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Signature Page

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Introduction

Evergreen Valley College, located on a 175-acre site in the eastern foothills of San José, is one of two separately accredited colleges in the San Jose/Evergreen Community College District. Evergreen Valley College opened its doors in 1975 to 3,000 students and currently hosts over 10,000 students from more than 70 countries. The rich variety of cultures, which both enhances and enriches campus life, comprises one of the most diverse student bodies within the California Community College System. In recent years, bond measures have allowed us to build much needed facilities: classrooms and labs for biological sciences and nursing education programs, a robust library, a center to accommodate vibrant student life, and the Montgomery Hill Observatory. Plans for our new Visual and Performing Arts Center and for modernizing existing facilities are currently underway.

EVC continues to be committed to providing the most effective programs and services to enhance a student's learning experience and develop his/her full potential as a student.

While we offer classes year-round, students can enroll throughout the year for traditional fall, spring and summer sessions or for short-term and evening classes. We provide options for those who are working towards an associate degree or vocational certificate and for those who wish to transfer to a four-year institution. We also offer options to continuing students who need an additional class or just want to pursue an interest.

Evergreen Valley College offers over 23 Associate degree programs and over 25 certificate programs to help meet students' educational goals. These programs are offered in over nineteen different disciplines with several areas of focus to offer many options to a growing and diverse community. Curriculum and course offerings are consistently under review to assure adherence to Educational Code as well as the needs of students and the community at large.

Demographic Data

The following page contains college demographic data provided by the SJECCD Office of Institutional Research.

Evergreen Valley College Enrollment - 2003/04 to 2007/08

Enrollment by Term

Summer					Fall					Spring				
2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2004	2005	2006	2007	2008
4,624	5,193	6,201	7,327	7,157	10,880	11,910	10,804	9,643	9,737	13,156	11,493	12,565	10,634	11,658

Enrollment by Academic Year

	2003/04	2004/05	2005/06	2006/07	2007/08	1 Year Change2006/07 - 2007/08
(Unduplicated Count)	19,715	19,643	20,212	19,131	19,924	793 4%

Enrollment by Gender

	2003/04	2004/05	2005/06	2006/07	2007/08	1 Year Change2006/07 - 2007/08						
Female	8,774	45%	9,081	46%	9,266	46%	9,058	47%	9,126	46%	68	1%
Male	10,231	52%	10,100	51%	10,367	51%	9,538	50%	10,168	51%	630	7%
Unreported	710	4%	462	2%	579	3%	535	3%	630	3%	95	18%
Column Total	19,715	100%	19,643	100%	20,212	100%	19,131	100%	19,924	100%	793	4%

Enrollment by Ethnicity

	2003/04	2004/05	2005/06	2006/07	2007/08	1 Year Change2006/07 - 2007/08						
African American	998	5%	1,083	6%	982	5%	1,079	6%	1,016	5%	-63	-6%
Asian	2,870	15%	2,556	13%	2,402	12%	2,373	12%	2,485	12%	112	5%
Asian/ Pacific Islander	170	1%	170	1%	172	1%	196	1%	188	1%	-8	-4%
Asian/ Vietnamese	2,606	13%	2,634	13%	2,644	13%	2,540	13%	2,690	14%	150	6%
Filipino	1,408	7%	1,495	8%	1,498	7%	1,531	8%	1,424	7%	-107	-7%
Hispanic	5,026	25%	5,015	26%	5,124	25%	4,961	26%	5,446	27%	485	10%
Native American	140	1%	147	1%	140	1%	118	1%	130	1%	12	10%
Other	533	3%	410	2%	382	2%	348	2%	344	2%	-4	-1%
White	3,894	20%	3,598	18%	3,995	20%	3,537	18%	3,277	16%	-260	-7%
Unreported	2,070	10%	2,535	13%	2,873	14%	2,448	13%	2,924	15%	476	19%
Column Total	19,715	100%	19,643	100%	20,212	100%	19,131	100%	19,924	100%	793	4%

Enrollments by Age

	2003/04	2004/05	2005/06	2006/07	2007/08	1 Year Change2006/07 - 2007/08						
Under 18	1,211	6%	1,371	7%	1,559	8%	3,154	16%	1,794	9%	-1,360	-43%
Age 18-19	2,992	15%	3,020	15%	2,968	15%	2,842	15%	3,158	16%	316	11%
Age 20-24	4,886	25%	4,871	25%	4,701	23%	3,784	20%	4,754	24%	970	26%
Age 25-29	2,343	12%	2,181	11%	2,123	11%	1,876	10%	2,247	11%	371	20%
Age 30-39	3,877	20%	3,671	19%	3,869	19%	3,298	17%	3,252	16%	-46	-1%
Age 40-49	2,932	15%	2,828	14%	3,132	15%	2,598	14%	2,806	14%	208	8%
Age 50 and Over	1,450	7%	1,688	9%	1,850	9%	1,563	8%	1,891	9%	328	21%
Unreported	24	0%	13	0%	10	0%	16	0%	22	0%	6	38%
Column Total	19,715	100%	19,643	100%	20,212	100%	19,131	100%	19,924	100%	793	4%

Enrollment by Status

	2003/04	2004/05	2005/06	2006/07	2007/08	1 Year Change2006/07 - 2007/08						
Continuing	6,960	35%	7,632	39%	6,621	33%	6,554	34%	6,270	31%	-284	-4%
First-Time	4,625	23%	4,919	25%	5,366	27%	4,838	25%	5,863	29%	1,025	21%
K-12	805	4%	958	5%	1,034	5%	1,115	6%	1,150	6%	35	3%
Returning*	4,215	21%	3,649	19%	4,511	22%	4,045	21%	4,113	21%	68	2%
Transfer	3,110	16%	2,485	13%	2,680	13%	2,579	13%	2,528	13%	-51	-2%
Columns Total	19,715	100%	19,643	100%	20,212	100%	19,131	100%	19,924	100%	793	4%

*A student enrolled at the reporting college after an absence of one or more primary terms. Notes: Due to rounding totals may sum to greater than 100%

Full academic-year unduplicated headcount enrollment at 1st census

Source: San Jose/Evergreen Community College District Office of Research & Institutional Effectiveness Data Source: SJECCD ITSS Data warehouse (9/18/2008)

Categorical Program Overview

Matriculation

Matriculation is a campus-wide effort that involves all college personnel working together in assisting the students in achieving their academic goals. Instructional faculty provide valuable classroom experiences, and support staff provide the follow through for implementation of new programs and student services. The many services across campus provide follow-up materials and contact students who need assistance to meet their academic goals. At EVC, our two primary goals of Matriculation are to help students achieve academic success and to support the efforts of students in reaching their educational goals. To achieve these goals the college is committed to the following:

- Provide an admissions and records process that will enable the college to collect state required information on students.
- Provide an assessment process using multiple measures to determine students' academic readiness in English, reading, math, and English as a Second Language.
- Provide an orientation process designed to acquaint students with college programs, services, facilities and grounds, academic expectations, and college policies and procedures.
- Provide counseling services to assist students in course selection, development of an individual student educational plan, and use of campus support services.
- Provide additional advisement and counseling to assist students who have not declared an educational goal, are enrolled in basic skills courses, are on academic probation/dismissal, or have been identified as high-risk.
- Establish a process to monitor students' progress and provide necessary assistance toward meeting the students' educational goals.
- Assist students with (or direct them to) written district procedures for challenging matriculation regulatory provisions.

Admissions

The Admissions and Records Office, located in A&R Building, is the first contact area for students, faculty and administration with regard to student enrollment, grades, graduation eligibility, and attendance. Overseeing Admissions and Records is the Dean of Enrollment; other staff members include 8 full-time staff and five part-time hourly staff. Admissions and Records served over 18,000 students this past year.

Admissions and Records Staff

Octavio Cruz	Dean of Enrollment Services	Angelica Bintocan	A&R Technician
Cindy Tayag	A&R Coordinator II	L an Chung	A&R Assistant
Tiffani Lam	A&R Coordinator I	Francesca Griffin	A&R Technician
Veronica Aparicio	Evaluator Specialist	Kim Steele	A&R Technician
		Maria Zendejas	A&R Assistant

Orientation

Orientation provides general information regarding EVC's services and programs as well as presents students with rights and responsibilities. At the orientation workshop, students also learn about transfer and degree requirements, vocational programs, special programs, and student services.

Other topics include:

- Assessment placement advice
- Academic expectations
- EVC's facilities and resources
- Investigation and resolution of students' complaint/problems
- Academic success skills, which include study skills and time management skills

Assessment

EVC offers an assessment process to help students determine the best starting point in English and mathematics based on their past academic experience and abilities. The college is committed to using multiple measures in all aspects of evaluation. The Assessment Office, also located in A&R Building, has one full-time Assessment Specialist.

Counseling and Guidance

Academic counseling and guidance services are available to all EVC students and prospective students. Our counselors assist students with exploring career, educational, and personal goals. Counselors work jointly with students to develop a student educational plan (SEP) to fulfill the course requirements to meet the students' goals. University transfer, occupational study, basic skills development, professional and personal enrichment are all included in academic counseling services.

The Counseling Department consists of sixteen counseling faculty (five bilingual in Spanish and three bilingual in Vietnamese). In addition, there are eight adjunct counselors (four bilingual in Spanish and one bilingual in Vietnamese) who are available on an on-call basis. There are two classified support staff, one administrative secretary, one articulation specialist, and a matriculation specialist position that is in the process of being filled. The department also hires students to assist in the day-to-day operations throughout the school year. New to the counseling department is the addition of the EVC Welcome Center, located at the entrance in Mauro Chavez Student Services Building. The Welcome Center strategically leads students into the counseling center, room SC 255, and is staffed by EVC Student Ambassadors throughout the day. The Welcome Center provides a place for students to ask questions, receive new schedules, receive catalogs, free student planners, and it offers a friendly environment for students to meet other students.

Counseling Department Faculty and Staff

Dean of Counseling:

Tammeil Gilkerson

Full-time counseling faculty:

Anderson, Caritha

Baiardo, Richard

Bettencourt, Laura

Burton, Mirella

Carpio, Maria Theresa (60%)

Chu, Hang

Clark, Marjorie

Deng, Hanh

Gipson, Harvey (60%)

Gressel, Maria Elena

Nguyen, Gam

Ortiz-Kristich, Elaine

Perkins, Patricia

Stewart, Beverly

Turner, Pam

Wagner, Rick

Adjunct Faculty:

Cuevas, Sylvia

Gutierrez, Josie

Gomez, Sonia

Mena, Andrea

Ortega, Linda

Randazzo, Joe

Soriano, Dianna

Tran, Melinda

Articulation Specialist

Valdez, Jovita

Matriculation Specialist:

Vacant

Administrative Secretary:

Ramirez, Ivanna

Support Staff:

Gulkin, Lynn

Smith, Sharon

VanGaasbeck, Thanh

EOPS

The Extended Opportunity Program and Services (EOPS) at Evergreen Valley College is dedicated to recruit and retain students of educationally and socio-economically challenged backgrounds from San Jose and Santa Clara County area. The mission of EOPS is to provide access to financial and social support for students to successfully complete a program in higher education--whether students seek to transfer to a four-year institution, earn an associate degree, or a vocational certificate. EOPS, comprised of EOPS Director, counselors, outreach specialists, administrative support, student workers, provides services that extend "above and beyond" the institution's traditional commitment, to assist students in meeting the social, financial, and academic requirements of completing a college education.

Cooperative Agencies Resources for Education (CARE) Program

EOPS, and its companion CARE (Cooperative Agencies Resources for Education) Program, is designed to help EOPS students who are single parents at Evergreen Valley College. In conjunction with the Santa Clara County Department of Social Services and other community agencies, CARE services seek to break down some of the barriers that single parents face when pursuing higher education. The CARE Program provides single parent students with additional support services including grant funds, school supplies, child care subsidy, transportation assistance, and meal tickets. These services are in addition to the services provided to all EOPS students. CARE Office is located next to EOPS Office in the lower level of the Mauro Chavez Student Services Building, room SC-118.

EOPS/CARE Staff

Savander Parker	Director
Ingrid Campos	Staff Assistant III
Maria Teresa Carpio	Counselor (20%)
Harvey Gipson	Counselor (20%)
Charlie Kahn-Lomax	Coordinator/Counselor
Hue Le	Counselor
Lan Mai	Eligibility Specialist
Deborah Morillo	Outreach Specialist
Rosa Peredia	Outreach Specialist
Ann Vu	CARE Coordinator

Disabilities Support Program

Located in SC120, the Disabilities Support Program (DSP) provides support services and instructional programs for students with disabilities who are attending Evergreen Valley College. A variety of services are available including academic and vocational counseling, interpreting or captioning services (for students with hearing impairments), mobility assistance, provision of print materials in alternate formats (for students with visual impairments or learning disabilities), tutorial assistance, and individual adaptive assistance as needed.

The DSP's High Tech Center is available to students who are unable to access the screen and/or keyboard, or perform word processing in the traditional manner. Training is provided in assistive hardware/software to meet the unique needs of students with low vision, orthopedic or learning disabilities, hearing loss, or cognitive disabilities including students with brain injuries. Students can utilize software designed for cognitive retraining, basic skills improvement, and problem solving.

Specialized courses offered through the DSP include classes for students with learning disabilities, speech/language impairments, visual limitations, hearing impairments, and mobility limitations. Specific courses in adaptive physical education (APE), assistive computer technology, and learning strategies are offered to accommodate students with various disabilities.

Services offered through the Disabilities Support Program comply with Section 504 and 508 of the Federal Rehabilitation Act of 1973 and its amendment of 1998, Title V of the State of California Education Code, and the Americans with Disabilities Act of 1990.

DSP Staff

Robin Salak	Instructor/Coordinator
Janet Clair	Adaptive P.E. Instructor
Debbie Collins	Staff Assistant III
Fred Delvey	Adaptive Media Technology Specialist
Josephine Delvey	High Tech Center Instructor
Armando Echeverria	Adaptive P.E . Instructional Support Assistant I
Tracie Soder	Speech and Language Instructor
Nancy Tung	High Tech Center Instructor and Lead Instructional Support Assistant
Elizabeth Vasquez	Assistive Services Specialist
Leslie Williams	Counselor
Vacant	Staff Assistant II

Supervisor:

Tammeil Gilkerson Dean of Counseling and Matriculation

CalWORKs Program

The CalWORKs (California Work Opportunities & Responsibility to Kids) Program, in conjunction with the County of Santa Clara, provides services to parents receiving TANF (Temporary Aid to Needy Families). The program provides links to education, employment training, work-study and supportive services. The goal of the program is for students to gain an education that leads to a successful career, increasing their income and leading to economic self-sufficiency. The CalWORKs Program has a dedicated staff that assists students with personal, county, and community resources to guide them through their educational journey.

Work/Study is a component of the CalWORKs Program that allows students to work on- or off-campus without a deduction in their cash aid. Students gain valuable and rewarding experience in their chosen field through the Work/Study Program. To assist CalWORKs students in their studies, the program provides dedicated EVC educational counselors, job placement officers, work experience coordinators, and program assistants who work together to make each student's school-to-work transition a rewarding experience.

Through funding from the County of Santa Clara, CalWORKs students receive: child care support services, transportation, books, supplies, and other school-related expenses. This program also links with Financial Aid, Admissions and Records, tutoring, and other community and campus related services. The CalWORKs Program has a computer lab directly across from the program office, where students can be in a supervised lab environment.

In 2007-08 the CalWORKs Program served 228 students. This was an increase over the last year in which it served 200. The work-study program had 43 on campus placements and 15 off campus placements. Additionally, there were 40 students in unsubsidized employment, 7 volunteer students, and 49 who participate in a major that included an internship component.

The CalWORKs Program is centrally located on campus in the Mauro Chavez Student Services Building, right next to Counseling and is in the same building as EOPS/CARE and DSP Programs. Its offices have two desks for Program Assistants in the reception area, four offices, and one additional office across the hall in its computer lab.

CalWORKs Staff

Elizabeth Tyrrell	CalWORKs Director
Gloria Fleming	CalWORKs Program Assistant
Martha Hardin	CalWORKs Counselor
Suong Nguyen	Job Developer
Mahad Omer	CalWORKs Staff Assistant

Collegewide Student Services Integration and Coordination

Categorical Programs Integration

Integration and coordination is a priority at Evergreen Valley College, and its importance is reflected in the Shared Governance model in use since spring 2007. Student Services at Evergreen Valley College provides a broad range of programs and services to help students reach their academic goals and to enhance their personal, intellectual and social development. EVC continues to be committed to providing the most effective programs and services to enhance students' learning experience and develop their full potential as students. The Office of Student Affairs and each student service program at EVC work together in a variety of ways to optimize students' experience.

- Students Services Team meets every second and fourth Wednesday of each month.
- Dean of Counseling and Matriculation meets with counselors every first and third Wednesday of each month.
- Matriculation and Student Success Committee, a shared governance committee which includes representatives across sections of the campus, meets every first and third Thursday of the month.
- At the beginning of each semester, Student Service retreat occurs for one to two days.

Because communication is the key to success, the counselors at EVC are involved with other departments on campus. In addition to the bimonthly counseling faculty meetings held on Wednesdays, counselors also attend:

- Outreach and Recruitment meetings (twice a month)
- Matriculation Meetings
- Various Division Meetings (English, ESL, Automotive, Nursing, Math, Science)
- Physical Education and Soccer Program Meetings

- International Student Meetings
- EOPS Meetings
- DSP Meetings
- CalWORKs Meetings
- Division Retreats

EOPS is part of the matriculation team with a role in Admissions, Orientation, Counseling and Advising, and Student Follow-up. EOPS plays an active role in these areas of matriculation. EOPS works closely with DSP and CalWORKs/WIN. As DSP and CalWORKs/WIN serve students who meet the EOPS eligibility requirements, they often share a common constituency. A DSP student, for example, will present documentation that qualifies him/her for assistance while exempting him/her from EOPS requirements. The same student might have a domestic situation with financial implications making him/her eligible for the CalWORKs /WIN Program. EOPS eligibility offers DSP and CalWORKs students “above and beyond” supplemental services that are the responsibility of the college. Examples are: more tutoring hours, individual tutoring, special field trips, workshops and seminars to assist the students in reaching their academic and/or vocational goals.

EOPS/CARE, DSP, and CalWORKs all coordinate referrals to each other’s programs through orientations, conversations with students, and changing needs of students. CalWORKs conducts a thorough orientation that outlines each program and the services it provides to students. CalWORKs also regularly refers students who have requested services to assist them with their learning to EOPS/CARE. CalWORKs shares its active student lists with EOPS/CARE in order to track students who are co-enrolled in both programs. Since the County of Santa Clara has a learning disabled diagnostic program for CalWORKs clients, the CalWORKs Program and DSP work closely together to coordinate students who are attending EVC to ensure that all students receive referrals to the DSP for guidance and learning accommodations. In addition, many of the categorical programs have Advisory Committees on which other categorical programs are regularly represented in order to collaborate in outreach, program development, service offerings, and needed staff. DSP Advisory Committee, for example, has both EOPS and CalWORKs representative while EOPS Advisory Committee includes the DSP Coordinator and CalWORKs Director. Also, all categorical programs are on the Student Services Team. All three categorical program representatives, EOPS, DSP, and CalWORKs, are usually on the Outreach Committee; however, due to an increase in DSP enrollment and due to DSP staff shortage, DSP has temporarily suspended its outreach participation.

Student Services at Evergreen Valley College works together with the instruction, and the ITSS Department to provide a seamless operation for supporting the division and student needs. Once a week, there is a shared Deans Meeting; this provides an opportunity for all the deans to update all departments, announce any changes in majors and curriculum, provide updates, and collaborate on new ideas and suggestions.

EVC holds its Student Services Team twice a month. The Team is chaired by the Vice President of Student Affairs and includes representation from each area of student services. Formed three years ago, the Team provides a collaborative working environment to support the needs of the College. Also meeting twice a month is the

Matriculation and Student Success Committee. Being a shared governance committee, Matriculation and Student Success Committee includes representatives from all student services, all special programs, and all eight academic divisions on campus, including Library and Campus Tutoring Center. The charge of this Committee is to address retention and promote student success of underrepresented and underserved student population.

The Outreach and Recruitment Committee meets twice a month to discuss upcoming off-campus outreach events and to review and update off-campus calendar activities. This Committee was also formed at the suggestion of the Vice President to ensure there were no duplication of efforts at various activities where multiple invitations were received from the campus. A consultant was hired to build a common database site. Outreach members could input information into the database so that reports could be created to determine which high school students were coming from (by high school of origin), declared majors, ethnicity, etc. The database is a new instrument, and full-implementation will begin in the near future.

EOPS works with deans and instructional staff involving early warning process and student grievance concerns. The Program employs retention strategies such as the systemic reviews of Student Progress Reports to assess the academic needs of its students. Students found to have problems with the course work are interviewed and, if appropriate, referred to tutoring for additional academic support. If students are experiencing personal problems which are interfering with their course work, the counseling staff will introduce different intervention methods to support their academic success. EOPS also offers Guidance 193 classes taught by EOPS faculty. Additionally, we have specialized Guidance courses that assist CalWORKs students with career assessment and developmental study skills. CalWORKs also offers specialized workshops and credit courses during the summer when regular courses are not in session. CalWORKs has an excellent working relationship with the Business and Workforce Development Division to ensure that workshops offered are relevant to students and assist them with completing their required weekly 32 or 35 hour requirement.

Like EOPS and CalWORKs, DSP also works with deans and faculty to ensure appropriate classroom and testing accommodations and with developing alternate media formats for DSP students. The DSP Coordinator/Instructor makes presentations at academic division meetings and assists instructors and deans with student issues regarding DSP services and accommodations.

MIS is integral to a program's ability to deliver services effectively and, as such, EOPS, DSP, CalWORKs, and the Counseling Department work quite extensively with MIS. EVC uses Datatel to track student progress, completion of units, completion of academic goals, priority registration, and transfer eligibility. Besides using it for standard student records and reporting, EOPS uses it to track students' academic and financial eligibility. It also uses it to award EOPS grant funds and determine the number of students served by the program. This information, entered into Datatel, is used to report to the System Office to obtain continued funding. EOPS utilize MIS data to track on student persistence and success data, enrollment levels, and student demographics.

DSP, like EOPS, works quite extensively with MIS, using a sign-in sheet and SARS Scheduling System to capture student contacts. A DSP staff then inputs the information into Datatel. EVC DSP works with the district office and SJCC's DSP to determine the dates of the four runs per semester so that the DSP can check and correct any errors before the data is sent to the System Office. At the end of each semester, the district office provides the DSP

Coordinator with the name, disability, and the number of contacts per year for each DSP student. This information is printed and placed into each student's file.

The CalWORKs Program also works closely with our district's ITSS Department to ensure that all data that are entered into our Datatel system are completed in a timely and accurate manner. CalWORKs regularly sends communications regarding any data that needs to be reviewed to ensure a smooth transition to the System Office.

For MIS reporting, the counseling support staff input data weekly to report to Sacramento. The staff inputs the information into Datatel under the CON screen. This information is then sent to the district office that runs reports and sends them to the System Office. The Counseling Department also uses SARS for counselor scheduling appointments. Staff runs reports and looks at data to determine staffing needs. During peak times, adjunct counselors are brought in to help with the demand for student appointments.

In addition to providing counseling services, EVC counselors teach Guidance courses to assist students with college orientation, career exploration, study skills success, and the like. These classes are listed in the catalog under the heading Guidance. Day and evening counseling services are available on both an appointment and a walk-in basis.

While attempts have been made, the coordination between the district's Office of Research and Institutional Effectiveness, and EOPS, DSP, CalWORKs, and Matriculation has not come to fruition. Future coordination and team work is possible and is currently a priority for the Vice President of Student Affairs and the Dean of Counseling and Matriculation.

Student Equity and Strategic Planning

The College has worked with the results of the Student Equity Plan that was developed in 2005. EVC created the Student Equity Plan to address the five indicators of student success. The Plan made recommendations as they related to overcoming potential barriers to student equity and links these recommendations to the College's goals and planning processes. The goals created were to: (1) Continue to expand access strategies to increase enrollment numbers for all groups; (2) Improve course completion rates for all students; (3) To increase underrepresented student success and persistence rates in ESL and Basic Skills courses; (4) Continue to improve the graduation and certificate completion rates for all student groups; (5) Increase transfer rates for all groups.

The EOPS Program represents the model for educational equity in higher education. The Program serves historically underrepresented and disadvantaged students from the areas identified in the Student Equity Plan. The Program's recruitment services include the East Side Union High School District and targeted community service agencies. EOPS/CARE also works with campus retention programs that target historically underrepresented students. ENLACE, AFFIRM, ASPIRE, FasTrack, Youth Empowerment Strategies for Success (YESS), DSP, and CalWORKs are some of the programs that work collaboratively with EOPS/CARE.

In late 2005, President David Wain Coon established a campus-wide Strategic Plan that was comprehensive and very inclusive of all programs, instruction, and services in which each division and department, in both academic and student services, determines goals, called Commitments to Action (CTAs) which are based on the College's goals. The short and long term goals of the four categorical programs, Matriculation, EOPS, DSP, CalWORKs, are

based on their Commitments to Actions (CTAs) to ensure student success. Each year, each individual program revisits its CTAs to revise and evaluate its effectiveness in meeting these projected goals.

Program Efficacy and Reassessment

Under the bold leadership of Chancellor Rosa Perez, our District is approaching the Basic Skills Initiative from a social justice and equity mindedness perspective. This important work was introduced to the campus community in April 2008. A critical aspect of this project is the data analysis that is initially conducted through a multi-disciplinary, multi-functional "Evidence Team". Simply stated, the Evidence Team will analyze disaggregated data on basic skills course completion and persistence, collect new data using customized inquiry tools, and present findings and recommendations to the college community. The team initially met in May 2008 while the majority of the work for this project began in fall 2008.

Offering financial support and retention services to our underprepared student population, the EOPS/CARE program provides grants, book vouchers, and work-study opportunities to reduce the need for students to work off campus. Counseling and half-unit guidance classes taught by EOPS faculty contribute to promoting student success. EOPS/CARE database is used to track academic information, unit completion, semester progress and student compliance. This internal system allows for quick reassessment and intervention when necessary. EOPS/CARE developed Student Learning Outcomes (SLOs) to measure program effectiveness. The SLOs will require more time for evaluation.

Since 2006-2007, the DSP has obtained samples of completed SLOs and Point of Contact (POC) surveys. The results from 2006-2007 were analyzed and reported in our internal Program Review and in its 2007-2008 State Program Plan. Not much else has been done with obtaining and utilizing data to reassess how DSP services are provided.

The CalWORKs Program has been engaged in Student Learning Outcomes and assessment since 2005. The SLOs focus on students overcoming barriers, developing problem-solving skills, providing resources available in the community to them, facilitating the integration of campus programs to make it easier for underrepresented students to access support. Each year CalWORKs reassesses the results of its SLOs and makes program changes based on feedback through the data tabulation.

Fiscal Reporting and Business Management

The four categorical programs have a good working relationship with the campus Business Office and with the district office in order to properly reconcile fiscal reporting. Deadlines are established and distributed based on State requirements for categorical funding. Any questions are quickly answered by our campus Business Office and by our district office. The Dean of Counseling and Matriculation meets regularly with program directors, who work closely with the Vice President of Student Affairs and the Vice President of Administrative Affairs at the campus Business Office. Issues concerning funds and budgetary constraints are discussed, and decisions are made based on needs. The EOPS/CARE Director is in regular contact with the Business Office and the district office's accounting department to ensure accurate budget transactions and exchange of budget information. EOPS/CARE works with funding sources which require budget transfers, journal voucher, and frequent monitoring to ensure accuracy. EOPS/CARE end-of-the-year budget report is dependent on close communication to validate

expenditures and reconcile budget items. The DSP Coordinator closely monitors the budget for the DSP. Any purchase/expense, budget transfer or journal voucher must also be approved by the Dean of Counseling and Matriculation if it is DSP specific, or Business and Workforce Development if it is VTEA specific. Then it is reviewed by our Business Office before it goes to Purchasing or Payroll at the district office. While the CalWORKs Program has its own accountant, it still works closely with the Vice President of Student Affairs and the Business Office to process checks, approve requisitions, and monitor faculty hours and timesheets.

Program Specific Self Evaluation

Matriculation

Management Information System (MIS) Data Reporting

- 1. How is the categorical program director involved in the review of MIS data before it is submitted to the State Chancellor's Office?**

Due to turnover in the Dean of Counseling and Matriculation position there has been little oversight of the MIS data submission to the State Chancellor's Office on the matriculation components. To date the District ITSS department culls the data and submits it to the state.

- 2. Does the data appear to be accurate? Do the numbers of students in the MIS report match your program records?**

Based on a review of data available from the California Community Colleges System Office website portal, Data Mart, it is evident that the data we are reporting does not appear to be accurate.

Student Matriculation- Placement Assessment Services								
Term	Year	Total Enrolled	Directed	Exempted	Multiple Measures	Assessment & Multiple Measures	Did Not Participate	Refused Services
Spring	2008	11,279	57	11,222	7,111	23	4,145	0
Fall	2007	9,369	21	9,348	7,052	13	2,304	0
Summer	2007	5,864	1,397	4,467	2,263	623	2,978	0
Spring	2007	10,022	6,525	3,497	112	5,650	4,260	0
Fall	2006	9,238	7,927	1,311	1	6,693	2,544	0
Summer	2006	6,160	5,249	911	0	3,197	2,963	0
Spring	2006	11,620	9,581	2,039	6	6,827	4,787	0
Fall	2005	10,369	8,718	1,651	0	6,819	3,550	0

An analysis of the Placement Assessment Services data clearly indicates that beginning in Summer 2007 there is a significant drop in the numbers of students who were assessed and placed based solely on multiple measures. In addition, the numbers of students who were exempt from assessment services grew dramatically. From our analysis there is obviously a problem with where the data is being retrieved from and whether or not it is being submitted in the appropriate MIS data elements.

Student Matriculation-Orientation Services							
Term	Year	Total Enrolled	Directed	Exempted	Received Orientation	Not Received Orientation	Refused Orientation
Spring	2008	11,279	2,083	9,196	2,180	9,099	0
Fall	2007	9,369	2,284	7,085	2,423	6,946	0
Summer	2007	5,864	2,072	3,792	1,211	4,653	0
Spring	2007	10,022	6,548	3,474	5,215	4,807	0
Fall	2006	9,238	7,927	1,311	6,090	3,148	0
Summer	2006	6,160	5,249	911	2,814	3,346	0
Spring	2006	11,620	9,581	2,039	5,802	5,818	0
Fall	2005	10,369	8,718	1,651	6,007	4,362	0
Summer	2006	5,814	4,701	1,113	2,835	2,979	0

Comparing the orientation data to our own records clearly shows a discrepancy. According to MIS data in Fall 2007 only 2,423 students received orientation services at any time during their academic career up to and included the semester represented. However, based on counseling records in the Spring and Summer of 2007 826 students attended an English as a First Language (EFL) orientation and 426 students attended an English as a Second Language Orientation. This does not include the 700+ Early Admissions Program (EAP) high school students or students who participated in our online orientation program. It is safe to assume that over 2000 students were orientated in Spring and Summer 2007 in preparation for the Fall 2007 semester. In addition, CalWORKS conducts their own college and program orientation for new students, and we are not sure if those students are reflected accurately. More notable, the Office of Institutional Research showed that 52% of our students persisted from the Spring 2007 to Fall 2007, indicating that the number of students having received orientation services should be much higher.

Student Matriculation-Counseling/Advisement Services								
Term	Year	Total Enrolled	Directed	Exempted	Received SEP	Received Counseling/Advisement	Did Not Participate	Refused Services
Spring	2008	11,279	1,117	10,162	183	1,034	10,062	0
Fall	2007	9,369	923	8,446	296	1,048	8,025	0
Summer	2007	5,864	1,759	4,105	0	0	5,864	0
Spring	2007	10,022	6,534	3,488	0	0	10,222	0
Fall	2006	9,238	7,927	1,311	1,191	1,009	7,038	0
Summer	2006	6,160	5,249	911	124	98	5,938	0
Spring	2006	11,620	9,581	2,039	1,109	1,131	9,380	0
Fall	2005	10,369	8,718	1,651	1,396	961	8,012	0
Summer	2005	5,814	4,701	1,113	0	102	5,712	0

Based on numbers collected from General Counseling on the number of Student Educational Plans completed for students:

Summer of 2007: 191 Student Educational Plans compared to zero reported.

Fall Of 2007: 1070 Student Educational Plans were compared to 296 reported.

Spring of 2008: 1143 Student Educational Plans compared to 183 reported.

