Peralta Community College District
STUDENT SERVICES ANNUAL PROGRAM UPDATE

Academic Year 2013-2014

This presents the common elements to be addressed by each student services unit/area in its annual program update. Depending on College preferences, elements may be formatted or addressed slightly differently.

I. OVERVIEW

		Date Submitted:	September 24, 2013
College	College of Alameda	**Administrator:**	Toni Cook
Unit/Area	EOPS/CARE/CalWORKs		
Completed By:	Toni Cook		
Mission/History and Description of Service Provided *Brief, one paragraph.*	**Educational Opportunity Programs and Services (EOPS)** program is for students who demonstrate that they have educational, economic, social, cultural, or language challenges which interfere with their educational careers. The program offers special supportive services to EOPS students, including professional counseling and peer advising, priority registration, tutorial services, career and academic guidance, financial and book purchase assistance, transfer assistance and fee waivers for CSU and University of California, and cultural enrichment activities. Also, students are assisted with admissions and financial aid applications to four-year institutions. The **Cooperative Agencies Resources for Education (CARE)** program in the California Community Colleges is "a unique educational program geared toward the welfare recipient who desires job-relevant education to break the dependency cycle." As a supplemental component of EOPS, CARE provides educational support services designed for the academically under-prepared, low income, single parent population. Grants and allowances for educationally-related expenses (such as child care, transportation, textbooks and supplies) may be awarded as a means of strengthening the retention, persistence, graduation and transfer rates of these individuals. Students participating in CARE may choose to earn a vocational certificate or license, associate degree or transfer program options The College of Alameda **California Work Opportunity and Responsibility to Kids (CalWORKs) program** is to provide students who are TANF/CalWorks recipients with a solid foundation of support services as the Program is specifically created to empower them to successfully pursue educational and career opportunities. Thus, the ultimate goal of the program is to assist CalWORKS students with vocational/educational training programs that lead to self sufficiency. The program partners with several governmental and non-profit entities within Alameda County's Department of Social Services, the Cities of Oakland and Alameda, Oakland and City of Alameda Housing Authority, City of Alameda and county food banks, etc. In an attempt to respond to the demand of "doing more with less," the CalWORKs program was placed under the direct supervision of the director of the EOPS/CARE program 2010-2011. This not only insures that the program has fulltime supervision, but students who have "time limited out" are guaranteed a smooth transition if eligible for CARE services and counseling consistence.
Student Learning Outcomes (SLOs) *(or Service Area Outcomes-SAOs, or Program Learning Outcomes-PLOs)*	**EOPS/CARE** **Demonstrate information competency** **Activity**: Students are given information about EOPS/CARE program requirements through - orientation, reading and discussing the Mutual Responsibility Contract (MRC), and during the counseling sessions, of which 3 are required per semester. **Develop self-awareness and confidence** **Activities** - New student orientation; and reading, discussing and compliance with the provisions of the Mutual Responsibility Contract. **Demonstrate technological literacy** **Activity** - On-line selection of classes during the priority registration period; email communication between EOPS/CARE program officials and students; and usage of technology to carry out non-

	school related activities such as on-line banking.
	CalWORKs
	1. Develop a Student Educational Plan (SEP) that will facilitate an effective integration into the work force.
	Activity: Students in consultation with the CalWORKs Counselor will develop and SEP consistent with their county welfare-to-work activity contract
	2. Find and utilize effectively available community based resources needed to become self sufficient.
	Activity: Randomly 10 students will be given a case vignette that will assess their knowledge of available resources, their skills to apply and get qualified for their resources as well as their knowledge of needs prioritization.
	3. Recognize life and work stressors and design and implement effective practices, goals and interventions.
	Activity: Randomly 10 students will be given a case vignette that will assess their awareness to life stressors and their knowledge of effective strategies
SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs)	**EOPS/CARE** (1) **SLO#1** is mapped to **ILO#1** (2) **SLO#2** is mapped to **ILO#4** (3) **SLO#3** is mapped to **ILO#1** **CalWORKs** **(1) SLO#1 is mapped to ILO#1** **(2) SLO#2 is mapped to ILO#1** **(3) SLO#3 is mapped to ILO#5**

