



2019-2020
Annual Department Review

Categorical Programs
(CalWORKs, EOPS, CARE & NextUp)

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Section 1: Department Planning

Internal Analysis: CalWORKs

The CalWORKs department offered a variety of workshops to support students' academic success and personal development. The EOPS/CARE/NextUp and CalWORKs staff will continue to work together to offer additional on-line workshops so that distance learners can participate. The CalWORKs program has continued to conduct recruitment activities in an effort to identify potential students who meet the regulations criteria. Our staff visited the local PHFE WIC Program office and WISEPlace, a transitional shelter for women. At these organizations, they presented the benefits and eligibility requirements of EOPS/CARE/NextUp & CalWORKs programs and distributed promotional materials. We continued to work with Project Self-Sufficiency and Soroptimist- Huntington Beach this year to identify students. These organizations help highly motivated, low-income, single parent families achieve economic independence through education and personal development.

Coastline also piloted the Food Pantry within the EOPS/CARE/NextUp & CalWORKs Office from March 2018 to August 2019. During that time, 20% of the Office Services Assistant salaries and benefits were funded through the Hunger Grant to assist with the coordination with Second Harvest Food Bank representatives for the delivery of food pantry items, sorting items, logging-in students, and scheduling CalFresh application appointments. The Coastline Food Pantry moved to the 2nd floor of the College Center in August 2019 to allow easier access for students and increase the shelving capacity.

During the Fall 2018, the CalFresh representative was stationed at the College Center in Fountain Valley; in Spring 2019, the CalFresh representative was stationed at the Garden Grove Campus to assist students completing the CalFresh application. The foot traffic was low in both of these locations. In Fall 2019, the CalFresh representative will be stationed at both Westminster Le-Jao and Newport Beach campuses where we anticipate there is greater likelihood of increased foot traffic and usage.

Table 1.1 – CalWORKs Participants and Program Impacts

CalWORKs	2014-15	2015-16	2016-17	2017-18	2018-19
Headcount	51	56	56	44	35
Success	66.1%	71.4%	59.3%	57.1%	71.1%
Retention	81.4%	84.7%	68.8%	69.4%	87.5%

The data in Table 1.1 shows a decline in unduplicated headcounts in 2017-18 and 2018-19. For the 2018-2019 academic year, the CalWORKs program developed an exit form to learn more about why students are choosing to no longer participate in the CalWORKs program. Of the 35 CalWORKs students who participated in CalWORKs in 2018-19, 20 students will continue their enrollment in 2019-20 and 15 will be leaving the program. Of the 15 students, eight (8) were no longer receiving cash aid and therefore no longer qualify for the program, one (1) transferred to another CalWORKs program, three (3) transferred to a 4-year university, two (2) graduated, and one (1) exited due to other reasons. In addition, the data in Table 1.1 shows an increase in retention rates which directly impacts success rates. These rates are high, perhaps due to the CalWORKs program requirements.

Survey Results

CalWORKs Participation & Change in Abilities

Of 761 respondents, 3.6% are currently participating or **have participated** in the CalWORKs 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 1.2 as a result of participating in the CalWORKs program.

Table 1.2 *Change in Abilities from CalWORKs Participation*

As a result of my participation in the CalWORKs program, I am able to:	Agree	Disagree	Respondents
Calculate my 32-hour requirement of education and work study activities	83.3%	16.7%	24
Recognize college resources that support student success	79.2%	20.8%	24
Identify program eligibility requirements	84.0%	16.0%	25
State my career options	72.0%	28.0%	25

The majority of respondents have experienced a **positive change** in their abilities as a result of participating in a CalWORKs counseling session or check-ins with the Administrative Assistant II. Specifically, 83.3% agree that they can calculate their 32-hour requirement of education and work-study activities, 79.2% can recognize college resources that support student services, 84.0% can identify program eligibility requirements, and 72.0% of respondents indicated that they can state their career options. The respondents who have participated in the CalWORKs program have an **overall program satisfaction** rate of 78.3%.

Service Area Outcome(s)

During the 2018-19 academic year, the CalWORKs staff conducted a one-on-one orientation with all newly enrolled students, shared information about program eligibility, resources and support services, and reviewed their student educational plan. Based on Table 1.2 results, we did not meet our targets to have 90% of all CalWORKs respond “Agree” to all four questions in the survey. Therefore, this year, we will update our CalWORKs Orientation PowerPoint and review the materials with the students at least once a semester to increase their learning. We will also explore offering group orientation in the Spring 2020 semester.

