

## 2019-20 EOPS/CARE/CalWorks Annual Program Plan

### I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

#### **Narrative**

The purpose of Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE) and California Work Opportunities and Responsibility to Kids (CalWORKs) is to provide students from educationally and economically disadvantaged backgrounds with access to higher education.

The goal of EOPS/CARE and CalWORKs is to increase enrollment, retention and transfer-readiness, and to facilitate the successful completion of students' academic, personal, and careers goals.

**I.B. Program Planning Team**

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

**Narrative**

- Melanie Espinueva+Aure, EOPS Counselor/Faculty Coordinator
- Sharon Quach, CARE/CalWORKs/GSP Program Services Coordinator
- Imelda Hermosillo, EOPS and CalWORKs Counselor
- Suzanne Poma, EOPS Counselor
- Rocio Aguilar-Pedroza, Adjunct EOPS/CARE and CalWORKs Counselor
- Guillermo Alonzo, Office Assistant II
- Jose Milan, Detailed CARE/CW/GSP Retention Specialist
- Danica Solon, Student Ambassador
- Mario Acuña, Student Ambassador

## **II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities**

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

### **Narrative**

#### **Progress made on previously established program objectives**

#### **Goal #1: Be a model EOPS/CARE and CalWORKS Program across the state**

#### **Objectives –**

**Training and Professional Development** - The EOPS/CARE and CalWORKS counselor/coordinator and program services coordinator attend state level and regional program training meetings as available and allowed to stay informed of current legislation and guidelines. Two staff/faculty members are currently pursuing graduate and doctoral degrees to further their professional development in student services. Office assistant and counselors have attended various student service and counselor trainings and FLEX days to stay abreast of best practices within the field of counseling and student services. All counselors have undergone Zoom.us training in order to provide online counseling and work remotely during the Shelter-In-Place (SIP) mandates. Staff have also transitioned to operating online and remotely due to SIP. Best practices of the Skyline College EOPS/CARE/CalWORKs team have been shared region wide to contribute in supporting our counterpart programs in other California Community Colleges within the region.

Counselors attended bi-monthly Division trainings and have moved to weekly online division meetings. Staff meetings occurred on a monthly basis and have moved to weekly online meetings during SIP. Staff are also involved with student service committees such as Student Services leadership, explorers counseling, Promise Scholars counseling, Meta-Majors, Guided Pathways Success Teams, Professional Development, Transfer support for TAG process, CalWORKs district and county meetings, and Foster Youth Liaison meetings.

**Student Tracking:** The current procedures are viable and effective. The EOPS Staff and faculty, including the Office Assistant, Counselors and Coordinators, work to ensure timely and accurate reporting for a myriad of program implementation tasks/functions.

Key tasks include:

- Data entry for MIS term reporting (heavily supported by coordinators and office assistant)

- Preparation for internal audits of student files to ensure compliance with Title 5 regulations (staff and faculty training at team meetings)
- Student participation monitoring (supported by Office Assistant and student ambassadors)
- Ongoing counseling appointment attendance
- Track student persistence from term to term
- Ensure that CalWORKS students maintain good standing with their county office liaison

**Evaluation, Assessment and Development:** Faculty and staff review and discuss how to streamline the delivery of services and work to identify needed updates to processes, especially considering transition to all online format. The Counselor/Coordinator has not met regularly with the staff from PRIE to review EOPS student persistence, retention and success rates within this past year - recommendation to reinstate regular meetings with PRIE. Goals, objectives and progress implementation are discussed in team meetings.