II. ASSESSMENT, EVALUATION AND PLANNING

Quantitative Assessments	
Include service area data such as number of students served by your unit/area. Include data and recommendations from program review. *Include data used to assess your SLO/SAO/PLOs.*	**EOPS/CARE Program –** According to the California Community Colleges "Data Mart," the COA EOPS program provided "over and above services" to 519 students, and the same to 48 students in the CARE program. 58.96% of the EOPS participants were female; and 34.10% male. The overwhelming population (89.58%) in the CARE program was female. 45% of the CARE participants were between the age 20-24; and 71% of the EOPS participants were between the ages 18-29 – with the largest group within the 20-24 age range. In 2012-2013, African Americans constituted the largest ethnic group (39.69%) and Asians the second largest group (28.71%). The Latino population in the program was 11.56%. However, it remains the goal of the COA EOPS program to increase the Latino population to reflect their representation in the Peralta District. Even though the COA EOPS program exceeded the state cap of 397 students, the impact of declining resources over the past two years was most evident as the EOPS program served fewer students when compared to 2009-2010 and 2008-2009. With an increase of $90,000 in the 2013-2014 allocation, more students will be served. **CalWORKs Program** - 134 COA students received CalWORKs services 2012-2013. This represented a modest increase of 8 students when compared to the 126 students receiving CalWORKs services 2011-2012. According to the state "Data Mart," 78% of the population is females; 10.53% male and 11.28% unknown. 54.4% of the CalWORKs participants range in age 20-29; and 44% are African American, 18.8% Latino and 13.53% Asian. **Student Success** - Existing data maintained by the EOPS/CARE/CalWORKs Program Specialist indicates that for 2012-2013, 385 (74%) of the EOPS/CARE students were identified as having a cumulative GPA in excess of 2.50. Of the 58 EOPS/CARE that graduated Spring 2013, 28 (44%) transferred to a college/university; 23 received an AA degree; 2 an AS degree; and 5 received Certificates of Achievement. Nine of the Spring 2013 graduates did so with "honors" and 4 with "high honors. The retention rate for EOPS/CARE student remains at 81% Although there was a modest increase in the number of students enrolled in the CalWORKs program, academic performance at the 2.0 or better level and retention and persistence remains a major challenge. 74 students were in the CalWORKs program Fall 2010. However, 24 (32%) of the students who enrolled Fall 2012 failed to enroll Spring 2013. 60 "new" CalWORKs were admitted to the program Spring 2013. 27 of the 60 failed to enroll Fall 2013. By the time the academic year ended, 19 CalWORKs students had cumulative GPAs of less than 2.0. As of Fall 2013, the goal of hiring a full time CARE/CalWORKs counselor had been accomplished. As such, it is expected that communication with the students will increase, as well as several intervention strategies will be implemented – all with the goal of increasing retention/persistence as well as academic performance. **Matriculation** – Each of the 519 EOPS students, as well as the 48 students who received CARE services, are considered to be matriculating as the state regulations governing both programs required the participating students to enroll in a minimum of 12 units. However, it should be noted that DSPS students are not required to enroll in 12 units; and the state provides the program director 10% discretion. Thus, after careful review of all of the students enrolled in the EOPS and CARE program 549 of the 567 EOPS/CARE students were enrolled in 12 or more units.

