

# **STUDENT ACCESSIBILITY SERVICES ADAPTED PHYSICAL EDUCATION & PSYCHOLOGICAL SERVICES**

PRAC PRESENTATION

MARCH 28, 2023

STORMY MILLER SABIA, ED.D.

DIRECTOR OF STUDENT SERVICES – STUDENT ACCESSIBILITY & PSYCHOLOGICAL SERVICES

COLLEGE OF  
**MARIN**

# PRAC GUIDING PRINCIPLES

- Recommendations are student centric, meaning that they should not only negatively impact the least number of students possible, but also consider how we can better help as many students as possible reach their educational goals, whether by changing what we do or how we do it.
- Recommendations are equity-minded, meaning that they should call attention to patterns of inequity in student outcomes by critically reassessing our practices, policies, and structures and recognizing stereotypes that harm student success.
  - Recommendations are anti-racist, meaning that they should produce or sustain racial equity in educational outcomes.
- Recommendations focus on protecting and improving teaching and learning by illustrating efforts to employ cogent best practices and innovation.
- Recommendations acknowledge that as a community college we are responsive to our diverse community, but cannot be all things to all people all the time so we must find creative ways to stay true to our mission.
- Recommendations are made with a *consideration of their* impact on the environment and how intentional choices might reduce that impact while being maintained over time.

# 2022-2023 & BEYOND AT A GLANCE...

- We continued our departmental and institutional work of shifting toward a Disability Justice framework (i.e., SSSCCC Disability Awareness, Pipeline 2 Possibilities, etc.). Disability Justice defined as a multi-issue political understanding of disability and ableism, moving away from a rights-based equality model and beyond just access, to a framework that centers justice and wholeness for all disabled people and communities (Taormina-Wiess, 2013). – *Guiding Principles I & II & III*
- We continued exploring what it would mean if we as an institution took an access-centered approach to our work developing a “Why We Mask” campaign & supporting the embedding of UDL in strategic planning and conversation around culturally responsive pedagogy. Access-Centered means radically centering intersectional access – We think of access not only in regards to disability but all of our identities [race, class, gender, sexuality, size, language, immigration status, etc.]. We believe that offering this kind of space, language, and culture gets us closer to access that is rooted in love, connection, and liberation of all beings (Access Centered Movement). – *Guiding Principles II & III*
- We outreached and re-engaged K-12 partners in preparation for their transition to postsecondary education and COM. We partnered with MCOE, Department of Rehabilitation and disability providers in Spring 2023 in the provision of a 3-part virtual transition series for youth with disabilities and their parents. – *Guiding Principles I, II, V*
- We played an instrumental role in the integration of Accessibility in the BOG approved DEIA Evaluation and Tenure Review of District Employees (March 2023)- *Guiding Principles I, II, III & IV*

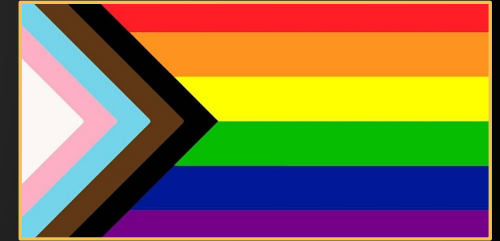




# 2022-2023 & BEYOND AT A GLANCE...



- We de-siloed operations, moving from “SAS Testing” to the “Test Proctoring Center” supporting test related accommodations and makeup testing. We shifted from “SAS Tutoring” in Math and English, integrating services with the RWL and Tutoring Center & leveraging resources to support students with disabilities. – *Guiding Principles II & IV*
- In August of 2022, in collaboration with Umoja Equity Institute, we held our first Equity in Mental Health symposium drawing in more than 150 faculty, staff, and members of the bay area community – Guiding Principles I, II & III, IV
- SAS and Psychological Services are active members of the COM Care team, responding to various support needs and mental health concerns on a weekly basis. – *Guiding Principle I*
- We are actively engaged with the Marin County Racial Equity Action Plan (REAP) Implementation team, aiming to improve mental health services within the county. – Guiding Principles II & III
- In Fall 2022, we expanded our partnership with Side by Side Youth Services & Student Activities and Advocacy to offer a supportive space for students who identify as queer, trans, nonbinary, and intersex folks on campus at the (LGBTQIA2S). - *Guiding Principles I*
- We partnered with Art With Impact to offer mental health workshops focused on hope and resilience, LGBTQ+, and masculinity. – *Guiding Principles I, II, IV*



“ I will use what I learned today to open and heal my inner child. Today served as a reminder to be vulnerable and allow yourself to go deeper.

