 years old or older; they provide 50% of the hours available for EOPS counseling.

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, and 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 counseling pool is a sub-pool of the Student Services counseling pool. Candidates who interview and qualify for the Student Services counseling pool submit to the EOPS office the additional documentation necessary to meet the Title 5 criteria listed above.

The most recent addition to the EOPS counseling pool was in December 2013.

Adequate Contract and Adjunct Faculty

There is an immediate need to restore all of the EOPS counseling hours lost in 2009-10 due to budget cuts. The EOPS/CARE program lost a 50% FTEF adjunct counseling position (612.5 hrs/yr), 30% of a full-time counseling position at the Petaluma campus (408.3 hrs/yr), and all Summer counseling (780 hrs/yr). Though we have recovered 20% of the Petaluma EOPS Counselor in Petaluma, the loss of all of these counseling hours combined, results in EOPS turning away dozens of eligible students due to the impact of no adjunct faculty at the Santa Rosa campus.

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	Petaluma	01	02	EOPS Counseling (10%)	
0002	Santa Rosa	01	02	EOPS Adjunct Counselor, Fall-Spring 30%	
0003	Santa Rosa	01	02	EOPS Summer Counseling (780 hrs)	

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

The EOPS Conference room (RM #4703) needs all of the technology support available in a "smart classroom".

The list below shows the dates when the existing technology equipment for EOPS/CARE was last replaced. It is anticipated that there will be an on-going upgrading of EOPS/CARE computing workstations on the regular District 6 year cycle.

Name/ Service/ Program	Current Location (Building +Room)	New Location Bertolini Phone Ext.	Current Computer Model, Date Rec'd, Tag #	Current Printer Model, Date Rec'd, Tag #	Net New Needed	Replacement Needed and Other
EOPS/CARE Director Inez Barragan	EOPS Office in Bertolini Student Service Center Room 4719	483 0	Dell Optiplex 980 6/15/10 # 60254 Monitor Dell 1/04/10 # 59806		None	Last Replacement X 2010
Vacant EOPS Summer Program and Counselor	EOPS Office in Bertolini Student Service Center Room 4716	789 6	Dell Optiplex 860 1/4/10 # 59815 Monitor Dell 1/14/10 # 59767	HP Deskjet 6980 8/31/07 # 56405	None	Last Replacement X 2010
EOPS Counselor Erlinda Peraza	EOPS Office in Bertolini Student Service Center Room 4718	458 7	Dell Optiplex 745 6/7/07 # 56010 Monitor Dell 6/7/07 # 56060	HP P2015dn 9/14/07 # 56437	None	Last Replacement Fall 2007
EOPS Counselor Rhonda Findling	EOPS Office in Bertolini Student Service Center Room 4713	458 6	Dell Optiplex 755 1/9/08 # 56924 Monitor Dell 1/9/08 # 56955	HP Laserjet 1200 11/26/02 # 5800	None	Last Replacement Sp. 2008
Conference Room	EOPS Office in Bertolini Student Service Center Room # 4730	698 1	Laptop Dell Latitude D820 5/29/07 # 55937		None	Last Replacement Sp. 2007
EOPS Admin. Asst. Monica Gachet	EOPS Office in Bertolini Student Service Center Room 4706	783 7	Dell Optiplex 980 6/5/10 # 60231 Monitor Dell 6/15/10 # 60271	HP Deskjet 6980 8/6/07 #56208	None	Last Replacement Fall 2007