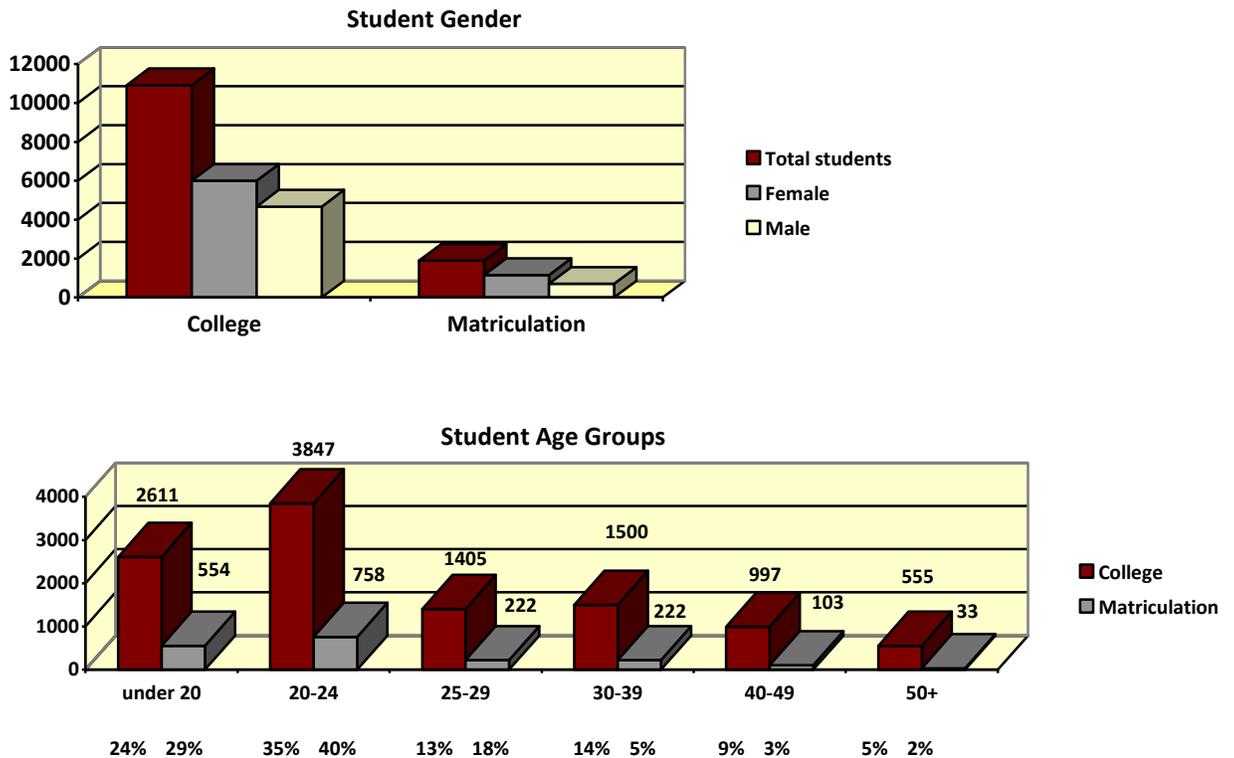
- If the data does not appear to be accurate, identify the problem (e.g. too many or too few participants listed; demographics seem incorrect, etc.). Document the process used to identify the problem. Share this information with the college information technology services staff to determine ways to correct your MIS reporting.**

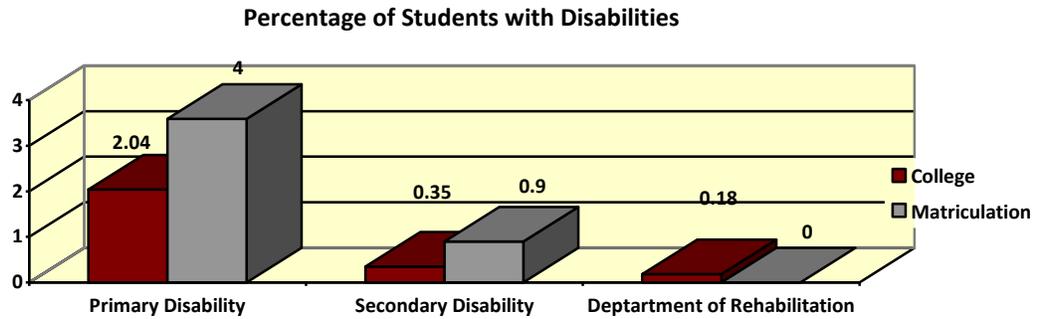
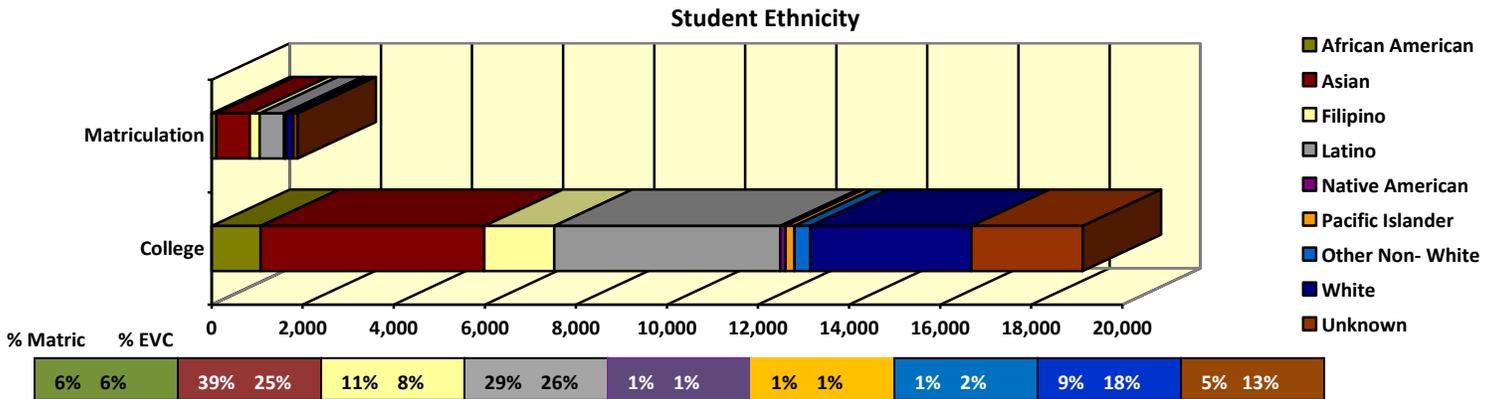
The Dean of Counseling and Matriculation produced a snapshot document of the Student Matriculation MIS Data from Fall 2005 until Spring 2008. She reviewed this data with faculty, staff and administrators on the Matriculation and Student Success Committee (a campus-wide shared governance committee) and with the College President. From initial reviews of the MIS data, as detailed in question two, it is apparent that there has been a dramatic change in MIS reporting starting primarily in the Summer of 2007. Our initial assumption is that the coding and location of where faculty and staff enter MIS data elements into our Datatel system is not being reported to the appropriate codes. Further inquiry illuminates that there is a lack of understand amongst faculty, staff and administrators on where the data is entered, who is responsible for data entry and the timeline for submission.

Since the Vice President of Student Affairs (VPSA) and the Dean of Counseling and Matriculation came on board in July of 2008, they have been taking an active role in reviewing and leading campus-wide discussions regarding the importance of MIS data collection and accurate reporting. Both the VPSA and Dean of Counseling and Matriculation have met with the Office of Institutional Research, the Chief Technology Officer and ITSS to discuss the MIS elements and the role of each area. In addition, the college-wide shared governance committee on Matriculation and Student Success is embarking on a mapping project to understand where and how students are being served by matriculation in order to accurately report and reflect the tremendous work faculty and staff are doing in all areas.

Access

1. How does the Program compare with the total college demographic data?





Currently our credit matriculation student data is an inaccurate count of the total number of students actually served by our programs and services. However, a cursory look at the graphs do show that the students reported as being served in 2006-2007 reflects a similar ratio of students in our overall college demographics.

2. Please describe any areas of concern with access.

As stated previously, the Matriculation data is currently inaccurate and does not provide a basis for developing solid assumptions and starting points to inquire about student access.

3. Please describe any plan for improving access.

The current plan of improving our understanding of how accessible the matriculation services are to students is to accurately reflect and report our services to students. The Matriculation and Student Services committee hopes to complete their mapping project and create a plan for implementing accurate documentation of services by Spring 2009. We are also continuing to improve the flow of matriculation services to students by creating “one-stop” options for new, first time in college students at the college and off-site in the community at high schools and agencies. We are also working to implement greater technology to support faculty and staff efforts to outreach and serve students.

4. What programs and services do you feel specifically contribute to student access at your college?

The issue of access is core to the mission of Evergreen Valley College. Through our strategic initiatives we strive to ensure students have access to our campus and the programs and services to help them achieve academic and personal success. We also believe that our campus belongs to the community and our commitment to this is demonstrated through our strategic partnerships promoting college in the community. One example of this value in action happened recently on campus. In October 2008, Nobel Peace Prize Winner, Rigoberta Menchu was on campus to speak about the rights of immigrant students. As a tireless activist promoting peace in support of human rights and working class people, leadership on campus recognized the opportunity to share her timely message with the larger community and especially high school students. Over 1,000 community members, high school and college students attended this event.

EVC has a number of outstanding programs and partnerships in the community that contribute directly to student access at our college. Below are a few examples:

Bridge to Transfer Program (BTP) is a partnership between CalSOAP and UC College representatives working with high school students who are interested in transferring to a university but may not be ready for admissions to a four year institution. EVC has a strong relationship with BTP by providing seamless referrals and introductions to the campus ensuring students access matriculation services. When on campus, BTP students are connected to the Transfer counselor/coordination in the Transfer Center to monitor their educational progress. The counselor ensures that they understand transfer requirements, complete appropriate course work, prepare a Transfer Admissions Agreement /Guarantee (TAA/TAG) and seek out scholarships, financial aid, and other support services available for transfer students.

EVC has a collaborative working relationship with **Central County Occupational Center (CCOC)**. Vocational courses completed at CCOC articulate with courses at EVC, and students are granted credit and allowed to proceed to advanced vocational courses at the College. In addition to the many visits from surrounding schools, the outreach counselor attends the annual career tech's meeting and visits each high school to attend their counselor meetings to provide updates and college information throughout the year.

The College Connection Academy is an innovative new Early College High School (ECHS) partnership between EVC, East Side Union High School District and the Franklin McKinley School District to create a comprehensive educational model for low-income, at-risk youth in San Jose. While the Academy is considered an ECHS model, it actually extends beyond the 9th -13th grade model and starts with 7th graders. The Academy will have a strong career and apprenticeship focus as well as provide preparation for a B.A. degree. The first cohort of 7th graders started in the Fall of 2008.

Our outreach staff and counselors provide a highly successful **Early Admissions Program (EAP)** for graduating seniors. During spring 2008, approximately 860 students completed the college application at their high school, with 795 students following through with the entire matriculation process, (a 92% completion rate). The students were given the opportunity to complete the college application online and take the placement test at their local high school. Once completed, students were then given several dates to choose from to attend an orientation, meet with a counselor, and register for courses at EVC. This one-stop enrollment process occurs every year in early May. Students walk away registered for college classes, having received priority enrollment, before they ever receive their high school diploma. Students often bring their parents and extended family members as they go through the matriculation process. In addition we offer high school principals and counselors numerous ways to access information about our campus including staff and faculty visits and presentations at the high schools, High School Counselor and Career Tech Day, High School Principal's Breakfast and campus tours. During October and November 2008 the Vice President of Student Affairs, Dean of Counseling and Matriculation, and the Dean of Enrollment Services also meet individually with service area high school Principals and Lead Counselors to discuss creating stronger pathways between their schools and EVC.

Kindercaminata is an annual event hosted by EVC for kindergarten children and their families. It is a way to introduce college to kids at a young age and an opportunity for parents to see the campus and perhaps enroll for upcoming semesters. Middle school students and various elementary schools also come out to visit the campus throughout the year.

The OASSSIS Program provides Outreach, Advocacy and Services for Spanish Speaking Immigrant Students at Evergreen Valley College and the broader Mayfair community in East San Jose. With over 100,000 undocumented immigrants in Santa Clara County of South American, Central American and Asian decent, this program focus is to assist these students in completing the matriculation process. They offer workshops and information sessions, campus tours and activities, educational and career assessment, placement testing and textbook assistance.

The Youth Empowerment Strategies for Success Program (YESS) is a partnership with several community organizations such as County of Santa Clara, Silicon Valley Children's Fund, Bill Wilson Transitional Housing Center, Jeremiah's Promise Transitional Housing Center, Santa Clara County Housing Authority, Community Solutions, Unity Care and Wells Fargo Bank focusing on current and former foster youth. Through referrals EVC provides a one-stop location for the provision of comprehensive services to foster youth students which will better prepare them for academic and personal success.

Progress

1. How well do the students served by your program perform compared to the total college population?

With the current data it is hard to conduct any real analysis about the progress of matriculation students compared to the overall college population. Throughout this section we will be offering some snapshots

of student data from the 2007-2008 Evergreen Valley College Annual Review of Student Trends, published by the District Research and Institutional Effectiveness Office.

Based on the 2006-2007 MIS data there were 1862 credit matriculation students enrolled. Of those students, 1551 or 81.98% persisted to Spring 2007; and 1132 or 59.83% persisted to next Fall of 2007. In the Fall of 2006 the overall college persistence rate at 64%. Below is a four semester look at the overall college persistence rates by race.

College Persistence Rates

ETHNICITY OF STUDENTS	Spring 06 to Fall 06			Fall 06 to Spring 07			Spring 07 to Fall 07			Fall 07 to Spring 08			Spring 06 to Spring 07 Cohort % change	Fall 06 to Fall 07 Cohort % change
	Spring 06 Headcount	Persistence #	Persistence %	Fall 06 Headcount	Persistence #	Persistence %	Spring 07 Headcount	Persistence #	Persistence %	Fall 07 Headcount	Persistence #	Persistence %		
African American	669	308	46%	547	343	63%	581	277	48%	504	290	58%	2%	-5%
Asian (All Other)	891	452	51%	800	502	63%	778	465	60%	843	551	65%	9%	3%
Asian/Cambodian	128	91	71%	169	119	70%	149	102	68%	157	117	75%	-3%	4%
Asian/Chinese	304	156	51%	258	164	64%	264	134	51%	235	156	66%	-1%	3%
Asian/Indian	280	135	48%	261	193	74%	281	164	58%	278	198	71%	10%	-3%
Asian/Vietnamese	1,847	1,210	66%	1,841	1,357	74%	1,743	1,184	68%	1,866	1,389	74%	2%	1%
Filipino	1,133	700	62%	1,178	800	68%	1,064	647	61%	995	722	73%	-1%	5%
Latina/o	3,715	1,943	52%	3,310	2,191	66%	3,343	1,959	59%	3,521	2,319	66%	6%	0%
Native American	103	49	48%	67	40	60%	70	33	47%	69	36	52%	0%	-8%
Pacific Islander	115	59	51%	118	71	60%	118	54	46%	104	62	60%	-6%	-1%
White	2,553	683	27%	1,407	769	55%	1,831	634	35%	1,270	743	59%	8%	4%
Other/Unknown	1,923	467	24%	962	481	50%	1,374	420	31%	1,082	493	46%	6%	-4%
Total	13,661	6,253	46%	10,918	7,030	64%	11,596	6,073	52%	10,924	7,076	65%	7%	0%

* Due to rounding, some columns may not add up to 100%.

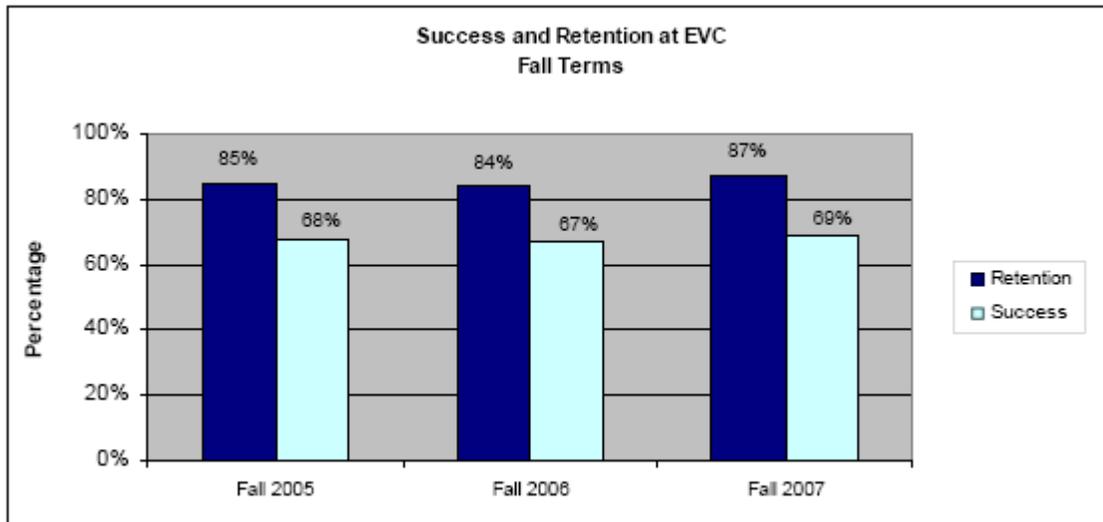
Like many community colleges in California, EVC continues to look at student success rates in our basic skills courses. College-wide our basic skills course persistence in our ESL, English and Math sequence are quite low. This is an area where the Basic Skills Initiative and the Matriculation and Student Success Committee will continue to do analysis and create areas for inquiry.

Longitudinal Persistence to the Next Semester (Fall to Spring) Success in Specific Course				
Persistence to:	Reading	2005-06	2006-07	2007-08
transfer level English	English 102 to English 1A	23%	28%	24%
1 level below transfer	English 322 English 102	22%	26%	28%
2 levels below transfer	English 321 to English 322	16%	13%	20%
Persistence to:	Writing	2005-06	2006-07	2007-08
transfer level English	English 104 to English 1A	23%	32%	27%
1 level below transfer	English 330 to English 104	21%	30%	31%
2 levels below transfer	English 341 to English 330	20%	25%	26%

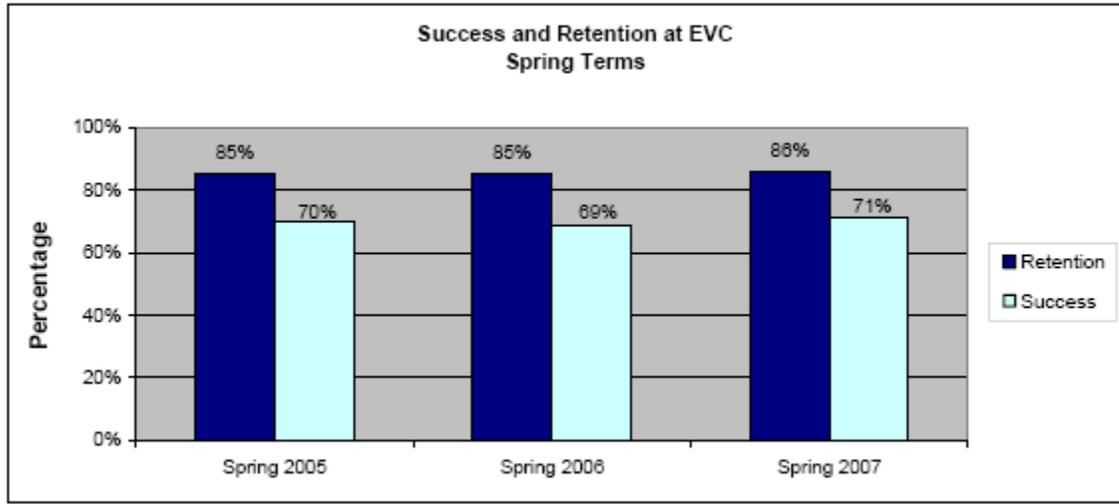
Longitudinal Persistence to the Next Semester (Fall to Spring) Success in Specific Course				
Persistence to:	ESL Reading	2005-06	2006-07	2007-08
transfer level English	ESL 091 to English 1A	49%	13%	29%
1 level below transfer	ESL 302 to ESL 91	42%	34%	25%
2 levels below transfer	ESL 313 to ESL 302	33%	35%	41%
3 levels below transfer	ESL 323 to ESL 313	35%	25%	33%
4 levels below transfer	ESL 333 to ESL 323	37%	35%	54%
Persistence to:	ESL Writing	2005-06	2006-07	2007-08
transfer level English	ESL 091 to English 1A	49%	13%	29%
1 level below transfer	ESL 302 to ESL 91	42%	34%	25%
2 levels below transfer	ESL 312 to ESL 302	38%	39%	41%
3 levels below transfer	ESL 322 to ESL 312	40%	24%	40%
4 levels below transfer	ESL 332 to ESL 322	47%	35%	48%
Persistence to:	ESL Listening	2005-06	2006-07	2007-08
transfer level English	ESL 314 to ESL 302	13%	14%	23%
1 level below transfer	ESL 324 to ESL 314	19%	21%	19%
2 levels below transfer	ESL 334 to ESL 324	63%	50%	37%

Longitudinal Persistence to the Next Semester (Fall to Spring) specific course		Success in		
Persistence to:		2005-06	2006-07	2007-08
Transfer Level Math	Math 013 to Math 025	0% (N = 0)	0% (N = 0)	0% (N = 1)
	Math 013 to Math 022	1% (N = 2)	1% (N = 3)	1% (N = 6)
	Math 013 to Math 021	1% (N = 2)	3% (N = 19)	2% (N = 15)
Persistence to:	Math 11A to Math 013	14%	19%	20%
1 level below transfer	Math 11R to Math 013	13%	25%	22%
2 levels below transfer	Math 310 to Math 11A	7%	11%	13%
2 levels below transfer	Math 311 to Math 11A	15%	22%	31%

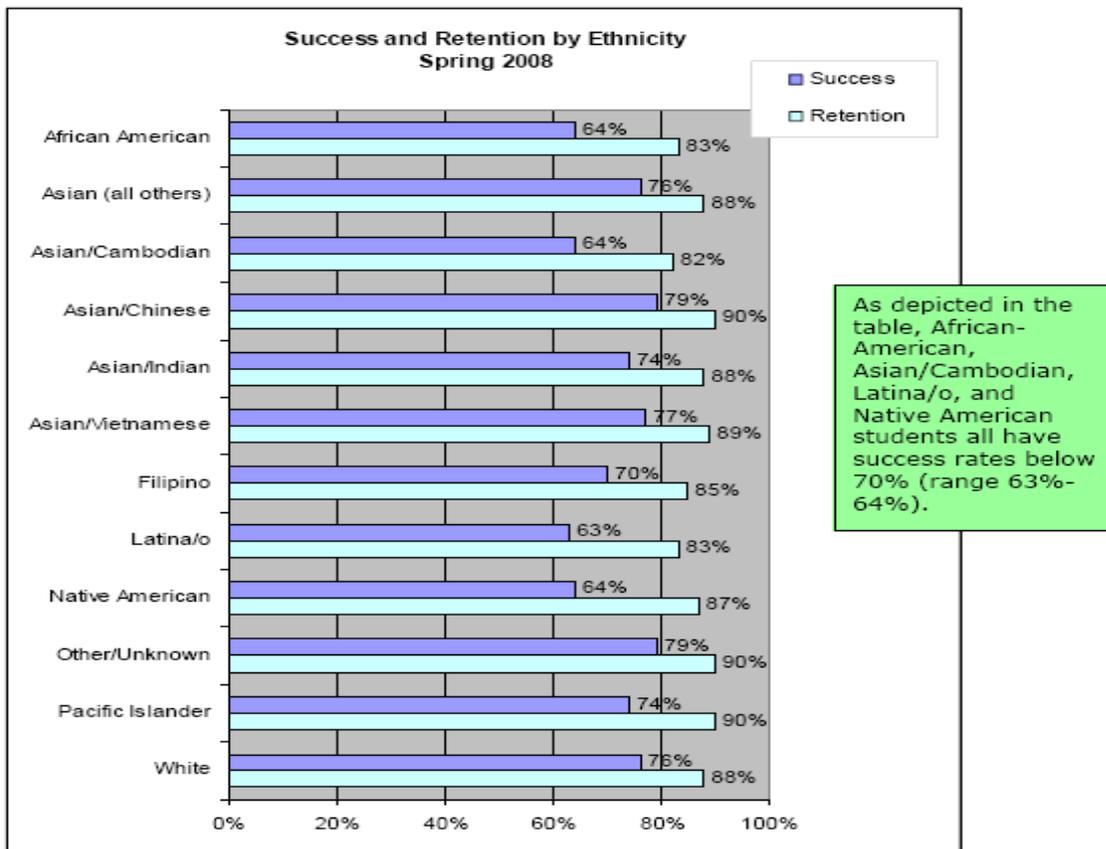
Based on the MIS data 25% of 1862 matriculation students attempted Basic Skills ESL courses with a 26% success rate; 30% of identified matriculation students attempted English courses with 32% success rate; 22% attempted Math courses with a 27% success rate. The success rate for this snapshot of matriculation students is troubling. In 2006-2007 the success rate for students in our ESL courses was between 51-94%; English courses between 55-74%; Math courses between 15-58%. Over the last three fall terms the retention and success rate of EVC students has remained consistent. Retention rates were in the 85% range and success rates hovered around 69%.



While retention rates were consistent with fall terms (85%) rate, student success rates were slightly higher during the spring terms than in the fall terms.



As described in the table below, retention and success rates of students broken down by ethnicity show some interesting trends. While retention rates are fairly consistent among each ethnic group, the rate of success is far lower for African American, Cambodian, Latino and Native American students at between 63-64%.



As depicted in the table, African-American, Asian/Cambodian, Latina/o, and Native American students all have success rates below 70% (range 63%-64%).

2. Describe areas where you have concern about student progress.

While our college-wide retention rates continue to be high, we are concerned with the success rate of students in our courses. As illuminated in the tables above, learning more about the success rates in our basic skills courses and for communities of color continues to be a priority.

3. What programs and services do you feel specifically contribute to the progress of students at your college? Why?

Outside of our categorically funded programs, EVC has a number of highly successful special academic programs. Each of these programs offer rigorous, culturally focused academic curriculum while providing support services and case management in a smaller learning environment. Based on the research students in these programs succeed at greater rates than their counterparts.

The AFFIRM (Academic Force for Inspiration, Retention and Matriculation) Program believes that the classroom experience must be rewarding to students and expose them to a variety of specialized learning strategies in a supportive learning environment. The major focus of the program is to assist students in developing positive self-images while provided a solid foundation in basic skill. While specifically designed for African-American students, the program also serves students who desire nurturing services regardless of race. AFFIRM is an academic program that offers basic skills courses in English and Math and transfer level courses in Guidance, Chemistry and Political Science. The program provides academic counseling, tutoring, scholarships and book loans.

The ASPIRE (Asian/Pacific Islander Resources for Excellence) Program is designed to enhance the academic and personal success of Asian/Pacific Islander students, utilizing the commitment and skills of faculty, staff and mentors. The program welcomes all students. ASPIRE offers courses in Communication Studies, English, Ethnic Studies, Math and Political Science. The key support components of the ASPIRE program are culturally sensitive tutoring, counseling mentoring, and scholarship opportunities.

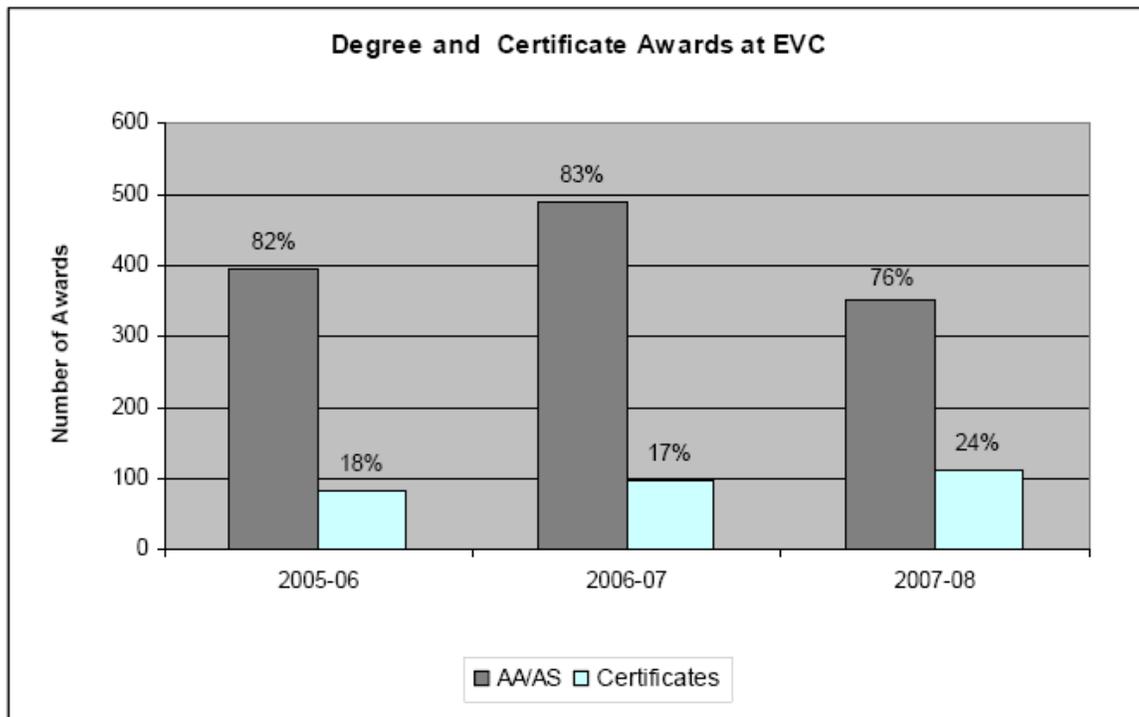
The ENLACE Program is designed to help Latino/a students succeed. The goals of Enlace are to enable Latino/a student to successfully complete Enlace English, Math, Science, and Guidance courses; increase the number of Latino/a students who graduate with Associate of Arts or Associates of Science degrees; increase the number of Latino/a students who transfer to four-year colleges and universities. Latino/a community professionals contribute to the program as mentors coupled with an Enlace Counselor who assists students with their courses and academic goals.

Program	Success Rate	Comparison Success Rate
AFFIRM (F04)	84%	54%
ASPIRE (F04)_	73%	62%
ENLACE (F04)	73%	52%

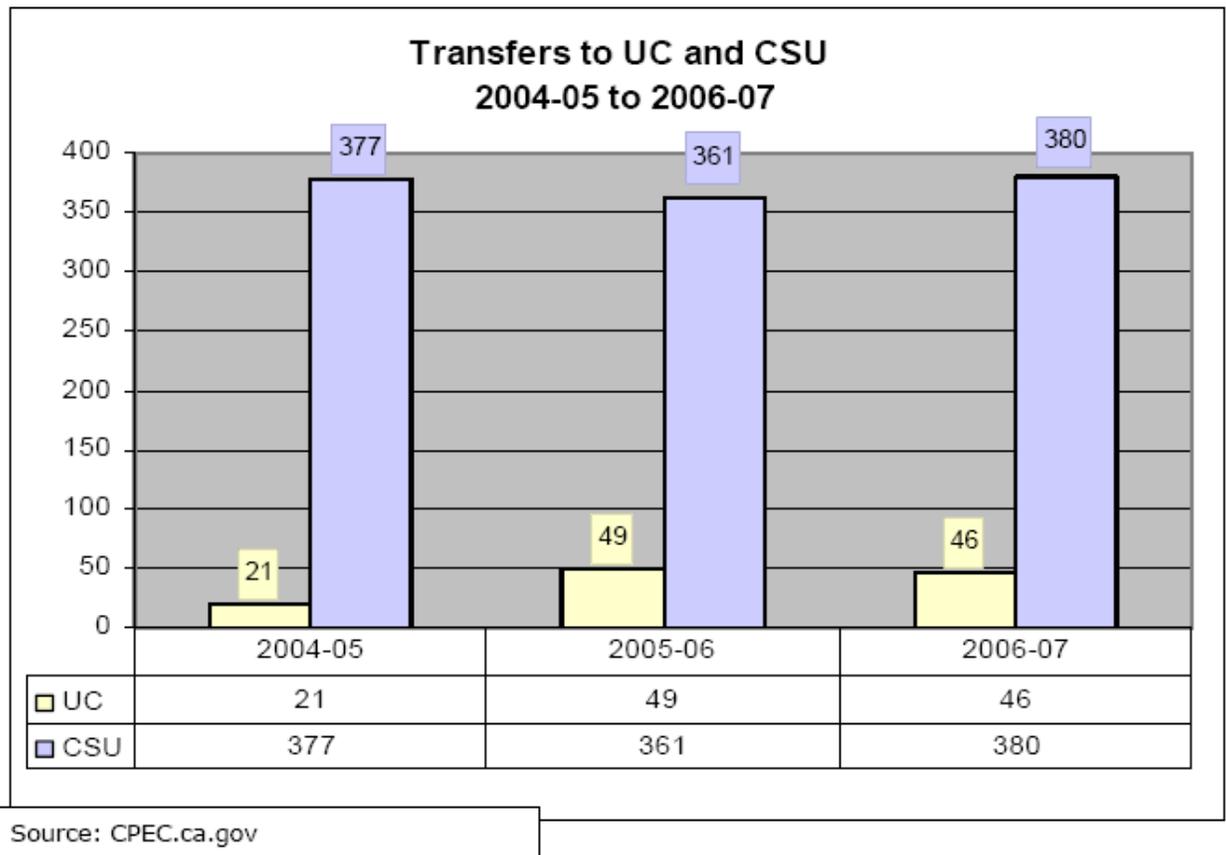
Success-

1. How well do the program students perform compared to the total college population?

The data on 2006-2007 matriculation students showed that no students had completed an AA/AS degree, certificate or transferred to a four-year college or university. Over the past four years for the total college population there have been modest fluctuations in the number of degrees awarded and a slight increase in certificates.



From 2004-2007 EVC has continued to have consistent transfer rates of students to the California State University system. While we transfer students to the University of California (UC) system in smaller numbers, the number of student transfers to UC has increased over the same period of time.



2. Describe areas where you have concern about student success.

We need to work to get accurate data to understand how students receiving matriculation services are actually doing in terms of degrees, certificates, transfer preparation and transfer. Looking at total college statistics we want to continue focusing on creating innovative and rewarding degrees and certificates that lead students to their educational goals. Additionally, we want to ensure students are learning about a broad range of college and university transfer options and work with counselors to learn more about these options.

3. What programs and services do you feel specifically contribute to the success of students at your college? Why?

Like the AFFIRM, ASPIRE and ENLACE programs detailed previously, there are a number of programs that contribute to the success of our students. These programs and services work in collaboration with each other to provide guidance around educational goals, help map student educational plans and lead students to a myriad of resources while they are on campus.

THE ACCELERATED DEGREE PROGRAM

The Accelerated Degree Program allows working adults to get their degree at or near their place of employment. It is designed so students can complete an Associate in Arts degree in the shortest amount of time while continuing their careers. Classes start frequently, and students do not need to wait for a semester to begin.

The Accelerated Degree Program is a concentrated, focused program with classes scheduled two evenings per week or on Saturdays in 6- and 8-week blocks. Students concentrate on one course at a time, and can finish the program in 2-1/2 years if they are eligible at the English 001A level. The Accelerated Degree Program is open to everyone; it provides quality education in a fast-paced, organized, conveniently structured environment.

CAMPUS TUTORING CENTER

Tutorial services are provided to students by qualified student tutors in various academic areas. Tutors support the students' regular instructional programs through individual and small group tutoring. Tutoring is also provided on a drop-in basis. The Tutoring Centers have been established to provide support, motivation, and encouragement for students. To receive tutoring services, a student must register for an I1210 Supervised Tutoring section in either center. This is a noncredit course, free to students taking any course at Evergreen Valley College.

COUNSELING

Academic counseling and guidance services are available to all Evergreen Valley College students and prospective students. Our counselors assist students with exploring career, educational, and personal goals. Counselors work jointly with students to develop a student educational plan (SEP) to fulfill the course requirements to meet the student's goals. University transfer, occupational study, basic skills development, professional and personal enrichment are all included in academic counseling services.

HONORS PROGRAM

The Evergreen Valley College Honors Program serves high achieving students in all majors and interests on our campus by providing continuous academic support during their undergraduate education, making a difference for students now and upon transferring. New and incoming students must accrue 12 units of college credit at Evergreen Valley College and achieve a GPA of at least 3.25 before they qualify for the

Honors Program. The program offers honors courses each semester, individual class contracts for honors credit, scholarships, specialized counseling, priority registration, study space, and group events.

STUDENT SUPPORT SERVICES (FasTrack)

FasTrack is a federally funded Student Support Services (SSS) TRIO program designed to assist first-generation (those whose parents did not complete college), low income, or disabled students, as they prepare to obtain a two-year degree and/ or transfer to a four-year university. The program provides educational planning, career planning, workshops, counseling, cultural enrichment activities, scholarships and tutoring, and referrals to on-campus and community resources.