- COLLEGE OF MARIN PARTICIPANT

# PROGRAM AREAS

**Student Accessibility Services**

**Adapted Physical Education**

**Psychological Services**

# PROGRAM OVERVIEW

## Student Accessibility Services

### Student Count:

548 (2021-2022); 401 (Fall 2022)

### Support Services:

Counseling  
Assistive Technology/Alt Media  
Tutoring  
Instruction (STSK and APE)  
SEP development  
LD Testing \*Spring 2023

## Adapted Physical Education

### Credit/Noncredit FTES: (16.42)

(Summer 2021, Fall 2021, Spring 2022)  
Student Count (2022-2023):

93 – Summer 2022

174 – Fall 2022

142 – Spring 2023

\*cross-listed noncredit/credit

### Course Offerings:

Aquatics \*IVC \* Kentfield  
General Conditioning  
Hatha Chair Yoga

## Psychological Services

### Student Served:

75 students; 1015 appointments  
(2021-2022)

### Support Services:

Individual therapy  
Group support  
Crisis intervention  
Consultation and referral  
Outreach, events, programming  
Assessment and mental health  
verification

# PROGRAM STAFF

- (-) LD Specialist – SAS
- (-) Retirement of PT Instructional Assistant (Spring '20) – APE (.38 FTE)
- (-) Retirement of PT Instructional Assistant (Spring '21) – SAS (.50 FTE)
- (-) PT Faculty Resignation (Fall '21) – APE
- **1 FTE Classified Professional - Psychological Services/SAS/APE**
- **PT LD Specialist**
- **FDIP Intern(s) SAS & Psych Services to develop the profession and build capacity within the divisions**

SAS	APE	Psych Services
Faculty = 2 FT (Counselor)	Faculty = 1 PT (Instructor)	Faculty = 2 FT (Psychologist)
Faculty = 1 PT Counselor = 5 TU's)	Staff = 2 PT (Instructional Specialist; Instructional Assistant)	FDIP Intern = 2
Staff = 1 FT (Student Support Specialist)	Hourly Staff = 0 (Instructional Aides)	MOU = Side by Side (workshops, support spaces, mental health case management)
Staff = 3 PT (AT Specialist; Program Tech; Program Specialist;)		
FDIP Intern = 1		
Administrator = 1 (Director)		
<b>Total = 9</b>	<b>Total = 3</b>	<b>Total = 4</b>



# PROGRAM DATA SNAPSHOT

## 2018-2019 TO 2021-2022

### STUDENT ACCESSIBILITY SERVICES

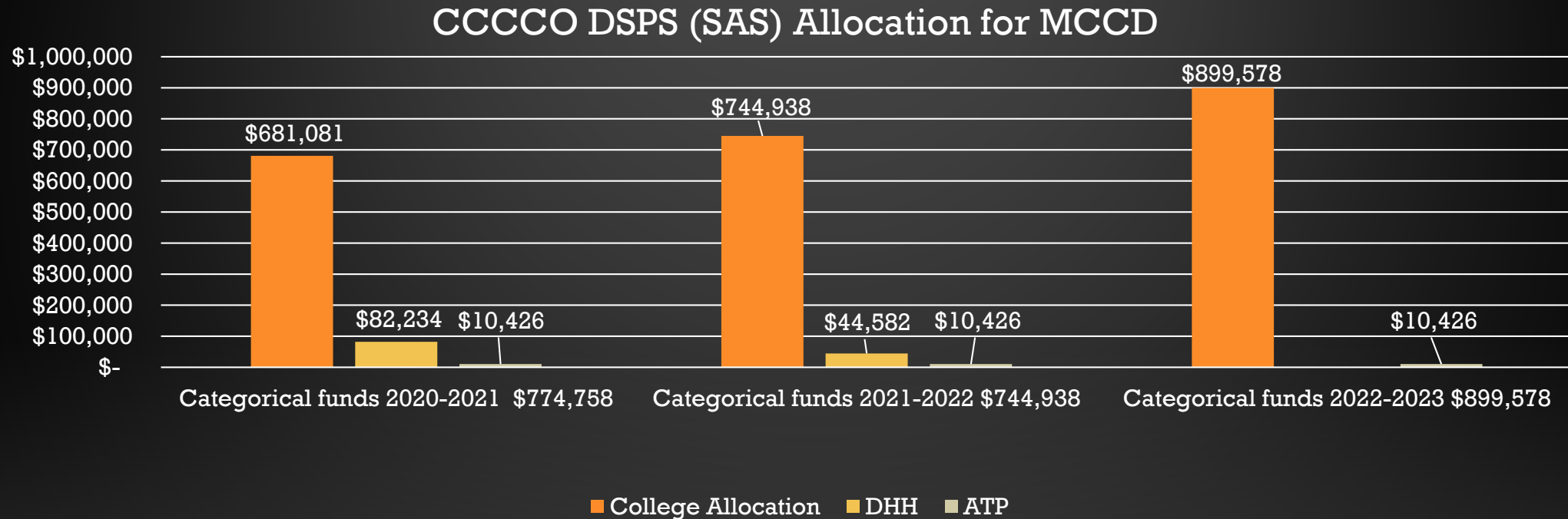
California Community Colleges Chancellor's Office