EOPS Outreach Specialist Rafael Vazquez	EOPS Office in Bertolini Student Service Center Room 4711	458 5	Dell Optiplex 755 3/1/12 # T100062 Monitor Dell 8/17/07 # 56360	HP Deskjet 6980 8/31/07 # 56426	None	Last Replacement Sp. 2012	
EOPS Tech. & CARE Coord. Wanda Bynum	EOPS Office in Bertolini Student Service Center Room 4710	438 4	Dell Optiplex 745 6/7/07 # 56009 Monitor Dell 6/7/07 # 56059	HP Deskjet 6980 8/31/07 # 56407	None	Last Replacement Fall 2007	
EOPS Student Aide Estefani/ Matt	EOPS Office in Bertolini Student Service Center Front Lobby Room # 4704	438 3	Dell Optiplex 960 1/4/10 # 59722 Monitor Dell 1/4/10 # 59795		None	Last Replacement Sp. 2010	
CARE Student Aide	EOPS Office in Bertolini Student Service Center Back Work Station Room # 4707	693 4	Dell Optiplex 755 3/1/12 # T100056 Monitor Dell 6/7/07 # 56052		None	Last Replacement Sp. 2012	
EOPS Outreach Student Aide Dario	EOPS Office in Bertolini Student Service Center Back Work Station Room # 4707	787 9	Dell Optiplex 755 5/14/08 # 64756 Monitor Dell 5/14/08 # 64757	HP Deskjet 6980 8/31/07 # 56427	None	New Sp. 2008	Purchased with Categorical Funds
Kiosk	EOPS Office in Bertolini Student Service Center Front Lobby Room # 4703	N/A	Dell Optiplex 745 4/12/07 # 55789 Monitor Dell 4/12/07 # 55820	HP Laserjet P2035 1/27/10 # 59686	None	Last Replacement Sp. 2007	
Shared Laser Color Printer Workroom	EOPS Office in Bertolini Student Service Center Workroom # 4714	N/A		HP Color Laserjet 4700dtn 8/6/07 # 56256	None	Last Replacement Fall 2007	
Shared Laser Printer Black & White Front Desk	EOPS Office in Bertolini Student Service Center Front Desk Room # 4704	438 3		HP Laserjet P4015x 3/30/09 # 58464	None	Received 3/30/09	
FAX Machine Workroom	EOPS Office in Bertolini Student Service Center Workroom # 4714	490 2	HP 3180 Fax 3/27/09 # 58473		None	Last Replacement Sp. 2010	

FAX Machine Rafael	EOPS Office in Bertolini Student Service Center Room # 4711	787 5	HP 3180 Fax 3/27/09 # 58471		None	New Sp. 2010
Copy Machine Workroom	EOPS Office in Bertolini Student Service Center Workroom # 4714	N/A	Kyocera KM-3055 Serial K3126176Device A4812		None	Swamp January 30, 2013
Supervisor Work Station	EOPS Office in Bertolini Student Service Center Room # 4705	782 7	Dell Optiplex 960 1/4/10 # 59741 Monitor Dell 1/4/10 # 59768		None	New Sp. 2010
EOPS Student Aide Jessica	EOPS Office in Bertolini Student Service Center Front Lobby Room # 4704	438 3	Dell Optiplex 960 1/4/10 # 59723 Monitor Dell 1/4/10 59794		None	New Sp. 2010
Kiosk	EOPS Office in Bertolini Student Service Center Front Lobby Room # 4703	N/A	Dell Optiplex 745 4/12/07 # 55786 Monitor Dell 8/11/07 # 63609	HP Laserjet P2035 1/27/10 # 59685	None	New Sp. 2010
EOPS Outreach Specialist Rafael Vazquez	EOPS Office in Bertolini Student Service Center Room # 4711	787 5	Apple Mac Book Pro Laptop 1/2/08 # 56860		None	3 years old when assigned to the EOPS Outreach Specialist in Spring 2008
					5	Computer stations in EOPS Lobby for student use
					1	Computer for all features in a "smart" classroom
					1	Complete computer station for EOPS Expansion
					1	Complete computer station for EOPS Expansion
					1	Complete computer station for

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

No, not at this time.

2.4c Instructional Equipment and Software 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, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0002	Santa Rosa	00	00	"Smart Classroom" Equipment for EOPS/CARE	1	\$23,000.00	\$23,000.00	Inez Barragan	EOPS/CARE in Bertolini	Inez Barragan
0003	ALL	00	00	Tele-conferencing Equipment for EOPS/CARE	1	\$15,000.00	\$15,000.00	Inez Barragan	EOPS/CARE in Bertolini	Inez Barragan

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	03	02	Urgent	Dream Center Expansion - PLOVER	Dream Center	\$30,000.00	Expansion of Dream Center confidential space by adding walls and structures to encompass 2-3 small confidential offices adjacent to The Dream Center and Cashier's Office but must have a separate door from main Dream Center service space. Confidentiality is needed due to students' sensitive situations involving immigration status, complex family or personal situations, and privacy when receiving legal advice on their DACA status or other immigration matters.

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.

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

3.1 Develop Financial Resources

The EOPS Office applied for two grants in the 2014-15 academic year through the Women in Philanthropy (WIP) fund to supplement the cost of books for continuing EOPS student in fall 2014 and another to supplement our book voucher for spring 2015. We were awarded \$5,000 from WIP and \$20,000 from Student Equity funds.