Table 1.3 2018-2019 Service Area Outcomes (SAOs) CalWORKs

Service Area Outcomes	Measures and Targets
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 and be able to identify program eligibility.	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.
Demonstrate awareness of resources available both on and off campus.	During the 2018-19 academic year, the CalWORKs staff goal is to have 90% of all CalWORKs students respond “Agree” to all four questions in the survey.
Demonstrate progress toward educational and career goals.	

2018-2019 Service Area Outcomes (SAOs) CalWORKs (Students will be able to):

SAO 1: Calculate their hours per week of participation in the CalWORKs program for educational and work-study activities (if applicable).

SAO2: Demonstrate awareness of resources available both on and off campus to support their success at Coastline College.

SAO3: Demonstrate acquisition of skills and knowledge to help prepare them for their future careers.

SAO4: Understand CalWORKs program eligibility requirements in order to remain in good standing.

Internal Analysis: EOPS

During the 2018-2019 academic year, the EOPS program served 403 students, which included nine (9) CARE students, and 26 foster youth students. The EOPS/CARE/NextUp programs have continued to conduct outreach activities in an effort to identify potential students for programs eligibility. In addition, the staff also sought to foster strategic partnerships with local high schools through involvement in Coastline’s College Preview Day and a presentation at Early College High School. Finally, we were intentional about expanding awareness of the EOPS/CARE/NextUp programs to current Coastline students who may be eligible at all three campus sites through participation in Financial Aid Awareness Fairs, Adult Education Discovery Days, Resource Fair, classroom presentations, and other recruitment activities.

The EOPS/CARE/NextUp & CalWORKs programs offer a variety of workshops to support students’ academic success and personal development. Many of these workshops are intentionally collaborative in order to connect students with campus and community experts. The majority of workshops focus on academic skills and preparation for transfer. Because financial stressors are often obstacles for EOPS/CARE students, the program also offers financial aid, scholarships, financial literacy, and job search strategies workshops. Finally, in recognition of the role holistic wellness plays in academic success, we offer healthy relationships and stress management workshops. In Spring 2019, three (3) of the CARE students attended the Region 8 CARE Conference, with one student serving as a student panelist.

This year, 47 students completed their educational goals and 115 received a Coastline scholarship.

Table 1.4

EOPS	2014-15	2015-16	2016-17	2017-18	2018-19
Headcount	176	215	403	400	403
Success	79.1%	77.7%	75.3%	80.1%	81.20%
Retention	90.3%	89.1%	88.9%	91.1%	89.70%

Based on the Coastline Department of Institutional Research, Planning, and Effectiveness, EOPS success and retention rates continued to be higher than non-EOPS students. During the 2018-2019 academic year, the non-EOPS students’ success and retention rates were 71.80% and 85.20%, respectively.

Survey Results

EOPS Participation and Experience with Program

Of 761 respondents, 6.2% are currently participating or **have participated** in the EOPS program. Respondents who indicated that they have participated in the EOPS program were asked to indicate their level of agreement with the statements in Table 1.5 regarding their EOPS program experience.

Table 1.5 *Experience with EOPS Program*

Answer Options	Agree	Disagree	Respondents
EOPS is helping me achieve my goals	97.6%	2.4%	42
The EOPS staff treats me with respect.	97.7%	2.3%	43
The EOPS staff is helpful.	95.2%	4.8%	42
The EOPS Counselors treat me with respect.	100.0%	0.0%	43
The EOPS Counselors are helpful.	100.0%	0.0%	43

The majority of respondents have had **positive** experiences with the EOPS program. Specifically, 97.6% agree that EOPS is helping them achieve their **goals**, 97.7% agree that the EOPS staff treats them with **respect**, that the EOPS staff is **helpful** (95.2%), that EOPS counselors treat them with **respect** (100.0%), and that EOPS counselors are **helpful** (100.0%).

EOPS Workshops

Respondents who attended EOPS workshops were asked to indicate the level of helpfulness of the workshop(s) they attended. Overall, 96.6% of respondents who attended EOPS workshops **agreed** that the workshop(s) they attended were **helpful**.

