

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)

PROGRAM REVIEW 2005 - 2006

MISSION STATEMENT

The Extended Opportunity Programs and Services (EOPS) program is a state funded program. The program is designed to "supplement the regular educational programs of the community college district to encourage the enrollment of students handicapped by language, social, and economic disadvantages, and to facilitate the successful completion of their educational goals and objectives."

The Cooperative Agencies Resources for Education (CARE) program is a state funded program. The program is designed "as a supplemental component of EOPS. CARE provides educational support services designed for the academically under prepared, low income, single parent population."

PROGRAM DESCRIPTION

EOPS (Extended Opportunity Programs and Services) was established by the State Legislature in 1969 to meet the special needs of low-income, educationally disadvantaged community college students. EOPS has been available to eligible students (numbers served dependent upon funding) since its inception. EOPS also administers CARE. To receive programs and services a student must:

- Be a resident of California pursuant to the provisions of Part 41 commencing with Section 68000 of the Education Code.
- Be enrolled full-time when accepted into the EOPS Program. The EOPS Director may authorize up to 10% of EOPS students accepted to be enrolled for 9 units.
- Not have completed more than 70 units of degree applicable credit course work in any combination of post secondary higher education institutions.
- Qualify to receive a Board of Governors Grant pursuant to Section 58620 (1) or (2).
- Be educationally disadvantaged as determined by the EOPS Director or designee. In making that determination, the EOPS Director shall consider one or more of the following factors:
 1. Not qualified at the college of attendance for enrollment into the minimum level English or mathematics course that is applicable to the associate degree.
 2. Not have graduated from high school or obtained the General Education Diploma (G.E.D).
 3. Graduated from high school with a grade point average below 2.50 on a 4.00 scale.
 4. Been previously enrolled in remedial education.
 5. Other factors set forth in the district's plan submitted to the Chancellor pursuant to Section 56270 of this part.

Note: Authority cited above: Sections 69648, 69648.7 and 71020 Education Code.
Reference: Section 69640 through 69655 Education Code.

EOPS is regulated by the California Education Code (Title V). Funds come directly from the State Chancellor's Office via the State Legislature and are designed to meet the following objectives:

- To increase the numbers and percentage of students enrolled in community colleges that are affected by language, social, and economic disadvantages consistent with state and local matriculation policies.
- To increase the number and percentage of EOPS students who successfully complete their chosen educational objectives.
- To increase the number and percentage of EOPS students who are successfully placed into career employment.
- To increase the number and percentage of EOPS students who transfer to four-year institutions following completion of the related educational programs at community colleges
- To improve the delivery of programs and services to the disadvantaged.

In order to achieve the objectives listed in Title V, EOPS students at Antelope Valley College receive resources and services. The campus community recognizes and supports several additional resources and opportunities for disadvantaged students:

- All EOPS students receive the first of priority registration appointments.
- Most EOPS students receive grants and/or book service.

Additionally, Title V requires all EOPS programs to have an Advisory Committee appointed by the president of the college upon recommendation of the EOPS Director. The purpose of the advisory committee is to assist the college in developing and maintaining effective extended opportunity programs and services. The term of each committee member is for two years; July of the year of appointment to June 30 of the second succeeding year. Members may serve more than one term. The committee consists of no fewer members than the members of the local Board of Trustees. Members serve without compensation. Members may be reimbursed for necessary expenses incurred in performing their duties. The Advisory Committee includes representation from college personnel, EOPS students, local feeder high schools, and community and business sector. The Advisory Committee shall meet at least once during each academic year.

PROGRAM DESCRIPTION

CARE (Cooperative Agencies Resources For Education) was established in 1982 as "a unique educational program geared toward the welfare recipient who desires job-relevant education to break the dependency cycle" (Assembly Bill 3103, Hughes, Statutes of 1982, Chapter 1029). To receive programs and services a student must:

- Be an EOPS student at least 18 years of age.
- Be a single head of household.
- Be a current recipient of AFDC/TANF/CalWORKs.
- Have one child under 14 years of age.
- Be enrolled full-time upon admission to the program.

In order to meet the objectives listed in Title V, the CARE student who is also an EOPS student receives the same services, which are required to meet our objectives, as listed in Title V. In addition to those services, the CARE student can receive support services that include but are not limited to child care and transportation allowances, books and supplies, counseling, and other related services.

