

**2020 Annual Program Review
Categorical/Counseling**

CalWORKs

Counseling

Disabled Students Program

Extended Opportunity Programs and Services

Annual Program Review: CalWORKS

Review time period: July 1, 2019 to June 30, 2020

1. Purpose of the Program

- a. State the purpose of program, area, or unit.

The legislative intent, as specified in the Education Code and budget Act language for the California community colleges CalWORK's program, is that funds are appropriated to provide special services to CalWORK's students. Specifically, the community college CalWORK's program receives funding to assist students who are currently welfare recipients-or who are in transition off of welfare to achieve long-term self-sufficiency through coordinated student services offered at the community colleges.

- b. How does the program, area or unit support the College Mission?

The CalWORKs program provides over and above service to a unique population that will assist students to successfully meeting and completing their goal of basic skills, certificate, degree, or transfer.

2. Population(s) Served

- a. Describe the populations served by the program, area, or unit, identifying special populations, if any.

CalWORKs program is specific for students enrolled at Palo Verde College and receiving Cash Aid for themselves and their child/children.

- b. Describe other populations that should be served by the program, area or unit and identify plans to implement.

Not applicable these guidelines are set by the state.

3. Accomplishments in Achieving Goals

- a. List area related Strategic Planning Goals and program, area, or unit specific goals, and describe progress in achieving each goal, strategy, objective, and appropriate task during the review period.

*Requesting accountability from students-via response phone, E-mail, text /we have increase to 85 % response.

*To increase enrollment- COVID... was not our friend in meeting this goal.

*Provide additional workshops and trainings for our CalWORKs students/ we offered all our meeting via zoom and held weekly meet ups off site when the campus was closed. We were able to retain all our students that had enrolled prior to COVID and were able to keep them engaged.

- b. Explain modifications, if any, of program, area, or unit specific goals for the upcoming year.

*Greater outreach as mandates are lifted.

*Continue working to improve our current goal's.

4. Service Area Outcomes (SAO)

- a. Revise if needed and provide metric data for Service Area Outcomes in the area or unit.

Appropriate Service Area Outcomes will be developed by each non-instructional area to reflect appropriate outcomes including Program Level Outcomes and/or Service Area Outcomes (SAO).

Service Area Outcome Metric

CalWORKS SAO: Identify and provide coordinated services to eligible students to support student success and achieve the objectives of the CalWORKS program.

Number of students served by the CalWORKS program.

Spring 2019-25

Summer 2019-6

Fall 2019-28

Spring 2020-17

Summer 2020-6

Fall 2020-12

b. What changes and initiatives were undertaken during the review period to improve SAO outcomes?

Due to the COVID-19 pandemic enrollment has been challenging although Student have still met the outcomes and are aware of the services provided by the program.

5. Strengths, Weaknesses & Accomplishments/Activities

a. List and comment on the major strengths of the program, area, or unit.

Strengths- we are visible to students, we have gone over and above to provide during the pandemic, we have a great team of CalWORKS staff.

b. List and comment on the major weaknesses of the program, area, or unit. Discuss gaps or issues identified in section 4 and propose solutions.

Due to the fact the requirements are very specific our number of enrollments could improve.

c. List activities and discuss accomplishments during review period.

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:2607d347-5ae2-43eb-a164-4e56a280bceb>
<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:a76d997a-aae9-4725-b074-610fea960d3b>

d. Address the Total Transfer numbers and Average number of units accumulated by associate degree holders by comparing them to current institutional set standards.

Not information I have available-

6. Human Resources and Staff Development

a. Provide current organization chart of the program, area, or unit, showing key functions and responsibilities.

Manager of Student Life and Development-Staci Lee

CalWORKS Clerk- Alice Dean

Two positions that make up the CalWORKS department.

b. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program, area, or unit goals? Explain.

As of now yes

c. Describe specific professional development activities in which program, area or unit members participate and explain how such activities benefit or enhance the program and support and facilitate student learning.

CalWORKs Conference twice a year
 Additional software training as programs update.

- d. Describe areas of unmet professional development needs among personnel in this program, area, or unit, if applicable, and outline plans to address these needs.

Currently, I feel the needs are met.

- e. Describe organizational changes that would improve program, area or unit performance. Provide timelines for the achievement of such changes and describe measures that assess the effectiveness of such changes.

Currently no recommended changes for the organizational structure for CalWORKs program area.

7. Facilities

- a. Are current facilities adequate to support the program, area, or unit? Explain.

Yes

- b. Describe plans for future changes to support facilities.

Current facilities are adequate to support the current program.

8. Technology and Equipment

- a. Is the current technology and equipment adequate to support the program, area or unit? Explain.

Yes

- b. Describe plans for future changes to support technology or equipment.

Current technology is adequate. Future training would be appreciated if new software is implemented.

9. Financial Resources

- a. Provide an appropriate financial report for program, area, or unit during reporting period. Explain any significant deviations from previous reporting period.

2019-2020		
11	\$77,350.48	\$77,350.48
Benefits	\$22,800.94	\$22,800.94
Salaries	\$54,549.54	\$54,549.54
12	\$312,822.00	\$314,560.53
Advertising	\$8,316.45	\$8,316.45
Benefits	\$28,840.29	\$28,840.29
CalWorks	\$156,411.00	\$157,280.00
Child Care	\$8,996.38	\$9,865.91
Conferences	\$370.61	\$370.61
Copying/Printing	\$337.02	\$337.02
Equipment	\$5,533.08	\$5,533.08
Food	\$0.00	\$0.00
Postage	\$15.00	\$15.00
Rents And Leases	\$3,860.99	\$3,860.99
Salaries	\$79,143.06	\$79,143.06
Student Workers	\$18,536.53	\$18,536.53
Supplies	\$2,395.68	\$2,395.68
Survival Kits	\$0.00	\$0.00
Travel	\$65.91	\$65.91

- b. Describe whether the current budget is adequate to carry out the responsibilities of the program, area or unit or operation.

With increase in wages and insurance costs and lack of District match/ our funds are thin.

- c. Describe plans for future budget changes, if any.

Will request for additional state funds in the future.

10. Four-year plan

- a. Place future request for resources (human, facilities, technology & equipment, and financial) in a four-year matrix to facilitate future planning.

Future Area Needs			2020-21	2021-22	2022-23	2023-24
	Human Resources			Counselor		
	Fiscal Resources			Additional funds		
	Physical Resources					
	Technology Resources			Computers		

Board Reports - CalWORKS

2019-08-05

- DPSS presentations/visits are scheduled for July 31st and Aug. 7th.
- Students are enrolling, books and supplies are being ordered.
- CalWORKS orientation will take place Aug. 8th.
- Classes Begin Aug. 12th last day to reg. Aug. 23rd.
- MIS for spring completed summer underway.
- Year-end reports and program plan for new year all in the process

2019-09-10 or 2019-10-08

- DPSS presentations/visits took place July 31st and Aug. 7th /6 students were enrolled from visits.
- Students are enrolling, books and supplies are being ordered currently 32 students in the program.
- MIS for summer has been completed.
- Year-end reports and program plan for New Year all in the process.
- Budget for 2019-2020 has been completed.

2019-11-12

- Monthly meetings taking place next meeting Nov. 14th.
- Gifts for the holidays Dec. 5th.
- Registration for spring will begin Dec. 2nd.

2019-12-13

- Priority Reg. begins today for CAW Students.
- Gifts for the Holidays event will take place on Dec. 5th along with study skills tips for finals for CAW students.
- Spring CAW Orientation will be held on Jan. 23rd.

2020-01-14

- Spring CAW Orientation will be held on January 23rd.
- Students are still enrolling, books are being ordered, and supplies are ready for student with completed files.
- Program plan completed, MIS completed, request for funds to be transferred completed as well as SSARCC.

2020-03-03

- CAW workshop March 12th at 11:00am.
- Supplies and needed items will be handed out monthly and as needed or requested by students.

2020-04-07

- CAW Easter event canceled.
- Students have all been contacted and are E-mailed daily as well as phone contact has been made if necessary.
- E-mails have been sent out to students to assess the needs and provide items needed to continue classes and remain engaged.

2020-05-12

- Holding a zoom meeting at 11:00 with ASG.
- Working on ASG elections not sure how it will all go but we will see.

2020-06-09

- Alice is enrolling for Summer/Fall.
- Books are being ordered for Summer and supplies are being organized to disbursed.
- Alice has continued to send daily E-mails to keep students updated and engaged as well as to provide resources.
- We have been working close with county for verification as well as Chancellors office to meet all requirements and receive updates.
- All forms have been created for fillable formatting so they me be completed via computer instead of in person.
- Budget is being completed as well as all PRs Still completing.
- Alice and I have been meeting our CAW students on Thurs. at Smart and Final if they wish to receive incentives to keep them engaged (masks are being worn and physical distancing is being practiced).

Annual Program Review: Counseling

Review time period: July 1, 2019 to June 30, 2020

1. Purpose of the Program

a. State the purpose of program, area, or unit.

The Purpose of Counseling and Advising is to assist students in pursuing and attaining their academic, career and personal goals. The Counseling department is an open-access learning environment that promotes self-advocacy, critical thinking, communication, personal and academic responsibility.

b. How does the program, area or unit support the College Mission?

The Counseling department supports the college mission by providing quality services to our diverse and unique student population. This is accomplished by providing abbreviated and comprehensive education plans, assisting in the removal of perceived obstacles, providing appropriate referrals to educational and student services, and ensuring students are moving towards timely certificate and degree completion and transfer.

2. Population(s) Served

a. Describe the populations served by the program, area, or unit, identifying special populations, if any.

For 2019-20 these populations included the following headcounts: traditional student: 1165, Incarcerated: 2770, In-Service/FST: 2806

b. Describe other populations that should be served by the program, area or unit and identify plans to implement.

Students at the Needles Center should have more access to in person counseling and advising. Currently, counseling makes efforts to visit the Center when possible throughout the academic year, but mainly advises students via phone and email. Currently, the Needles Center Dean facilitates advising and coordinates with counseling, when needed.

3. Accomplishments in Achieving Goals

a. List area related Strategic Planning Goals and program, area, or unit specific goals, and describe progress in achieving each goal, strategy, objective, and appropriate task during the review period.

- *Ensure current technology is available to counselors (i.e., SARS, Student Planning, Colleague, Cranium Café, ZOOM etc.)*
- *IT has updated SARS, Student Planning and Colleague to be web based, providing counselors and advisors access from any computer with internet access on campus.*

Review of staffing needs:

Staff has been identified, although unclear of structure, to provide support via Guided Pathways along with Student Equity & Achievement. In addition, two Educational Advisors have been hired to provide academic advising and support counseling among the various departments.

Evaluate effectiveness of Counseling SAO's via Survey Monkey:

Counselors have the ability to complete SAO's through an online survey (Survey Monkey). This is done as part of the student appointment to capture the essence of the contact and survey the students on:

- Ability to formulate an educational plan.
- Exercise critical thinking
- Work independently by means of self-advocacy.
- Understand and empathize with diverse culture, social, religious, and linguistic differences.
- Understand the use of contemporary technology relevant to their personal and career choices.

Effectiveness of Summer Bridge program:

With four summers offering the 3-day Summer Bridge program, the counseling department in conjunction with SEA are in discussions to pull data and analyze the effectiveness of the program.

