

COASTLINE COLLEGE

2018-2019

Annual Department Review

Categorical Programs
(CalWORKs, EOPS, CARE, NextUp)

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Section 1: Department Planning:

Internal Analysis: CalWORKs

The CalWORKs program staff has conducted outreach to Colette’s Children’s Home to provide information in regards to EOPS, CARE, NextUp and CalWORKs programs. Colette’s Children’s Home is a shelter for homeless single women and homeless mothers with children, and provide them with a safe home and nurturing environment where they obtain compassionate support and services needed to achieve self-sufficiency.

In February of 2018, the department held a food drive for food as well as non-food items at each Coastline campus.

In May of 2018, the College partnered with Orange Coast College and Golden West College for a softball fundraising to collect food items, non-food items and monetary donations.

The Director of EOPS, CARE, NextUp & CalWORKs programs has formalized a relationship with Project Self-Sufficiency and is also a board member. The purpose of Project Self-Sufficiency is to provide support and assist highly motivated low income, single parents with minor children to achieve economic independence through education and personal development. Project Self-Sufficiency is aligned with the CalWORKs and CARE programs and goals

EOPS	2014-15	2015-16	2016-17	2017-18
Headcount	51	56	56	44
Success	66.1%	71.4%	59.3%	57.1%
Retention	81.4%	84.7%	68.8%	69.4%

The data shows an increase in unduplicated headcount over from 2014-15 to 2016-17. The data shows a slight decline in 2017-18. The data shows that students have has a major decline in retention rates which directly impact the success rates. For academic 2018-2019, the CalWORKs program will develop an exit form to capture the reasons and factors as to why the students are no longer participating in the CalWORKs program.

Survey Results: CalWORKs

CalWORKs Participation & Change in Abilities

Of 1,125 respondents, 96.4% **have not participated** in the CalWORKs program, and 3.6% **have participated** in the program. Respondents who indicated that they have participated in the CalWORKs program were asked to indicate their level of agreement with the statements in Table 1.1 as a result of participating in a CalWORKs counseling session.

Table 1.1 *Change in Abilities from CalWORKs Participation*

Answer Options	Agree	Disagree	Respondents
Calculate my 32-hour requirement of education and work study activities	94.4%	5.6%	36
State my career options	91.4%	8.6%	35

Recognize college resources that support student success	88.9%	11.1%	36
Identify program eligibility requirements	88.9%	11.1%	36

The majority of respondents have experienced a **positive change** in their abilities as a result of participating in a CalWORKs counseling session. Specifically, 94.4% agree that they can calculate their 32-hour requirement of education and work-study activities, 91.4% of respondents indicated that they can state their career options, 88.9% can recognize college resources that support student services, and 88.9% can identify program eligibility requirements.

Service Area Outcomes (SAOs): CalWORKs

SAO Table

Service Area Outcomes	Measures and Targets
<p>Students will demonstrate the ability to calculate their mandated hours ranging from 20 – 35 hours per week of participation in the CalWORKs program for education and work-study activities.</p> <p>Demonstrate awareness of resources available both on and off campus.</p> <p>Demonstrate progress toward educational and career goals.</p>	<p>Based on the data in the table above it appears that the CalWORKs students understand how to calculate their hours, are aware of the resources available to them and are making progress towards their education goals.</p>

Internal Analysis: EOPS

The EOPS program almost doubled in size from 215 students in 2015-2016 to 383 students in 2017-2018, refer to table 1.2. The growth in part is due to the online application, utilizing updated new program materials, and conducting program presentations in classrooms and promoting the program at events.

In spring 2018, the department formalized partnerships with Cal-Fresh, Medi-Cal, Soroptimist - Huntington Beach, Project Self-Sufficiency and Second Harvest Food Bank. Cal-Fresh staff is stationed within the department on the first and third Tuesdays mornings to assist students with the Cal-Fresh application. Soroptimist - Huntington Beach has conducted workshops to our students and one of the CalWORKs students has received a scholarship from this partnership.

In January of 2018, the department has developed the Guardian Scholars program for students who do not qualify for the NextUp program due to age eligibility requirements. The purpose of the Guardian Scholars program is to empower current or former foster youth who are at risk of homelessness and assist them reach their personal and academic goals.

In March of 2018, the department has established a food pantry for all Coastline students. This is due to the partnership with Second Harvest Food Bank. The Food Pantry is stored within the EOPS office which

Table 1.2

EOPS	2014-15	2015-16	2016-17	2017-18
Headcount	176	215	403	383

Success	79.1%	77.7%	75.3%	80.1%
Retention	90.3%	89.1%	88.9%	91.1%

The data shows an increase in unduplicated headcount in 2014-15 to 2016-17. The data shows a slight decline in 2017-2018. The program has served 405 unduplicated students and has submitted this data to the District. However, the State Chancellor’s Office only captured 383 on the DataMart. For 2018-2019 academic year, the Interim Director of EOPS, CARE, NextUp & CalWORKs will work closely with the District to ensure accurate data is being reported to the State Chancellor’s Office, as well as double check the data after it has been posted on DataMart at the end of each semester.

