Program Plan

Student Resource and Support Network (SRSN)

- California Work Opportunity & Responsibility to Kids (CalWORKs)
- Extended Opportunity Programs & Services (EOPS)
- Cooperative Agencies Resources for Education (CARE)
- Workforce Innovation and Opportunity Act (WIOA)
- Working Student Success Network (WSSN)

Karen Reyes, Director

Fall 2017
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Section One: Department Overview

Background and History
In August 2014 the College administration determined it would be in the interest of the college to place Fast Track to Work (CalWORKs and WIOA) and EOPS/CARE under the leadership of one administrative director, creating one department with a number of identified programs; further, this act supports the goal of providing more in-depth services to a larger number of qualifying students. Additionally, this would assist the College in avoiding the duplication or supplanting of services as mandated by the Chancellor’s office.

After reviewing the services available to students with a focus on creating sustainable activities for a wider number of low-income students at Cabrillo College it was determined that the name Fast Track to Work (FTTW) was not fully representative of the services being provided and was often misleading to students (e.g. students often approached FTTW staff seeking student employment opportunities). An investigation of names aligned with the services offered led to the selection of a new name, The Student Resource and Support Network (SRSN).

The Student Resource and Support Network is the coalition of the CalWORKs, EOPS/CARE and WIOA programs. The primary goal is to leverage resources where appropriate and provide more comprehensive services for students, especially those who participate in more than one of the defined programs, while maintaining the integrity of each of the distinct categorical programs and programs funded through other outside agencies. It is imperative that the college can demonstrate that each program within SRSN remains aligned with the core requirements as set out by the California Community College Chancellor’s Office and other funders.

Mission and Values

Mission Statement:
Student Resource & Support Network (SRSN) is a dynamic student services program serving first generation, low income, unemployed and under-employed Cabrillo students. SRSN provides advocacy and supportive services; and promotes student success in achieving career advancement leading to financial self-sufficiency.

(The mission statement will be reviewed following the updated mission and vision statements of the institution, spring 2018).

The Core Four:
The Student Resource and Support Network support the Mission Statement and Core 4 by guiding students to achieve their academic, career, and personal development goals:

- Students will demonstrate the ability to communicate by articulating to staff and faculty about psychological and social needs; academic progress through personal needs assessments, mid-term progress reports and term final grades; and communicating with academic faculty when warranted (e.g. sub-standard mid-term grades).
- Students will demonstrate critical thinking and information competency by assisting in the development of their educational plan with an academic counselor.
• Students will demonstrate a **global awareness** by participating in the development of career goals, how those goals fit into our community or the community at large and the education plan needed to achieve their stated career goal.

• Students will demonstrate **personal and professional responsibility** by complying with required program elements including the development of an educational plan and providing mid-term academic progress reports and compliance with requirements from collaborating agencies.

**Students Served/Equity Populations**

Each of the programs within SRSN serves a population of students as defined by the Chancellor’s office or other funders. Students represent the following equity populations:

- economically disadvantaged: low-income, deep poverty, unemployed or dislocated workers
- ethnically diverse
- first generation
- foster youth
- single parent households
- students with disabilities
- veterans
- women and men

SRSN provides an array of services; the alignment and leveraging of resources provides for over-and-above services, as mandated by the Chancellor’s office. Though students may qualify for more than one SRSN program, thoughtful coordination ensures that services are not duplicated or supplanted. Each program has developed specific student learning outcomes which are aligned with program and agency partner requirements.

**Goals of the Student Resources and Support Network**

• Provide comprehensive supportive services for first generation and low-income qualifying students.
• Leverage resources where possible to ensure each student receives maximum possible supports.
• Avoid duplication of services through strong collaboration.
• Provide academic counseling and individual case management services to participating students.
• Create a culture of co-case management to ensure that students participating in multiple programs are receiving as-well-as integrated services.
• Increase staff members’ knowledge of all programs within the Student Resource and Support Network.
• Provide year-round support
• Maintain office hours for SRSN programs at the Watsonville Center.
• Ensure consistency in overlapping policies and procedures to all students at both the Aptos Campus and Watsonville Center.
Student learning outcomes (SLOs) have been written and assessed for each participating program in the Student Resource and Support Network. The SLOs have been drafted to align with program and agency partner requirements, and to ensure that staff members in the SRSN programs are striving to provide similar successful outcomes for all participating students. Student learning outcomes are evaluated each spring.

**Budgets**

Budgets for each program will be maintained as directed by the Chancellor’s office or granting agencies and in compliance with College standards.

**Review of Accomplishments and Collaborations**

The 2014-2015 year brought a restructuring opportunity, moving EOPS/CARE under the Fast Track to Work program, aligning EOPS/CARE with CalWORKs and WIOA to better serve students. In 2015-2016, the department name changed to Student Resource & Support Network, reflecting the collaborative nature. Since that time, the following are recognized accomplishments and collaborations:

- CalWORKs, EOPS/CARE and WIOA staff participate in a co-case management model for students with high-touch needs.
- Guardian Scholars program also participates in the monthly co-case management meeting; several students in SRSN programs are also Guardian Scholars (current or former foster youth).
- CalWORKs staff is able to determine eligibility for the CalWORKs program by utilizing the CalWIN database with CalWIN access through our county partner.
- EOPS staff is able to determine eligibility for CARE services by utilizing the CalWIN database with CalWIN access through our county partner.
- Doubled the size of the EOPS program
- Added summer services for EOPS/CARE students
- Added summer work-study for CalWORKs students
- Two county Employment Training Specialist (ETS) staff are now permanently located in the Student Resource and Support Network office increasing the ability for staff and studentsnto easily consult with county staff.
- One county Benefits Representative is on campus one afternoon per week to assist students and community members in accessing CalFresh (SNAP/food stamps) and other county benefit programs.
- A CalFresh outreach specialist from Second Harvest Foodbank is on campus weekly to assist students and community members with CalFresh applications.
- Financial Coaching services are available in SRSN on a weekly basis, provided through a partnership with Bay Federal Credit Union (open to any Cabrillo student).
- Fifteen Cabrillo staff trained as financial coaches by participating in professional development through onsite instruction provided by Central College, New Mexico.
- WIOA Employment Support Specialists are on campus in SRSN on a weekly basis to provide support for WIOA eligible students and students interested in applying for WIOA.
• Workshops provided by each program are now offered to all students participating in any of the programs, as well as any Cabrillo student. (Advertising of workshops moved to the Retention Coordinator in spring 2017).

