

Santa Rosa Junior College

Program Resource Planning Process

EOPS - CARE 2019

1.1a Mission

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

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

The mission of the CAFYES (NextUp) program is to assist EOPS students who have been a current or former foster youth in California on or after their 16th birthday and who are under 26 at the beginning of the school year.

1.1b Mission Alignment

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

Strategic Plan: Goals and Objectives	EOPS/CARE/CAFYES(NextUp) Alignment with Strategic Plan
<i>A. Support Student Success: Support development of the whole student from early college awareness through successful completion of educational and career goals</i>	
Expand and sustain access by eliminating barriers, expanding strategic outreach efforts, and delivering services effectively through current technologies	EOPS/CARE/CAFYES(NextUp) is dedicated to actively reducing barriers to services and improving access by: <ul style="list-style-type: none"> • Reaching out to incoming high school students. • Contacting (via letters and by phone) full-time students, who are BOGW approved with less than 70 units at the Petaluma and SRJC campus, particularly Foster Youth, African-American and Native American students. • Providing applications to eligible students new to EOPS/CARE/CAFYES(NextUp) services.

	<ul style="list-style-type: none"> • EOPS Director and counselors approve students for EOPS enrollment and services in an inclusive manner. • Coordinating referrals to a variety of service providers when students are in crisis or not eligible for EOPS. • By working closely with CalWORKS, DRD, Basic Skills, ESL departments. • By paying 30% release time of a full time Petaluma campus counselor to serve EOPS/CARE/CAFYES(NextUp) students. • Collaborating with Counseling Dept. to provide the EOPS Summer Readiness to new high school students in June, both at SRJC and the Petaluma campus
<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/CAFYES(NextUp) counselors and staff routinely connect students to campus and community support services to increase student retention. • EOPS/CARE/CAFYES(NextUp) counselors and staff lead many campus and professional developments activities each year that focus on improving the success rate of EOPS/CARE/CAFYES(NextUp) students, Second Chance, undocumented, ELL and other under-served populations.
<p>Increase the number of students who complete their educational plans and goals</p>	<ul style="list-style-type: none"> • EOPS/CARE/CAFYES(NextUp) Title V requirements ensure that the 3 matriculation requirements for students are met, which are aligned to the Student Success Act: Orientation, Assessment, Educational planning. All EOPS students must have an educational goal and long-term educational plan on file. • EOPS/CARE/CAFYES(NextUp) requires a minimum of 3 contacts with EOPS Counselors every fall and spring semester while enrolled in the program. • EOPS/CARE/CAFYES(NextUp) coordinates services with DRD, CalWORKS, Foster Youth & Kinship, Counseling, Scholarship and Financial Aid on the recommended unit load for students under special circumstances. • EOPS/CARE/CAFYES(NextUp) Counselors regularly engage in cross-training with general Counselors by attending weekly Counseling Dept. meetings and staying current via email Counseling updates. • EOPS/CARE/CAFYES(NextUp) Director serves on committees such as the Priority Registration Task Force, Student Success & Equity Committee, the Budget Advisory

Committee, DCC/IM and HSI Task Force workgroup, PASSS, and Student Services Council.

- Many of the students receiving services from EOPS/CARE/CAFYES(NextUp) are basic skills students. An extensive outreach and Summer Readiness transition program is offered for incoming students to improve their retention and success.

Enhance cultural responsiveness to better serve all student populations with a focus on first generation college students and the increasing Latino/a population

- EOPS/CARE/CAFYES(NextUp) 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 50% part-time EOPS Counselor, the EOPS/CARE/CAFYES(NextUp) Outreach Coordinator, the EOPS Admin. Assistant II, and four (4) EOPS Student Aides.

B. Foster Learning and Academic Excellence by providing effective programs and services

Support and promote teaching excellence across all disciplines

- EOPS/CARE/CAFYES(NextUp) faculty and the Outreach Coordinator provide individual and group consultation services to all District personnel via department-wide or college-wide trainings to increase the college community's skill in providing academic support for DACA, AB540, LGTBQI, Second Chance, Latina/o students and English Language Learner students. DACA, AB540 and other matriculation services are also provided by EOPS at the SRJC Dream Center based on student need (as of May 2015)

Engage students and spark intellectual curiosity in learner-centered environments