Student Learning Outcomes

1. The Counseling Department's SLOs (see attached) were developed by the District Office of Research and Development (now called Office of Research and Institutional Effectiveness). The forms were used during orientations in previous years, and results were sent to the research office.
2. The outcomes were solely developed at the discretion of the District Office of Research and Planning.
3. New students received orientations and information in the form of PowerPoint Presentations (see attached). At the end of each orientation, they completed SLO surveys.
4. Outcomes were assessed based on the students' knowledge of information learned at the conclusion of each workshop.
5. The PowerPoint presentation was changed to deliver more specific content based on the students reported needs on the surveys.

Compliance

Student Eligibility

Eligibility for Admission

Regular Admission

Any person who meets one of the following requirements and who is capable of benefiting from the instruction offered will be eligible for regular admission:

- Be 18 years of age or older.
- Be a high school graduate.
- Pass the California Proficiency Examination.
- Hold a GED, OR

- Be officially released from his or her high school district if under 18.

Special Part-time/Full-time Admission (Concurrent Enrollment of high school students)

Any student seeking special admission must have consent from a parent, or legal guardian, and the principal, or other designated person, of the high school and meet one of the following criteria:

- The student is of an age or class equal to 9-12 grade.
- The student is home-schooled or no longer affiliated with a recognized high school with age or class equal to 9-12 grade.
- The student is of an age or class below grade 9 with parental petition approved by the president or designee.

Note: Corrections, Law Enforcement, and Nursing program students should check with the individual programs for any additional required application procedures.

Matriculation Exemption Policy

The San Jose/Evergreen Valley Community College District encourages all students to fully participate in each college's matriculation program. A student may be exempt from the Assessment, Orientation, and/or Counseling/Advisement component of matriculation if one or more of the following exemption criteria are met.

New students may be exempted from the Assessment component of matriculation if they:

- Enroll in open curriculum classes only;
- Enroll in non-AA applicable courses other than pre-collegiate basic skills;
- Enroll in apprenticeship courses only;
- Possess an Associate, Baccalaureate, or other college degrees.

Previous reading, writing, and math coursework successfully completed (with a C grade or better) may be used for placement purposes in lieu of the corresponding assessment test(s).

New students may be exempted from the Orientation, and/or the Counseling components of matriculation if they:

- Are enrolling in apprenticeship or short-term courses.
- Have previously earned a college degree.

All students are included in the follow-up component.

Student Services

Admissions

- 1. Are there significant student populations on campus that speak primary languages other than English? If yes, are there application materials available for these students in their native languages?**

Evergreen Valley Colleges serves a very diverse group of students with a wide range of languages. The most significant languages spoken are Spanish and Vietnamese. In an effort to assist our Spanish speaking populations, a brochure was developed that outlines the entire admission process in their native language. Although we only offer our online application in English, we are exploring the possibility of implementing the CCC-Apply Spanish version for application processing.

Orientation

The orientation program signals the student's introductions to the college environment and provides the opportunity for the student and counselor/advisor to interact with exposing the student to the college's programs, services, facilities and grounds, academic expectations and institutional procedures.

- 1. What modes of orientation are available to students?**

The orientation component at Evergreen Valley College is currently offered in three formats:

1. An online orientation accessible to students through the campus website and offered in English, Spanish and Vietnamese;
2. On-campus orientation workshops provided by Counselors in a lecture format offering students 10 minute one-on-one appointment with counselors following the workshop, provided in English, Spanish and Vietnamese;
3. Guidance 193: Introduction to College, an eight hour, 0.5 unit course, offered on and off campus.

Currently Evergreen Valley College is revising the orientation program to provide a seamless introduction to the College and ensure all students are utilizing this important service. This will be done by providing a "hybrid" orientation program that connects a student immediately after they apply to the college. New students will be directed to:

- complete an online orientation;
- sign up and take placement tests;
- attend a small group program planning session with a counselor to provide course selection and registration assistance along with support for individual questions.

Additionally, the College is working on a day-long orientation program for high school students and parents that participate in our Early Admissions Program (EAP).

2. What topics are covered in orientation? Is there a script, PowerPoint presentation or outline available? If yes, please provide a copy.

The orientation topics include registration, degrees and certificates, transfer information, career and major selection, and student support services. Students' rights and responsibilities are outlined including the right to appeal prerequisites and other matriculation components. Students are also introduced to how to calculate their grade point average and important terminology used on college campuses. The Guidance 193: Introduction to College course offers more in-depth overview of these topics in a classroom setting. Our online orientation can be found at www.evc.edu/orientation and PowerPoint presentation in Spanish and Vietnamese are also accessible from this site. Attached are the course outline and sample syllabi from Guidance 193 courses.

Additional orientation may be recommended to students through enrollment in specific courses, including: Distance Education, Individualized Instruction, Internet online and hybrid courses.

At feeder high schools' College Night events, EVC counselors present parents and students with pertinent information regarding Evergreen Valley College. Students and parents are introduced to the student pathways and learn how to matriculate through the college. Local high schools are furnished with catalogs, handbooks and information on concurrent enrollment policies and procedures.

In 2007-2008 Evergreen Valley College developed marketing and branding strategy, "We're Proud of You," focusing on our mission to help students of all backgrounds connect to their educational goals. This branding helped refocus the college to provide consistent publications in our printed and online material. This ensures new students and parents are continually getting updated information concerning college programs and services, academic expectations and institutional procedures. Evergreen Valley College received six statewide awards for design.

3. Are modified modes of orientation available for ethnic or language minority groups?

In order to provide quality orientation to our diverse student population, we offer online and on-campus orientation programs in English, Spanish and Vietnamese. In 2007-2008 27% of our student population was Hispanic and 14% was Vietnamese. English, Spanish and Vietnamese are the three largest languages our student population speaks. Individual modifications can be requested through an individualized counseling session.

Additionally, our schedule of classes offers English, Spanish and Vietnamese in certain parts.

Assessment

1. Are all validation studies for the college's assessment instruments up to date? Identify the test instruments used for placement?

Yes, all of the validation studies for the college's assessments instruments are up to date and are fully approved. Please review the chart below:

Current Status	Assessment Tests	Date Last Updated	Disposition
Full Approval	STAN DIAGNOSTIC	Spring 2006	These tests are OK for assessment and placement
Full Approval	ESLESSAY: old prompts	Spring 2007	
Full Approval	APSWRITING	Spring 2005	
Full Approval	ESL New Prompts	Spring 2008	
Full Approval	CMPSREALG	Spring 2008	
Full Approval	CMPSALG	Spring 2008	
Full Approval	ELEMENTALG (MDTP)	Fall 2008	
Full Approval	ALGREADI (MDTP)	Fall 2008	
Full Approval	INTERMALG (MDTP)	Fall 2008	
Full Approval	PRECALC (MDTP)	Fall 2008	
Full Approval	CMPSREAD	Fall 2008	
Full Approval	CMPSWRITE	Fall 2008	
< 1 year	SLEPLISTEN	Fall 2008	Test Bias and Reliability Reports submitted by R.I.E. to State Chancellor's office/Kansas September 10, 2008. (Probationary Approval Status expires March 1, 2009 and is pending review of Test Bias Report)
< 1 year	SLEPREAD	Fall 2008	Reliability Report submitted by R.I.E. to State Chancellor's office/Kansas September 10, 2008 (Provisional Approval Status expires July 01, 2009)
Full Approval	CMPSTRIG	Spring 2008	This test is OK for assessment and placement
Full Approval	CMPSCOLALG	Spring 2008	This test is OK for assessment and placement

3. Describe the multiple measures and how they are regularly used for placement?

Evergreen Valley College counselors use multiple measures in determining English and math course placement. Counselors realize that “one size does not fit all”. One test does not give a complete picture of a student's knowledge, ability, or aptitude. Assessment can certainly provide a benchmark; however, additional factors are taken into consideration when initial placement is recommended. Students may bring in copies of their high school transcripts, SAT scores, and AP test scores to assist the counselor in the educational planning process.

Counseling and Advising

The counseling and advising component provides academic advice as well as academic planning opportunities for all students. The college must provide these services to all nonexempt students with reasonable attempts to counsel the following student groups: probationary, those enrolled in pre-collegiate basic skills courses and students without a declared educational goal.

1. How do you address the Counseling needs of:

- **Students who speak languages other than English?**

Evergreen Valley College provides counseling to both Spanish and Vietnamese speaking students. There are currently three full-time counselors bilingual in Vietnamese and five full-time counselors bilingual in Spanish. Many of our adjunct counselors are also bilingual. Additionally we have front-line classified professionals who speak both Spanish and Vietnamese to help students access appropriate counseling appointments and understand campus procedures and policies.

- **Evening/weekend students?**

The Counseling Department has evening hours available throughout the week (Monday-Thursday until 7 pm), and bilingual counselors are available during evening assignments. The Department does not offer any weekend counseling hours/appointments due to staff shortages. However, students can submit counseling questions 24/7 to our counseling email address, EVC.CounselingHelp@evc.edu, and receive responses directly from counselors. Currently one counselor reads and responds to all student inquiries providing detailed answers to questions and directions for services students might need to access. The goal is to have all counselors rotate the responsibility as part of their load.

- **Students attending summer or intersession?**

Counseling is available year round for enrolled students. Hours are Monday through Thursday 8:00 am to 5:00 pm and Fridays 8:00 am to 1:00 pm.

- **Students who are only distance education students?**

We provide online counseling assistance. Students may send an email to our general counseling email address, EVC-counseling.help@evc.edu, or to an individual counselor. Emails are triaged and responded

to, based on whether or not a bilingual counselor is needed or if the email is specific to a counselor who oversees that area of expertise.

- **Other students who seek online counseling support?**

Online counseling support is available throughout the year. Emails are answered within 24 hours, and responses that require additional in-depth research are answered within a week. Students always receive a response letting them know that the email was received and that research into the question is underway. Students who ask for an educational plan to be prepared, and who are distance education students, will receive a completed EdPlan via an attachment, with all courses outlined to meet a specific major/goal objective.

2. Describe how paraprofessionals are used in the provision of counseling/advising services.

Paraprofessionals are not part of the EVC counseling team. Counselors are all master-degreed faculty members.

3. Describe the activities associated with developing Student Educational Plans (SEPs).

- **At what point in the counseling/advising process is the SEP initiated?**

Students are assisted with a one-semester SEP during new student orientation. Students are then encouraged to follow-up with a 60 minute counseling appointment during the semester where a two-year educational plan is developed. Counselors and students work together in developing a plan that best meets the needs of the student. If the student is undecided on a college major, then an educational plan is prepared that will assist the students in completing all general education courses needed to transfer to a university. Many students at the basic skills level are provided with additional assistance in outlining the English, ESL, and/or math sequence needed to complete college-level work. Students leave a counseling appointment with a clear understanding on what necessary steps need to be followed to progress through the Evergreen Valley College system.

- **How many SEP's are written by counselor or advisors each term?**

According to a review of 2007-2008 appointments, 2,404 new two-year educational plans were created. We do not have accurate data on the number of plans that were revised.

- **How often are SEP's reviewed and updated?**

Once an initial SEP has been written for a student, the SEP will be reviewed at each follow-up counseling session to make sure that the student is staying on track. If a student finds that he/she needs to drop classes or change majors, then a revised SEP is prepared. Once completed, a student is given the updated SEP and another copy is saved for future reference in the Counseling Department and online.

- **Are SEP's available in an electronic format?**

SEP's are now available electronically. The electronic copies are saved in a "Counseling Share" folder. In the event that a student sees a different counselor for a follow-up appointment, any counselor can conveniently go into the "Counseling Share" folder and retrieve a copy. Many counselors keep a copy of the electronic EdPlan on their personal desktop as well as in the "Counseling Share" folder. The electronic EdPlan was developed out of necessity, since many students are involved in a variety of support programs, e.g., EOPS, Enlace, Aspire, Affirm, etc. Students often would receive multiple EdPlans from different counselors within different departments. In collaboration with our support program counselors, students now have just one EdPlan that can easily be retrieved and revised as needed.

Student Follow-Up

The student follow-up component is intended to ensure that students who are experiencing academic difficulties are identified early enough during the term for appropriate and effective intervention to occur.

1. Describe the follow-up services provided for students who are in probation or dismissal status, basic skills, undecided, provided by the college:

• How are students selected for follow-up?

The College policy for academic progress has been translated into a program to monitor student progress. Those students not meeting progress standards are selected for follow-up. Students on academic and/or progress probation are sent a letter, email and phone call, notifying them of their academic performance. They are strongly encouraged to seek counseling services in order to learn how to connect them to support services and understand their current academic situation. Students who have been dismissed from the College are also contacted by mail, email and phone and are required to meet with a counselor in order to initiate the readmission process. We provide these appointments through workshops and individual counseling appointments.

Students in basic skills or who are undecided are encouraged to take a Guidance course or attend workshops through our Transfer and Career Services Center. They provide workshops on major and career selection, transfer requirements, and scholarships.

• How does instructional faculty participate in follow-up?

Students in basic skills or who are undecided are encouraged to take a Guidance course or attend workshops through our Transfer and Career Services Center. Our Guidance offerings include courses such as Guidance 81: Career Self Assessment, Guidance 85 Blueprint for Success, or Guidance 86: Planning Education Futures. These courses provide a framework for students to explore their personal qualities and skills while identifying possible career paths. Additionally, they help assist students with important skills required for college success including, study skills, stress management, time management, and increasing self confidence. The workshops offered by the Transfer and Career Center help students learn more about tools for major and career selection, transfer requirements, and scholarships.

- **Does the college utilize and Early Alert Program?**

Currently the college does not utilize a campus-wide early alert program. Students involved in special support programs, EOPS/CARE, CalWorks, Enlace, ASPIRE, AFFIRM, FasTrack, Athletics and those on academic probation/dismissal are required to do a mid-semester progress report (due approximately the 10th week of classes). Based on instructional faculty feedback, students are assisted by counselors to determine what support services, if any, are necessary. These could include referrals to Health Services for health related problems, nutritional support, or mental health counseling. Students are referred to tutoring support services and assessment for possible learning disabilities. Many of the special support programs offer workshops on study skills and test taking strategies throughout the semester.

The Matriculation and Student Success Committee, a college-wide shared governance committee, is currently working with faculty, staff and deans to pilot an early alert program. The committee is focusing on creating a pathway for instructors, students and support programs to offer students appropriate services in a timely manner. The goal is to have a pilot ready for fall 2009.

Program Requirements

Coordination and Training

Much of the coordination of Matriculation services depends upon a network of service providers with different responsibilities. It is important that staff and personnel in each component be properly integrated into the comprehensive Matriculation process. This is accomplished primarily with training and staff development opportunities.

1. **Identify who is responsible for each Matriculation component and the process used to keep staff up-to-date on matriculation requirements.**

The Dean of Counseling and Matriculation is the assigned matriculation coordinator for Evergreen Valley College. The Dean of Counseling and Matriculation works in concert with the Dean of Enrollment Services who oversees the admissions and assessment components of matriculation. The Dean of Counseling and Matriculation attends pertinent trainings and regional matriculation meetings and disseminates this information regularly back to the campus. In addition, there are regularly scheduled meetings to keep staff updated on matriculation requirements. These include:

- | | |
|---|--|
| • Student Service Team | 2 nd and 4 th Wednesday of month |
| • Matriculation and Student Success Committee Meeting | 1 st and 3 rd Thursday of month |
| • Dean's Meeting | Every Thursday |
| • Dean and Counselors and Support Staff Meeting | 1 st and 3 rd Wednesday of month |

- Student Services Committee Meeting 2nd and 4th Thursday of month

2. What types of matriculation training are provided to faculty, staff and administrators (e.g. FLEX activities, etc.)?

The matriculation coordinator conducts on-going, campus-wide training sessions to provide matriculation information to faculty, staff and administrators. At the Fall 2008 Campus Professional Development Day the matriculation coordinator, chair of the Matriculation and Student Success Committee and Program Directors/Coordinators from CalWORKs, DSP, EOPS/CARE gave a presentation entitled "The Trick to Matric." The breakout sessions was well attended and offered an overview of what matriculation is and a question and answer panel with the Program Directors and Coordinator. Additionally, the matriculation coordinator presents overview information regarding matriculation annually at the Dean's Academy, New Faculty Orientation and New Adjunct Faculty Orientation. The matriculation coordinator meets regularly with the Chair of the Matriculation and Student Success campus-wide committee and provides updates regarding matriculation at all pertinent campus meetings.

Research and Evaluation

The research and evaluation component can readily illustrate the efficacy of the provision of Matriculation services by analyzing and reporting on student retention, persistence, course completions, educational goals, transfers, etc.

1. Describe the resources available and committed for matriculation research.

Currently Evergreen Valley College works directly with the District Office of Research and Institutional Effectiveness (RIE) to support our matriculation research needs. Beginning in 2008-2009 \$40,000 of the matriculation budget has been allocated to support these efforts.

2. Describe the research agenda supporting matriculation and what studies have been completed.

In 2007-2008, specific matriculation research included a review and validation of placement testing in English, Math and ESL. Currently the college uses sixteen different assessment tests to place students in courses. During the 2007-2008 academic year, five of the tests were out of compliance and needed to complete the validation tasks required by the System Office. RIE worked with campus faculty, administrators and our assessment staff to collect accurate data and submit validation samples. Currently all of the assessment tests at EVC are valid and RIE will continue to monitor and spearhead the ongoing updates necessary.

Starting this fall the Office of Institutional Research and Effectiveness (RIE) prepared a report, "Annual Review of Student Trends 2007-2008," providing the campus with a framework to look at who makes up

our student population and their rates of success, retention and persistence. Many of their findings have been shown throughout this report.

We believe quality research is an important component to understanding and developing sound practices that serve our students. As we develop a more defined relationship with RIE, we hope to craft inquiry questions that look directly at the benchmarks for our students as they related to matriculation services received. This linkage will provide concrete ways to demonstrate the effectiveness of our services on student success.

Prerequisites, Co-requisites, and Advisories on Recommended Preparation

1. Are there local board adopted policies governing prerequisites?

All prerequisites are designed to follow the policies set forth by the SJECCD Board.

See Supplemental Information: *Evergreen Valley College Matriculation Plan*.

2. Have all prerequisites been approved by the curriculum committee?

All prerequisites have been reviewed and approved by the EVC Curriculum Committee.

3. Does the college follow the Model District Policy?

The college follows the Model District Policy in regards to all prerequisite, co-requisite and advisories on recommended preparation.

See Supplemental Information: *Evergreen Valley College Matriculation Plan*.

Funding, Expenditures and Accountability

The credit and noncredit Matriculation funding formulas are complex and comprised of different elements with different weights and matching requirements.

1. Are you familiar with the distinctions between the formulas and their elements and how these determine the college/district allocation(s)? Would you like technical assistance in this area?

The Dean of Counseling and Matriculation position has had several turnovers in the past several years. The new Dean started in July of 2008. It would be helpful to receive technical assistance in this area.

2. How do you ensure that Matriculation funds are only used to pay for allowable matriculation expenditures?

The Dean of Counseling and Matriculation uses the “Expenses Allowed and Disallowed for Credit and Non-Credit Matriculation Funds” document from the State Chancellor’s website as a guide to monitor and approve expenditures. If for any reason the Dean of Counseling and Matriculation or the Vice President of Student Affairs has additional questions regarding an expenditure he/she will contact the System Office and seek clarification. All expenditures are monitored by the Dean of Counseling and Matriculation and by the Business Office.

3. Describe the process for developing and approving the Matriculation Budget and Expenditures

The Dean of Counseling and Matriculation works with a number of different entities to determine the student matriculation needs of the college. The Dean works with faculty, administrators, staff, students and research to create a budget to be reviewed by the Vice President of Student Affairs and the Business Services Office. The budget is then submitted for approval to the President.

4. Identify the process for completing the Matriculation Year-End Report and relationship to the district’s year-end accounting program.

The Dean of Counseling and Matriculation works directly with District ITSS to compile the year-end report. All spending ceases on June 30th and any over expenditures are transferred to other college accounts to keep Matriculation expenditures equal to the allocation. ITSS initially compiles the report including all expenditures totaled by object category and the matching requirements of the programs. ITSS meets with the Dean to review the year-end reports for accuracy before submitting the reports to the System Office.

Other

1. With which other departments or areas on campus do you coordinate to provide services to students?

Matriculation works with all academic and student support services to coordinate effective services to students. These include, but are not limited to: AFFIRM, ASPIRE, CalSOAP, DSP, Enlace, EOPS/CARE, Financial Aid, Health Center, Honors Program, International Students, Outreach & Recruitment, Student Support Services (FasTrack & Foster Youth), Transfer and Career Co-op Ed Center, Veterans, WIN/CalWORKs, Vocational Programs (such as automotive technology, retail management, and nursing, etc.), Campus Tutoring Center, and the Math and Science Resource Center.

EOPS

Management Information System (MIS) Data Reporting

1. How is the categorical program director involved in the review of MIS data before it is submitted to the State Chancellor’s Office?

The EOPS/CARE Director is responsible for reviewing student records to confirm their eligibility for program services. The Director uses a stand-alone database to verify the numbers reported to the System Office by the MIS department.

2. Does the data appear to be accurate? Do the numbers of students in the MIS report match your program records?

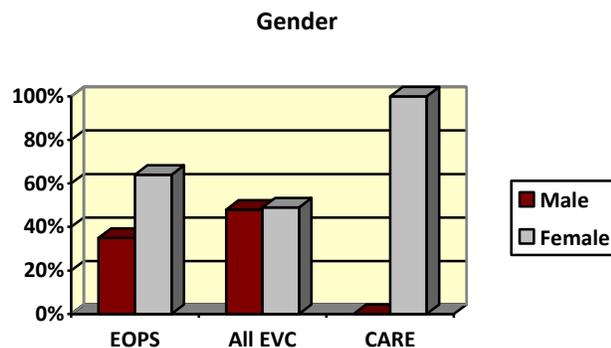
The MIS reported numbers match the program records. The EOPS/CARE Program uses a stand-alone data base to verify the numbers. If there are errors the MIS analysis reports the problem to the EOPS/CARE Director for review and reconciliation before submission to the System Office. The area cited as “All Student” cannot be verified by the EOPS Program and is assumed to be accurate.

3. If the data does not appear to be accurate, identify the problem. Document the process used to identify the problem.

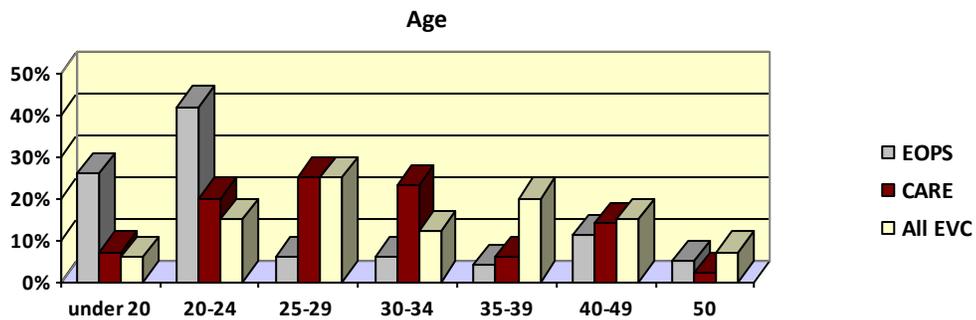
There are questions about the MIS data. The EOPS/CARE data are verified by the stand alone database. The area cited as “All Student” 17580 raises questions regarding how students are counted.

Access

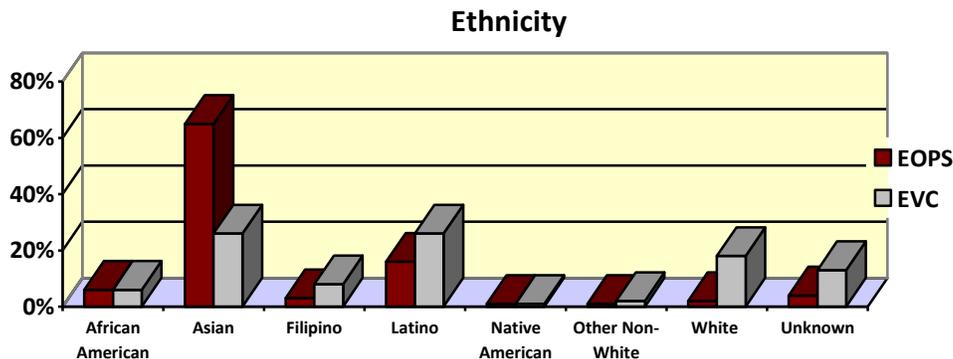
1. How does the program compare with the total college demographic data?



In 2006-07, the EOPS Program as made up of 64% female and 35% male. The reported general college data on gender appears to be more evenly divided at 49% female and 48% male. All of the CARE recipients were female in 2006-07.



2006-07 EOPS data shows that 26% were 20 years old and below, 42% between 20-24 years old, 6% 25-29, 6% 30-34, 4% 35-39, 11% between the ages of 40-49, and 5% at 50 and above. The Program seems to attract a larger number of 20-24 age group when compared to the general student population. The CARE age distribution for 2006-07 within the program was 7% 20 years old and below, 20% between 20-24, 25% between 25-29, 23% between 30-34, 6% between 35-39, 14% between 40-49 and 2% at 50 and above.



The ethnic breakdown in the EOPS program in 2006-07 were African Americans at 6%, Asian 65%, Filipino 3%, Hispanic 16%, Native American less than 1%, Other Non-White less than 1%, White 2% and Unknown 4%.

Disability: In 2006-07 students with disabilities represent 5% of the EOPS population and 14% of the CARE population. The positive relationship with the DSP Program greatly ensures the quality of services to students in this population.

Pell and BOG fee waiver recipients: In 2006-07 99% of EOPS students received Pell Grants and BOG waivers. 100% of CARE students received Pell Grants and BOG waivers.

2. Describe the areas where you have concerns about access.

The percentage of Asians students in EOPS (65%) is significantly higher than the representation in the general college population (27%). Hispanic representation in the EOPS Program (16%) is below the general college population (27%).

3. Please describe any plans in place for improving access.

EOPS engages in systematic outreach to underrepresented groups in target areas. As high schools and community agencies are identified in target feeder areas, a strategic plan of visitation and dissemination of information will be engaged. The goal is to create partnerships and began networking with the schools and agencies. Enrolled EOPS students will be involved in outreach efforts. The outreach team will also work individually with students to ensure that support is above and beyond by walking them through the admissions process.

4. What programs and services do you feel specifically contribute to student access at your college?

EOPS outreach has established cooperative working relationships with area high schools and community agencies. The EOPS outreach staff coordinates its efforts with the EVC outreach office. This arrangement ensures that EOPS program information is widely disseminated throughout the target areas. The EOPS outreach team prioritizes high schools and community service agencies by the high concentration of economically disadvantaged individuals enrolled, percentage of TANF/CalWORKs recipients, and students participating in the free lunch program.

Progress

1. How well do the students served by your program perform compared to the total college population?

The data shows that in 2006-07, 90% of EOPS students remained enroll in the fall and 79% persisted in spring and 61% persisted to the following fall semester. This compares to 53% of the general student population remaining for fall and 32% persisting to the spring and 23% persisting to the following fall semester. This demonstrates a significant difference. CARE students also posted a favorable persistence rate. The data reveals 87% of CARE students remained enroll in the fall semester, 79% persisted to spring and 56% persisted to the following fall semester.

There is no data on academic and progress dismissals. These areas will need to be addressed at a later time.

2. Describe areas where you have concern about student progress.

The areas of concern for EOPS/CARE Program are transfer directed and transfer prepared. The EOPS reported data for these areas appears lower than the general population. In 2006-07 the transfer directed area for the general student population posted 13% while EOPS posted 7% for the same period. The

transfer prepared data for the general student population was 9% while EOPS recorded 7% for the same period.

3. What programs and services do you feel specifically contribute to the progress of students at your college.

The EOPS Program at EVC is designed to intersect four service areas: academic, financial, personal, and social support. The Program strength is the outreach efforts to the local community agencies and feeder high schools. The availability of services over and above those provided by the College is a contributing factor in the success of students in the program. The mandatory three counseling meeting, progress reports, and tutoring program offering one-on-one tutorial support have a positive impact on program students' academic and personal experience.

Success

1. How well do the program students perform compared to the total college population?

While the 2006-07 general student population data for received degrees shows 2.4%, EOPS data for received degree during the same time period shows 9.6%. EOPS students experienced a higher success rate than the general student population for receiving degree. The CARE Program reported that less than one percent received a degree.

While the 2006-07 data for the general student population receiving a certificate was less than one percent, EOPS data shows that 5.7% received a certificate. The data for CARE students showed that no certificate was received in 2006-07.

The data for "Transferred to 4-year" posted by the general student population seems extremely high at 97%. EOPS data shows less than one percent in the "Transferred to 4-year" column and 12% within the EOPS Program. The data for CARE students showed that less than one percent transferred to 4-year schools.

The 2006-07 data for "Transfer Directed" shows 13% for the general student population while EOPS students recorded 7% for the "Transfer Directed" students. The CARE Program recorded less than one percent for "Transfer Directed". The general student population data for "Transfer Prepared" showed 9% while EOPS "Transfer Prepared" students recorded 7%. The CARE Program students recorded less than one percent for "Transfer Prepared".

There are no data on non-credit educational goals.

2. Describe areas where you have concern about student success.

The data on “Transferred to 4-year” for EOPS students shows incremental progress from 2004-05, 2005-06, and 2006-07. However, this area reports less than one percent. The figure for EOPS students “Transfer Directed” is 7% compared to 13% for the general student population. These areas will receive additional attention and strategies for improvement.

3. What programs and services do you feel specifically contribute to the success of students at your college? Why?

The close collaboration between EOPS/CARE and other programs such as AFFIRM, ASPIRE, Enlace, DSP, CalWORKs/WIN, and Youth Empowerment Strategies for Success (YESS) contribute heavily to the retention and success of EOPS students. Working with the campus Tutoring Center, Math and Science Tutoring Center, Transfer Center, and co-sponsoring campus events with other programs strengthen learning and academic preparation while fostering academic development and completion of goals. These partnerships add to the student’s sense of belonging and emotional security.

Student Learning Outcomes

2. What are the SLOs for the program?

- EOPS/CARE students will demonstrate proficiency in the use of on-line services.
- EOPS/CARE student will demonstrate understanding of self-determinism.

2. What process was used (or plan to use) to develop these outcomes?

During the spring of 2007 the EOPS/CARE Director developed an approach to learning outcomes and assessment. The work was intentional as an endeavor to cultivate a culture of assessment. The majority of the EOPS staff reported that they did not participate in the development of the SLOs.

3. What types of activities are you conducting in order to achieve these outcomes?

The EOPS/CARE Program incorporated the use of technology within its curriculum to promote computer literacy among EOPS students. At the Success Center, EOPS students are encouraged to use and demonstrate their proficiency by emailing faculty and applying for financial aid and scholarship opportunities online. Being comfortable using technology will enhance students’ overall college experience and provide them greater access to information.

4. How are you assessing the achievement of the outcomes?

A survey instrument was designed to measure two learning outcomes in fall of 2007. The development of the survey was assisted by the campus Student Learning Outcome planning team. The survey was distributed during a CARE workshop with 100% of the students responding. The survey was also placed in

the lobby of the counseling area, and counselors gave copies to students after they completed the end-of-the year counseling session.

6. How have you used the assessment information to improve the services?

The EOPS/CARE Program continues to analyze the data collected from the survey. The information will inform us on more effective use of the Success Center to develop technology competency in our students.

Compliance

Student Eligibility

1. Describe the factors you program uses to determine that students are educationally disadvantaged and how these factors are communicated in your program information/handouts. (Title 5—56208)

The EOPS/CARE Programs follow the System Office implementing Guidelines for determining students' eligibility in accordance with Title V, Regulations Article 2, sec. 56220. The student must be a resident of California, enrolled full-time when accepted into the program not have completed more than 70 units of degree applicable credits, qualified for a Board of Governors Grant, and be educationally disadvantaged as to not qualify to take the minimum level English or math at the college level, or not have graduated from high school or obtained a General Education Diploma, graduated from high school with a GPA below 2.5 on a 4.0 scale, or previously enrolled in remedial education, or being a first generation college student or historically underrepresented and underserved. Additionally if both parents are not native English speakers or the student is an emancipated foster youth.

This information is communicated to interested parties by the EOPS staff specialists and outreach personnel during recruitment and eligibility review. The general eligibility information is also presented on EOPS/CARE flyers and brochures.

2. Describe the process used to monitor continued EOPS eligibility (70 units/6 semesters). (Title V—56226)

The EVC EOPS Program employs an Eligibility Specialist whose duties include a review of each EOPS student's degree applicable units and consecutive semesters the student has participated in the Program. The Eligibility Specialist will also review the transcripts of students who have taken courses at other colleges. The Specialist will generate a report to identify those students who are nearing the 70 unit/6 semester limit and send a letter informing them of their status.

3. Describe the process for assisting students in completing their Student Educational Plan (SEP) and making necessary revisions.

All EOPS/CARE students are orientated with a Mutual Responsibility Agreement (MRA) which informs them of three required counselor contacts each semester. The MRA also establishes the Educational Plan as a first meeting obligation for the student and EOPS counselor. At the second counselor meeting the student's progress report is reviewed with the EOPS counselor. The second meeting provides another opportunity for the student to make adjustments to the Educational Plan. The Third mandatory meeting gives student and counselor time to reflect on the current semester and refine the Educational Plan if appropriate.

4. Describe the process and documentation used to verify eligibility for the CARE program.

CARE assists EOPS students who are TANF/CalWORKs recipients, single heads of household with children under 14 years old. CARE requirements include being an EOPS eligible student. Verification of eligibility is kept in the student's file in the EOPS office. The CARE applicant can take the "Income Verification" form to the Department of Social Services and return it stamped and signed to the EOPS office. The student can bring documentation of current benefits from the Department of Social Services to the CARE coordinator or eligibility specialist. The CARE applicant is approved after verification of cash aid assistance and head of household status is presented to the CARE Coordinator. All CARE students are required to bring current proof of their status at the beginning of each semester.

Student Services

1. Does the EOPS program offer all of the program services listed in Article 3 of Title V? If not, which ones are not offer in EOPS and why.

The EOPS Program at EVC does not offer assessment services and basic skills instruction as the College provides them. The remaining program services listed in Article 3 of Title V are offered by the EOPS Program. Outreach, orientation and priority registration are services provided by the program along with counseling and advisement, transfer workshops, and tutoring.

2. How are the required counseling contacts documented?

The three required counseling contacts are documented on MIS, in the students' folders. We also provide students with a Counselor Contact Sheet with NCR copies for their record. The EOPS/CARE Program also tracks the counseling contacts in the EOPS database and reminds students at specific times in the semester when appointments are expected.

3. Describe the process you have in place to ensure all eligible students meet their required counseling contacts.

The EOPS three required counselor contacts are monitored by the eligibility specialist and record in the MIS system. Student are reminded and encouraged to make appointments if the due date has passed. EOPS grant funds are withheld if contacts are not documented.