• Development of a collaborative relationship with Project Scout of the Senior Center provides Volunteer Income Tax Assistance tax preparation guidance to students and community members at both Cabrillo locations.

• All staff and faculty are encouraged to participate in professional development.

• A flex activity was provided to faculty to incorporate financial literacy in the classroom, a trainer was provided by the Federal Reserve, Louisville.

• A flex activity was provided to faculty on student hunger and local resources in collaboration with the Retention Coordinator.

### Chart of Services

<table>
<thead>
<tr>
<th>Service</th>
<th>CalWORKs</th>
<th>CARE</th>
<th>EOPS</th>
<th>WIOA</th>
</tr>
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<tbody>
<tr>
<td>Academic Counseling</td>
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<td>Auto Repair</td>
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<td>Book/Materials Vouchers</td>
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<td>Case Management</td>
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<td>DACA/Dreamer Support</td>
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<tr>
<td>Enrollment Assistance</td>
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<td>Enrollment Fees</td>
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<td>Fee Vouchers</td>
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<td>Financial Aid Application Assistance</td>
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<td>Meal Cards</td>
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<td>Referrals (on- and off-campus)</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Registration Assistance</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<td>School Supplies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>Transportation Assistance</td>
<td>X</td>
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<td>X</td>
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Staff and Faculty

Eva Acosta................................. Adjunct Counselor, EOPS/CARE Watsonville
Leticia Amazcua ......................... Student Services Assistant, Watsonville
Jenna Becker.............................. Program Specialist, CalWORKs
Susan Boes ............................... Adjunct Counselor, EOPS/CARE
Serena Federman ....................... Job Developer, CalWORKs
Jenna Koch ............................... Adjunct Counselor, CalWORKs/WIOA
Veronica Leon ............................ Tenured Counselor, EOPS Faculty Director
Rudy Puente .............................. Counselor, CalWORKs/WIOA (7% assignment) Watsonville
Karen Reyes .............................. Administrative Director, Student Resource & Support Network
Cecilia Rocha ............................. Program Specialist, EOPS/CARE
Kate Sandusky ............................ Office Assistant, CalWORKs/WIOA
Barbara Schultz-Perez .................. Counselor, CalWORKs/WIOA (7% assignment)
Gina Sonsini .............................. Program Specialist, WIOA
Francisco Tostado ...................... Adjunct Counselor, EOPS/CARE, Watsonville
Juana Vargas ............................. Office Assistant, EOPS/CARE
Marilyn Zanetti ........................... Counselor, CARE Coordinator
Section 2: CalWORKs

Program Overview

Program History
In 1996, President Clinton signed the Welfare Reform Act (WRA) restricting federal aid for adult participants to 60 months and mandating work requirements for the majority of welfare recipients. In response, California put into effect the California Work Opportunity and Responsibility to Kids (CalWORKs or CW) program, which provides cash aid and services to eligible needy Californians and their families. The program funds services in all 58 California counties and is operated locally by the Santa Cruz County Human Services Department.

Acknowledging that general and technical education is the best way for welfare recipients to obtain self-sustaining employment, California county welfare departments began working with local community colleges to develop educational plans designed to provide welfare participants with a post-secondary education to assist recipients in achieving family economic self-sufficiency. Continued funding for college education has been a mainstay of welfare reform, including direct ancillary support and coordinated student services in the form of book vouchers, transportation, child care, and subsidized employment (work study).

Cabrillo administration, staff and Santa Cruz County staff maintain strong working relationships, responding to changing legislation within California, including a reduction in access to welfare funds by participants (reduced from 60 months to 48 months in California July 1, 2011), the changing local economy and job market. These constant changes require a program that is regularly assessing these legislative changes, providing advocacy to local agencies and state legislators as well as staying abreast of local employment opportunities and the educational requirements needed for these positions. In collaboration the College and County staff have been able to be responsive in assisting participant students in selecting educational pathways that will result in sustainable employment following certificate or degree attainment.

In 2014, the CalWORKs program was written into Title V, thereby guaranteeing funding and permanency in the community college system.

The Student Resource and Support Network is striving to assist CalWORKs students to achieve family financial stability through education leading to permanent self-sufficient employment. In part, by acknowledging each specific program, qualifying student populations have the ability to work with multiple programs to meet their individual needs. In many cases, this allows a student to participate in more than one program thereby leveraging resources leading to a greater opportunity for educational success (retention and persistence), and certificate and degree attainment.

Mission Statement
CalWORKs funds are for the purpose of assisting welfare recipient students with dependent children, and those in transition off of welfare, to achieve long-term self-sufficiency through coordinated student services offered at community colleges including: work study, job placement, child care, coordination, curriculum development and redesign, and under certain conditions post-employment skills training, and instructional services.
The mission statement is from the Chancellor’s office; the program will review and discuss writing a Cabrillo CalWORKs mission statement in spring 2018.