3.2 Serve our Diverse Communities

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%), two EOPS counselors @ 100%, one EOPS Outreach Specialist @ 100%, one CARE Coordinator/EOPS Intake Technician (EOPS = 60% + CARE = 40%), one EOPS Administrative Assistant @ 100%, and four student aides @ 20hrs/wk.

EOPS/CARE Staff FY14-15

Gender

Female	8 (80%)
Male	2 (20%)

Staff Spring 15

Age Group

Under 18	0 (0.00%)
18-25	4 (40%%)
26-35	0 (0.00%)
36+	2 (20%)
50+=	4 (40%)

	EOPS Students Served FY13-14	EOPS/CARE Staff Spring 2015
<u>Race/Ethnicity</u>		
African-Am.	28 (6%)	1 (10%)
Asian	21 (5%)	
Latino	191 (44%)	8 (80%)
Native Am.	5 (1%)	
Pacific Isl.	5 (1%)	
White	69 (16%)	1(10%)
Unknown	68 (16%)	
Mult. Ethnic.	50 (11%)	

	EOPS Students Served FY13-14	EOPS/CARE Staff Spring 2015
<u>Primary Language</u>		
Is English Primary Language?		
Yes	285 (65%)	7 (70%)
No	151 (35%)	3 (30%)

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 are skewed toward older ages than the EOPS student demographics. None of the full-time EOPS/CARE staff under 35 years old and 85% of the EOPS students are younger than 35.

EOPS/CARE staff demographics for Disability are lower than the EOPS student demographics for primary disability.

EOPS/CARE staff demographics for Race/Ethnicity are lower than EOPS student demographics for all ethnic groups except African American and Latino. The EOPS/CARE staff demographics are higher than the 6% of EOPS students who identify on their SRJC applications as African-American and the 44% who identify as Latino. The EOPS/CARE staff demographics for White are lower than the 16% of EOPS students who identify on their SRJC applications as White.

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.

EOPS/CARE staff demographics for Primary Language are higher than the 35% of the EOPS students who state that English is not their primary language.

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, AB540 students, Deferred Action for Child Arrivals (DACA), ELL matters, serving on the HSI Task Force, and offering PDA Day Presentations on serving Latino and other diverse student needs. An EOPS counselor is the co-chair of the Women's History Month committee and the EOPS Outreach Specialist is a staff sponsor/advisor for MECHA, and the EOPS Director serves on the local Latino Service Providers Board of Directors.

3.3 Cultivate a Healthy Organization

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 Safety and Emergency Preparedness

For EOPS/CARE and Bertolini 2nd Floor West – Inez Barragan and Monica Gachet are the designated safety leaders.

3.5 Establish a Culture of Sustainability

The EOPS Department is moving away from regular paper mailings to students and relying more on My Cubby announcements as a means of saving paper and printer costs. We're also printing double-sided forms, flyers, reports to improve efficiency and ultimately reduce our use of paper. We also have various recycling bins in our large work room to collect paper, plastic and other recycling items. Lastly, the EOPS staff practices conservative use of energy, temperature controls on a regular, daily basis.

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 2010	Fall 2010
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 2013	Spring 2014

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 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 Early Registration counseling appointments, EOPS/CARE 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 use the technology of web registration at the Kiosk in the EOPS/CARE reception area.

EOPS Long Term Educational Plans

EOPS/CARE 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 paths. 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

ACCESS -comparison between EOPS/CARE Student Demographics and overall SRJC Student Demographics

ACCESS SIMILARITIES

EOPS student demographics are **within 3%** of the District student demographics

in Age Groups between from 20-49 years;

in Race/Ethnic Groups of African-American, Asian, Filipino, Native American, Pacific Islander, Other Non-White, and Multiple Ethnicities;

in the Disability Group of Secondary Disability, Dept. of Rehabilitation;

in Location of Santa Rosa and Other, Santa Rosa, Petaluma and other;

in Enrolled Non-Credit Groups of Disabled Students, Health & Safety, and Vocational.

In all other ACCESS categories, EOPS and District populations show demographic differences in excess of 3%.