4. Describe the tutorial services for EOPS that are over and above those available to general students.

Tutoring is offered at EVC at no cost in group sessions. EOPS pays for additional one-on-one tutorial for its students. EOPS counselors will advise tutoring to students and document the recommendation. The Campus Tutoring Center provides the EOPS Program with a list of students who received services and the numbers hours they attended.

5. What services are provided to CARE students and how are these over and above those provided EOPS students.

CARE students receive direct service from a full-time CARE Coordinator, meal cards, gas cards, and special CARE conferences and workshop designed to assist with topical issues related to their needs. CARE students are given additional encouragement and rewards for participating in events sponsored by the College that will enhance their educational or career goals.

Program Requirements

1. Title V regulations require the program to have a full-time EOPS director. Identify the individual designated as the EOPS Director. If the director is less than full-time in EOPS/CARE, please identify the other program responsibilities and the percentage of time for each. In addition, if the position is less than full time attach a copy of the letter granting a waiver to the criteria.

The current EOPS/CARE director is Savander Parker. He is a 100% EOPS/CARE Director. Director Parker was hired on May 12th 2008.

2. Describe the role of the EOPS or EOPS/CARE advisory committee, identify the membership/composition, list the frequency of the meetings and provide a copy of the last meeting's minutes. (Title V—56028)

The EVC EOPS/CARE Advisory Committee is being reconstituted with the arrival of the new director. Currently the membership is made up of representatives from the district high schools, San Jose State University, faculty from EVC, Foster Care and community agencies and the department of probation. The committee will meet twice a semester to review the EOPS/CARE Program plan and recommend action. The Advisory Committee will engage in brainstorming ideas, support new initiatives, and outreach efforts that will address ways of attracting and retaining underrepresented students.

Funding, Expenditures and Accountability

EOPS and CARE funds may only be used to fund over and above services to EOPS and CARE students. This also applies to district funds reported as district contribution.

- 1. Understanding the EOPS and CARE funding formulas is essential in effectively administering and advocating for your program. The funding formula is complex and comprised of different elements. Would you like technical assistance in this area?**

The Director of EOPS/CARE participated in a technical training conference in September 2008. However the Director welcomes additional opportunities to become more familiar with the funding formulas. The answer to the above question is yes.

- 2. For staff reported in your EOPS program plan that are not assigned 100% to EOPS/CARE, please list the position(s) and how the percentage of time was determined. How are these staff accountable to the EOPS Director for the services they provide to EOPS students? In addition, how are their duties for this assigned time above and beyond what they provide to non-EOPS or CARE students?**

EVC EOPS/CARE Program has two counselors that serve less than 100%. One of the counselors works with EOPS 20% of his time and spends the remaining time in general counseling. The other counselor works with EOPS 25% of her time and spends the remaining time in FasTrack. These counselors are in the EOPS office during their EOPS appointments and given the student folder prior to the scheduled counseling contact. The session is documented on MIS and the EOPS data base. They participate in bi-weekly EOPS staff meetings and retreats. They provide above and beyond services by meeting with the students three times during the semester and sharing program opportunities that are only available to EOPS/CARE. They make tutorial referrals for one-on-one sessions and assist in EOPS/CARE workshops.

- 3. For CARE funded positions that provide services to CARE students, please list the position(s) and describe how the services provided are above and beyond those provided to EOPS students.**

There is one CARE Coordinator. She spends 100% of her time with CARE and CARE related functions. The above and beyond services provided to CARE students are semester intake visits, semester orientations, meal cards, limited vehicle maintenance gas cards and uniform purchase assistance. There are information mailings sent exclusively to CARE student, CARE handbooks and special workshops.

- 4. How do you ensure that EOPS and CARE funds are only used to pay for allowable services for EOPS/CARE eligible students?**

The EOPS/CARE Director and the CARE Coordinator monitor the program budget and expenditures. All expenditures are signed off by the director and posted in the college general ledger.

5. Describe the process for developing and approving the EOPS and CARE Budget and Expenditures.

There is a presumed allocation of 95% of the prior year's allocation before the actual allocation for the new fiscal year. At the announcement of the actual allocation for EOPS and CARE, the director calculates the amounts for the proposed program plan based on required expenditures, prior year percentages expended in each category, and anticipated needs for this year. After the completion of the proposed program the plans are sent to the district business office for required signatures. When all the signatures are fixed on the plan copies are made for all parties and the document is sent to the Chancellor's Office for approval. A detail breakdown of the proposed budget is shared with the district office where it is entered into the financial database.

6. Identify the process for completing the EOPS and CARE Year-End Report and relationship to the district's year-end program accounting

Before the fiscal year comes to an end the EOPS/CARE Director and CARE Coordinator review the general ledger report of EOPS and CARE to ensure that all categorical funds are properly expended and reported before June 30th. This involves disencumbering outstanding purchase order, submitting timesheets, checking for grant checks that were not cashed, ensuring that invoices and reimbursements forms have been submitted. During July the EOPS/CARE director and CARE coordinator review the year-end expenditure report and all expenses charged to EOPS and CARE. The check is made to ensure accuracy. The EOPS/CARE director works with the campus business office to before completing the final accounting form for EOPS and CARE. The EOPS/CARE director obtains all the necessary signatures makes copies of the forms and mails the original to the System Office.

Other**1. What other areas of departments on campus do you coordinate with to provide services to EOPS and CARE students?**

The Campus Bookstore, DSP, Cal-Soap, CalWORKs, Transfer Center, Tutoring Center, AFFIRM, ASPIRE Enlace.

2. What other programs or agencies off-campus do you coordinate with to provide services to EOPS and CARE?

Santa Clara County Department of Social Services, First Harvest, East Side Union School District, and San Jose Unified School District.

3. Is there any training that you believe with improve performance in the EOPS program.

The EOPS Director would welcome additional opportunities to become more familiar with the funding formulas.

Disability Support Program

Management Information System (MIS) Data Reporting

1. How is the DSP Coordinator involved in the review of MIS data before it is submitted to the Chancellor's Office?

The DSP Coordinator works with the DSP Assistive Services Specialist to review the progress of each MIS run, and both work closely with the District Office concerning MIS runs, discrepancies, and reports. Any discrepancies are accounted for prior to submission to the System Office.

Recently, the DSP has revised the entire student filing system and has streamlined and improved upon the MIS procedures. Collection of contacts are documented using a sign-in log sheet (phone and e-mail contact information is on this sheet as well) and the SARS Grid. That information is then entered into Datatel.

The DSP has been able to obtain information on past DSP students who have not utilized DSP services for more than one year and are in the process of contacting them via phone calls, e-mails, and letters.

2. Does the data appear to be accurate? Do the numbers of students in the MIS report match your program records?

The data received from the System Office concerning DSP student numbers and counts appears to be accurate.

Access

1. How does the program compare with the total college demographic data?

A comparison of the program-to-college demographic data is as follows:

GENDER

Gender	2004-2005			2005-2006			2006-2007		
	Total In The DSP	% For DSP	% For All EVC	Total In The DSP	% For DSP	% For All EVC	Total In The DSP	% For DSP	% for All EVC
Female	191	48.85	45.83	274	53.94	47.33	294	56.87	49.76
Male	190	48.59	51.51	224	44.09	50.89	215	41.59	48.34
Unknown	10	2.56	2.70	10	1.97	3.11	8	1.55	2.59

The gender data show the rate of women vs. men has been increasing over the past three years for the DSP and for the college, and the male rate has been decreasing. A possible explanation may be due to the slow economy, and a male may feel more pressure to provide for or help to support his family.

AGE

Age Group	2004-2005			2005-2006			2006-2007		
	Total In The DSP	% For DSP	% For All EVC	Total In The DSP	% For DSP	% For All EVC	Total in the DSP	% For DSP	% For All EVC
<20	53	13.55	19.25	59	11.61	20.52	71	13.73	23.05
20-24	114	29.16	26.84	161	31.69	25.89	172	33.27	27.70
25-29	54	13.81	11.44	64	12.60	11.07	71	13.73	11.74
30-34	40	10.23	9.52	46	9.06	9.96	34	6.58	8.69
35-39	25	6.39	9.23	31	6.10	9.20	31	6.00	8.32
40-49	61	15.60	14.73	87	17.13	15.27	77	14.89	13.24
50+	44	11.25	8.98	60	11.81	9.39	61	11.80	7.91
Unknown	0	0	0.05	0	0	0.03	0	0	0.04

The age data show the DSP rate for the less than 20 age group has remained the same, with a drop in 2005-06, while the college's rate has consistently increased. Beginning in 2006-07, the DSP has put a significant amount of effort in recruiting high school seniors, which includes participation in the Early Admission Program and hosting a Future Leaders Conference on October 24, 2008, which is geared toward high school seniors with learning disabilities. The 20-24 age group increased in the DSP and for the college, and the rate is higher overall in the DSP as compared to the college's rate. The 25-29 age group's rate has remained consistent for the DSP and the campus, with a dip in 2005-06. This population's rate is higher overall in the DSP as compared to that of the college. The 30-34 age group has decreased by the college, and especially by the DSP. The 35-39 age group's rate has remained fairly consistent in the DSP and has decreased on the campus. While the rate of the 40-49 age group has remained consistent on the campus, it has decreased overall in the DSP, with an increase in 2005-06. The 50+ age group's rate has remained fairly consistent in the DSP and has decreased on the campus, with an increase in 2005-06.

RACE/ETHNICITY

Race/Ethnicity	2004-2005			2005-2006			2006-2007		
	Total In The DSP	% For DSP	% For All EVC	Total In The DSP	% For DSP	% For All EVC	Total In The DSP	% For DSP	% For All EVC
African-American	39	9.97	5.31	41	8.07	4.98	46	8.90	5.88
Asian	54	13.81	26.13	75	14.76	25.59	80	15.47	27.37
Filipino	17	4.35	7.67	19	3.74	7.57	25	4.84	8.59
Hispanic	152	38.87	25.11	196	38.58	26.02	191	36.94	27.14
Native American	14	3.58	0.72	14	2.76	0.73	9	1.74	0.59
Other Non-White	10	2.56	2.20	13	2.56	1.88	16	3.09	1.77
Pacific Islander	5	1.28	0.86	4	0.79	0.87	7	1.35	1.04
White	74	18.93	16.94	104	20.47	19.36	113	21.86	17.29
Unknown	26	6.65	15.10	42	8.27	14.33	30	5.80	11.02

The race/ethnicity data show mixed results. The DSP's rate for African-Americans has dropped, but the overall DSP rate is higher than that of the college's. The DSP's rate has increased for the Asian population similarly to that of the college; however, the total college's rate in 2006-07 was considerably higher than that of the DSP. This might be due to the reluctance of the Asian population to seek assistance from the DSP. The Filipino population has stayed fairly consistent in the DSP over the past three years while the college's number shows slight increase. The total college's rate in 2006-07 was considerably higher than that of the DSP's, which might also be due to the reluctance of the Filipino population to seek assistance from the DSP. The Hispanic population has increased on campus and has decreased in the DSP; however in 2006-07 the DSP's rate was still considerably higher than that of the college's. The Native American population has decreased in the DSP and on campus, but the DSP's rate was higher than that of the

college's in 2006-07. The Other Non-White population has increased for the DSP and has decreased for the college. The White population has increased by the DSP and by the college.

DISABILITY

Disability	2004-2005			2005-2006			2006-2007		
	Total In The DSP	% For DSP	% For All EVC	Total In The DSP	% For DSP	% For All EVC	Total In The DSP	% For DSP	% For All EVC
Primary	391	100	2.04	508	100	2.62	517	100	2.94
Secondary	67	17.14	0.35	83	16.34	0.43	101	19.54	0.57
Dept of Rehabilitation	34	8.70	0.18	25	4.92	0.13	8	1.55	0.05

Disability data show an overall increase in the DSP population on campus, despite the overall decrease of the total enrollment of all students on campus. The number of students who are clients of the Department of Rehabilitation has greatly dropped. This may suggest that DOR clients are not being accurately identified and reported. For the past two years, the DSP has hosted a DOR Counselor on site twice per month. Unfortunately, due to budget cuts, the DOR is currently unable to visit our program on a regular basis.

FINANCIAL AID

Financial Aid	2004-2005			2005-2006			2006-2007		
	Total In The DSP	% For DSP	% For All EVC	Total In The DSP	% For DSP	% For All EVC	Total In The DSP	% For DSP	% For All EVC
Not Received	144	36.83	71.30	243	47.83	73.92	281	54.35	71.42
Exempt	247	63.17	28.74	265	52.17	27.40	236	45.65	29.28
BOG Waiver	247	63.17	29.06	265	52.17	27.55	233	45.07	29.30
Pell Grant	78	19.95	10.70	83	16.34	9.87	100	19.34	10.95
Other	50	12.79	7.42	55	10.83	5.95	73	14.12	7.80

Financial Aid data show that the rate for not receiving financial aid for DSP students increased, while the college's total rate remained the same over the past three years. The college's rates are still considerably higher than that for the DSP's in terms of not receiving financial aid. The rate of exempt and BOG Waiver for DSP students decreased, while the college's rate remained the same; however the DSP's rates are considerably higher than that of the college's. Pell grant distribution remained the same for DSP students and all EVC students, with a dip in 2005-2006, and the rates were considerably larger for DSP students. For other financial aid, the DSP's rates increased overall, with a dip in 2005-2006, while the college's rates remained the same, with a dip in 2005-2006 as well. Overall, the data show that DSP students received a higher rate of financial aid than the rest of the student population.

INFORMED EDUCATIONAL GOAL – Unable to address this area as no MIS data was provided.

ENGLISH LANGUAGE LEARNERS – Unable to address this area as no MIS data was provided.

2. Describe the areas where you have concerns about access.

Areas of concern for the DSP are the declining percentages for males, Asians, Filipinos, the 30-34 year old population, and the low DOR numbers. In addition, even though DSP students continue to receive a higher rate of financial aid than the rest of the student population, there have been decreases over the past three years in BOG Waivers and an increase in the rate for not receiving financial aid. In 2007-2008, the DSP worked with Financial Aid to better assist our students, and the DSP now has a specific person assigned as the DSP Financial Aid liaison.

Another area of concern is the tremendous growth of the program. Our student count with four or more contacts in 2004-2005 was 244 and in 2007-2008 it was 814. We also expect to have over 1000 students in 2008-2009. At the same time, due to recent retirements, we currently have two vacant positions, a full-time L.D. Specialist and a permanent 20 hour per week Instructional Assistant. Currently our DSP Counselor, who is a qualified L.D. Specialist, has been assessing and teaching student on overload. Some recommendations to help the faculty and staff provide necessary support and services to students in a timely manner are:

- Fill the newly created Staff Assistant II position to help support the administrative functions of the office. (The hiring committee is currently screening applications.)
- Convert the Instructional Assistant position to a full-time position rather than part-time.
- Reclassify the DSP Coordinator/Instructor position to 100% Coordinator rather than 63.2% coordination and 36.8% teaching.
- Fill the vacant L.D. Specialist position.

- Curb outreach efforts and focus on serving students who are currently in the DSP program.

Our campus needs the following policies:

- 504/ADA Transition Plan
- Guidelines for Producing Alternate Media For Persons with Disabilities Policy
- Electronic & Information Technology Plan
- Special Class Repetition for students with disabilities
- Course Substitution and Waiver for students with disabilities

In addition, the campus should form an Academic Adjustments or Fundamental Alterations Committee. The campus should also insure that all labs are accessible.

3. Please describe any plans in place for improving access.

- Develop outreach activities that target potential DSP students in the following categories:
 - Male
 - Asian
 - Filipino
 - 30-34 year olds
- Continue our efforts in targeting high school seniors and develop a better system to report DOR clients.
- Continue to collaborate with Financial Aid to better assist our students.
- The DSP Coordinator has discussed the need for the policies listed above with her previous Dean and V.P. of Student Affairs. The DSP Coordinator will discuss this need with her new Dean in order to hopefully set the development of these policies into motion. Concerning a Special Course Repetition policy, after the DSP Coordinator worked with the Galvin Group to develop the necessary language that should be added to our College's Course Repetition Policy in order to include Special Class Repetition, the DSP Coordinator submitted that information to the new V.P.S.A. and Dean. In addition, the DSP Coordinator, in conjunction with the Galvin Group, determined the amount of regular repetitions each DSP special class should have, after which time a student would have to meet with a DSP Counselor to determine if he/she could repeat the course based on the recommended Special Class Repetition Policy. This information was also submitted to the V.P.S.A. and Dean. Once the policy is adopted, the DSP will develop a Special Class Repetition procedure form.

- The DSP purchased site and network licenses for several adaptive software programs. Regarding accessibility, the DSP Coordinator has expressed concerns that Language Arts labs, specifically Reading and Writing Labs, lack accessibility for DSP students. The Dean is working with the District's ITSS Department to ensure that those Labs are accessible by installing the necessary software on lab computers, by requesting more computers for the Reading and Writing Labs, and that all labs are accessible by ensuring physical accessibility. In addition, the campus should form an Academic Adjustments or Fundamental Alterations Committee.
- The DSP Coordinator is working with the current Dean to recommend staffing changes, fill vacant positions, and approve overload and overtime on an as needed basis.

4. What programs and services do you feel specifically contribute to student access at your college? Why?

Despite the lack of established policies, our entire campus works together to contribute to student access. Student Services programs, such as EOPS/CARE, WIN/CalWORKs, FasTrack, Counseling Department, and Financial Aid collaborate constantly to assist mutual students. We work with Facilities and the Library to ensure access to all students. Our campus administrators are supportive of the DSP, including being financially supportive. Our own program offers special courses, tutoring, workshops, counseling, assistive services, and adaptive support. We also provide awareness through Disability Awareness Month and through classroom and division presentations.

Progress

1. How well do the students served by your program perform compared to the total college population?

A comparison of the program-to-college progress data is as follows:

PERSISTENCE

Persistence	2004-2005			2005-2006			2006-2007		
	Total In The DSP	% For DSP	% For All EVC	Total In The DSP	% For DSP	% For All EVC	Total In The DSP	% For DSP	% For All EVC
Enrolled in Fall	294	75.19	60.18	327	64.37	54.38	314	60.74	53.70
Persisted to Spring	217	55.50	31.53	246	48.43	31.72	235	45.45	32.46
Persisted to Next Fall	162	41.43	24.03	181	35.63	21.74	198	38.30	23.07

Compared to the data for the entire campus, the DSP's persistence rates were much higher over the three-year period than that of the college's. This is partly due to the support that our program gives to our students, and partly due to the motivation and drive that our students possess.

COURSE COMPLETION

	2004-2005			2005-2006			2006-2007		
Degree Applicable	Total In The DSP	% For DSP	% For All EVC	Total In The DSP	% For DSP	% For All EVC	Total In The DSP	% For DSP	% For All EVC
Attempted	1,101	281.59	235.90	1,178	231.89	227.52	1,299	251.26	240.18
Successful	668	170.84	153.43	725	142.72	148.46	788	152.42	151.57
Basic Skills / ESL									
Attempted	25	6.39	9.33	36	7.09	7.12	32	6.19	8.12
Successful	13	3.32	6.25	18	3.54	4.71	19	3.68	5.56
English									
Attempted	156	39.90	8.75	171	33.66	8.60	144	27.85	8.95
Successful	82	20.97	5.47	79	15.55	4.69	74	14.31	5.13
Math									
Attempted	74	18.93	4.65	90	17.72	4.42	85	16.44	4.88
Successful	29	7.42	2.35	31	6.10	2.07	33	6.38	2.39

The first set of numbers for Degree Applicable – ‘Attempted’ and ‘Successful’ is inaccurate because it reflects more DSP students attempting and succeeding than we served each of the three years. The course completion rate for ESL had increased over the past three years for DSP students and has decreased for the campus. The course completion rate for English and Math has decreased over the past three years for DSP students and remained fairly consistent for the campus. One possible explanation is that it appears that more DSP students are attempting higher level courses than ever before.

ACADEMIC AND PROGRESS DISMISSAL–

No data is available.

2. Describe areas where you have concern about student progress.

Areas of concern for the DSP are the actual numbers reported for the Degree Applicable category, and the course completion rate of success for Math and English. The DSP will try to increase the promotion of our math and English, ESL, and tutoring services.

3. What programs and services do you feel specifically contribute to the progress of students at your college? Why?

Our entire campus works together to contribute to student progress. Instructors are concerned about our students and most will go above and beyond to help them. Student Services programs, such as EOPS/CARE, WIN/CalWORKs, FasTrack, General Counseling, and Financial Aid collaborate and coordinate our efforts to assist mutual students. Our own program offers special courses, tutoring, workshops, counseling, assistive services, and adaptive support.

Success

1. How well do the students served by your program perform compared to the total college population?

A comparison of the program-to-college success data is as follows:

Workforce Development

	2004-2005			2005-2006			2006-2007		
	Total In The DSP	% For DSP	% For All EVC	Total In The DSP	% For DSP	% For All EVC	Total In The DSP	% For DSP	% For All EVC
ADV Occupational SAM=B									
Attempted	18	4.60	19.03	30	5.91	21.76	28	5.42	8.25
Successful	15	3.84	18.03	23	4.53	21.04	17	3.29	7.45
Clearly Occupational SAM=C									
Attempted	178	45.52	40.41	201	39.57	39.26	181	35.01	45.27
Successful	98	25.06	31.34	120	23.62	30.98	116	22.44	36.11

DSP student success rate for the ADV Occupational category increased slightly in 2005-2006 and then dropped in 2006-2007 while consistently dropped for the Clearly Occupational category over the three year period.

Academic Success

	2004-2005			2005-2006			2006-2007		
	Total In The DSP	% For DSP	% For All EVC	Total In The DSP	% For DSP	% For All EVC	Total In The DSP	% For DSP	% For All EVC
Degree	13	3.32	1.81	12	2.36	1.84	10	1.93	2.42
Certificate	2	0.51	0.16	2	0.39	0.13	1	0.19	0.20
Transferred to 4 Yr	7	1.79	32.56	14	2.76	37.64	41	7.93	97.25
Unduplicated Success Rate	20	5.12	34.61	25	4.92	39.57	45	8.70	98.59
Transfer Directed	32	8.18	12.80	48	9.45	12.27	42	8.12	13.32
Transfer Prepared	28	7.16	8.34	44	8.66	8.37	45	8.70	9.13

Academic success data show that although the rate of DSP students receiving degrees and certificates has dropped over the past three years, the rate of DSP students transferring to a 4-year university has more than quadrupled. Although our DSP data seems accurate, it is unlikely that the campus had 97.25% of its students in 2006-2007 transfer to a 4-year university. Our unduplicated success rate increased over the past three years, with a drop in 2005-2006. Again, the data collected for our entire campus unduplicated success rate for 2006-2007 seems inaccurate at 98.59%. DSP's transfer directed rate remained the same over the past three years, with a drop in 2006-2007 as compared to the increase in 2005-2006, while the campus' transfer directed rate increased slightly over the past three years. Our transfer prepared rates consistently increased as did those of the campus.

Achievement of Non-Credit Educational Goals – No data is available.

2. Describe areas where you have concern about student success.

Two areas of concern are:

- Success for students in occupational programs.
- The rate of DSP students receiving degrees and certificates.

3. What programs and services do you feel specifically contribute to the success of students at your college? Why?

In addition to the programs mentioned above, the Transfer/Career and Work Experience Centers have helped our students to be better prepared to transfer to a four-year university and/or to obtain employment. Our special programs – AFFIRM, ASPIRE and ENLACE assist our students in numerous ways and are fundamental to their academic success. Also, EVC's Service Learning provides our program with volunteer tutors and note takers and helps DSP students who participate in Service Learning to build employment skills.

Student Learning Outcomes

1. What are the SLOs for the program?

Our program changed its name in 2007 and has since been in the process of updating all of our forms and signage. In 2006-2007, our SLOs were as follows:

Learning Outcomes— After visiting the Disabled Students Program, students will have learned:		1	2	3	4	5
1.	What services the Disability Support Program can provide					
2.	The availability of counseling/advising/planning and how to use these services to support his/her academic success					
3.	How to participate in disability-related assessment, if appropriate.					
4.	How to obtain registration assistance					
5.	How to obtain mobility assistance, if appropriate.					
6.	How to access disability-related assistance, including tutoring, note taker services, reader services, transcription services, interpreters, test taking facilitation and tape recorders					
7.	The availability of specialized equipment, including adapted computer hardware and software					

2. What process was used (or plan to use) to develop these outcomes?

Prior to 2006-2007, the DSP, in conjunction with the District Office developed the SLOs. In 2006-2007, in order to create more meaningful SLOs, Student Services programs developed SLOs based on learning competencies. The DSP plans on reassessing these SLOs to improve upon them and to possibly develop pre and post SLO surveys.

In addition, from fall 2005 – fall 2006 the DSP developed pre and post SLO surveys for all special classes. The DSP also developed a Point of Contact Survey (POC) to assess our customer service.

3. What types of activities are you conducting in order to achieve these outcomes?

The DSP posts fliers and brochures throughout our department, which provides written information on services, special classes, tutoring, etc. DSP staff informs students of this information in addition to

information on counseling, assessment, and accommodations/assistance. The DSP Counselor, Assistive Services Specialist, and Coordinator work closely with students to ensure they receive and understand the above information and their rights and responsibilities prior to signing the DSP's Rights and Responsibilities Form. We also work to help them to determine their needs and teach them self-advocacy skills. In addition, the DSP continuously sends out information to the entire campus and presents to various programs and classrooms.

4. How are you assessing the achievement of the outcomes?

The DSP distributed the SLO and POC surveys during a period of peak time in 2006-2007 and in 2007-2008. Students were encouraged to fill out the surveys, and assistance was provided to those who needed it. Results were tallied and recorded.

For special classes, pre and post SLO surveys were distributed, filled out, and turned in. Unfortunately, there is no current method established by our District Office to analyze these surveys, so they are being stored in the DSP until further notice.

5. How have you used the assessment information to improve the services?

The DSP reviewed the results of the program SLO and POC surveys, and the results were overwhelmingly positive. There has been some discussion concerning developing new SLOs, which would include pre and post surveys.

Compliance

The Disability Support Programs and Services (DSP&S) program administered by the System Office is unique in the nation in the scope of services provided to individuals with a range of physical and cognitive disabilities to assist them to succeed in postsecondary education. The DSP&S authorizes the provision of support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate fully and benefit equitably from the college experience.

Colleges are charged with providing an equal opportunity for students with disabilities to succeed, but cannot guarantee success. "Equal, not better" is the critical determinant in whether DSP&S should provide a service or arrange for an accommodation for a student with a disability. These services assist California's community colleges in meeting the requirements that college programs and activities be accessible to and useable by students with disabilities contained in Section 504 of the federal Rehabilitation Act of 1973, the federal Americans with Disabilities Act (ADA) of 1990, State Government Code sections 11135-11139.5 and California Education Code section 67310.

Student Eligibility

1. Describe the processes used to verify and document a student's eligibility for DSP&S services and instruction. Please provide a copy of the form(s) used to document a student's eligibility for services.

and
2. Describe the process used to determine what support services the student would need to enable his or her participation in activities, programs and classes offered by the college, given the student's educational limitation.

(Title 5 - 56000, 56002, 56004, 56005, 56006, 56008, 56010, 56022, 56026, 56027, 56028, 56029, 56032, 56034, 56036, 56038, 56040, 56042, 56044)

All students applying for DSP services complete an intake packet. If a student has disability documentation, we make copies for his/her file. If a student does not have disability documentation, and another agency may have it, we fax a signed release form with information on the verification that we need. In the past, regardless of whether or not we received disability documentation, we would make an appointment for the student with our DSP Counselor. Due to our increased growth and a temporary drop in staff, we have recently decided to only see students who have disability documentation or those who have an observable disability. Students who need to have L.D. testing are currently being put on a waiting list, unless they are enrolled in our Guidance 100 class, because most students in Guidance 100 also receive L.D. testing outside of class time. In addition, speech and language testing may be conducted on an hourly basis sometime in the near future, but at the present, we offer no speech and language testing other than through Guidance 110C, which has been cancelled due to low enrollment for the past two years.

Once the student completes the intake packet and we receive disability documentation, the DSP Counselor, or sometimes the DSP Coordinator, meets with the student to determine disability eligibility. If a student has an observable disability, the DSP Counselor or DSP Coordinator would fill out the Certification of Disability form during the appointment.

The DSP Counselor or DSP Coordinator, in conjunction with the student, determines the most appropriate accommodations and support services for the student, based on the student's disability and functional limitations. Once the accommodations and support services are determined, the student meets with our Assistive Services Specialist to learn about our procedures for receiving accommodations and support services and to set up software or equipment training appointments when appropriate. In addition, the student may also need to meet with our Adaptive Media Technology Specialist.

The DSP Counselor and the student will also develop a Student Educational Contract (SEC) and usually an Educational Plan (Ed Plan), although sometimes the Ed Plans are developed with the student and a general

counselor. Due to the length of time involved, accommodations/support services, SECs, and Ed Plans may take several appointments to complete.

In addition, since 2007-2008, the Adaptive P.E. instructor develops a Personal Exercise Program (PEP) for each student, which becomes part of the student's file.

Student Services

- 1. List and describe the DSP&S services that are provided to students with disabilities, above and beyond the regular services offered by the college. (Title 5 – 56005, 56026)**

Our services at the Disabilities Support Program (DSP) at Evergreen Valley College go above and beyond regular services offered on campus. We strive to assist our DSP students as much as possible, while promoting maximum independence. To promote maximum independence, we treat each student as an individual, and as such, each student receives an individualized SEC to help him/her succeed in school.

We teach our students advocacy skills, on an individualized basis, and we encourage and assist our students to advocate for themselves directly with their instructors and with other staff on campus, especially when the issue is non-disability related.

The services that are provided to students with disabilities are as follows:

- Accommodations and support services, which include extended time, note-taking assistance, enlarged print, use of adaptive technology and equipment, specialized tutoring, American Sign Language interpreting, distraction reduced testing environment, alternate media formats, reduced course load (with letters), special furniture in classrooms, etc.
- Placement testing accommodations.
- Academic and personal counseling.
- Priority registration – recently priority registration has been extended to a three-day period.
- Assessments for speech and language disorders, learning disabilities and developmental disabilities.
- Loans of particular equipment, such as tape recorders.
- Specialized classes.
- Handicapped parking.

- 2. List and describe the DSP&S special class instruction that is offered by the college, if applicable. (Title 5 – 56028)**

The DSP offers numerous special classes:

- **GUIDANCE 100 (DIAGNOSTIC LEARNING)** – designed for the student whose learning style has impeded academic performance in traditional classroom settings. The primary objectives of the course are to inform students of services and accommodations provided through the DSP for those who have a specific learning disability. Most students enrolled in Guidance 100 will also be assessed for learning disabilities.
- **GUIDANCE 104 (DIAGNOSTIC LEARNING, WRITING STRATEGIES)** – designed for students with specific learning disabilities whose learning problems have impeded the mastery of writing skills such as organization, structure, fluidity, spelling, punctuation, and grammar.
- **GUIDANCE 110A (LISTENING SKILLS)** – geared toward students with listening difficulties resulting from learning disabilities, language, cognitive communication, and auditory processing disorders, who require special assistance in order to pursue regular college courses. Students will learn listening strategies that include organization and processing verbally presented material. Instruction is carried out in small group classes.
- **GUIDANCE 110B (MEMORY AND STUDY SKILLS)** – geared toward students with memory difficulties resulting from learning disabilities, language, cognitive communication, and memory disorders, who require special assistance in order to pursue regular college courses.
- **GUIDANCE 110C (SPEECH AND LANGUAGE ASSESSMENT)** – geared toward students who want to be assessed for specific speech, language, cognitive communication, and/or hearing disorders. This course is recommended for students who may require special assistance in order to pursue regular college courses. Complete speech/language evaluation is performed to determine students cognitive communication deficits and provide the basis for assistance.
- **GUIDANCE 115 (COMPUTER ASSISTED INSTRUCTION)** – self-paced course designed for students who are eligible for DSP services to improve basic academic skills and/or cognitive processes and logical reasoning skills through the use of appropriate computer equipment and software. The type of equipment and software utilized will be individually adapted to each student’s disability, major or vocational goal.
- **GUIDANCE 150 (ADAPTIVE WORD PROCESSING)** – introductory word processing class that addresses the needs of students with various disabilities who may require extensive training and/or the use of adaptive computer hardware and/or software in order to successfully use computers.
- **GUIDANCE 193 (NEW STUDENT ORIENTATION)** – explores EVC’s programs, services, facilities, resources, policies, and procedures. It acquaints students with the basic tools for academic planning, career/major selection, and graduation, and transfer requirements. Strategies for student success include study skills. Note: This course wasn’t specifically written for DSP students; however, during the summer of 2008, the DSP offered a Guidance 193 class that was geared toward DSP students.
- **II-210 (SUPERVISED TUTORING)** – students taking this course will receive tutoring assistance in areas of identified academic need. Note: This course wasn’t specifically written for DSP students; however, we offer II 210 geared toward DSP students.

- **PED-22A (ADAPTED CROSS TRAINING)** – designed to provide an individualized program for overall fitness for students with disabilities. The goal is to provide DSP students with the means to improve their health through a variety of fitness activities.
 - **PED-56A (ADAPTED STRENGTH TRAINING)** – designed to provide individualized muscle strength and conditioning program for students with disabilities. DSP student will learn proper skills and techniques and learn to adapt fitness equipment to enhance muscle strength and endurance.
- 3. Describe how regulations, policies, legal opinions, US Department of Education, Office for Civil Rights (OCR) decisions and administrative directives are incorporated into DSP&S program operations and service delivery. (California Education Code and Title 5)**

The DSP Coordinator is responsible for making sure that the program is in compliance with all regulations and policies. She researches answers to questions and if unable to find the answer, she will contact the US Department of Education, OCR, the System Office, and the Galvin Group. The DSP Coordinator uses various websites, reads related literature, attends conferences and trainings, asks questions and reads information from the DSP&S Directors and L.D. list serves, and participates in Region IV Coordinator meetings. The Coordinator updates DSP staff and the Dean concerning current issues. In addition, the Coordinator constantly advocates for accessibility across campus and provides assistance to instructors and staff.

- 4. Describe the procedures for preparing, monitoring, and annually updating the Student Educational Contract (SEC). What methods are being used to evaluate student progress? (Title 5 - 56022)**

SECs are developed for students receiving services in the DSP. It is developed by the DSP Counselor in conjunction with the student. Progress is determined by meeting SEC goals, by meeting college requirements, through instructor feedback, and by reviewing grades. The SEC is updated annually, during a student requested counseling appointment.

