



E O P S
Extended Opportunity Program and Services

C A R E
Cooperative Agencies Resources for Education

F Y S I
Foster Youth Success Initiative

Program Review Highlights

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Highlights



Mission & Who
We Serve



Data & SAOs



Accomplishments
& Challenges



Resource
Requests



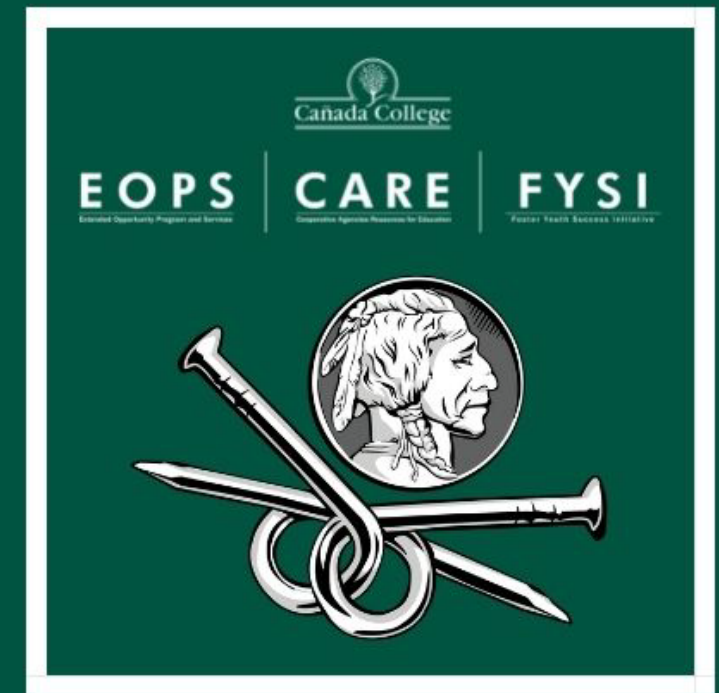
Q & A

Mission

Extended Opportunities Program & Services (EOPS): To serve low-income and educationally disadvantaged students by providing academic support services to assist students in achieving their educational and career goals. Services provided by EOPS must be “over and above and in addition to” what is already provided at the college.

Cooperative Agencies Resources for Education (CARE): 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.

Foster Youth Success Initiative (FYSI): A statewide effort supported by the California Community College Chancellor’s Office. The purpose of FYSI is to create a network of support that will meet the academic, social, emotional, and financial needs of college-bound foster youth students.