CARE student demographics are **within 3%** of the District student demographics

in Age Groups between from 40-49 years

in Race/Ethnic Groups of Asian, Filipino, Pacific Islander, Multiple Ethnicities and Unknown;

in Disability Group of Dept. of Rehabilitation;

In all other ACCESS categories, CARE and District populations show demographic differences in excess of 3%.

ACCESS DIFFERENCES

EOPS student demographics are **higher by more than 10%** from the District student demographics

in the Gender Group of Female;

in Race/Ethnic Groups of Latino;

in Disability Group of Primary Disability;

in Financial Aid Received Groups of BOG Fee Waiver, PELL Grant, & Other;

in Enrolled Non-Credit Group of Basic Skills;

in Enrollment Location of Santa Rosa Campus ONLY;
in English Primary Language = No;
in Financial Aid Received, BOG Waiver, Pell grant, Other

EOPS student demographics are **lower by more than 5%** from the District student demographics

in Race/Ethnic Groups of White;
in Financial Aid, not received;
in English Primary Language = Yes.

CARE student demographics are **higher by more than 5%** from the District student demographics

in the Gender Group of Female;
in Age Groups of 25-39 years;
in Race/Ethnic Groups of African American and Latino, other non-white
in Disability Groups of Primary Disability and Secondary Disability;
in Financial Aid Received Groups of BOG Fee Waiver, PELL Grant, & Other;
in Enrolled in Non-Credit Groups of Basic Skills, & Disabled Students;
in Enrollment Location of Santa Rosa Campus ONLY and Santa Rosa & Other.

CARE student demographics are **lower by more than 5%** from the District student demographics

in Age Groups less than 20, 20-24;
in Race/Ethnic Groups of White.

SUMMARY of DRAMATIC ACCESS DIFFERENCES

EOPS student percentages compared to District student percentages are

2.2 times higher in African- American,
3.1 times higher in Latino,
2.4 times higher in Primary Disability,
2.7 times higher in BOG Waivers,
5.0 times higher in Pell Grants,
8.9 times higher in Other Financial Aid Received,
3.1 times higher in Basic Skills Non-Credit Enrollment,
2.5 times higher in Primary Language NOT English.

CARE student percentages compared to District student percentages are

3.5 times higher in Age 30-39 years,
4.5 times higher in African American,
2.0 times higher in Hispanic,
6.8 times higher in Primary and Secondary Disability,
3.6 times higher in BOG Waivers,
6.0 times higher in Pell Grants,
24.7 times higher in Other Financial Aid Received,
4.4 times higher in Non-Credit Basic Skills,
7.4 times higher in Non-Credit Disabled Students.

For specific comparisons of the numbers of students served and the percentages cited above, for further detail on student ACCESS see the data chart below.

PROGRESS -comparison between EOPS & CARE Student Demographics and Overall SRJC Student Demographics

PROGRESS SIMILARITIES

EOPS student demographics are not **within 3%** of the District student demographics in any of the progress categories.

In all other progress categories, EOPS and District populations show demographic differences in excess of 3%.

CARE student demographics are not **within 3%** of the District student demographics in any of the progress categories.

In all of the progress categories, CARE and District populations show demographic differences in excess of 3%.

PROGRESS DIFFERENCES

EOPS student demographics are **higher by more than 5%** from the District student demographics

in Progress Group of Persistence from Fall 13 to Spring 14;

in Basic Skills Course Completion Groups of ESL, English and Math.

EOPS student demographics are **lower by more than 5%** from the District student demographics in **none** of the Progress categories.

CARE student demographics are **higher by more than 5%** from the District student demographics

in Persistence from Fall 13 to Spring 14;

in Successful Course Completion of Degree Applicable classes;

in Basic Skills Course Completion Groups of English and Math.

CARE student demographics are **lower by more than 5%** from the District student demographics in **none** of the Progress categories except **Math**.

SUMMARY of DRAMATIC PROGRESS DIFFERENCES

EOPS student Persistence is **27% higher** than District student Persistence from Fall 2012 to Spring 2013;

EOPS student Course Completion is **> 5% higher** than District Course Completion in ESL.

EOPS student Course Completion is **8% higher** than District Course Completion in English.

EOPS student Course Completion is **3% higher** than District Course Completion in Math.

CARE student Persistence is **30% higher** than District student Persistence from Fall 2012 to Spring 2013.

CARE student Course Completion is **5% higher** than District Course Completion in Degree Applicable courses.

