



ANNUAL PROGRAM PLAN & REVIEW (Student Services)

1. Program: Student Support: EOPS, CARE, CalWORKs & /TRiO/V-ROC/BTO

2. Team Leader: Romeo O. Garcia

A. Team Members: Romeo O. Garcia and Lorraine Barrales-Ramirez

B. Program mission and vision

<p>EOPS CARE CalWORKs Former Foster Youth Initiative (FFYI)</p>	<p><u>EOPS:</u> To serve low-income and educationally disadvantaged students by providing academic support services to assist students in achieving their educational goals.</p> <p><u>CARE:</u> To assist single-parent EOPS students, receiving county aid, to overcome the obstacles of single parenthood in order to succeed in college and help expand their educational and job training opportunities.</p> <p><u>CalWORKs:</u> To assist CalWORKs students to transition from public assistance to economic self-sufficiency by providing academic, personal and career counseling; case management and tracking of student progress; job development and placement; and by providing unduplicated support services such as work-study, book vouchers, transportation, and educational supplies.</p> <p><u>FFYI:</u> Supports the California Community College Chancellor’s Office (CCCCO) statewide FYSI outreach and retention efforts to better serve current and former youth while studying at Cañada College. Under the umbrella of EOPS, FFYI’s purpose is to increase the number of former foster youth graduating from a community college with an associate’s degree, vocational training, and/or transferring to a four year university.</p>
<p>TRiO</p>	<p><u>TRiO:</u> The mission of the Cañada College TRiO-SSS Program is to provide educational support services to traditionally underrepresented students who are first generation low-income and/or disabled. The focus of the program is to assist students as they work toward obtaining an associate degree and/or transfer to a four-year college/university. In a welcoming environment, the program offers participants a variety of support services such as academic, career and personal counseling, tutoring, mentoring, supplemental instruction, financial aid advising, college visits, and educational, social and cultural enrichment activities.</p> <p><u>V-ROC:</u> Support the veteran (or qualified family member) in their successful reintegration into academic and civilian settings through the process of activating and utilizing the veteran’s own pre-conditioned skills of over-coming self through challenge accomplished with the bonds of camaraderie and shared experience, towards creating a cohesive and supportive substrate from which both the individual</p>



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	<p>veteran and the group as a whole can grow positively into who they are to become. This is to be accomplished through the creation of an environment that is both challenging and supportive while learning through one's attitudes.</p> <p>BTO: The focus of the Peer Mentorship Program is to increase retention rates and persistence while providing a positive and successful transition for First Generation Students</p>
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3. Program / Department Data Measures – and reflection

What Program or department data measures were used this past cycle? (surveys, usage, etc.)

EOPS CARE CalWORKs Former Foster Youth Initiative (FFYI)	<i>Student Served 2012-13 (unduplicated count)</i>	<i>Retention with in course or program 2012-13</i>	<i>Completion (AA, AS or Certificate) 2011-12</i>
	<p><i>EOPS: 425 students were served</i></p> <p><i>CARE: 26 students were served</i></p> <p><i>CalWORKs: 37 students were served</i></p>	<p><i>62% of EOPS/CARE students who participated in fall 2012, returned in spring, 2013.</i></p> <p><i>68% of CalWORKs students who started in fall 2012, returned in spring, 2013.</i></p>	<p>86 EOPS students graduated or earned their certificate in 2011/12</p> <p>7 CalWORKs students graduated or earned their certificate in 2011/12</p>

TRiO: For 2012-2013, TRiO can positively identify compliance with Funded-to-serve objectives. However, persistence, good academic standing objectives are not measured until after the close of the academic year and reported the following Fall.

Program Year 2012 - 2013			
SSS Objectives (Used to calculate Prior Experience Points)	Objective	Outcome	Numerator / Denominator
Funded Number Criteria: SSS participants that were served during the fiscal year.	165	113.93%	188 / 165
Met Eligibility Criteria: At least two-thirds of the participants served during the project should be low-income and first-generation, students with disabilities, or students with disabilities who are low-income.	66.67%	81.38%	153 / 188
Disability Criteria: If project served students with disabilities, at least one-third of those students are low-income.	33.33%	47.82%	11 / 23



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TRiO: For 2011-2012, TRiO submitted the following outcomes to Department of Education for Annual Performance Report.