Who We Serve

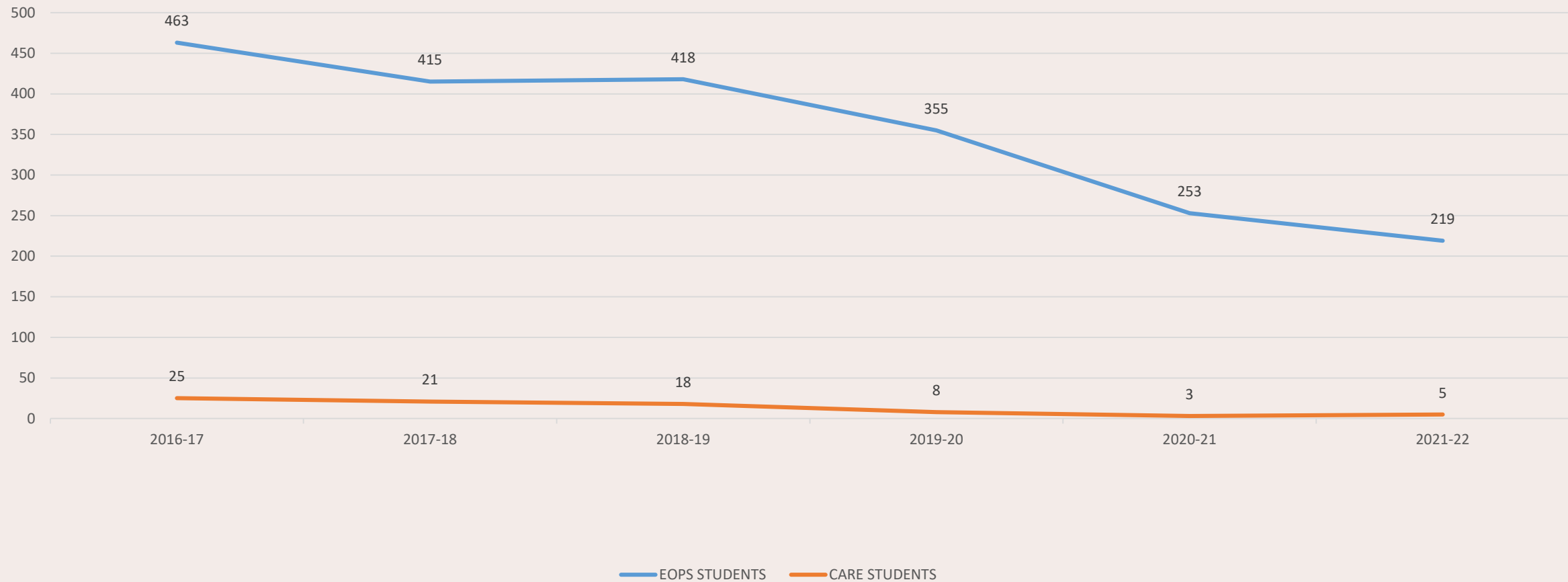
EOPS is a state-funded program that aims to assist low-income, first-generation, English language learners and students who have been historically disenfranchised students succeed in college.

CARE is a subprogram of EOPS that serves single parents whom either, the student and/or their child receives county assistance from CalWORKs/TANF to attend college. In addition to the EOPS services, CARE provides other supportive services that are more tailored to career readiness and parenting.

FYSI's serves students who have been in foster care prior to the age of 18. Depending on the age they entered the system, will determine the level of financial support they may qualify for.



EOPS & CARE Students Unduplicated (Fall 2016 – Spring 2022)



EOPS/CARE Data

Key Findings from a Comparison Report of EOPS Students and Potentially EOPS Eligible Students, Fall 2018 - Spring 2022

- Overwhelmingly 73% of EOPS students identify as Latinx.
- EOPS students perform better academically with higher Fall to Spring persistence.
- EOPS students are more likely to take more units than the comparison group.
- EOPS students are far more likely to attain a degree or certificate than the comparison group.

Ethnicity	EOPS		Comparison	
Number	710		2,330	
American Indian/Alaskan Native		0.0%	1	0.0%
Asian	22	3.1%	140	6.0%
Black - Non-Hispanic	29	4.1%	71	3.0%
Filipino	7	1.0%	82	3.5%
Hispanic/Latino	522	73.5%	1,472	63.2%
Multiraces	12	1.7%	96	4.1%
Pacific Islander	12	1.7%	34	1.5%
Unreported	59	8.3%	136	5.8%
White Non-Hispanic	47	6.6%	298	12.8%

FTEs	EOPS	Comparison
Number	710	2,330
2018-2019	0.74	0.64
2019-2020	0.69	0.61
2020-2021	0.66	0.57
2021-2022	0.64	0.57