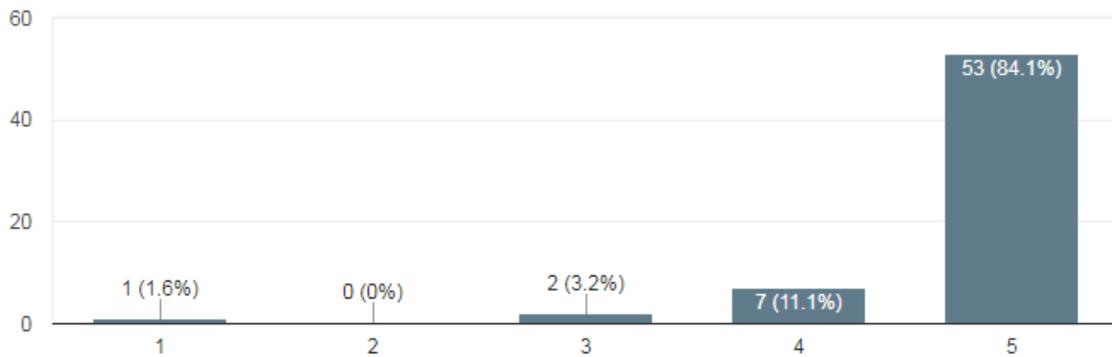
Survey Results: EOPS

Table 1.3.

Overall how would you rate the EOPS Program?



63 responses



Answer Options	N	Strongly Agree/ Agree	Neutral	Disagree/Strongly Disagree
EOPS is helping me achieve my goals.	63	94.4%	0.0%	5.6%
The EOPS staff treats me with respect.	63	98.4%	1.6%	0.0%
The EOPS Counselors treat me with respect.	63	96.8%	1.6%	1.6%
The workshops are helpful. (Please skip this question if you DID NOT attend any workshops)	45	95.6%	4.4%	0.0%
The group counseling sessions were helpful. (Please skip if your first appointment was NOT in the form of a group counseling apt.)	43	88.4%	9.3%	2.3%

Service Area Outcomes (SAOs): EOPS

Service Area Outcomes	Measures and Targets
<p>EOPS students will demonstrate an understanding of the program eligibility requirements.</p> <p>Students will indicate their use and level of satisfaction with EOPS/CARE services</p> <p>Provide accurate data to district data services for MIS upload</p>	<p>All new EOPS students are required to attend an EOPS Orientation. During the orientation we go over all program requirements. Students who cannot attend the in person orientation are required to complete an online orientation. To verify that they understand the requirements, they are required to complete a quiz and score 80% or higher. The students exceeded the requirements by earning a score of 88%.</p> <p>84.1 % of EOPS students reported being “Very Satisfied” with the EOPS program. 11.1 % reported being “Satisfied” and 3.2 % reported feeling “Neutral.” The high rate of students who are either satisfied or very satisfied (95.2% total) demonstrates that EOPS students are content with the services that are offered. (EOPS annual survey)</p> <p>The EOPS staff submits the MIS report to the district data staff member by the deadline set forth.</p>

Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Establish a food pantry for all Coastline students, including EOPS/CARE/NextUp & CalWORKs students.	Completed	The pantry is located in the EOPS office	Students are able to obtain the food and supplies they need.
Increase the quality of the services to EOPS students..	Completed	Hired an adjunct counselor to serve foster youth students.	Provide foster youth students with consistent support and services. By having a dedicated counselor for foster youth, this counselor can attend relevant trainings and thereby be able to train other faculty and staff about approaches that work with foster youth students.

Initiative(s)	Status	Progress Status Description	Outcome(s)
Provide all EOPS services to distance learners using technology. Counseling will be made available through Google hangouts and Cranium Café. Workshops will be available on Canvas and Cranium Cafe. The EOPS online Orientation will be housed in Canvas as well. Students will be encouraged to use Coastline's Online Tutoring. Prospective students will be able to apply and submit their application online.	Completed	Counselors were trained on using Cranium Café. Created a Canvas shell for EOPS. Created and launched an online EOPS orientation.	The department has implemented the use of Cranium Café for fall 2018 semester. Distance learners are able to receive counseling services over the phone and able to complete EOPS orientation.
Enhance the services provided by EOPS. For the past 6 years, EOPS has provided very basic services to EOPS students. Moving forward the EOPS staff aims to provide more workshops, trips to colleges, cultural trips, team building opportunities as well as additional financial support.	Completed	Partnered with Sociology & Human Services Faculty, Psychology Faculty, Outreach Department, Intercultural Resource Center, Career Center, Transfer Center, Financial Aid Office, and Doing Good Works to deliver workshops. Offered workshops in Vietnamese. Created a monthly newsletter.	Increased the number of workshops from 17 to 18 and the attendance from 341 to 345. Students were able to connect with each other and together develop supportive communities.