Program Year 2011 - 2012				
SSS Objectives (Used to calculate Prior Experience Points)	Objective	Outcome	Numerator	Denominator
Funded Number Criteria:				
SSS participants that were served during the fiscal year.	165	103.03%	170	165
Met Eligibility Criteria:				
At least two-thirds of the participants served during the project should be low-income and first-generation, students with disabilities, or students with disabilities who are low-income.	66.67%	85.29%	145	170
Disability Criteria:				
If project served students with disabilities, at least one-third of those students are low-income.	33.33%	36.36%	8	22
Persistence Rate (4 year college): #34 = 1, or 5 / (# 22 = 1, 2, 8 or 9 OR #funded : greater of the two)				
Objective: x% of all project participants served by the SSS Project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year.	0.00%	64.11%	109	170
Persistence Rate (2 year college): #34 = 1, 2, 3 or 4 / (# 22 = 1, 2, 8 or 9 OR #funded : greater of the two)				
Objective: x% of all project participants served by the SSS Project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year.	0.00%	81.17%	138	170
Good Academic Standing (GSA) Rate: #24 = 1 / (# 22 = 1, 2, or 8 OR #funded minus #22 =9 : greater of the two)				
Objective: x% of all project participants served by the SSS Project will meet the performance level required to stay in good academic standing at the grantee institution.	0.00%	82.94%	141	170
Bachelor's Degree Attainment Rate: (for 4-year institutions only) #31 = 4 or 6 / # 21 = 8				
Objective: x% of new participants served each year will graduate within six (6) years.	0.00%	0.00%	0	11
Associate's Degree or Certificate Attainment Rate: (for 2-year institutions only)				
Objective: x% of new participants served each year will graduate with an associates degree or certificate within four (4) years. #31 = 1, 2, 10, 11 or 12 / # 21 = 10	0.00%	22.72%	15	66
Associate's Degree or Certificate Transfer Rate (Option 1): (for 2-year institutions only)				
Objective: x% of new participants served each year will transfer with an associates degree or certificate within four (4) years. #31 = 11 or 12 / # 21 = 10	0.00%	21.21%	14	66
Associate's Degree or Certificate Transfer Rate (Option 2): (for 2-year institutions only)				
Objective: x% of new participants served each year will transfer with an associates degree or certificate within four (4) years. #31 = 11 or 12 / # 21 = 10 and #31 = 1, 2, 10, 11 or 12	0.00%	93.33%	14	15



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BTO	<p>How many students served?</p> <p>New Participants</p> <p>Continuing</p> <p>Prior Year Participants – Still Enrolled, but no longer served</p> <p>Prior Year Participants – No Longer Enrolled</p>
V-ROC	

List any program/department major accomplishments.

2011-12

<p>EOPS CARE CalWORKs Former Foster Youth Initiative (FFYI)</p>	<ol style="list-style-type: none"> 1. 2,519 counselor/student contacts for 2011-12 2. 228 of students attended new and continuing orientations 3. 23 of students attended year-end ceremony 4. \$88,442 was spent in support of student textbooks rentals and purchases 5. \$12,240 was spent in support of student gas vouchers 6. \$10,389 was spent in support of transportation 7. \$5,000 was spent support student tutoring 8. \$8,441 were awarded in CARE Educational Grants 9. \$1,200 was spent on covering students' PTK membership fee 10. \$5,365 were given in CARE food vouchers (\$5 each)
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2012-13