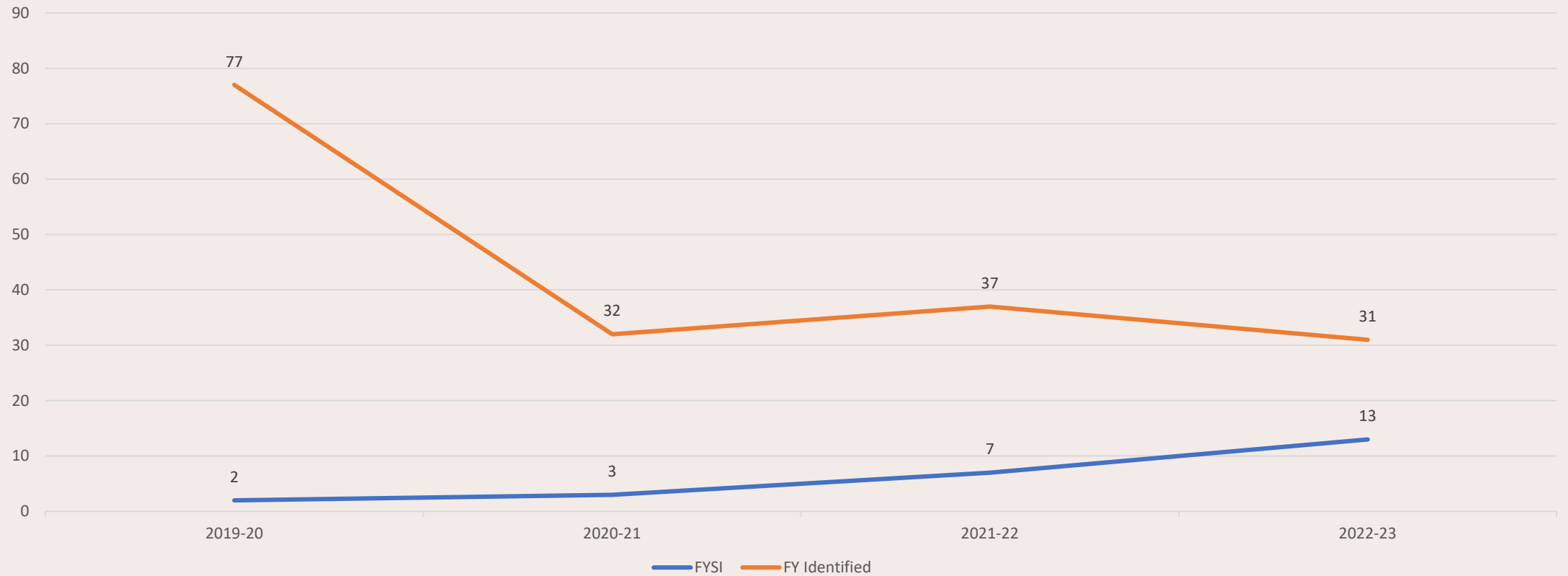
- Area of improvement needed

	EOPS		Comparison	
Number	710		2,330	
Enrollment	9,357		24,608	
Success	6,397	68.4%	16,970	69.0%
Retention	8,375	89.5%	22,088	89.8%

	EOPS	Comparison
Fall to Spring Persistence	710	2,330
2018-2019	86%	80%
2019-2020	82%	78%
2020-2021	77%	74%
2021-2022	77%	72%

Awards	EOPS		Comparison	
Number	710		2,330	
Any Award	231	32.5%	466	20.0%
Certificate	153	21.5%	202	8.7%
Degree	188	26.5%	398	17.1%