Beginning in year two, the program has also been offered at the Needles Center to provide our Needles students the same opportunities. Modifications that have been made to the program, due to AB 705, was substituting the assessment portion of the program with placement. Students were asked to bring their high school transcripts to review for appropriate placement in English and Math courses.

The program also covers Orientation, Student Educational planning, career assessment, all to facilitate a successful transition from high school to college. With each year, enrollment in the program increased from 22 students in 2016, to 44 students in 2019. Due to COVID pandemic and our campus closure we unfortunately cancelled our 2020 Summer Bridge program.

- b. Explain modifications, if any, of program, area, or unit specific goals for the upcoming year.

The department plans to review and modify two of the listed goals:

- Evaluate effectiveness of Counseling SAO's via Survey Monkey:
 - Modify SAO's to include questions about online educational plans and set goals for comprehensive ed plans completed.
 - Effectiveness of Summer Bridge program:

Once data is pulled and analyzed, we plan to use that data to make improvements to the program to better meet the student's needs. For summer 2020, we had planned to offer a third section of the program to capture students at the end of the summer, who miss out at the beginning. Due to our campus closure in the Summer of 2020, we were not able to have Summer Bridge.

a. First section offered in Needles the third week of June.

b. Second section offered at the main campus the fourth week of June.

c. Beginning summer 2020, a third section was proposed to be offered on the main campus at the end of July to capture any students that were missed. Unfortunately, due to our campus closure this was cancelled.

4. Service Area Outcomes (SAO)

a. Revise if needed and provide metric data for Service Area Outcomes in the area or unit.

Appropriate Service Area Outcomes will be developed by each non-instructional area to reflect appropriate outcomes including Program Area Outcomes and/or Service Area Outcomes (SAO).

General counseling had 3 SLO's they were surveying students on, up to 2015. In 2016, 2 additional SLO's were added to survey students on diversity and technology. During the counseling session, counselors surveyed the students based on prompted questions and students' responses.

Counseling plans to modify the SLO's to SAO's and incorporate detailed SAO's on equity, online student planning, and setting a goal of comprehensive ed plans for students, both of which have recently become more relevant.

Service Area Outcome	SAO rubric	SAO metric
As a result of the counseling session, student will be able to formulate an educational plan to help them reach their academic goal(s).	A) Student formulated the educational plan by themselves. B) Student needed assistance in formulating the educational plan. C) Student did not complete the educational plan. D) Not applicable	Fall 2019 – 62 students' responses: A) 8 (13%) B) 32 (52%) C) 18 (29%) D) 4 (6%) Spring 2020 – 48 students responded: A) 1 (2%) B) 19 (40%) C) 13 (27%) D) 15 (31%)
Student will be able to demonstrate the ability to exercise critical thinking in decision making regarding career, educational and personal goals.	>Student was able to effectively articulate critical thinking in decision making by asking questions and responding effectively to counselor's inquiries. >Student was able to somewhat articulate critical thinking in decision making by asking questions and responding effectively to counselor's inquiries. >Student was not able to articulate critical thinking in decision making by asking questions and responding effectively to counselor's inquiries. >Not applicable	Fall 2019 – 62 students' responses: A) 35 (56%) B) 18 (30%) C) 5 (8%) D) 4 (6%) Spring 2020 – 48 students responded: A) 22 (46%) B) 13 (27%) C) 10 (21%) D) 3 (6%)
Student will be able to demonstrate the ability to work independently by means of self-advocacy in regard to the policies and procedures.	>Student was able to effectively communicate and express needs and concerns. >Student was able to somewhat communicate and express needs and concerns. >Student was not able to communicate effectively nor express needs and concerns.	Fall 2019 – 62 students' responses: A) 32 (52%) B) 14 (22%) C) 11 (18%) D) 5 (8%) Spring 2020 – 48 students responded: A) 18 (38%) B) 22 (46%)

	>Not applicable	C) 4 (8%) D) 4 (8%)
Student will be able to understand and empathize with diverse culture, social, religious, and linguistic differences within and across societies.	>Student was able to effectively articulate their understanding by asking questions and responding effectively to counselor's inquiries. >Student was able to somewhat articulate their understanding by asking questions and responding effectively to counselor's inquiries. >Student was not able to articulate their understanding to counselor's inquiries. >Not applicable	Fall 2019 – 62 students' responses: A) 18 (29%) B) 32 (52%) C) 8 (13%) D) 4 (6%) Spring 2020 – 48 students responded: A) 12 (25%) B) 23 (48%) C) 5 (10%) D) 8 (17%)
Student will be able to effectively understand the use of contemporary technology relevant to their personal and career choices.	>Student was able to effectively articulate their understanding by asking questions and responding effectively to counselor's inquiries. >Student was able to somewhat articulate their understanding by asking questions and responding effectively to counselor's inquiries. >Student was not able to articulate their understanding to counselor's inquiries. >Not applicable	Fall 2019 – 62 students' responses: A) 42 (68%) B) 12 (19%) C) 6 (10%) D) 2 (3%) Spring 2020 – 48 students responded: A) 26 (54%) B) 11 (23%) C) 6 (13%) D) 5 (10%)

b. What changes and initiatives were undertaken during the review period to improve SAO outcomes?

Due to the current COVID pandemic and limited access to our campus. Counselors have been encouraging students to utilize student planning and keeping track of their career and educational goals which have allowed students to focus on their educational pathway. In addition, students have been able to track and register for classes with the help of their counselors and advisors while utilizing our online programs and resources.

5. Strengths, Weaknesses & Accomplishments/Activities

a. List and comment on the major strengths of the program, area, or unit.

Major strengths of the program are bringing awareness and providing valuable insight to students in achieving their stated goals i.e., transfer, certificate, degree, etc. Maintaining the focus on the student, validating the student's feelings, experiences, and behavior. Also utilizing technology and online resources to better serve the student and provide students necessary tools to succeed.

To ensure that our students were receiving the help and support needed during the current COVID Pandemic our counselors and advisors assisted students via ZOOM, online and phone advising appointments. In addition, to creating workshops, outreach, and meetings for them via online/ZOOM.

b. List and comment on the major weaknesses of the program, area, or unit. Discuss gaps or issues identified in section 4 and propose solutions.

- *Limited counseling services to online students*
- *Limited online counseling services*
- *Gap in services to Needles students and other off-site students (incarcerated)*

- *Technology integration for services (elimination of double data entry between SARS and Colleague)*
- *No mental health services for students.*
- *Transfer Center in need of a dedicated office space*
- *Counselor and Advisors need own offices/space.*

c. List activities and discuss accomplishments during review period.

Two Educational Advisors (EA) were hired to assist counseling with large student populations at the prisons, but they are assigned to many other duties, limiting time with counselors.

- *Funding improved and counselors participated in additional professional development conferences.*
- *Funding improved and counselors took students to various Transfer conferences and workshops.*
- *Ellucian Student Planning has been better utilized by counselors and students for online student planning and educational plans, after training to counselors and workshops for students.*
- *Funding provided for Cranium Café our online counseling program.*

6. Human Resources and Staff Development

a. Provide current organization chart of the program, area, or unit, showing key functions and responsibilities.

- *Biju Raman – Dean of Instruction & Student Services*
- *Jaclyn Randall – Director of Student Success & Equity*
- *Irma Dagnino – Articulation Officer, Transfer Center Coordinator and Division Chair*
- *David Silva – General Counseling, Fresh Start Workshops and Probation*
- *Gracie Milke – Correspondence Education Coordinator/Counselor*
- *Victor Hernandez – Correspondence Education*

b. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program, area, or unit goals? Explain.

Since the last Program Review, a Dean of Instruction & Student Services position has been developed and the position has been filled, whom counselors directly report too. In the past, counselors reported directly to the VP of Student Services. A Student Success Manager/Director has also supported the counseling area and unit goals.

With the addition of the Associate Dean of Instruction & Student Services, we hope to better streamline the Correspondence Education process and relieve the Coordinator of certain duties and make more time for counseling functions within the program.

c. Describe specific professional development activities in which program, area or unit members participate and explain how such activities benefit or enhance the program and support and facilitate student learning.

- *Counseling Conference Webinars on UC admissions*
- *Guided Pathways Webinars/Workshops*
- *Mental health workshops: Safe House, Suicide prevention trainings, etc.*
- *Puente workshops and presentations*
- *CSU/UC Transfer Conferences (Ensuring Transfer Success-ETS)*
- *Webinars from American Counseling Association ACA on various topics*
- *Inland Empire Desert Regional Consortium Meetings*
- *Articulation and Transfer webinars and workshops*
- *Umoja workshops and conferences*
- *CTE Counselor Conclave*
- *Student Success Conferences*
- *Sexual harassment training*
- *Workforce Development Institute*
- *Hispanic Association of Colleges & Universities HACU*
- *Cal Fresh workshops*

The listed activities above benefit and enhance the counseling program and facilitate student learning in numerous ways:

- *The listed activities provide training on many counseling related topics.*
- *Introduce counselors to best practices across the state.*
- *Keep counselors up to date on transfer trends.*
- *Keep counselors up to date on various stands from the American Counseling Association*
- *Provide networking opportunities for counselors to share with their students to encourage support services and transfer information.*

d. Describe areas of unmet professional development needs among personnel in this program, area, or unit, if applicable, and outline plans to address these needs.

As 3SP evolved to SEA, and now with Guided pathways in place, Counseling would benefit from continued professional development opportunities to better align SEA with Guided Pathways. Also, opportunities to continue to build on each pillar of Guided Pathways. Again, we want to point out that current Management has limited Student Support and no counseling experience, which we feel is a missing component when performing functions and responsibilities satisfactory to the program goals.

e. Describe organizational changes that would improve program, area, or unit performance. Provide timelines for the achievement of such changes and describe measures that assess the effectiveness of such changes.

Since the last Program Review, a Dean of Instruction & Student Services position has been developed, whom all counselors directly report to. The remaining counselors report directly to the Dean of Instruction & Student Services. In the past, counselors reported directly to the VP of Student Services. A Student Success Manager/Director has also been brought on to support the counseling area and unit goals.

There is no evidence at this time to demonstrate improvement in the program with the organizational changes, but we are hoping to describe measures of effectiveness and success with future program reviews.

7. Facilities

a. Are current facilities adequate to support the program, area, or unit? Explain.

Current facilities are adequate to support the program. Each counselor has an individual office, except for the Correspondence Education counselors as well as the two new Educational Advisors. Plans have been discussed to provide additional office space. The Transfer Center Coordinator has an individual office and dedicated open space. The department feels that a dedicated office space where students can review transfer material, would enhance the program, and provide transfer students space to explore.

b. Describe plans for future changes to support facilities.

Plans are being discussed for the development of a shared area for providing centralized counseling services for students. In addition to providing offices for each of the counselors and advisors.

8. Technology and Equipment

a. Is the current technology and equipment adequate to support the program, area, or unit? Explain.

Current technology is available to counselors (i.e., SARS, Student Planning, Colleague, etc.). IT has updated SARS, Student Planning and Colleague to be web based, providing counselors and advisors access from any computer with internet access on campus. The current technology is adequate to support the program.

b. Describe plans for future changes to support technology or equipment.