Response to Program/Department Committee Recommendation(s)

Progress on Recommendations

Recommendation(s)	Status	Response Summary
Communicate/publicize the work each department is doing to the college community to continue to build awareness of the great services provided.	Addressed	Communication regarding the food pantry and work from EOPS was announced via college email, at the Academic Senate, College Council, CMT, and to the Board of Trustees.
Evaluate the impact that stagnation of state-funding has on the different departments and student populations.	Addressed	Make modification to the previous Department Review and obtained funding for projects through Student Equity.

Department Planning and Communication Strategies

The CalWORKs staff does not meet separately since there is only one full-time staff member. Instead, the CalWORKs & EOPS/CARE/NextUp staff meet all together every other week as a team and talk about program goals, important dates and any other pertinent information. However, as needed the CalWORKs Administrative Assistant II meets with the CalWORKs adjunct counselor and Director to go over the workshops that will be offered to CalWORKs students. In addition, the Director of EOPS, CARE, NextUp & CalWORKs meets with the staff individually every other week.

The EOPS staff meets 1-3 times a month to review program goals and go over programmatic information. The department meets more frequently when there are upcoming events. In addition, to meeting at least once a month, the department also holds planning retreats during the fall, spring and summer. During these retreats, the department reviews all the upcoming events and delegated tasks as well as identifying issues or processes that need to be reviewed. In addition, during the summer semester the counselors met once a week as a team in order to streamline all aspects of counseling.

Implications of Change

Student need criteria – Based on the expressed needs of the EOPS student population, and the Satisfaction Survey results, it has been found that the EOPS department is responsive, and continues to work hard to develop and implement truly holistic practices in the delivery of services to students. This statement is further supported by the following information about EOPS events and services:

Counseling C105 EOPS Section

In fall of 2017 the EOPS department was authorized to offer one course section of Counseling C105, Strategies for College Success, at the Westminster (Le-Jao) Center. When EOPS staff and faculty began advertising this course to students as an EOPS section, 36 students successfully registered in the course. The course was presented with an EOPS focus. The existing criteria for Counseling C105 was supplemented with EOPS-related criteria, including providing all students registered in the course with text books loaned to them for the duration of the semester.

Based on the success of this course, EOPS should offer a section of Counseling C105 at least once per academic year. It is recommended that a conversation is had, and plans are established to offer an EOPS Counseling C105 section each semester. Attributes that are different from the traditional offerings of Counseling C105 include the following:

- Orientation for EOPS
- Assistance with Financial Aid questions/concerns
- Textbooks provided to students
- Community Services Presentations (i.e. Orangewood Foundation and Project Self-Sufficiency)
- Provide students enrolled in this section with supplies such as highlighters, agendas, pens/pencils, and binders

Guided Pathways and EOPS Services

Coastline College is participating in the state of California's Guided Pathways development effort. Guided Pathways is an integrated, institution-wide approach to student success. According to Coastline's Guided Pathways model, the goal is "to provide clear, coherent, and structured educational experiences for students. The components of Guided Pathways are designed with the intention to lead each student effectively and efficiently to their stated academic and personal goals." The four components of this model include:

1. Clarifying the path
2. Entering the path
3. Staying on the path
4. Ensuring students are learning

Coastline's EOPS program has developed its services and approach based on guiding state policies, procedures and regulations. In addition, the goals of Guided Pathways have been worked in to the modalities of how services are offered to EOP students, with a particular focus to The Seven Dimensions of Wellness:

- Physical
- Emotional
- Intellectual
- Social
- Spiritual
- Environmental
- Occupational

EOPS at Coastline College continues its efforts of collaborating across College constituency groups to help the institution offer similar services to the general student population. Several members of the EOPS faculty and staff are directly involved with the efforts of our campus' Guided Pathways movement. To further depict how EOPS is already implementing many aspects of the Guided Pathways model, the following contains an outline of the services currently being offered to EOPS students at Coastline College.

Academic Counseling – One of the most important services that the EOPS program provides is Counseling. EOPS counselors assist students in achieving their academic goals by developing a course checklist and viable educational plan. Counseling services can include assessing the skills and needs of each student; clarification of the graduation and transfer process and requirements; explanation of course objectives; monitoring and evaluating student progress; and assisting in completing petitions and certifications with admissions and the Financial Aid Office. Coastline College EOPS students are required to meet with an EOPS counselor three times each fall and spring semester. Next Up students have an additional counseling requirement for each semester. All EOPS counseling faculty are committed to providing exceptional service in order to give students the chance to achieve academic excellence.