- As providers of allied services, EOPS/CARE/CAFYES(NextUp) faculty and staff encourage students to be active learners. EOPS students are taught strategies to attain higher grades, manage their time and family demands, and access tutoring services

	with an aim of full engagement in the college's learner-centered environment.
Integrate academic and student support services across the college and curriculum	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) partners with instructional faculty in the provision of in-class accommodations when necessary or in coordination with DSPS. All EOPS/CARE/CAFYES(NextUp) Summer Readiness and Zero Week classes integrate on campus student support services into the curriculum. EOPS/CARE/CAFYES(NextUp) staff regularly train instructional faculty on best practices for managing the educational environment and supporting Latino/a students and members of other underserved groups.
Identify and implement responsive instructional practices that increase the learning and success of our diverse students	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) staff led a Spring 2017 PDA training on Adverse Childhood Trauma and the consequences in the classroom. Over 45 faculty from diverse backgrounds came and learned to identify behavioral outbursts and how to address these during class activities.
<i>C. Serve our Diverse Communities and strengthen our connections through engagement, collaboration, partnerships, innovation, and leadership</i>	
Identify the educational needs of our changing demographics and develop appropriate and innovative programs and services with a focus on the increasing Latino/a population	<ul style="list-style-type: none"> Our data indicates 31% of SRJC students identify as Hispanic while EOPS/CARE/CAFYES(NextUp) program data shows that 52% of EOPS/CARE/CAFYES(NextUp) students identify as Latino/a. To address this growing trend, EOPS/CARE/CAFYES(NextUp) counts on bilingual staff for outreach and front desk service delivery strategies. Additionally, three out of our five EOPS counselors are bilingual, English-Spanish speakers.
Contribute to the richness of our multicultural community by promoting cultural initiatives that complement academics and encourage the advancement and appreciation of the arts	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) promotes and actively leads, coordinates or participates in such multicultural events like Women's History month, Black History Month, Professional Development Workshops, Latino/a Graduation Ceremony, Indigenous People's Day. Staff serve on committees such as UMOJA, Second Chance, and the Latino Faculty & Staff Association, among others.
Meet the lifelong educational and career needs of our communities (e.g. seniors, emerging populations, veterans, re-entry students)	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) addresses lifelong educational needs through 1:1 educational planning-counseling with students, instructional programming, including the popular Summer Readiness program for local, incoming high school graduates.
Provide relevant career and technical education that meets the needs of the region and sustains economic vitality	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) collaborates with community partners to provide the annual EOPS Career Fair in April.

D. Improve Facilities and Technology Provide, enhance, integrate, and continuously improve facilities and technology to support learning and innovation

<p>Incorporate best practices and innovations for facilities and technologies in order to enhance learning and working environments</p>	<ul style="list-style-type: none"> • EOPS/CARE/CAFYES(NextUp) is in alignment with the college’s standard for use of facilities and technology to facilitate delivery of services and increase workplace effectiveness. • EOPS/CARE/CAFYES(NextUp) uses technology to propel data-driven decisions. Multiple data sources are utilized such as MIS, SARS, SIS and general District-wide data sources.
<p>Improve and sustain infrastructure, facilities, and technology to proactively support our diverse learning community</p>	<ul style="list-style-type: none"> • EOPS/CARE/CAFYES(NextUp) relocated its services and programs on the Santa Rosa campus to Bertolini Hall in 2009-2010. This centralized presence not only increases EOPS/CARE/CAFYES(NextUp) accessibility, but also increases the visibility of services to the entire college population. In addition, EOPS/CARE/CAFYES(NextUp) uses an office within the Counseling Dept. of the Petaluma SRJC campus under the support of the Dean of Student Services, with an aim to increase the number of Petaluma students enrolled in EOPS/CARE/CAFYES(NextUp).
<p>Increase District-wide coordination and collaboration to improve facilities and technology access, efficiency, and effectiveness</p>	<ul style="list-style-type: none"> • EOPS/CARE/CAFYES(NextUp) ongoing improvements to offer centralized student support services has resulted in District-wide discussion and planning about our students’ particular needs, particularly Latino/a and ELL.
<p>Provide effective facilities and technology technical training for all employees to ensure operational effectiveness</p>	<ul style="list-style-type: none"> • EOPS/CARE/CAFYES(NextUp) administration and staff take advantage of technology training opportunities by the college. In addition, EOPS/CARE/CAFYES(NextUp) regularly conducts in-house assessments to stay current in available SRJC IT tools, equipment or programs.