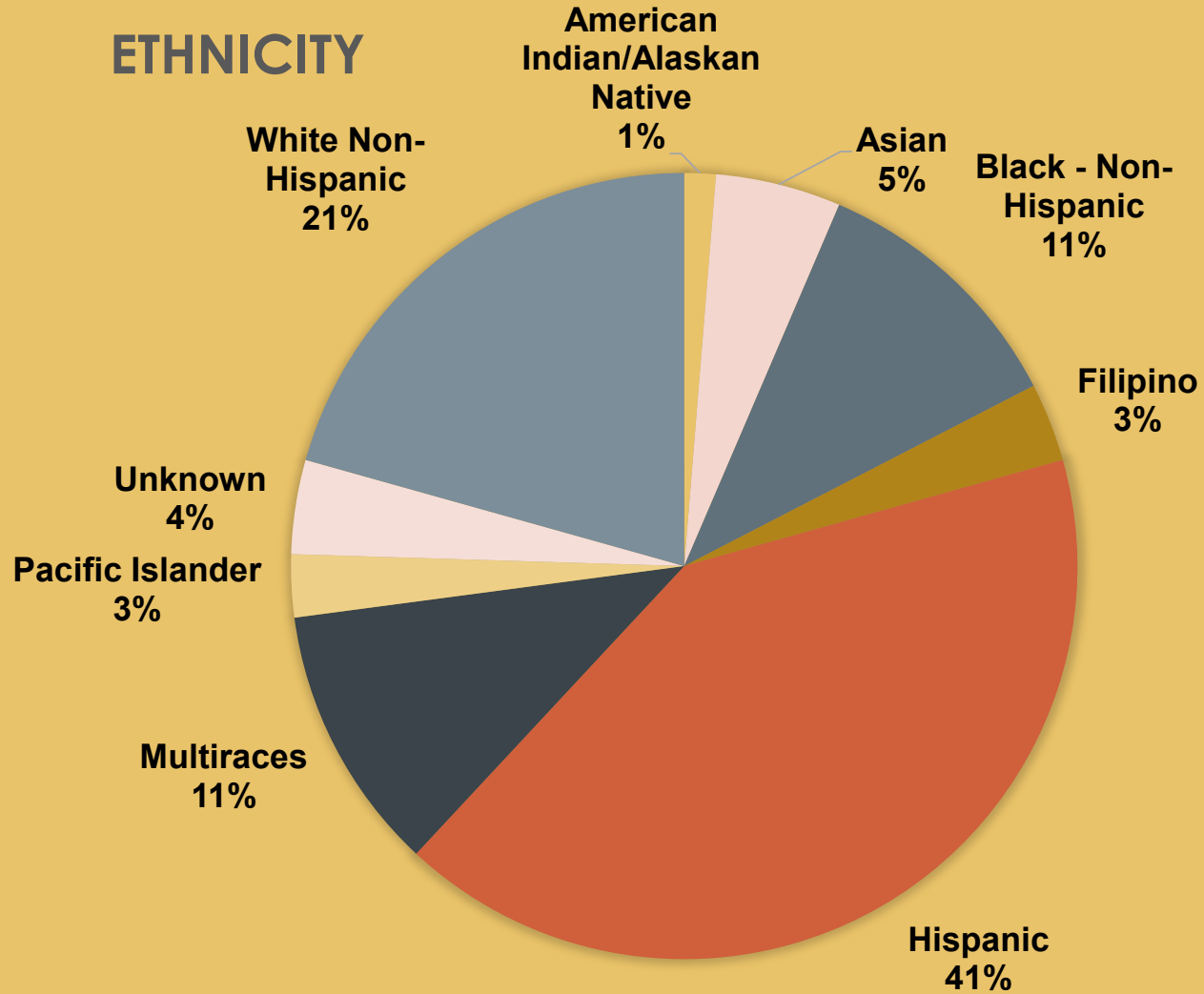
FYSI Students Unduplicated (2019-2022)