Disabled Students Programs & Services (DSPS) Summary Report

	Annual 2018-2019	Annual 2018-2019	Annual 2019-2020	Annual 2019-2020	Annual 2020-2021	Annual 2020-2021	Annual 2021-2022	Annual 2021-2022
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Marin CCD Total	756	100.00 %	728	100.00 %	527	100.00 %	548	100.00 %
Acquired Brain Injury	50	6.61 %	40	5.49 %	28	5.31 %	17	3.10 %
Attention Deficit Hyperactivity Disorder (ADHD)	67	8.86 %	66	9.07 %	58	11.01 %	66	12.04 %
Autism Spectrum	56	7.41 %	76	10.44 %	44	8.35 %	43	7.85 %
Developmentally Delayed Learner	84	11.11 %	76	10.44 %	28	5.31 %	28	5.11 %
Hearing Impaired	15	1.98 %	8	1.10 %	6	1.14 %	4	0.73 %
Learning Disabled	153	20.24 %	135	18.54 %	98	18.60 %	105	19.16 %
Mobility Impaired	94	12.43 %	87	11.95 %	64	12.14 %	69	12.59 %
Other Disability	99	13.10 %	95	13.05 %	81	15.37 %	104	18.98 %
Psychological Disability	120	15.87 %	138	18.96 %	110	20.87 %	107	19.53 %
Speech/Language Impaired	5	0.66 %		0.00 %		0.00 %		0.00 %
Visually Impaired	13	1.72 %	7	0.96 %	10	1.90 %	5	0.91 %



# DSPS/SAS CATEGORICAL FUNDING 2020-2021 THROUGH 2022-2023



## 2022-2023 PROGRAM COSTS

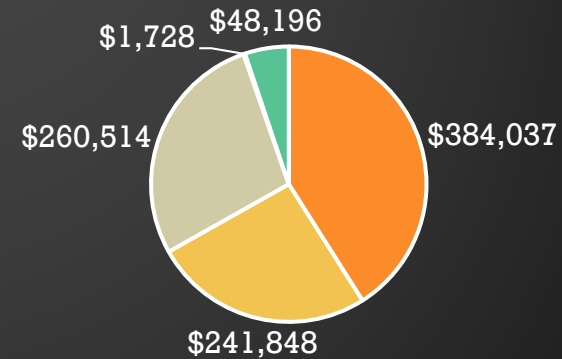
\*ONLY SAS & APE

- Apportionment (categorical):  
\$899,578.00 (22/23)

Cost considerations:

- ✓ SAS categorical funds offset the costs to the college
- ✓ Anticipation of new funding formula (23-24) moving from weighted student count to head count w/\$200k base funding – 2 to 3 year phase in period