<p>EOPS CARE CalWORKs Former Foster Youth Initiative (FFYI)</p>	<ol style="list-style-type: none"> 1. Increased the number of students we served in EOPS from 297 in 2011-12 to 425 in 2012-13. <ol style="list-style-type: none"> a. EOPS: 425 unduplicated (duplicated: fall 232/spring 308) b. CARE: 27 unduplicated (duplicated: fall 21/spring 19) c. CalWORKs: 37 unduplicated (duplicated: fall 31/spring 30) 2. Implemented group counseling session for students to fulfill one of the three student contacts that are required. (examples of topics: undecided major, worried about not passing a class, and AA-T/AS-Ts). Fall: 5 sessions/Spring: 4 sessions 3. Made available EOPS/CARE/CalWORKs drop-in counseling hours. 4. Continued to offer a variety of CARE and CalWORKs workshops. In addition, we have collaborated with SMCo Human Services Agency
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	<p>to conduct CARE/CalWORKs workshops. (examples of topics: stress management, interview skills, updates to CalWORKs changes, etc.). Fall: 3 workshops/Spring: 4 workshops</p> <ol style="list-style-type: none"> 5. Was granted an augmentation for EOPS books of \$1,393. 6. Was granted an augmentation for CARE educational grants, food vouchers and/or gas cards of \$2,328. 7. In spring 2013, implemented the EOPS Points Reward program to promote student engagement and participation in various College sponsored activities (i.e. Transfer, Outreach, etc.). Will award up to seven \$100 Grants. 8. Started to accept AB540 students into EOPS/CARE in Spring 2013. 9. In Spring 2013, conducted presentations in ESL classes to promote EOPS/CARE and CalWORKs. 10. Continued to collaborate with TRiO, BTO, Transfer Center, and Basic Skills to coordinate 4-year university campus tours with funding being made possible through the Vending Commission. Approximately 150 students the following campuses: SFSU, UCSC, SJSU, and University of San Francisco. 11. Made classroom presentation to promote EOPS/CARE/CalWORKs/FFYI Programs. Visited eight ESL classes - ESL 912/913/914/400 (approximately 200 students) 12. EOPS Club fundraised enough money to fund two \$250 scholarships: EOPS Scholarship and the Pamela Ward-Smith (CARE/CalWORKs) Scholarship. 13. In spring 2013, reestablished the EOPS/CARE/CalWORKs/FFYI Newsletters.
<p>TRiO Student Support Services</p>	<p>Mandatory Services</p> <p>Intake Orientation: We launched our 2nd year of hosting an earlier intake orientation. TRiO staff have assessed that it was critical for us to meet with students earlier during the summer so that we can introduce students to our counseling, tutoring, and support services early to help them better navigate for first day of Fall semester onward.</p> <p>Tutoring: Re-framing tutoring services to not just occasional interactions for just a specific assignment. We are building language and meaning to Writing Coach and Math Coach for ongoing support and scaffolding of skills.</p> <p>Transfer Success Tours: Continued partnership with Transfer Success Tours Collaborative (Transfer Center, EOPS, BTO, TRiO, and Basic Skills Learning Community) through Vending Commission Funding Support.</p>



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Tours for 2012-2013 include:

- San Francisco State University
- San Jose State University
- UC Santa Cruz
- University of San Francisco - This is the first year that Transfer Success Tours offered a private institution tour. Data demonstrates that more and more of our students are pursuing private institutions due to better financial aid packages, less impacted majors, and smaller classroom sizes.

Intrinsic Enrichment Services

Grant Aid: TRiO continued to offer mini grants to students to offset the cost of academic relate expenses such as books. TRiO partners with Financial Aid to confirm minimum Pell Grant award which determines the Grant Aid amount. 9 students were selected for an amount of \$550 each.

Pilot Book Voucher Program: With grass-root fundraising efforts by TRiO Student Advisory Council (TSAC), TRiO and TSAC were able to offer a pilot book voucher program of \$50 for 10 students.

Fall Cultural Enrichment Trip: The federal TRIO regulations allows for cultural enrichment and exposure, especially for low income students and first generation students who may have limited financial resources and/or limited cultural capital to explore local enrichment opportunities such as the theater, museums, exhibits, etc. In Fall 2012, TRiO hosted 15 students to attend Lion King the Musical at San Francisco.

TRiO Student Advisory Council

Service Learning: TRiO in partnership with TSAC collaborated for the 3rd year with the Boys & Girls Club of the Peninsula to host two workshops:

1. Financial Literacy Workshop
2. I'm First – First Generation Student Panel & Workshop

Funding for this event was supported by the Office of the President. An initial conversation was started with BGCP Director to formalize collaboration via an MOU and to discuss sustainable funding for workshops.