Students Served
CalWORKs serves students who meet the following criteria:

- Receive CalWORKs/TANF cash aid from their county of residence
- Have a dependent child receiving CalWORKs/TANF cash aid or other qualifying public assistance such as SSI
- Enrolled in an education program which has been approved by the county as part of their Welfare-to-Work plan

California Community Colleges Chancellor’s Office
CalWORKs Status Summary Report

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Cabrillo Total</td>
<td>165</td>
<td>100.00 %</td>
<td>204</td>
<td>100.00 %</td>
<td>155</td>
<td>100.00 %</td>
<td>179</td>
<td>100.00 %</td>
<td>148</td>
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<tr>
<td>County-Referral Program Participant</td>
<td>92</td>
<td>55.76 %</td>
<td>126</td>
<td>61.76 %</td>
<td>102</td>
<td>65.81 %</td>
<td>130</td>
<td>72.63 %</td>
<td>112</td>
<td>75.68 %</td>
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<tr>
<td>Exempt Program Participant</td>
<td>45</td>
<td>27.27 %</td>
<td>40</td>
<td>19.61 %</td>
<td>12</td>
<td>7.74 %</td>
<td>16</td>
<td>8.94 %</td>
<td>18</td>
<td>12.16 %</td>
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<tr>
<td>Self-Initiated Program Participant</td>
<td>24</td>
<td>14.55 %</td>
<td>26</td>
<td>12.75 %</td>
<td>35</td>
<td>22.58 %</td>
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<td>15.64 %</td>
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<td>8.11 %</td>
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<tr>
<td>Self-Referenced Program Participant</td>
<td>4</td>
<td>2.42 %</td>
<td>12</td>
<td>5.88 %</td>
<td>6</td>
<td>3.87 %</td>
<td>5</td>
<td>2.79 %</td>
<td>6</td>
<td>4.05 %</td>
</tr>
</tbody>
</table>

Collaboration
The CalWORKs program collaborates with both on-campus and off-campus partners.

On-campus partners
ASC - Students who have a disability or a suspected learning difference are referred to Accessibility Support Center (formerly Disabled Student Services). As part of the case management services provided to students with disabilities, CalWORKs program staff regularly checks in with students to ensure they are receiving appropriate services as outlined in the student’s accommodation plan.

CE Advisory Groups – CalWORKs staff sit on a variety of advisory committees which serve as informative, recruitment, and referral opportunities. Many CalWORKs students are enrolled in CE degree and certificate programs. These advisory committees foster a supportive environment for our students both inside and outside the classroom.

EOPS/CARE – Many CalWORKs students are eligible for the EOPS program, and as a subset, single parents with a minor child may be eligible for the CARE program. Co-case management services have given greater depth to this partnership providing a stronger network of student support. Eligibility documentation is provided to CalWORKs recipients who may be eligible for the CARE program.
Financial Aid – CalWORKs students are required to apply for Board of Governors Fee Waiver (BOG) and are encouraged to apply for additional forms of financial aid such as the PELL grant and scholarships, both through financial aid and off-campus scholarship opportunities. Students are not encouraged to apply for student loans unless absolutely necessary.

Guardian Scholars – CalWORKs maintains a strong working relationship with the Guardian Scholars (foster youth) program as some students are eligible for both programs.

Student Employment – Collaboration between CalWORKs and the Student Employment Center is essential to the work study component of CalWORKs. CalWORKs students have access to programmatic and county funding to be placed in work study positions both on- and off-campus (work-study is a required element for many participants in the CalWORKs program).

Tutoring – CalWORKs students are referred to the HUB, where they may access math tutoring, the Writing Center and general tutorial services.

WIOA – CalWORKs regularly refers students who are timing off cash aid to the WIOA program for support during the completion of their academic program (eligibility is determined by the WIOA contractor).

Off-campus partners
County of Santa Cruz Human Services Department-Employment and Benefit Services Division (EBSD) – Referrals are received from EBSD for welfare participants to enroll with the assistance of the CalWORKs department at Cabrillo College. Also, self-referred students are referred back to their county case managers and employment training specialists (ETS) to ensure the students qualify to receive ancillary support services from the county. In addition, in March 2015, two ETSs were permanently placed in the Student Resource & Support office and assigned the cases of recipients who are attending Cabrillo College. There has been a noticeable upswing in the contact these students have with their ETSs. The county contract provides funding for CalWORKs staff, work study funds and funds for other department needs.

Second Harvest Food Bank – Working with the Food Bank ensures students have adequate nutritional support to succeed in their academic endeavors and supplement the nutrition of their families.

Bay Federal Credit Union – Bay Federal provides a financial educator who provides workshops and personal financial coaching to students at the Aptos campus.

New Directions:
SRSN is working with the Santa Cruz County Human Services Department to identify and address the reduction of CalWORKs participants attending Cabrillo College. SRSN and county staff are determining if this is the result of a combination of factors such as: improvement in the economy (particularly low-wage opportunities), fewer referrals from employment training specialists, and/or fewer participants interested in higher education.

Legislative changes now allow previously excluded convicted drug felons to participate in CalWORKs and CalFresh. The change came into effect April 15th 2015 and may assist in recruiting CalWORKs students.
Aligning CalWORKs more strongly with the EOPS/CARE program offers additional supportive services to students who qualify for both programs. The programs now collaborate to create a strong cross-referral system to get as many students as possible in both programs. This accomplishes:

- Increased counseling contacts for CalWORKs students
- EOPS/CARE students who qualify for CalWORKs will have books and supplies paid by the county. This collaboration results in the ability to increase the number of EOPS students served.
- More referrals for supportive services and more robust follow-up services from program staff through co-case management

**Planning and Outcomes**

**Student Learning Outcomes (SLO)**
As a result of completing a Mutual Responsibility Contract, 80% of CalWORKs students will be aware of their current academic standing as demonstrated by submitting a Mid-term Academic Progress Report for the current semester.

Student Learning Outcomes are evaluated annually, each spring.