## 2021-2022 Budget



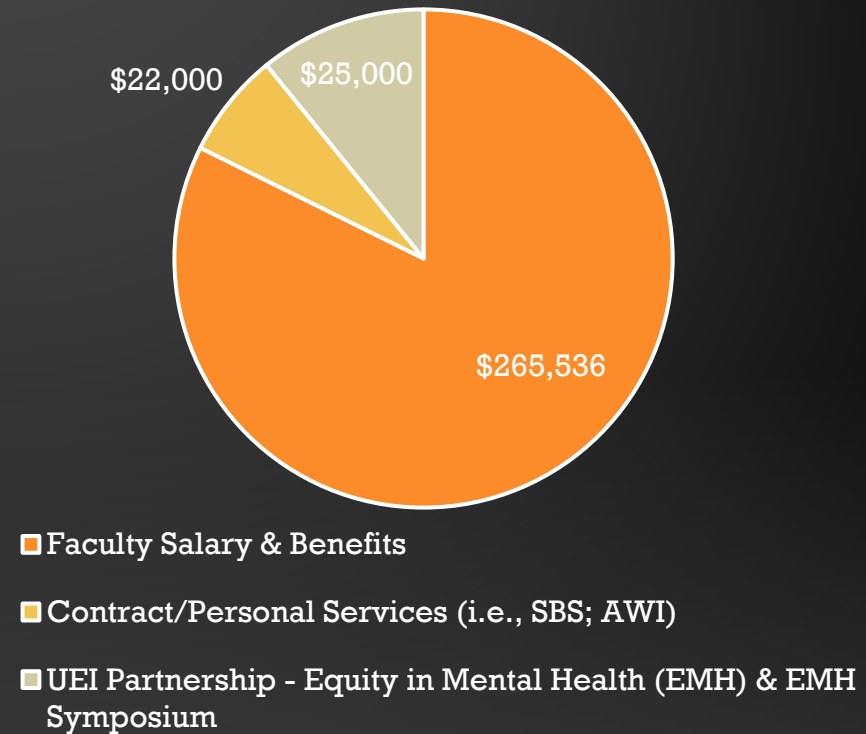
- Non discretionary Faculty/Administrator
- Non discretionary Staff
- Non discretionary Faculty/Staff benefits
- Non discretionary Instructional/Supplies

## 2022-2023 PROJECTED PROGRAM COSTS

\*PSYCHOLOGICAL SERVICES

- Mental Health Support Allocation (ongoing): \$134,426
- Total Program Costs: \$312,536 (approx.)

## 2022-2023 Budget



# EMP/STRATEGIC PLAN GOALS SAS & APE & PSYCH SERVICES (2022-2025)

"BEGIN WITH THE END IN MIND." – STEPHEN COVEY

Create Opportunities for faculty to collaborate and share effective teaching modalities.

- Professional development based on Universal Design Principles (IP 5.1)
- Effectively use technology and diverse instructional delivery modalities following the principles of anti-racism and universal design for learning (IP 5.1)

Improve Completion of transfer level math and English courses within a one-year timeframe...

- Improve universal design pedagogy and curriculum to ensure our relevant gateway courses are student ready (IP 6.2)

Reducing barriers to access and to students achieving their educational plan goals...

- Assess and implement best time to offer virtual and in-person support (SAS 1.1)
- Implement universal design across communication modalities (SAS 1.1)
- Institutionalize programming and events for multiple identities
- Expand mental health support services and professional learning

Enhance and optimize partnerships between COM and K-12

- Expand family engagement for high school students (CER 2.1)
- Consistently offer and expand opportunities for K-12 on campus event engagement (CER 2.1)



# STUDENT EQUITY AND ACHIEVEMENT PLAN

## *STUDENTS WITH DISABILITIES*

*The GRIT committee is made up of folks from student services, counseling, work experience, the learning communities, student leadership, guided pathways, educational success programs, instruction, community outreach and partnerships, Student Accessibilities Services as well as planning and research.*

### Action Steps identified in 2022-2025 Student Equity and Achievement Plan:

- Provide professional learning for instructional specialists and instructors on Universal Design pedagogy and curriculum as well as best practices to support students with disabilities
- Utilize embedded tutors in math and English courses
- Provide one-on-one math and English tutoring from the Tutoring and Learning Center as well as the Reading and Writing Lab for students affiliated with SAS
- Offer SAS study skills (EAC's) classes in Math and English
- Track and analyze success rates of completion for students affiliated with SAS in math and English courses, companion courses, and if they are accessing the math lab, tutoring center, and the Reading and Writing Lab.

# PROGRAM REVIEW SUMMARY

- Re-engagement and discussion around strategic plan goals and student equity & achievement action areas; ensure accurately documented in eLumen, maintaining a disability justice and access-centered conceptual framework
- Overarching themes relevant to SAS & Psych Services include:
  - ✓ Universal Design for Learning,
  - ✓ K-12 engagement,
  - ✓ Mental health access and support, and educational assistance
  - ✓ (STSK) curriculum in the areas of math and English

## QUESTIONS/COMMENTS

*The particular drama of my life has placed me in a world that by and large thinks it would be better if people like me did not exist. My fight has been for accommodation, the world to me and me to the world.*

*- Harriet McBryde Johnson*

**ACCESS IS L♥VE**

# PRAC PRESENTATION STUDENT ACTIVITIES AND ADVOCACY

March 28, 2023

Presenter: Sadika Sulaiman Hara, Director



## GUIDING PRINCIPLES

Equity and excellence cannot be divided.