CARE student Course Completion is **15% higher** than District Course Completion in Basic Skills English.

CARE student Course Completion is **7% higher** than District Course Completion in Basic Skills Math.

For specific comparisons of the numbers of students served and the percentages cited above for student PROGRESS, see the data chart below.

SUCCESS -comparison between EOPS & CARE Student Demographics and SRJC Student Demographics

SUMMARY of DRAMATIC SUCCESS DIFFERENCES

EOPS student percentages compared to District student percentages are **3.6 times higher** in Certificate Completion.

CARE student percentages compared to District student percentages are **3.6 times higher** in Certificate Completion.

For Specific comparisons of the numbers of students served and the percentages sited above for student SUCCESS, see the data chart herein:

2013-14	EOPS	District No.'s	EOPS%	District %
GENERAL DATA				
Total Students	525	5252	100	100
Enrolled in CREDIT	525	34826	100	100
Enrolled in NON-CREDIT	408	9100	76.98	26.13
Total FTES	586.76	18192.2441	100	100
<i>Is English Primary Language?</i>				
YES	365	30435	60.27	87.39
NO	165	4346	39.73	12.48
Unknown	0	45	0	0.13
Enrollment Location				
Online Only	2	2166	0.38	6.22
Santa Rosa Campus	401	20304	75.66	58.3
Petaluma Campus ONLY	4	3490	0.75	10.02
Santa Rosa & Petaluma	94	4799	17.74	13.78
Santa Rosa & Other	23	1160	4.34	3.33

Pet & RP or Pet & Sonoma	0	0	0	0
SR, Petaluma, Other	6	0	1.13	0
Other only	0	2319	0	6.66
Petaluma Campus Unit Breakdown				
.5 – 3.0 units	42	NA	40.38	NA
3.5 – 6.0 units	22	NA	21.15	NA
6.5 – 9.0 units	9	NA	8.65	NA
9.5 – 12.0 units	10	NA	9.62	NA
12.5 – 15.0 units	7	NA	6.73	NA
15.5 – 18.0 units	2	NA	1.92	NA
18.5 – 21.0 units	4	NA	3.85	NA
21.5 – 24.0 units	2	NA	1.92	NA
24.5 – 27.0 units	1	NA	0.96	NA
27.5 – 30.0 units	2	NA	1.92	NA
2013-14	EOPS	District No.'s	EOPS%	District %
Petaluma Campus Unit Breakdown-continued				
30.5+	0	NA	0	NA
12.0 -21.0 units	15	NA	14.42	NA
21.5+	5	NA	4.81	NA
ACCESS				
Gender				
Female	343	18594	64.72	53.39
Male	182	15741	34.34	45.2
Unknown	5	495	0.94	1.42
Age Group				
< 20	156	7951	29.43	22.83
20 – 24	167	11200	31.51	32.16
25 – 29	56	4820	10.57	13.84

30 – 34	46	2884	8.68	8.28
35 – 39	33	1842	6.23	5.29
40 – 49	52	3134	9.81	9
50 +	20	2995	3.77	8.6
Unknown	0	0	0	0
Race/Ethnicity				
African-American	33	972	6.23	2.79
Asian	32	1306	6.04	3.75
Filipino	2	320	0.38	0.92
Hispanic	273	5739	51.51	16.48
Native American	13	324	2.45	0.93
Other Non-White	0	70	0	0.2
Pacific Islander	2	160	0.38	0.46
White	116	21254	21.89	61.03
Multiple Ethnicities	53	3786	10	10.87
Unknown	6	892	1.13	2.56
2013-14	EOPS	District No.'s		
Disability				
Primary Disability	74	2023	13.96	5.81
Secondary Disability	37	965	6.98	2.77
Dept of Rehabilitation	2	104	0.38	0.3
Financial Aid				
Not Received	2	22014	0.38	63.21
Received	528	12812	99.62	36.79
BOG Waiver	528	12656	99.62	36.34
PELL Grant	381	4945	71.89	14.2
Other	191	1410	36.04	4.05
PROGRESS				
Persistence				