Table 1.6 *EOPS Workshop Helpfulness*

Answer Options	Very Helpful	Somewhat Helpful	Not Helpful	Respondents
Stress Management and Relaxation	81.8%	18.2%	0.0%	22
Healthy Relationships	80.0%	20.0%	0.0%	20
Understanding your Financial Aid	79.2%	20.8%	0.0%	24
CSU Hands-on Application Workshop	78.9%	21.1%	0.0%	19
Next Steps for Transfer	78.9%	15.8%	5.3%	19
UC Hands-on Application Workshop	77.8%	22.2%	0.0%	18
Budgeting and Money Management	76.5%	23.5%	0.0%	17
Study Skills	72.7%	27.3%	0.0%	22
Going to College for Free: The Many Opportunities through Financial Aid	71.4%	28.6%	0.0%	21
Scholarships for Single Moms	70.6%	23.5%	5.9%	17
Social Justice and Civic Engagement	68.4%	31.6%	0.0%	19

The results show that Stress Management and Relaxation and Healthy Relationships were rated as the **most helpful** workshops.

Group EOPS Counseling Sessions

Over half (57.8%) of respondents who have participated in the EOPS program have attended a **group EOPS counseling session**. Of those respondents, 100.0% **agree** that group EOPS counseling sessions were helpful.

Qualitative Responses

Respondents were asked how the EOPS has helped them. Overwhelmingly, respondents indicated that they have been provided with guidance on meeting their **goals** and supported **financially**, particularly through textbook vouchers. Respondents also expressed **appreciation** for the program’s staff and services.

Service Area Outcome(s)

Table 1.7 2018-2019 Service Area Outcomes (SAOs) EOPS/CARE/NextUp

Service Area Outcomes	Measures and Targets
<i>EOPS students will demonstrate an understanding of the program eligibility requirements.</i>	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 100%.

2019-2020 Service Area Outcomes (SAOs) EOPS/CARE/NextUp

SAO 1: EOPS students will demonstrate an understanding of the program eligibility.

SAO 2: Students completing either the EOPS in-person orientation or the online Canvas orientation will demonstrate an understanding of program requirements.

SAO 3: EOPS students will demonstrate awareness about accessing campus and community resources that enhance their experience at Coastline.

SAO 4: EOPS will have a comprehensive Student Educational Plan (SEP) after two consecutive semesters of participation in EOPS.

Progress on Initiative(s)

Table 1.8 Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
To increase EOPS student number from 383 to 422 by enrolling them in the EOPS program.	In-Progress	In 2018-2019 the state set the capacity of EOPS students served at 402. However, as a department we set a goal of increasing this number by 5%, which is 422 unduplicated students served.	EOPS exceeded the capacity of 402 students by 1 student, bringing the total unduplicated count to 403.
Develop a Canvas shell to house information about EOPS, services, opportunities and available online workshops developed via Canvas.	In-Progress	The authorization request submitted for the EOPS Department course shell was approved in July of 2019. We are still in the process of developing this shell.	
Develop an EOPS orientation option that uses Canvas as an online delivery platform.	In-Progress	Implemented, and currently in progress.	
Develop additional activity options utilizing the Canvas and Cranium Café platforms.	In-Progress	For the Fall of 2019, we have developed 2 Canvas workshops, and 2 Cranium Café workshops. These workshops have not yet launched but will be made available to students beginning September of 2019.	
EOPS staff, faculty, and manager will participate in Coastline Pathways Learning Days and Summit Days.	In-Progress		
Increase the unduplicated number of EOPS students served by 20 students, representing a 5% increase.	In-Progress		

Response to Program/Department Committee Recommendation(s)

No recommendations were made for academic year 2018-19.

Department Planning and Communication Strategies

The EOPS/CARE/NextUp & CalWORKs staff meets 1-3 times a month to review program goals, important dates, and share program 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 upcoming events and delegated tasks and identifies issues or processes that need to be reviewed. The EOPS office is a fast-paced work environment in which staff, faculty and administrators respond daily to student related urgencies.

To support a collaborative environment, staff development activities are important to understanding the different and critical roles all members of the team play. In June of 2019, we moved our retreat to an off-campus location, the School of Sailing & Seamanship. As a team, we evaluated our goals, student needs, and department resources to plan for the upcoming academic year. The EOPS team worked in collaboration to develop a new EOPS Orientation, updating our “EOPS Orientation Boardgame” into a more modern digitalized version. The new version of the EOPS Orientation consists of an in-person presentation with *Kahoot!* sessions weaved in to check for learning. As a department, we believe in the idea of “gamification”, where we employ game-based methods and strategies for training and educating our staff, faculty and students. These ideas are based on information detailed in the book *Gamify*, “Gamification engages and motivates people across all kinds of activities using game mechanics such as badges, points, levels and leaderboards” (Burke, 2015, p.3)ⁱ. We have found this approach works well with our students and our EOPS staff and faculty. In the coming year, we plan to implement a gamification approach in our online orientation. Currently, the online EOPS Orientation, delivered via Canvas, mirrors the in-person version.