STAFF:

EOPS Program Director/Counselor: Walter Briggs Jr.
 Counselor(s): Dietra Jackson, Salvador Suarez (Full Time)
 Counselor(s): Walter Briggs III, Marina Sangkavichai, Cathrine Sedillo (Adjunct)
 Math Tutor: Luis Echeverria (Adjunct)
 EOPS Specialist: Yvette Petrin
 EOPS Technician I: Johnny Burnette
 EOPS Technician II: Hilda Thompson, Diana Wright, Jenell Paul
 Program Dean: Wanda Gallerson

Part I: CURRICULUM

EOPS 060 ENRICHMENT CLASS
 1- 3 UNITS
 18 - 54 HOURS TOTAL
 (Developmental Course)

- 1.1 The EOPS Enrichment Class was established to support academic needs of EOPS students. Its design is to “help students meet the routine requirements of other classes being taken concurrently.” The curriculum supports the educational objectives of the program as follows:
 - a. Understanding the reasons for and methods of researching subject matter and thinking objectively in analyzing different points of view.
 - b. Understanding the basic types of writing techniques, i.e., essays versus term papers.
 - c. Being able to present their researched projects and ideas before the class.
- 1.2 Course requisites have been reviewed and are consistent with validation criteria. (Note: No grade is given for this class; student receives “credit or no credit” only. Credit course not applicable to the Associate Degree and Certificate programs.)
- 1.3 Not Applicable.
- 1.4 Course is taught within the parameters described in the outline of record.

- 1.5 The course addresses issues related to diversity and/or multicultural perspectives as topics are discussed related to the college campus community, the Antelope Valley community and international affairs.
- 1.6 Course scheduling provides students with reasonable access. One section is offered on Tuesday morning and one section on Wednesday afternoon.
- 1.7 The design of the course is to help students meet the routine requirements of other classes and therefore promotes strong enrollments. By adding another section in 2004 greater access is provided for students needing the support and guidance this class provides. Currently, there are no barriers that weaken student access.
- 1.8 Not applicable.
- 1.9 Group counseling provides an innovative approach that our limited counseling staff includes when we are striving to counsel each EOPS/CARE participant three times in the Fall and Spring semesters. Classified staff and student assistants provide an essential service by making contact with our participants by mail, telephone, poster boards, etc., informing and/or reminding students to come in to the EOPS office to secure a counseling session with one of our counselors. Instructionally, the EOPS 60 class is designed specially to teach EOPS/CARE students how to utilize a combination of reading, writing, and speaking techniques.
- 1.10 The student support and instructional support services are essential in the development of the student taking this EOPS Enrichment Class. Student and Instructional support services are available when needed and each service area provides materials and services that are current and meet student needs.
- 1.10A What is the relationship between the program under review and the following student support services?

Assessment	Financial Aid	Job Placement Center
Career Center	Disabled Student Services	Student Development
Transfer Center	Veterans Affairs Office	Outreach
Counseling	Admissions and Records	CalWORKs
New Directions	Matriculation	

The EOPS/CARE office works very closely with the programs/offices listed above to provide maximum student support delivery services for our student participants.

- 1.10B What is the relationship between the program under review and the following Instructional and support services?

Learning Center	Library	Math Lab
Instructional Media Center	Writing Center	ESL Support Program
Reading Lab	Academic Divisions	Tutoring Center

The EOPS/CARE office works in concert with the programs and offices above as a means to coordinate effective and meaningful referral services for our EOPS/CARE student participants.

- 1.11 The course meets one or more of the primary goals articulated in the College Mission Statement. This non-degree applicable course provides students with the knowledge and skills necessary to enroll in college level courses. Further, personal enrichment is achieved.
- 1.12 Any new courses or revised courses that would be proposed would be consistent with the College Mission Statement
- 1.13 Contingent upon the broad group of classes that students are concurrently enrolled in across the curriculum, innovative teaching approaches and style would be incorporated by the classroom instructor to meet the needs of a student(s).
- 1.14 The course is consistent with the development of programs, courses, and facilities articulated in the Educational Master Plan and Facilities Master Plan.