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

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

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

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

Foster an environment focused on collegiality and mutual respect in regards to cultural and individual perspectives	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) administration, faculty and staff demonstrate respectful and collegial relationships with students and colleagues.
Recruit and hire outstanding faculty and staff and implement an exemplary Professional Development Program for all employees	<ul style="list-style-type: none"> All EOPS/CARE/CAFYES(NextUp) faculty and staff demonstrate areas of expertise and extensive experience in supporting people from disadvantaged backgrounds and first generation college students. EOPS/CARE/CAFYES(NextUp) faculty and staff regularly lead Professional Development Trainings on serving diverse student populations, especially Latina/o students. EOPS/CARE/CAFYES(NextUp) faculty also contribute through 1:1 consultation with faculty, staff, and administration on subjects like DACA, AB540 and ELL Outreach.
Establish robust programs to improve the health and wellness of students and employees	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) faculty routinely discuss health and wellness-maintaining behaviors with their students as part of providing counseling services. EOPS/CARE/CAFYES(NextUp) faculty regularly serve on the Health Services Advisory Committee for Student Health Services and actively refer students to SHS services. CAFYES(NextUp) contracts with Student Health Services to provide individual therapy on a weekly basis for students in the program.
Increase safety planning, awareness and overall emergency preparedness	<ul style="list-style-type: none"> EOPS/CARE is fully engaged in the planning process for emergency and disaster preparedness. In addition, EOPS/CARE/CAFYES(NextUp) has identified Safety Area Leaders for Bertolini Hall, 2nd floor.

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

Increase the amount of discretionary, unrestricted general fund local revenue	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) prudently manages categorical funds from the Chancellor's office for services delivered, reducing the burden of cost to the District.
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Increase and maintain the District reserves above the state requirements	N/A
Pursue alternative funding sources including grants, partnerships, and scholarships to support our diverse communities and students	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) has expanded support and educational services for students through the EOPS Scholarship program and the EOPS-Student Equity grant to supplement the value of the EOPS Book voucher and provide minimal support towards other educational materials students may need.
Manage enrollment and course offerings to maximize apportionment funding	<ul style="list-style-type: none"> The EOPS/CARE/CAFYES(NextUp) faculty, in collaboration with the curriculum committee, the faculty and administration, actively contributes to updating courses related to the EOPS Summer Readiness program, i.e. Counseling 390.
<i>H. Improve Institutional Effectiveness</i> 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/CAFYES(NextUp) actively participates in college wide continuous improvement efforts. EOPS/CARE staff serve on the Strategic Planning Task Force, Student Services Council, HSI Task Force, LFSA, Basic Skills Institute, Budget Advisory and numerous other committees. Within EOPS/CARE/CAFYES(NextUp), we have identified and implemented a continuous cycle of assessment for program and course Student Learning Outcomes. In addition, the EOPS/CARE/CAFYES(NextUp) faculty, staff and administration meet weekly to enhance communication, streamline processes to meet students' needs, as well as to educate and train staff.
Enhance internal and external communication systems to ensure effectiveness	<ul style="list-style-type: none"> EOPS/CARE/CAFYES(NextUp) builds internal and external partnerships, student support and communication forums through the regular, biannual EOPS Advisory Committee meeting event.

1.1c Description

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

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

5) Educationally Disadvantaged

EOPS eligible students are provided with the following services:

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

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

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

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

- 1) Have been a current or former foster youth in California on or after 16th birthday and be under 26 at the beginning of the school year.
- 2) Enrolled in at least 9 units at the time of acceptance into the program
- 3) Exempted from the 70 unit/ 6 semester cap

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

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

1.1d Hours of Office Operation and Service by Location

The EOPS/CARE/CAFYES(NextUp) Office is located on the second floor of the Bertolini Student Services Center at the SRJC campus. The office is open Monday, Tuesday, and Thursday from 8am to 5pm. Wednesday 8am to 7pm and Friday 8am to 3pm to match the counseling department's hours of service (Monday through Thursday in Summer). 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/CAFYES(NextUp) 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 30% of this counselor's time and due to the increase in EOPS/CARE/CAFYES(NextUp) students in Petaluma, the percentage will likely increase in the 2017/2018 academic year. The CARE Coordinator holds office hours in the Petaluma Counseling dept. on Mondays, from 1pm to 5pm. The CAFYES(NextUp) Coordinator provides services every Wednesday from 1pm to 5pm in the same office. Other EOPS services, like emergency loans, book & supplies loans, book vouchers and non-counseling referrals are available at the Petaluma campus via the EOPS Counselor.