To facilitate an ongoing student-centered and responsive counseling environment, EOPS Counselors met during the summer to begin the process of updating and streamlining counseling strategies and interventions. In addition, all EOPS staff and faculty took part in a team-building activity at the School of Sailing & Seamanship, working together to successfully sail a 20-foot sailboat down Newport Harbor. It was a complicated task that strengthened team communication, team performance, encouraged acceptance and appreciation for one another, and inspired the entire team to be innovative and creative. The EOPS Director organized retreats at the start and end of the academic year to update program documents and procedures and discuss program offerings.

The EOPS/CARE/NextUp & CalWORKs team served on various campus committees to advocate for students’ needs. Some of the committees where staff participated included: California College Promise Grant (CCPG) Appeal Committee, Scholarship Committee, Student Equity & Achievement Program (SEAP) Workgroup, Student Success Committee, Coastline Management Team (CMT), and Student Services Wing. The staff organized EOPS/CARE/NextUp & CalWORKs Advisory Committee meetings each semester. Local organizations in attendance included Project Self-Sufficiency, Second Harvest Food Bank, Orangewood Foundation, Olive Crest, Orange County Department of Education/ACCESS, New Alternatives Inc. and Soroptomist International. During these meetings, recruitment and outreach strategies and opportunities for partnerships benefitting EOPS/CARE students were discussed.

Coastline Pathways

The EOPS department has been involved with Coastline Pathways since the beginning. Members of the EOPS team served on the original advisory group for Guided Pathways and continue to serve as design team members. During the Spring 2019 EOPS/CARE/NextUp & CalWORKs Advisory Committee Meeting, members of the EOPS team presented information about Coastline Pathways and the ways EOPS practices are aligned to Coastline Pathways. The following information depicts how EOPS services and practices are aligned with the four pillars.

1. Clarify the Path:
 - EOPS students meet with their counselors to set and review educational and career goals at least three times each semester.
 - EOPS students participate in workshops designed to provide resources that support their career exploration.
 - EOPS students participate in either an in-person or online orientation.
 - Students can take personality assessments like the MBTI and Strong II and discuss results with their Counselor.
2. Enter the Path:
 - EOPS students enroll in classes based on the Student Educational Plan (SEP) they create with their Counselor.
 - EOPS students meet with their counselors to set and review educational and career goals at least three times each semester.
 - EOPS makes accommodations as needed to facilitate student access to services and programs (ie. adding children's activity books, crayons, and toys to normalize the experience of being parent and student).
 - EOPS provides academic, personal and social emotional resources as needed (ie. including psychological and physical health resources).
3. Stay on the Path:
 - EOPS students receive book vouchers, one-on-one counseling, tutoring, school supplies, unconditional positive regard, and other over and above support services.
 - EOPS monitors grades up to the drop with a "W" deadline.
 - Thanks to the formalized collaboration with Academic Success Coaches to provide mentoring, and additional personal/social support to EOPS students, Academic Success Coaches meet with students and connect them to relevant academic resources.
4. Ensure Learning:
 - EOPS requires students to submit Progress Reports every semester. Counselors then review these reports and meet with students to provide relevant intervention strategies as needed.
 - EOPS Program Specialists and Academic Success Coaches meet with students to identify additional resources on-campus and within the community that will support the student where they are at.

As EOPS continues to grow, we maintain a focus on abiding by the policies and regulations that outline EOPS standards at Coastline College. In addition, we regularly collect and evaluate student data, while

considering the goals of the Student Life Cycle within the Coastline Pathways movement. Our processes, intervention strategies, and practices are data-driven and data-responsive. The work of the EOPS is dynamic in nature and we remain adaptable and ready to respond to the ever-changing needs of 21st century citizens. Our most recent data analysis revealed that 92% of our students are participating in some aspect of Distance Learning (DL). This led us to focus more on transforming our in-person processes and services to meet the needs of a growing on-line community of learners and reflects our responsiveness and commitment to remaining adaptable.