Part II: STUDENT SUPPORT & DEVELOPMENT:

- 2.1 The EOPS/CARE program publishes information consistent with its mission and program requirements through the class schedule, student handbook, catalog, flyers, brochures, and the college website. The policies for the EOPS/CARE program, which are state mandated, have proven to be successful for student success for more than three (3) decades. Each program is reviewed yearly to ensure that the program plan submitted early in the fiscal year to the State Chancellor's office is reflected through the year-end budget and MIS report.
- 2.2 The EOPS/CARE program is affected by all the subjects listed in this area: admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures. There is no negative impact as the EOPS program is to "supplement the regular educational programs of the community college district" as stated in the mission statement.
- 2.3 The EOPS/CARE program needs are supported as per Title V with resources and services. Student eligibility to receive programs and services requires:
 - Application for state and/or federal financial aid pursuant to the applicable rules and procedures of the college of attendance.
 - Maintaining academic progress towards a certificate, associate degree, or transfer goal pursuant to the academic standards established by the college of attendance applicable to all credit-enrolled students.
 - Filing an initial EOPS application and completing and adhere to a student educational plan and an EOPS mutual responsibility contract for programs and services.
 - Within two months of acceptance into the EOPS program provide income documentation from state or federal income tax forms or public assistance pursuant to Section 58620 (2) of this part, or other documentation as required for financial aid by the college of attendance.

Note: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

The State Chancellors Office would mandate any changes to the current resources and services provided as per Title V to EOPS/CARE students and we would make changes and/or improvements as required.

- 2.4 The EOPS Director and classified staff members are responsible in involving student assistants in the development, maintenance and expansion of EOPS/CARE programs, activities and services as appropriate. Whenever possible, student assistants are included in office staff meetings and/or in individual consultation meetings with the appropriate staff member, to gain specific information regarding any updates or deletions of program offerings or services. An additional method that would be useful in involving student assistants would be to attend off campus workshops; conferences and/or meetings directly related to our EOPS office operations and after being trained, serve as peer advisors, mentors and/or tutors when appropriate.
- 2.5 The college has an open door policy for all persons who wish to benefit by taking classes to achieve their goals or objectives. The college is using a verbal and math assessment test that has been approved by the Chancellor's Office to reduce the notion of being bias. The "Ability to Benefit Test" as required by the federal financial aid programs are available for both English and limited English speaking students.

No changes in the assessment, admissions and placement procedures are recommended at this time.

- 2.6 In addition to the college's service offerings, which all students can receive, EOPS/CARE students are offered additional services by the EOPS office and staff to maximize their chances of achieving their educational goals and objectives. Specific services, such as but not limited to recruitment, eligibility determinations (for both EOPS and CARE students), counseling (professional, paraprofessional and peer), some transitional services and tutoring and mentoring services are conducted in the EOPS office by the EOPS staff.

Our future projection needs to include additional office space, additional classified staff, additional professional counselors and additional funding resources from the college district and foundation program.

- 2.7 The college should continue applying EEO guidelines to ensure there are opportunities to hire a diverse faculty (Black and Hispanic) to teach classes across the curriculum in order to create and maintain a campus climate that serves and supports its diverse student population. The EOPS office is involved in the maintenance of a healthy campus climate by providing our EOPS/CARE participants with relevant workshops (on a limited basis due to being understaffed with the number of EOPS counselors) as it pertains to their environments, households, financial matters and interpersonal relationships. The EOPS Director, et al, plans to continue to advocate for a more

diversified campus climate and increasing the network of communications between EOPS staff members and upper level administration.

The percentages as listed represents the diverse student population that our EOPS Office served in 2004-05 as follows: White 18.2%, Black 53.4%, Hispanic, 18.8%, all other, 9.6%

- 2.8 The EOPS 060 class encourages classroom dialogue that broadens the intellectual, ethical and personal development of each student by covering subjects and topics related to “the college campus community, the Antelope Valley community and international affairs.”

Depending on the interest of an EOPS student, the campuses associated student government supports a variety of student clubs, depending on the interest of those wanting to participate.

Campus clubs are added by submitting the appropriate paperwork to the Student Development Office and are suspended at the request of the participating membership, pursuant to a majority vote.

- 2.9 The EOPS/CARE records are maintained in secure metal file cabinets within the area designated for EOPS/CARE services. Only designated staff has access to student records (paper/electronic) based on need for information. Working with our Information Technology department, the program utilizes all appropriate measures to maintain confidentiality and security of all records.