**SLO Assessment and Results**

**CalWORKs SLO Assessment**

<table>
<thead>
<tr>
<th>Department</th>
<th>CalWORKs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Resource &amp; Support Network</strong></td>
<td></td>
</tr>
<tr>
<td>Meeting Date</td>
<td>8-16-17</td>
</tr>
<tr>
<td></td>
<td>Draft Student Learning Outcome</td>
</tr>
<tr>
<td>Number of Staff participating</td>
<td>3 staff present</td>
</tr>
<tr>
<td>% of department</td>
<td>60% of staff participated</td>
</tr>
<tr>
<td>SSLOs/AUOs measured</td>
<td>As a result of completing a Mutual Responsibility Contract, 80% of CalWORKs students will be aware of their current academic standing as demonstrated by submitting a Mid-term Academic Progress Report for the current semester.</td>
</tr>
<tr>
<td>Assessment Tool (Briefly describe)</td>
<td>Mid-term Academic Progress Report</td>
</tr>
<tr>
<td></td>
<td>Students take Mid-term Academic progress report form to instructors for each class.</td>
</tr>
<tr>
<td>assessment tool</td>
<td>Instructors rate students on attendance, homework, quizzes and need for other supportive services, note grade to date, and sign. Students taking online classes print out their Canvas report and attach it to the progress report form. Mid-term Academic Progress Reports are reviewed by staff to determine if the student needs academic counseling or case management to provide additional academic or socio-economic supports to achieve academic success.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>Assessment Analysis</strong></td>
<td><strong>Assessment</strong></td>
</tr>
</tbody>
</table>
| (Summarize the assessment results; discuss what student needs and issues were revealed) | • 60% percent of CalWORKs students turned in Progress Reports Fall 2017  
• This represents a 35% increase over the previous term  
• 3% of reporting CalWORKs students had a substandard grade  
• 4% of CalWORKs students have gone off cash aid |
| **Analysis** | • 4% of students who did not turn in a progress report stated that this was because they had stopped receiving cash aid and did not realize they could continue to receive SRSN services for the remainder of the semester  
• Through the follow-up process they now know they may receive support through the end of the current term  
• An email campaign sent to CalWORKs participants throughout the process resulted in the 35% increase in students who completed academic progress reports.  
• Students who completed the progress report by the due date receive a $25 cash incentive from the county  
• Students who received a substandard grade were scheduled for case management appointments and were given tools to increase study time, access tutoring and useful study tips  
• Though the target of 80% was not reached, the 35% increase in submissions indicates that strategies used to encourage participation are moving the needle in the right direction |
| **Next Steps** | The next Progress Reports will be due the 6th week of the spring 2018 semester (March 9, 2018) |
| (How will you address the needs and issues revealed by the assessment?) | • Students will be notified of progress report due dates during the new semester orientation  
• Students will receive frequent reminders of progress report due dates  
• Students who do not submit a progress report by the deadline will receive follow-up communications (email, text, or phone) to remind them to do so.  
• Students who turn in their progress report by the due date will receive a $25 incentive from the County  
• Tracking of submissions will continue to work toward the goal of 80% submission |
| **Timeline for** | For spring progress reports due March 9, 2018: |
| **For spring progress reports due March 9, 2018:** | Note: There is not a programmatic requirement for submission of grade reports; therefore, students who opt-out do retain all services. |
Implementation

(Make a timeline for how you will implement the next steps outlined above)

- January 2018 students will be notified of progress reports during semester orientation
- January 24, 2018 students will receive a reminder with their book voucher
- Feb/Mar 2018 students will receive reminders of submission deadlines using electronic communication, FB page, Blog, Grad Guru
- March 13th Students who have not turned in a progress report will receive reminder communications
- May 2018, assessment will be conducted to determine if increases are continuing or other tactics need to be employed

Accomplishments

- Co-case management with EOPS/CARE, Guardian Scholars and WIOA
- Two county Employment Training Specialist (ETS) staff are now permanently located in the Student Resource and Support Network office increasing the ability to easily consult with county staff (approximately 30 hours per week each).

Process Review

Processes will be reviewed on an annual basis, each spring, to determine if they are effective and support SLOs and student success. This will include annual reviews of:

- Annual assessment of CalWORKs student learning outcomes
- The number of students referred by the county ETS staff
- Student manual for CalWORKs students
- Procedures and paperwork, i.e. intake forms, grade evaluation forms, etc.
Section 3: EOPS/CARE

Program Overview

Program History
The Extended Opportunity Program and Services (EOPS) was established in 1969 by the California State Legislature. EOPS was designed to provide low-income and educationally disadvantaged students with support services to assist them in enrolling and succeeding at the community college. EOPS offers educational counseling and financial assistance through formally structured program components. Cabrillo College was one of the first campuses to implement this program in 1969.

Cooperative Agencies Resources for Education (CARE) is a major component of the EOPS program. This component was established in 1982 by the California State Legislature as a supplemental component to EOPS to provide educational support services for academically underprepared, welfare-dependent, single head of household students. CARE specifically services EOPS students who, at the time of acceptance into the program, are at least 18 years of age, meet the county criteria for single head of household, are current recipients of cash aid assistance (CalWORKs/TANF/Tribal TANF) for themselves or their dependents, have at least one dependent under the age of 18, and are enrolled as full-time community college students.

Mission Statement
The mission of the Cabrillo College EOPS/CARE program is to support participating students in achieving their academic and personal goals by establishing “over and above” support services and programs for income and educationally eligible students. To this end, the EOPS/CARE staff commits to the following actions:

• To eliminate barriers and ensure access to post-secondary education for all eligible students
• To provide personal accessible services
• To facilitate the transfer and career placement of students
• To facilitate the successful completion of student educational goals and objectives
• To positively affect student self-concept, self-esteem and self-advocacy

Students Served
EOPS serves students who meet the following criteria:

• California Residents or qualified AB540 students
• qualified for a Board of Governors Fee Waiver (BOG) A or B
• are enrolled full-time (12 units or as determined by ASC)
• have not completed more than 70 degree applicable units
• have been identified as having an economic and educational disadvantage

CARE serves students who meet the following criteria:

• be eligible for EOPS and
• over the age of 18 and single head of household
• you or your children are recipients of CalWORKs cash aid
• have a vocational or academic objective
Note: the EOPS program has more than doubled following the 2012-2013 academic year.

Collaboration
The EOPS/CARE program collaborates with both on-campus and off-campus partners.

**On-campus partners**

**ASC** – Students who have a disability or a suspected learning difference are referred to Accessibility Support Center (formerly Disabled Student Services). As part of the case management services provided to students with disabilities, EOPS program staff regularly check in with students to ensure they are receiving appropriate services as outlined in the student’s accommodation plan. Students who are co-enrolled in EOPS and ASC are reported in the EOPS MIS to the Chancellor’s office.

**CalWORKs** – CARE students may be eligible for the CalWORKs program and are encouraged to determine if they can also participate in the CalWORKs program. Co-case management services had given greater depth to this partnership providing a stronger network of student support.