**Goal #2: Increase number of unduplicated EOPS/CARE and CalWORKS served by 5% each year.**

#### **Objectives -**

**Outreach:** To increase visibility at Skyline College and the larger community, program staff and student ambassadors collaborated with other student services programs throughout the Fall 2019 and first half of the Spring 2020 semesters. An emphasis this year was on newly designed outreach material distributed at campus-wide events such as Transfer Day, Student Success Conference, Rock The School Bells, Outreach events, Summer Transfer & Leadership Program, DREAM Center, Guardian Scholars Program office and Promise Scholars Program events. With the transition to online format during SIP, the programs work closely with Outreach office, HS Liaison program, Promise Scholars Program, Guardian Scholars Program, TRiO, and will identify further potentially eligible students through collaborations with Veterans Center, SparkPoint, Financial Aid, and Learning Communities.

Student Ambassadors previously conducted a series of informational classroom visits to tell students how to join EOPS in basic skills and ESOL courses. Program staff intend to continue classroom visits in upcoming semesters.

EOPS collaborated with the team of Student Equity Programs - Guardian Scholars, DRC, Veterans - to re-establish "Lunch and Learn" workshops for Spring 2020. These workshops did not continue due to COVID-19 disruption. Open to all Skyline students, the workshop topics were to focus on building student success skills - program looks to re-establish these workshops again in Fall 2020.

Partnerships with campus faculty, staff, programs and departments are strong. Since the program inception, EOPS has been an integral part of the campus community. With the implementation of the College Re-Design and Promise Scholars, EOPS is redefining the way the program interfaces with instructional programs and general counseling service programs.

**Recruitment:** The program staff continued the tracking and follow-up procedures established in the previous year to monitor applications and student participation in services. Staff continues to work closely with the Office of Financial Aid and the College Bookstore to efficiently prepare and deliver student financial services and the acquisition of required textbooks. In light of COVID-19, new processes are being identified to continue seamless support for students.

To develop a strong referral process for on-campus and off-campus partners, EOPS will meet with stakeholders to discuss how best to partner in support of students. EOPS will connect with local high schools, adult schools and key community organizations.

A diverse delivery format of program orientation meets the needs of students' schedules and preferences. Online, in-person group and one-on-one orientations are available.

The EOPS, EOPS/CARE, CalWORKs office receives regular ARGOS reports from Financial Aid of potentially eligible program students based on BOGG A/B/C eligibility. EOPS/CARE/CalWORKs coordinators then send an outreach email to students with intentional recruitment messaging inviting students to apply.

: The continuous process of building and re-creating a sense of community is the underpinning of EOPS values and practice. Students are attracted to the program for the many services and learn, during their program participation, to build student success strategies, develop networks, and achieve their goals within a context of support, interdependence and a commitment **Retention** to self-care and grit.

EOPS continues to deliver high-quality, wrap-around and over-and-above support services to students. Identified as the "gold-standard" of best practices since the program inception, EOPS staff is rolling out its implementation of a case management model for students. One of the intended outcomes of this model will be the development of a referral and intervention procedure system for students experiencing challenges that may negatively affect their retention and goal completion.

MIS data reported the following unduplicated count of student's served:

Fall 2018 = 285

Spring 2019 = 389

Fall 2019 = 283

Spring 2020 = 319

The program has experienced a large drop in student program enrollment. This will be elaborated on in reflection portion. Counseling appointment availability has been steady this year, with an experienced dip in student engagement during SIP. The program plans to increase the numbers of students by 5% each year - we were not able to reach this goal this year, but will increase outreach efforts for 2020-2021. A Promise Counselor supports a portion of this year's new EOPS students (about 35 students).

EOPS staff have obtained computer cameras and software to implement online video counseling. Training is ongoing.

## **II.B. Analysis: Program Environment**

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

### **Narrative**

#### **External Changes**

##### **1. *Meta-majors Counseling and Collaboration with Student Success Teams***

As efforts of the campus-wide redesign move forward with establishing Meta Majors Success Teams, it is still uncertain how EOPS/CARE/CalWORKs students will be able to access these services without experiencing counseling fatigue. Efforts to provide input as to how to collaborate or integrate with Success Teams is still in concept phase.