Future plans include further implementing Cranium Café, our online counseling program.

9. Financial Resources

a. Provide an appropriate financial report for program, area, or unit during reporting period. Explain any significant deviations from previous reporting period.

The largest deviation from the previous reporting period is the consolidation of Student Success & Support, Student Equity, where the majority of the funding source resided. Now the financial support comes from variety of areas including: Student Equity and Achievement (SEA), Guided Pathways (GPW), Career and Technical (CTE), General Fund, etc.). DSPS and EOPS has separate resources and is included in the respective program reviews for the departments.

2019-2020		Budgeted	Expended
11			
Benefits	GPW	\$161.92	\$161.92
	SEA	\$0.00	\$0.00
Contracts	SEA	\$0.00	\$0.00
Salaries	GPW	\$802.47	\$802.47
	SEA	\$0.00	\$0.00

12			
Revenue (Local)	GPW	\$125,000.00	\$125,000.00
Advertising	GPW	\$5,685.00	\$1,490.18
	SEA	\$4,618.82	\$4,618.82
Benefits	CTE	\$13,707.82	\$13,707.82
	GPW	\$36,686.08	\$36,686.08
	SEA	\$295,091.33	\$295,091.33
Conferences	CTE	\$0.00	\$0.00
	GPW	\$11,020.00	\$5,153.30
	SEA	\$3,308.66	\$3,308.66
Contracts	GPW	\$15,230.36	\$12,840.53
	SEA	\$37,275.00	\$37,275.00
Copying/Printing	CTE	\$63.50	\$63.50
	GPW	\$568.94	\$103.33
	SEA	\$749.53	\$749.53
Elections	SEA	\$760.98	\$760.98
Equipment	GPW	\$10,864.64	\$6,908.54
Food	GPW	\$2,550.00	\$2,337.04
	SEA	\$426.30	\$426.30
Memberships	GPW	\$484.00	\$100.00
Other expenses	GPW	\$143,015.00	\$0.00
Postage	GPW	\$250.00	\$31.00
	SEA	\$88.35	\$88.35
Professional Growth	GPW	\$2,000.00	\$750.00
	SEA	\$0.00	\$0.00
Reimbursable Categorical	CTE	\$46,195.00	\$41,377.00
	SEA	\$1,117,603.00	\$1,117,603.00
Salaries	CTE	\$29,720.23	\$29,720.23
	GPW	\$117,447.92	\$110,620.90
	SEA	\$642,062.64	\$642,062.64
Student Workers	SEA	\$14,721.49	\$14,721.49
Supplies	CTE	\$2,703.45	\$2,703.45
	GPW	\$4,431.06	\$574.51
	SEA	\$299.10	\$299.10
Transportation	SEA	\$2,250.00	\$2,250.00
Travel	CTE	\$0.00	\$0.00
	GPW	\$9,766.00	\$3,236.87
	SEA	\$621.49	\$621.49
Tutoring	SEA	\$12,327.03	\$12,327.03

b. Describe whether the current budget is adequate to carry out the responsibilities of the program, area or unit or operation.

The counseling department needs a budget where the parties can order office supplies, mileage, increased professional development opportunities. As of 2019, the department does not have direct access to a budget that permits these allowances. In addition, an upgraded full use license for Monkey (approx. \$300) to enable survey of student groups larger than 100. In addition to providing funding for Cranium Café for online counseling services for students.

c. Describe plans for future budget changes, if any.

Counselors would like more input on the budget that pertains to counseling services. It seems it changes from year to year, whether counselors fall under the 3SP budget, or now the SEA budget or Guided Pathways. It is not clear what the process is from year to year. As a department, we would like an opportunity to plan out activities for the year for both professional development and student. Counseling would also like to see reports and data from the new funding formula on the financial impact counselors are making with comprehensive educational plans and the mapping of the ADT's. Especially as they correlate to the matriculation components such as orientation, placement, student education plans, and follow ups.

10. Four-year plan

a. Place future request for resources (human, facilities, technology & equipment, and financial) in a four-year matrix to facilitate future planning.

		2020-21	2021-22	2022-23	2023-24
Future Area Needs	Human Resources				
	Fiscal Resources		Cranium Café		
	Physical Resources		Counseling Services Relocated/Individual offices for Counselors/Education Advisors		
	Technology Resources				

Upgrade Survey Monkey to include full functionality. (See above 9.B – JR) With the hiring of the Associate Dean of Instruction & Student Services, we would like to support the Correspondence Education Coordinator/Counselor by streamlining those duties to strictly counseling and removing the coordinator title and responsibilities.

With an Associate Dean of Instruction & Student Services in place, we feel that they have the authority to coordinate as an administrator, where the counselor does not. We would also like to see additional office space to accommodate two counselors assigned to Correspondence Education. Also, dedicated

office space for transfer students. Lastly, we want to ensure our input on the designing of 'Counselor Land' is solicited and validated. Thus far, only verbal plans have been discussed with counselors, however we look forward to a written or formal blueprint of the plans with counseling input.

Counselors would also benefit from being part of the SEA planning process and provide input and have a better understanding of the equity gaps, and their role in closing that gap. Also, how the plan integrates to institutional plans.

Move counseling to its own area, and make it a department, which we feel is a better fit for our institution, the community, and our student's needs. Counseling would like to propose the following organizational structure:

Dean or Associate Dean of Counseling (with counseling and student support experience such as transfer, articulation, matriculation, support services, categorical programs, and K-12 collaboration, etc.)

a. Division Chair

b. General Counselors

c. Categorical Counselors

i. Clerical support

Board Reports

August 2019: No Report

September 2019: No Report

October 2019: No Report

November 2019:

Education Advisor Jeanette Garrett:

Assist DSPS with physical file preparation, sending out Educational plans to incarcerated students along with entering them into student planning. Prepping physical files for visits to ISP and CVSP; (this includes printing an Educational Plan and Academic Evaluation, and copies of any correspondence to students.) Being available in the Student Success Lab for walk in advising/questions and concerns from students as well as signing students up for Cal Fresh, preparing materials for Study Hall, assist with Food Pantry distribution. Assist Counselors with Probation workshops and updating materials. Student Success workshop for CTE students. Attend Guided Pathways and Student Equity related meetings.

Correspondence Education:

Respond to inquiries from incarcerated students via memo and or email to the VEP instructor. Prepare Educational plans for student review. Entering all back log of student Educational plans, gathering data to make sure all are entered into student planning. Work with Coordinator to determine which students still need and educational plan to prepare the ducat list for our visits to ISP and CVSP. Responding to students in regard to their petition to Graduate. Attend all meetings for Correspondence Education. Meet with incarcerated students to prepare Education plans and any general inquiries they may have. Deliver degrees and certificates to incarcerated students.

December 2019:

Education Advisor: Jeanette Garrett

Assist DSPS with physical file preparation, sending out Educational plans to incarcerated students along with entering them into student planning. Prepping physical files for visits to ISP and CVSP;(this includes printing an Educational Plan and Academic Evaluation, and copies of any correspondence to students). Being available in the Student Success Lab for walk in advising/questions and concerns from students as well as signing students up for Cal Fresh, preparing materials for Study Hall, assist with Food Pantry distribution. Assist Counselors with Probation workshops and updating materials. Substitute for CTE classes. Attend Guided Pathways and Student Equity related meetings.

Correspondence Education:

Respond to inquiries from incarcerated students via memo and or email to the VEP instructor.

Prepare Educational plans for student review. Entering all back log of student Educational plans, gathering data to make sure all are entered into student planning. Work with Coordinator to determine which students still need and educational plan to prepare the ducat list for our visits to ISP and CVSP. Responding to students in regard to their petition to Graduate. Attend all meetings for Correspondence Education. Meet with incarcerated students to prepare Education plans and any general inquiries they may have. Deliver degrees and certificates to incarcerated students.

January 2020:

Education Advisor: Jeanette Garrett

Assisting with registration, drop ins, and student appointments. Correspondence Ed Plans and Letters. Shadowing counselors on appointments. Attended Guided Pathways Ambassadors Gathering December 19th at RCC. Orientation, Registration and Ed Plans at ISP and CVSP December 17th.

Educational Advisor Celeste Velarde:

Process new EOPS student applications and prepare files. Assist with registration, drop-ins, and appointments. Provide workshops for CTE courses when professors are out. Correspond with CVSP and ISP students via mail.

February 2020: No Report:

March 2020:

CSU/UC applications for the Fall 2020 term were submitted as of November 30, 2019. A handful of students have already received conditional acceptance to the following CSU's: 1. Cal Poly Pomona 2. CSU San Bernardino 3. CSU Fullerton 4. SDSU

We are still waiting to hear from other students who submitted their applications for both CSU/UC and other institutions.

Career Day is coming on Wednesday 03/04/20.

Transfer Day 2020 has been scheduled for 10/26/2020.

Counselors are attending the CA Collaborative Advising and Counseling in March at Sonoma State University.

Correspondence Ed Counselors were out at the two local prisons this registration period conducting orientation, advising students, and processing various petitions.

Working with probation students for the Spring term on campus, Needles Center and at the two prisons with probation contracts, education plans and course of action to bring GPA's up to a 2.0 or better through various means, including Fresh Start Workshops on the main campus.

CTE continues to work with the local high schools facilitating the enrollment process for continuing students from Fall to Spring.

CTE counselor is working with various programs to facilitate PVC students transfer to programs such: 1. Gnomon School of Visual Effect, Games and Animation 2. CSU San Bernardino Cyber Security 3. Carpenters & Construction programs 4. Other Inland Empire Desert Regional Consortium opportunities

Petitions to graduate are due March 5th for the 2020 Commencement Ceremony.

April 2020:

CSU/UC applications for the Fall 2020 term were submitted as of Nov. 30, 2019. A handful of students have already received conditional acceptance to the following CSU's: 1. Cal Poly Pomona 2. CSU San Bernardino 3. CSU Fullerton 4. SDSU

We are still waiting to hear from other students who submitted their applications for both CSU/UC and other institutions.

Career Day went well, Maria Lopez coordinated event with the assistance of various staff and faculty. 150 total students from PVHS participated and 21 vendors made up the event.

Transfer Day 2020 has been scheduled for 10/26/2020.

CA Collaborative Advising and Counseling conferenced cancelled.

Correspondence Ed Counselors: 1. We were able to deliver the ISP degrees/certificates on our last visit to ISP. 2. Victor has been working with probation students 3. We continue to reply to students' letters, and we will be going to pick up mail at least once a week 4. I will continue to request education plans from students and enter them in student planning.

Working with probation students for the Spring term via email and other remote modalities, along with the Needles Center and at the two prisons with probation contracts, ed plans and course of action to bring GPA's up to a 2.0 or better through various means. We converted F2F Fresh Start Workshop to an electronic version, and providing Fresh Start Workshops online for probation students.

Revised fillable probation contract (thanks to Jeanette)

Documents (contract, policy, progress report form, etc.) assignments and relevant materials are accessible online. Instructions with links to probation docs and assignments were emailed to all non-inmate students on academic and or progress probation.

CTE is working with instructors and PVUSD facilitating the remainder of the term remotely and waiting on communications of how the enrollment process for next school year will take place.