**Financial Aid** – EOPS students are required to apply for Board of Governors Fee Waiver (BOG), they are also encouraged to apply for additional forms of financial aid such as the PELL grant and scholarships, both through financial aid and off-campus scholarship opportunities. Students are not encouraged to apply for student loans unless absolutely necessary.

**Guardian Scholars** – EOPS maintains a strong working relationship with the Guardian Scholars program as some students are eligible for both programs.

**Student Employment** – EOPS/CARE students who express an interest in either Federal work study or non-subsidized employment are referred to Student Employment for job search, resume prep and interview skills.

**Tutoring** – EOPS students are referred to the HUB, where they may access math tutoring, the Writing Center and general tutorial services. EOPS provides monetary support directly to the centers to provide
additional tutorial access for EOPS students (EOPS students may receive an additional hour of tutoring per week, per subject).

**WIOA** – Some participants of the WIOA program are EOPS eligible. Co-case management services provide more intensive support to students who participate in both programs.

**Off-campus partners**

**County of Santa Cruz Human Services Departments** – Students participating in the CARE program must receive CalWORKs/TANF cash aid, primarily Cabrillo students come from Santa Cruz County. As needed, college staff contacts county staff for necessary documentation.

**Pajaro Valley Unified School District- Summer Migrant Program**- Migrant students in the eleventh and twelfth grades from Watsonville High, Pajaro Valley High and Aptos High schools are encouraged to participate in the summer program at both the Aptos Campus and Watsonville Center. English 255/100, Reading 106/206 and Counseling and Guidance 51 are taught for six weeks. The program supports students on their transition to college as well on their English language level advancement.

**New Directions:**
The EOPS/CARE program is continuing to evaluate how to meet the needs of as many Cabrillo students as possible. Staff will continue to evaluate programs from other institutions to further develop best practices including:

- Maximizing the numbers of students served by the EOPS program
- Increasing the number of students participating in the CARE program
- Providing book vouchers
- Investigating other supportive services that may be provided

**Planning and Outcomes**

**Student Services Learning Outcomes (SLO)**

**EOPS**

75% of new EOPS students attending an EOPS Student Orientation will be able to identify three resources as measured by completing a post presentation survey.

**CARE**

75% of participating CARE students will attend two workshops during the semester as demonstrated by completing workshop verification forms.

*CARE SLO updated for spring 2018 (will be measured spring 2018)*

75% of CARE students who attend a CARE workshop will gain two new skills as measured by completion of a Workshop Verification form.

Student Learning Outcomes are evaluated annually, each spring.
## SLO Assessment and Results

### EOPS SLO Assessment

<table>
<thead>
<tr>
<th>Department</th>
<th>EOPS-Extended Opportunity Programs &amp; Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Date</td>
<td>8-16-17</td>
</tr>
<tr>
<td>Draft Student Learning Outcome</td>
<td></td>
</tr>
<tr>
<td>Number of Staff participating</td>
<td>4/5</td>
</tr>
<tr>
<td>% of department</td>
<td>80%</td>
</tr>
<tr>
<td>SSLOs/AUOs measured</td>
<td>75% of new EOPS students attending an EOPS Student Orientation will be able to identify three resources as measured by completing a post presentation survey.</td>
</tr>
<tr>
<td>Assessment Tool</td>
<td>Survey new EOPS students at the end of each New EOPS Student Orientation.</td>
</tr>
<tr>
<td>Assessment Analysis</td>
<td>October 30, 2017</td>
</tr>
<tr>
<td>(Summarize the assessment results; discuss what student needs and issues were revealed)</td>
<td>65.18% of students surveyed identified three resources on campus.</td>
</tr>
<tr>
<td></td>
<td>Three orientations were held for the fall 2017 semester, the following lessons were learned:</td>
</tr>
<tr>
<td></td>
<td>• Students were more engaged in orientations with less than 30 students</td>
</tr>
<tr>
<td></td>
<td>• Students were more attentive when guest speakers were presenting on campus resources (one orientation all information was presented by EOPS staff, they had the lowest percentage of goal attainment at 38%)</td>
</tr>
<tr>
<td></td>
<td>Analysis indicates that if all three workshops had outside presenters the goal of 75% would have been exceeded.</td>
</tr>
<tr>
<td>Next Steps (How will you address the needs and issues revealed by the assessment?)</td>
<td>In the future, EOPS orientations will:</td>
</tr>
<tr>
<td></td>
<td>• Limit attendance to 30 students (this may result in scheduling more orientations)</td>
</tr>
<tr>
<td></td>
<td>• Have guest speakers to present resources to increase engagement</td>
</tr>
<tr>
<td></td>
<td>• Review resources available to students at the end of the presentations</td>
</tr>
<tr>
<td></td>
<td>In addition, create a Student Handbook for EOPS students as a reference guide that students will keep.</td>
</tr>
<tr>
<td></td>
<td>• List resources in the guide, students may review the guide as they take the quiz demonstrating the ability to use the guide.</td>
</tr>
<tr>
<td>Timeline for Implementation (Make a timeline for how you will implement the next steps outlined above)</td>
<td>Implementation for changes will be prior to Spring 2018 orientations which will be held in January 2018.</td>
</tr>
<tr>
<td></td>
<td>• December 1, 2017, select orientation dates for the Spring Term (select three dates – one in Watsonville and two in Aptos; schedule an unadvertised make-up date)</td>
</tr>
<tr>
<td></td>
<td>• December 5, 2017, Invite speakers to the Spring orientations (RSVP by December 10th)</td>
</tr>
<tr>
<td></td>
<td>• December 15, 2017, Finalize the orientation schedule for Spring 2018 w/ guest speakers</td>
</tr>
<tr>
<td></td>
<td>• January 12, 2018, Have an EOPS Student Handbook ready for distribution at the New Student Orientations in January 2018</td>
</tr>
</tbody>
</table>
**CARE SLO Assessment**