##### **2. *Integration of Promise Scholars Program and EOPS.***

EOPS fully integrated with Promise Scholars Program in 2019-2020. A shared counselor was identified who holds a 1-year grant funded position. The counselor has prior EOPS counseling experience and was able to support EOPS counseling efforts. As a result, core EOPS counselors noticed a drop in counseling demand throughout the year. This would allow for more general (non-Promise) EOPS students to join EOPS. As Promise looks to admit a smaller cohort - a new process for Fall 2020 will be established to identify students not admitted into Promise who are eligible for EOPS.

##### **3. *Potential drop of CARE/CalWORKs numbers District-wide (current)***

There is a trend across all district campuses of decreased EOPS/CARE and CalWORKs numbers – primarily due to eligible families moving out of county due to increased cost of living. Although the benefits are available in the county, the support still does not meet the need of families. We expect this downward trend to continue in the upcoming year.

##### **4. *E-counseling***

EOPS began online counseling and two of four counselors provided this option to students in Fall 2019. In Spring 2020, all counselors were required to offer e-counseling via the Zoom.us platform in order to continue EOPS counseling services remotely. Ongoing training is needed.

##### **5. *COVID-19 Shelter In Place***

Due to COVID-19 Shelter In Place mandate, EOPS/CARE/CalWORKs was required to move all operations to online format with all team members working remotely from their respective homes. This has required extra effort

in transitioning to online format and continued efforts to determine best practices for program operations and student service provision. Efforts are ongoing and expected to continue through Summer 2020 and possibly Fall 2020. It is expected that a number of best practices will surface and be identified as practices to continue with once SIP has ended and operations return to campus.

## **Internal Changes**

### **1. Staff changes and shifts:**

EOPS, EOPS-CARE, and CalWORKs has experienced a number of staff changes and instability over the past year such as:

#### *EOPS Counselor/Faculty Coordinator*

This year our programs experienced a shift in EOPS counselor/coordinator roles. The permanent counselor/faculty coordinator was on leave for three months resulting in the shift of responsibilities to two other counselors and two classified staff of the program. Assignments were adjusted to accommodate the need, and roles shifted back upon the counselor/coordinator's return.

#### *EOPS/CARE and CalWORKs Program Services Coordinator (PSC)*

The permanent PSC for CARE/CalWORKs/Guardian Scholars Program was filled at the beginning of June 2019. This is the first full year of the new PSC in this position - focus this year was on orienting, processes training, and professional development for this position.

#### *CARE/CalWORKs Counselor*

The previous adjunct CARE/CalWORKs counselor who served in the position for 2.5 years left for a full-time counseling position in Peralta Community College District. A new adjunct counselor started with our program in January of 2020 and will continue with our programs in 2020-2021.

#### *CARE/CalWORKs/Guardian Scholars Retention Specialist*

The CARE/CW/GSP Retention Specialist position became vacant in June 2019. It was filled as a detailed position in January 2020. The position will continue to be detailed through May 2020, and it will later be determined if the search can continue to fill a permanent position.



### *EOPS Student Ambassadors*

Three of four student ambassadors transferred out at end of Spring 2019. One continued, but had to end employment mid-Fall2019 semester. Two new student ambassadors were hired, but at a time where the program no longer had past ambassadors to support training. More intentional training by staff/faculty will be required for current and future ambassadors. Current SIP mandate has required our team to be creative in identifying out-of-office tasks and duties for ambassadors while working remotely.

### *Shared Counselors*

A new shared EOPS/TRiO/Promise counselor was hired at start of Fall 2019. This position is grant funded for one year - it is uncertain if/how this position will continue for 2020-2021.

## **2. Program Changes**

### *Counseling approach*

The EOPS, EOPS/CARE, and CalWORKs is implementing caseloads in an effort to support student retention. Counseling is currently conducted remotely - online, email, and/or phone per student's preference - due to SIP mandate.