Qualitative Assessments	
Present evidence of community need based on advisory committee input, student surveys, focus groups, etc. *Include data used to assess your SLO/SAO/PLOs.*	The Extended Opportunity Programs and Services (EOPS) Program was established by the Legislature with the passage of Senate Bill 164, Alquist (Chapter 1579, Statutes of 1969). The Legislature further established the Cooperative Agencies Resources for Education (CARE) program through Assembly Bill 3103, Hughes (Chapter 1029, Statutes of 1982) as a means of providing supplemental educational support services for EOPS students who are welfare recipients, single heads of household, and in need of college-level educational and vocational training to break the cycle of welfare dependency. Both the EOPS and CARE programs represent the State's commitment to access and educational equity for California residents whose educational and socioeconomic backgrounds discourage their participation in postsecondary education. One of the most important components of both categorical programs is community engagement. As such, EOPS and CARE are required (Section 69643. Advisory committee, *ARTICLE 8. COMMUNITY COLLEGE EXTENDED OPPORTUNITYPROGRAMS AND SERVICE)* institute a Community Advisory Board. As such, efforts are ongoing to meet this requirement. During the Spring 2008 semester, EOPS and CARE advisory entities were combined in accordance with the guidelines for both programs; and each member of both advisory committees are appointed by the college president. The **CalWORKS** program supports the College of Alameda's mission to provide access to educational services to all eligible students, regardless of income and prior educational level. Data from the college's research department consistently shows that more and more students are coming to College of Alameda without adequate educational preparation. Given the state of the economy, the program continues to experience a modest increase in the number of students who are receiving services through the college CalWORKs program, as a County Referral Program Participant.

Identifying Strengths, Weaknesses, Opportunities, and Limitations

Strengths *What are the STRENGTHS of your unit/area?*	**EOPS/CARE** (1) The EOPS/CARE Program continues to issue book vouchers to eligible students. This service is considered one of the most essential services available to students. The COA program dedicated $167,867 of its 2012-2013 EOPS/CARE resources to the book voucher activity. (2) EOPS/CARE counselors continue to insure that students meet the required three appointments per semester. This, combined, with enforcement of the Mutual Responsibility Contract, distribution and the return of the Academic Performance Report, are the primary methods used to address issues of persistence and retention. In addition, implementation and usage of the SARS grid in 2007, and the call system in 2008, enhanced the counselors' ability to effectively track, monitor and contact students to ensure that they complete the Title V requirement of meeting with their respective counselor three times each semester. (3) Priority registration continues to be a service provided for EOPS/CARE students. Once the "priority enrollment" date is established, counselors, as well as the EOPS/CARE Program Specialist, engage in a "campaign" like manner to notify and remind students of the importance of this service. Even though Section 58108 of Article 1 of Subchapter 2 of Chapter 9 of Division 6 of Title 5 of the California Code of Regulations was amended during 2011-2012 to include other student groups, EOPS/CARE students retained their priority enrollment status. (4) The EOPS/CARE program continues to require new applicants to prove that they have taken the college assessment examination **prior** to being accepted into the program.

(5) The program continues to retain the services of student assistants who are multi-lingual. During the 2012-2013 academic year, student assistants were able to provide translation for students who spoke Tagalog, Spanish, Mandarin and Cantonese Chinese.

(6) The EOPS/CARE program continues to enjoy an excellent relationship with CalWORKs, DSPS, Admissions and Records, Testing/Assessment Center as well as Financial Aid.   For example, the Dean, Special Programs and Grants serves as the chairperson of the Financial Aid Appeals Committee; and an EOPS counselor continues to serve on the Financial Aid Advisory Committee.   The EOPS/CARE program established a collaborative and cooperative relationship with Health Services, the instructional "Learning Communities," Department Chairpersons of Career Technical Education Programs and the "One Stop" Career Center.

(7) The EOPS/CARE program is sensitive to the fact that many of the students are confronted with challenges that requires staff to develop relationships with community-based agencies located in the Cities of Oakland and Alameda. For example, during the past four years, staff discovered that one of the principle challenges that many students suffer is hunger. As such, the Dean, Special Programs and Grants, gained the permission of First African Methodist Episcopal Church to utilize its access to the Alameda County Food Bank to secure food and vegetables when students requested such. In addition, staff enjoys a healthy relationship with agencies such as Alameda Family Services, Oakland and City of Alameda Housing Authority, as well as several Alameda County and City of Oakland and Alameda elected officials who have access to resources that many of the students require.