- 2.10 The EOPS/CARE program systematically evaluates its programs through the reports submitted to the State Chancellors Office, i.e., MIS and Program Plan. The reports speak to the success of the program based on the students meeting their goals of obtaining a certificate, associate degree, or transferring.

Part III. STUDENT OUTCOMES

- 3.1 Expectations for student outcomes are clearly articulated by the California Education Code (Title V). Funds come directly from the Chancellor’s Office via the State Legislature.

- 3.1A The trends and patterns that are used in assessing the effectiveness of our EOPS Programs and Services are three-fold:

1. The Chancellor’s Office conducts statewide program reviews of every campus EOPS program to ensure that EOPS/CARE student support delivery services are being conducted pursuant to Title V guidelines.
2. The Chancellor’s office conducts fiscal reviews statewide to ensure that financial expenditures are spent in compliance with the services and programs as approved in Title V guidelines, and
3. The EOPS Director and staff employees discuss the ongoing effectiveness of EOPS/CARE offerings as a means of expanding, changing or deleting certain programs or services.

- 3.2 Student program evaluation is attachment.

- 3.3 Not applicable.

Part IV. PERSONNEL AND SUPPORT SERVICES

- 4.1 The EOPS program shall be provided "by certificated director, instructors and counselors and other support staff employed by the governing board of the community college district. All staff funded by EOPS who are not supervised by the EOPS Director shall be accountable to the EOPS Director for the services rendered to EOPS students pursuant to the approved EOPS program plan.

Note: Authority cited: Sections 69648, 69648.7 and 71020 Education. Reference: Sections 69640 through 69655 Education Code.

- 4.2 The full-time equivalent (FTE) certificated positions within or assigned to EOPS to the ration of students served should be at the standard of 1-150 to 1.0 full-time certificated employee. For many years the program has served students in excess of this standard ratio of certificated staff. The current vacant counseling position and a fourth counseling position are anticipated to be filled during the 2005 -2006 fiscal year. Additional classified staffing issues have been addressed in the last several years and are considered to be within 1.0 to 2.0 FTE of reaching the appropriate level of staffing for a program that is currently serving over 1,000 (unduplicated) students. One FTE classified position is anticipated to be filled during the 2005-2006 fiscal year.
- 4.3 Professional development opportunities are available through EOPS/CARE annual conference, workshops sponsored by the State Chancellors office, regional meetings, visitations to other community colleges, other related conferences, and Antelope Valley College flex and staff development activities. All of these contribute to enhancing the effectiveness of meeting the goals and objectives of the program
- 4.4 Full-time faculty is provided opportunities and is actively involved in the process of hiring and evaluating faculty.
- 4.5 Evaluation of staff is systematic and done in a timely manner. Additional, as required, follow-up is done timely and systematically.
- 4.6 The evaluation process assesses effectiveness and encourages improvement.
- 4.7 The current staffing needs are not adequate to meet program needs but are currently being addressed during fiscal year 2005-2006.
- 4.8 No. Additional counseling staff is needed to meet program needs.

Part V. FACILITIES AND EQUIPMENT

- 5.1 Facilities are appropriate to deliver resources and services to EOPS/CARE students. Current wiring and phone hook-up access does present some challenges but those are being addressed. Moving to the current location has enhanced the ability of staff to deliver services. Office space has allowed us to begin the process of adding much-needed staff. The college's Strategic Plan provides the

- program with the opportunity to explore and plan ways to improve space utilization.
- 5.2 Equipment is appropriate for providing resources and services to EOPS/CARE students with the exception of our copying capabilities. The EOPS/CARE program has been prepared to purchase a new copy machine to meet the needs of the program for several years. Hopefully this fiscal year the program will be allowed to move forward and/or will be included in the overall plans for student services. Additionally, there are phone needs that need to be addressed when additional phone lines become available.
 - 5.3 The current location of the EOPS/CARE program is adequate for effective operation of services. Office space for adjunct will be a problem within the next fiscal year, as full-time counselors will be hired therefore limiting space of adjunct. Additionally, resources and services to EOPS/CARE students would be enhanced with space for peer mentors, study groups, and tutoring. The Strategic Master Plan is addressing the needs of the EOPS/CARE program with the anticipation of a new student services facility. Plans for space utilization are on going by the student services staff.
 - 5.4 The safety of the facilities and equipment are reasonable and adequate.