Enrolled in Fall	497			
Persisted to Spring	476	23835	95.77	68.44
Course Completion				
Degree Applicable				
Attempted	3426			
Successful	2626	25026	76.65	71.86
Basic Skills				
ESL				
Attempted	247			
Successful	206	26893	83.40	77.22
English				
Attempted	109			
Successful	81	23159	74.31	66.5
Math				
Attempted	137			
Successful	92	22431	67.15	64.41
ACADEMIC SUCCESS				
Degree	40	1309	7.55	3.76
Certificate	15	536	2.83	1.54
WORKFORCE DEVELOPMENT				
Apprenticeship				
Attempted	0		0	
Successful	0		0	
ADV. Occupational				
Attempted	18			
Successful	13	NA	72.22	
Clearly Occupational				
Attempted	789			

Successful	598	NA	75.79	
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2013-14	CARE	District No.'s	CARE%	District %
GENERAL DATA				
Total Students	40	34826	100	100
Enrolled in CREDIT	40	34826	100	100
Enrolled in NON-CREDIT	37	9100	92.50	26.13
Total FTES	46.59		100	100
<i>Is English Primary Language?</i>				
YES	31	30435	77.50	87.39
NO	9	4346	22.50	12.48
Unknown	0	45	0	0.13
Enrollment Location				
Online Only	0	2166	0.0	6.22
Santa Rosa Campus	29	20304	72.50	58.3
Petaluma Campus ONLY	1	3490	2.50	10.02
Santa Rosa & Petaluma	6	4799	15	13.78
Santa Rosa & Other	2	1160	5	3.33
Pet & RP or Pet & Sonoma	0	0	0	0
SR, Petaluma, Other	0	0	5	0
Other only	0	2319	0	6.66
Petaluma Campus Unit Breakdown				
.5 – 3.0 units	4	NA	10	
3.5 – 6.0 units	0	NA	0	
6.5 – 9.0 units	1	NA	2.5	
9.5 – 12.0 units	1	NA	2.5	
12.5 – 15.0 units	2	NA	5	
15.5 – 18.0 units	0	NA	0	

18.5 – 21.0 units	0	NA	0	
21.5 – 24.0 units	0	NA	0	
24.5 – 27.0 units	0	NA	0	
2013-14	CARE		CARE%	
Petaluma Campus Unit Breakdown- continue				
27.5 – 30.0 units	0	NA	0	
30.5+	0	NA	0	
12.0 -21.0 units	3	NA	7.5	
21.5+	0	NA	0	
ACCESS				
Gender				
Female	39	18594	97.5	53.39
Male	1	15741	2.5	45.2
Unknown	0	495	0	1.42
Age Group				
< 20	1	7951	2.5	22.83
20 – 24	6	11200	15	32.16
25 – 29	11	4820	27.5	13.84
30 – 34	10	2884	25	8.28
35 – 39	9	1842	22.5	5.29
40 – 49	2	3134	5	9
50 +	1	2995	2.5	8.6
Unknown	0	0	0	0
Race/Ethnicity				
African-American	5	972	12.5	2.79
Asian	2	1306	5	3.75
Filipino	0	320	0	0.92
Hispanic	13	5739	32.5	16.48

Native American	1	324	2.5	0.93
Other Non-White	0	70	0	0.2
Pacific Islander	1	160	2.5	0.46
White	12	21254	30	61.03
2013-14	CARE	District No.'s	CARE%	District%
Race/Ethnicity- continue				
Multiple Ethnicities	4	3786	10	10.87
Unknown	2	892	5	2.56
Disability				
Primary Disability	18	2023	45	5.81
Secondary Disability	8	965	20	2.77
Dept of Rehabilitation	0	104	0	0.3
Financial Aid				
Not Received	0	22014	0	63.21
Received	40	12812	100	36.79
BOG Waiver	40	12656	100	36.34
PELL Grant	34	4945	85	14.2
Other	40	1410	100	4.05
PROGRESS				
Persistence				
Enrolled in Fall	37			
Persisted to Spring	37	23835	100	68.44
Course Completion				
Degree Applicable				
Attempted	229			
Successful	175	25026	76.42	71.86
Basic Skills				
ESL				
Attempted	24			

Successful	22	26893	91.67	77.22
English				
Attempted	11			
Successful	9	23159	81.82	66.5
2013-14	CARE		CARE%	District%
Math				
Attempted	14			
Successful	10	22431	71.43	64.41
ACADEMIC SUCCESS				
Degree	2	1309	5	3.76
Certificate	2	536	5	1.54
WORKFORCE DEVELOPMENT				
Apprenticeship				
Attempted	0		0	
Successful	0	NA	0	NA
ADV. Occupational				
Attempted	1			
Successful	1	NA	100	NA
Clearly Occupational				
Attempted	85			
Successful	69	NA	81.18	NA