Petitions to graduate were due March 5 for the 2020 Commencement Ceremony

Midterm deficiencies are coming out soon, and we are collaborating with Student Success on efforts to reach out to students remotely.

May 2020:

Jeanette Garrett: Educational Advisor

Attended monthly SEA committee meeting. Attended monthly Guided Pathways committee meeting. Attended Guided Pathways Classified Ambassador Zoom meeting with other campuses. Attended multiple zoom meetings with counselors to discuss advising, programs of study, new ADT's, and midterm deficiencies. Assisted with 2 Pirate's Chest distributions at the Blythe Food Pantry. Assisted Correspondence Education with opening all mail that has been quarantined, sorted, and mailed to all Instructors and institutions. Responded to all student letters/requests that came through the mail for general students. Completed Ed Plans for DSPP students for CVSP and mailed them out. Entered Ed

Plans for general students for at local prisons. Made myself readily available to Distance Education to assist with new changes to coursework mailing and duties. Worked closely with faculty to call out to students who have not been in contact since the closure. Multiple calls to students regarding the new Excused Withdrawal policies. Assisted students with online registration. Completed 7 Keenan Professional Development trainings online. Worked with counseling and Student Success to develop a plan and spreadsheet to begin calling out to students who are falling below average.

Celeste Velarde: Educational Advisor

Communicated with EOPS incarcerated students via mail. Assisted with two Pirates Chest distributions. Assisted students with registration via phone and email. Generated excel with student information provided by professors who needed assistance in contacting students. Contacted students who professors were having trouble getting a hold of after COVID19—ensure they were doing well and ask if they needed assistance. Delivered laptops to students in need, identified by EOPs department. Created excel with student information regarding Midterm Deficiencies. Contacted those MD students and make them aware of their options.

June 2020:

Jeanette Garrett: Educational Advisor

Attended monthly SEA committee meeting. Attended monthly Guided Pathways committee meeting. Attended SAAS meetings with counselors to discuss advising, programs of study. Assisted with Pirate's Chest distributions at the Blythe Food pantry. Responded to all student letters/requests that came through the mail for general students. Completed Ed Plans for DSPPS students for and mailed them out. Entered Ed Plans for general students for at local prisons. Assisted students with online registration. Completed Keenan Professional Development trainings online. Worked with Student Success on Guided Pathways implementation.

Correspondence Coordinator:

Assisting with registration for incarcerated students, formerly incarcerated students(paroled) and community students. Replied to letters received from incarcerated students. Worked with students who transferred from CVSP to ISP. Petitions, graduation petitions, general Petitions. Assisted with COVID-19 EW's for community and incarcerated students. Sent transcript evaluation reports to incarcerated students. Print and emailed degree audits to incarcerated students. Attend the various zoom meetings-counseling, prisons and the various committees Contacted proctors regarding fall schedules, academic testing calendar, forms. needed, student issues or concerns, COVID-19 issues, reminders and transferred students to the various institutions. Entered educational plans in student planning. Phone advising students.

Annual Program Review: *Disabled Students Program and Services (DSPS)*

Review time period: July 1, 2019 to June 30, 2020

1. Purpose of the Program

a. State the purpose of program, area, or unit.

The Disabled Students Program and Services (DSPS) is a statewide, categorical funded program that meets federal and state mandated compliance requirements for providing academic adjustments to qualified individuals. The purpose of the DSPS department is to ensure that students with disabilities receive appropriate "reasonable" academic accommodations that afford them equal access to education in an equitable learning environment.

To qualify for services through the DSPS program, a student must present verifiable documentation from a physician, of a specific disability that causes an educational limitation that impacts their ability to fully participate in general education without additional specialized academic accommodations.

Some examples of services available through the DSPS department include test taking facilitation, American Sign Language Interpreting, or real time captioning services for deaf or hard of hearing students, volunteer note taker service, access to adaptive technology, registration assistance, mobility assistance, adaptive furniture, and access to a reader or transcriber for tests and quizzes and books on audio. Our program also refers students to other on and off campus services for additional resources and support.

b. How does the program, area or unit support the College Mission?

The Disabled Students Program & Services department supports the college mission by providing services to cultivate a college experience for a student that promotes success in their life pursuits. The Disabled Students Program and Services (DSPS) is an accessibility resource which offers student equity and excellence in education, maximizing each student's educational potential while helping him or her develop and maintain independence. The department's philosophy is one that encourages self-awareness, self-determination, self-advocacy, and independence.

2. Population(s) Served

a. Describe the populations served by the program, area or unit, identifying special populations, if any.

	2015	2016	2017	2018	2019
Row Labels					
Acquired Brain Injury	2	4	3	3	3
Developmentally Delayed Learner	18	16	27	20	21
Hearing Impaired	5	7	17	20	20
Learning Disabled	51	45	35	38	46
Mobility Impaired	33	42	42	54	62
Other Disability	31	49	45	54	64
Psychology Disability	27	21	25	27	25
Speech/Language Impaired		1	1	1	1
Visually Impaired	35	202	366	564	771
(blank)		6	6	6	4
Grand Total	202	393	567	787	1017

Annual counts of primary disability, unduplicated within each year, this information is taken from MIS Data.

DSPS Student Count by Term/Year

Methodology: Calculated by counting the unique student IDs, for all CASM contacts falling within the date ranges of each term, for contact types listed on the ContactTypes tab.

Note: The annual counts will likely not match a sum of the contained terms due to duplication of student IDs across terms and the storage of contacts by date and not strictly by term.

2015SU	13	2015	185
2015FA	141	2016	559
2016SP	118	2017	602
2016SU	70	2018	786
2016FA	343	2019	973
2017SP	270		
2017SU	317		
2017FA	205		
2018SP	427		
2018SU	177		
2018FA	516		
2019SP	642		
2019SU	390		
2019FA	747		
2020SP	301		

Contact Type	Contact Type Desc
AS	Attention Deficit Service
BS	Acquired Brain Injury Svc
DS	Intellectual Dsb Svcs
HS	Hearing Impaired Services
LS	Learning Disability Svc
OS	Other Disability Services
PS	Mental Health Dsb Svc
SS	Speech/Language Services
US	Autism Spectrum Services
VS	Visually Impaired Service

DSPS Contacts by Term/Year

Methodology: Calculated by counting the unique student IDs, for all CASM contacts falling within the date ranges of each term, for contact types listed on the ContactTypes tab, disaggregated by contact type.

Note: The annual counts will likely not match a sum of the contained terms due to duplication of student IDs across terms and the storage of contacts by date and not strictly by term.

	AS	BS	DS	HS	LS	OS	PS	SS	US	VS
2015SU				2	6	2	2			1
2015FA		3	19	5	39	32	23			23
2016SP	2	2	14	2	31	22	18			28
2016SU	1		3	1	22	8	6		1	28
2016FA	25	4	4	4	32	114	23		1	164
2017SP	4	2	8	9	26	32	12			177
2017SU	2	3	30	12	31	30	14	1		194
2017FA	2	1	1	9	15	16	11			151
2018SP	5	1	21	11	22	33	15	1		318
2018SU		1		13	7	15	5			136
2018FA	5	3	19	9	28	46	22	1		395
2019SP	6	3	20	15	28	44	25	1		501
2019SU	2	3		9	40	28	4			309
2019FA	3	2	21	17	31	50	17	1		608
2020SP	2		23	15	35	39	16	1		170

	AS	BS	DS	HS	LS	OS	PS	SS	US	VS
2015	2	3	20	5	52	35	28			43
2016	28	6	16	10	57	145	29	1	1	310
2017	6	3	29	21	40	48	25	1		435

2018	6	3	20	21	38	62	28	1	626
2019	4	3	23	21	71	71	24	1	785

Contact Type	Contact Type Desc
AS	Attention Deficit Service
BS	Acquired Brain Injury Svc
DS	Intellectual Dsb Svcs
HS	Hearing Impaired Services
LS	Learning Disability Svc
OS	Other Disability Services
PS	Mental Health Dsb Svc
SS	Speech/Language Services
US	Autism Spectrum Services
VS	Visually Impaired Service

DSPS Contacts by Term/Year by Population

Methodology: Calculated by counting the unique student IDs, for all CASM contacts falling within the date ranges of each term, for contact types listed on the ContactTypes tab, disaggregated by contact type and unique population.

Note: The annual counts will likely not match a sum of the contained terms due to duplication of student IDs across terms and the storage of contacts by date and not strictly by term.

		AS	BS	DS	HS	LS	OS	PS	SS	US	VS
2015SU	Incarcerated							1			1
2015SU	OnCampus				1	6	1	2			
2015SU	OnlineOnly				1						
2015FA	Incarcerated		1		3	12	9				13
2015FA	OnCampus		2	19	1	27	23	23			9
2015FA	OnlineOnly				1						1
2016SP	Incarcerated				1	9	3	1			18
2016SP	OnCampus	2	2	14	1	22	19	17			7
2016SP	OnlineOnly										3
2016SU	Incarcerated				1	6		1			21
2016SU	OnCampus	1		3		16	8	5		1	3
2016SU	OnlineOnly										4
2016FA	Incarcerated		2		3	13	62				144
2016FA	InService						1				1
2016FA	OnCampus	24	2	4	1	19	27	22		1	9
2016FA	OnlineOnly						2				10
2016FA	Unknown	1					2	1			
2017SP	CA State Prison										1
2017SP	Incarcerated	3	2		8	14	16				159
2017SP	OnCampus	1		8	1	11	13	12			2
2017SP	OnlineOnly					1	3				15

2017SU	CA State Prison									1
2017SU	Incarcerated	2	3		10	15	14			165
2017SU	OnCampus			28	2	16	13	14	1	7
2017SU	OnlineOnly						3			21
2017SU	Unknown			2						
2017FA	Incarcerated		1		7	5	8			131
2017FA	OnCampus	2		1	1	10	6	10		2
2017FA	OnlineOnly				1		2	1		18
2018SP	CA State Prison									2
2018SP	Incarcerated	2	1		10	12	20	1		274
2018SP	OnCampus	2		21	1	10	9	14	1	9
2018SP	OnlineOnly	1					4			33
2018SU	CA State Prison									1
2018SU	Incarcerated		1		12	3	13	1		123
2018SU	OnCampus				1	4	1	4		2
2018SU	OnlineOnly						1			10
2018FA	CA State Prison									2
2018FA	Incarcerated	2	3		5	12	28	3		355
2018FA	OnCampus	2		19	3	16	18	18	1	9
2018FA	OnlineOnly	1			1			1		29
2019SP	CA State Prison									2
2019SP	Incarcerated	2	3		12	13	30	3		457
2019SP	InService									1
2019SP	OnCampus	3		19	2	15	14	21	1	15
2019SP	OnlineOnly	1			1			1		26
2019SP	Unknown			1						
2019SU	CA State Prison									2
2019SU	Incarcerated	1	3		9	29	19			290
2019SU	Mule Creek State Prison									1
2019SU	OnCampus					9	8	4		7
2019SU	OnlineOnly	1				2	1			9