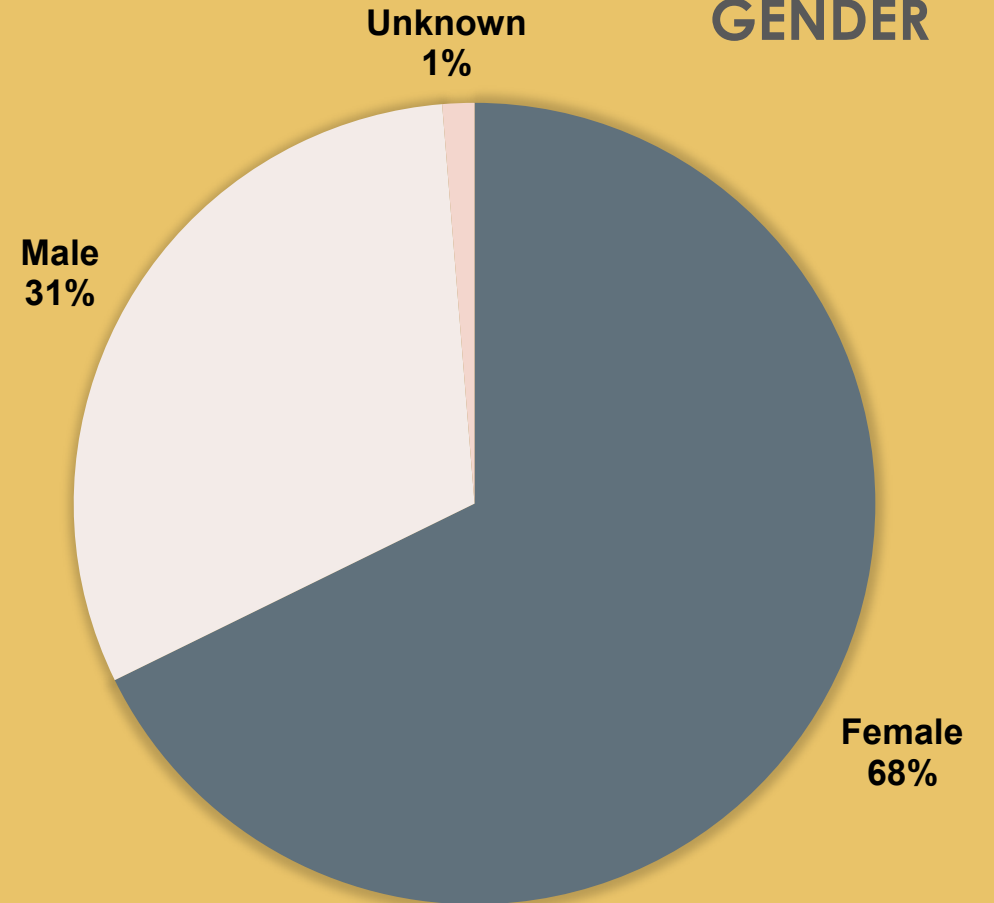
FY Data

Fall 2019 – Spring 2022

ETHNICITY



GENDER



SAOs

1. End of the Semester Survey

In fall 2019 we created the End of the Semester Survey. Surveys were sent to students via Canvas and emailed in May 2020, December 2020, and May 2022. Since SIP was in effect during those semesters, we included questions that pertained to services and the challenges they were facing at that time. In addition, in spring 2022 we included questions about using SSL. https://smccd-czqfp.formstack.com/forms/eops_end_of_the_semester_survey

2. Exit Survey

The Exit Interview/Survey was sent to students via Canvas and emailed in May 2022. Since classes and services continued to be offered in a virtual setting, we included questions that pertained to services and the challenges they were facing at that time. https://smccd-czqfp.formstack.com/forms/exit_survey

End of Semester Survey

(124 out of the 627 total EOPS students)

After meeting with a counselor:

92% of students were either very confident or confident about selecting and identifying the correct courses for their academic goals.

88% of students felt very confident or confident about the time it would take them to achieve their academic goals.

The top four EOPS services the student ranked the highest were:

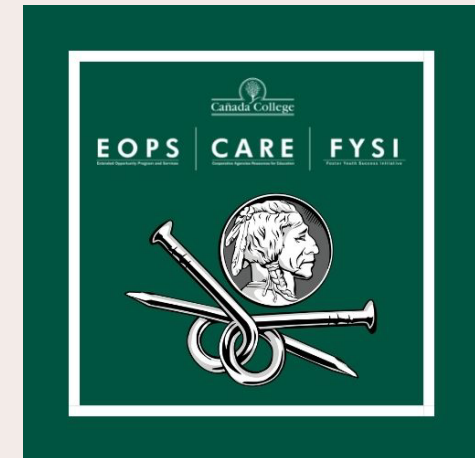
88% Book Voucher

84% Counseling

75% Transportation Assistance

75% Priority Registration

98% of the students felt that EOPS contributed to their success.