<table>
<thead>
<tr>
<th>Department</th>
<th>CARE - Cooperative Agencies Resources for Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Date</td>
<td>8-16-17</td>
</tr>
<tr>
<td>Draft Student Learning Outcome</td>
<td>10-4-17</td>
</tr>
<tr>
<td>Revision of Student Learning Outcome</td>
<td></td>
</tr>
<tr>
<td>Number of Staff participating % of department</td>
<td>4</td>
</tr>
<tr>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>SSLOs/AUOs measured</td>
<td>SLO was 75% of participating CARE students will attend two workshops during the semester as demonstrated by completing workshop verification forms. (SLO revised Oct 2017).</td>
</tr>
<tr>
<td>75% of CARE students who attend a CARE workshop will gain two new skills as measured by student self-report on post attendance survey.</td>
<td></td>
</tr>
<tr>
<td>Assessment Tool (Briefly describe assessment tool)</td>
<td>Workshop Verification Form – For this evaluation the assessment will be on attendance. The next assessment will be based on the October 2017 revision of the SLO.</td>
</tr>
<tr>
<td>Students will complete a form for each workshop they attend and turn it into the EOPS/CARE office.</td>
<td></td>
</tr>
<tr>
<td>Assessment Analysis (Summarize the assessment results; discuss what student needs and issues were revealed)</td>
<td>CARE Students workshop attendance for the 2016-2017 year – 63% of CARE students attended two workshops.</td>
</tr>
<tr>
<td>Fall 2016 – 50 CARE students – 72% attended two workshops</td>
<td></td>
</tr>
<tr>
<td>0 workshops</td>
<td>12</td>
</tr>
<tr>
<td>1 workshop</td>
<td>2</td>
</tr>
<tr>
<td>2 workshops</td>
<td>36</td>
</tr>
<tr>
<td>Spring 2017 – 44 CARE students – 52% attended two workshops</td>
<td></td>
</tr>
<tr>
<td>0 workshops</td>
<td>16</td>
</tr>
<tr>
<td>1 workshop</td>
<td>5</td>
</tr>
<tr>
<td>2 workshops</td>
<td>23</td>
</tr>
<tr>
<td>Next Steps (How will you address the needs and issues revealed by the assessment?)</td>
<td>The SLO has been rewritten to include a demonstration of two skills attained by the students measured by a post attendance survey on the Workshop Verification Form.</td>
</tr>
<tr>
<td>• 2017-2018 assessments will be based on the updated student learning outcome</td>
<td></td>
</tr>
<tr>
<td>Timeline for Implementation (Make a timeline for how you will implement the next steps outlined above)</td>
<td>Schedule workshops for the spring semester.</td>
</tr>
<tr>
<td>• By December 15th, set Spring workshops/presenters</td>
<td></td>
</tr>
<tr>
<td>• December 15th, Send list of workshops to Retention Coordinator for publication</td>
<td></td>
</tr>
<tr>
<td>• January 29, Spring semester begins</td>
<td></td>
</tr>
<tr>
<td>• February 9, have Workshop Verification Forms with assessments ready for workshops.</td>
<td></td>
</tr>
<tr>
<td>• May 11, have assessment analysis complete for the 2017-2018 year and forward to the SRSN Director.</td>
<td></td>
</tr>
</tbody>
</table>
Accomplishments

- Co-case management with CalWORKs, Guardian Scholars and WIOA
- EOPS made some specific changes in the 2014-2015 year including providing book voucher availability to all EOPS students (not just new students), who do not have another resource, such as CalWORKs or CARE.
- EOPS has seen steady growth in the number of students served, now over 500 students per year. Growth was possible due to collaboration between programs such as ensuring services provided by other programs were not duplicated in EOPS, and restoration of funding from the Chancellor’s office.
- A second full-time tenure track counselor was hired.
- A full-time EOPS office assistant was hired to support the program.

Process Review

Processes will be reviewed on an annual basis, each spring/summer, to determine if they are effective and support SLOs and student success. This will include annual reviews of:

- Annual assessment of EOPS and CARE student learning outcomes
- The number of students accessing book vouchers
- Student manual for EOPS/CARE students
- Procedures and paperwork, i.e. intake forms, grade evaluation forms, etc.
Section 4: WIOA

Program Overview

Program History
The Workforce Investment Act of 1998 was designed to strengthen the United States workforce development system through innovation in, and alignment and improvement of, employment, training, and education programs in the United States and to promote individual and national economic growth.

In 2014, congress amended the 1998 Act with the Workforce Innovation and Opportunity Act (WIOA), a federally funded program intended to support individuals who are seeking to improve their earning potential and career options by increasing skill levels, educational levels, and/or obtaining industry-relevant certification or licensure.

July 1, 2015 - WIOA was implemented nationwide. WIOA training eligibility is set by the State of California and the Santa Cruz County Workforce Development Board (WDB).

Mission Statement
WIOA helps job seekers succeed in the labor market by providing access to employment, education, training, and support services while matching employers with the skilled workers they need to compete in the global economy.

Students Served
WIOA serves students who meet the following criteria:
- Low income adults
- Dislocated workers

SRSN provides supportive services to students referred to Cabrillo College to complete an education program in support of employment goals. Students are referred by WIOA staff. Funding is provided by the local Workforce Development Board (WDB) and the County of Santa Cruz.

Eligible students receive individual orientation and needs assessment, specialized academic counseling, and funds for training expenses, including enrollment fees, required textbooks, school supplies, uniforms and other required tools and materials. They may also receive reimbursement for transportation expenses. SRSN is the liaison between the WDB and Cabrillo College. Services are available to full-time, in-county, students and students who are receiving unemployment benefits seeking career training. Cabrillo students may apply for this program at the County Career Center in Watsonville. Enrollment opens and closes throughout the fiscal year. Training funds vary, dependent on CE program and individual need.

Collaboration
The WIOA program collaborates with both on-campus and off-campus partners.

On-campus partners
ASC – Students who have a accessibility issues or a suspected learning difference are referred to Accessibility Support Center (formerly Disabled Student Services). As part of the case management services provided to students with disabilities, WIOA program staff regularly check in with students to ensure they are receiving appropriate services as outlined in the student’s accommodation plan.
CE Advisory Groups – WIOA staff sit on a variety of advisory committees which serve as informative, recruitment, and referral opportunities. WIOA students are generally enrolled in CE degree and certificate programs, these advisory committees foster a supportive environment for our students both inside and outside the classroom.