Financial Literacy: TRiO partnered with CalFresh Second Harvest to offer clinics to assist students on securing CalFresh debit cards to access free food. Due to low turnout at these clinics during Fall 2012, CalFresh and



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	TRiO assessed to not continue workshops in Spring. TRiO, in partnership with BTO and with the hiring of a Financial Literacy Retention Specialist, are working to create new Financial Literacy partners to launch workshops again in Fall 2013.
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What changes have you seen, and why?

2012-13

<p>EOPS CARE CalWORKs Former Foster Youth Initiative (FFYI)</p>	<ol style="list-style-type: none"> 1. In Fall 2012, the full-time EOPS/CARE/CalWORKs Counselor and Coordinator took on the additional duties of the Director for overload. After further evaluation from Human Resources, it was explained that a faculty member in our District could not take on management duties. As such, the solution was to have the Dean of Counseling take on the directorship for EOPS/CARE/CalWORKs/FFYI at 50% effort of her time for Spring 2013. 2. It was approved to hire EOPS/CalWORKs Counselor and Coordinator to start in Fall 2013. Funding for this position will come from EOPS matching funds and CalWORKs/TANF funds. This will allow the current full-time faculty to work as the EOPS/CARE Counselor and Coordinator. Having two certificated Coordinators in these programs will allow the Dean to reduce her effort to 20%, which will be a more efficient way on how the programs will be managed. 3. Hired permanent OA II position to start in August 2013. This position will be funded by EOPS, CARE, CalWORKs, and TANF funds. In the meantime, it was approved for the OAI temporary position to be extended through June 2013. 4. Since EOPS/CARE can now accept AB540 students. We will continue to see an increase of eligible students.
<p>TRiO Student Support Services</p>	<p>Budget Reduction: Although the Department of Education appropriated \$237,000 for the annual program budget for TRiO-SSS, across the board, TRiO programs received a 3.1% reduction in funding for 2012-2013.</p> <p>Mandated Services: Student Support Services (SSS) TRiO: Mandated Services Regulations: 34 CFR PART 646 STUDENT SUPPORT SERVICES PROGRAM</p> <p>Academic Advising: An education plan leading to graduation and/or transfer will be created and updated with a qualified Student Specialist</p>



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	<p>and Counselor.</p> <p>Counseling: Academic and supportive counseling; early assistance for registration; follow-up on mid- semester progress reports.</p> <p>Academic Mentoring: Tutorial services are a key component to the success of the program. SSS tutoring is provided by peer tutors who are successful students and have undergone specialized NVC tutor training.</p> <p>Financial Aid Advising: Assistance with filling out applications for FAFSA, grants, loans, and work study employment. Help with scholarship searches and applications.</p> <p>Financial & Economic Literacy: Participants that are new to SSS are given financial and economic literacy information through the website CashCourse. The website covers various topics including how to budget, preventing identity theft, saving money, understanding financial aid, and many other resources and topics. In addition, a few of these topics are covered in the Counseling 97 course.</p> <p>College Transfer Assistance: Individual planning for admission, application, and transition to four-year colleges, and universities. Academic trips to a four-year institution are provided by the program.</p> <p>Social & Cultural Activities: Participation in theater, multicultural, and academic tours of four-year institutions.</p> <p>Counseling Class: Every semester the SSS counselor, assisted by SSS staff, teach a 6 week course on College Success. This is a mandatory requirement of all new students who join the program.</p> <p>Annual Performance Report (APR)</p> <p>All grantees funded under the SSS program must submit an annual performance report as a condition of the grant award. Two-year institutions must keep students' records for a period of four (4) years. The report must include current and prior-year participants including prior-year participants no longer enrolled. The APR report covers the academic time period of August 2011 through August 2012.</p> <p>The purpose of the APR is to:</p> <ul style="list-style-type: none">• To determine the grantees' compliance with requirements of the program• To assess the extent to which grantees have met their
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	<p>approved goals and program’s objectives</p> <ul style="list-style-type: none"> • To calculate prior experience points To generate data on the SSS program as a whole for periodic publications and in response to the • Government Performance and Results Act (GPRA) and the Higher Education Opportunity Act (HEOA) Reports to Congress <p>Revisions to the APR Structure:</p> <ul style="list-style-type: none"> • To reflect the new standard objectives used in the 2010 competition • To streamline the data collection process for grantees To review federal efforts to collect information as required by the Paperwork Reduction Act To reflect changes to Program Regulations and the HEOA Act <p>Expanded Organizational Structure: TRiO-SSS restructured to the Office of Student Support & TRiO to include Beating the Odds Peer Mentorship Program, Financial Literacy (a service), and Veteran Resource & Opportunity Center.</p> <p>Cost-Share of Counseling: TRiO partnered with Disability Resource Center (DRC) to continue 20 hours of adjunct counseling (14 hours TRiO and 6 hours DRC) to support shared students with learning and/or physical disability. 2012-2013 is the first year that TRiO partnered with STEM to offer 18 hours of adjunct counseling (12 hours STEM, 6 hours TRiO)</p>
<p>BTO</p>	<p>Staffing</p> <ul style="list-style-type: none"> • Added counseling • Instability with short-term, temporary retention specialist positions <p>Fuller Training</p> <p>Increased need for appointments, documentation, recordkeeping</p> <ul style="list-style-type: none"> • SARS
<p>V-ROC</p>	