Implications of Change

EOPS continues reaching out and collaborating across the various college divisions, within our district, and within Region 8. As a team, we understand the value of developing healthy and supportive relationships with both our campus and state-wide community. As a program, we honor that same tenets of conduct that we encourage our students to adopt. We seek support, engage with supporters, and work diligently to foster and maintain supportive networks. The faculty and staff of EOPS regularly attend workshops, trainings, and meetings that strengthen foundations of knowledge and important partnerships. Department staff and faculty are encouraged and supported to attend professional development activities on and off campus. Team members are supported in their continued efforts to increase informational and support networks to improve program effectiveness.

According to the Vision for Success of the California Community College Chancellor's office, there are three specific outcomes that AB 705 seeks to accomplish:

1. Increase the numbers of students who enter and complete transfer-level English and mathematics/quantitative reasoning in one year
2. Minimize the disproportionate impact on students created through inaccurate placement processes
3. Increase the number of students completing transfer-level English within three years

Our campus community has implemented the corequisite support courses as outlined by AB 705. Our EOPS counselors have been trained and informed of these processes. As we move forward, we will work closely with our research department to evaluate our multiple measures model and examine the success of students by comparing recent data, to data collected before the implementation of multiple measures. Information of importance to EOPS would be evaluating disproportionate impacts and developing mitigation plans as needed.

The California Guided Pathways project is locally known as "Coastline Pathways". According to the RP Group, the use of multiple measures for assessment and accurate course placement aligns with the guided pathways principle of redesigning remediation as an on-ramp to college and is a critical part of both the California and National Pathways efforts. Coastline Pathways encourages efforts to increase awareness about on-campus and community resources and partnerships that provide supportive services to students. The pathways movement also encourages a student-centered atmosphere and a culture in which those working with students have the capacity to respond to student challenges at the time and place that students seek assistance. Across campus groups are meeting and have begun the implementation and integration of existing efforts for academic and non-academic student support services such as tutoring, diversity and social justice dialogues, cultural events, and intrusive case management strategies.

As we continue aligning our practices and partnerships with our Student Learning Outcomes, we continue to evaluate the outcomes of our practices and adjust accordingly. Our college mission statement says:

“Coastline College guides diverse populations of students toward the attainment of associate degrees and certificates leading to career advancement, personal empowerment, and transfer. By meeting students where they are, Coastline provides innovative instruction and services designed to achieve equitable outcomes”.

As we continue aligning our practices and partnerships with our Student Learning Outcomes our endeavors continue to evolve in response to the everchanging needs of the diverse communities we service at Coastline. As such, we continue to evaluate the outcomes of our practices and adjust accordingly.

With equity as the guiding principle of our Guided Pathways development, our program activities are carefully planned with social justice in mind. Workshops and hosted events strive to support students’ engagement with campus and community partners and take in to account multiple cultural perspectives. These activities also serve as opportunities to create public dialog and reflection for future steps. Pedagogical structures founded on community engagement and the ideals of social justice are foundational components in carrying out the Civil Rights responsibilities of programs such as EOPS, CARE and Next Up. In addition, these components are in line with Coastline’s vision of “Creating opportunities for student success”. Research supports that students of color, low-income students, English language learners, students with disabilities, and those who are homeless or in foster care are less likely to succeed in higher education. In order to close the achievement gap, past practices that focus on educational equality, treating all students the same, must be replaced with efforts that advance educational equity, ensuring all students have the resources they need to succeed.