EOPS – Many WIOA students are eligible for the EOPS program and are encouraged to apply to be co-enrolled. Co-case management services had given greater depth to this partnership providing a stronger network of student support.

Financial Aid – WIOA students are required to apply for Board of Governors Fee Waiver (BOG) and FAFSA; they are also encouraged to apply for additional forms of financial aid such as scholarships, both through on-campus and off-campus opportunities. Students are not encouraged to apply for student loans unless absolutely necessary.

Student Employment – WIOA students are referred to Student Employment during their final semester to begin their job search activities.

Tutoring – WIOA students are referred to the HUB, where they may access math tutoring, the Writing Center and general tutorial services.

Off-campus partners

County of Santa Cruz Human Services Departments – SRSN staff work to align exiting CalWORKs student with WIOA opportunities to ensure that the student may complete their educational goals and achieve family supporting employment.

Goodwill Central Coast (GCC) – GCC staff serve as WIOA program staff through their contract with the WDB. SRSN/WIOA staff work to ensure students work toward and complete their education plans and begin the job search process. Staff also co-case manage through the CalJobs database, email contact, phone calls and occasionally in-person co-case management meetings.

Workforce Development Board (WDB) – WIOA staff work closely with the Workforce Development Board staff to ensure compliance of regulations and program goals.

New Directions

The WIOA program involves a partnership with the Workforce Development Board contracted WIOA staff, currently the contract resides with Goodwill Central Coast. Working with partnering WIOA staff results in better student outcomes by ensuring that students receive all available supports.

Planning and Outcomes

Student Services Learning Outcomes (SLO)

As a result of completing a Mutual Responsibility Contract and/or receiving email prompts and reminders, 80% of continuing WIOA students will utilize priority registration as demonstrated by completion of registration during priority period.
Student Learning Outcomes are evaluated annually, each spring.

**SLO Assessment and Results**

**WIOA SLO Assessment**

<table>
<thead>
<tr>
<th>Department</th>
<th>WIOA Student Resource and Support Network</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Date</td>
<td>8-16-17</td>
</tr>
<tr>
<td>Draft Student Learning Outcome</td>
<td></td>
</tr>
<tr>
<td>Number of Staff participating</td>
<td>3</td>
</tr>
<tr>
<td>% of department</td>
<td>75%</td>
</tr>
<tr>
<td>SSLOs/AUOs measured</td>
<td>As a result of completing a Mutual Responsibility Contract and/or receiving email prompts and reminders, 80% of continuing WIOA will utilize priority registration as demonstrated by completion of registration during priority period.</td>
</tr>
<tr>
<td>Assessment Tool (Briefly describe assessment tool)</td>
<td>Colleague, STAC</td>
</tr>
<tr>
<td>To verify student has completed the registration process in a timely fashion.</td>
<td></td>
</tr>
<tr>
<td>Assessment Analysis (Summarize the assessment results; discuss what student needs and issues were revealed)</td>
<td>Using STAC, registration dates for WIOA students were verified:</td>
</tr>
<tr>
<td></td>
<td>• 30% of eligible WIOA students used priority registration.</td>
</tr>
<tr>
<td></td>
<td>• Many students registered a few days after priority registration.</td>
</tr>
<tr>
<td></td>
<td>• 60% of WIOA students must be enrolled in an Allied Health program with guaranteed seats.</td>
</tr>
<tr>
<td></td>
<td>• 20% of the allied health students used priority registration.</td>
</tr>
<tr>
<td></td>
<td>• Students who did not enroll by the end of the previous term were contacted to verify that they would be enrolling (often allied health majors) and encouraged to enroll ASAP.</td>
</tr>
<tr>
<td>Next Steps (How will you address the needs and issues revealed by the assessment?)</td>
<td>The analysis of priority registration revealed that many students do not feel the urgency to enroll using priority registration because they have guaranteed seats in their programs:</td>
</tr>
<tr>
<td></td>
<td>Students who have not utilized priority registration will be contacted to determine if they will be continuing next term (email, text or phone) and informed</td>
</tr>
<tr>
<td></td>
<td>• if the student has an account balance, staff will assist student to resolve</td>
</tr>
<tr>
<td></td>
<td>• late registration may impact class availability</td>
</tr>
<tr>
<td></td>
<td>• student may miss out on important information from the instructor, especially relevant to online classes</td>
</tr>
<tr>
<td></td>
<td>• that priority registration assists in financial aid processing</td>
</tr>
<tr>
<td></td>
<td>• late registration may impact book voucher readiness</td>
</tr>
</tbody>
</table>
| | Students will be emailed a week before priority registration and the day prior to priority
The assessment will determine the percentage of students who enrolled during their priority period and the percentage of students who received intervention and responded by registering.

A poster will be made indicating the advantages of using priority registration, such as getting classes needed to complete ed plan, not having to be on a waitlist, and locking in financial aid.

To prepare for spring 2018 registration:

- November 3, 2017 notify students of priority registration date
- November 17, verify who took advantage of priority registration
- November 19, 2017 contact students who have utilized priority registration
- December 1, 2017 contact students who have remain unregistered for the following term
- December 8, 2017 notify students who have remain unregistered for the following term that further delay may impact/delay future services (e.g. book vouchers)
- January 5, 2018 Verify registrations and begin preparing book vouchers. Follow-up with any students still not registered
- February 2018, assess number of students who access priority registration based on Allied Health vs. Non-allied Health majors.

Accomplishments

- Co-case management with CalWORKs, EOPS/CARE and Guardian Scholars
- WIOA orientations, provided by WIOA (Goodwill CC) staff take place on campus once each semester, at a minimum.
- WIOA Employment Support Specialists are on campus in SRSN on a weekly basis to provide support for WIOA eligible students and students interested in applying for WIOA.
- WIOA student participants, who income qualify for CalFresh, may now participate without the 20 hours per week of work minimum.