Program Requirements

- 1. Describe the role of the advisory committee, identify the composition of the advisory committee representatives, the frequency of the meetings, and attach minutes from the two most recent meetings. (Title 5 - 56050)**

The DSP Advisory Committee at EVC has been meeting once per academic year for the past three years. Its role is to advise and collaborate with the DSP. It consists of community and EVC representatives, including students. The composition is as follows:

- DOR (Piedmont Branch)
- DOR (Transition Partnership Programs Counselor with East Side Union High School District)

- Silicon Valley Independent Living
- TransAccess (two members)
- East Side Union High School District Special Services Department for (two members)
- East Side Union High School District job coach
- East Side Union High School District program specialists and SDC teachers (three members)
- Mt. Pleasant High School career technician
- WC Overfelt High School psychologist
- Santa Clara County Office of Education, Special Education Division (two members)
- Santa Clara University, Disabilities Resources (two members)
- San Jose State University, Disabilities Resource Center
- South East SELPA
- San Jose Department of Parks and Neighborhood Services, Office of Therapeutic Services
- Former DSP students (four members)
- Current DSP students (this is on a year-by-year basis, but approximately 1-4 have attended each meeting)
- SJCC DSP
- On Campus members (DSP Coordinator, Dean of Counseling and Matriculation, instructor, librarian, Administrative Services, WIN/CalWORKs and Keys to Success, EOPS)

2. Identify the individual designated as the DSP&S Coordinator and how the individual serving in this position meets the minimum qualifications. (Title 5 – 56048)

The DSP Coordinator/Instructor is Robin Salak. She possesses a B.A. in Speech Pathology and Audiology, and some graduate course work in this area (1986), and an M.A. in Special Education with emphasis in Learning Disabilities (1991). Robin was an instructional aide for the DSP 22 years ago. She successfully completed the CCCCO DSP&S L.D. Eligibility Model Criteria Training when she was an instructional aide and decided to participate in the training once again, and successfully completed that in 2007. For twenty years, Robin was the owner/director of an educational therapy, tutoring, advocacy and assessment business which specialized in working with people with disabilities. She has had over twenty years of experience teaching and managing programs for students with disabilities.

3. List and describe each of the positions funded by or supporting DSP&S and how the individuals serving in these positions meet the minimum qualifications. (Title 5 - 56048)

Certificated:

- Coordinator/Instructor, Robin Salak (see above)
- Counselor (and L.D. Specialist on overload), Leslie Williams
B.A. in Psychology, 1984
M.S. in Psychology, 1987

- Adult Learning Disabilities Certificate, Completed May of 2007
 Successfully completed the CCCCO DSP&S L.D. Eligibility Model Criteria Training, October 2007
 Counselor since 1980
 Counselor for adults with disabilities in rehabilitative counseling for 10 years
 Counselor for students with disabilities at the CSU and CCC levels
- L.D. Specialist, currently vacant
 - Adjunct APE Instructor, Janet Clair
 - B.A. in Home Economics, 1974
 - M.A. in Kinesiology with emphasis in adapted physical activity, 1999
 - APE instructor since 1999
 - Adjunct High Tech Center Instructor, Josephine Delvey
 - B.S. in O.T., 1983
 - Registered Occupational Therapist and licensed in California.
 - M.A. in Education/IT, 2000
 - Instructing in DSP&S special classes since 2000
 - Adjunct High Tech Center Instructor, Nancy Tung
 - B.A. in Statistics, 1986
 - M.A. in Education/IT, 2006
 - Adult Learning Disabilities Certificate, Completed summer of 2008
 - Completed the CCCCO DSP&S L.D. Eligibility Model Training; certification pending.
 - Instructional aide for the DSP since 2001
- *Note: Nancy Tung is also a Classified Lead Instructional Support Assistant.
- Adjunct Speech and Language Instructor, Tracie Soder
 - A.A. in Business Management, 1995
 - B.A. in Speech & Communication, 1997
 - M.A. in Speech-Language Pathology & Audiology, 1999
 - Licensed in Speech-Language Pathology in California
 - Speech and Language Pathologist since 1999

Classified:

Lead Instructional Support Assistant, Nancy Tung
 Lead Instructional Support Assistant, vacant
 APE Instructional Support Assistant, Armando Echeverria
 Assistive Services Specialist, Elizabeth Vasquez
 Adaptive Media Technology Specialist, Fred Delvey
 Staff Assistant III, Debra Collins
 Staff Assistant II (hourly substitute until hold is lifted to move forward with the screening committee),
 Shelli Winters
 Numerous student workers

Funding, Expenditures and Accountability

- 1. Describe how DSP&S funding is being used to provide support services and/or instruction to students with disabilities.**

In 2006-2007 we spent 38% of our budget on certificated salaries, 26% on classified salaries, 22% on total benefits, 3% on supplies, books and materials, 3% on other expenses (consultants, travel, and conferences), and 8% on capital outlay (equipment and building modifications). All claimed expenditures were for the specific purpose to provide support services and/or instruction to students with disabilities.

- 2. How is the DSP&S Coordinator's salary funded?**

The DSP Coordinator/Instructor's regular salary and benefits are funded entirely through college effort. Any overload and the associated benefits are funded through DSP&S funds.

- 3. How is revenue from DSP&S Special Classes being accounted? (Title 5 - 56060, 56064, 56070, 56072)**

The DSP does not receive revenue generated from DSP Special Classes; however, the college support that the DSP receives far exceeds the revenue that is generated from DSP Special Classes.

- 4. Describe the process for developing and approving the DSP&S Budget and Expenditures.**

A proposed DSP budget is submitted to the EVC Business Office, and a meeting is held to discuss the proposal. The DSP Coordinator also meets with the District Office concerning the proposed budget. The District sends the DSP the Adopted Budget. Once DSPS receives the information concerning the DSP&S Allocation from the System Office, the DSP requests the District Office to adjust our budget accordingly, which they do. All budget transfers, journal vouchers, purchases, overload and overtime must be requested by the DSP Coordinator and approved by the Dean.

- 5. Identify the process for completing the DSP&S Year-End Report and relationship to the district's year-end program accounting.**

The DSP Coordinator collects supporting documents throughout the year that will be used to complete the Year End Report. Such documents are information on other program income and expenditures, college effort that is not part of our specific budget, student worker information, and non allowable expenses (so that we don't claim them as expenditures). At the end of the fiscal year, the DSP Staff Assistant III will print out a year end budget report from Datatel. She will also break down the budget into the 1000-6000 categories. The DSP Coordinator completes the Year-End Report and then reviews it with the Dean, campus Business Office, and with the District Office.

- 6. Identify the process for tracking and documenting Deaf and Hard of Hearing Allocation funds expenditures, if the college receives these funds, and the required college match.**

The DSP at EVC has very few students who are deaf. The Assistive Services Specialist in conjunction with the DSP Coordinator tracks time spent and funds used to assist DHH students. The college does match DSP&S DHH funds. In 2007-2008, the DSP returned unused DHH funds.

- 7. Describe how the college utilizes the funds in the DSP&S allocation for Access to Print and Electronic Information and funds from other sources, to ensure that educational materials are provided in a format that is accessible to and usable by students with disabilities.**

The DSP has a full-time Adaptive Media Technology Specialist. He is responsible for all Braille, enlarged print, e-texts, recommending adaptive software and equipment to order, and working with our campus concerning adaptive technology. He works with publishers and outside companies such as the ATPC. Each year, we purchase adaptive software and equipment to ensure accessibility for students with disabilities.

- 8. Describe the procedures for recording the student's minimum four service contacts per year that are required in order to receive funding, and the process of verifying and reporting those service contacts to MIS. (Title 5 – 56062)**

Students must sign in on our sign-in log sheet to receive services in the DSP. When we first instituted this procedure in spring, 2006, students did not typically sign-in and staff often forgot to remind students to do so. Since then, students and staff have gotten better with this procedure, and most students who enter the DSP do sign-in. When we communicate to students via phone or e-mail, we try to remember to put that information on the log sheet as well. In addition, we utilize the SARS Grid for appointments. We input all information from the sign-in sheets and the SARS Grid onto Datatel. In addition, we look up all students enrolled in our special classes and we enter them into Datatel as an automatic 4 contacts. The Coordinator worked with the District Office ITSS department and they developed a way to print out each DSP student's name with the contacts per academic year. So, at the end of 2006-2007 and 2007-2008, we printed up this information and filed it in each student's file.

- 9. In general, describe the DSP&S funding allocations formula and its elements. Understanding the formula is essential in effectively administering and advocating for your program. The funding formula is complex and comprised of different elements, including weights assigned by disability category. Would your college like to request technical assistance in this area?**

The DSP Coordinator is fairly comfortable with understanding the DSP&S allocations formula. She has communicated extensively with Randy Fong at the System Office and has utilized the expertise of several seasoned DSP&S Coordinators and Directors. In addition, when the DSP Coordinator has a question that can't be answered through Randy or another Coordinator, she has and will contact the System Office DSP&S division and the Galvin Group. The DSP Coordinator understands the base guaranteed allocation, weighted student count, DHH funding (and college matches), college effort, growth money and COLA. The one area that was a mystery to the DSP Coordinator was the special class revenue. During the preparation of this Self Evaluation, the DSP Coordinator developed an understanding for this as well.

No technical assistance is required at this time.

Other

1. Describe other areas or departments on campus you coordinate with to provide services to students served by DSP&S.

The DSP works hard to build and maintain relationships on our campus. We coordinate with all of Student Services, especially EOPS, WIN/CalWORKs which includes Keys to Success, General Counseling, Financial Aid and Health Services. The DSP works with the labs, the Tutoring Center, the Library, and with academic departments and individual instructors as well. We also work with A&R and the Assessment Center, Office of Student Life, Associated Student Government, The Diversity Office, and with the Marketing Director.

2. What type of training would you like to receive in order to improve the efficiency and performance of your college's DSP&S program? Please describe all DSP&S related training needs as you see them.

We could benefit from training on how to encourage our campus to develop the necessary policies described in section A-2. We could also benefit from training on how to best promote DOR and how to record those students who are receiving services through DOR.

CalWORKs

Management Information System Reporting

1. How is the CalWORKs Director involved in the review of MIS data before it is submitted to the Chancellor's Office?

The CalWORKs Director reviews all MIS data before it is entered into MIS. The System Office required CalWORKs Directors to report CalWORKs data for the first time in fiscal year 2007-08. Therefore, our process for entering data into MIS is fairly new since CalWORKs utilized the Year End Accountability Report.

In our CalWORKs Program, we have an active list on which all current CalWORKs clients are listed. After the CalWORKs Director reviews the active list each semester for entry into MIS, the Director and Staff Assistant together enter it into the system the applicable and current students. As new students enroll in CalWORKs during the semester, they are added into the database.

Any kind of error that our ITSS Department finds is reported back to the CalWORKs Director for further investigation. The Director then looks into the error to determine how to proceed. Additionally, all

students who are entered are verified through the initial reports that ITSS sends to the Director before sending them to the System Office.

The ITSS Department also sends the Director a list of students who are enrolled in CalWORKs for that particular semester, and the Director reviews and verifies the list. Any errors indicated are corrected and re-entered into the system.

2. Does the data appear to be accurate? Do the numbers of students in the MIS report match your program records?

No, the data reported through the MIS is lower in 2004-5 than is indicated on our Year End Accountability Report. The MIS data do not count students served through the CalWORKs Program who may have dropped before first census. The 2005-06 MIS data is higher than our records indicate. In 2006-07 the Year End Accountability Report numbers were higher.

Year	MIS Total # Students	Year End Accountability Report
2004-5	1	293
2005-6	363	287
2006-7	200	228

Because CalWORKs now uses MIS for reporting and state funding purposes, the discrepancies have been addressed so that 2007-08 program numbers are much closer to MIS reporting data. In previous years, MIS data was not entered in by the CalWORKs Program staff, and therefore, cannot be verified by the CalWORKs Director or any CalWORKs staff. Due to the different way in which the state CalWORKs Program now tabulates and processes each CalWORKs Program's student numbers, the CalWORKs Program has undertaken a clean up effort to better report and verify data that is being entered into MIS. Internally, we revised our own active student list to ensure that each semester contained only students who were active for that term. CalWORKs students' status, eligibility, participation, time clock, and drop out can all change during the semester; therefore, our numbers can change on a daily basis.

The CalWORKs Program is working hard to more closely coordinate with the County and the internal college reporting system to continually verify students once per month. The ultimate goal is to precisely match the student numbers served with the MIS numbers on the report. Still there are differences in how we count students versus how the State does it. For instance, the state counts students who persist only after first census. However, while we may have served students, assisted them in developing an educational plan, and arranged supportive services, some drop before first census. Those students will not count in our state numbers.

Access

1. How does the program compare with the total college demographic data?

GENDER - The percentage of female students is much higher than the general college population, mainly due the fact that most CalWORKs participants are single mothers who are taking care of children. While 49.76% of the college population is female, they comprise 90.5% of our CalWORKs Program.

AGE - For students who are less than 20 years of age in 2006-07, the college has a much larger percentage of students who are younger, 23.05%, while the CalWORKs Program only has 4.5% under 20 years of age. In the 20-24 age group, the college had 27.7% and CalWORKs 25.5%; in the 25-29 group, the college had 11.74%, while CalWORKs had 23.5%. Ages 30-34, the college had 8.69% and CalWORKs had 18%; ages 35-39 the college had 8.32 % and CalWORKs had 9.5%; ages 40-49 the college had 13.24% and CalWORKs had 15%, and above 50 the college had 7.91% and CalWORKs had 4%. The unknown age was not significant in this case.

ETHNICITY – The percentages for the total number of students in the college in 2006-07 by race/ethnicity were 5.88% African American, 27.37% Asian, 8.59% Filipino, 27.14% Hispanic, .59% Native American, 1.77% Non-White, 1.04 Pacific Islander, 17.29% White, and 11.02% Unknown. Students served in 2006-7 by race/ethnicity were 12.5% African American, 17.5% Asian, 3% Filipino, 44.5% Hispanic, 3% Native American, 1% Non-White, 3% Pacific Islander, 11% White, and 4.5% Unknown. The CalWORKs ethnicity breakdown more accurately reflects the higher percent of minorities within the County of Santa Clara who need CalWORKs services at the college.

INFORMED EDUCATIONAL GOAL – Unable to address this area as no MIS data was given regarding informed educational goal category.

PELL AND BOG WAIVER - The BOG fee waiver percentage for the college in 2006-07 was 29.3%; however, 93.5% of CalWORKs students had BOG fee waivers applied towards their college fees. While the college had 10.95% of Pell Grant recipients, CalWORKs had 59% of students who received Pell Grants. The high percentage of BOG Fee Waivers reflects our students' low income and is a demonstration of need. Fifty-nine percent of CalWORKs students receive the Pell Grant, indicating that they maintain good grades and unit completion to receive Pell Grant awards.

ELL – For English Language Learners, the percentages are similar between CalWORKs and the college. For ESL students who attempted, 5.56% were successful at the college and 5% were successful within the program.

STUDENTS WITH DISABILITIES – The percentages for the college for students with disabilities is as follows: primary disability is 2.94%, secondary .57%, Department of Rehabilitation, .05%. In CalWORKs the percentages are higher: primary disability is 13%, secondary is 2%, Department of Rehabilitation is 0%.

Our County has an excellent referral system for students with learning and other disabilities. We have a program called **Keys to Success** that provides a three-week workshop in handling disabilities, as well as disability testing and results. Therefore, we receive many referrals from Keys to Success to our college, and we work with the students to assist them with services for their learning disabilities.

2. Describe the area where you have concerns about access.

The college and program should begin tracking informed educational goals to ensure that we have information on access.

3. Please describe any plans in place for improving access.

The college and CalWORKs Program seem similar in terms of access. However, more English Language Learners enrolled in the college as a whole, and attending college through the CalWORKs Program would better reflect the needs of Santa Clara County.

4. What programs and services do you feel specifically contribute to student access at your college? Why?

The County of Santa Clara and the CalWORKs Program have an excellent working relationship. All colleges in the county have a standing meeting with the county each month to proactively address concerns, raise questions, and discuss policy changes. These meetings are vital to the health of our program, and in the end, to our students. It ensures a smooth flow of information and services from the county workers to our program. The County of Santa Clara has an excellent Email Referral Form system that greatly aids our program in processing new students. This form contains relevant information on time and amount of aid, county status, and comments about the student's situation. Students face many barriers to success, which can include parenting a child as a single parent, substance abuse, mental health, and domestic violence. Many students lack an adequate support system through family connections or through friends to promote their education and success. When CalWORKs clients transition to college, we work to ensure that the application process to our program is as smooth as possible. We refer students to the myriad of supportive services that exist on our campus, services which would most meet their needs.

Progress

1. How well do the students served by your program perform compared to the total college population?

PERSISTENCE – The percentage of the total number of students at Evergreen Valley College enrolled in fall 2006 in the college was 53.7% and in CalWORKs 84.5%. In terms of persistence to spring, 32.46% of EVC's students persisted to spring, while 60% persisted in the CalWORKs program. Our percentages had risen from 2005-06 when our program only had a 41.87% persistence rate to spring. At the college in 2006-07, students who persisted to next fall were 23.07%, and in CalWORKs, that number was 49%. The CalWORKs Program works hard to keep students engaged and active in college and within our program. Even though

the CalWORKs population has many barriers to attending college, many students work hard to remain in college.

COURSE COMPLETION/DEGREE APPLICABLE – The overall course completion numbers that were given to us are not in percentages; therefore, it is difficult to make any conclusive statements about the college's or CalWORKs' course completion percentages.

ESL COURSE COMPLETION – As a percentage of the college, 8.12% attempted ESL courses and 68.49% were successful. For CalWORKs 9% attempted ESL courses and of those, 55.55% were successful. This percentage is a bit lower than the college's success rate. We recently hired a Vietnamese speaking Job Developer who is able to work with many of our native Vietnamese speakers. The ability to communicate easily in the students' native language to explain all of the CalWORKs regulations and paperwork certainly will aid in our increased ability to retain these students.

ENGLISH COURSE COMPLETION – At the college, 8.95% of students attempted English courses, of those, 57.27% were successful. In CalWORKs, 21.5% attempted English courses, and 46.51% were successful.

MATH COURSE COMPLETION – At the college, 4.88% of students attempted math courses, of those, 49.07% were successful. In CalWORKs, 22% of students attempted math courses, and 22.73% were successful. Many of our students have a difficult time with math courses and struggle with math concepts.

2. Describe areas where you have concern about student progress.

Basic skills courses, such as English and math, are often difficult for many CalWORKs students. In English, many students struggle with basic sentence structure and spelling in their courses. CalWORKs students face many barriers and can often have learning disabilities which contribute to the difficulty of successfully completing a course. To address basic skills gaps, a closer tie with the Campus Tutoring Center and the Math and Science Tutoring Center needs to be developed so that we can refer students who are having difficulty in English and math to receive regular tutoring services. Additionally, we refer students who are struggling in their English and math courses to a basic skills software, Plato, which is available on campus. We used Plato in the past to assist students with bolstering their basic skills and giving them an interactive and self-paced environment where they can learn basic skills. Unfortunately, the staff person who previously ran our lab has since left and the position was not replaced. However, the gaps in successful completion indicate that we should have a student tutor in our lab to assist other students with their Plato development.

3. What programs and services do you feel specifically contribute to the progress of students at your college? Why?

We have recently implemented a student mentorship program which should greatly assist CalWORKs students in their transition to college. In fall 2008, we have two student mentors who work with new

CalWORKs students to give them a tour of the campus, introduce them to other programs such as EOPS/CARE, DSP, the Career and Transfer Center, the tutoring centers, and the library. In the orientation to CalWORKs, the Director gives an overview of all the programs mentioned above that the college offers, including student organizations on campus, and the regulations and requirements for CalWORKs.

The CalWORKs staff has found that covering all of the above information is too much for new students. Therefore, we are integrating the orientation to EVC with the Counseling Department, and will request that most of our students attend the general student orientation. Additionally, we will have a separate CalWORKs orientation that will cover paperwork and issues particular to CalWORKs. After the Director has completed the CalWORKs orientation, a student mentor is available to answer any questions from a student's perspective and to take new students on a tour of the campus. The staff believes that this approach is much less overwhelming for new students and will help them in their progress at the college on the whole.

Success

1. How well do the program students perform compared to the total college population?

DEGREES AWARDED – The percentage of CalWORKs students who had degrees awarded is comparable to the overall college. The college had 4.95% of degrees awarded in 2006-07 and CalWORKs had 4%. In the future we expect the degrees awarded to increase as the county now approves two year degrees and transfer, which was not the case previously. Currently, we have many students in our program who are transferring and/or graduating from the college.

CERTIFICATES AWARDED – The percentage of the total number of EVC students in 2006-07 who were awarded certificates was .20%. In CalWORKs the percentage was 1%. The CalWORKs percentage is close to the student population; however, both numbers are very low.

TRANSFER TO 4 YEAR – The data reports that 97.25% of EVC's students transferred to a 4 year college or university. This number seems high based on the degrees awarded as reported above, as most students graduate with an AA or AS. The CalWORKs number of students who transferred after four years was 5%. This is significantly lower than the reported 97.25% at the college; however, the data provided seems a bit off.

TRANSFER DIRECTED – In terms of transfer directed students, in 2006-07 13.32% of the overall college population was transfer directed. The percentage of CalWORKs students in the same year was 9%. This number reflects the recent changing of the state and county's ability to approve transfer for CalWORKs students. This number is likely to increase due to CalWORKs changing regulations and openness to transfer CalWORKs students.

TRANSFER PREPARED – The number of transfer prepared students in 2006-07 was 9.13% for the general college population. The percentage of CalWORKs students who were transfer prepared was 16%,

reflecting the fact that CalWORKs students could have transferred but may not have been able to due to recent regulatory and policy changes in the CalWORKs Program.

2. Describe areas where you have concern about student success.

As a group, CalWORKs students often have a lower level of English and math assessment scores when they place into courses at the college. Therefore, this group of CalWORKs students has to remain at school longer and have a longer road to completion of an A.A. or A.S. Some students who place into lower English and math courses have great difficulty in passing the courses and must repeat the courses again. This impedes their progress even further. A recent change in regulations is attempting to address this concern, so we expect to have more students who will transfer to 4-year institutions to earn a B.A. or B.S. in the future.

3. What programs and services do you feel specifically contribute to the success of students at your college? Why?

The CalWORKs Program has strong ties with DSP, EOPS/CARE, FasTrack (a 4-year transfer program), and the Counseling Department to ensure that our students have all the resources necessary for their success at EVC. CalWORKs invites EOPS/CARE to all our big student orientations to speak about their programs and services to CalWORKs students. Additionally, in individual and small group new student orientations, the CalWORKs Director emphasizes the benefits of CalWORKs students participating EOPS/CARE and DSP. The perspective of the CalWORKs Program is that the more we can involve a student in on-campus programs, the better they are linked into support systems, which increases their opportunities for success.

CalWORKs also has a close working relationship with DSP, as does Keys to Success Program (KTS), another program that our CalWORKs office manages. The KTS Program tests CalWORKs clients for learning disabilities and provides a diagnosis of the kind of learning disability that is present (or not) for the CalWORKs client. There is also a three-week classroom component in which students gain a better understanding of the type of learning disability they may have, learn strategies to manage their learning disability, and explore careers that are available to them. We provide referrals to adult education programs or environments and community colleges. The DSP Program at EVC attends KTS twice each session to talk about college and the services that DSP offers the potential students.

In conjunction with FasTrack students, a 4-year transfer program, many CalWORKs students participate in visiting college campuses. Events are planned at local universities, UCs, and state colleges to ensure that students understand that 4-year transfer can apply to them. Visiting 4-year colleges and universities also allows students to visualize and become familiar with different types of 4-year institutions.

Special programs on campus are also a great source of support for our students and specifically contribute to their success. We have the ENLACE Program which is designed for Latino/a students, AFFIRM Program for African American students, the ASPIRE Program for Asian and Pacific Islander students, and the DESI

Program for Indian American students. Most of the programs have an academic counselor who works closely with students and provides them with personal and academic support. Each program has events and celebrations that involve the whole campus community.

Student Services Team meets twice monthly to address concerns, college plans, and upcoming events. These meetings provide a forum in which all student services programs coordinate their services and share their ideas, concerns, and thoughts with each other to ensure that our programs and services provide an excellent array of services to students.

Each semester, EVC also hosts “Kicks It Outside,” an all-day event on campus that features all of the student service programs. In a fun, festive atmosphere, “Kicks It Outside” is a promotion campaign in which student services, student support programs, and academic programs provide information to EVC students and the campus community.

Compliance

Student Eligibility

- 1. Describe your college’s coordination with the local county department of social services to determine student eligibility for services and coordinator services to be consistent with and in support of the student’s welfare to work plan.**

The EVC Director has monthly meetings with the County of Santa Clara to ensure that all regulations are adhered to and followed, that there is excellent communication between SSA and the college, and to keep abreast of all new upcoming programmatic or regulatory changes. These meetings are designed specifically for the colleges to ensure that any changes or questions particular to our students are addressed.

Additionally, there is a monthly Advisory Board Meeting, at which all CalWORKs related programs receive updates on new legislation, programs for clients, resources, and opportunities for collaboration.

EVC CalWORKs program would not be as successful without the continued support from our local SSA. At our College Consortium meetings where we work on issues and talk about our county’s perspective on TANF2. The County works with our college to provide technical assistance when necessary on specific issues, and progressively works with the County CalWORKs department to ensure good communication between the colleges and the county. We have excellent communication between our college and SSA and are able to talk about issues, concerns, and questions freely. The County of Santa Clara is highly responsive to requests for information on procedures, regulations, and exchanges between the college and the workers. We are working at the college level to assist our County in meeting WPR and we devise strategies to enable better reporting on working/volunteering students so that we can increase our WPR.

SSA is also very adept at handling any potential concerns that arise and addresses concerns in a timely manner. Through our monthly meetings, we have an opportunity for exchange and dialogue to refine our program and our approach. These meetings are crucial to the ongoing success of CalWORKs at EVC.

4. What documentation is used for eligibility for CalWORKs funded Services? Do the student files contain this eligibility documentation?

For student eligibility, we ensure on the CalWIN system that the student has been qualified to receive assistance. We print the WTW2 screen in CalWIN to ensure students' eligibility for services and put a copy in the students' files each semester. We utilize the WTW2 form, the educational plan, and the 32/35 hour form. We ensure that each student is eligible and qualified before issuing any services to the student. Additionally, the County Worker sends us an Email Referral Form, usually in advance of the student coming to campus. We have this form on file for all students before any services are given, as this is also the County's form that authorizes us to provide services for active and compliant CalWORKs clients.

The County determines financial eligibility and the appropriate County services needed. If there is ever a question or the student does not agree with the information in the CalWIN system, we immediately call the worker to determine if a change in eligibility has occurred or if there is a miscommunication between student and worker. We do not issue any services to the student until we have verified with the CalWIN system and received Email Referral Form.

Each month our Program Assistant checks on our Datatel system to verify that students' 32/35 hour form matches the classes that students are enrolled in. In this manner, we can target students for early intervention who may have dropped courses or who are not meeting the requirements.

Additionally, we track all students to ensure compliance with TANF2 regulations. That means we examine their grades, progress, work or volunteer requirements, and make a 32/35 hour form that reflects their WTW2 obligations. We will continue to provide all services in accordance with TANF2. We have excellent communication with our County SSA, and can get resolution to any outstanding issues in good time. The CalWIN system, as well as the introduction of new electronic educational plans and forms, makes communication between our college and the county even better.

A case management approach is utilized to maximize the support services offered to the students. EVC receives an Email Referral Form from the CalWORKs Worker stating that the student is eligible for services. We also verify in CalWIN. When the student makes contact with EVC, we refer them to take the assessment tests at the college so we know what courses to place them into. The Program or Staff Assistant then arranges a meeting with the student and the Educational Counselor. Before the first meeting, usually in our waiting room, students fill out paperwork including our Intake Form, Consent to Release Information Form, Student Agreement Form, and our EVC Grievance Policy Form. At the first meeting with the Counselor, the student and Counselor talk about educational goals, courses, and any blocks that may inhibit their success. Referrals based on the conversation with the student to various

programs on or off campus. At the outcome of this meeting the student should have a clear idea of which courses to take for their declared major or certificate, how to register for classes, and which other programs may be applicable to them.

After the student has met with the Counselor, the student also meets with the Director to have an orientation with her to better understand the services and requirements of the CalWORKs Program. At this meeting the Director explains the sign in and out policy, required forms for attendance, the Work/Study Program, and how CalWORKs can assist students with books, childcare, and transportation. We also discuss our computer lab for CalWORKs students, our mentor program for new students, laptop loan program, and expectations of our students. We also talk about other campus programs such as: DSP, EOPS/CARE, Financial Aid, FasTrack (4 year transfer program), and other student life programs on campus.

Students will also meet with our Job Developer to gain a better understanding of what services we offer students, as well as what they need to complete for her to assist them. In their initial meeting, work experience, educational and personal goals, and any inhibitors are discussed so that the Job Developer has a clear idea of what type of work experience the student is looking for. Based on this initial meeting, subsequent meetings are arranged to finalize next steps.

Students must complete all required paperwork for the County before they are officially enrolled in our EVC CalWORKs Program. Once the student has completed the educational plan, TBA (32/35 Hour Form), and has enrolled in courses, the County considers the student an EVC CalWORKs student. We fax these three documents to the worker directly to confirm every student's successful enrollment into the college.

We have the below forms in each file:

- Participation Alert Form – Progress Report
- Emails to workers and to us informing us of status changes
- 32/35 hour Participation Form
- Grades at the end of the semester
- Academic Probation

The sections of our files are as following:

SECTION ONE

Keys to Success packet, if applicable
(learning disability packet)
Student Intake form
Consent for release
WIN/program student agreement
Grievance policy sheet
CalWORKs Student Data Management Form
Childcare information form

SECTION TWO

Class/work form (TBA-32/35 hour sheet)
Client information to county
Copy of county attendance form
CalWIN Verification of Participation

SECTION THREE

Student schedules
Grades
Progress reports

SECTION FOUR

Educational Plans
Placement test
Educational backup

SECTION FIVE

Book vouchers
Reimbursement form
WTW2

SECTION SIX

Counselor comment sheets (counseling information)
Certified letters & correspondence

Additionally, our County has the CalWIN system, in which we can look up and verify information for students. In the CalWIN system we print out the Verification of Student Participation each semester to ensure that the student is still eligible for services. We can also use this system to see time left on aid, approved services, children on case, and other related information.

5. If provided, describe how student eligibility for on-campus childcare is determined and how is this service coordinated between the college's Child Development Center and the CalWORKs Program.

The child care in Santa Clara County is covered by the Department of Social Services. We work closely with the County of Santa Clara County to ensure that all of our CalWORKs participants have access to childcare and work with the participants to ensure that their childcare providers are adequate for their needs. The County of Santa Clara works directly with 4C's, Choices for Children, and other agencies to ensure that the needs of our clients are met. The college plays a peripheral role since the County is the entity that arranges the childcare directly. The childcare providers directly bill the County and do not involve EVC in the process.

We do have an on campus childcare center at EVC. However, the childcare center bills the County directly and does not involve EVC CalWORKs Program in the process.

Student Services

The California Community College CalWORKs Program funds are used specifically for coordinated student services as detailed in the annual budget act. These support services are designed to assist CalWORKs clients with achieving self-sufficiency to transition off of welfare. These funds allow the community college to be a full partner in the statewide welfare reform system by requiring the colleges to provide direct student support services including service coordination, work-study, job development and job placement, subsidized childcare, and curriculum redesign.

1. Describe each of the program component services that are provided using CalWORKs and TANF funds and how these services are documented.

Service Coordination

The CalWORKs and TANF funds, along with County match dollars are utilized for coordination of the CalWORKs Program components.

Coordination with Santa Clara County assists in determining student eligibility and the proper documentation that is necessary for each CalWORKs student in the EVC CalWORKs Program. New students are referred by the counties to meet with the CalWORKs staff for intake, orientation, a needs assessment, Welfare to Work Plan, ancillary services, and work-study opportunities. If a student comes

to the college directly first, they then need to go back through the county to ensure that their documentation and intake is completed and verified.

After a student is referred to EVC, they are advised to take a placement test which assists the counselor in determining their academic level of placement into classes. The counselor then meets with each student to ensure that they have specified (and that the county has approved) their major of choice. The counselor then develops an educational plan which must be approved by the county based on their WTW2 Plan.

The student is then referred to the Job Developer to ensure that each student meets with the Job Developer at least once to better understand the types of services and positions that may be available to them. The Job Developer works with the all non-SIPs to develop their WTW2 Plan and to ensure that it meets county criteria. The County then approves or makes suggestions to the WTW2 Plan which the Job Developer then incorporates into the final version of the WTW2. The County and the Job Developer both have copies of the WTW2 Plan.

Internally we have a database that tracks students' status, semester units, progress reports, educational plan start date, educational plan completion date, major, date WTW2 signed, high school diploma, and case comments.

Work Study

The Work Study Program assists students in meeting their core requirement participation requirement. We communicate with our county on a monthly basis as to the total number of work study placements to ensure that our County counts our placements toward WPR. We break that down further into volunteer, on campus, off campus, and unsubsidized employment placements.

If non-SIP student works under CalWORKs Work Study Grant, we will update the WTW2 form and fax it over to the worker at the County. In that way, both sides will have record of 12 month clock availability and can update WPR. For both non-SIP and SIP students, they fill out TBA form to update 32/35 hours week's activities which will inform the County as well.

We also get a listing through the county of volunteer opportunities. These opportunities are emailed to our Job Developer bi-monthly. We can refer students to volunteer opportunities as they becoming available. Work Study opportunities are identified by the Job Developer. The Job Developer works off campus to talk with employers to assist them in understanding the benefits of our Work Study Program. The Job Developer attends job fairs and makes contacts, works with Work2Futures (local One Stop Center) on employer openings, asks students to gather information on current and potential employers, and makes contacts through her initiative. Additionally, we receive job placements through email and fax that we post on our job board in our computer lab. The Job Developer actively follows up with leads and calls or makes appointments with prospective employers.

We work with employers who understand that some students may not have a lot of experience, and who are willing to spend the time developing work related skills in our students. Through our process, though, we try to screen students who seem responsible to show up on time and consistently to a position. We also match the student's goals with the employer's needs. We also explain that the 50% discount we give on their wage is in part so that they become job ready through their working experience.

On campus, the Job Developer works with campus departments and the district office to email them about our program, update them on how our program can pay 50% of the wage, and matches students with departmental needs. Through our contacts on campus, we determine which positions are available. We sent two all campus and district office emails to let departments know about our program and the 50% payment by CalWORKs for CalWORKs student workers. Departments emailed us back if they had the funds and the need for student workers.

We strive to match every student's educational goal with a similar career goal to give them the maximum benefit from the job experience. Students are placed in positions to provide them with exposure to their future career and academic goals. We work diligently to try to place students into their area of interest and study so that they receive the maximum benefit from their experience. For example, a paralegal student was placed in a law office firm as an office assistant. This will give the student the exposure to working in a law firm and the employer has provided the student with many opportunities to be exposed to what a paralegal assistant does. The student will gain valuable experience and could possibly gain full-time employment upon completing their certificate. This is one example of how we work to coordinate the services and the placement to ensure a meaningful learning experience. We target jobs for the main areas of concentration for our students. These areas include: administrative justice, medical office, nursing, and administrative assisting. Other concentrations are also taken into consideration as well; we work with almost any employer who is willing to spend the time to proactively work with our CalWORKs students.