--Ernest L. Boyer

### PRAC Guiding Principles

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# AREA OVERVIEW

**Racial Microaggressions In The Classroom**  
February 10, 2021  
12:30- 1:30 PM

Join us using this Link: [tinyurl.com/ASCOMREvent](https://tinyurl.com/ASCOMREvent)  
Zoom ID: 983-8131-7310  
Zoom Phone #: +16699009128, 98381317310#



**STOP dating abuse!**  
Dating abuse is REAL. It can be physical, sexual, emotional, or verbal abuse.

**Is your relationship healthy? Need help? Have relationship questions?**

Call ☎ **415-924-6616**  
Text ☎ **415-526-2557**

**CENTER FOR DOMESTIC PEACE**  
Working Together to End Domestic Violence

This publication was supported by State Family Violence Prevention and Federal Family Violence Prevention & Services Act funding (94161911B1) through the California Governor's Office of Emergency Services (Cal OES).



The Office of Student Activities & Advocacy Presents

**Womxn of Color Cafe**

MONDAY FEB. 22 12:40 - 1:30 ZOOM: 968-9205-9031

**AFROFUTURISM**

We will learn about Afrofuturism & explore what it means to affirm ourselves through our movements of creating the futures we know are possible as Black, Indigenous, People of Color who identify as womxn, femmes, and gender non-conforming.

If you need specific accommodations please contact, Student Accessibility Services at [sas@marin.edu](mailto:sas@marin.edu)

Questions? Contact Equity & Activities Coordinator Tea: [teperales@marin.edu](mailto:teperales@marin.edu)

COMMUNITY HOUR | MARIN

## Who We Are and What We Offer...

The Student Activities and Advocacy Office (SAA) is the primary source of information about:

- Associated Students of the College of Marin (ASCOM) – Student Government
- College success, life skills, equity and social justice, and leadership programs and workshops
- Marin County and Bay Area community resources and services
- Basic needs coordination and support
- Standards of Student Conduct
- Student clubs
- Welcome Week

SAA is committed to facilitating learning that complements students' academic goals, while cultivating opportunities to empower and strengthen student participation in the life, governance, and success of the College.

We aim to provide learning that supports and reflects our diverse student population. Through active engagement in campus activities and the student conduct process, students will enhance their critical thinking and communications skills, their social, cultural, and intellectual interactions, as well as, better understand their responsibility for oneself and the community.

## Staff:

5 FTE

- Administrator – Director
- Confidential – Student Conduct Officer
- Classified
  - Activities and Equity Coordinator
  - Administrative Assistant
  - Basic Needs Coordinator

## COLLEGE OF MARIN MISSION, STRATEGIC PLAN, AND EMP

Area Overview Continued

- Equity as the foundation and center
  - Preparation for transfer
  - Associate degrees and certificates
  - CTE
  - Basic skills improvement
  - ESL
  - Lifelong learning
  - Community and cultural enrichment

### **Strategic Plan and EMP**

- Reduce barriers...create a welcoming atmosphere with increased human contact. (Student Access and Success, Goal 1)
- Decrease towards elimination of existing racial equity gaps at the college. (Equity, Goal 1)
- ...be a leader in promoting equity throughout the county. (Equity, Goal 3)

## BUDGET OVERVIEW

Leadership is the art of accomplishing more  
than the science of management says is  
possible.

--Colin Powell

## Student Activities and Advocacy

### Student Emergency Assistance Fund

*\*No funding line dedicated for when students need emergency support.*

Funded through the COVID relief funds since March 2020, which discontinued in fall 2022.

- Bookstore cards = \$4,800 (\$200-\$300/card)
  - Supported by Advancement
- Current Advancement balance for SEAF is approximately \$117,227.
- Fundraising is ongoing.

### FALL 2022

- Approximately \$430,000 thousand dollars were disbursed to students.
- Supported by State funds.
- 400 students were served.
- Disbursement per person = \$1,000-\$2,000 (exact = \$1,075)

### Basic Needs Support and Staffing State allocation

- Total: \$ 173,452 (21-22)
  - Dedicated to delivery of services and staffing
  - SAA search in progress for Basic Needs Coordinator
  - Not allowable for student emergency disbursement



# THE NATIONAL DATA

- Basic Needs Definition: The Hope Center... defines basic needs insecurity as **lacking access to resources for food, housing, health care, technology, transportation, personal hygiene and childcare.**
  - #RealCollege2021 Report
    - Nearly **60% of community college students experienced basic needs insecurity.**
    - More than **70%** have experienced **emotional distress, stress and/or anxiety** due to lack of basic needs.
- Indigenous, Black, American Indian and Alaska Native students at two- and four-year institutions were 16 to 21 percent more likely to experience basic needs insecurities than white students.
- Nearly two-thirds of students who identified as LGBTQ reported experiencing basic needs insecurities, according to the report.
- Since its onset, the COVID-19 pandemic exacerbated basic needs insecurity among college students, according to the report. More than one-third of students who were employed prior to the pandemic reported losing their jobs since its onset. Students of color were more likely to experience job losses than white students, according to the report.