As we move forth, we continue to look to our quantitative and qualitative data as a way of directing the evolution of our services and practices. We will continue to encourage our staff and faculty to look for opportunities that enhance their own cultural competence. Our motivation comes from moving closer towards closing equity gaps that exist in higher education. We can see that we are at a turning point and that EOPS, CARE and NextUp hold a restorative space that helps students find their dreams and shine their light.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
2018-19	Dean of Students (1) Director of EOPS/CARE/NextUp & CalWORKs (1)	EOPS Counselor (1)	Adjunct Counselor (3)	Student Programs Specialist (2) EOPS/CARE Accounting Technician (1) EOPS Receptionist (1) CalWORKs Administrative Assistant II (1)	Hourly (1)
2019-20	Dean of Students (1) Director of EOPS/CARE/NextUp & CalWORKs (1)	EOPS Counselor (1)	Adjunct Counselor (3)	Student Programs Specialist (2) EOPS/CARE Accounting Technician (1) Office Services Assistant (1) Administrative Assistant II (1)	Student Assistant (1)
2020-21	Dean of Students (1) Director of EOPS/CARE/NextUp & CalWORKs (1)	EOPS Counselor (2)	Adjunct Counselor (4)	Student Programs Specialist (3) EOPS/CARE Accounting Technician (1) Office Services Assistant (1) Administrative Assistant II (1)	Student Assistant (1)
2021-22	Dean of Students (1) Director of EOPS/CARE/NextUp & CalWORKs (1)	EOPS Counselor (2)	Adjunct Counselor (4)	Student Programs Specialist (3) EOPS/CARE Accounting Technician (1) Office Services Assistant (1) Administrative Assistant II (1)	Student Assistant (1)
2022-23	Dean of Students (1) Director of EOPS/CARE/NextUp & CalWORKs (1)	EOPS Counselor (2)	Adjunct Counselor (4)	Student Programs Specialist (3) EOPS/CARE Accounting Technician (1) Office Services Assistant (1) Administrative Assistant II (1)	Student Assistant (1)

The department has undergone many personnel changes this last year. The Director of EOPS/CARE/NextUp & CalWORKs programs resigned in July 2018, and a new replacement was hired in October 2018. The director reports to the Dean of Students instead of the Vice President of Student

Services. In October 2018, we modified the Administrative Assistant II case management to include 20% time devoted to the CARE program since many of the responsibilities for the EOPS program are similar to those of the CalWORKs program. The staff coordinates with the Department of Social Services to obtain documentation about students' eligibility to receive cash aid assistance. The Administrative Assistant II who worked in the CalWORKs program since 2012 retired in June 2019; a replacement was hired in July 2019.

In July 2019, the EOPS Receptionist reclassification to an Office Services Assistant was approved; 65% of the Office Services Assistant's workload involves providing general clerical duties, scheduling appointments, and assisting with determining EOPS program eligibility. The remaining 35% of the Office Services Assistant's workload involves providing information to potential CalWORKs students, and assisting an adjunct counselor in scheduling meetings with CalWORKs students.

The EOPS program is still understaffed. Currently, we have one Student Programs Specialist, one tenured-track Counselor and three adjunct counselors. While this was staffing was adequate when our program served 200 students, we have since doubled the number of students we serve. The volume of new student applications alone is a full-time job. The EOPS allocation and district match do not provide the needed financial resources to hire additional staff or counselors. As a result, we have directed our attention to changing our processes so we can do more with less. We do not anticipate having the funding to hire additional staff for the next three years. 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. Therefore, we plan to request funding from alternative funding sources. Based on EOPS program needs, the department will need to prioritize the hiring of another Student Programs Specialist, another tenured-track Counselor, and another adjunct counselor.

Professional Development

During 2018-2019, all EOPS/CARE/NextUp & CalWORKs staff members either attended a conference or a professional development opportunity through the college or district. Most of the trainings attended by the staff have been focused on understanding the EOPS/CARE/ NextUp & CalWORKs guidelines and learning about the populations we serve. These trainings have been instrumental in ensuring that our programs are in compliance with state regulations. We have been better able to support our foster youth as a result of our participation in conferences focused on their needs and best practices for serving this population. Moving forward, it will be important to continue attending trainings to ensure that we remain current and up-to-date on the issues affecting our students and policies guiding our programs and services.

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
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.

NextUp Conference	Review the NextUp guidelines and learn how to implement the program.	Managed the program effectively and ensure that the programs are in compliance with state requirements.
Housing & Food Insecurities	Obtain information on housing and food insecurities.	Promoted Coastline Food Pantry and coordinated with CalFresh representative to be stationed at Coastline campuses.
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.
CSULB Health Science	This conference provided information for preparation in to Health Science majors. Majors covered included Medical Schools (both D.O and M.D. programs), Nursing, Occupational Health, Podiatry, Psychiatry, Physical Therapy, Otolaryngology, Audiology, Optometry and Pharmacy schools. Information provided included information for assisting community college students in preparing for pre-professional educational tracks.	The knowledge gained was compiled in to a document that was disbursed at the "All Counselor Sharing Sessions" in the spring semester of 2019. Literature accessed in the event was shared with Counseling, EOPS and students for whom information was relevant or of interest.
UC Davis Health Profession	Information regarding to the health professions, school admission process, and the necessary skills needed to succeed in that profession.	Explored a variety of health professions including podiatry, veterinary medicine, pharmacy, dentistry, nursing, optometry, physical and occupational therapy, physician assistant program, and more, from visiting the pre-health fair and having conversations with admission officers, faculty and staff. Gained knowledge in admission application process, academic and non-academic preparation and residency.
OC Counselor Symposium	The symposium was aimed at preparing students for college, career and life success. The attendees included counselors from K-	The focus of the conference to was to share tools and information that will help our