1.2 Program/Unit Context and Environmental Scan

2.1a Budget Needs

Effective Budget Allocation

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

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

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

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

Comparison to District-Wide Range

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

Comparisons to district averages are not relevant to the expenditures of EOPS/CARE/CAFYES (NextUp) categorical funds. For 2017-18, the total EOPS allocation was \$866,915, the CARE allocation was \$81,747 and the CAFYES (NextUp) allocation was \$724,105. {**the CAFYES (NextUp) Program received additional funding to support the foster youth population after the 2017 Sonoma County wild fires} The total categorical funding to serve EOPS/CARE/CAFYES (NextUp) students for 2017-18 adds to \$1,672,767.

The District Contribution to EOPS in 2017-18 was \$268,446.

Additional Funds 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 2017-18. The CAFYES (NextUp) funding may decrease as the state has given funding to start the program, but will adjust the funding depending on the number of students served in the same way that EOPS/CARE funds are allocated.

Following is a "bare bones" list of the support needed:

- a. Increase the value of the EOPS Book Voucher to \$500/year;
- b. Additional funding to create a transfer program that allows EOPS/CARE/CAFYES (NextUp) students to visit universities in southern California.

All members of the EOPS staff are serving students "over and above" with categorical funding received in 2017-18 and prior years. It is anticipated that the total number of EOPS students served during the AY2018-19 will be near 755. To maintain services for 755 students per year, then the program may need additional funding for Counseling during the regular academic year, an increase in the allocation for book services and grants, and funding for adjunct counseling hours.

2.1b Budget Requests

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

Position	Hr/Wk	Mo/Yr	Job Duties
EOPS/CARE/CAFYES Outreach Coordinator	40.00	12.00	The EOPS Outreach Coordinator (100%) provides outreach services to potential EOPS/CARE/CAFYES (NextUp) 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 two (2) student assistants.
CARE Coordinator	16.00	12.00	The CARE Coordinator (100%) determines CARE eligibility, provides CARE services for students, and 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.
POSITION IS IN THE HIRING PROCESS: EOPS/CARE/NextU	40.00	12.00	Assists in the implementation of the CAFYES program; provides guidance to and advocates for students; performs administrative duties and customer service; assists CAFYES students who are pursuing their educational goals; assists CAFYES Coordinator with all forms of outreach to eligible students.

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/CAFYES (NextUp).
Coordinator CAFYES(NextUp)	40.00	12.00	Oversees the outreach and coordination of services for CAFYES (NextUp) eligible students. Participates in committees within the college and in the community at-large. Attends trainings at the state and regional level to be up-to-date on laws and legislation related to job duties.
Student Success Specialist, Bear Cub Scholars	40.00	12.00	Coordinates the daily support activities and operations of the Bear Cub Scholars program in order to support students who identify as former foster youth; provides student follow-up services; organizes and compiles reports related to the success of students identifying as former foster youth.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
EOPS/CARE/CAFYES(NextUp) Director	40.00	12.00	The EOPS/CARE/CAFYES(NextUp) Director (100%) provides administrative leadership for the EOPS, CARE and CAFYES(NextUp) programs including program oversight, budgeting, staff supervision, and state reporting for both the Santa Rosa and Petaluma campuses. The EOPS/CARE/CAFYES(NextUp) performs EOPS Exit interviews and Emergency Loan services. The Director actively participates in state wide advocacy of EOPS, CARE and CAFYES(NextUp) categorical funding, program integrity and serves on several committees, in and outside of campus. The Director initiates agreements with other campus programs and community agencies to establish "above and beyond" services for all EOPS/CARE/CAFYES(NextUp) 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 (2)	20.00	12.00	Two EOPS Student Aides provide support to EOPS/CARE/CAFYES Outreach Coordinator
EOPS Student Assistant (1)	20.00	12.00	One EOPS Student Assistant provides clerical support at the Petaluma Counseling Office.
EOPS Student Assistants (3)	20.00	12.00	Three EOPS Student Assistants provide clerical and reception services for the EOPS/CARE/CAFYES programs at the Santa Rosa campus.
CAFYES(NextUp) STNC	25.00	12.00	Collaborates with the CAFYES(NextUp) Coordinator to develop outreach tools and communicate with CAFYES(NextUp) eligible students in accessing services within SRJC and in the community.