Transfer Counseling – EOPS Counselors work closely with EOPS students to plan and prepare students to achieve their stated academic and personal goals. Counselors spend time fine-tuning student educational plans, answering student's questions about applications and fee waivers, and preparing letters of recommendation for transfer and scholarship opportunities. Students are also encouraged to utilize the Transfer Center as well as attend college transfer workshops offered in collaboration with Coastline's Transfer Center Coordinator.

Financial Aid Counseling/assistance – EOPS counselors and specialists work closely with EOPS students to ensure that financial aid packages are completed, submitted and monitored through to disbursement. As a result of having a close working relationship with the Financial Aid office, counselors and specialists are able to work as liaisons between the student and Financial Aid, in order to resolve student issues, complete financial packages and produce disbursements. This can prove particularly challenging when

working with students that have challenges such as Dependency Overrides, Verified Homeless and/or former foster youth that may require additional documentation to process their Financial Aid files.

Personal/Social Counseling and Referrals – EOPS Counselors often counsel students on personal matters and offer resources and referrals to other on and off-campus programs or services which offer information on housing, meal assistance and crisis intervention. The EOPS Program has established a strong relationship and referral line to on-campus offices such as the Office of Special Programs, Second Harvest Food Bank, Intercultural Resource Center (IRC), Veteran’s Center, Career Center, and Military Programs.

EOPS, CARE & Next Up Advisory Committees – All programs under the umbrella of EOPS have Advisory Committees that are comprised of representatives from both our College community, as well as our community partners and allies. This are dedicated groups, that meets regularly and is always interested in identifying the changing needs of our students, and supporting the work of EOPS.

Priority Registration – As has recently been adopted by Title V regulations, Coastline College EOPS students have been and will continue to receive first tier priority enrollment. Priority enrollment enables students to register for classes during the first two days of enrollment along with a select number of special programs, and so ensures that an EOPS student’s educational plan will be followed and completed on time.

School Supplies – All EOPS students receive a ‘Survival Kit’ of supplies upon completion of their first counseling contact and during the EOPS New Student Orientation. This supplies usually consist of the following items: 3-ring binder, 2 pens, 2 pencils, 1 eraser, 1 highlighter, 1 pack of index cards, 2 blue books, 4 Scantron forms, 1 pack of loose-leaf paper, 1 calculator, one book index pack, and a planner.

Cultural and Enrichment Activities – The EOPS department encourages students to attend any of the various cultural and enrichment activities offered on the Coastline campus as well as online each semester. Activities include: job fairs, transfer fairs, Club Rush, Health Fair and a large variety of workshops covering a variety of subjects, all for the development and enrichment of our student population.

Book Voucher– Eligible EOPS students are awarded a Book Voucher beginning one week before the start of each semester. Eligibility is based on students successfully completing program criteria in the prior term. To qualify for the Book Voucher, a student must have made at least three contacts in the previous semester, be in good academic standing, and be registered in the required courses. Book Voucher amounts vary from fiscal year to fiscal year, depending upon funding allocations and student numbers. Book Vouchers are awarded fall and spring semesters, and if funding permits in the summer, in the form of a Book Grant. The amount of the Book Voucher is prorated based on the number of units a student is enrolled in. For example, students must be enrolled in at least 6 units to be Book Voucher eligible.

12 units or more = full Book Voucher amount

9-11.5 units = 75% of Book Voucher amount

6-8.5 units = 50% of Book Voucher amount

Lending Library – All EOPS students are permitted to borrow textbooks each academic term from the EOPS Lending Library, housed in the EOPS office. Loan books may be kept for the duration of the

semester, and returned by the posted last day of the semester. Students will have a hold placed on their records if books are not returned. Book loans are available each semester, as well as intersession and summer.

Tutoring – Coastline’s EOPS Program offers tutoring in a variety of subject areas to its students. Tutoring is one-on-one, and may be accessed in person through the Student Success Centers at each of our campuses, or via Smart Thinking (online) at a time convenient for the student.

Workshops – The EOPS Program offers state-mandated workshops each semester. These workshops offer invaluable academic, transfer and career information and are always a collaborative effort with other on campus departments, community agencies, and public as well as private transfer institutions. Students are also encouraged to attend workshops offered by other departments, such as the IRC, Transfer Center, Career Center, and Student Life offices. Some of our more popular workshops are Stress Management & Meditation, Healthy Relationships, Financial Aid, Mindset, and Social Justice.

Childcare Referrals – Coastline College does not have an in-house childcare service; EOPS refers students in need of childcare assistance community centers like Children’s Home Society, the Orange Coast College Child Care Center as well as other off campus community agencies.

Community Services Referrals – The EOPS office offers a list of community resources to students in need. Referrals are related to but not limited to housing, food assistance, medical and dental assistance, mental health assistance, childcare, and legal assistance.