### *Student Ambassadors*

EOPS student ambassadors previously took on more programmatic lead roles such as classroom presentations, orientation facilitation, event planning, front desk support, as well as undergoing student leadership trainings. Training of student ambassadors will be a focus of next year to identify best practices and staff/faculty leads for the student ambassador trainings. Roles and responsibilities for ambassadors will continue to be identified as we continue working remotely during SIP. Currently they are unable to support file maintenance, and are supporting more social media presence, outreach efforts, and communication for retention efforts.

### *Recruitment and Outreach*

In light of COVID-19, student files will need to be kept electronically. A system for file maintenance and security will need to be identified. Stronger partnerships will also need to be identified for outreach efforts due to current SIP mandate.

**II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)**

- 1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- 2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

**Narrative**

Active PSLO (Fall 2019-Spring 2020):

**PSLO1: Persistence**

**80% of eligible EOPS/CARE students will show the initiative and determination to persist from one semester to the beginning of the next semester.**

Method of Measurement: MIS manual tracking and PRIE data report.

Manual tracking of the Fall 2019 MIS data includes 226 enrolled program participants. In the Spring 2020, 37 of the 226 students did not enroll. The 84 % retention rate indicates that the PSLO was achieved.

Data from PRIE yields slightly different results.

	<b>Headcount</b>	<b># Persisted to the next term</b>	<b>Persistence Rate</b>
<b>FA 2019</b>	<b>234</b>	<b>201 (enrolled in SP 2020)</b>	<b>85.9%</b>

The program staff will continue to work with PRIE to align outcome data.

Some of the 37 students who did not enroll in Spring 2020 achieved their academic goals. Other reasons for not continuing include a range of factors and warrant continuous early intervention. Among the factors for withdrawal from college studies include academic challenges, economic need, personal/psychological challenges and currently COVID – 19.

### III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

#### **Narrative**

#### **Key Findings/Conclusions**

##### *Progress Achieved:*

The EOPS team has done well to work toward being a model EOPS, EOPS/CARE, and CalWORKs program. The staff and faculty regularly attend regional meetings and statewide trainings, participate in various professional development activities on and off campus, and work collaboratively with other student services and community agencies to identify best practices in serving EOPS/CARE/CalWORKs students. Some examples of being a model program is being one of the first EOPS programs to integrate with the Promise Scholars Program and integrate with College redesign efforts of Guided Pathways Success Teams. Our program is also directly tied into our Guardian Scholars Program to support foster youth without being a CAFYES grant supported college.

The team is constantly working to track and maintain student records (contract requirements, student data, student files and county records) for program efficiency and identification of student support needs. Bi-weekly meetings and now weekly virtual team check-ins allow for team discussions revolving around program updates, concerns, and action plans for improved program effectiveness and service provision. It would benefit the program for the program staff and faculty to have a team retreat prior to start of Fall 2020 semester to review program objectives and goals.

Outreach, recruitment, and retention efforts will need to be a priority in light of COVID-19 in order to reach our goal of growing by 5% in the upcoming year. Staff changes/shifts and Shelter-In-Place/COVID-19 have negatively impacted focus on outreach efforts, especially in Spring 2020. Outreach and recruitment efforts are underway for the upcoming academic year, but have been forced to an online format resulting in need to change operations and strategies. Continued integration with Promise Scholars Program will support incoming Fall 2020 cohort, and efforts to work collaboratively with TRiO, Veterans Center, Financial Aid, DREAM Center/SparkPoint, Outreach and other students services should also be a focus.

There are continued drops district and region wide in CalWORKs enrollment (based on regional discussions – factors include cost of living in Bay Area resulting in students moving out of area). EOPS experienced a huge decrease in unduplicated number of students served, from 389 in 2018-2019 to 319 in 2019-

2020. Contributing factors: staff changes/shifts and COVID-19 Shelter-In-Place mandate as noted above regarding outreach efforts. Another possible contributing factor is overall student enrollment for the college has been on a general decline in the past 5 years (info obtained from PRIE Skyline College APR).