Process Review

Processes will be reviewed on an annual basis, each spring/summer, to determine if they are effective and support SLOs and student success. This will include annual reviews of:

- Annual assessment of WIOA student learning outcomes
- Completion of a Monitoring Report with the WDB
- Student manual for WIOA students
- Procedures and paperwork, i.e. intake forms, grade evaluation forms, etc.
- Review and revision of marketing materials and strategies
Section 5: Working Student Success Network

WSSN Grant, Achieving the Dream - Grant period July 1, 2014 to June 30, 2017
The Working Students Success Network (WSSN) grant objectives were to create a scalable and sustainable set of services that could be improved or added to the college over a three year period of time in three pillars: 1) Education and Employment Advancement Services, 2) Income and Work Services and 3) Financial Services and Asset Building Supports.

Major accomplishments for the grant period:

- Host a job Fair (there had not been a job fair at Cabrillo in seven years)
  o Sustainable: The annual job fair is now hosted by Student Employment
- Develop a collaborative workshop model between Student Services components
  o Sustainable: The Retention Coordinator markets workshops sponsored by various student services programs to all students
- Develop a model for Financial Coaching
  o Sustainable: Trained financial aid and program staff as financial coaches to assist students in personal financial skills development
  o Sustainable: Added a financial literacy component to CG51 course, curriculum developed by counseling staff with resources provided by WSSN staff
  o Sustainable: Created a partnership with a local credit union to provide interactive workshops and augment financial coaching beginning Fall 2017
- Develop a model to assist Cabrillo College students in accessing public benefits
  o Sustainable: through a collaborative partnership with the County of Santa Cruz, a benefits representative is on campus weekly, in SRSN, to assist students in applying for public benefits and/or answering questions about ongoing cases
  o Sustainable: through a collaborative partnership with the Second Harvest Food bank, a CalFresh outreach staff person is on campus weekly, in SRSN, to assist students in applying for CalFresh. Food bank staff bring fresh vegetables for distribution as part of this service
  o Sustainable: through a collaborative partnership with the County of Santa Cruz, beginning Fall 2017, hold and outreach activity in conjunction with the student services showcase to encourage students to apply for CalFresh
- Provide free tax preparation services
  o Sustainable: through a collaborative partnership with the Senior Services Council and United way, tax prep services are provided on both Cabrillo sites annually from February 1st through the filing deadline

Challenges during the grant period:
The biggest challenge throughout the grant period was the high turnover of ATD staff, creating additional work. We persevered and at our final California Convening, we met with colleagues from five other colleges to exchange achievements and share future plans.
We help students develop life sustaining skills…

When “Joe” returned to school in 2016 he struggled both academically and socially. The stresses of trying to balance a young child, work and school became too much and he dropped out. Fortunately Joe continued to speak with his college case worker who also is a financial coach. His financial coach was able to assist Joe in discovering that he could continue school with the assistance of a spending plan and a work study job placement. Joe learned how to plan his spending and received coaching on how to apply for housing assistance.

Snap-shot of Services

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits Access</td>
<td>69</td>
<td>226</td>
<td>221</td>
</tr>
<tr>
<td>CG51</td>
<td></td>
<td>898</td>
<td>958</td>
</tr>
<tr>
<td>Eservice Days</td>
<td>68</td>
<td>55</td>
<td>95</td>
</tr>
<tr>
<td>Financial Coaching</td>
<td></td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>Financial Literacy Workshops</td>
<td>86</td>
<td>142</td>
<td>95</td>
</tr>
<tr>
<td>Student Employment</td>
<td></td>
<td>434</td>
<td>629</td>
</tr>
<tr>
<td>TANF Work study</td>
<td>34</td>
<td>40</td>
<td>45</td>
</tr>
<tr>
<td>VITA Free Tax Prep</td>
<td>80</td>
<td>55*</td>
<td>28*</td>
</tr>
</tbody>
</table>

The overall feeling is that this opportunity was a success. Nineteen colleges participated in the cohort, nation-wide. Staff was able to construct services that are sustainable and continue to be delivered to Cabrillo students. The grant period ended June 30, 2017; we were offered a not-cost extension until December 31, 2017. The remaining funds were used to provide written materials for the balance of the academic year including:

- Resource sheets for staff and faculty
- Resource bookmarks for students
- Need Food cards, with a local resource phone number to access food in the community on a daily basis
- Resource brochures for students detailing various on-campus resources
- Food voucher cards for needy students
Section 6: Goals and Recommendations

Department Goals and Recommendations

1. Purchase an integrated database to manage program requirements, share data, and facilitate co-case management
2. Co-locate SRSN programs to one location, this will further facilitate co-case management, fund management, and staffing management (dependent on college funding)
3. Update the web presence for each program
4. Continue to collaborate with the PRO office to develop more on demand reports staff will utilize to verify and manage data
5. Improve confidentiality for SRSN students by constructing ceilings in the SRSN offices
6. Hire a full time tenure track counselor to SRSN for the CalWORKs/WIOA programs (dependent on program funding)
7. Hire a full time tenure track counselor for the EOPS/CARE program, to meet increased student demand (dependent on program funding)
8. Re-class the current .50 SRSN office assistant to office specialist (to perform duties above and beyond office assistant (dependent on program funding)
9. Hire a .50 office assistant to SRSN to provide full-time front desk coverage (dependent on program funding)
10. Participate in the Guided Pathways implementation through staff development and committee participation

Program Specific Goals and Recommendations

CalWORKs Goals and Recommendations

1. Work with the Employment and Benefits Division of the Human Services Department of Santa Cruz County to develop a more robust recruiting program
2. Continue to increase the number of students participating in the CalWORKs work study program, as funds allow through partnership with Santa Cruz County Human Services Department
3. Annually review of all pertinent data following annual MIS submission

EOPS/CARE Goals and Recommendations

1. Reestablish the rear exit in the EOPS office, needed for staff safety and as an emergency exit
2. Re-locate EOPS office and study lab, the current location does not accommodate the growing EOPS population, now over 500 students
3. Annual review of all pertinent data, following annual MIS submission
4. Review EOPS structure (at the request of EOPS counseling staff)

WIOA Goals and Recommendations

1. Work with the WDB and the WIOA contractor more robust recruiting program
2. Work with the WDB and the WIOA contractor to host regularly-scheduled on-campus WIOA orientations
3. Annual review of all pertinent data, following annual VTEA submission