Annual Holiday Toy/Gift Card Drive – The EOPS office works closely with local and community partnering agencies to host this holiday event, which usually takes place towards the end of the fall semester. The EOPS Office coordinates activities related to this program and invites the local campus community to get involved by “adopting children” and then donating gifts for these children. Other campus members also participate in the event by providing entertainment for the children and their families.

Food Pantry/ CalFresh Application Assistance – Our office decided as a team, to house Coastline’s Food Pantry, and also provides meeting space for the CalFresh Representative who works out of the EOPS office twice a month to assist students in applying for SNAP (previously known as food stamps), and connecting students with other food banks in the surrounding community. Currently our pantry cannot store fresh produce because we don’t have a way to keep items refrigerated.

Year End Student Recognition – Traditionally, in May EOPS hosts a Year End Student Recognition breakfast at the Mile Square Park ballroom. EOPS students that are graduating/transferring are recognized, as well as recent recipients of Coastline Foundation Office Scholarships. Our College President is usually in attendance, along with the various Deans, V.P. of Student Services, Board Members, and other key community partners. The focus is celebrating the accomplishments of our students, and includes the students’ families.

New Student Orientations - All EOPS students must complete an EOPS Student Orientation, either in-person or online. Orientation is designed to provide students with a thorough knowledge and understanding of the goals of EOPS, its services, and the responsibilities of both the student and the Program. Orientations are held at various times throughout the academic year. EOPS orientations that are in-person, are offered in a group format. The latest version of our online orientation was developed using Canvas.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2017-18	VP of Student Services (1)	EOPS/CARE/NextUp & CalWORKs Director (1)	EOPS Counselor (1)	Adjunct Counselors (5)	Student Program Specialist (2) EOPS/CARE Accounting Technician (1) EOPs Receptionist (1) CalWORKs Administrative Assistant II (1)	Hourly (1)
Current year 2018-19	VP of Student Services (1)	EOPS/CARE/NextUp & CalWORKs Director (1)	EOPS Counselor (1)	Adjunct Counselors (3)	Student Program Specialist (3) EOPS/CARE Accounting Technician (1) EOPs Receptionist (1) CalWORKs Administrative Assistant II (1)	Hourly (1)
1 year 2019-20	VP of Student Services (1)	EOPS/CARE/NextUp & CalWORKs Director (1)	EOPS Counselor (2)	Adjunct Counselors (4)	Student Program Specialist (3) EOPS/CARE Accounting Technician (1) EOPs Receptionist (1) CalWORKs Administrative Assistant II (1)	Hourly (1)
2 years 2020-21	VP of Student Services (1)	EOPS/CARE/NextUp & CalWORKs Director (1)	EOPS Counselor (2)	Adjunct Counselors (4)	Student Program Specialist (3) EOPS/CARE Accounting Technician (1) EOPs Receptionist (1) CalWORKs Administrative Assistant II (1)	Hourly (1)
3 years 2021-22	VP of Student Services (1)	EOPS/CARE/NextUp & CalWORKs Director (1)	EOPS Counselor (2)	Adjunct Counselors (4)	Student Program Specialist (3) EOPS/CARE Accounting Technician (1) EOPs Receptionist (1) CalWORKs Administrative Assistant II (1)	Hourly (1)

The EOPS program is understaffed. Currently, the department has one EOPS Receptionist, one EOPS/CARE Accounting Technician, two Student Program Specialists, one CalWORKs Administrative Assistant II, one tenured-track Counselor and three adjunct counselors. While this was sufficient staff for a program that served about 200 students, however, it no longer is since the department is serving double the amount of students. Reviewing new student applications alone has become a full-time job. Unfortunately, the EOPS allocation and district match are not sufficient to move forward with hiring any additional staff. Instead, we will have to focus on changing our process. The department does not anticipate having the funding to hire additional staff for the next four years. Therefore, the department will have to request funding from another source such as Student Equity and Achievement Programs or General Funds to hire additional staff. Based on the program needs, the department will need to prioritize the hiring of another tenured-track Counselor and another Student Program Specialist.

In addition, the Interim Director of EOPS, CARE, NextUP & CalWORKs has been working with the EOPS Receptionist regarding the Reclassification Application. The EOPS Receptionist submitted the application to the District on October 1, 2018. The EOPS Receptionist has not been performing duties that are in line with the given job specification.

Professional Development

During 2017-2018, every EOPS/CARE/NextUp & CalWORKs staff member attended a conference or was involved in professional development. Most of the trainings have been focused on understanding the EOPS/CARE/ NextUp & CalWORKs guidelines and learning about the populations that the department serves. These trainings have been instrumental in ensuring that the programs are all in compliance with state regulations. In addition, as a result of attending conferences on the foster youth populations, the programs have been able to better support them. Moving forward it will be important to continue attending trainings in order to ensure that the department have the most up-to-date information and keep current on the issues affecting our students.