	12 districts, community college and University.	students attending higher educational institutions. Workshops were comprised of Guided Pathways information, motivating students, legal and ethical issues working with students and how to teach resilience. Other topics included serving undocumented students, career exploration and how to promote a positive school climate through positive behavior support. Overall the conference was holistic in the workshops offered and it offered workshop topics that addressed the diverse population of students that we work with on a daily basis.
Youth Employment Strategies for Success Independent Living Program Convening	Attendees will be able to meet with the California Community Colleges Foundation program coordinators for YESS ILP and other colleges to discuss best practices, Will learn information on CalFresh and how to best get youth to sign up and be able to build partnerships with county ILP holder.	Administrative updates were shared and a review of CalFresh process for Foster Youth. Met with Social Services to learn how to partner with county Independent Living Programs and the YESS program. Learned best practices from other community colleges on how to get youth to participate.
Foundation of Equity, Inclusion & Social Justice	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.
2018 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 how to implement the E-Files system for case management.
CCCD Certification EEO Training	Employees were required to attend the EEO Training in order to serve in the Search Committee.	Two staff, a manager, and a faculty attended the EEO Training and were able to serve in the Search Committee.
Growing Your Program: Tools for Outreach, Recruitment and Understanding Eligibility	Review information on how to outreach to foster youths and recruit them for the NextUp programs.	Staff were able to implement the information learned into practice.

EOPS/CARE Technical Training	Reviewed how to complete SSARC and how to submit the required signatures.	Submitted accurate reports by the deadlines.
Ensuring Transfer Success Conference	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 into the UC system.
2019 National Conference on Race and Ethnicity in High Education Conference	The National Conference on Race and Ethnicity in Higher Education (NCORE) took place in Portland Oregon from May 28 – June 1, 2019. NCORE is designed to provide a significant forum for discussion, critical dialogue, and exchange of information as institutions search for effective strategies to enhance access, social development, education, positive communication, and cross-cultural understanding in culturally diverse settings. Information gained was helpful in the continued work of Coastline Pathways. Specifically, it presented for an opportunity to speak to other educators about diversity, inclusion and equity challenges on their campus.	The outcome of this conference was first and foremost the increased knowledge based acquired from the expert led workshops. The other piece was inspiration. As a public institution serving a large number of online students, Coastline is in an exciting position to share what we have learned in responding to the needs of diverse student population with technology as a tool for social justice. This work is ongoing.
Safe Zone Training	Learn information about the LGBTQ community and how to be an ally.	We were able to create a welcoming and inclusive environment for LGBTQ individuals on our campus.
Reducing Homelessness Among California's College Students Webinar	According to the recently released #RealCollege report on basic needs security in California's community colleges, 60% of community college students have experienced housing insecurity and 19% have experienced an episode of homelessness within the last 12 months.	Staff will create a list of housing resources.
CARE Conference	To obtain CARE program updates.	Learned about CARE program and tips on transforming and breaking barriers. Two CARE students, a staff, a manager, and a faculty were in attendance. One of our CARE students was a student panelist.
Speed of Trust Foundations Training	Learn how to develop, extend, and restore trust.	All classified staff and a manager attended this training. The team continues to use the Speed of Trust tool to build a strong and trusting working relationship.

2019 NextUp Motivational Interview Training	Be able to develop key interviewing skills to support students in their academic and life paths.	Staff learned not to be a “fixer”. Students should be able to make their own decisions on their own time.
2019 Trauma Informed Care Workshop	Mandatory state training to provide an overview of attachment and brain development in infancy and early childhood. The workshop provides those working with young adults exposed to chronic stress/trauma to understand the long-term impact of these factors.	Staff continues to be sensitive to the students’ needs and to provide support and resources to our foster youth students.
UndocuAlly Training	Receive updates on state and federal legislative and procedural changes affecting undocumented people.	Staff learned about resources available for supporting AB540, Cal DREAMers, and DACA recipient students.
Adolescent Health Needs Assessment Training	Learn resources to improve the health, safety, and well-being of mothers and children.	Staff learned resources on medical and mental health services.