4. Student Learning Outcome (SLO)

SLO: After meeting with a program counselor, a student is able to increase their level of understanding of graduation and/or transfer requirements.



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A. Results from prior cycle’s SLO

Since Team 8: Student Support was newly formed this year we do not have prior SLO data results to review.

The data measures we used for 2012-13 were:

We created a pre and post SLO survey that looked at measuring the student’s level of understanding of graduation and/or transfer requirements. The pre-survey was given to the student prior to their counseling appointment. Once the counseling session was done, the student was instructed to complete the post-survey. A total of **59** of surveys were completed from February 11 to March 8, 2013.

EOPS CARE CalWORKs Former Foster Youth Initiative (FFYI)	<ul style="list-style-type: none"> • 41 surveys were completed • 23 had an increase in knowledge • 17 had no change <ul style="list-style-type: none"> ○ 6 had full knowledge ○ 8 had substantial knowledge ○ 2 had some knowledge ○ 1 had no knowledge • 1 had a decrease in knowledge (however the student changed major from pre to post)
TRiO	<ul style="list-style-type: none"> • 18 surveys were completed • 5 Had an increase in knowledge • 10 Had no change • 0 Had a decrease in knowledge

Findings:

- Timing of survey may have impacted delta/increase in knowledge. Since we are in Spring semester, some students may have already interacted counseling to increase knowledge.
- Even though some students may have prior counseling contacts, there are still increases in knowledge; therefore, a scaffolding of skills and knowledge.
- For next time, it would be ideal to do survey during intake orientation at very first appointment, then administer the post-survey at the end of the semester. As a logistic, we need to figure out anonymity or G-numbers or student names.
- If more time, we would have a larger sample set.
- Only sampled TRiO. Would like to expand to BTO and V-ROC in coordination with assigned counselors. Programs are still new and establishing infrastructure.



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B. Current SLO and relationship to College SLO or Strategic Directions

According to Cañada College's Educational Master Plan, the following College goals and strategic objectives align with our SLO:

College Goals:

Goal Four: Improve success, retention, and persistence of students who are in basic skills classes, including English as a Second Language

Goal Five: Improve the persistence and transfer rate of students enrolled in transferable courses.

Goal Eleven: Improve number of certificate and degree awards.

Goal Four, Five, and Eleven are indirectly correlated; by virtue that success, retention, and persistence depends on the students' ability to understand the requirements for graduation and/or transfer. Meeting with a counselor regularly and creating and having an up-to-date SEP, helps them stay focused on their education goals and persist from semester to semester.

Strategic Objectives:

Objective 2.4: Improve entry by identifying clear student pathways for basic skills, career/technical, general transfer, specific majors, and courses/programs.

Objective 2.6: Improve progress through increased intentional counseling and other services to guide students to completion of their goals.

- Given the results from the last SLO, did you keep the same SLO or develop a new one? Why?

As stated previously, we created a new SLO because this Program Team was formed this year.