Part VI. FISCAL SUPPORT

- 6.1 During the period under review, resources from the State Chancellor's office continue to be effectively used to support the resources and services to EOPS/CARE students. The program plan details how these funds are allocated for staff, student workers, purchasing, equipment, grants/books, etc. The program continues to receive funding at an appropriate level and expenditures meet the requirements set forth in Title V. The state budget did present challenges for EOPS/CARE budgets several years ago when a mid-year freeze was mandated, the program regained sound footing after the freeze was lifted and accommodations were made for spending that fiscal year to extend until September 30.
- 6.2 Current funding and anticipated state funding is not adequate for the number of students who are currently being served and those eligible to be served. There is a need to augment current state funding with district dollars. Many districts augment their EOPS/CARE programs to further the mission of the college and the program mission.

Part VII. COMMUNITY OUTREACH AND PROGRAM AWARENESS

- 7.1 Staff is involved in the community through service organizations, churches, and schools, which provides additional linkage to the community.
- 7.2 Staff provides information and makes referrals to those programs and services that are available to all Antelope Valley students. Methods used include but are not limited to orientations, workshops, brochures, handouts, etc.

- 7.3 Title V requires each EOPS program to have an Advisory Committee. The purpose of the advisory committee is to assist the college in developing and maintaining effective extended opportunity programs and services. The Advisory Committee shall meet at least once during each academic year. The composition of the committee ensures opinions and recommendations from the Antelope Valley community, current and former students, EOPS staff and the campus community at large.

Part VIII. STATE AND FEDERAL COMPLIANCE

- 8.1 The EOPS/CARE program adheres to all state, federal, and local guidelines
8.2 Program adheres to all college policies and procedures

ADMINISTRATIVE SUMMARY

Summary of Findings

Strengths

The EOPS/CARE program continues to address the intent of the State Legislature by "recognizing the need and accepting the responsibility for extending the opportunities for community college education to all who may profit therefrom regardless of economic, social, and educational status." EOPS/CARE at Antelope Valley College established and continues to implement for the benefit of EOPS/CARE students resources and services to increase the number of eligible students served and assist those students to achieve their educational objective and goals. The EOPS program is challenged, as additional staff is needed to serve the students of the program (over cap). However, the greatest asset to the program and Antelope Valley College are the committed staff who just get the job done

Over the last two fiscal years, the EOPS/CARE program has had the opportunity to begin the hiring process resulting in an increase in support staff as well as meeting the certificated counselor(s) to student ratio suggested by the State Chancellors Office. (1 FTE to 150 students) Additionally, moving to the current location in November 2004 has allowed adequate space to support the program. Further, the program has been able to designate program dollars to support an adjunct math instructor to provide math tutoring three to four hours per week and increase from one to two sections of the EOPS 060 Enrichment Class.

Weaknesses

The weaknesses that the program will continue to address in maintaining and increasing the number of students served are:

- District revenue to augment yearly budget beyond the district match.
- Wiring to support current and future equipment needs.

- Telephone lines to support all full-time staff.
- Correction of any health and/or safety issues that have or may cause harm to staff and students.

Planned Actions for Program Improvements

- Continue working with the Dean of Student Services and Vice President of Student Services to ensure the program meets the objectives and goals of the State Chancellors Office in concert with the mission of Antelope Valley College.
- Continue to work towards meeting the staffing needs of the program.
- Continue to improve the good relationship within student services and the campus community.
- Continue to improve EOPS/CARE delivery of services to students.
- Continue to allow staff growth to meet the changes in technology.
- Continue outreach efforts with CSU's and UC's.
- Improve on our delivery of information to students; i.e., web site, brochures, flyers, etc.
- Continue to explore ways to streamline maintenance of records.
- When staffed at an appropriate level, reinstate campus visits to four-year campuses for EOPS/CARE students.
- Continue to educate the campus regarding the program objectives, goals, and success.
- Continue to explore, identify, and hire a computer technician that would meet the needs of EOPS/CARE and the division members within the unit.
- Explore additional opportunities to survey the EOPS/CARE student to assist the program on delivery of resources and services.

Attached are various documents for your review, including but not limited to:

Program Review Job Descriptions

Year End Highlights 2003-2004

EOPS Advisory Committee Agenda – June 15, 2005

EOPS Advisory Committee Minutes – June 2, 2005

Student Survey Results