To ensure that students are fully aware of their responsibilities, we have developed a contract with the student. We have student sign the CalWORKs Work Study Grant Student Contract upon his/her employment to ensure that they completely understand their obligations in participating in our program. We have all students sign the agreement.

The contract stipulates that the student must do the following:

- Work on the assigned schedule as stipulated by the employer
- Always show up to work on time.
- Never work more than the assigned 20 hours per week.
- Strictly adhere to employer's guidelines, procedures, and performance standards.
- Act in a professional and respectful manner in workplace.
- Dress in an appropriate manner.

- No personal business will be conducted at work site.
- Will not work during non school days without prior approval from supervisor.
- Address any concerns or issues with Job Developer BEFORE they become problems.

The Job Developer meets with each student at least three times before placing them into a position. In that way, we can ensure that the student has follow-through, will show up on time, and has the dedication necessary. We have several standards that must be met. First, the student must be an active CalWORKs student at EVC, meaning that they must be actively participating in their CalWORKs Program at the college. Additionally, the student must be enrolled in at least six units for fall and spring and three or more units in summer semesters. Students must be passing all coursework and need to have a cumulative GPA of 2.0. Lastly, the student meets with the Job Developer at least 3 times before placement to ensure their timeliness, job readiness, and dedication to the potential job. Additionally, we address any barriers that they may be experiencing which could hinder their experience. Barriers include such things as: transportation, childcare, medical issues, mental preparedness, and a work ready attitude. Also, we look at their education and experience to ensure that we are placing them in an appropriate position that will give them opportunity for growth.

They also must turn in required documents in a timely manner, including timesheets. We send directly to the employer an evaluation form which allows us to know the student's job performance and allows us to identify the job skills which need improvement.

We coordinate with Financial Aid Office to place students working on campus. After receiving the hiring needs from other departments, we will advise Financial Aid of those students who are qualified for the positions needed. Financial Aid will look at students' criteria to see if they are qualified to work under Federal Work Study. Our college has identified fifteen federal work study placements specifically for CalWORKs students, nearly 25% of all campus placements. Additionally, we are expecting to have a few more placements based on their budget and overall numbers. We have an excellent relationship with Financial Aid, and they have worked with us to support as many CalWORKs students as possible through federal work study.

Our CalWORKs Work Study Program is managed through our CalWORKs office, although we work closely with Financial Aid to ensure they have proper copies and paperwork of all work study students.

Job Development and Job Placement

On the student side, we are working to ensure that all students understand their responsibility with regards to TANF2 regulations, training non-SIP students to prepare them for employment, placing them into on or off campus positions, providing supportive services and forums for them to talk about workplace concerns or issues. We are also tracking their hours on a monthly basis to ensure that they

are complying with the new regulations and obtaining the appropriate number of core hours to meet WPR.

Once a CalWORKs student is officially enrolled in an approved training program, work experience opportunities will begin to be identified by reviewing all student employment plans and designing a tailored welfare to work plan. We work with all non-SIP students to ensure that their 12 month work clock is explained. Additionally, we offer non-SIP students job opportunities to ensure our county's compliance with TANF2 work regulations. We also work with SIP students to identify work experience opportunities. The Job Developer works with each student to understand their previous experience, barriers to employment, educational level, interview preparation, resume revision and writing, and job coaching. The Job Developer also works with on campus constituencies to place students into hourly wage jobs that are excellent starting points for those students who need a bit more assistance with job experience. We also place students into off campus jobs, where the student gains experience that can be applied directly to their area of interest and future certificate or degree program.

During an initial interview with the Job Developer, students are asked about their educational goals and previous work experience. They discuss what opportunities would be best for them to transition into the career field they are working toward. Resume and interviewing skills are also reviewed and developed. The Job Developer works with students to develop a good comprehensive resume and practice interview skills. In addition, interview workshops and resume critique drop-in appointments are offered to CalWORKs students. Students are screened carefully for each employment opportunity to ensure there is a match between what the employer is seeking and what the student has to offer. The student is contacted when there is a potential job and an interview is set up. Once the student is hired, the employer and student are contacted to process the paperwork. The student is also contacted periodically to ensure that their employment is going well.

Our Job Developer works on making liaisons with more businesses to provide meaningful work/study placements for CalWORKs students. We are tracking all of our non-SIP students to serve them first with appropriate work study placements out in the community and on campus. For off campus employment the Job Developer visits local businesses within the community and develops a relationship with these businesses. Literature explaining the program is given out to these potential employers. The Job Developer has built a relationship with the local Work2Futures and receives their job postings on a regular basis. On the employer side, we are contacting employers, describing the benefits of hiring CalWORKs students, discussing the work/study wage matching, developing contracts, and calling to ensure employer satisfaction, and providing follow up on our services. Attending the college job fair and talking with employers is another form of employment connection. Students who are already employed with off campus employers are willing to work through the Work Study Grant and also provide possible opportunities for other students. The Job Developer follows up with these employers on their employment needs and explains how the work study program can benefit their business. We are reaching out to area businesses to ensure that our college has a large population of competent students who are successfully employed in the local community. We have developed a marketing piece to send

and give out to all employers that contains information on the benefits of hiring CalWORKs students through this program.

For on campus employment, the job developer is in touch with Deans and Directors of various departments on a regular basis to find out what their staffing needs are. We have also been working closely within the campus to further strengthen our relationship with our service learning and work experience departments. We have students who are gaining valuable paid and unpaid experience through college work programs. We work closely with the service learning and work experience to ensure that the students are meeting their core and non-core hours of participation. We also work with our students during intersession to make sure that they continue to gain their required core and non-core hours of participation.

With TANF2, we are working at the college and within the community to develop appropriate volunteer and work sites to accommodate our students who will need to fulfill TANF2 requirements to meet WPR. We are developing WTW2 plans according to students' status and ensuring that their WTW2 requirements are met.

We use CalWORKs funds only to pay for all job development related activities.

Child Care

The child care in Santa Clara County is covered by the Department of Social Services. We work closely with the County of Santa Clara County to ensure that all of our CalWORKs participants have access to childcare and work with the participants to ensure that their childcare providers are adequate for their needs. The County of Santa Clara works directly with 4C's, Choices for Children, and other agencies to ensure that the needs of our clients are met. The college plays a peripheral role since the County is the entity that arranges the childcare directly. The County bills all childcare providers directly and does not involve EVC in the process.

Curriculum Redesign

We did not use any CalWORKs funds to design curriculum for CalWORKs students.

2. Describe your college's process for providing case management services.

At EVC, we maintain comprehensive folders on each student who wants to enroll and who is enrolled in our program. Each file contains a verification of the student's eligibility from the CalWIN WTW2 screen for that semester, an Email Referral Form, an intake sheet, a signed agreement of the students' responsibilities in our program, an educational plan, 32/35-hour plan, WTW2 form, course schedule for each semester, case management notes, academic progress reports, Participation Alert Form, and book vouchers. We work with the county to ensure students' enrollment and coordinate through the CalWIN

system to verify who is enrolled and eligible. We also call workers to resolve questions and concerns regarding a particular student and use the CalWIN system (and WTW2 screen) to send email messages regarding student issues back and forth to ensure eligible student status. Additionally, through an established early alert system is set in place, we send out Academic Progress Reports within the first six weeks of the semester. If students are having trouble they are required to meet with the CalWORKS Counselor, who then will set up support services, i.e. tutoring, outside referrals and/or reevaluate course enrollment and make modifications to the students' educational/employment plan.

Using Datatel, each month our Program Assistant verifies that students' 32/35 hour form matches the classes that students are enrolled in. In this manner, we can target students for early intervention who may have dropped courses or who are not meeting the requirements.

Additionally, we track all students to ensure compliance with new TANF2 regulations by examining their grades, progress, work or volunteer requirements, and making a 32/35 hour form that reflects their WTW2 obligations. We have excellent communication with our County SSA, and can get resolution to any outstanding issues in good time. The CalWIN system, as well as the introduction of new electronic educational plans and forms, will further improve communication between our college and the County. We will continue to provide all services in accordance with TANF2.

Besides the monthly meetings with the County of Santa Clara and the monthly Advisory Board Meeting, the CalWORKs Program and County collaborate to facilitate the county's vouchers for ancillary services for students at the college. EVC provides students with vouchers to buy required books and supplies for coursework that has been approved and on the educational plan. Students take the CalWORKs signed voucher to the bookstore for purchase. They can also buy parking passes in the same manner.

EVC's Case Management Intake Process:

- County worker calls and schedules appointment for the new client/student.
- County Referral is sent to EVC. The Email Referral Form is emailed to our Program Assistant.
- New students take EVC's placement test at the Assessment Center.
- EVC has orientation with student describing all college and CalWORKs related requirements. Intake Form is completed. All consent forms are signed (authorizes EVC CalWORKs staff to share information with CWES worker). The Student Agreement is signed (students agree to maintain GPA, turn in academic progress reports, take only classes authorized by CalWORKs counselor, and communicate any difficulties in classes with the counselor).
- Discuss CalWORKs services available to the students: tutoring, monitored study labs, academic counseling, 32/35 hour participation and work requirements, laptop loan program, academic progress reports, book voucher information, transportation information, community resources, and Second Harvest Food Bank.

- Talk to student about CalWORKs specific requirements such as: mandatory sign in and out for participation, turning in attendance form for signature (this grants them childcare and transportation).
- New Student Orientation Checklist is provided to student on which lists financial aid, BOG Fee Waiver, EOPS/CARE, DSP, and FasTrack.
- Student meets with educational counselor to develop educational plan.
- Student meets with Job Developer to understand Work Study Program and what the Job Developer can offer the student.
- Program Assistant faxes to CWES Worker a copy of the educational plan, class schedule, and 32/35 Hour Participation Form.
- CalWORKs student files are completed. Student eligibility is verified and documents in place before any ancillary services given. The CalWIN Verification of Services screen is printed to ensure that the student is current and serviceable according to CalWORKs.

Ongoing Case Management Services

Eligibility and monitoring occur throughout the semester. Prior to the first week of school we print out CalWIN Verification of Services screen to ensure that the student is still CalWORKs eligible. We check to see if the student has enrolled in a minimum of 9 -12 units, unless there is a learning disability present. After first census, the CalWORKs office checks the course schedule again for each student, ensuring that the 32/35 Hour Participation Form matches, and that the student has not dropped too many units.

We send Academic Progress Reports to each students' homes. They then are responsible for bringing the report to their instructors to sign off on their progress to date and returning to the CalWORKs Office. Any student who has below a "C" in any class is scheduled to meet with our Educational Counselor to talk about strategies for improvement. For any student who does not turn in a progress report, we fax a Participation Alert Form to the worker letting them know that we were unable to verify progress of the student.

Monthly Attendance Forms are verified by the Program Assistant based on the sign in and sign out of class time and monitored labs. These are then signed and returned to the student if the times are consistent. If not, a Participation Alert Form is sent to the worker.

Other Case Management Services

We have two large group orientations before fall and spring semesters to update students on any legislative changes, college updates, program updates, or program reminders. We often have EOPS/CARE participate in our orientation so that students understand the benefits of EOPS/CARE.

Recently, we have begun a Student Mentoring Program in which two identified students are peer advisors or mentors to their CalWORKs counterparts. The student mentors assist with small and large group orientations, answering student questions, giving tours of campus, providing a student perspective on the college and program.

We also have a laptop lending library in which students who have been here for more than one semester are allowed to borrow a laptop for the semester. This has been a very successful and useful program for our students.

As an incentive for our students, we provide gas vouchers, based on attendance, sign in and out, and progress reports. We give these out on a random basis to all students who qualify.

We have Gardner Mental Health Services come in and provide psychological counseling to our students each week. We have a counselor in our office for two hours each week to see returning and drop in students on a regular or as needed basis.

Program Requirements

- 1. Do you have a program coordinator or director? What percentage of time does this position have assigned to CalWORKs and how was it calculated?**

The CalWORKs Director is 100% CalWORKs.

- 2. Describe how the CalWORKs program coordinator and staff coordinate with the local county welfare department to provide services to eligible CalWORKs students**

The CalWORKs Director and program staff maintains a close relationship with the County's program manager, case workers, and staff. EVC has been working in partnership with Santa Clara County since the GAIN Program. The EVC CalWORKs staff regularly communicates with CWES staff on student eligibility status, updates on particular students, WPR alerts, employment or volunteer status, educational plans, and ancillary services for clients. Our Office receives calls and emails from the County regarding all of the issues above and handles each request in a timely manner.

As has been described throughout this document, we have an excellent working relationship with the county. Through regular meetings with the county, we work to have open communication that facilitates an exchange of information to ensure that our program is working well with the county and for the students.

The County also provides recognition activities such as the Client Achievement Awards. The EVC Educational Counselor meets with each of our nominees and writes their story for submission to the county. The county then nominates the best stories and achievements at an award ceremony, at which the Santa Clara County Supervisors present the awards to the clients.

Hence, there is communication flowing both ways to ensure that the clients receive the best services available to them through our county college collaboration.

Funding, Expenditures, and Accountability

The EVC CalWORKs Program has an excellent process for tracking and verifying CalWORKs expenditures and funding. We attend regular trainings; comply with legal requirements set forth in the education code and annual Budget Act, and in guidelines issued by the Chancellor's Office.

1. How do you ensure that CalWORKs funds are only used to pay for allowable services for CalWORKs eligible students?

The CalWORKs Program monitors student progress and status with the county in order to determine eligibility for student expenditures. As detailed earlier, we have a comprehensive process that ensures that the students we serve are in fact CalWORKs eligible. We utilize the Email Referral Form from the county as well as the CalWIN system to verify their current status as eligible. At the time that services such as book vouchers are rendered, we have a list of approved students who will receive a book voucher and ancillary services. If there is an issue with a student not complying with the county, or with our program requirements, a book voucher or ancillary services will not be given until the situation is rectified. The EVC book store works with the County of Santa Clara directly to bill them for all approved books and supplies.

We have a Staff Accountant who monitors our program's expenditures and ensures that all expenditures are posted against the budget on a monthly basis for reconciliation. The database that the Staff Accountant utilizes is updated daily with any new expenditures ensuring that all accounts are in good standing. The regular monitoring of our accounts ensures that our Year End Expenditure Report is always accurate.

2. How do you ensure the declared match are from allowable sources and are for direct services provided to CalWORKs students?

The CalWORKs Director and Staff Accountant use the Chancellor's Office CalWORKs District Match Guidelines as a resource when identifying match each year. The program match include funds from the County of Santa Clara Excess/GAIN fund, as well Keys to Success Program Funds. Keys to Success is a County CalWORKs Program that is managed by EVC and provides workshops and disability diagnostic services to learning disabled clients.

3. Describe the process for developing and approving the CalWORKs Budget and Expenditures

The CalWORKs Director and the Staff Accountant work together to draft a budget for the next fiscal year in late spring. CalWORKs and TANF allocations are expected to be at least 90% of the prior year's

allocation. The Staff Accountant prepares detailed information on current staff salary, benefits, and cost of living adjustments.

Once this is completed, the Staff Accountant inputs the salaries into the budget and reviews the remaining available funds. As a guide, last year's expenditure report is used to provide a template for the coming year. Based on the program's priorities and goals for the coming year, as established by the Director and CalWORKs staff, the remaining funds are distributed to cost center areas.

Additionally, the work study component is included in the budget to determine the number of students to be accepted into the Program. The budget is revised if necessary and all funds are distributed. The final budget is signed by the Director of CalWORKs, Vice President of Student Services, and a district representative.

The CalWORKs Program Allowable Cost Guidelines are used as a resource to ensure that all planned expenses meet the guidelines. In addition, the Staff Accountant and Director directly monitor the budget to ensure that expenditures are within the allowable costs and within our cost allowance.

4. Identify the process for completing the CalWORKs Year-End Report and relationship to the district's year end program accounting.

The Staff Accountant ensures that the budget is monitored on a regular basis, performing monthly reconciliations, and communication with district on human resources issues, cost centers, and reconciliations. This coordination ensures that the Year End Expenditure Report runs smoothly. Prior to the end of the fiscal year, the Staff Accountant and Director review the budget to ensure that all categorical funds properly expended and reported in the internal college accounting system. We ensure that all outstanding purchase orders, timesheets, payroll, and other expenses are submitted and cleared.

In the new fiscal year in July, the Staff Accountant and Director reviews the year end print outs to ensure that all accounts were properly charged and have been accurately reported. The Staff Accountant then works with the District Office to make any necessary changes. The Staff Accountant then completes the final accounting form for CalWORKs in collaboration with the Director. The Staff Accountant then completes the accounting forms and returns these to the district office for signature.

Other

What other areas or departments on campus do you coordinate with to provide student services to CalWORKs students?

The CalWORKs Program works closely with a learning disabled county funded diagnostic program, Keys to Success, to provide a continuum of service to learning disabled clients who attend EVC. We work

closely to ensure that we have a good referral system for new clients, that they receive the on campus support and services they need, and that we give them an extra helping hand to ease their transition process to college. The special programs on campus such as Enlace, AFFIRM, ASPIRE, are also a great source of support for our students. The Student Services Team meets twice monthly.

We work with other CBOs on job opportunities and outreach such as Second Harvest Food Distribution, at which we provide 70 CalWORKs families with 100 pounds of free groceries each month. This is a special service and collaboration between our college and our local food distribution center to assist our families in need.

We also collaborate with numerous community-based organizations to provide our clients with resources for clothing, housing, electric/power, etc. We have compiled a CalWORKs Resource binder that is housed in our Office and assists students with many specific issues they are facing. We update this binder with new programs and relevant information to assist our clients with their needs. Our efforts to increase coordination and outreach for programs targeting TANF recipients will continue throughout the year.

Effective Practices and Opportunities for Improvement

Matriculation

A. What is working well?

All matriculation services on campus are provided in a culturally sensitive and accessible way for our diverse student population. Staff and faculty in Admissions & Records and Counseling are bilingual in Spanish and Vietnamese helping students who prefer to speak in their native language matriculate onto our campus. (EVC is a college designated as a Hispanic Serving Institution (HSI) and a Asian Pacific Islander (API) Serving Institution.) We also strive to provide pertinent written information in English, Spanish and Vietnamese to provide even greater access.

B. What areas need to be addressed more effectively?

The counseling department provides exceptional services to all students on campus through individual counseling appointments and their involvement in all areas of the campus. Our faculty serve on shared governance committees; coordinate the Teaching and Learning Center and Service Learning; share their load with other programs on campus; and outreach to our high school students. Their perspective and expertise on the student experience and their academic pathways is invaluable. At the same time these commitments take away from their availability to see current students and divide their ability to sometimes generate and participate in new initiatives in the Counseling Department. In addition, their 175 day contracted calendar requires more attention when scheduling their work hours to be most effective for students' needs rather than just the academic calendar.

In our assessment area there are a few areas that need to be addressed to make our services more effective. Currently are unable to offer computer based assessments when we are off campus providing some of our outreach services to our high schools and community organizations. Students take paper and pencil tests that are brought back to the center and scored by hand. In addition, our ESL assessment test has a written component that requires an ESL faculty member to read and score the essay. Each of these processes delays the ability for students to get timely information regarding their scores, helping them access other important matriculation services.

Currently there are technology needs for the matriculation areas that would help streamline services and help ensure accurate and timely information is available for faculty and staff when students seek services. Automatic loading of assessment scores to Datatel and an online filer system with student information including transcripts and other important documentation are key components to supporting our work.

C. Any exemplary practices and services that may be replicated by other colleges?

Many of the programs and services detailed throughout this report would be exemplary services to be replicated at other colleges.

D. Any successful pilot projects implemented by your program?

Not at this time, however we have a number of projects scheduled for piloting during the Spring 2009 semester.

EOPS

A. What is working well?

The EOPS/CARE program has a fully functioning Student Success Center. The SSC will give EOPS/CARE students a place to work on basic computer literacy and on-line services like financial aid workshops, scholarships, research and special computer aided academic opportunities. The Center is a significant addition to the program. Proficiency in the use of on-line services is essential to students' experience at Evergreen Valley College. These skills will pay dividends when they transfer, with banking, career research and news sources.

B. What areas need to be addressed more effectively?

Outreach to underrepresented groups needs to be more systematic with a long term plan for attracting, retaining and graduating student from these groups. Networking with community agencies and partnerships with the school districts need to be cultivated.

The EOPS/CARE Program needs to engage its students in transfer awareness at the start and during the students' tenure in the Program. There needs to be more transfer directed information and

preparedness activities targeted at new EOPS/CARE students. New and returning students need to be informed and encouraged to investigate transfer as an option.

C. Any exemplary practices and services that may be replicated by other colleges.

The EOPS/CARE Program has had three directors in four years. The Program has done very well to maintain a quality level of service to its students. However during this time of transition the Program focused on good service delivery.

D. Any successful pilot projects implemented by your program.

Not at this time.

DSP

A. What is working well?

- The various student services programs work well together and collaborate often.
- The DSP has experienced and skilled staff that are friendly and knowledgeable (100% of students surveyed in 2006-2007, reported this).
- We have a student-centered program with committed staff (91.84% of students surveyed in 2006-2007, graded their services received as an 'A').
- The DSP has a short wait time in the office (93.87% of students surveyed in 2006-2007 reported waiting 10 minutes or less).
- Outreach efforts on and off campus have greatly increased our numbers and have helped build awareness about our program and about students with disabilities.
- Due to our increased numbers, our State Grant categorical funds have increased. In addition, we have received increased college effort and VTEA funds, and we have received additional funds through our MAA participation since spring of 2006.
 - Extra funds have allowed us to hire a permanent full-time Staff Assistant III, and to provide faculty coverage during Intersession, and spring and summer breaks. We also added an additional Guidance class, purchased new and up-to-date adaptive software and equipment as well as instructional equipment for our Guidance classes and for APE.

B. What areas need to be addressed more effectively?

- Staffing issues:
 - Reclassify the DPS Coordinator to be 100% Coordinator
 - Lift the hold on our Staff Assistant II position so that we can move forward with hiring a permanent Staff Assistant II.
 - Move forward with announcing and hiring a full time permanent Instructional Assistant, to fill the part time permanent vacant position. Note: The vacant position requires a B.A./B.S.,

but the DSP would like to replace that with a position that requires an A.A./A.S. and for the position to be full time so that we can utilize this person to assist with MIS recording and tutoring, and to offer more open lab time.

- Announce and hire a full time permanent L.D. specialist to fill the vacant position.
- Announce and hire an adjunct DSP Counselor.
- When necessary, allow for overload and overtime, in order to best serve our ever increasing DSP student population in a timely manner.
- The DSP has limited career counseling and employment focus.
- Develop outreach activities that specifically target potential DSP students in the following categories:
 - Male
 - Asian
 - Filipino
 - 30-34 year olds
- Develop a better system to encourage our students to participate in DOR and to report DOR clients in the DSP.
- Increase the promotion of our math and English tutoring.
- Currently, all Special Class pre and post SLO surveys are filled out by students and then filed. There is no current method established by our District Office to analyze these surveys.
- Although the DSP does receive college effort that far exceeds the revenue that is generated from our Special Classes, the money generated must be extracted and expenditures must be tracked so that these specific funds are used for students with disabilities.
- Our Campus needs to develop and approve the following policies:
 - 504/ADA Transition Plan
 - Guidelines for Producing Alternate Media For Persons with Disabilities Policy
 - Electronic & Information Technology Plan
 - Special Class Repetition for students with disabilities
 - Course Substitution and Waiver for students with disabilities
- Our Campus should form an Academic Adjustments or Fundamental Alterations Committee.
- Our Campus should ensure that all labs are accessible, especially the reading and writing labs.
- All instructors must follow our test proctoring procedures.

C. Any exemplary practices and services that may be replicated by other colleges?

Our outreach efforts have truly been exemplary. For Disability Awareness Month, we offer a variety of events. For October, 2008 we are having presentations from EDD, DOR, TransAccess, ProjectHired, and Canine Companions for Independence. In addition, the DSP will have an outside display table, will host an Open House, will have a talent show, and will provide a Kurzweil 3000 demonstration in our High Tech Center. We will also have an interactive obstacle course event through San Jose Therapeutic Sports, a Future Leaders Conference with East Side Union High School District, and we will participate in a fundraiser walk for TransAccess. We are also hoping to receive twelve refurbished computers from a non profit organization, so that we can do a give-away for DSP students. Throughout the month, we also send out campus-wide e-mails on disability related topics and legal issues.

In addition to Disability Awareness Month, we provide presentations to classrooms, at division meetings, and during Kicks It Outside (campus events to highlight individual programs).

We have cultivated excellent relationships with neighboring schools and community agencies, and we are invited to present at various functions and events. The DSP has also implemented a follow-up procedure in which we have begun to contact all DSP students who have not visited our program in one year or more. We have done this via phone, e-mails and phone calls. Note: We have temporarily stopped this procedure, due to our current need of increased staff. We also collaboratively work with the off campus site of Keys to Success. With the assistance of the Marketing Director, we have successfully marketed our program in our Schedule of Classes, online, in our campus paper, on busses and bus shelters and on the radio.

Another exemplary practice that the DSP has implemented is the revision of DSP forms and student files. Each section of a student file is specifically designated for particular documents, and we developed a “cheat sheet” to help us remember where each document belongs. We are proud of the fact that our student forms and files are now in complete compliance, and they have created more efficiency as well.

D. Any successful pilot projects implemented by your program.

No pilot projects at this time.

CalWorks

A. What is working well?

The CalWORKs Program has an ongoing and collaborative relationship with the County of Santa Clara Department of Social Services, and the Employment Support Department. We have continually worked together on regulatory changes and updates. Through our monthly meetings, phone, and email contact, we stay abreast of changes and can adjust our program accordingly. By coordinating our efforts with the County, we are better able to provide comprehensive services that pinpoint common issues and proactively work together to solve any difficulties. Our relationship with the county allows us to put the client first while adhering to all guidelines and regulations of TANF, CalWORKs, and the college itself. In this way we can continue to best serve the client because we have a seamless process of communication between the county and our program.

The CalWORKs Program also enjoys having a cohesive relationship with the other student services programs here on campus: including EOPS/CARE, DSP, Counseling, academic departments, faculty and staff. The Director of CalWORKs sits on the Advisory Board of EOPS/CARE and the DSP Programs. Additionally, we meet at the Student Service Council meetings, Matriculation Committee meetings, and

other college events. Thus there is regular contact between the heads of the program, allowing for collaboration and conversation on a variety of student services topics.

The CalWORKs Director participates in the College Council and is involved in the shared governance process. Additionally, the CalWORKs Director sits on hiring committees for the college, the Matriculation Committee, the Student Service Council, the DSP Advisory Council, the EOPS/CARE Advisory Council, and CalWORKs staff meetings. Additionally, the CalWORKs Director is involved in managing the Keys to Success Program, a learning disabled program that is funded by the County of Santa Clara. This program works closely with our DSP Program to provide insight for LD clients in what is like to attend college and the services that DSP can provide for them.

The CalWORKs Work Study Program has employed over 50 clients in 2006-7 and is going strong. Our Job Developer has taken a very active role in participating in the campus community and talking with department to understand their staffing needs. We have grown this program from zero students to over 50 clients in less than 3 years.

B. What areas need to be addressed more effectively

The college as a whole could expand its non credit offerings, which would greatly assist with the hours of participation that CalWORKs students are mandated to participate in. This is a larger campus issue though, and one that the CalWORKs program hopes will increase our ability to keep our students engaged between semesters and breaks.

Additionally, a better database tracking system needs to be developed. Currently all our student information is tracked on an Excel database. This mode of tracking our students is not as efficient and as easy as it could be. While the database is in our shared drive, it is a cumbersome and outdated process for tracking our students and all the pertinent information. The CalWORKs Director is beginning preliminary conversations with an Access database contractor this fall 2008. The CalWORKs Director, in collaboration with the CalWORKs staff, strives to develop a CalWORKs Access database that will be more useful and user friendly for all staff. The CalWORKs Director has met with the Director of EOPS/CARE to better understand their Access database and potentially use it as a platform on which to build the collection of CalWORKs appropriate data and information. Meetings with the Access database contractor are being set up and more information should be available soon.

C. Any exemplary practices and services that may be replicated by other colleges

Currently we are working very closely with DSP and the CalWORKs County funded Keys to Success Learning Disabled Program. Our County believes in giving learning disabled clients full testing to better comprehend their potential disability and how to move forward. However, the Keys to Success Program does more than just diagnose LD; the program helps clients to better understand their learning disability and to gain confidence in their next steps to becoming fully self-sufficient. The Keys to Success Program

had been doing just that very well on its own; however, in collaboration with DSP, we now can offer Keys clients a more comprehensive understanding of how the colleges can assist them with their learning disability. Now more than ever, we are providing a bridge for our learning disabled clients to a better future through gaining additional education at the community college level. The DSP representatives come in twice each three week session to talk about college, the benefits of college, financial aid, and the services at with the DSP. This may be the first time some of these CalWORKs clients have ever even considered the college environment as being right for them. This partnership with the DSP has allowed more non-traditional students to come to college and given them the opportunity to achieve more than some of them would have imagined.

D. Any successful pilot projects implemented by your program

The CalWORKs Program, in collaboration with the County of Santa Clara, has designed a program for some students which will assist with engaging students and maintaining their hours of participation through the iPod Program. The County will be allotting each college a specific number of iPods to assist with keeping up training hours during breaks. This program is being piloted during the holiday break in December. While not all of our students are able to participate in the program due to a limited number of iPods, some of our students will be able to benefit from renting an iPod through our office for the winter break. Students are expected to return the iPods so that we can keep them for students in the future and during upcoming breaks.

Additionally, we are piloting a Student Mentor Program in which we have two students who have just begun working with new and existing students to provide them informal guidance and some technical assistance with forms and CalWORKs information. Mentors will be giving new students a tour of campus to assist them in their adjustment to campus life. Additionally, they will provide hands on assistance to students in need of help, under the guidance of the CalWORKs staff.

Planning Agenda

MATRICULATION

Activity	Timeline	Responsible Party
MIS Data Mapping	Spring 2009	MSSC
EARLY ALERT	Fall 2009	MSSC
Pilot one stop orientation, assessment and program planning services	Spring 2009	Counseling, Enrollment Services
Pilot Early Admissions Program one-day student & parent orientation	Spring 2009	Counseling, Enrollment Services

EOPS

The EOPS/CARE program will target schools and community agencies in a systematic outreach effort to recruit underrepresented students. The primary goal of all our outreach activities is to establish long term partnerships with area high schools and service agencies that assist underrepresented populations. The outreach staff will work in groups and individually to ensure access and transition to EOPS and EVC.

The program will promote transfer to all applicants. The data shows “Transfer Directed” and “Transfer Prepared” are areas that need attention. Students will be encouraged and provided with information to make transfer a viable option. The task of planning and facilitating the Outreach and Transfer initiative is the responsibility of the EOPS Director and the outreach staff. While EOPS is not requesting additional funds for the initiative, we are planning to use the services of interns to assist in bringing students together for Outreach and Transfer focused events. The timelines for these activities will begin in fall 2008 and will continue until significant progress is realized.

DSP

Activity	Timeline	Resources Needed
Create a new DSP Student Handbook and a new Faculty handbook.	June, 2009	We have already gathered the necessary information.
Hire a permanent Staff Assistant II.	December, 2008	Screening Committee has met, but there is a temporary hold on this position. We need approval to move forward with position.
Hire a permanent full time Instructional Assistant.	June, 2009	Approval to move forward with position.
Hire an adjunct L.D. Specialist and/or an adjunct DSP Counselor.	December, 2008	We must get approval and then announce the position for an adjunct DSP Counselor. Announcements have already been made for an adjunct L.D. Specialist.
Hire a permanent full-time L.D. specialist.	August, 2009	Approval is needed.
Reclassify Coordinator position to be 100% Coordinator.	June, 2009	Approval is needed.
Offer more career/employment focused counseling and/or programs.	June, 2011	We need at least one adjunct counselor. We need to work with Workability III, EDD, Project Hired, TransAccess, and DOR concerning this.
Increase the promotion of our math and English tutoring.	Ongoing	DSP instructors and staff to regularly announce.
Develop better system to promote DOR and to report DOR clients in the DSP.	May, 2010	We need assistance from the DOR and from other successful DSP&S programs.
Develop outreach activities that specifically target potential DSP students who are male, Asian, Filipino, and in the 30-34 year range.	May, 2010	Due to our staffing need, we have put a temporary halt on additional outreach. When we are properly staffed, we can develop these additional activities.
Ensure that DSP Special Class generated revenue is properly accounted for.	May, 2009	We would need assistance from the District Office and EVC Business Services Office.
Campus needs to develop and approve the following policies: 504/ADA Transition Plan, Guidelines for Producing Alternate Media for Persons With Disabilities, E&IT Plan, Special Class Repetition for students with disabilities, and Course Substitution and Waiver for students with disabilities.	May, 2011	We need the entire campus' assistance with this.
Campus needs to form an Academic Adjustments or Fundamental Alterations Committee.	May, 2011	We need the entire campus' assistance with this.
Campus should ensure that all labs are accessible, especially the reading and writing labs.	May, 2009	We need the entire campus' assistance with this.

CalWORKs

Identified Need	Action Items	Timeline	Resources Needed	Responsible Party
Update database to include Access database to better track our students and provide reports and better information on our program.	<ul style="list-style-type: none"> Change data fields Add screens for Work-Study Program Delete EOPS/CARE screens that are specific to that program 	<ul style="list-style-type: none"> Preliminary meetings with database consultant – Fall Construction of database – winter and spring 	<ul style="list-style-type: none"> Cost to hire a consultant Director of CalWORKs Need staff to evaluate screens and information to be collected Training 	Director of CalWORKs

Implementation and Technical Assistance

A. Is there any training or technical assistance that you believe would improve the effectiveness of your program

The new EOPS Director will need additional exposure to budget and the funding formulas. The Director will also benefit from conferences and contact with other EOPS/CARE programs.

DSP could benefit from training on how to encourage and assist our campus to develop the necessary policies described in section III B (Access) #2, and in section IV B. We could also benefit from training on how to best promote DOR and how to best record those students who are receiving services through DOR. Training on how to most efficiently research and locate laws that pertain to students with disabilities would also be helpful.

The CalWORKs Program would be interesting in learning what other campus programs do to enable students to fulfill their participation requirement during semester breaks and off periods. If there are specific courses that have been developed to target the CalWORKs population, the Program would like to have more information on these.

B. Are there any laws, regulations or other requirements that you find problematic in implementing any of the categorical programs to your college.

The new EOPS Director is not aware of any laws, regulations or requirements that present a problem.