C. Action Plan

Based on the results for the 2012-2013 student survey, we have decided to:

- Administer the pre-survey during intake orientation,
- Post-survey at the end of Fall semester where they have final

5. Student Area Outcomes (SAOs)

A. Results from prior cycle's SAO

Not applicable. We were not a program team in 2011-2012. However, our programs collected annual data listed below:



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B. Current SAO and relationship to College SLO or Strategic Directions

All programs in Student Support are required to demonstrate that students have met minimum appointments for counseling, tutoring, and support services. To document these services, our programs have developed an incentive program to track active students.

Our SAO is to strengthen our system of tracking student contacts and incentivizing it with retained active status and/or intrinsic academic rewards such as book vouchers, grants, cultural enrichment, equipment loan eligibility, etc.

Teaching and Learning Objective 1.4: Create and implement a student engagement plan to integrate the college experience inside and outside the classroom, enhance the college experience, and promote retention and success.

C. Action Plan

Both programs already go over program requirements at orientation, detailing how a student needs to meet with counseling, tutoring, and support services.

Develop a timeline to check contacts of program participants during benchmark periods.
 Develop a form or a card to students self-monitor contacts for reward points.
 Clarify benefits/rewards/incentives to students regularly (consider email, information at orientation, facebook, flyers, etc., websites)

Criteria for Assessment:

- Increased participation as demonstrated by program database and SARS documentation
- Fewer students on alert
- Fewer program dismissals

From this assessment, our programs can determine:

- If program expectations of what is required of an active participant are clear.
- How and what type of academic intrinsic rewards incentivize persistence.
- What are the most relevant topics that interest students.
- How do we strengthen our campaign throughout the semester.
- How do we triage students who are not meeting active status.

6. Resource Identification

A. Faculty and Staff hiring requests

EOPS CARE CalWORKs	<ol style="list-style-type: none"> 1. Full-time EOPS/CARE/CalWORKs/FFYI Director 2. Part-time CARE and CalWORKs Program Services Coordinator
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Former Foster Youth Initiative (FFYI)	
TRiO	<ol style="list-style-type: none"> 1. Full-time TRiO/Student Support Faculty Coordinator/Counselor 2. Full-Time TRiO/Student Support Office Assistant, especially to support expanded departments.
BTO	<ol style="list-style-type: none"> 1. Permanent Retention Specialist: Find sustainable means to support eh staffing due to threats of constant transition of short-term temporary employees. Find other means to either secure more permanent position via Measure G or other sustainable funding source. 2. Establish 1-2 Peer Mentors cross-trained through BTO and funded via STEM Center/MESA to readily support STEM interested mentees. 3. Establish 1-2 Peer Mentors cross-trained through BTO and funded via A2BV University Center to readily support A2B interested mentees. 4. Establish 1-2 Peer Mentors cross-trained through BTO and funded via V-ROC to readily support Veteran mentees.
V-ROC	<ol style="list-style-type: none"> 1. 1. Permanent Retention Specialist: Find sustainable means to support eh staffing due to threats of constant transition of short-term temporary employees. Find other means to either secure more permanent position via Measure G or other sustainable funding source. Increase hours from 10 hours to 30 hours per week. 2. Establish 1-2 Peer Mentors cross-trained through BTO and funded via V-ROC to readily support Veteran mentees. 3. Work Study – Student Assistant (preferably a Veteran or spouse of a veteran)

C. Professional Development needs

EOPS CARE CalWORKs Former Foster Youth Initiative (FFYI)	<ol style="list-style-type: none"> 1. On-going professional development is required for EOPS/CARE and CalWORKs. 2. Continue to encourage faculty and staff to attend CIETL workshops and any other relevant outside trainings.
TRiO	<ol style="list-style-type: none"> 1. Director: Annual Regulations & Legislation Conference at Washington D.C. 2. Director: Policy Seminar at Washington D.C. 3. Regional Professional Development Seminar in Western United States 4. CSU and other transfer-related conferences for counseling team 5. Ongoing local professional development for TRiO staff, including but not limited to: <ul style="list-style-type: none"> • Disability advocacy and collaboration with Disability Resource Center • Effective and promising practices for persistence, good academic