# THE LANDSCAPE OF BASIC NEEDS AT COM

## - WHERE WE ARE AND WHAT WE NEED -

- COM Care System - Primary reporting system to understand student crisis and needs.
  - Repurposed in March 2020 due to Shelter In Place.
  - With return to in-person instruction in spring 2022, COM Care is returning to the original purpose for student support and intervention, **which includes students in emergency situations. Examples primarily include rent, eviction, car maintenance, food and essential living items, health support, and bills.**
- Food access
  - In spring 2022, food access returned to in person with the COM Cupboard offerings - Wednesday healthy food distribution, KTD Health Center food pantry, IVC SAA food pantry.
  - **150-200 students served weekly.**
- Technology
  - In summer 2021, technology lending moved to the Library.
  - A regular need each semester.
  - Currently the Library is out of devices.
- Mental health service requests and reports on the rise.

## BASIC NEEDS – FINANCIAL NEED

- Since August 2022 to present there have been approximately 120 COM Care requests for financial support with approximately a third of students making repeat requests.
  - NOTE: Since August 2020, there have been more than 880 **unduplicated** requests for financial support.
- In fall 2022, approximately \$430,000 thousand dollars were disbursed to students.
  - 400 students were served.
  - Disbursements per person = \$1,000-\$2,000 (exact = \$1,075)
- Supported by State funds, which discontinued this year.



## PROGRAM DISCUSSIONS & DIRECTIONS

Change is hard because people overestimate the value of what they have—and underestimate the value of what they may gain by giving that up.

--James Belasco & Ralph Stayer

## Move from transactional to transformational.

*Equity Planning Session, February 2022*

- Hiring a full-time Basic Needs Coordinator will support the services that address the challenges students are facing.
- The partnership with Marin/SF Food bank has provided a weekly sustainable food program for students.
- Forming new partnerships with Marin County housing services and County's planning collective to meet the needs of youth.
- Move towards proactive planning and service delivery, versus reactive practices.
- COM Care - students feel cared for and seen during the toughest moments.





## THE STUDENT VOICE AND EXPERIENCE

- *I do not have family to support me, I have being struggle buying food, paying my school supplies, rent and utilities... I live in Santa Rosa and I use public transportation because I can not afford a car. Please there is any help you can offer to me let me know...*
- *The regular financial aid was not enough. I live and take care of myself while trying to go to school. My mother passed away and my father isn't in my life, I need help!*
- *Im currently with out housing and ...now have no car to transport myself ... I'm currently in the process of getting my kids ... So I'm in need of housing that will accommodate my... kids and myself I work and go to school here at COM and would like to know if there are any housing resources to help in this situation.*

# REQUEST

## **REQUEST: Institutionalized funds for student emergency assistance.**

We must be proactive and center the needs of our most marginalized students.

- Continually develop holistic and social justice centered outreach and support practices.
- The need for food access is being met.
- Mental health is increasingly being addressed and supported.
- The hiring of a full-time Basic Needs Coordinator is underway to expand support and services.
- Institutional funding for students with some of the most complex situations, however, is still a need and there is no sustained funding model when requests arise.

## **Budget proposed: \$500,000**

- ❖ **Based on disbursements made in spring 2022 and fall 2022**
- ❖ **Recommendation:** continue fundraising through Advancement, however, rely on other institutional sources to ensure availability of funds.

# QUESTIONS/DISCUSSION

The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking.

--Albert Einstein

# Enrollment Services EOPS, CARE, CalWORKS School & Community Partnerships (Outreach) Welcome Center

Presentation Prepared for PRAC

Jon B. Horinek - Dean of Enrollment Services

2023





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# Enrollment Services

# Enrollment Services Overview

Enrollment Services has administrative responsibility for providing essential functions that support student access, retention, and success.