Section 3: Facilities Planning

Facility Assessment

Our student population faces additional obstacles to their education, including financial and other stressors. We are cognizant of not only supporting the students' academic success, but also addressing other factors that may be affecting their education. Given this, many of our CARE, NextUp, and CalWORKs students share sensitive and confidential information with our staff. As a result, the specialists have had to use the EOPS/Financial Aid conference room or one of the counselor's office (when available) to have private conversations with students. In addition, student parents often come in with their children. The current cubicle spaces do not accommodate accompanying children and strollers. A private space is critical to allow our office to continue to serve all our students holistically.

Section 4: Technology Planning

Technology Assessment

The Facilities & Planning Committee will be providing fiscal support for the purchase of 20 Chromebooks and three document scanners. EOPS students may check out Chromebooks for the entire semester after participating in EOPS for one semester. Increasing student access to technology is an important part of our effort to bridge the digital divide. The purchase of document scanners supports our efforts to archive our physical student files and transition to 100% virtual student files, decreases our carbon footprint, and ultimately decreases our paper consumption and costs.

Section 5: New Initiatives

Initiative: Increase the unduplicated number of EOPS students served by 20 students, representing a 5% increase.

Describe how the initiative supports the college mission:

In 2016, the state Chancellor's Office encouraged EOPS programs across California to grow, and informed program directors that funding would be available to compensate for the added workload of growing the EOPS population. Through targeted outreach efforts, and technological improvements in our application process, Coastline's EOPS program more than doubled in less than a year. The increase in funding we received did not compensate for the added workload of that growth.

EOPS has consistently struggled to provide continuity of counseling services for our students since doubling our population in 2016. Through NextUp funds, we hired an EOPS adjunct counselor to focus on serving our former foster youth population, which are vast and diverse. EOPS regulations require three 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 January 2017, we launched an online application and since then have consistently received over 800 new student applications each year. Considering the growth in the EOPS student population served from 215 in 2016 to 403 in 2019, comparable growth has not been reflected in our office staffing. We still have one Student Programs Specialist, one full-time tenured - track counselor and two adjunct counselors specifically devoted to the EOPS program, who once served 215 students and are now expected to effectively serve 403 students. With this in mind and considering that we foresee continued growth in the coming year, additional staffing is long overdue. To effectively serve our students, we will need a second Student Programs Specialist and a second full-time tenured-track counselor. This additional staffing will allow our office to continue to serve more students and to support Coastline College's mission by providing student-centered counseling services to promote attainment of associate degrees and certificates leading to career advancement, personal empowerment, and transfer.

What college goal does the initiative support? Select one

- X Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- X Access and Student Support
- X 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

- X 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.
- X Strengthen post-Coastline outcomes (e.g., transfer, job placement).
- Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
- X 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).
- X Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

How does this initiative play a part in Coastline Pathways?

What evidence supports this initiative? Select all that apply

- X Service Area Outcome (SAO) assessment
- X Internal Research (Student achievement, department 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 Title 5, EOPS needs to secure a second full-time tenure track counselor. As a program that services the needs of at-risk students, providing services that are “above and beyond” those offered to the general student population is mandated in the EOPS policies and regulations.

In consideration of the limited budget, we have reduced our counseling appointment timeslots from 1 hour to 45 minutes. However, even with this compromise to the delivery of our counseling services, we still fall short of the counseling hours we need.

Hiring an additional full-time tenure-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 to address the unique experiences of students facing socioeconomic barriers.

Recommended resource(s) needed for initiative achievement:

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

Provide a timeline and timeframe from initiative inception to completion.

- Spring 2020 - Coordinate with HR regarding the application process
- Summer 2020 - Organize a Search Committee and interview candidates
- Fall 2020 - Hire and train new employees

Section 6: Prioritization

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Increase the unduplicated number of EOPS students served by 20 students, representing a 5% increase.	Hire a new EOPS full-time tenured-track Counselor and a new Student Programs 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	No	Learning Outcome, Internal & External Research	*Student Success, Completion / Achievement *Access/ Student Support *Culture of Evidence, Planning, Innovation, and Change *Partnerships / Community Engagement	2020-21	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 service 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