2019FA	CA Institute for					1		1		
2019FA	CA State Prison									3
2019FA	Incarcerated	2	2		15	10	32	2		561
2019FA	Mule Creek State									1
2019FA	OnCampus	1		20	2	19	17	14	1	23
2019FA	OnlineOnly					1	1			17
2019FA	Unknown			1						3
2020SP	CA State Prison									1
2020SP	Incarcerated	1			14	12	35	2		147
2020SP	OnCampus	1		21	1	22	2	14	1	21
2020SP	OnlineOnly					1	2			1
2020SP	Unknown			2						

		AS	BS	DS	HS	LS	OS	PS	SS	US	VS
2015	Incarcerated			1	3	20	10	1			27
2015	OnCampus	2	2	20	1	32	25	27			11
2015	OnlineOnly				1						5
2016	CA State Prison										1
2016	Incarcerated	3	4		9	24	95	1			272
2016	InService						1				1
2016	OnCampus	24	2	14	1	32	42	27	1	1	10
2016	OnlineOnly					1	5				26
2016	Unknown	1		2			2	1			
2017	CA State Prison										2
2017	Incarcerated	2	3		18	18	26	1			384
2017	OnCampus	3		29	2	22	18	23	1		10
2017	OnlineOnly	1			1		4	1			39
2018	CA State Prison										3
2018	Incarcerated	2	3		17	17	37	4			566

2018	InService								1
2018	Mule Creek St								1
2018	OnCampus	3	19	3	21	24	23	1	21
2018	OnlineOnly	1		1		1	1		34
2018	Unknown		1						
2019	CA Institute fo				1		1		
2019	CA State Prisc								3
2019	Incarcerated	2	3		19	39	48	3	727
2019	Mule Creek St								1
2019	OnCampus	1	21	2	27	20	20	1	31
2019	OnlineOnly	1			4	3			20
2019	Unknown		2						3

Contact Type	Contact Type Desc
AS	Attention Deficit Service
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b. Describe other populations that should be served by the program, area or unit and identify plans to implement.

DSPS is mandated by the CCCCO to provide accommodation to all eligible PVC students, no matter their location.

Plans to identify addition students requesting DSPS accommodations, and work with IT and A & R to capture that information from CCCApply and reach out to those students.

Also plans to work with local prisons to identify what accommodations are needed for students. In addition, identifying what resources are available within the confinement of each prison and provide each student the accommodations as mandated by federal and state law.

3. Accomplishments in Achieving Goals

a. List area related Strategic Planning Goals and program, area or unit specific goals, and describe progress in achieving each goal, strategy, objective, and appropriate task during the review period.

1) A DSPS Learning Disability Specialists is still needed for the program as described in the previous program review of 2015. The DSPS budget per CCCCCO has not improved nor monies available from other categorical budgets or grants that could assist paying for an LD Specialist position along with a DSPS counselor.

2) Additional tutors who can do specialized tutoring for disabled students. DSPS will requests tutors who have been assigned Financial Aid work study and ask for funds from categorical and grants to assist with additional tutor positions. The need for additional DSPS tutors has not been successful, the growing amount of population of student's requests for tutor, note taking, etc. has been increasing each year as described below:

	2015	2016	2017	2018	2019
Row Labels					
Acquired Brain Injury	2	4	3	3	3
Developmentally Delayed Learner	18	16	27	20	21
Hearing Impaired	5	7	17	20	20
Learning Disabled	51	45	35	38	46
Mobility Impaired	33	42	42	54	62
Other Disability	31	49	45	54	64
Psychology Disability	27	21	25	27	25
Speech/Language Impaired		1	1	1	1
Visually Impaired	35	202	366	564	771
(blank)		6	6	6	4
Grand Total	202	393	567	787	1017

3) In 2015, a restrictive location for DSPS students for a distraction free area was identified in the program goals, as is essential for students to obtain educational assistance from DSPS staff. In 2019, a potential location has since been selected.

4) In 2015, DSPS requested the hiring of additional part-time clerical DSPS staff. The part-time clerical DSPS staff will assist with adequate coverage to assist DSPS students with registration, tutoring, assistive technology use, and other DSPS supportive services. In 2019, this request and goal has not been met.

5) In 2015, DSPS requested to implement a Student Accommodation Management system/software for DSPS in order to streamline DSPS processes, saving on costs and to manage student files automatically. Due to the budget constraint, DSPS allocation from the CCCCCO were unable to meet this goal. Still needed as of today.

b. Explain modifications, if any, of program, area or unit specific goals for the upcoming year.

In 2015, DSPS requested a part time LD specialist. In 2019, that goal was modified to a full time DSPS Counselor/LD Specialist, to desperately assist in serving the constant increase of DSPS eligible students, by providing LD testing and additional accommodations needed.

4. Service Area Outcomes (SAO)

a. Revise if needed and provide metric data for Service Area Outcomes in the area or unit.

This program review is a transition from the four-year instructional program review template to the annual service area template which includes the transition from resulting student learning outcomes to service area outcomes. Service Area Outcomes as well as metrics were established for this new template. Metric data will be gathered using Survey Monkey and included in the program review template for next year.

Service Area Outcomes SAO metrics:

<p>SLO#1 <i>In orientation, students will learn about services available from the DSPS department.</i></p>	<p><i>Students will be surveyed following orientation to gauge their understanding of services available through DSPS.</i></p>
<p>SLO #2 <i>In orientation, students will learn whether they should utilize DSPS services.</i></p>	<p><i>Students will be surveyed following orientation to gauge their understanding of how to utilize appropriate DSPS services.</i></p>

b. What changes and initiatives were undertaken during the review period to improve SAO outcomes?

Outcomes:

SLO#1

477-CVSP student (Yards A, B, C, D, M) were surveyed out of 500 surveys that were sent. Outcome of SLO #1: 95.4% of students answered and returned survey.

614-ISP students (Yards A, B, C, D) were surveyed out of 650 surveys that were sent. Outcome of SLO #1: 94.4% of students answered and returned survey.

SLO#2

477-CVSP student (Yards A, B, C, D, M) were surveyed out of 500 surveys that were sent. Outcome of SLO #2: 95.4% of students answered and returned survey.

614-ISP students (Yards A, B, C, D) were surveyed out of 650 surveys that were sent. Outcome of SLO #2: 94.4% of students answered and returned survey.

5. Strengths, Weaknesses & Accomplishments/Activities

a. List and comment on the major strengths of the program, area, or unit.

DSPS – Community Partners/Relationship (Department of Rehabilitation (DOR), PVHS, Sheltering Wings, Blythe Mental Health). In addition to Palo Verde High School and Twin Palms meeting and exit interviews for potential students.

o Adaptive PE courses established at main campus.

o Well Equipped Assistive Technology Center, and campus support

o DOR and DSPS have collaborated with on-campus workshops for students.

- *In order to ensure that our students were receiving the help and support needed during the current COVID Pandemic counseling services were provided online and by phone advising appointments. In addition, to creating workshops, outreach, and meetings for students via online/ZOOM.*

b. List and comment on the major weaknesses of the program, area, or unit. Discuss gaps or issues identified in section 4 and propose solutions.

A weakness is that the DSPS department needs a DSPS Counselor, with a Learning Disability Specialist certificate. The LD Specialist is necessary to assess students and providing adequate LD services to students who have been diagnosed and assisting LD students with skills and techniques for success. As the program numbers continue to increase, the DSPS Counselor will assist with all other support services.

Need of additional tutors to assist students with specialized tutoring techniques in a distraction free area.

Need of additional part-time DSPS staff. Additional part-time DSPS staff will be able to assist students with front desk (DSPS) services, assistive technology assistance and test accommodations (proctoring).

Need of a Student Accommodation Management (SAM) system/software. SAM accessibility will provide DSPS efficient and effective solutions to timely accessibility of DSPS accommodations between student and instructors.

c. List activities and discuss accomplishments during review period.

DOR has worked collaboratively and regularly with DSPS to provide students additional accommodations and workshops.

6. Human Resources and Staff Development

a. Provide current organization chart of the program, area, or unit, showing key functions and responsibilities.

DSPS Coordinator/TRIO Director – Enter function and responsibilities.

DSPS Program Assistant – Enter function and responsibilities.



b. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program, area, or unit goals? Explain.

Current management and staff are not adequate to perform functions and responsibilities due to high population of students with disabilities being served. The number of students served from 2015 to 2019 has increased by 289.6%.

A full time DSPS counselor with a certification for Learning Disability (LD) Specialists is in need to serve students all PVC eligible students in all locations and delivery modalities. Students are requesting to be LD assessed, at present an LD Specialist is needed to perform LD assessments and determine type (s) of Learning Disability accommodations. The LD Specialists must be authorized through the CCCCCO to use CARS-W. CARS-W. The CARS-W is an LD database system housed at the CCCCCO where all California Community Colleges have access to pull student's assessment through the state of California.

c. Describe specific professional development activities in which program, area or unit members participate and explain how such activities benefit or enhance the program and support and facilitate student learning.

- Introduce counselors to best practices across the state.*
- Keep counselors up to date on DSPS trends.*
- Keep counselors up to date on various stands from the American Counseling Association*
- Collaborate with other DSPS programs to better meet students' needs.*
- The listed activities provide training on many counseling related topics.*

d. Describe areas of unmet professional development needs among personnel in this program, area or unit, if applicable, and outline plans to address these needs.

As 3SP evolved to SEA, and now with Guided pathways in place, DSPS would benefit from continued professional development opportunities to better align SEA with Guided Pathways.

Also, opportunities to continue to build on each pillar of Guided Pathways and meet the needs of DSPS students. DSPS personnel would benefit from additional professional development opportunities to best meet the student's needs.

e. Describe organizational changes that would improve program, area or unit performance. Provide timelines for the achievement of such changes and describe measures that assess the effectiveness of such changes.

Since the last Program Review, a Dean of Instruction & Student Services position has been developed, whom all counselors directly report to, except for DSPS Counselor, who reports to the VP of Instruction & Student Services. A Student Success Manager/Director has also been brought on to support the counseling area and unit goals, which DSPS could benefit from with more support. Organizational changes that could potentially improve the program and unit performance are including management to support the program with Student Support and Counseling experience. This is a missing component in our leadership, and when performing functions and responsibilities satisfactory to the program goals.

7. Facilities

a. Are current facilities adequate to support the program, area or unit? Explain.

Current facilities are adequate to support the program, but in time with additional support, more office space will be needed to accommodate additional employees.

b. Describe plans for future changes to support facilities.

No plans are in place at this time but will be brought up in future planning sessions.

8. Technology and Equipment

a. Is the current technology and equipment adequate to support the program, area or unit? Explain.

DSPS is still in need of a Student Accommodation Management (SAM) system/software. SAM accessibility will provide DSPS efficient and effective solutions to timely accessibility of DSPS accommodations between student and instructors. This software would replace typing each individual DSPS accommodation letter for each student and instructor. As the program continues to increase this software will help streamline this process.

b. Describe plans for future changes to support technology or equipment.

The DSPS department recommends acquisition of the Student Accommodation Management (SAM) system or similar software product specifically designed to support students needing DSPS services. The SAM system enables students to readily request learning accommodations and tracks the use of such support services for analysis and reporting purposes. The SAM system would improve the efficiency and effectiveness of DSPS services by streamlining processes, reducing expenses, and improving the management of student files.

9. Financial Resources

a. Provide an appropriate financial report for program, area, or unit during reporting period. Explain any significant deviations from previous reporting period.