Exit Interview/Survey

(33 out of 116)

68% of students indicated that counseling was very helpful or helpful

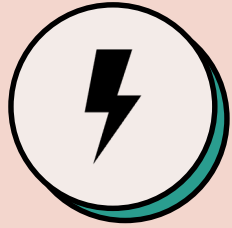
100% of students felt supported by EOPS

100% of students felt that EOPS contributed to their success

Overall students ranked EOPS services at 75% or higher as helpful



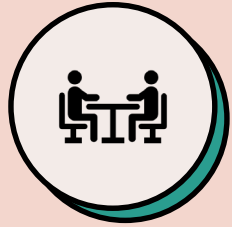
EOPS Accomplishments



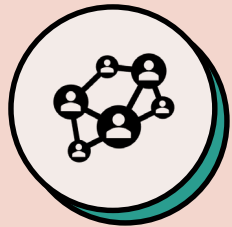
The EOPS full-time tenure track counselor position started in fall 2021.



With SMCCCD Equal Employment Opportunity Committee Award created videos for EOPS.



Collaborated with Promise to have a combined EOPS/PSP Adjunct Counselor that started in spring 2021.



In collaboration with Promise we create and implement an online student self-reporting Progress Report through SmartSheets that has been used by EOPS, CalWORKs, Promise, TRiO, STEM, ESO, Puente, and International Students.



In fall 2022, we started a Men of Color support group led by our new EOPS Counselor and Retention Specialist. The goal is to expand this and partner with other programs on campus.

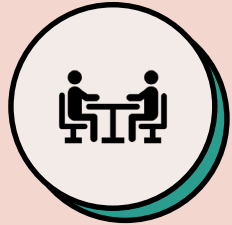
FYSI Accomplishments



Formed the Resources & Opportunities for Success & Excellence (ROSE) Committee, which is a partnership with other on and off-campus partners to create a broader range of support for our Foster Youth students.



Created new logs for FYSI and an icon for ROSE.



FYSI facilitated Flex Day workshops on how to support FY students and learn about informed trauma practices (October 2021, January 2022, April 2022, and October 2022).

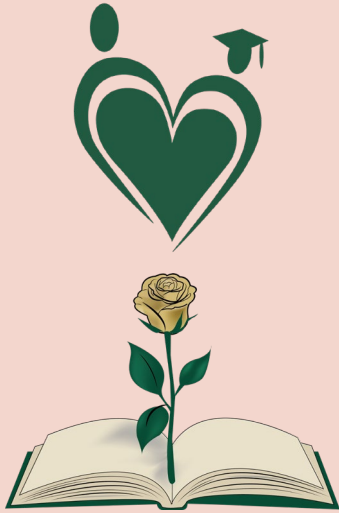


Over the last 3 years have been awarded a total of \$26,250 from the Pinpoint Foundation to support our Foster Youth students recipients.



In fall 2022, we launched our FYSI Canvas site. Students who identify as former FY students will have access to the site and receive information about support.

EOPS/FYSI Update



The State approved for \$30M in additional funds to expand NextUp programs at Community Colleges.

The CCCCO's intent is to have NextUp at all the Community Colleges.

The CCCCO will be mailing out a letter of commitment to colleges that do not already have a NextUp Program.

If accepted, the colleges will receive the funding starting in spring 2023 and it will be the entire year's allocation.

Challenges

There continue to be various challenges in assisting students with how they can stay connected while learning remotely. The EOPS team continues to learn how we can better support our students in this virtual environment and keep in line with our mission of providing “over and above” what the College provides as mandated in Title 5.

Due to the pandemic, statewide EOPS/CARE programs saw a significant decline in student enrollment and we are no exception. Many of our students are frontline workers and the main caregivers to their families. The struggles they have had to endure during this tempestuous time with COVID have only amplified the barriers to financial stability, including housing and food insecurities, and the increased need for mental health support.