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
2017 Orange County Public Safety and Reentry Conference	Learn about the barriers that incarcerated and formerly incarcerated people face in the process of reentering society when it comes to housing, access to food, employment, and education.	Learned about all of the resources to provide housing, employment, job training, and possibilities to expunge their records in Orange County so that staff can help EOPS students eliminate barriers that prevent them from focusing on their education.
EOPS New Directors Training	Review the EOPS/CARE guidelines. Review allowable and unallowable expenditures. Review the annual reports that are due.	Managed the program effectively and ensure that the programs are in compliance with state requirements.
2017 California Community Colleges Leadership Academy	3-day intensive leadership training focused on Student Equity for one classified staff member.	Worked with team at local level to develop an equity-based project proposal.
2017 Blueprint for Success Conference	Provide engagement opportunities with in-depth workshops presented by professionals with a passion and aptitude for supporting	Incorporate holistic approach into daily work in supporting

Name (Title)	Professional Development	Outcome
	foster youth to achieve their higher education.	current and former foster youth in community colleges.
2017 Beyond the Bench Conference	Learn about the experience of foster and probation youth during their time in the Child Welfare System and Interaction with the Juvenile Justice System. Learn about on trauma and its effects on victims and families, respect the experience of foster youth prior to coming to college, and be sensitive to the needs of the students that we serve.	Incorporate Trauma Informed Approach into daily work.
2017 Foster Youth Success Initiative (FYSI) Connect Conference	Capacity building training for all FYSI	Improve outcomes for all foster youth attending California Community Colleges.
2017 CCCEOPSA Fall Conference	Learn about and present best practices in supporting populations served by EOPS. Learn about challenges others are facing.	Gained more information about the experience of EOPS populations and the new initiatives to support formerly incarcerated students.
2017 Fall Mandatory NextUp Training	Review the final NextUp implementing guidelines. Learned about best practices as to how colleges across the state are implementing programs and student support services streamlined with CAFYES guidelines.	Focused foster youth support training on campus for faculty, staff and administrators. Partnered with community partners to facilitate Financial Literacy workshops.
Region 8 FYSI Foster Future Leaders Conference	Hear current and former foster youth advocating for foster youth.	Gained more information about the foster youth experience.
2017 California Foster Youth Education Summit	Best uses of new foster youth data. Leveraging data and evaluation to improve local control accountability. Engaging foster youth and community partners.	Implementing new data gathering techniques.
Region 8 CARE Conference	Learn about the challenges that single mothers face.	Better equipped to work with single mothers.
2018 Region 8 CARE Conference	Focused on personal retirement planning for counselors and staff members and well as Strength Finder assessment.	Attendees were better informed about their long-term retirement benefits and their areas of strengths in their approach to their employment.
2018 National Conference on Race and Ethnicity in High Education	Learned about best practices and approaches to comprehensive institutional change with the intent to improve racial and ethnic relations on college campuses. Learned about what colleges nationwide are doing to expand opportunities for educational access and success by culturally diverse, traditionally underrepresented populations as well as to increase leadership	Two students and two staff members were able to travel to the conference and gain leadership and professional development on a national level.

Name (Title)	Professional Development	Outcome
	opportunities to employees from underrepresented groups.	
2018 EOPS/CARE Technical Training	Reviewed how to complete SSARC and how to submit the required signatures.	Submitted accurate reports by the deadlines.
2018 Spring Mandatory NextUp Training	Attend a two-day intensive training on motivational interviewing which is a practical, evidence-based approach for supporting individuals in making and sustaining healthy behavior changes. Review the NextUp program requirements. Learn about vicarious trauma.	Incorporate Trauma Informed Approach into daily work as well as support students in making their own informed decisions/choices.
Community College Counselor Conference	This one-day community college counselor institute provides new and veteran counselors with comprehensive information about UC transfer admission policies and practices.	Gained valuable information about the changes across various campuses and as a result was able to communicate the changes to CalWORKs students who were planning to transfer.
Project Self-Sufficiency	Developed community and business relationships and connections	Director serves as a board member. Students are now aware of the scholarship opportunity, housing support, transportation assistance, book voucher, and childcare assistance.
UC Ensuring Transfer Success	Information provided is designed for CA CC faculty who are involved in preparing transfer students for UC admissions. Conference provided information about services and opportunities available to transfer students, as well as updates about UC admissions criteria.	Counselors in attendance received the most up-to-date information as it pertains to the transfer and admissions of Coastline students in to the UC system.
CSU Counselor Conference	Information about the foundations of student success within the CSU system, with special attention to AB 540 resources, CSU articulation, Financial Aid updates, EOPS transfer updates, and details about advising potential CSU transfer candidates.	Counselors in attendance received information directly from CSU admissions representatives about best practices in assisting CSU transfer hopefuls. In addition, important information was acquired about counseling and advising AB540 students about CSU admissions, applications and Financial Aid options.
USC CUE Equity & Diversity	The focus of USC's Center for Urban Education (CUE) is to level the uneven playing field in education. The center consulted with 100 CCC and four-year institutions to produce equity and student focused trainings that are aimed at addressing the needs of marginalized student populations on our College Campuses.	Those in attendance learned about implementing equitable efforts that perpetuate and support the success of our diverse student population. In addition, attendees were taught how to use curriculum development and the syllabus