CalWORKs

(1) The CalWORKs Program is in close partnership with the California State Chancellor's Office, as well as the Alameda County Social Services Agency to provide direct student support services. In addition, the college's CalWORKs program is designed to support the county Welfare-to-Work employment target of 30 percent of all CalWORKs students working at least 20 hours a week while attending school.

(2) CalWORKs student orientations are conducted at the beginning of the Fall and Spring semester of each academic year that this self-study narrative covers. In the Fall of 2011 COA counselors invited staff from the County of Alameda Social Services Agency to conducted a workshop independent of the formal orientation. This represented a major change as county officials had been a part of the more formal orientation sessions. However, the CalWORKs counselors believed that the county should be afforded an opportunity to conduct its own workshop so as to provide important information that insured that CalWORKs students were advised of any, and all, legislative and/or agency changes that affected their eligibility; as well as insure that they understood and followed the proper steps required to remain eligible for county services, as well as the college-based CalWORKs program.

(3)   COA CalWORKs continues to enjoy an excellent relationship with other student and instructional services such as Disabled Students Program Services, EOPS/CARE, Health Services, Student Activities, COA One Stop Career Center, Financial Aid, instructional Dean of Division II, as well as the department chairs of the CTE programs. Through these collaborative relationships a team approach was established and enhanced the stabilization of student retention and persistence.

Weaknesses *What are the current WEAKNESSES of your unit/area?*	**EOPS/CARE** Although the EOPS/CARE population increased slightly Fall 2007, the overall population continues to experience an under representation of Latinos and African American males. The EOPS/CARE Program Specialist continues to fill the void created by the resignation of the Outreach Specialist. In addition, the 2009-2010 budget crisis caused the program to eliminate the non-tenured CARE/CalWORKs counselor, as well as the adjunct counselor from the staff as there insufficient resources available to sustain their salaries. This means that the two remaining counselors now must meet with the EOPS/CARE students, as well as those CalWORKs students who are also receiving CARE services. **CalWORKs** The CalWORKs program was without a full time counselor for the years in which there was a budget crisis. However, with the passage of Measure B and Proposition 30, the college was able to hire a full time EOPS/CARE/CalWORKs counselor August 15, 2013.
Opportunities *What are the OPPORTUNITIES in your unit/area?*	2013 Student Success Score Card clearly indicates that the two populations who come least prepared for college work at College of Alameda are African Americans and Latinos. This is confirmed when we examine EOPS/CARE and CalWORKs student success data. In response to this challenge, several initiatives have been generated: The most successful one to date has been the Learning Communities. During the Fall 2013 semester, three other initiatives will be launched. The Success Academy, Alameda Promise and Men of Color. EOPS/CARE and CalWORKs staff is intimately involved with all three.
Limitations *What are the current LIMITATIONS of your unit/area?*	The CalWORKs program needs a "job developer" who is dedicated to preparing the CalWORKs student to meet their Welfare-to-Work requirement. This includes, but is not limited to assisting the student in developing a resume, strengthening interviewing skills, and fined job placement in areas that complement the student's academic goals.

Action Plan for Continuous Improvement

Please describe your plan for the continuous improvement of your unit/area.

EOPS/CARE

(1) **Recruitment of Latinos and African American Males** - The EOPS/CARE Director and Program Specialist continues to serve as active members on the Recruitment and Retention Committee. During the 2008-09 academic year, the EOPS/CARE Program Specialist attended an event that addressed the challenges of recruitment and retention of Latino Students. The event was sponsored by CSU, East Bay. More recently, the Director attended the African American male conference sponsored by Merritt College. In addition to attending events that focus on the recruitment and retention strategies pertaining to Latinos and African American males, the Director is actively collaborating with the principal sponsors of the three "Learning Communities." Thus, our goal remains that of increasing the presence of Latinos and African American males by 5% each academic year.

(2) **The Continued Challenges of Retention and Productivity** - The Director has developed a collaborative relationship with the instructional "Learning Communities," as it is believed that these instructional programs are an excellent vehicle to address the challenges of retention, persistence and productivity.