Budget Code	DSP	
2019-2020		
12	\$441,956.00	\$441,428.00
Benefits	\$53,807.34	\$53,807.34
Copying/Printing	\$86.38	\$86.38
DSPS	\$220,978.00	\$220,450.00
Salaries	\$166,979.67	\$166,979.67
Supplies	\$1.95	\$1.95
Travel	\$102.66	\$102.66

b. Describe whether the current budget is adequate to carry out the responsibilities of the program, area or unit or operation.

Current budget comes from the general funds, and DSPS would benefit from its own budget sources. DSPS would greatly benefit from additional funding from the state to accommodate the growing need of student accommodations.

c. Describe plans for future budget changes, if any.

No plans are in place at this time but will be brought up in future planning sessions.

10. Four-year plan

a. Place future request for resources (human, facilities, technology & equipment, and financial) in a four-year matrix to facilitate future planning.

Future Area Needs	Human Resources	2020-21	2021-22	2022-23	2023-24
		DSPS Counselor/LD Specialist and part time clerical staff.	DSPS Counselor/LD Specialist and part time clerical staff.	DSPS Counselor/LD Specialist and part time clerical staff.	DSPS Counselor/LD Specialist and part time clerical staff.

		Need for specialized tutors.	Need for specialized tutors.	Need for specialized tutors.	Need for specialized tutors.
	Fiscal Resources	Defined funding to support needs of the department	Defined funding to support needs of the department	Defined funding to support needs of the department	Defined funding to support needs of the department
	Physical Resources				
	Technology Resources	Student Accommodation Management system	Student Accommodation Management system	Student Accommodation Management system	Student Accommodation Management system

Board Reports:

2019-08-05

- Number of students continues to grow.

2019-09-10

- DSPS is currently going through roughly 200 plus new student files (main campus, CVSP, ISP and other prison locations).
- Currently we have close to 700 students for fall 2019.
- DSPS has had an increase of on campus DSPS students who are seeking accommodations for fall 2019.
- DSPS expects to continue growing during the fall semester.

2019-11-12

- DSPS is currently gearing up for **priority registration**. CVSP/ DSPS students will be on Thursday and Friday, November 7th and 8th. ISP DSPS students will be on November 12th, 13th and 15th.
- DSPS currently has over 720 student for Fall 2019, we are estimating close to 800 DSPS students by the end of Spring 2020.

2020-01-14

- DSPS is currently going through registration.
- DSPS is also working on completing MIS for Fall 2019.
- DSPS will not have a final enrollment number until after registration is over. We have around 140 students not enrolled for spring 2020 as of today (continuing students from fall 2019).

2020-03-03

- DSPS has continue to grow on a daily basis.
- The total of DSPS students as of today is 816 students.
- On January 31, 2020 we had 784, roughly 30 days later we have grown an additional 32 students.
- DSPS will be correlating a Suicide field trip for students along with EOPS in March, at UCR.

2020-04-07

- DSPS is continuously working with new DSPS students.
 - Our total thus so far is 814 students.
 - DSPS is currently reviewing the total DSPS for MCM and prison sites.
 - The plan is to complete educational plans via online under Student Planning.
- DSPS coordinator has received a high volume of emails from faculty regarding accommodations with face to face student's transitioning to an online modality.
 - Emails on accessibility have been sent out by DSPS to all faculty.
 - Overall, accommodations for students have been easily done with no problems.
 - DSPS students have been contacted via email with DSPS coordinator email and phone number.

- Some technical issues with Microsoft Surface Pro have come up during this transition.
 - A shout out to IT department on resolving all issues thus so far. Meetings have continued as usual using ConferZoom. Seems like were having more meetings now.
- Meetings with students are being requested via Skype and Zoom.
 - Easily done with those who have access and phone calls.

2020-05-12

- DSPS is currently in the process of updating comprehensive student educational plans for all incarcerated students via “Student Planning”. Once the comprehensive plan been completed an archive is saved for all (counselors) to view.
- This past week, DSPS went through priority registration. Students are contacting The DSPS via phone or email to obtain assistance. An appointment is then scheduled in where the DSPS Coordinator schedules a Zoom invite or Microsoft Teams invite with the student (which ever system the student prefers).

Annual Program Review: Extended Opportunity Programs and Services (EOPS)

Review time period: July 1, 2019 to June 30, 2020

1. Purpose of the Program

a. State the purpose of program, area, or unit.

Extended Opportunity Programs and Services (EOPS) was established because of Assembly Bill 164 being passed by the California Legislature in 1969 to fight poverty. The goal of EOPS at Palo Verde College is to encourage students who are affected by language, social, and economic challenges. EOPS offers Counseling, Priority Registration, EOPS Orientation, Financial Assistance, Book Services, Career Information, Community Service Referrals, assistance in transferring to four-year Universities, Scholarship Assistance, Interpreting Services, Education Planning, Tutoring and Survival kits. Under the EOPS umbrella students who qualify may benefit from one added resource that is offered through our CARE program.

Extended Opportunity Programs and Services (EOP&S) at Palo Verde College encourages students who are affected by language, social, and economic handicaps by providing them with the essential tools to succeed in college. EOPS will assist students with making a successful completion at a two-year program and transferring to a four-year university. It is our goal to motivate those whom the program serves by enabling them to be more effective and decisive with their career choices.

b. How does the program, area or unit support the College Mission?

Extended Opportunities Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE) at Palo Verde College encourages students who are affected by language, social, and economic handicaps by providing them with the essential tools to succeed in college. EOPS is directly aligned with the college's mission, whereby the program promotes Palo Verde College as an exemplary learning environment with high quality educational programs and services. It promotes student success, lifelong learning, and community development. It is our goal to motivate our EOPS students by enabling them to be more effective and decisive with their career choices. Our goal is to create better futures for our students and our communities.

2. Population(s) Served

a. Describe the populations served by the program, area, or unit, identifying special populations, if any.

EOPS served 7,257 students from Fall/2014 to Spring/2020. EOPS students are located here at the Blythe Campus, Ironwood State Prison and Chuckwalla Valley State Prison. EOPS Students who were provided services were low income, academically and educationally disadvantaged students and were qualified to receive services such as books, follow-ups, and counseling. EOPS provides services that are above and beyond other services that PVC does not offer.

b. Describe other populations that should be served by the program, area or unit and identify plans to implement.

Due to COVID-19 many of our students struggled with mental health. EOPS contacted five different mental health agencies and had them introduce their programs to students. EOPS students responded well to the programs. They took advantage of the free services. EOPS is also working with other departments to see if they can hire a Therapist to assist students on site with mental health services. By having a Therapist on site will help students who are struggling with mental health and complete their classes successfully.

3. Accomplishments in Achieving Goals

a. List area related Strategic Planning Goals and program, area, or unit specific goals, and describe progress in achieving each goal, strategy, objective, and appropriate task during the review period.

The goal of the EOPS program is have all students graduate with a Certificate or a Degree. Due to COVID it was challenging for the department to make sure that all students were on the right path. EOPS assisted trainings via zoom to learn what all other community colleges were doing to assist their students. After attending the Chancellors trainings, we found that by reaching out to our students via zoom and emails, was a vital tool to contact our students. We made sure that EOPS was just an email or phone call away. Many of our students were appreciative and responded in a very positive way. They felt special because we were doing follow ups to see how they were doing and to see what other services they could benefit from EOPS. Through the support from EOPS/CARE referring them to other agencies and offering mental health services reduced their stress and were able to cope and manage their education and personal life.

b. Explain modifications, if any, of program, area, or unit specific goals for the upcoming year.

During COVID-19, EOPS modified the program by providing services via zoom. EOPS completed priority registration via zoom and developed fillable forms. EOPS registered incarcerated students via mail and provided orientation via the air waves of KERU radio. EOPS also purchased laptops, COVID Protection Kit and were delivered to the student's homes. It was a team effort. Many from other departments assisted EOPS in delivering the laptops to all students who were in need. We also provided internet hot spots with internet access. We will continue to listen to our students and continue to support them with their needs.

4. Service Area Outcomes (SAO) Behavioral Sciences

a. Revise if needed and provide metric data for Service Area Outcomes in the area or unit.

EOPS examines the performance at the end of semester. EOPS did well in by capturing the number of students who petitioned to graduate. Please see graph below.

Spring 2020	AA/AS Degrees	
	AA Soc & Behavioral Sciences	4
	AA Arts & Humanities	4
	AST Admin of Justice for Transfer	1
	AS Child Development	1
	Certificates	
	Certified Nursing Assistant	7
	Automotive Technology	1
	Building Construction Technology	1
	Child Development Assistant	7
	Graphic Design/Web Technology	1
	Nursing VN	2
	Welding Technology	2
	American Sign Language	1
	Child Development Administration	1
	Child Development Associate Teacher	1

b. What changes and initiatives were undertaken during the review period to improve SAO outcomes?

Due to COVID, most of the communication with students were performed by zoom, emails, and correspondence. In previous semesters we would meet with our students face to face, so we expected to have lower numbers of Petitions to Graduate, but our students did well despite the change of communication.

5. Strengths, Weaknesses & Accomplishments/Activities

a. List and comment on the major strengths of the program, area, or unit.

Cross training within the EOPS Department is very common. It is a strength that helps the department meet their monthly demands. EOPS has increased their enrollment but has remained with the same but has remained with the same amount staff due to funding.

b. List and comment on the major weaknesses of the program, area, or unit. Discuss gaps or issues identified in section 4 and propose solutions.

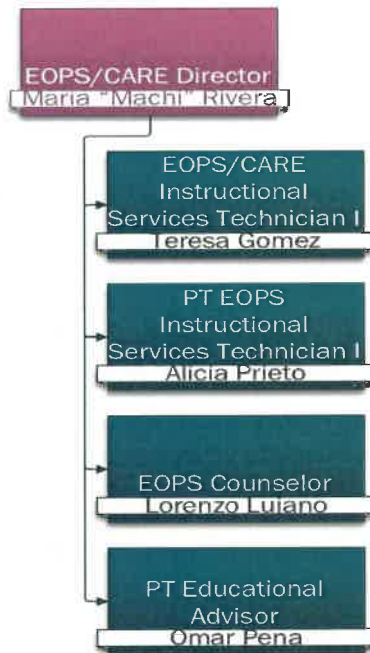
The Director of EOPS/CARE makes frequent visits with the full-time Counselor and part-time Educational Advisor. Visits include the two prison sites for follow-up and registration. This creates a weakness because students are not receiving the full attention of a counseling meeting. By having additional staff, the program will be able to accommodate the students accordingly to the services that they deserve, and the Director will be able to concentrate on developing new services and concentrate on program's budget and reports.

c. List activities and discuss accomplishments during review period.

Activities were all completed via zoom and CANVAS. Through CANVAS, EOPS was able to load videos and activities that students had missed out on. CANVAS was a tool that many of the EOPS students were familiar with and felt very comfortable using. EOPS also utilized a Facebook page and Instagram. This was another way to communicate with students. By using these tools, EOPS/CARE was able to stay up to par with student communication and activities.

6. Human Resources and Staff Development

a. Provide current organization chart of the program, area, or unit, showing key functions and responsibilities.



b. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program, area, or unit goals? Explain.