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	Keep EOPS Staff & Program whole	1.1 EOPS & CARE programs will continue to provide services according to Ed Code and Title V to EOPS/CARE students	July 1, 2012 to June 30, 2015	The State needs to restore the 40% cut from 2009-2010 and NOT allow EOPS to be placed on the list of "flexible" categorical programs
0002	ALL	06	02	Increase the number of Classified positions supporting EOPS & CARE	A full-time classified staff to cover the EOPS Office reception desk	July 1, 2012 to June 30, 2015	State restored funding and District approval
0003	ALL	04	06	Collaborate with Information Technology to continue improving EOPS & CARE SIS screens	Monitor and update our current SIS system to insure quality services, case management of EOPS students' record and accurate data reporting to District and State	July 1, 2012 to June 30, 2015	Time and technical assistance from Information Technology staff
0004	ALL	03	02	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, 2012 to June 30, 2017	Continued District support to fund restricted COUN270 courses, and funding to cover costs of appropriate English & Math skill building instruction; funding to cover materials, teaching aides, snacks and other misc. costs.
0005	ALL	01	02	Increase the number of Counseling Hrs. supporting EOPS/CARE students	As demand for EOPS services increases, EOPS needs to maintain the ratio of EOPS Counselors to number of students at 1/250	July 1, 2015 to June 30, 2018	Categorical funding from the State for counseling hours cut in 2009-10 and given on going student demand, funding will restore lost counseling services.
0006	ALL	03	02	Design new Outreach Strategies for EOPS & CARE	Given the growing rate of HS Latino students dropping out, EOPS Outreach strategies need to be inclusive of 5th graders and up, and their families	July 1, 2012 to June 30, 2015	The EOPS Outreach specialist will remain a key player in the Aiming High project led and funded by the VP of Student Services
0006	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, 2012 to June 30, 2015	CARE Coordinator will continue to work closely with CalWORKS Director and County personnel to identify eligible CARE students and expedite their enrollment

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
Santa Rosa	SIS screens and reports are more than 98% functional with only minor revisions, adjustments and additions made at this time. EOPS/CARE works closely with IT staff to correct errors in data, reports and make changes as needed.

6.2b PRPP Editor Feedback - Optional

A comprehensive description and evaluation of EOPS and CARE services and programs.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	01	02	Keep EOPS Staff & Program whole	1.1 EOPS & CARE programs will continue to provide services according to Ed Code and Title V to EOPS/CARE students	July 1, 2012 to June 30, 2015	The State needs to restore the 40% cut from 2009-2010 and NOT allow EOPS to be placed on the list of "flexible" categorical programs
0002	ALL	01	02	Increase the number of Classified positions supporting EOPS & CARE	A full-time classified staff to cover the EOPS Office reception desk	July 1, 2012 to June 30, 2015	State restored funding and District approval
0003	ALL	04	02	Collaborate with Information Technology to continue improving EOPS & CARE SIS screens	Monitor and update our current SIS system to insure quality services, case management of EOPS students' record and accurate data reporting to District and State	July 1, 2012 to June 30, 2015	Time and technical assistance from Information Technology staff
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, 2012 to June 30, 2017	Continued District support to fund restricted COUN270 courses, and funding to cover costs of appropriate English & Math skill building instruction; funding to cover materials, teaching aides, snacks and other misc. costs.
0005	ALL	01	02	Increase the number of Counseling Hrs. supporting EOPS/CARE students	As demand for EOPS services increases, EOPS needs to maintain the ratio of EOPS Counselors to number of students at 1/250	July 1, 2015 to June 30, 2018	Categorical funding from the State for counseling hours cut in 2009-10 and given on going student demand, funding will restore lost counseling services.
0006	ALL	03	02	Design new Outreach Strategies for EOPS & CARE	Given the growing rate of HS Latino students dropping out, EOPS Outreach strategies need to be inclusive of 5th graders and up, and their families	July 1, 2012 to June 30, 2015	The EOPS Outreach specialist will remain a key player in the Aiming High project led and funded by the VP of Student Services
0006	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, 2012 to June 30, 2015	CARE Coordinator will continue to work closely with CalWORKS Director and County personnel to identify eligible CARE students and expedite their enrollment