CalWORKs

(1) Stabilize the retention and persistence of CalWORKs students by encouraging them to enroll in one of the Learning Communities - This has been an on-going issue in the CalWORKs program statewide. All new CalWORKs students are required to take the assessment test before a Student Education Plan (SEP) is developed. Students who test within the range that suggests that their math placement should be arithmetic and English placement is English 269 easily become discouraged. For example 20 of the 24 students who enrolled Fall 2010 and failed to return Fall 2011 fit the aforementioned assessment test profile.

A review of the methods used to try and stabilize the situation includes, but is not limiting to, collaborating with Alameda County Social Service officials who serve CalWORKs/TANF recipients to advise them of the advantages of having the students to enroll at least 2-3 weeks before the first day of class; especially since the profile of the students who failed to return indicated that they enrolled the first week of class. In addition, orientation for CalWORKs students was moved from the first week of class to the week before the first day of classes; and sessions were defined as mandatory and were held for continuing and new CalWORKs students. Rather than determine eligibility during the first meeting with the CalWORKs counselor, it was determined during the orientation, as all CalWORKs students were told to bring their "most recent Notice of Action." By determining eligibility at the orientation session, the first counseling session focused on the development of a SEP for "new" CalWORKs students and updating the existing one for "continuing" CalWORKs students.

In an attempt to discern if continuing CalWORKs students were returning Fall and/or Spring semester, counselors began calling students 7-10 days before the first day of class. Students, who received less than 2.0 at the end of the semester, were called first and invited to meet with their counselor prior to the first day of class. In this way, counselors could assess if there were academic, financial and/or family issues that could possibly interfere with their returning.

While there is no guarantee that the strategies employed will significantly alter the challenge of retention and persistence, evidence is available that the impact of such is beginning to have a measurable impact. For example, there were 83 CalWORKs students who enrolled Fall 2011 and/or Spring 2012, returned Fall 2012. More importantly, the GPA of the "continuing" students settled to where the overall average was 2.53.

(2) **Continue to partner with the One Stop Career Center and the Job Developer so that CalWORKs students will receive the job search services that meet their Welfare-To-Work requirements.** - Given the impact noted in the previous goal, several modifications were made to the budget. The most significant impact was the reallocation of "child care" resources to work study. Once it was established that child care expenses were provided by the county social service agency, the Dean and the counselors decided not to duplicate this service, especially since the evidence demonstrated that the "child care" allocation remained largely unspent. More importantly, CalWORKs counselors believed it to be more realistic to focus on helping the students to meet their Welfare-To-Work requirements. As such, meetings were held with the One Stop Career Center and the Job Developer to insure that CalWORKs students were taking full advantage of the "job readiness" services provided by the Center. The impact of this strengthened relationship is measured by the number of CalWORKs students who were placed in work-study positions at the district, on campus and/or in off-campus agencies/organizations. Specifically, 68% of the 2012-2013 CalWORKs students held

positions in one of the aforementioned settings.

(3) Continue to conduct workshops that focus on life skills strategies needed to overcome barriers that may impede CalWORKs students from reaching their academic goal. - During the 2012-2013 academic year several life skills workshops were offered. However, the attendance was marginal. As such, several changes were made. The most significant change was the time that county social service agencies allotted CalWORKs recipients to complete their respective training and/or community college program was reduced to 48 months. This was particularly impactful on students who required at least 2-4 semesters of basic skills courses as this reduced the time to complete a CTE or Liberal Arts AA program to 36 or 24 months respectively. Rather than bemoan the impact, counselors began to urge CalWORKs students who fit the basic skills profile previously noted to examine the potential of enrolling in CTE programs that provided them with a skill as well as a Certificate of Completion as this pathway would enable them to develop some "job readiness" skills within the time limited allotted. The data suggests that 28% of the students who began their academic journey enrolled in a Liberal Arts program, modified their SEP program and enrolled in CTE programs offered at COA.