Yes, but with additional staff, EOPS would be able to go over and above for all students and be able to recruit students who are on waiting to be in the program.

c. Describe specific professional development activities in which program, area or unit members participate and explain how such activities benefit or enhance the program and support and facilitate student learning.

During COVID, EOPS had zoom trainings which helped the program. Many of our new and implemented ideas were from our zoom conferences and workshops. The district also offered many of the trainings which were helpful to the staff and program.

d. Describe areas of unmet professional development needs among personnel in this program, area or unit, if applicable, and outline plans to address these needs.

The program staff could always use additional training in new software that will be used to alter files electronically, and trainings on how to convert electronically. We would also like to see more trainings on mental health. Many of our staff are not certificated in mental health nor have taken any mental health trainings but are currently working with a high percentage of students who are presently in mental health or are seeking mental health services.

e. Describe organizational changes that would improve program, area or unit performance. Provide timelines for the achievement of such changes and describe measures that assess the effectiveness of such changes.

If budget permits and with district support, we can use an additional full time Counselor and Technician. The program seems to be growing more and more every year. We can also use a part time Mental health Counselor or Therapist. Regarding mental health, we will collaborate with other departments to see if there is also a need of such services. If so, the program will collaborate with

other Student Services programs and implement the program by 2022. The program also needs additional space for books. EOPS orders high volumes of books every semester for our students at ISP/CVSP and for MCM students but nowhere to store them. They are currently in Director's office, counselor's office and in a small closet. We diffidently need additional room for books.

7. Facilities

a. Are current facilities adequate to support the program, area or unit? Explain.

No, not at the moment. But the district did assist the program with a room for books during the Spring/21 for a short period of time but were instructed to relocate to another area due to remodeling, so they are now back in Director's and Counselor's office.

b. Describe plans for future changes to support facilities.

EOPS/CARE plan to meet with district to see if there is another place for book storage or for a lending library.

8. Technology and Equipment

a. Is the current technology and equipment adequate to support the program, area or unit? Explain.

No, we do not have the technology or equipment to make our plans come to life. We would need I.T. assistance and program software to go paperless. This will also alleviate hundreds of files that are normally physically taken every semester when EOPS meets with incarcerated students.

b. Describe plans for future changes to support technology or equipment.

The plan is to meet with the district and see how we can come together and work out a plan for our program needs.

9. Financial Resources

a. Provide an appropriate financial report for program, area, or unit during reporting period. Explain any significant deviations from previous reporting period.

Budget Code	EOP	
2019-2020		
11		
Benefits	\$58,833.27	\$58,833.27
Book Grants	\$11,729.43	\$11,729.43
Books/Mags/Instruct	\$60,171.51	\$60,171.51
Salaries	\$163,168.02	\$163,168.02
Student Workers	\$3,662.77	\$3,662.77
Survival Kits	\$45.00	\$45.00
12		
Benefits	\$81,480.63	\$81,480.63
Book Grants	\$34,910.10	\$34,910.10
Books/Mags/Instruct	\$177,127.90	\$177,127.90
Conferences	\$5,234.65	\$5,234.65
Copying/Printing	\$1,169.36	\$1,169.36

EOPS	\$583,190.00	\$583,190.00
Equipment	\$9,313.03	\$9,313.03
Financial Grants	\$21,190.00	\$21,190.00
Food	\$1,091.69	\$1,091.69
Graduation	\$841.74	\$841.74
Postage	\$39.15	\$39.15
Rents And Leases	\$3,622.81	\$3,622.81
Salaries	\$205,823.05	\$205,823.05
Student Workers	\$1,093.13	\$1,093.13
Supplies	\$2,339.06	\$2,339.06
Survival Kits	\$25,920.86	\$25,920.86
Transportation	\$10,869.00	\$10,869.00
Travel	\$1,123.84	\$1,123.84

b. Describe whether the current budget is adequate to carry out the responsibilities of the program, area or unit or operation.

EOPS/CARE would need additional funds to cover the goals and plans needed to make this a reality.

c. Describe plans for future budget changes, if any.

The programs plan is to increase our student population and hire additional staff to accommodate students needs.

10. Four-year plan

a. Place future request for resources (human, facilities, technology & equipment, and financial) in a four-year matrix to facilitate future planning.

		2020-21	2021-22	2022-23	2023-24
Future Area Needs	Human Resources			Additional academic counseling/mental counseling and Technicians positions	
	Fiscal Resources			Ongoing document imaging licensing costs ongoing document imaging licensing costs	Ongoing document imaging licensing costs ongoing document imaging licensing costs
	Physical Resources			Workspace for additional positions and for book storage for ISP/CVSP/MCM (lending library)	
	Technology Resources			Document imaging setup Scanners laptops Document imaging setup	Document imaging setup

Board Reports - EOPS

2019-08-05

- EOPS has 503 students total, 220 students are DSPS, 404 are incarcerated, and 123 are new or returning.
- EOPS went out to the prison on July 25th to give an overall orientation about the different programs that Palo Verde College offers.
- EOPS is reaching out to potential students in the community via KERU Spanish radio station.
- EOPS participated in the outreach event that took place at the Department of Social Services.
- EOPS will continue to register students up until August 23rd, which is the last day of registration.
- The EOPS lending library has been very instrumental by providing EOPS students books that their book voucher could not cover.

2019-09-10

- EOPS/CARE has a total of 624 students for Fall/2019.
- CARE Report was submitted on August 29, 2019.
- In the last 3 weeks, EOPS has distributed 150 breakfast and snacks packs to all EOPS/CARE students.
- \$132,000 has been spent on EOPS books, which includes ISP, CVSP and main campus students.
- 48 Bus passes have been distributed within the last 3 weeks. (Classes started on August 12, 2019).
- EOPS submitted a mini grant for \$5,000 to Riverside University Health System to increase knowledge and awareness related to suicide prevention and overall mental wellness. Suicide Prevention Week runs from September 8th-14th, with World Suicide Prevention Day on September 10th.
- EOPS is working with Riverside University Health System. RUHS will be sending transportation for students to get trained on how to become a Mental Health Facilitator.

The training will take place in Riverside, California on October 11, 2019 from 9:00 a.m. to 3:00 p.m.

- 1ST EOPS Mandatory contact is on September 9th-12th.
- EOPS has 12 CARE students thus far for Fall/2019.

2019-11-12 or 2019-10-08

- On October 11, 2019 – EOPS spearheaded a training for students at Riverside on how to start an Active Minds Chapter at Palo Verde College. 36 students attended the training in Riverside.
- EOPS attended a 3-day CCCEOPSA conference where our EOPS student, Veronica Munoz was recognized and received a \$750.00 scholarship.
- EOPS is collaborating with Riverside University Health System to provide a safeTALK training for students, staff, and the community. The training will be held at PVC on November 22, 2019 from 12:00 noon to 3:30 p.m. A certificate will also be awarded at the end of training.
- EOPS has met with 105 students for 2nd contact regarding "Progress Reports." EOPS was not able to meet with 3 yards due to program modification. EOPS will visit CVSP on November 4th, 5th, and 6th.
- EOPS has distributed 1,100 breakfast and lunch packs thus far.
- EOPS has 638 students.

2019-12-13

- With the \$5,000 grant from Mental-Health, we had our 1st event on November 21st. We had 65 participants. Rebels catered the free meals. It was a great turn out. We had students from the high school and Palo Verde College attend. We also had Celeste Velarde our Educational Advisor demonstrate yoga techniques.
- On November 22, we had a training on SafeTALK. Our trainer was Lynnette Navarro a Mental Health Therapist from Riverside. We had 36 participants from the community and students from Palo Verde College.
- EOPS is currently registering students for Spring. We are registering on campus at the Student Success Lab.
- On December the 4th we will have another event here on Campus. Dana Rethwisch will be providing a demonstration on "Feeling Good and Looking Good." The event will take place at the new Student Success Lab, and the food will be outside.
- On December 11, EOPS will be providing another event. Karen Redwine, our psychology Professor will be giving a presentation on how the brain functions at the Student Success Learning Center. Her demonstrations will be held every 15 minutes and free food will be provided outside of the Student Success Learning Center.
- On December 18th, EOPS/CARE and DSPS will be having their Advisory Meeting from 11:30 a.m. to 1:00 p.m.

2020-01-14

- EOPS has a total of 415 students thus far for Spring 2020.
- EOPS/CARE Advisory meeting was held in December. Please see Palo Verde Times for full report.
- EOPS Director is evaluating all student transcripts for eligibility. Many are reaching their educational goal. We plan on having an increase of graduates in Spring.
- First book order for the semester is \$39,000 for ISP and CVSP. \$15,000 is put aside for students on campus. EOPS has a lending library at both institutions and on campus.
- EOPS will continue to register students until the last day of registration. EOPS will assist students with economic, linguistic, and educational challenges (as defined by Title V).

2020-03-03

- EOPS/CARE Awards Ceremony is scheduled for April 23, 2020.
- EOPS has a total of 557 students, 22 are on probation and 372 students met their 1st contact with EOPS.
- EOPS/CARE has roughly 75 students who have petitioned to graduate.
- 2nd contact (Progress Reports) is scheduled as follows:
 - o EOPS on CAMPUS: March 9 -12
 - o CVSP: March 16-19
 - o ISP: March 23-26
- EOPS/CARE will continue to purchase our students caps and gowns for our FALL and SPRING graduates.

2020-04-07

- Report from Director-Machi Rivera
 - o Developed memo for inmates explaining the 2nd mandatory contact process and communicating with the ISP and CVSP on the changes that have been made within the last two weeks.
 - o Assisted Dr. Bauer with programs to better assist the students and counselors.
 - o Sat in on two, zoom meetings from the Chancellors office.
 - o Will sit in another zoom meeting, *Introduction to WellConnect Services* on Friday, March 27 from 9:00 a.m. to 10:00 a.m. Please see message below from Chancellor's office.
 - *Palo Verde College has been identified as a rural college, and starting April 1, 2020, will have access to 10 student slots over the next 30 days. Each student slot includes 1-3 sessions plus referrals to long-term care (if needed) and to basic needs resources such as childcare and legal resources. After the 30 days is over, colleges will be offered an opportunity to enter into a 6-month agreement to continue these services.*
 - o Contacted the Chancellors regarding Cranium Café. Please see below.
 - Belen Torres-Gil

EOPS Director 4/7/2020

- Participated in trainings regarding Cranium Café.
- Emailing our EOPS students regarding mental health resources
- Have requested laptops and hotspots for our general students. They will be shipped out to Palo Verde College on Friday, April 10th.
- Communicating with Eric regarding ordering laptops for our EOPS students. Have received 22 emails from EOPS students needing a laptop.
- Will be working on ordering \$100.00 prepaid credit cards for EOPS students to help them out with hotspot or internet.
- Meeting via phone with EOPS Counselor updating him on what EOPS is working on, and the new vision we are working towards.
- All progress reports were sent out to ISP and CVSP students. It was the student's responsibility to complete it with their name and courses that they are currently registered in and send it back to us or to their instructors. And we which we did receive many of them from the instructors.