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	<p>standing, and graduation/transfer support.</p> <ul style="list-style-type: none"> •Effective and promising practices for tutoring pedagogy, especially in working with students from first generation backgrounds and students with disability. •Financial Literacy training for trainers.
BTO	<ul style="list-style-type: none"> •Effective and promising practices for persistence, good academic standing, graduation/transfer support. •Effective and promising practices for tutoring pedagogy, especially in working with students from first generation backgrounds and students with disability. •Financial Literacy training for trainers •Continued training for effective and promising practices for supporting AB540 and undocumented students – partner with Educators for Fair Consideration •Effective and promising practices for peer mentorship
V-ROC	<ul style="list-style-type: none"> •Effective and promising practices for persistence, good academic standing, graduation/transfer support especially as it relates to veterans. •Continued training in wellness and mental health, especially in regards to Traumatic Brain Injury and Post Traumatic Stress Disorder •Continued training for coordination of Certifying Official, VA designated counselor, V-ROC retention specialist and other V-ROC affiliated staff, such as the Veterans Summit hosted by California Community Colleges. •Financial Literacy training for trainers. • Coordinate District SMCCD collaborative peer sharing via campus visits and mutual learning • Continue Kognito Veterans in Distress Training •Continued outreach and learning of local community agencies, services, people, and resources

D. Equipment requests – must be related to instruction

Program	Equipment	Description	Vendor	Quantity	Total Cost
EOPS CARE CalWORKs Former Foster Youth Initiative (FFYI)	Laptops	Every semester we loan laptops to students. We have a limited number of and the need is high. Every year we lose 1-3 laptops due to damages.	District Vendor	7	\$11,000.00



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EOPS CARE CalWORKs Former Foster Youth Initiative (FFYI)	Color printer	Need to replace the color printer that has not worked in almost two years. We print various documents for the Programs that necessitate color	District Vendor	1	\$600.00
EOPS CARE CalWORKs Former Foster Youth Initiative (FFYI)	Scanner	Since the State requires we maintain student information for a minimum of 5 years, every semester we scan students' documents. Our current scanner is unreliable and we are using A&R's scanner at the moment. However this is cannot be a permanent solution	District Vendor	1	\$1,225.00
EOPS CARE CalWORKs Former Foster Youth Initiative (FFYI)	Digital camera	Through pictures we document the various events/activities we have throughout the year (newsletter, website, flyers, etc.)	District Vendor	1	\$400.00
TRiO	SARS Touch Screen Log-in Computer	This computer will be important for pulling queries and reports in addition to documenting usage of services		1 shared with BTO)	\$1200-1500
BTO	1.SARS Touch Screen Log-in Computer 2.Desktop Computers (3) 3.Laptops(2)	1.This computer will be important for pulling queries and reports in addition to documenting usage of services		1 shared with TRiO)	\$1200-1500
V-ROC	1. SARS Touch Screen Log-in Computer 2. Scribe Pens	As stated in our Veteran Community Advisory Board, V-ROC will need to create a system to document usage of the space, especially as it relates to	1. District Vendor 2. (Possible donation from	1. 1 2.10	1. \$1200-1500 3. \$1000 (Possible



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		to connecting with resources such as the Certifying Official, VA designated counselor, and the possible expansion of staffing for Veteran Peer Mentors. This computer will be important for pulling queries and reports in addition to documenting usage of services	Rotary Club) District Vendor and or amazon.com		donation from Rotary Club)
		2. To provide accommodations for universal learning.			