## Areas of Responsibility

- Admissions
- Financial Aid
- Registration
- Records, Evaluation, Graduation, Petitions
- International Admissions
- Scholarships
- Veterans Services

Description	Adopted Budget
Permanent Academic Salaries	\$166,812.00
Permanent Classified Salaries	\$760,856.00
Benefits	\$482,001.00
<b>Total Non-discretionary</b>	<b>\$1,409,669.00</b>
Classified Hourly	\$5,000.00
Classified Overtime	\$5,000.00
Supplies	\$6,600.00
Travel	\$1,200.00
Dues and Membership	\$3,860.00
Maintenance contract/repairs	\$1,200.00
Software License	\$0.00
Other Contract Services	\$7,500.00
Postage	\$500.00
Miscellaneous	\$2,000.00
Furniture, Fixtures and Equipment	\$3,000.00
<b>Total Discretionary</b>	<b>\$35,860.00</b>
<b>Total Budget</b>	<b>\$1,445,529.00</b>

# Enrollment Services Staff

- Dean of Enrollment Services (1 FTE)
- Assoc. Director of Enrollment Services (1 FTE)
- Enrollment Services Associate III (2 FTE)
- Enrollment Services Associate II (6 FTE)
- Enrollment Services Associate I (3 FTE)
- Evaluations Analyst (2 FTE)
- Administrative Assistant III (1 FTE)

# Program Review Information

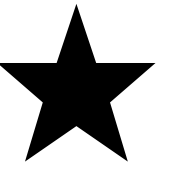
## **Financial Aid Process & Improvements**

- *Leveraging technology to enable more students to access financial assistance*
- *Improving Financial Aid awareness and knowledge pre and post disbursement*
- *Disbursing remaining state emergency funding*
  
- *Improving FWS with augmentation of student employment program – important consideration for LRC that will require district funds in the future*

## **Admissions, Enrollment, & Records**

- *Advocating for full campus use of preferred name on student records where applicable*
- *Improving course equivalency transfer credit*
- *Improving enrollment processes*





# Resource Request

## **Personnel**

Despite our move to more remote services, there remains a need for high touch assistance for students with lower computer literacy and English language learners.

Enrollment Services would like to fund a vacant 1.0 FTE Enrollment Services Associate I. This position would enable us to better serve students who have difficulty accessing online services and provide more consistent evening services.

COST: \$112,000 (Alternatively .5 FTE would allow for expanded evening services)

EOPS, CARE, CalWORKS

# EOPS Program Overview

## **EOPS**

- The original equity program in CCC's founded in 1969
- Provides over and above services to low-income students to help them reach their educational goals. EOPS students have higher completion and retention rates than their counterparts.
- Students served in EOPS: first generation, BIPOC, undocumented, former foster youth, formerly incarcerated
- Services provided: grants, counseling, school supplies, textbook and calculator lending library, priority registration
- Services provided previously when funding was available: commencement regalia, student workshops, university tours, transportation support, professional development for students and staff

# CARE & CalWORKS Overview

## **CARE**

- A sub-program of EOPS, CARE students are also in EOPS
- Student served: Single parents who are head of household, and whose children are receiving cash aid from the county
- Services provided: All EOPS services plus, gas cards, meal vouchers, all textbooks, all fees paid, transportation and emergency grants

## **CalWORKs**

- A separate program that works in partnership with Marin County Health and Human Services
- Students served: Parents who are receiving cash aid and other benefits
- Services provided: Counseling, gas cards, all textbooks, all fees paid, emergency grants

# USS Overview

## **Undocumented Student Services/Support (USS)**

- A partially state funded program nested within EOPS
- Student served: Undocumented students
- Services provided: Financial resources, legal support, individual coaching, AB540 and residency support



# EOPS, CARE, CalWORKS, USS, Staff

- Director (1 FTE)
- Coordinator (1 FTE)
- Undocumented Student Coordinator (1 FTE)
- Faculty Counselor (2 FTE)

## 2022-2023 Allocations and Expenditures

<b>EOPS</b>	<b>Total</b> \$808,340	<b>Personnel</b> 416,582	<b>Discretionary</b> 391,578
<b>CARE</b>	<b>Total</b> 172,264	<b>Personnel</b> 64,486	<b>Discretionary</b> 107,778
<b>CalWORKs</b>	<b>Total</b> 170,435	<b>Personnel</b> 188,271	<b>Discretionary</b> 0
<b>TANF</b>	<b>Total</b> 33,024	<b>Personnel</b> 0	<b>Discretionary</b> 33,024
<b>USS</b>	<b>Total</b> 151,902	<b>Personnel</b> 87,589	<b>Discretionary</b> 64,313
<b>Next Up</b>	<b>Total</b> TBD	<b>Personnel</b> TBD	<b>Total</b> TBD
<b>Equity</b>	<b>Total</b> 80,000	<b>Personnel</b> TBD	<b>Discretionary</b> TBD