*Program Environment:*

EOPS/CARE/CalWORKs has been impacted by many external and internal factors within the current academic year – including but not limited to staffing changes/shifts, college wide redesign efforts, and COVID-19. These changes have had and/or will have implications for EOPS recruitment and retention efforts, standards of operation, and will require more staff/faculty stability along with ongoing staff/faculty professional development. EOPS/CARE/CalWORKs will need to work more intentionally with other campus student services, community organizations, and district-wide counterparts in order to strengthen its support net for students, especially in current times of uncertainty.

Operational review and identified need for change will allow for further program development and student accessibility as EOPS/CARE/CalWORKs focuses on being more student-ready (via e-counseling, student ambassador leadership, etc.) in efforts to continue the program's over-and-above service provision and impact the institution's efforts of supporting students to Get In, Get Through, and Get Out on time.

*PSLOs:*

EOPS/CARE are currently meeting the active PSLO of having 80% of eligible EOPS/CARE students will show the initiative and determination to persist from one semester to the beginning of the next semester.

While most students are demonstrating true grit in navigating the transition to online learning, we cannot underestimate the need to help them learn in new ways. The program must explore ways and the capacity to support instructional faculty to help students acquire technological competence. There simply isn't enough time in class to cover both discipline content and the nuts and bolts of online learning. Since the quarantine in mid-March, students, in counseling meetings, overwhelmingly report difficulty understanding how to learn online.

Additional salient factors to support student retention include the imperative to identify funding for increased tutoring to support academic challenges and connection to paid internships/campus work study to address the economic needs of this student group. Even with federal and state student financial aid, EOPS/CARE students must work more hours than non-EOPS/CARE students. This economic reality will persist, likely increase, in our current economic crisis.

EOPS/CARE participation rates, like the overall College enrollment, have been lower in the past two years. Unlike the last economic crisis from a decade ago, which resulted in an increase in student enrollment, the current economic slow down will have a decidedly disproportionate impact on the most economically vulnerable members of our communities. Students will need to work and feed their families before they take on the challenges of higher education. Program staff will need to continue working with campus and community partnerships to recruit and retain students.

### **III.B. Reflection: ISLOs**

If your program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

#### **Narrative**

EOPS, EOPS-CARE, and CalWORKs programs did not participate in assessment of ISLOs this year.

#### **IV.A. Strategy for Program Enhancement: Continuation/Modification**

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

##### **Narrative**

EOPS/CARE will continue implementing the strategy set in the last CPR with goals of being a model EOPS/CARE/CalWORKs program that is student-ready, and work on steady growth of 5% each year. Continued professional development and staff/faculty stability will be a focus. EOPS/CARE/CalWORKs will continue collaborative efforts with campus and community resources and identify strategies to efficiently support student success.

EOPS/CARE modification - will continue to advocate for consideration in college redesign efforts including identifying processes for EOPS students to access Meta Majors Success Teams, Promise Scholars Program, and future initiatives and components of redesign.

CalWORKs - will continue to increase focus of career development services/referrals: The CalWORKs coordinator and counselor will work with Skyline College resources, community and county agencies to secure more career readiness opportunities. Opportunities can include job search assistance, resume and cover letter review, information informational interviews and job shadowing. Administrative support in coordination efforts between Skyline College Career Center, SparkPoint, Workforce Development and CalWORKS.

#### **IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests**

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals. Need help? Contact the PRIE Office for further instructions.

#### **Narrative**

##### **Associated Objectives**

[1153-Outreach and Recruitment](#)

[1152-Professional Development - Team Planning Retreats](#)

[1154-Program Operations - 'Over and Above and In Addition to' Services](#)

##### **Enhanced Budget with Objectives and Task Detail**

[EOPS/CARE/CalWorks Enhanced Budget with Objectives and Task Detail](#)