Additional Planned Educational Activities Towards FTES, Student Success, Persistence, and Completion

Describe your unit/area's plan to meet district FTES target and address student success, persistence, and completion, especially for unprepared, underrepresented, and underserved students. (see Student Success Scorecard-http://scorecard.cccco.edu/scorecard.aspx)

Meet District FTES Target for AY2013-2014 of 18,830	The College of Alameda EOPS/CARE and CalWORKs programs will engage in the following activities that will contribute to the District's 2013-2014 FTES target of 18,830. **(1)** Insure that EOPS/CARE students who enrolled in the state required 12 full time units remain enrolled when the "census day" figures for each semester are reported to the district office; and **(2)** During the counseling visits make sure that EOPS/CARE students remain "on track" with their Student Education Plans and meet their target date to transfer to a four year college/university and/or receive their AA/AS within a timely manner.
Increase Student Success	During the 2012-2013 academic year, 58 EOPS/CARE and/or CalWORKs students graduated. 39 transferred to universities/colleges; 5 were awarded an AA; 6 received an AS; and 8 received certificates. An EOPS student was the salutatorian for the class of 2013 In addition, 10 EOPS/CARE students were awarded scholarships; and 1 CalWORKs student was awarded the same. Student Success for 2013-2014 will be equally as outstanding. "New" EOPS/CARE students are encouraged to enroll in 200A/B (orientation) and the impact is expected to have a positive impact on student success as they will be more familiar with the college's services; enrolled in a small setting that allows student to ask questions and receive answers regarding their academic and/or career goals.
Increase Persistence *Percentage of degree and/or transfer-seeking students who enroll in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.*	In addition to the information pertaining to meeting the district's FTES goals, an extra emphasis will be placed on increasing the persisting and retention of CalWORKs students. The strategies employed in support of this goal are noted in the Action Plan portion of this document.
Increase College Completion *Percentage of degree and/or transfer-seeking students who complete a degree, certificate or transfer related outcomes.*	During the 2012-2013 academic year, 58 EOPS/CARE and/or CalWORKs students graduated. 39 transferred to universities/colleges; 5 were awarded an AA; 6 received an AS; and 8 received certificates. An EOPS student was the salutatorian for the class of 2013 In addition, 10 EOPS/CARE students were awarded scholarships; and 1 CalWORKs student was awarded the same; and an EOPS student was the class salutatorian. All three categorical programs set a goal of increasing the number of transfer-seeing students who complete a degree and/or certificate by 5% for the 2013-2013 academic year.

III.   RESOURCE NEEDS

Human Resource/Personnel
Please describe any human resource/personnel needs for your unit/area.

Current Staffing Level:		**Headcount**	**FTE Equiv.**
	Faculty (Permanent)	2	2
	Faculty (PT/Adjunct)	1	n/a
	Classified Staff (Permanent)	1	1
	Classified Staff (Hourly)	0	n/a
	Students	4	n/a
	ICC/Consultant/Other	0	n/a