# THANK YOU FROM EOPS

Extended Opportunity Programs and Services

- **Maximum book grants**
- **New backpacks full of school supplies**
- **\$50 gas cards**
- **Campus tours**
- **Conference for student parents**

## Looking forward...

- Launching the Next Up program this semester to support current and former foster youth
- Hiring a Next Up Coordinator late spring/summer
- Will need to hire additional personnel to provide front office support for the 5 programs: EOPS, CARE, CalWORKs, USS, and Next Up

# School and Community Partnerships: Outreach, Summer Bridge and COMPASS Programs

# School & Community Partnerships Overview

Outreach and Partnership's office and programs serve as the conduit between the College and the community working closely with our Pre-K-12 partners, Adult Ed Programs, and community organizations to expand engagement and access, especially among under-represented populations. Recently, the International Education office has been folded into the Outreach umbrella.

Our work falls within the **Community Engagement and Responsiveness, Student Access and Success, and Indian Valley College** areas of the Ed Master Plan.

Description	Adopted Budget
Permanent Classified Salaries	\$244,483.00
Benefits	\$143,380.00
<b>Total Non-discretionary</b>	<b>\$387,863.00</b>
Classified Overtime	\$0.00
Supplies	\$3,960.00
Travel	\$2,200.00
<b>Total Discretionary</b>	<b>\$6,160.00</b>
<b>Total Budget</b>	<b>\$394,023.00</b>

Addition programmatic funding comes from grants, advancement, and AB19 State Funding



# School and Community Partnerships Staff

- Director (1 FTE)
- International Student Advisor (1 FTE)
- Coordinator (1 FTE)
- COMPASS Coordinators (3 FTE\*)

Programmatic funding comes from grants, advancement, and AB19 State Funding

\*Effective FY21 – Funded through AB19 State Funding

# School & Community Partnerships Overview

Expanding access and deepening engagement especially among under-represented populations and sharing program information, student resources, career pathways, navigational strategies emphasizing the value proposition of higher education using online tools and expanded partnerships;

## **Summer Bridge**

General sessions include COUN 105 course with English and Math prep and review.

Since 2021, we have also offered a Summer Bridge ESL Section with mirrored non-credit offerings to reduce student costs.

## **COMPASS – Currently at three high school sites**

San Rafael, Terra Linda, Tam High,

## **International Education**

Serve as international student connection, from matriculation to on-campus liaison

# Program Review Information

## **Summer Bridge**

- *Updating success metrics with PRIE, maximizing enrollment of SB program*
- *Expanded recruitment*
- *SRCS ESL visit on 3/8 – 160 ESL students came to visit KTD*

## **COMPASS**

- *Ongoing discussions with TAM HS as we fold in COMPASS and AVID program*
- *Class of 2022 :A-G Eligibility: 82% (36 out of 44)*
- *206 units of concurrent enrollment completed*

## **International Programs**

- *63 current students*
- *Recruitment will help to steadily grow enrollment*

# Program Discussion/Future Planning

## **Summer Bridge:**

- Short-term offering before Fall semester start
- Adult Re-Entry offering

## **COMPASS**

- Refine AVID and COMPASS union at Tam High
- Can serve as a sample case for other sites
- Expanded on-campus supports for COM enrolled COMPASS grads

## **INTL Programs**

- Continued INTL Recruitment, Follow-Up Travel
- INTL Marketing and Virtual Follow-Ups
- INTL student participation in Summer Bridge

# Welcome Center



# Welcome Center

The Welcome Center has administrative responsibility for providing essential functions that support student placement, retention, and success.

- Support new students in onboarding process
- Operate Welcome Center
- Online and in-person student orientations
- Issue COM ID cards
- Support new student success

# Welcome Center Staff

- Coordinator (1 FTE)
- Specialist (1 FTE)

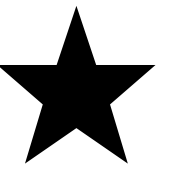
# Program Review Information

## **Orientation Programing**

- *Updating Orientation to multiple modalities*

## **Improving Access**

- *Developing better onboarding processes*
- *Improving outreach to recently admitted students*



# Resource Request

## **Operational Budget**

Currently the Welcome Center has no operational budget. We are requesting a small operational budget allocation to support Welcome Center operations and programming.

**COST: \$10,000**

**NOTE: This request was approved by PRAC in 2022 but held.**



# Summary Requests

**Fund vacated ESA I – 1.0 FTE**

**COST: \$112,000**

**Welcome Center Operational Budget (Approved by PRAC 2022)**

**COST: \$10,000**