Challenges

Through our Annual EOPS Program Plan, this will be the seventh year that we have had to request a waiver from the State Chancellor's Office to not provide EOPS tutoring services. Although it is a high demand from our students, we have not been able to provide them with the additional tutoring hours needed. This is a challenge that we will need to continue to work on in collaboration with the Learning Center. Much work still needs to be done to address this much-needed support.

Since 2010 the EOPS/CARE/FYSI/CalWORKs student study area was used as swing space due to remodeling 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/FYSI/CalWORKs activities, food pantry, computer and printing usage, textbook library, etc. The lack of space limits the ability of EOPS to build community and expand on a safe place for students to gather.



Resource Requests

Full-Time, Tenure-Track EOPS/PSP/FYSI Counselor

Full-Time, Permanent FYSI Program Services Coordinator

EOPS Summer Counseling Hours

EOPS Transportation Assistance

EOPS Staff Professional Development

EOPS/CARE/FYSI/CalWORKs Student Space

How do these requests further the College's ability to achieve its strategic goals & immediate priorities?

EMP COLLEGE GOAL #1 Student Access, Success, and Completion

Cañada College ensures student access to relevant and transformative student services and instructional programs that are inclusive, diverse, equitable, and anti-racist. As an institution, Cañada contributes to the financial stability of students to empower them to pursue personal, academic, professional, and civic goals. Cañada College continuously assesses processes and removes barriers to student access, success, and completion.

1.11 -- Complete the college redesign process according to the essential practices of Guided Pathways and ensure that all students are connected to and feel supported by their Interest Area and Success Team and, if applicable, their special program (e.g., Promise, EOPS, TRIO SSS, Puente, Umoja, etc.).

1.14 -- Strengthen and scale student affinity programs and other student support programs such as Umoja, Puente, EOPS, and TRIO SSS and create strong ties and coordination between them and the Interest Area Success Teams such that BIPOC and LGBTQ+ students are well supported to complete their educational journeys at Cañada within 3 years.

1.16 -- Create a campus culture that expects and supports students' completion of their educational goals within three years using tactics such as: (1) scheduling classes according to student interest and demand (informed by Student Education Plan (SEP) data); (2) offering more course-taking opportunities during the summer; (3) monitoring student progress more closely (via Success Teams, the Retention Specialist Community of Practice, and the Transfer Center).



How do these position requests further the College's ability to achieve its strategic goals & immediate priorities?

EMP COLLEGE GOAL #2 Equity-Minded and Antiracist College Culture

Cañada College transforms its culture to be equity-minded and antiracist. Our teaching, learning, and services create a sense of belonging among all community members so they are able to recognize that their unique selves are valued, express themselves fully, and thrive. Our educational practices reflect the fundamental importance of individualized learning experiences, the shared building of knowledge, and promoting social justice at Cañada College.

2.6 - 1. Revise and improve faculty and staff hiring practices that recognize both traditional and nontraditional experiences and qualifications to ensure the hiring of a diverse pool of faculty and staff applicants.



How do these requests further the College's ability to achieve its strategic goals & immediate priorities?

EMP COLLEGE GOAL #3 Community Connections

Cañada College establishes equity-minded partnerships with other educational institutions, employers, governments, and community-based organizations that result in seamless pathways for high school students transitioning to college, college students transitioning to university, and all community members pursuing career, and lifelong educational opportunities.

3.2 -- Transform where we share what Cañada has to offer by identifying and reaching new outreach audiences that help strengthen our ties to BIPOC communities (particularly those communities our recruitment maps indicate might be underserved, such as North Fair Oaks, Belle Haven, and East Palo Alto). Recruit more BIPOC students, including more students who identify as Black / African American.

3.3 -- Utilize relevant social media and other marketing platforms to reach community members in the formats and virtual environments in which they exist. Ensure College websites are up-to-date, accurate, informative, and speak to community members in language that is welcoming and inclusive.

Q & A