Name (Title)	Professional Development	Outcome
		as “articles of social justice”. The information gained was useful in the guided pathways work Coastline is currently engaged in.
April 2018 Verbal De-escalation Training	The training focus on de-escalation techniques as a method of prevention. Communication is a key factor in the ability to de-escalate any situation.	Attendees learned tips to help respond to difficult behavior in the safest and most effective methods.
Dr. Kathy Obear Faculty Equity Training	The one day training focused on teaching faculty to recognize less inclusive attitudes and behaviors, inherent biases, and thereby shift current practices towards more inclusive approaches.	Attendees learned about the importance of identifying inherent biases, and working with these to change our perspectives and develop more inclusive teaching and counseling approaches.

Section 3: Facilities Planning

Facility Assessment

The EOPS/CARE/NextUp & CalWORKs department is currently sharing a space with the Financial Aid department which is not ideal for either department. Both departments handle confidential information and sensitive issues. Therefore, the EOPS workstations need to have higher walls for staff in order to have private conversations with students or an office that can be used when discretion is most needed when meeting with students. The department also needs two additional work stations for another Student Program Specialist and a federal work-study students as well as another office for a tenured track full-time Counselor to serve twice the amount of students. The State funding is not keeping up with Coastline’s need. The State could only award additional 5% of remaining funds allocated based on student growth from prior year. If we could leverage with other funding sources when they become available, then the department could be fully staffed.

Section 4: Technology Planning

Technology Assessment

At this time all the CalWORKs staff have the technology needed. New computer monitors were ordered a year ago. In the next 2-4 years, the department plans to replace all equipment; College funds are not needed as CalWORKs allows for the purchase of equipment.

The EOPS, CARE & NextUp department is in need of replacing a few desktop computers (one for an adjunct counselor and a second for the receptionist). The EOPS, CARE or NextUp funds cannot be used for these needs, therefore, the department will need to secure college funding for these items. In addition, if the department were to be able to hire another Student Program Specialist, federal work-study worker, and a tenured track full-time counselor, then the department would need to set up two new workstations

and an office as well as three new computers. Furthermore, the department has a computer laptop cart with 20 computers, 30 Chromebooks for our lending library, and 22 iPads. All of these items were purchased in May 2016; therefore, the department does not need any replacements at this time.

Section 5: New Initiatives

Initiative 1: To increase EOPS student number from 383 to 422 by enrolling them in the EOPS program.

Describe how the initiative supports the college mission:

In 2016 the state Chancellor's office encouraged EOPS programs across the state of California to grow, and informed program directors that funding would be available to compensate for the added workload of growing an EOPS population. Through targeted outreach efforts, and technological developments in our application process, the program more than doubled in less than a year. Unfortunately, the increase in funding was not reflective of that growth.

Since the growth, EOPS has consistently struggled to provide continuity of counseling services for our students. Through NextUp funds, we were able to add an additional EOPS counselor that focused on serving the needs of our former foster youth population, which are vast and diverse. EOPS requires 3 mandatory counseling appointments with a focus of providing early intervention efforts with the goal of increasing student success. Appointments address academic, personal and social challenges that students may be facing. Both on and off campus referrals are provided for students as needed. In addition, in January 2017 we launched an online application and since then have received over 800 new student applications. Unfortunately the EOPS program cap has been set at 402 and we do not have the funding to grow. Reviewing new student applications alone has become a full-time job.

Our initiative to increase the number of students EOPS services, would include hiring a second full-time tenured-track Counselor and a third Student Program Specialist as resources to achieve our stated initiative. Serving more students, supports Coastline College's Mission by providing student-centered counseling services to support the achievement and growth of our diverse student population with the intent of helping students develop their highest potential, fulfill their goals and promote life-long success.

What college goal does the initiative support? Select one

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply

- Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
- Provide universal access to student service and support programs.
- Strengthen post-Coastline outcomes (e.g., transfer, job placement).
- Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
- Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
- Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
- Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

What evidence supports this initiative? Select all that apply

X Learning Outcome (SLO/PSLO) assessment

X Internal Research (Student achievement, program performance)

X External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

In order to continue meeting the mandates set forth by the state Chancellor's Office, and abide by the Title 5, EOPS is in need of a second full-time tenured track counselor. As a program that services the needs of at-risk student populations, providing services that are "above and beyond" those offered to the general student population is mandated in the policies and regulations that outline EOPS services to students. We were asked to reduce our appointment times to 30 minutes, and offered to compromise down to 45 minute appointments. Even with this compromise in the delivery of our counseling services, we still fall short of the counseling hours we need.