DSP - Not at this time.

As with all CalWORKs Programs throughout the state, the laws are continually changing and being updated. There is a wide range of interpretation of the program; however, we are working closely with our county to ensure that we are following the regulations.

Supplemental Information

Collegewide Information

College Application

College Catalog

Class Schedule

Student Handbook

Student Equity Plan

APPLICATION FOR ADMISSION

San Jose/Evergreen Community College District



OFFICE USE ONLY	
Colleague ID #	_____
Date	_____
Initials	_____

Term & College for which you are applying: FALL SPRING SUMMER 20 _____

Check ONE college only Evergreen Valley College San José City College

If you plan on taking classes at BOTH colleges within this District, make sure you have a current application AT EACH COLLEGE

NAME

LAST

FIRST

M.I.

1 Legal Name

Last Name _____ First Name _____ Middle Initial _____

2 Address

Number & Street _____ Apt. Number _____

City _____ State _____ Zip Code _____

3 Telephone Number Home _____ Other _____ **4 Origin** Walk-In Mail

5 Social Security Number _____ **6 Birth Date** _____ / _____ / _____
 (Necessary for Financial Aid applicants) MM DD YY

Returning Student's / ID # _____

7 Ethnic Background

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> A Asian | <input type="checkbox"/> AL Asian/Laotian | <input type="checkbox"/> HCA Hispanic/Central America | <input type="checkbox"/> PACG Pac Islander/Guam |
| <input type="checkbox"/> AA African/American | <input type="checkbox"/> AM Asian/Cambodian | <input type="checkbox"/> HM His/Mex Hisp/Amer | <input type="checkbox"/> PACH Pac Islander/Hawaiian |
| <input type="checkbox"/> AC Asian/Chinese | <input type="checkbox"/> AV Asian/Vietnamese | <input type="checkbox"/> HSA Hispanic/South America | <input type="checkbox"/> PACS Pac Islander/Samoa |
| <input type="checkbox"/> AI Asian/Indian | <input type="checkbox"/> AX Asian/Other | <input type="checkbox"/> HX Hispanic/Other | <input type="checkbox"/> PACX Pac Islander/Other |
| <input type="checkbox"/> AJ Asian/Japanese | <input type="checkbox"/> C Caucasian/Non-Hispanic | <input type="checkbox"/> NA Native American | <input type="checkbox"/> UNK Unknown |
| <input type="checkbox"/> AK Asian/Korean | <input type="checkbox"/> FI Filipino | <input type="checkbox"/> OTH Other Non-White | <input type="checkbox"/> XD Declined to State |
| | <input type="checkbox"/> H Hispanic | <input type="checkbox"/> P Pacific Islander | |

8 Gender Male Female **9 E-Mail Address** _____

10 Type of Applicant Check if your are:
 Student Applicant (SAP)
 Employee Applicant (EMA)
11 Major/Academic Program CODE _____
 (See CODE SHEET - Application CANNOT be processed without an academic program)

12 Admit Status (Fill in the one which best applies to you)
 N I am attending college for the first time after high school
 TR I am attending this college for the first time, but have attended or am now attending another college
 RS I am returning to this college after an absence of one or more terms
 HS I plan to enroll in college while still in high school
 (Form R-40 required)
 JS I plan to enroll in college while still in K-8
 (Form R-42 required)

13 Student's Educational Goal (Choose One)
 A Earn a two-year Associate's Degree and transfer
 B Transfer to a four-year college without an Associate's Degree
 C Earn a two-year Associate's Degree without transferring
 D Earn a two-year Vocational Degree without transferring
 E Earn a two-year Vocational Certificate without transferring
 F Discover/formulate career interests/plans/goals
 G Prepare for a new career (acquire job skills)
 H Advance in current job/career (update job skills)
 I Maintain certificate or license (e.g. Nursing, Cosmetology)
 J Educational development (intellectual, cultural)
 K Improve basic skills in English, Reading and Math
 L Complete credits for high school diploma or GED
 M Undecided on goal
 X Unreported/Uncollected goal (Office use only)

14 Do you qualify for Veteran's Benefits? (Choose one)
 yes no If yes: Self As a Dependent **15 Language most frequently Spoken/Written:** (Choose one - optional)
 English Spanish Tagalog Vietnamese Chinese
 Other _____ specify

16 Fill in the Special Support Services which are of interest to you (Survey only)

<input type="checkbox"/> 1 Financial Aid Assistance	<input type="checkbox"/> 6 Basic Skills Assistance	<input type="checkbox"/> 10 Student Government & Activities
<input type="checkbox"/> 2 Child Care Services	<input type="checkbox"/> 7 Tutoring Assistance	<input type="checkbox"/> 11 Latino Student Special Programs
<input type="checkbox"/> 3 Disabled Student Services	<input type="checkbox"/> 8 English as a Second Language (ESL)	<input type="checkbox"/> 12 African-American Special Programs
<input type="checkbox"/> 4 Transfer Center Services	<input type="checkbox"/> 9 Extended Opportunity Program & Services (EOP&S)	<input type="checkbox"/> 13 Intercollegiate Athletic Programs
<input type="checkbox"/> 5 Job/Career Assistance		

Specify sport _____

17 Institutional History (HS) High School Last Attended _____ City _____ State _____
 From _____ to _____
 years years
 HIGH SCHOOL CODE (see CODE table)

18 Institutional History (Coll) College Last Attended _____ City _____ State _____
 From _____ to _____
 years years
 COLLEGE CODE (see CODE table)

19 Graduation type: (Check the type that best describes your highest educational background)

<input type="checkbox"/> 0 Not a graduate of, and no longer enrolled in high school	<input type="checkbox"/> 2 Currently enrolled in adult high school	<input type="checkbox"/> 4 Passed GED/ certificate of equivalency	<input type="checkbox"/> 6 Foreign secondary school diploma /Certificate of Graduation
<input type="checkbox"/> 1 Special admit student currently enrolled in K-12th grades	<input type="checkbox"/> 3 Received a high school diploma	<input type="checkbox"/> 5 Received Certificate of Cal. H.S. Proficiency	<input type="checkbox"/> 7 Received Associate's Degree
			<input type="checkbox"/> 8 Received Bachelor's Degree or higher

20 Residency Information

State laws regulate admission of students on the basis of legal residence. This statement is a certification necessary to administer the laws.

OFFICE USE ONLY

Residence Code _____

Residence Date _____

A Have you lived in California since birth?

Yes, skip to question C.
 No, list where you lived previously and the beginning and ending dates of your residence in that state or country.
 From _____ year To _____ year State/Country _____

B If you answered NO to question A, and you want to be considered a California resident for enrollment purposes, answer the residency questions in both sections below.

What state do you consider as your permanent home? _____

If California, when did your present stay begin (Month/Day/Year)? _____ / _____ / _____

Are you an active member of the US military or a dependent? yes no

Are you a dependent of a parent who is a California resident? yes no

Have you, or if you are under 19 years of age, have your parents, any time during the past two years:

Registered to vote in a state other than California? yes no

Petitioned for divorce in another state? yes no

Been declared a non-resident of California for state income tax purposes? yes no

Attended an out-of-state institution as a resident of that other state? yes no

If you are unmarried and under 19 years of age, have you lived with one or both parents for the past two years at a California address? yes no

If YES, give the address _____

C Citizenship Select ONE. Proof may be requested.

<input type="checkbox"/> US Citizen	<input type="checkbox"/> Temporary Resident / Amnesty	<input type="checkbox"/> AB-540 Eligible	<input type="checkbox"/> Other Status _____
<input type="checkbox"/> Permanent Immigrant	<input type="checkbox"/> Refugee / Asylee	<input type="checkbox"/> Student Visa (F-1 or M-1)	

A# _____

Verified by _____

Applied/Issue Date _____

SIGNATURE REQUIRED Read the following CAREFULLY before signing

I declare under penalty of perjury that the statements and information submitted in this Admissions Application are true and correct. I understand that all materials submitted by me for purposes of admission are true and correct. Falsification, withholding pertinent data or failure to report changes in residency or education status may result in District action. I understand that all materials submitted by me for purposes of admission become the property of the San Jose/Evergreen Community College District. In registering for future terms, I agree to provide true and correct information about any changes in my educational status.

SIGNATURE OF STUDENT _____ DATE _____

OFFICE USE ONLY

Information entered by _____ Date _____

Residency Status 1 FC 2 INST 3 OST 4 CSTE Special Admit: R-40 on file R-42 on file

Student Type 1 CSEA 2 EMPL 3 IHSC 4 INT 5 OHSC 6 OHSH 7 REG

Colleague ID# _____ (No SS#, Add ID# to DADD)

Application Status Incomplete Accepted Remarks _____

NAE SHAP FINF PERC SPRO ASPR DADD PPIN SREP STRK STAL

EVERGREEN VALLEY COLLEGE

ASSOCIATE OF SCIENCE DEGREES AND CERTIFICATES PROGRAM CODES

2ACCTG.AS.1	Accounting
2ACCTG.C2.1	Accounting
2AJ.AA.1	Administration of Justice
2AJ.AS.1	Administration of Justice
2ART.AS.1	Art & Design (Design Emphasis)
2ART.AS.2	Art & Design (Studio 2D)
2ART.AS.3	Art & Design (Studio 3D)
2AUTO.AS.1	Automotive Technology (Drivetrain & Chassis)
2AUTO.AS.3	Automotive Technology (Fuel & Electrical)
2AUTO.C3.2	Automotive Technology (Advanced Automotive Training)
2AUTO.C3.1	Automotive Technology (Fuel & Electrical)
2AUTO.C3.1	Automotive Technology (American Honda)
2AUTO.C2.1	Automotive Technology (Drivetrain & Chassis)
2AUTO.C1.1	Automotive Technology (Basic Skills Entry-Level)
2AUTO.C1.2	Automotive Technology (Engine Service)
2BUS.AA.1	Business Administration
2BIS.AS.3	BIS (Information Processing Specialist)
2BIS.AS.4	BIS (Digital Media Design Specialist)
2BIS.AS.1	BIS (General Business)
2BIS.C3.3	BIS (Information Processing Specialist)
2BIS.C3.4	BIS (Digital Media Design Specialist)
2BIS.C3.1	BIS (General Business)
2BIS.C1.20	BIS (Accounting Specialist)
2BIS.C1.16	BIS (Administrative Assistant)
2BIS.C1.14	BIS (Bookkeeping Assistant)
2BIS.C1.19	BIS (Business Systems Assistant)
2BIS.C1.15	BIS (Computer Application Specialist)
2BIS.C1.26	BIS (Computer Systems Assistant)
2BIS.C1.21	BIS (Digital Media Design Specialist)
2BIS.C1.27	BIS (General Business Assistant)

2BIS.C1.22	BIS (Information Processing Specialist)
2BIS.C1.17	BIS (Legal Office Assistant)
2BIS.C1.25	BIS (Medical Office Assistant)
2CADD.AS.1	Computer Aided Design & Drafting
2CADD.C1.3	AutoCAD
2CADD.C1.1	Mechanical CADD
2CADD.C1.2	Mechanical Drafting and Design
2CHEM.AA.1	Chemistry
2COMS.C1.1	Communication Studies
2CIT.AS.1	CIT
2CIT.C1.4	CIT (Unix System Administration)
2CIT.C1.5	CIT (Oracle Database Administration)
2CIT.C1.8	CIT (Oracle Applications Developer)
2CIT.C1.9	CIT (Web Programming)
2ENGR.AS.1	Engineering
2ENGR.AA.1	Engineering
2ENGL.AA.1	English
2GEN.AA.1	General Studies
2ZART.C1.1	Jewelry
2LA.AA.1	Legal Assistant/Paralegal
2LA.AS.1	Legal Assistant/Paralegal
2LA.C2.1	Legal Assistant/Paralegal
2LE.C2.1	Law Enforcement/Police Academy
2MUS.C1.1	Music
2NURS.AS.1	Nursing
2PERF.C1.1	Performing Arts
2PSYCH.AA.1	Psychology
2IGETC.AA.1	University of California (IGETC) Studies
2CSU.AA.1	California State University Studies
2HIST.C1.1	Women's Studies
2UND	Undecided

SAN JOSE CITY COLLEGE

ASSOCIATE OF SCIENCE DEGREES AND CERTIFICATES PROGRAM CODES

1ACCTG.AS.2	Accounting
1ACCTG.C2.2	Accounting
1ADS.AS.1	Alcohol & Drug Studies
1ADS.C1.1	Alcohol & Drug Studies
1ADS.C2.1	Alcohol & Drug Studies
1AIR.AS.1	Air Condition & Refrigeration
1AIR.C2.2	Air Condition & Refrigeration
1AIR.C3.2	Air Condition & Refrigeration
1AJ.AS.2	Administration of Justice
1AMT.AS.2	Advanced Manufacturing Technology
1AMT.C3.2	Advanced Manufacturing Technology Technician
1APPR.APPR	Apprenticeship Program
1ARTAS.1	Art
1BUS.C1.2	Business: Electronic Commerce
1BUS.C2.5	Business: Electronic Commerce
1BUS.C3.6	Business: Electronic Commerce
1BUS.AS.2	Business: Electronic Commerce
1BUS.C1.3	Business: Entrepreneurship
1BUS.C2.6	Business: Entrepreneurship
1BUS.C3.7	Business: Entrepreneurship
1BUS.AS.3	Business: Entrepreneurship
1BUS.C1.4	Business: Management
1BUS.C2.7	Business: Management
1BUS.C3.8	Business: Management
1BUS.AS.4	Business: Management
1BUS.C1.5	Business: Marketing
1BUS.C2.8	Business: Marketing
1BUS.C3.9	Business: Marketing
1BUS.AS.5	Business: Marketing
1CA.AS.3	Computer Applications
1CA.C1.3	Computer Applications
1CA.C2.3	Computer Applications
1CA.C3.3	Computer Applications
1CIS.AS.2	Computer Information System: Computer Programming
1CIS.AS.3	Computer Information System: Network Administration
1CIS.C1.2	Computer Information System: Network Administration - Novel
1CIS.C1.3	Computer Information System: Network Admin - NT Network
1CIS.C1.5	Computer Information System: Computer Programming
1CIS.C1.7	Computer Information System: Web Site Administration
1CIS.C1.8	Computer Information System: Web Application Solutions
1CIS.C2.1	Computer Information System: Web Site Administration
1CIS.C2.2	Computer Information System: Computer Programming
1CIS.C2.3	Computer Information System: Network Administration
1CIS.C2.4	Computer Information System: Web Site Administration
1CIS.C3.3	Computer Information System: Network Administration
1CIS.C1.11	CIS: JAVA Enterprise
1CIS.C2.11	CIS: JAVA Enterprise: J2EE Business Component Developer
1CIS.C2.12	CIS: JAVA Enterprise: SOA for Managers and Business Analysis
1CIS.C2.13	CIS: JAVA Enterprise: J2EE Web Component Developer
1CIS.C2.14	CIS: MS NET Application Development
1CIS.C2.15	CIS: Microsoft Networks-MCSE-2003
1CIS.C2.16	CIS: Microsoft Networks-MCSA-2003
1CIS.C2.17	CIS: CISCO Networks-Wireless LANs
1CIS.C2.18	CIS: CISCO Networks-Security
1CIS.C2.19	CIS: Network Security
1CIS.C2.20	CIS: UNIX Networks
1CIS.C3.9	CIS: Web Site Application Solutions
1CIS.AS.16	CIS: Web Site Application Solutions
1CIS.C3.7	CIS: Computer Programming
1CIS.AS.14	CIS: Computer Programming
1CIS.AS.15	CIS: Web Site Administration
1CIS.C3.8	CIS: Web Site Administration
1CMOS.C2.2	Mask Design Technician

1CNSTR.AS.2	Construction Technology
1CNSTR.C1.1	Construction Technology: Management
1CNSTR.C1.2	Construction Technology: Residential Maintenance
1CNSTR.C3.1	Construction Technology
1COS.AS.1	Cosmetology
1COS.C1.1	Cosmetology: Esthetician
1COS.C3.1	Cosmetology
1CT.C2.2	Computer Technology
1DENT.AS.1	Dental Assisting
1DENT.C3.1	Dental Assisting
1ECE.AS.1	Early Childhood Education
1ECE.C1.1	Early Childhood Education
1ECE.C2.1	Early Childhood Education
1ELECT.AS.3	Electronics Technology
1ELECT.C1.4	Electronics: Computer Repair
1ELECT.C1.5	Electronics Assembler
1ELECT.C1.6	Biomedical Electronics Technology
1ELECT.C2.2	Electronics Technician
1ELECT.C3.2	Electronics: Microwave Technician
1ELECT.C3.3	Electronics Technology Technical Associate
1GENMJ.AS.1	General Major: Art Concentration
1GENMJ.AS.2	General Major: Business Concentration
1GENMJ.AS.3	General Major: Child/Family Studies Concentration
1GENMJ.AS.4	General Major: Dance/Drama/Speech Concentration
1GENMJ.AS.6	General Major: Ethnic Studies Concentration
1GENMJ.AS.10	General Major: Mathematics Concentration
1GENMJ.AS.11	General Major: Music Concentration
1GENMJ.AS.12	General Major: Philosophy Concentration
1GENMJ.AS.13	General Major: Photography Concentration
1GENMJ.AS.14	General Major: Science: Life Concentration
1GENMJ.AS.19	General Major: English/Humanities
1GENMJ.AS.20	General Major: Foreign Language
1GENMJ.AS.21	General Major: Physical Science
1HSCI.C1.3	Clinical Technician
1HSCI.C1.4	Polysomnographic Technology I
1LABOR.AS.1	Labor Studies
1LABOR.C1.1	Labor Studies
1LABOR.C2.1	Labor Studies
1LASER.AS.2	Laser Technology
1LASER.C3.2	Laser Technology
1MACH.AS.2	Machine Technology
1MACH.C1.1	Machine Technology: CNC Operator
1MACH.C1.2	Machine Technology: Entry Level Machinist
1MACH.C3.1	Machine Technology
1MMDA.AS.1	Multimedia/Digital Arts: Digital Arts
1MMDA.AS.2	Multimedia/Digital Arts: Web Design
1MMDA.C1.1	Multimedia/Digital Arts: Digital Arts
1MMDA.C1.2	Multimedia/Digital Arts: Web Design
1MMDA.C2.1	Multimedia/Digital Arts: Digital Arts
1MMDA.C2.2	Multimedia/Digital Arts: Web Design
1MMDA.C3.1	Multimedia/Digital Arts: Digital Arts
1MMDA.C3.2	Multimedia/Digital Arts: Web Design
1REST.AS.2	Real Estate
1REST.C1.3	Real Estate Appraiser
1REST.C1.4	Real Estate Sales
1REST.C2.2	Real Estate Broker

AA	Associate in Arts Degree	LEGEND
AS	Associate in Science Degree	
C3	Certificate of Achievement (30+ units)	
C2	Certificate of Specialization Level II (18-29.5 units)	
C1	Certificate of Specialization Level I (6-17.5 units)	

CODE TABLES

High School Code

053075 Abraham Lincoln High School
 053077 Andrew Hill High School
 053078 Archbishop Mitty High School
 053080 Bellarmine High School
 053081 Blackford High School
 053082 Branham High School
 050718 Cupertino High School
 053083 Del Mar High School
 053086 Foothill High School
 051040 Gilroy High School
 053088 Gunderson High School
 052347 Henry Gunn High School
 053462 Homestead High School
 053087 Independence High School
 053090 James Lick High School
 053092 Leigh High School
 053091 Leland High School
 002298 Live Oak High School
 051510 Los Altos High School
 053463 Los Gatos High School
 053463 Lynbrook High School
 051978 Milpitas High School
 051960 Menlo High School
 050170 Menlo-Atherton High School
 053094 Mount Pleasant High School
 052075 Mountain View High School
 053095 Notre Dame High School
 053099 Oak Grove High School
 053107 Overfelt High School
 052350 Palo Alto High School
 051976 Piedmont Hills High School
 053096 Pioneer High School
 053097 Presentation High School
 053344 Prospect High School
 051955 Sacred Heart Preparatory
 053343 Saratoga High School
 053098 San Jose High Academy
 053280 Santa Clara High School
 053106 Santa Teresa High School
 053100 Silver Creek High School
 053103 Westmont High School
 053105 Willow Glen High School
 053113 Yerba Buena High School
 003812 Out of California High School
 003613 Out of Country High School

College Codes

California Community Colleges

445076 Cabrillo College
 415062 Canada College
 015235 Chabot College
 385092 City College of San Francisco
 015257 College of the Alameda
 415151 College of San Mateo
 345124 Cosumnes River College
 405650 Cuesta College
 435184 De Anza College
 075268 Diablo Valley College
 435679 Evergreen Valley College
 435227 Foothill College
 105240 Fresno City College
 435263 Gavilan College
 195257 Glendale College
 275129 Hartnell College
 015450 Laney College
 015001 Las Positas College
 245475 Merced College
 015570 Merritt College
 435861 Mission College
 505500 Modesto Junior College
 275270 Monterey Peninsula College
 015610 Ohlone College
 435680 San Jose City College
 415711 Skyline College
 015236 Vista College
 435860 West Valley College
 003814 Out of California College
 003815 Out of Country College

California State Colleges and Universities

156250 Bakersfield
 489150 California Maritime Academy
 196140 California Poly, Pomona
 406145 Cal Poly, San Luis Obispo
 046242 Chico
 196135 Dominguez Hills
 106260 Fresno
 306106 Fullerton
 016178 Hayward
 126450 Humboldt
 196131 Long Beach
 196133 Los Angeles
 276001 Monterey Bay
 196770 Northridge
 346760 Sacramento
 366184 San Bernardino
 376720 San Diego
 386796 San Francisco
 436727 San Jose
 376820 San Marcos
 496710 Sonoma
 506730 Stanislaus

University of California

017846 Berkeley
 577750 Davis
 307781 Irvine
 197887 Los Angeles
 337797 Riverside
 377837 San Diego
 001831 San Francisco
 427677 Santa Barbara
 447765 Santa Cruz

California Independent Colleges and Universities (Local)

418125 College of Notre Dame
 018518 Mills College
 018624 St. Mary's College
 438792 Stanford University
 438830 Santa Clara University

TRANSFER PROGRAMS TO SAN JOSE STATE UNIVERSITY - Evergreen Valley College and San José City College

If you plan to transfer to a four-year college or university to earn a bachelor's degree, choose the General major (SJCC) or General studies (EVC) academic program. The following list contains transfer majors to SJSU. Please see a counselor if a major you want is not listed or if you are planning to transfer to a college other than SJSU.

African American Studies	Engineering, Aerospace	Mathematics
Anthropology	Engineering, Chemical or Biochemical	Meteorology
Applied and Computational Mathematics	Engineering, Civil and Environmental	Music
Architecture	Engineering, Computer	Nursing
Art, History	Engineering, Electrical	Nutritional Science
Art, Design Studies	Engineering, Environmental Health and Safety	Occupational Therapy
Art, Concentration in General Studio Practice-Teacher Prep	Engineering, General	Philosophy
Art, Animation	Engineering, Industrial and Systems Materials	Physics
Art, Digital Media	Engineering, Mechanical	Physics, Preparation for Teaching
Art, Photography	Engineering, Microelectronic Process	Political Science
Art, Pictorial	Engineering, Software and Information	Psychology
Art, Spatial	Engineering Materials	Radio-Television-Film RTVF
Art, Studio Practice Spatial or Pictorial	English	Recreation
Art, Studio Practice Photography	Environmental Studies	Religious Studies
Aviation	French	Social Science
Behavioral Science (Double Major in Anthropology)	Geography	Social Work
Behavioral Science (Double Major in Psychology)	Geology	Sociology
Behavioral Science (Double Major in Sociology)	German	Spanish
Behavioral Science (Interdepartmental)	Graphic Design	Teacher Prep:
Biological Science (Pre-professional)	Health Science	Child Development
Business Administration	History	Creative Arts
Chemistry	Hospitality Management	Environmental Studies
Child Development	Humanities	Liberal Studies
Chinese	Industrial Design	Natural Science
Communication Studies	Industrial Technology	Social Science
Computer Science	Interior Design	Theatre Arts
Creative Arts	Journalism and Mass Communication Advertising – Japanese	
Criminal Justice Administration	Journalism and Mass Communication – Journalism	
Dance	Journalism and Mass Communication – Public Relations	
Earth Science	Kinesiology	
Economics	Liberal Studies	
	Linguistics	

Other collegewide supplemental materials were mailed as attachments included with this document. You can also click on the links below to access the documents:

[College Catalog](#)

[Class Schedule](#)

Student Handbook

[Student Equity Plan](#)

Matriculation

Program Plan

Orientation Presentation

Student Services Learning Outcomes Survey

The 2007-2008 Matriculation Plan was mailed as an attachment included with this document.



Welcome to College 101!



Evergreen Valley College
Beverly Stewart - Counselor

Click SLIDE to view the orientation
presentation

9/26/2005 1:18:46 PM



Evergreen Valley College

Semester/Year _____

Post ONLY-Student Services Learning Outcomes Survey

Learning Outcomes are skills or information that a student should have learned by the end of a particular activity or course.

New Student Counseling Services

Dear Student: Please read the Learning Outcomes (listed below) for this student service. Use the scale below and enter your ratings on this form. Add comments if you wish. The purpose of this survey is to find ways to improve student services for Evergreen Valley College.

Scale: 1 = Nothing 2 = Very little 3 = Some 4 = A lot 5 = A great deal

How much have you learned for each Learning Outcome?

Rating from 1 to 5 (scale above)

Learning Outcomes—		1	2	3	4	5
After a counseling appointment, new students will be able to:						
1.	Determine which classes to take the first semester					
2.	Explain what a prerequisite is					
3.	Register for classes by phone, on-line or in-person					
4.	Identify their English and math levels					
5.	Discuss their educational plan, (also known as an Ed. Plan).					
6.	Identify which degrees and/or certificates are offered at EVC					
7.	Recognize what kinds of further assistance counselors can provide during the semester including educational plans, academic and career plans, and social/personal counseling					
8.	Recognize the difference between the General education requirements for a degree and/or transfer.					

Comments:

EOPS

Student File
Counselor Entries
Special Majors
Forms

EOPS Student File Content

Academic Transcript

DataTel printout

Education Planning Sheet

EOPS Application

EOPS/CARE Checklist Form

Mutual Responsibility Agreement Form

Special Program Progress Report Form

Three Contact Tracking Sheet

Tutor Referral Form



ELIGIBILITY REQUIREMENTS

Who Qualifies for EOPS ?

ALL interested students must complete the EOPS application.

To be considered for the Program you must meet the following requirements:

- Be a California resident as determined by the Evergreen Valley College Admissions & Records Office
- Be enrolled as a full-time student (12 units or as determined by Disabled Students Program)
- Have completed less than 70 degree applicable units (including all prior college work)
- Be financially disadvantaged according to the following:
 - A student is determined to have a zero EFC (Visit the Financial Aid Office for more information & assistance)
 - Receiving TANF, SSI or General Assistance (BOGFW-A) **OR**
 - Eligible for the Board of Governors Fee Waiver (BOGFW-B)

Board of Governors Fee Waiver Program	
BOGFW-B	
2008-2009 Income Standards	

Family Size	2007 Income
1	\$15,315
2	\$20,535
3	\$25,755
4	\$30,975
5	\$36,195
6	\$41,415
7	\$46,635
8	\$51,855
Each Additional Family Member	\$5,220

- Be educationally disadvantaged as defined by the State EOPS guidelines:
 - Student does not qualify for minimum college level Math or English required for associate's degree
 - Student does not possess a high school diploma or GED certificate
 - Student graduated from high school with a GPA of less than 2.5
 - Student was previously enrolled in remedial-level classes
 - Student will be the first in the family to graduate from a college
 - In the judgment of EOPS director/designee, student has the ability to benefit from EOPS services



Evergreen Valley College

Evergreen Valley College

Date: _____

EOPS/CARE Checklist

Name: _____
 Student ID #: _____
 Major: _____ EOPS CARE

Summary of EOPS Program Services
 (Please check Services provided)

- EOPS Application
- EOPS Orientation Services
- EOPS Priority Registration Services
- Testing/Assessment Services
- EOPS Basic Skills Instructional Services
- EOPS Tutoring Services
- EOPS Transfer and Job/Career Transition Services/Activities
- EOPS Educational Plan
- EOPS Mutual Responsibility Agreement
- Progress Report Fall Spring

EOPS mandatory appointments: 1. _____ 2. _____ 3. _____ Fall
 Date Date Date
 1. _____ 2. _____ 3. _____ Spring
 Date Date Date

No Show Appointments
 Date: _____

FAFSA _____	Financial Aid Advising _____
EOPS Grant _____	Emergency Loan _____
CARE Grant _____	Scholarship _____
Book Voucher _____	BOGFW _____

Academic Advising GPA: Fall 20__ _____ Spring 20__ _____ Summer 20__ _____ Cumulative GPA: _____ Number of semesters completed _____ Number of units completed _____	Transfer Plan: _____ Vocational Plan: _____ Mentor: _____ Tutoring: _____ Workshops: _____ 1. _____ <input type="checkbox"/> Group _____ 2. _____ <input type="checkbox"/> Individual _____ Success Pod Assignment: _____ _____
--	---

Extended Services:

Referral:



EOPS

Extended Opportunity Programs and Services

Application Form

Semester Fall _____ Spring _____

OFFICE USE ONLY:		
Real _____	Wide _____	Math _____
PAESA _____	EFC _____	
Cum. GPA _____	DOGFW _____	
Transcripts Missing: Yes <input type="checkbox"/> No <input type="checkbox"/>		
Unit waiver _____	Cum. Units _____	
Male <input type="checkbox"/> Female <input type="checkbox"/>		
Ethnicity _____	CARE _____	
Approved <input type="checkbox"/>	Denied <input type="checkbox"/>	Pending <input type="checkbox"/>

Step 1: Contact Information

LAST NAME	FIRST NAME	MIDDLE INITIAL	EVC ID#
ADDRESS	APT.	CITY	ZIP CODE
TELEPHONE ()	DATE OF BIRTH	SEX	EMAIL @

Step 2: EOPS Eligibility Requirements

True/False (circle T or F)	Check all boxes that apply to you!
1. I am a resident of California as determined by EVC Office of A&R. T F	<input type="checkbox"/> I am not qualified for college level Math or English required for associate's degree
2. I plan to enroll as a full-time student (17 units or as determined by Office of Disabled Students Programs) T F	<input type="checkbox"/> I do not have a high school diploma or GED certificate
3. I have not completed 19 or more units toward a college degree T F	<input type="checkbox"/> I graduated from a high school with a GPA of less than 2.5
4. I have applied to receive a Board of Governors Grant Fee Waiver (DOGFW) T F	<input type="checkbox"/> I am the first in my family to attend college (or my kind)
5. I have taken the EVC placement test for reading/writing and math T F	<input type="checkbox"/> I was enrolled in remedial level education either in high school or college
	<input type="checkbox"/> My ethnic background is Latino/a, African-American, Native American, or Pacific Islander
	<input type="checkbox"/> My parents are non-native English language speakers
	<input type="checkbox"/> I am an emancipated foster youth

PLEASE NOTE:
If you have completed a CUMULATIVE degree applicable units, or have an associate, bachelors, masters or doctorate degree, you are not eligible for EOPS.

Step 3: Prior College History

If you have previously attended another institution of post-secondary education i.e. another community college, vocational/technical school, another university, training institute, you must submit a copy of each transcript to the Office of EOPS.

School _____	Dates Attended _____
School _____	Dates Attended _____
School _____	Dates Attended _____

Step 4: Educational Goal

- Associate Degree
- Transfer and Associate Degree
- Transfer, no Associate Degree
- Vocational Certificate/License
- Professional Development

CARE Eligibility Requirements ONLY

(additional benefits for single mothers/fathers receiving public assistance)

- | | | |
|---|-----|----|
| 1. I am a single parent, head of household. | Yes | No |
| 2. I am receiving CALWORKS benefits. | Yes | No |
| 3. I have dependent child(ren) under 14 years of age. | Yes | No |

I hereby certify that the information provided in this application is accurate and complete to the best of my knowledge. I understand that my acceptance into EOPS is contingent upon the verification of the information I have submitted. I understand that I may become ineligible for the program or have my acceptance revoked, if it is determined that I provided misleading or incorrect information.

Student's Signature _____ Application Submission Date _____



OFFICE USE ONLY:
 FAFSA complete? _____
 Agency Certification Form _____
 Approved
 Denied
 Pending

Application
 Semester Fall _____ Spring _____

Step 1: Contact Information

LAST NAME	FIRST NAME	MIDDLE INITIAL	EVC ID#
ADDRESS	APT.	CITY	ZIP CODE
TELEPHONE ()	DATE OF BIRTH MM/DD/YYYY	EMAIL	@

Step 2: CARE Eligibility Requirements

True/False (circle T or F)

- I am eligible for EOPS. T F
- I am a single parent, head of household. T F
- I am at least 18 years of age. T F
- I have at least one dependent child under the age of 14 years. T F
- I have an active CalWORKS case number and am receiving TANF. (for myself and/or my child/ren) T F
- I am enrolled in at least 12 units or as determined by Disabled Services Programs. T F
- Number of years receiving CalWORKS: _____
- Number of children: _____

Child's Name (under 14 years of age)	Date of birth

PLEASE NOTE:
 The CARE Office must receive a stamped Agency Certification-Untaxed Income form
before services can be provided.

I hereby certify that the information provided in this application is accurate and complete to the best of my knowledge. I understand that my acceptance into CARE is contingent upon the verification of the information I have submitted. I understand that I may become ineligible for the program or have my acceptance revoked, if it is determined that I provided misleading or incorrect information.

Student's Signature _____ Application Submission Date _____



Evergreen Valley College

Dear Student:

Welcome to Extended Opportunity Program and Services (EOPS)! You have been accepted into EOPS at Evergreen Valley College for Fall 2008. The next step is to register for the New EOPS student Orientation class. There are two sessions during Fall 2008 semester.

**Guidance 193- New Student Orientation, September 5 and September 12,
Reg ID #47750, Fridays 9:00am – 12:40pm (AF 143).**

**Guidance 193 – New Student Orientation, September 9 and September 11,
Reg ID #47753, Tuesday and Thursday 9:00am – 12:40pm (P 105A).**

You can expect to receive the following services:

- Academic counseling
- Assistance in completing Federal, State, and college financial aid applications
- Career Counseling
- Cap and gown for graduation
- Emergency loans
- Fee waivers for UC and CSU admission application
- Fieldtrips related to academic motivation and career exploration
- Grants based on funding and student eligibility
- Information regarding campus activities
- Monitoring of academic progress
- Referrals to on- and off- campus resources for academic and career support
- Personal counseling
- Priority Registration
- Scholarships information
- Newsletter regarding EOPS updates and deadlines
- Textbook vouchers
- Transfer assistance
- Tutorial Services

Please call if you have any questions about EOPS (408) 270-6455 or stop by our main office in room SC-118.