2.2d Adequacy and Effectiveness of Staffing

Comparison to District-Wide Range

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

Adequacy of Staffing

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

Effectiveness of Current Staffing

Providing EOPS, CARE and CAFYES (NextUp) services with one Director, 2.0 Counselors and 6 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 three 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 750 or so students who are receiving services this year. Everyone on staff is stretched to the maximum.

The EOPS reception desk at the Santa Rosa campus is currently staffed by up to four student aides, who greet the public, answer phones, and make counseling appointments. Two of these students are bilingual in Spanish and English. 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.

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

We have a Counselor position that is currently on hold; however, we have recently been able to hire a Bi-lingual Counselor to fill a position vacated through retirement. The program is funding four adjunct counselors on both the Santa Rosa and the Petaluma campuses to meet the needs of students. This is not optimal and the hiring of the second counselor is imperative to the success of our students. EOPS/CARE/CAFYES (NextUp) continues to partially fund counselors to help support this growing number of qualified participants of our program.

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

The one full-time and four part-time EOPS counselors are providing all the counseling services to Santa Rosa and Petaluma students; a regular full-time Petaluma Counselor has agreed to dedicate 50% of weekly hours to attend full-time Petaluma EOPS students, along with providing EOPS orientations, book vouchers and emergency loans.

What impact does this have on your program/unit?

The biggest impact or problems we're experiencing this year are a backup of students being able to see a counselor in a timely manner. We have lost student participants because of the long wait times.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
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2.3a Current Contract Faculty Positions

Position	Description
EOPS Counselor (100%) At the Santa Rosa Campus	POSITION FILLED IN SPRING 2019: 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	POSITION IS CURRENTLY VACANT AS OF FALL 2018: 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.
EOPS Counselor (20%) At the Santa Rosa Campus	The counselor in this position speaks Spanish and meets all the educational and experiential qualifications in Title 5 for all EOPS counselors. The salary and benefits of this position are paid 50% from EOPS categorical funds.
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 categorical funds.
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.
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.
EOPS Counselor (10%) At the Petaluma campus	The counselor in this position meets the requirements to provide Title V EOPS students. The salary and benefits of this position are being paid 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

none at this time.

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

EOPS Faculty Recruitment

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

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

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

Adjunct Pool Interviews

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

Release Time, Sabbaticals, and or Medical Leaves

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

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	01	02	EOPS Summer Counseling (200 hrs)	Improve retention rate of continuing EOPS/CARE/CAFYES students between spring and fall terms

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

none at this time.

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 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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2.5a 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

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**

Race/Ethnicity

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**

Primary Language

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 – 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 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

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 cited 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	

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
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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, 2017 to June 30, 2020	The state has restored most of the funding available prior to the years 2009-2010. EOPS/CARE/CAFYES(NextUp) numbers continue to increase and the Director will continue to advocate for the right formula to always be able to provide the highest quality services to students in the 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, 2017 to June 30, 2019	Our Administrative Assistant II is on modified duty which means she is working only 50% of the time. Having a full-time receptionist would ease the stress on the director and the CARE coordinator from supervising the front desk. An STNC position is not ideal as having someone new on-and-off is a problem for our student aides, staff, and EOPS/CARE/CAFYES (NextUp) students.
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, 2017 to June 30, 2020	Time and technical assistance from Information Technology staff. Working directly with one staff member in IT has allowed the department to make changes necessary in an appropriate manner. We need to continue to have someone dedicated to do this work.
0004	ALL	01	01	Student Retention: EOPS Summer Readiness program	Develop a model of classes and cohort team and esteem-building activities as a summer bridge program for prospective high school EOPS students enrolling at SRJC in the fall term	July 1, 2017 to June 30, 2020	EOPS/CARE/CAFYES(NextUp) staff and counselors will continue discussions on a monthly basis on how we will be able to adjust the Summer Readiness program to continue and be successful in assisting first generation students with their transition into SRJC. The shift on behalf of the district may affect enrollment into Summer Readiness and different ideas are being discussed on how to make the adjustment.
0005	ALL	01	02	Increase the number of Counseling Hrs. supporting EOPS/CARE/CAFYES students	As demand for EOPS services increases, EOPS needs to maintain the ratio of EOPS Counselors to number of students at 1/200	July 1, 2017 to June 30, 2020	The EOPS/CARE/CAFYES(NextUp) have determine that in order to maintain the right services for students that reflect above and beyond, there is a need for a third full time counselor in the Santa Rosa Campus office while increasing from 30% to 40% the time for the Petaluma counselor. Adjustments need to be made to accomodate for these changes as EOPS numbers increase past 713.
0006	ALL	03	02	Design new Outreach Strategies for EOPS/CARE/CAFYES	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, 2017 to June 30, 2020	The EOPS Outreach Coordinator will collaborate with the CAFYES(NextUp) Coordinator to develop new outreach strategies that will be shared with the ELL Outreach Team in order to increase resources to the most needed populations.