Hiring an additional full-time Tenured-track Counselor would allow us to increase the number of appointments currently available to students, and it would also allow us to grow the program. In addition, it would allow for more collaboration between counselors by allowing for the development of case management meetings, whereby Counselors could meet to discuss strategies for students facing intersectionalities of inequality and privilege.

Recommended resource(s) needed for initiative achievement:

The cost of salaries & benefits of \$209,000 is needed from general funds to hire another tenured track full-time counselor and another Student Program Specialist.

What is the anticipated outcome of completing the initiative?

The anticipated outcomes would touch upon Counseling, Instruction, Networking and Staff Development. The outcomes are in-line with the goals of Guided Pathways.

Counseling: Provide academic, career and personal counseling services through individual and group counseling sessions.

Instruction: Offer courses tailored to the needs of students to maximize their academic potential and experience.

Networking/Coordination: Outreach to the campus and larger community offers a full-spectrum experience that promotes growth and the learning process.

Staff Development: Impart professional training to faculty and staff to enhance the quality of our services through teamwork, innovation and positive relationships

Initiative 2: Develop a Canvas shell to house information about EOPS, services, opportunities and available online workshops developed via Canvas.

Describe how the initiative supports the college mission:

Developing a Canvas shell for the EOPS department is aligned with Coastline's Mission by providing flexible access to services, information and ADA compliant learning opportunities that will continue guiding our diverse student populations towards completing their stated academic and personal goals. It also helps expand the EOPS community in to a virtual space that students may continue to access when physically away from our college campuses.

What college goal does the initiative support? Select one

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply

- Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
- Provide universal access to student service and support programs.
- Strengthen post-Coastline outcomes (e.g., transfer, job placement).
- Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
- Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
- Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
- Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

What evidence supports this initiative? Select all that apply

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

According to information published on the Federal Trade Commission website, low-income individuals are more likely to access information via cellular devices. Canvas is available via application for both Android and IOS devices, and this thereby increases access to important information and online events that EOPS students can participate in. Using Canvas with students also allows for more secure ways of communicating with students in EOPS via the Canvas Messenger feature.

Recommended resource(s) needed for initiative achievement:

Provide counselors (full-time and adjunct) with the time and space to work collaboratively in the development of this initiative.

What is the anticipated outcome of completing the initiative?

The anticipated outcome would be to increase the reach of EOPS and related resources by providing a virtual space through which students can access a multitude of materials and resources made available by the EOPS department.

Provide a timeline and timeframe from initiative inception to completion.

- Fall, 2019 - Begin developing the Canvas shell for EOPS, CARE & CAFYES
- Summer, 2019 - Begin populating shell with relevant information, and tie in any available workshops
- Spring, 2020 - Launch EOPS Department Canvas Shell

Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives. For full-time positions, include a Coast District approved job description

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
To increase EOPS student number from 383 to 422 by enrolling them in the EOPS program.	Hire a new EOPS full-time tenured-track Counselor and a new Student Program Specialist. Supplement the cost through General Funds.	\$120,000 salaries & benefits for a full-time counselor \$89,000 Salaries & Benefits for a full-time Student Program Specialist	Ongoing	n/a	Learning Outcome, Internal & External Research	*Student Success, Completion / Achievement *Access/ Student Support *Culture of Evidence, Planning, Innovation, and Change *Partnerships / Community Engagement	June 2019	1

Prioritization Glossary

- Initiative: Provide a short description of the plan
- Resource(s): Describe the resource(s) needed to support the completion of the initiative
- Est. Cost: Estimated financial cost of the resource(s)
- Funding Type: Specify if the resource request is one-time or ongoing
- Health, Safety Compliance: Specify if the request relates to health or safety compliance issue(s)
- Evidence: Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)
- College Goal: Specify what College goal the initiative aligns with
- To be completed by: Specify year of anticipated completion
- Priority: Specify a numerical rank to the initiative

Data Glossary

Enrolled (Census): The official enrollment count based on attendance at the census point of the course.

FTES: Total **full-time equivalent students** (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of Attendance Accounting Method assigned to a section.

FTEF30: A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents (15 LHEs per fall and spring terms). This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

WSCH/FTEF (595): A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

Success Rate: The number of passing grades (A, B, C, P) compared to all valid grades awarded.

Retention Rate: The number of retention grades (A, B, C, P, D, F, NP, I*) compared to all valid grades awarded.

Fall-to-Spring Persistence: The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

F2S Percent: The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.