Narrative: *Describe the current staffing level in relation to the relative need for effective delivery of your unit/area's programs and services.* *Discuss any current position vacancies, the need for additional personnel, the need for permanent faculty/staff instead of adjunct/hourly personnel, etc.* *Describe implications of the current staffing level in your unit/area to overall service delivery.*	**The EOPS/CARE** program is currently being supervised by the Dean, Special Programs and Grants. In addition, the program continues to enjoy the support of a full-time classified professional who serves as the Program Specialist. However, three full time positions remain vacant – EOPS/CARE Counselor, Outreach Specialist and Clerical Assistant II. Given the passage of Measure B, and Proposition 30, efforts to retain an additional part-time counselor Spring 2014 is seriously being considered; and the hiring of a full-time EOPS/CARE Counselor is being evaluated. Given the staff shortages, the EOPS/CARE program no longer retains the services of tutors and the counselors do not provide transfer services. As such, the program requested a waiver in 2010-2011, 2011-2012, and 2012-2013 of its obligation to provide tutorial and transfer services; and relies, instead on the college's tutorial and transfer services. **CalWORKs -** All supportive human resources and files are currently housed in the space occupied by the EOPS/CARE program. The manner in which the space dedicated to the EOPS/CARE program was configured the EOPS/CARE/CalWORKs counselor continues to enjoy an element of privacy when meeting with students; needed storage space is more than adequate; and the congeniality the EOPS/CARE program, as well as the other student services located in the Welcome Center continues to be collaborative.
Human Resource/Personnel Requests *List your human resource/personnel requests in prioritized/ranked order.* *Human resource/personnel requests will go through the established College and District planning and budgeting process.*	**EOPS/CARE Full time Counselor** - There remains a need to hire an additional full time EOPS counselor as the current load is being carried by one full time counselor, and a part-time counselor. If one were to examine the scheduling of EOPS students n the SARS system, two realities will be evident. (1) all counselors are fully "booked" 3-5 weeks in advance; and counselors set aside 30 minutes for each student. The cancellation rate and/or "no show" is less than 15%. **Adjunct EOPS/CARE Counselor** - In order to maintain the spirit of "over and above," the need to hire an additional adjunct counselor Spring 2013 may be in order. Moreover, the potential of using 2014-2015 resources to hire a full time EOPS counselor will be examined. **Campus-Based Researcher -** During the 2010-2012 budget crisis, the position of researcher that was housed on the COA campus was eliminated. The District Office filled the vacancy. The student service data is not only inadquate, but the support needed to analyze the results of the student survey that EOPS/CARE and CalWORKs initiated each year no longer exists. There remains a need for the campus to have a researcher as the data used to support the Student Learning Outcomes would be accurate and factual.

09/07/2013- ASM

Facilities/Infrastructure

Please describe any facilities/infrastructure needs for your unit/area.

Narrative: *Describe the current facilities/infrastructure of your unit/area in relation to the relative need for effective delivery of programs and services.* *Describe implications of the current state of facilities/infrastructure in your unit/area to overall service delivery.*	The space that is currently dedicated to the EOPS/CARE and CalWORKs program is adequate. Each counselor has an assigned office. Adequate storage space is available. Counter space used primarily by the student assistants is adequate.
Facilities/Infrastructure Requests *List your facilities requests in prioritized/ranked order.* *Facilities requests will go through the established College and District planning and budgeting process.*	A partition is needed to provide the EOPS/CARE/CalWORKs program specialist some privacy. Currently the space is open and the privacy need to perform the assigned budgetary responsibilities is not conducive nor is the worker provided a confidential setting.

Technology

Please describe any technology needs for your unit/area.

Narrative: *Describe the technology needs of your unit/area in relation to the relative need for effective delivery of programs and services.* *Describe implications of the current state of technology in your unit/area to overall service delivery.*	**Ricoh Aficio MP C5000** copying machine. The current copier is five years old and should be updated as well as replaced. It is hoped that the copier can be purchased with Measure A resources. **Eight Computers (3 with 24 inch monitors) –** EOPS/CARE resources were used to purchase the 8 computers in 2004 and 2005. However, this equipment needs to be updated. Therefore, Measure A resources are being requested to meet the stated need, as there are insufficient EOPS/CARE resources to purchase the equipment. **3 Inkjet Printers (w/color cartridge)** – During the past 5 years, EOPS/CARE resources were used to purchase the four ink jet printers. One was replaced Spring 2013: Another with the usage of CalWORKs fund was replaced Fall 2012. However, two ink jet printers (color) remain in need of replacement and can be purchased with Measure A resources.
Technology Requests *List your technology requests in prioritized/ranked order.* *Technology requests will go through the established College and District planning and budgeting process.*	**1 Ricoh Aficio MP C5000 copier** **3 Inkjet Printers (w/color cartridge)** **8 Computers (3 with 24 inch monitors)**

IV. OTHER

Please feel free to provide any additional information about your unit/area below.