0007	ALL	03	02	Goal 6.1 Outreach strategies for CARE	To grow the number of CARE students served, we need new "inreach" strategies through campus CalWORKS program to identify CARE eligible students	July 1, 2017 to June 30, 2020	CARE Coordinator will continue to work closely with CalWORKS Director and County personnel to identify eligible CARE students and expedite their enrollment. The number of CARE students has not improved in the last year and it is important to note that the number of CalWORKS eligible students has also dropped in the last couple years. The CARE Coordinator will continue to collaborate with colleagues in order to make services available for eligible students.
0008	ALL	01	02	Implementation of new EOPS CAFYES program	To hire all staff approved under this new program funding, including filling a new position, EOPS Coordinator, Foster youth Educational support. Program goals include the enrollment of 50 eligible (verifiable) CAFYES students within 3 years, demonstrate progressive retention of 20-25% among these students, with 40% of them meeting/completing their academic goal within 4 years.	January 2016- June 30, 2020	The Coordinator was hired in fall 2016 and has increased the number of students now in the program. An MOU has been created to provide individual therapy and group sessions for CAFYES(NextUp) students. In fall 2017 there will be a half-time counselor dedicated to the needs "over and above" those provided by EOPS. An STNC position was created to assist the Coordinator with outreach and in-reach to increase the number of eligible students.

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	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, 2017 to June 30, 2020	The state has restored most of the funding available prior to the years 2009-2010. EOPS/CARE/CAFYES(NextUp) numbers continue to increase and the Director will continue to advocate for the right formula to always be able to provide the highest quality services to students in the 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, 2017 to June 30, 2019	Our Administrative Assistant II is on modified duty which means she is working only 50% of the time. Having a full-time receptionist would ease the stress on the director and the CARE coordinator from supervising the front desk. An STNC position is not ideal as having someone new on-and-off is a problem for our student aides, staff, and EOPS/CARE/CAFYES (NextUp) students.
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, 2017 to June 30, 2020	Time and technical assistance from Information Technology staff. Working directly with one staff member in IT has allowed the department to make changes necessary in an appropriate manner. We need to continue to have someone dedicated to do this work.
0004	ALL	01	01	Student Retention: EOPS Summer Readiness program	Develop a model of classes and cohort team and esteem-building activities as a summer bridge program for prospective high school EOPS students enrolling at SRJC in the fall term	July 1, 2017 to June 30, 2020	EOPS/CARE/CAFYES(NextUp) staff and counselors will continue discussions on a monthly basis on how we will be able to adjust the Summer Readiness program to continue and be successful in assisting first generation students with their transition into SRJC. The shift on behalf of the district may affect enrollment into Summer Readiness and different ideas are being discussed on how to make the adjustment.
0005	ALL	01	02	Increase the number of Counseling Hrs. supporting EOPS/CARE/CAFYES students	As demand for EOPS services increases, EOPS needs to maintain the ratio of EOPS Counselors to number of students at 1/200	July 1, 2017 to June 30, 2020	The EOPS/CARE/CAFYES(NextUp) have determine that in order to maintain the right services for students that reflect above and beyond, there is a need for a third full time counselor in the Santa Rosa Campus office while increasing from 30% to 40% the time for the Petaluma counselor. Adjustments need to be made to accomodate for these changes as EOPS numbers increase past 713.

0006	ALL	03	02	Design new Outreach Strategies for EOPS/CARE/CAFYES	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, 2017 to June 30, 2020	The EOPS Outreach Coordinator will collaborate with the CAFYES(NextUp) Coordinator to develop new outreach strategies that will be shared with the ELL Outreach Team in order to increase resources to the most needed populations.
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