EOPS Board Reports- 10/21/20

- We sent out EOPS packets to our students at ISP/CVSP. Packets included their transcript, schedule of classes, schedule card, progress reports completed by their instructors, certificate guides along with the option B Liberal Arts Degree guide, and the calendar of dates highlighting the last day to withdraw from a class.
- We sent out Progress reports to all our on-campus students today.
- I'm finishing up the two state reports. It should be circulating sometime next week for your signatures. We have been receiving Spring registration cards already. They started coming in yesterday.
- EOPS Board Report 10/30/2020
- EOPS has completed 1st contact. 352 students completed 1st contact.
- 2nd contact forms and registration cards continue to come in daily.
- Students continue to make appointments with EOPS Educational Advisor and EOPS Counselor.
- The two EOPS SSARCC state reports were submitted on October 29th. Director is now working on the two 2020-21 EOPS Program Plan that are due on December 4th.
- New EOPS applications continue to come in daily.
- EOPS/CARE and DSPS will be having an Advisory meeting on December 15, from 10:00am to 11:00am regarding the outcomes of the programs via zoom.
- EOPS's orientation for all new students for CVSP and ISP will also be included in the PVC general orientation via KERU on November 10, 12, 2020 and Jan 19 and Jan 21, 2021.

EOPS/CARE Report Monthly Board Report 11/2/2020

- EOPS has completed 1st contact. 352 students completed 1st contact.
- 2nd contact forms and registration cards continue to come in daily.
- Students continue to make appointments with EOPS Educational Advisor and EOPS Counselor.
- The two EOPS SSARCC state reports were submitted on October 29th. Director is now working on the EOPS and CARE, 2020-21 EOPS Program Plans that are due on December 4th.
- New EOPS applications continue to come in daily.
- EOPS/CARE and Financial Aid will be having an Advisory meeting on December 15, from 10:00am to 11:00am regarding the outcomes of the programs via zoom.

- The Director, Counselor and Full time EOPS Technician will participate in the 51st Virtual CCCEOPSA Conference on November 5th and 6th.
- EOPS's orientation for all new students for CVSP and ISP will also be included in the PVC general orientation via KERU in English and Spanish on November 10, 12, 2020 and Jan 19 and Jan 21, 2021.

CVC-OEI OCN Lead

Unfortunately, the current crisis has forced many colleges to move up their timelines for implementation. Colleges that implement Cranium work with their IT departments and the Cranium people to set it up. Consortium designated colleges received the Cranium platform for free, non-consortium colleges, which Palo Verde is, had to pay a fee. Because of the current crisis in the state, ConexED/Cranium is making the platform free to colleges for the next 3 months.

- **Report from Celeste Velarde - Educational Advisor- Part Time with EOPS/Student Services**
 - o Communicate with EOPS students via mail.
 - o Assisted with two Pirates' Chest Distributions.
 - o Assist correspondence with opening, sorting, and sending mail from prisons to faculty.
 - o Locate student addresses and create labels to send students homework via mail.
 - o Assisted Correspondence Education with compiling student lists for mailing, made and printed labels for mailing envelopes, developed memo to send out to all students with their homework packet, prepared and mailed all coursework to main campus students.
 - o Made myself readily available to Distance Education to assist with new changes to coursework mailing and duties.
 - o Assisted Director of Student Success with Dean's/President's list letters and mailed out to students.
- **Report from Teresa Gomez- Technician**
 - o 3/11/20
 - Looking for EOPS survival kits (promotional items).
 - Developed Purchase requests (R00049388) for promotional Items, and (R0008653) reimbursement for Celeste Velarde-Smart & Final.
 - Cancelled CARE conference-finding out reimbursements if any: Hotel rooms, conference registration fees.
 - Cancelled P.R#0008593-hotel rooms, registration fees nonrefundable (informed business office, payroll, Miranda about cancelation and proceed with required documentation).
 - Processed MCM 2nd contact files and updated EOPS share file.
 - RCVD CARE check and got them ready for disbursement.
 - Filing
 - o 3/12/20
 - MIS-EOPS reporting for ISP A-F.
 - Processed MCM 2nd contact files and updated EOPS Share file.
 - Locating Board member addresses.
 - Develop EOPS Award Ceremony invitation and RSVP cards for board members and administrators.
 - o 3/13/20
 - Printed invitations, RSVP cards, envelopes for board members, staff, and students receiving awards. Then mailed to board members only (administrators, staff and students' invitations were printed and ready to go but put in hold due to virus).
 - Processed MCM 2nd contact files and updated EOPS share file.
 - Processed received EOPS mail-stamped, replied, distributed and updated EOPS share file accordingly.
 - Checking budget for funds for awards for staff.

- o 3/16/20
 - Email
 - MIS-ISP G-L
 - Processing incoming mail.
 - 2nd contact files and updating EOPS share file.
 - Returning calls.
 - Looking for Cristal Awards for staff (EOPS Awards Ceremony).
 - Develop P.R.#R0008684 for Awards.
- o 3/17/20
 - 8:00 am to 1:00 pm working on MIS – ISP (M-R) from Front EOPS Window due to ceiling construction going right above my desk and cubicle.
 - Answering phone calls at front EOPS window as well from 8:00 am to 1:00 pm.
 - Deep clean my desk due to construction just finalized.
 - Emailing EOPS student reminding them re: the food distribution.
 - Logo and imprint for orders.
- o 3/18/20
 - Checking P. R.'s for approvals.
 - Placing all orders for promotional items and approving items for productions.
 - Processing, replaying, distributing incoming mail.
 - MIS (ISP R-W).
 - Printing progress reports RCVD from instructors.
- o 3/19 and 3/20/20 (sick)
- o 3/25/20
 - Email
 - Incoming mail
 - Locating CARE students addresses.
 - Mailing CARE Childcare checks to students and other correspondence.
 - Tracking orders placed- Found some were just delivered.
 - Assisting Correspondence Department with locating MCM student addresses and with address labeling.
 - Updating EOPS share file with MCM student who petitioned to grad (from grad list provided by Lorenzo).
- o 3/26/20
 - Email
 - Processing mailing
 - Preparing 2nd EOPS Contact forms and progress reports for CVSP-C yard and mail them to students.
 - MIS- ISP (S-Z).
 - EOPS Share file update with CVSP-petitions to grad (from grad list provided by Lorenzo).
 - Assisted correspondence department with mailing packets to MCM students.
- **Report from Alicia Prieto Part-Time Technician 1**
 - o Cleaned out the EOPS (Main Campus, ISP, CVSP) Inactive cabinets and then shredded all the files that were older than 5 years.
 - o Updated the ISP Book Inventory for the Fall 2020 semester.
 - o Updated the CVSP Book Inventory for the Fall 2020 semester.
 - o Processed the incoming EOPS mail daily.
 - o On March 17th -Worked on the front General registration and counseling window due to the workers working on the ceiling on top of my working area. Processed incoming EOPS mail and assisted Teresa with some of the MIS reporting. Then, I file some of the progress reports that we got back from the Instructors.

- o On March 23rd-Made 212 packets for ISP (2nd Mandatory Contact) which included the memo that was created by Machi, a copy of the 2nd mandatory contact form where the student has to sign, and copies of the students' progress reports.
- o On March 24th- Assisted correspondence with opening, and sorting mail from all the prisons.
- o On March 26th- Made copies of all the CVSP progress reports we have received for each student before putting them in packets. I also made 214 packets for CVSP (2nd Mandatory Contact) which included the memo that was created by Machi, a copy of the 2nd mandatory contact form where the student has to sign, and copies of the students' progress reports.
- **Report from Lorenzo/Counselor-Working from home**
 - o Last week I reviewed the graduation shared file and compiled two reports for Machi. One report listed all EOPS community students who are graduating this academic year. The other report listed all EOPS inmate students. The reports were also provided to Teresa as she will need them to update her MIS.
 - o Also, pulled all the progress reports out of the inmate files and separated them by institution and yards as you requested.
 - o I had a couple of phones advising sessions. A few inmate letters were answered, and education plans were updated.
 - o This week I helped sort additional progress reports and separated them by institution and yards.
 - o I uploaded forms, petitions, etc. into a flash drive to have ready for online counseling. Printed list of all EOPS students so I have that information if needed. Information is secured.
 - o I also worked on ISP files- mainly developing education plans on student planning.
 - o I had a student reach out to me through messenger as she had some questions about correspondence education. Questions were answered. I have been available to students through student planning as well.
 - o Counselors had a meeting using zoom. We discussed several topics including advising forms, probation workshops, getting calendars ready for 20-21, reviewing petitions/forms in future meeting, among other topics.
 - o Currently reviewing ISP and CVSP new students to see who needs an education plan or their education plan updated on student planning. We have plenty of work to be done through student planning.

2020-05-12

- The Palo Verde College (PVC) Extended Opportunity Programs and Services (EOPS) team leadership delivered laptops to enrolled students amid the ongoing COVID-19 campus closure, currently set to run through June 19.
- In an effort with the PVC IT (Information Technology) department and leadership, the EOPS team have been going door-to-door with laptops for students.
- On April 20, 58 laptops, 15 hot spots, and 55 \$100 credit cards were distributed to students to maximize their academic success through the COVID-19 pandemic. Further, Calbright College loaned 50 Chromebook and 50 hot spots to the program.

2020-06-09

- EOPS Director has put a committee together to assist the registration process for the inmates and community students. The goal is, to increase our student enrollment and to provide a simple process on how to go about registering for Fall/20. The announcement will run in Spanish and English on our local bilingual radio station. This will be a free announcement on behalf of KERU.
- The EOPS program has also been working very closely with DSPS. We are making sure that we captured all new students who would like to be in EOPS. Our goal is to provide them with books, counseling and books.
- The Director of EOPS has also been reaching out to all EOPS students. We have found that many have lost their jobs and are struggling with the COVID 19 virus. We have been providing them with \$100 gift cards to relief some of their stress.
- The Director has also been working with mental health to assists students and staff by providing workshops and trainings on how to cope with what's going on during these times of crises.

- EOPS has a total of 308 students registered for fall. Applications continue to come in every day. We will be registering until the end of Fall registration.

EOPS Counselor:

- Processing all incoming mail & checking if they are EOPS and stamping mail.
- Responding to requests if in my knowledge area (registration, contracts, EOPS applications, petitions to grad, 2nd contacts, all letters, add cards.
- Making all log notes needed in the EOPS Share file and file copies to keep track of each student changes or updates.
- Copying received correspondence and submit to appropriate departments for them to continue processing their part (registration, financial aid, EOPS counselor, inventory)
- Filing all received forms, pulling out files and getting them ready for counselor/advisor to complete according to received mail and do notes for counselors to know what's needed on each file.

EOPS/CARE Instructional Services Technician:

- Budget, orders, P.Rs.
- Requesting for quotes from different vendors and keeping track of all of them and checking in arrived orders.
- Informing supervisor of quotes totals.
- Checking for funds for orders.
- Inform supervisor of funds available and if transfer needed.
- Get back up documentation to business office for all P.Rs.
- Place all orders once approved and P.O has been fully approved.
- Store and organize all incoming orders.
- Check units/DSPS and status for each one of our students due to constantly changing and inform supervisor of any additional required paperwork for students who are incomplete or pending something.
- Processing CARE timecards for student to get their childcare grants and transportation grants.
- Release summer 2020 book grants and did log notes on EOPS share file, CASM, and email the students.