D. Office of Planning, Research & Student Success requests

	Data Request	Justification
EOPS CARE CalWORKs Former Foster Youth Initiative (FFYI)	Due to how projects are prioritized in the Office of Planning, Research & Student Success at Cañada College we have not been able to have relative data for our Programs. Once this is available to us we would request: <ol style="list-style-type: none"> 1. The number of EOPS/CARE and CalWORKs students who complete certificates and degrees on an annual basis. (including alumni) 2. The number of EOPS/CARE and CalWORKs students who transfer to 4-year universities. 3. Compare EOPS and non-EOPS students persistence rates 	<ol style="list-style-type: none"> 1. The data provided will allow us to better plan and support program services 2. This data can be documented in the annual program reports due to the CCCCO. 3. It is an indicator of how the counseling and other services support student persistence rates 4. All data can be used to substantiate additional funding requests.
TRiO	<ol style="list-style-type: none"> 1. Cross-reference of data of first-generation low income students, and students with disability for <ul style="list-style-type: none"> • Persistence • Good Academic Standing • Graduation • Graduation AND transfer combined goal 2. Query for Math and English placement of TRiO cohorts early in the semester 	<ol style="list-style-type: none"> 1. The data will allow us to see program impact. Such data will also be useful in re-writing a proposal for the upcoming 2015-2020 Grant competition. 2. Early Outreach to increase retention and good academic standing.
BTO	<ol style="list-style-type: none"> 1. Cross-reference of data of first-generation low income students, and students with disability for 	<ol style="list-style-type: none"> 3. The data will allow us to see program impact, and effective use



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	<ul style="list-style-type: none"> • Persistence • Good Academic Standing • Graduation • Graduation AND transfer combined goal <p>2.AB540 and undocumented student data (in aggregate to protect student confidentiality)</p>	<p>of Measure G dollars. Such data will also be useful in re-writing a proposal for seeking other funding opportunities such as Atkinson Foundation, Silicon Valley Community Foundation, etc.</p>
V-ROC	<ol style="list-style-type: none"> 1. Number of Veterans at Cañada College 2. Number of Veterans receiving benefits 3. Focus Group to gather qualitative data on how to sustain and grow V-ROC services. 	<ol style="list-style-type: none"> 1. Such data can help us project if facilities and services are adequate for either an increasing or declining veteran population. Moreover, such data can help us see trends in veteran enrollment, persistence, graduation/transfer. Such data can be cross-referred to see if neighboring institutions are attracting more veterans, and conversations can start on how to create an environment at Cañada to serve more veterans. 2. Such data can help us possibly seek other funding sources such as VA work-study depending on the number of Veterans served at our institution. 3. Qualitative data on how to sustain and grow V-ROC services.

E. Facilities requests

<p>EOPS CARE CalWORKs Former Foster Youth Initiative (FFYI)</p>	<p>EOPS/CARE/CalWORKs/FFYI would like to secure a permanent space. In 2010 EOPS/CARE/CalWORKs student study area was used as swing space due to remodeling to building 5 and the addition of CIETL. When the remodeling was completed that space was not returned to the Programs. The area was used by students to study, EOPS Cub meetings, EOPS/CARE/CalWORKs /FFYI activities, food pantry, computer and printing usage, text book library, etc. This has also limited the opportunity for the Programs to offer additional academic support and resources due to the lack of space. The need to have space close to the EOPS/CARE/CalWORKs office allows the programs to build community, a safe haven to study, and to connect with students. This is shown in programs that are at Cañada already (i.e. TRiO, STEM, etc.).</p>
TRiO	<p>Student Support & TRiO would like to secure a more permanent space large enough to accommodate frequent workshops. This space can also be used to perhaps accommodate Financial Literacy Workshops and partner agencies. This space can also be shared with Beating the Odds and Veterans to centralize Student Support programs. Significant</p>



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	<p>research supports the creation of Third Space to help students, especially first generation students, create community, meaning, and context to their college experience.</p>
BTO	<p>Student Support & TRiO would like to secure a more permanent space large enough to accommodate frequent workshops. This space can also be used to perhaps accommodate Financial Literacy Workshops and partner agencies. This space can also be shared with Beating the Odds and Veterans to centralize Student Support programs.</p> <p>Significant research supports the creation of Third Space to help students, especially first generation students, create community, meaning, and context to their college experience.</p>
V-ROC	<p>Student Support & TRiO would like to secure a more permanent space large enough to accommodate frequent workshops. This space can also be used to perhaps accommodate Financial Literacy Workshops and partner agencies. This space can also be shared with Beating the Odds and Veterans to centralize Student Support programs.</p> <p>Significant research supports the creation of Third Space to help students, especially first generation students, and in this instance Veterans, create community, meaning, and context to their college experience.</p>

7. Curricular Offerings (current state of curriculum and SLOAC) (if applicable)

Not Applicable