We are looking forward to working with you during the Fall 2008 semester and throughout your academic career at Evergreen Valley College. Have a great Summer!

Sincerely,

Lan Mai

Eligibility Specialist

3095 Yerba Buena Rd.
San José, CA
95135-1598

(P) 408.274.7900
(F) 408.238.3179
(W) www.evc.edu

President
David Wain Coon, Ed.D.

Chancellor
Rosa G. Pérez

Governing Board
Balbir S. Dhillon
Maria Fuentes
Autumn Gutierrez
Richard Hobbs
Ron Lind
Randy Okamura
Richard K. Tanaka



Evergreen Valley College

August 1st, 2008

Welcome All CARE STUDENTS to the fall 2008 semester.

All EOPS/CARE students are required to attend an orientation each semester.

If you are not registered for an EOPS/CARE orientation session for the fall semester please call or stop by our office (SC-118) and reserve your space today. You must register at least 48 hours in advance to secure slot.

Enclosed is an **Agency Certification-Untaxed Income** form to be **completed** and **stamped** by your providing agency.

In order to receive CARE services the completed form must be returned to the EOPS/CARE office, Room SC-118

To schedule your orientation or if you have questions please call (408) 270-6455.

Sincerely,
Ann Vu
CARE coordinator

3095 Yerba Buena Rd.
San José, CA
95135-1598

(P) 408.274.7900
(F) 408.238.3179
(W) www.evc.edu

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IMPORTANT REMINDER TO ALL CARE STUDENTS



Mutual Responsibility Agreement

Mission Statement

Extended Opportunity Programs & Services/Cooperative Agencies Resources for Education (EOPS/CARE) is committed to enhancing the admissions, retention and graduation rate of all program eligible students. The EOPS/CARE program is dedicated to assisting students rise above academic, economic, language, and social barriers within the institution and beyond. The program will provide an environment that facilitates learning, educational objectives and career goals. The program is here to support our students as they prepare for the future.

EOPS/CARE Goals:

1. EOPS/CARE will help students to increase proficiency in the use of on-line services.
2. EOPS/CARE will help students to increase understanding of self-determinism and provide opportunities for practice.
3. EOPS/CARE will extend courtesy, respect and professionalism to all students.

Self Determination:

A self determined person is one who sets goals, makes decisions, sees options, solves problems, speaks up for himself or herself, understands what supports are needed for success, and knows how to evaluate outcomes. (Martin & Marshall, 1996)

Student Goals:

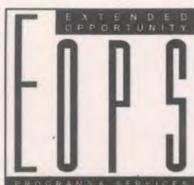
- I will follow and update my Educational Plan and make progress toward my academic or vocational goal.
- I will maintain a GPA of 2.0 or above every semester.
- I will attend **three** counseling contacts this semester and use the Tracking Sheet to make informed decisions.
- I will complete **12 units** each semester and receive approval before dropping classes (except exempt status students).
- I will submit the Progress Report at the **2nd counseling contact** and will seek assistance throughout the semester.
- I will ask for assistance in vocational and academic planning (i.e. choosing a major and career).
- I will ask for assistance in creating and maintaining an email account for academic and career purposes.
- I will apply for State and Federal financial aid annually (March 2nd) and seek assistance from EOPS/CARE as needed.
- I will respond promptly to any correspondence from the EOPS/CARE office.
- I am responsible for updating my personal contact information with the school and program.
- I will extend courtesy and respect to EVC faculty, staff and students.

By meeting the goals set forth in this agreement, the Office of EOPS/CARE agrees to provide the following services:

- Academic counseling
- Assistance in completing Federal, State, and college financial aid applications
- Career Counseling
- Cap and gown for graduation
- Emergency loans (subject to approval)
- Fee waivers for UC and CSU admission application
- Fieldtrips related to academic motivation and career exploration
- Grants based on funding and student eligibility
- Information regarding campus activities
- Monitoring of academic progress
- Referrals to on- and off-campus resources for academic and career support
- Personal counseling
- Priority Registration
- Scholarships information
- Newsletter regarding EOPS/CARE updates and deadlines
- Textbook vouchers
- Transfer assistance
- Tutorial Services

Upon signing this document the student agrees to comply with the above stated terms. Failure to abide to these conditions may result in withholding or termination of services. Student in good standings remain eligible until the completion of 70-degree applicable units and/or the completion of six (6) consecutive semesters or until choosing to withdraw from the program (Special majors are excluded from this requirement).

Student Signature	Date	EOPS/CARE Representative	Date
Student Printed Name	Student ID#		



Three Contacts Tracking Sheet

FALL 2008

Student Name: _____ Student ID# _____

All EOPS/CARE students are required to **complete three (3) counseling contacts** each semester to remain in good status. These counseling contacts are a vital part of your academic preparation. This tracking sheet is designed to assist you in documenting these essential counseling meetings. Please obtain the signature of your counselor for each contact and return it to the EOPS/CARE office by the stated **deadline dates**. Your responsibility is to ensure that the contacts are recorded with the program office. **Please keep a copy of this form for your records.**

What do I ask the counselor? Check off (☑) topics for which you need information / advice.

1st Contact —Deadline Friday, October 17, 2008	
Appointment Date: _____ Time: _____ Counselor: _____	
<input type="checkbox"/> Educational plan and/or schedule update <input type="checkbox"/> GPA/unit verification <input type="checkbox"/> Approval for any add/drop classes <input type="checkbox"/> Transfer Information <input type="checkbox"/> Choosing a major/career <input type="checkbox"/> Change grading option—Credit/No credit or letter grade option <input type="checkbox"/> Financial Aid Petition <input type="checkbox"/> Tutoring Referrals <input type="checkbox"/> Technical assistance (for online courses/EVC website/create personal email)	<input type="checkbox"/> TAA's <input type="checkbox"/> Personal Issues
Signature (EOPS Counselor)	Date
2nd Contact—Deadline Monday, November 17, 2008	
Appointment Date: _____ Time: _____ Counselor: _____	
<input type="checkbox"/> Educational plan update <input type="checkbox"/> Tutoring/Disabled Support Programs referrals <input type="checkbox"/> Student progress report <input type="checkbox"/> Priority registration (WebReg; STAReg) <input type="checkbox"/> Enlace/AFFIRM/ASPIRE/FasTrack/Honors/Learning community referrals <input type="checkbox"/> ASSIST.org/major preparation for transfer/IGETC/CSU Gen, Ed. <input type="checkbox"/> Spring semester schedule <input type="checkbox"/> Petitions for degree/certificate	<input type="checkbox"/> TAA's <input type="checkbox"/> Personal Issues
Signature (EOPS/General Counselor/DSP/Honors/Enlace/AFFIRM/ASPIRE/FasTrack/WIN/CalWORKs)	Date
*Note to <u>Special Program Representative</u> : Please return this form to the EOPS/CARE office	
3rd Contact —Deadline Friday, December 19, 2008	
Appointment Date: _____ Time: _____ Counselor: _____	
<input type="checkbox"/> Educational plan update <input type="checkbox"/> Discuss scholarships/BOGFW/on line FAFSA/ASSIST.org <input type="checkbox"/> School break plans (work/academic/internship experiences) <input type="checkbox"/> Exiting program information OR Register for Spring Orientation <input type="checkbox"/> Transfer preparation (TAA's) <input type="checkbox"/> End of semester reflection (Exit Interview) <input type="checkbox"/> Update contact information	<input type="checkbox"/> Personal Issues
Signature (EOPS/General Counselor/DSP/Honors/Enlace/AFFIRM/ASPIRE/FasTrack/WIN/CalWORKs)	Date
*Note to <u>Special Program Representative</u> : Please return this form to the EOPS/CARE office	

ADN General Education Courses

Course	Units
English Composition *English 1A	4
American Institutions *History 6,7,8,9,15,26,28,29,30,31,34,53 *Political Science 1 or 5	3
Social and Behavioral Science *Sociology 1 *Anthropology 2	3
Communication Speech 1 or 9	3
Analytical /Critical Thinking *CIS 1A-30 *English 1B *Math 1-49 *Philosophy 11, 32	3 Math 35 (or higher) is recommended since it count for both the Math Competency and Critical Thinking
Humanities *ASL 1 *Art (any 3 unit course) *Dance (any 3 unit course) *English 1B,6,7,8,9,10,11,12,14,15,16,17,18,20,21,22,23,25,26,30,35,37,40,41,42,44,45,48 *Foreign Language (any course) *History 1,2,4,5 *Humanities (any course) *Music (any course) *Philosophy 10,12,13,14,15,19,20,21,33,35 *Photography (any course) *Speech 7 or 8 *Telecommunication (any course) *Theater Arts (any course) ***See RCC Catalog for more information.	3 Any course for which the student is eligible in art, foreign languages, History 1, 2, 4, 5, humanities, literature, creative writing. American Sign Language 1, dance, music, philosophy (except Philosophy 11 and 32), Speech 7 or 8, theater arts, and telecommunications.

RCC Student	District Resident	Residency Ranking
X	X	A
N/A	X	B
X	N/A	C
N/A	N/A	D

Effective Fall 2009 there will be no residency requirement

Prerequisites for the ADN Program

Anatomy & Physiology 2A	Anatomy & Physiology 2B
Microbiology 1	Psychology 9 <small>(required only before entrance into N2 and N3)</small>
Chemistry	
Chemistry-2A	Chemistry 3
or	
Or one year of High School Chemistry with a "C" or better the last semester.	

The Science Courses are:
Anatomy and Physiology 2A and 2B
Microbiology 1
These three classes combined must have at least a 2.65 GPA.

Science Grade and GPA

AAA= 4.0	BBB= 3.0
AAB= 3.66	BBC= 2.66
BBA= 3.33	ACC= 2.66
AAC= 3.33	BCC= 2.33
ABC= 3.0	CCC= 2.0

Some schools have (5) unit Microbiology courses. GPA must be calculated accordingly.

Graduation Competency:

Math:	1-49, 52 or 53 or Comp. Test w/ a "C" or better. Effective Fall 2009, Math 35 or higher
Reading:	Reading 83, or APS,CPT,DILS of 40 pts. or AA/AS or BA
English:	English 50A or 1A w/ a "C" or better Effective Fall 2009, Eng 1A

Revised 03/30/05, 10/07, 4/08, 10/08



Evergreen Valley College
Education Planning Sheet



Date _____

Name _____ SS# _____ Counselor _____

Major _____ Institution (if transferring) _____

Goal _____ A.A./A.S. 2 yr transfer 1.5 yr transfer 1 yr certificate 1 semester certificate First Plan Revision

Fall/Spring 20_____

Dept	No	Course	Units	Grade
Total Units				

Fall/Spring 20_____

Dept	No	Course	Units	Grade
Total Units				

Summer 20_____

Dept	No	Course	Units	Grade
Total Units				

Comments _____

Fall/Spring 20_____

Dept	No	Course	Units	Grade
Total Units				

Fall/Spring 20_____

Dept	No	Course	Units	Grade
Total Units				

Summer 20_____

Dept	No	Course	Units	Grade
Total Units				

Student Signature _____

Counselor Signature _____

Graduation Requirements (check when completed)

English Communications

- Written
- Oral
- Critical Thinking

Physical & Biological

- Science & Math
- Science w/Lab
- Science
- Math

Arts & Humanities

- Fine Arts
- Humanities
- Ethnic Studies

Social/Behavioral Science

- History 17A/17B
- History 1/PSI-Sci I
- Social Science

Lifelong Understanding & Self-Development

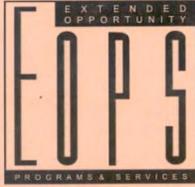
- Integrated Organisms

5 of the last 12 units must have been completed at Evergreen Valley College and the last 12 must have been completed in the San Jose/Evergreen Community College District.

Major Courses _____

Additional Requirements for Transfer _____

Other Requirements _____



Tutor Referral

Date: _____

Student ID#: _____

Student Name: _____
Last First

	Course#	Course name
1.		
2.		
3.		

Other Recommendations

Number of weekly appointments recommended. Circle 1 2 3 MORE

Follow-up Tutorial Report Form required for each tutoring session.

Referred to: **William Nguyen**, Campus Tutoring Center, Room **LE-237**

Referred by: _____
EOPS/CARE Representative



SPECIAL PROGRAMS PROGRESS REPORT FORM

Program : EOPS AFFIRM ASPIRE FASTRACK WIN/CALWORKS

Semester: Fall _____ Spring _____

Student Name: _____ Student ID#: _____ Unit Enrolled: _____

- 1) Fill in all of the courses on your current class schedule (including any courses at San Jose City College).
- 2) For each course, indicate name of college, and course department number (ie. English 1A).
- 3) Please take this form to each of your instructors for written feedback of your grade to date including recommendations for improvement.
- 4) Return this form to the EOPS office in room SCI18 by _____ as this form will be used for planning your schedule for next semester.

Instructors: The purpose of this progress report is to monitor the student's progress to help them succeed in their courses as they work towards their educational goals. Please assist us by commenting on the student's current academic progress, indicating grade to date, areas of concern, intervention requested and your comments/recommendations toward improvement as appropriate. Please also sign and date the form.

College (Circle one)	Course (Dept. & #)	Grade To Date	Intervention Requested (Y/N)	Comments/ Recommendation	Area(s) of concern (Please circle any/all that apply)	Instructor Signature and Date
EVC	English 1A	B	N	SAMPLE	Attendance Participation Behavior Assignments Tardiness	John Sample
EVC or SJCC					Attendance Participation Behavior Assignments Tardiness	
EVC or SJCC					Attendance Participation Behavior Assignments Tardiness	
EVC or SJCC					Attendance Participation Behavior Assignments Tardiness	
EVC or SJCC					Attendance Participation Behavior Assignments Tardiness	
EVC or SJCC					Attendance Participation Behavior Assignments Tardiness	
EVC or SJCC					Attendance Participation Behavior Assignments Tardiness	

I affirm that all information on this form is true and accurate to the best of my knowledge.

Student Signature: _____ Date: _____

Note to student: If you participate in several special programs, you DO NOT have to complete a form for each program. Simply make copies and submit one to each program listed above that you receive from. Also, please be sure to sign and date this form before submitting.

DSP

Program Plan

Special Classes

Policies and Procedures

Forms

Student File

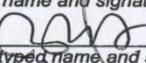
**Certification of the DSPS Program Plan
2008-2009**
(Signature page may be mailed if electronic signatures cannot be obtained)

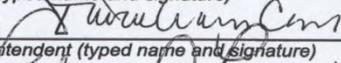
COLLEGE/DISTRICT CERTIFICATION

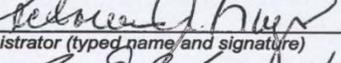
We hereby certify the foregoing DSPS Program Plan to be accurate. We also certify that the DSPS funds are not used to supplant existing services and are used to provide specialized services to DSPS students. As a condition of receiving DSPS funding, the college agrees to complete and submit all requested reports to the System Office and comply with all legal requirements and guidelines of the program.

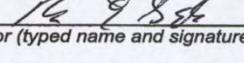
The DSPS Coordinator agrees to also disseminate pertinent information to Advisory Committee and all relevant parties on their campus and in their community.

Rosa G. Perez  4/13/08 Date
District Chancellor (typed name and signature)

Ron Root  5/14/08 Date
District Business Officer (typed name and signature)

David Wain Coon  5/13/08 Date
College President/Superintendent (typed name and signature)

Victoria Lugo  5/13/08 Date
DSPS Supervising Administrator (typed name and signature)

Robin Salak  5/9/08 Date
College DSPS Coordinator (typed name and signature)

The attached DSPS program plan has been reviewed by the Chancellor's Office:

- The plan is approved
- The plan is incomplete
- The plan requires the following revisions: (See attached)

_____ Date
DSPS Statewide Coordinator (typed name and signature)

Submit by email



**California Community Colleges
Disabled Student Programs and Services (DSPS)**

Program Plan 2008-09

Electronic submission required
E-Mail the completed Program Plan and Attachments to:
Scott Berenson
Chancellor's Office, DSPS Statewide Coordinator
Sberenson@ccccc.edu
 (916) 322-3234

Name of College: Evergreen Valley College

Name of District: San Jose/Evergreen Community College District

College DSPS Coordinator: Robin Salak

Date Submitted:

Title 5 Section 56046 specifies that each district receiving DSPS funding shall designate a program plan for each college within the district. Upon approval by the Chancellor, the plan shall be a contract between the district and the Chancellor. Expenditures appropriated pursuant to this section must conform to the approved plan.

1. Scope of Program – Title 5 Guidelines Section 56000

- (a) Please complete the following information about the number of students being served according to the student count using the data from your previous end of year report.

TABLE 1: Students served, as reported in your previous end of year report.		
Disability Categories	# of Students	Percent of Total
Learning Disability	P - 138; S - 5	P - 31%; S - 7%
Acquired Brain Impairment	P - 20; S - 0	P - 4%; S - 0%
Mobility Impairment	P - 70; S - 14	P - 15.5%; S - 20%
Hearing Impairment	P - 15; S - 2	P - 3%; S - 3%
Speech Impairment	P - 21; S - 4	P - 5%; S - 5.5%
Psychological Disability	P - 69; S - 16	P - 15%; S - 23%
Developmentally Delayed Learner	P - 17; S - 4	P - 4%; S - 5.5%
Visual Impairment	P - 7; S - 2	P - 1.5%; S - 3%
Other Disabilities	P - 93; S - 23	P - 21%; S - 33%
TOTALS	P - 450; S - 70	

(b) Using the list below, please indicate a list of the services and activities your college provides.

Adaptive equipment	<input checked="" type="checkbox"/>	Notetaker/Scribe services	<input checked="" type="checkbox"/>	Test facilitation/proctoring	<input checked="" type="checkbox"/>
Alternate Media	<input checked="" type="checkbox"/>	Outreach activities	<input checked="" type="checkbox"/>	Transcription services	<input checked="" type="checkbox"/>
Assistive Computer Technology/HTC	<input checked="" type="checkbox"/>	Reader services	<input checked="" type="checkbox"/>	Transition from High School activities	<input checked="" type="checkbox"/>
Campus and community liaison	<input checked="" type="checkbox"/>	Referral Services	<input checked="" type="checkbox"/>	Transportation (on-campus and satellite facilities)	<input type="checkbox"/>
Counseling: Academic, Career, Personal	<input checked="" type="checkbox"/>	Registration assistance	<input checked="" type="checkbox"/>	Transportation (off campus) if criteria is met	<input type="checkbox"/>
Course related co-curricular accommodations	<input checked="" type="checkbox"/>	Repair of adaptive equipment	<input type="checkbox"/>	Workability Program	<input type="checkbox"/>
Equipment Loan	<input checked="" type="checkbox"/>	Special Classes	<input checked="" type="checkbox"/>	Other (please specify below):	<input type="checkbox"/>
Job Development/placement	<input type="checkbox"/>	Special Parking	<input checked="" type="checkbox"/>		
Interpreter/captioner services	<input checked="" type="checkbox"/>	Specialized/supplemental orientation	<input checked="" type="checkbox"/>		
Liaison with Local, State, and Federal Agencies	<input type="checkbox"/>	Specialized tutoring	<input checked="" type="checkbox"/>		
Multi-Media Educational Aids	<input type="checkbox"/>	Speech services	<input checked="" type="checkbox"/>		

(c) Please describe your efforts for ensuring that your DSPPS programs, services and activities meet the Title 5 criteria in the following five areas:

- do not duplicate other services on campus;
- are directly related to the educational limitations of the verified disabilities of the students served;
- directly relate to educational participation;
- promote maximum independence and integration; and
- are consistent with college mission and purpose.

Our services at the Disabilities Support Program (DSP) at Evergreen Valley College (EVC) go above and beyond regular services offered on campus. Our program's mission is consistent with the college's mission and we strive to assist our DSP students as much as possible, while promoting maximum independence. The DSP Coordinator and Counselor are the only specialists in the DSP who can determine, in conjunction with the student, what services are appropriate for the specific

(d) Please state or attach your DSPPS mission statement.

The mission of the Disabilities Support Program is to enable a diverse population of students with a broad spectrum of disabilities to participate in and access all aspects of the college community. The Disabilities Support Program provides specialized services and instruction, which empower students to become fully integrated, productive and assertive participants in their own educational process. The Disabilities Support Program promotes understanding and acceptance of individuals with disabilities by providing interaction and training campus wide. We are committed to excellence and accessibility for all students.

2. Support Services – Title 5 Section 56026

- (a) Please attach copies of organizational charts that illustrate the organizational structure of your college's DSPS program and where it is placed in your college.
- (b) Provide a list of all the DSPS staff members, classification, 10 or 12 month FTE, and funding sources.

Table 2 Current staffing patterns

#	Classification	FTE/ Schedule	Position	Hours per week	Funding Source(s)	
					DSPS	Other
1	CP	1.0/10 month	Coordinator/Instructor	32.8		1.0
2	CP	1.0/10 month	Counselor	32.8	1.0	
3	CP	1.0/10 month	L.D. Specialist (vacant)	32.8	1.0	
4	CP	.30/fall '07 .30/spring '08 .15/summer '08	Adjunct APE Instructor		.30/ fall '07 .30/spring '08 .15/summer '08	
5	CP	.325/fall '07 .475/spring '08 .30/summer '08	Adjunct HTC Instructor			.325/fall '07 .475/spring '08 .30/summer '08
6	CP	.30/fall '07 .30/spring '08	Adjunct Sp./Lang. Instr.	Class cancelled due to low enrollment. Class cancelled due to low enrollment.		.30/fall .30/spring
7	CP	.15/fall '07 .30/spring '08	Adjunct HTC Instructor		.15/spring '08	.15/fall '07 .15/spring '08
8	CLP	.417/10 month	Lead Instr. Support Asst.	20	.330	.087
9	CLP	.438/11 month	Lead Instr. Support Asst.	20	.320	.118
10	CLP	.146/10 month	APE Instr. Support Asst.	6	.137	.009
11	CLP	1.0/12 month	Assistive Services Spec.	40	.940	.060
12	CLP	1.0/12 month	Adaptive Med. Tech Spec.	40	1.0	
13	CLP	1.0/12 month	Staff Asst. III	40	1.0	
	See attached document	for details and	information on hourly	workers.		

ABBREVIATION KEY - Classification
 A-Administrator
 CP-Certificated Personnel
 CLP-Classified Personnel
 O-Other (please specify)

3. Special Class Instruction – Title 5 Section 56028

(a) Please list all approved special classes. Please specify credit and/or non-credit, where each class is taught, and whether the class is currently being offered or not. Attach additional pages, if necessary.

Table 3 Approved Special Classes

Course #	# of Sections	Course Title	Credit/Non-Credit	Venue	Year/Semester
GUIDE 100	1-2/semester	Diag. Learning	CR	on campus	fall, spring & some summers
GUIDE 104	1/semester	Diag. Learning - Writing Strategies	CR	on campus	fall & spring, but not in '07-08
GUIDE 110A	1/semester	Listening Skills	CR	on campus	New for '08-09
GUIDE 110B	1/semester	Mem. & Study Skills	CR	on campus	New for '08-09
GUIDE 110C	1/semester	Speech & Ling. Areas	CR	on campus	New for '08-09
GUIDE 115	2-3/semester	Comp. Assist. Instr.	CR	on campus	fall, spring, summer
GUIDE 193	1/semester	Academic Word Process	CR	on campus	fall and spring
GUIDE 199	starting summer '08	New St. Orientation	CR	on campus	possibly fall, spring, summer
II 210	1/semester	Supervised Tutoring	NC-O	on campus	fall and spring
PED 22A	1/semester	Adsp. Cross Training	CR	on campus	fall, spring & some summers
PED 36A	1/semester	Adsp. Strength Cond.	CR	on campus	fall, spring & some summers

ABBREVIATION KEY - Credit or Non Credit

CR = Credit
 NC - CD/CP = Non Credit, Career Development & College Prep
 NC - O = Non Credit, Other

(b) Please attach course outlines and syllabi for all Special Classes including verification of approval by division, Curriculum Review Committee and Board of Trustees for each course.

Documents are attached.

Note: GUIDE 193 is not written specifically for DSP students, but when we offer it for the first time this summer '08, it will be geared toward DSP students and it's

(c) Please briefly describe your college's process for ensuring all special class instructors meet the minimum qualifications in the relevant fields.

For permanent positions, prior to posting job announcements, H.R. and the DSP make sure that the minimum qualifications are taken directly from Title V. At present, the hiring screening committees, which always have DSP representation, are responsible for ensuring that all special class instructors meet the minimum

(d) Please briefly describe methods used for retaining/updating records on qualifications of all staff teaching special classes, and identify where on campus these records are kept. If possible, please provide a link to the appropriate contact person for additional information.

H.R., located at our District Office, retains and updates records. The contact person is Mellanie Reynolds.
 Her e-mail address is mellanie.reynolds@sjeccd.org.

**CALIFORNIA COMMUNITY COLLEGES
SYSTEM OFFICE**

1102 Q STREET
SACRAMENTO, CA 95811-6549
(916) 445-8752
<http://www.cccco.edu>



July 21, 2008

Robin Salak
DSPS Instructor / Coordinator
Evergreen Valley College
3095 Yerba Buena Road
San Jose, Ca 95135

RE: 2008-09 DSPS Program Plan Review – Additional Information Needed

Dear Ms. Salak:

Thank you, for submitting the 2008-09 Evergreen Valley College DSPS Program Plan. The System Office has reviewed the Program Plan and all the attachments provided. Please note that, for the following items, additional information is needed to complete your pending approval:

Section 1: Scope of Program

1(c): Efforts to Ensure Services Meet Title 5 Criteria

Response Required:

Your response to Section 1(c) failed to satisfactorily address two of the criteria listed in this question regarding the provisions requiring that DSPS services 1) promote maximum independence and integration and 2) are consistent with the college's mission and purpose. While you stated that DSPS services promote maximum independence and integration and are consistent with the college's mission and purpose, there is no explanation of how, nor any discussion of how DSPS determines if these requirements are addressed. Also, it is difficult to evaluate this response without knowing the college's overall mission statement. Please elaborate slightly on the response provided and include a copy of the college's mission statement.

We promote maximum independence by treating each student as an individual, and as such, each student receives an individualized plan to help them succeed in school. We encourage and promote the use of other services on campus, such as EOP&S, FasTrack, CalWorks/WIN, ENLACE, ASPIRE, AFFIRM, the various tutoring labs, Honors Program,

Library services, etc. We also teach, on an individualized basis, advocacy skills, and we encourage and assist our students to advocate for themselves directly with their instructors and with other staff on campus, especially when the issue is non disability related.

To determine that the requirements of ensuring that our services meet the Title V criteria, the DSP follows-up with our students and often with the programs/services they utilize. We have a good rapport with our students and with faculty, staff and administrators on campus.

The College's Mission Statement is consistent with how the DSP supports our students and is as follows:

With student learning as our primary focus, Evergreen Valley College's mission is to empower students to expand their human potential and to succeed in a global, multicultural society. We prepare students of all ages and backgrounds for balanced and productive lives, so they can ultimately improve the workforce and quality of life in our communities.

We meet our mission through a wide spectrum of educational experiences, flexible methodologies, and support services for our students:

Section 4: Planning

4(a): Program Strengths and Weaknesses

4(h): Budget Summary

4(e): Short Term Goals

Response Required:

4(a): We appreciate your detailed and thoughtful responses regarding your program's strengths and weaknesses. Your program should be commended for the strengths you have outlined and the approach to addressing self-identified weaknesses. However, please provide an update as to the process of identifying of an ADA Coordinator. It is unclear as to whether that problem has been resolved.

The ADA Coordinator is Vice President of Student Affairs, Irma Archuleta.

4(e): You indicated that the previous LD Specialist has retired, and the Leslie Williams (primarily) and you (on overload) will be covering the tasks of LD assessment and eligibility determination until the position is filled permanently in September 2009. Please complete and return the *CARS-W Database User Verification Form*, so that we may update our CARS-W database system. This form must be completed anytime a user is added or removed from the system. A copy of the form is attached, and we have provided the web link, as well. If you have any additional questions on this form or process, please contact Michelle Ala'Chappelle at (916) 327-4130.

Done (I mailed it on 8/6/08). Note: I forgot to let you know about Patty Blankenship, an L.D. Specialist for Keys To Success, which is under our college, but off campus. She is not paid for out of our budget, but she does utilize CARS-W through our program. They have a new

group of students they test every three weeks, and our program visits these students two times during each three week period. In addition, I verify all DDL students.

<http://www.cccco.edu/SystemOffice/Divisions/StudentServices/DSPS/tabid/616/Default.aspx>

4(h): The DSPS budget we are looking for is a budget summary at the 1000 series object code levels, similar to the DSPS End of Year Expenditure Report; with line items, and projected amounts within those object code expenditure categories: Salaries (1000, 2000), Benefits (3000), Supplies (4000), etc., as described in the State Budget and Accounting Manual and in the End of Year instructions. Please respond with a projected program budget in this format.

The budget summary I previously attached was a bit more detailed than what you are requesting. For each section, I listed what the major object code was and did organize it according to expenditure categories (1000-6000). In each section there is a column entitled "Annual Budget" and that would be our projected amount for each category. We also attached our MAA funds, which can roll-over and we did not spend all of our MAA funds, but we did spend more than our projected amounts (I will report actual spending in the End of They Year Report). The following is a summary of our projected spending for each expenditure category:

• 1000 (Certificated Salaries)	\$270,226.00
• 2000 (Classified Salaries)	\$220,484.00
• 3000 (Employee Benefits)	\$197,028.00
• 4000 (Supplies, books, materials)	\$ 29, 275.00
• 5000 (Other Expenses)	\$ 13,232.00
• 6000 (Capital Outlay)	\$ 11,865.00

TOTAL	\$742,110.00
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Please respond as requested by **August 15, 2008**. If you should have any questions, please contact me at sberenson@cccco.edu or (916) 322-3234.

Sincerely,

Scott Berenson

DSPS Program Coordinator

Attachment:

DIANE WOODRUFF, CHANCELLOR

**CALIFORNIA COMMUNITY COLLEGES
SYSTEM OFFICE**

1102 Q STREET
SACRAMENTO, CA 95811-6549
(916) 445-8752
<http://www.cccco.edu>



August 26, 2008

Robin Salak
DSPS Instructor / Coordinator
Evergreen Valley College
3095 Yerba Buena Road
San Jose, Ca 95135

RE: DSPS Program Plan Review – Approved

Dear Ms. Salak:

The California Community Colleges, System Office has received and reviewed the Evergreen Valley College 2008-09 DSPS Program Plan. Your original Program Plan was received by the System Office on May 14, 2008. After an initial review on July 21, 2008, you provided the additional response(s) and/or clarification requested on August 14, 2008. The System Office has approved your final Program Plan, consisting of your initial submittal and the additional responses, provided subsequently. Please ensure that the college retains a copy of the final version of the Program Plan, as approved.

Please remember that an Addendum must be filed if you make any "...significant additions to your program or have eliminated a service(s) from those originally stated in your DSPS Program Plan approved by the Chancellor's Office." A copy of the addendum form is located on the System Office website at:

www.cccco.edu/SystemOffice/Divisions/StudentServices/DSPS/DSPSPProgramPlans/tabid/1431/Default.aspx

Furthermore, please remember to include a copy of your approved Program Plan and this approval letter with your Program Review Self-Evaluation Report that is required by the System Office by no later than **October 31, 2008**. For more information on the Program Review and Site visit process, please visit:

<http://www.cccco.edu/SystemOffice/Divisions/StudentServices/ProgramReviewTechnicalAssistanceSiteVisits/tabid/798/Default.aspx>

If you should have any questions, please contact me at sberenson@ccco.edu or (916) 322-3234.

Sincerely,

A handwritten signature in black ink that reads "Scott Berenson".

Scott Berenson
DSPS Program Coordinator

Attachment

Special Class List for the DSP

Guidance 100

Guidance 104

Guidance 110A

Guidance 110B

Guidance 110C

Guidance 115

Guidance 150

Guidance 193 (not written specifically for DSP students, but we will offer it for the first time in the summer of 2008 and it will be geared toward DSP students.

Individualized Instruction 210

PED 22A

PED 56A

By: Robin Salak

June 19, 2008

Regarding DSP Policies and Procedures (page 31, VII D3), besides the form I gave to Emily regarding Suspension of Services, the DSP and the Campus has the following information:

- The DSP link on our web site lists information on how to get assessed for a speech and language disability and for a learning disability (this could be construed as a procedure). The link is <http://www.evc.edu/dsp/>
- The form I gave to you, which will be under the “other” category entitled, Evergreen Valley College Disabled Students Program Rights and Responsibilities, has information on how to qualify for support services, including accommodations and auxiliary aids. This can also be construed as a procedure.

- Chapter 4, Academic Affairs Policy
 - Page 15-16 (BP 4225), concerning Course Repetition – I have recommended to Angelina the wording to use so the Special Class Repetition can be included in this policy before it is Board Approved.
 - Page 25 (BP 4262), concerning Associate Degree Credit Courses -- #4 and on page 28 (BP 4262.1, concerning Non Degree Credit Courses -- #5 – Both state, ‘Repetition. Repeated enrollment is allowed only in accordance with provisions of Title 5.

- Chapter 5, Student Services Policies, Version H
 - Page 1 (BP 5000), in paragraph 3 it states, ‘Additionally, the District will provide support services to students...specialized services for students with disabilities...’
 - Page 41 (BP5140), concerning Disabled Students Programs and Services, it lists the following:

<p>BP 5140</p>	<p>Disabled Students Programs and Services</p>	<p>Reference: Education Code Sections 67310, 84850; Title 5, Sections 56000 et seq.</p> <p>Students with disabilities shall be assisted to participate whenever possible in regular educational programs in the District. The Disabled Students Programs and Services (DSPS) program shall be the provider for support programs and services that facilitate equal educational opportunities for disabled students who can profit from instruction as required by federal and state laws. DSPS services shall be available to students with verified disabilities. The services provided include, but are not limited to, reasonable accommodations, academic adjustments, accessible facilities, equipment, instructional programs, rehabilitation counseling and academic counseling. No student with disabilities is required to participate in the Disabled Students Programs and Services program.</p> <p>The Chancellor or designee shall assure that the DSPS program conforms to all laws established by the relevant law and regulations.</p> <p>See Administrative Procedures AP 5140</p>
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So, in summary – The campus does not yet have policies or procedures for special class repetition, (but I’m hoping we will in the near future), for academic adjustments, or for access for students with sensory disabilities. The campus does have a regular class repetition policy, as stated above, a DSP suspension of services policy, and procedures for accommodation requests, and assessment and testing.

Evergreen Valley College
Disabilities Support Program

Advisory Committee

Minutes

March 14, 2008

Present:

Shelley Blackman (Librarian, EVC), **Debbie Collins** (DSP Staff Assistant III, EVC), **Karen Crowe** (Department of Rehabilitation San Jose Branch), **Tina Iniguez** (Coordinator, Keys to Success), **Elizabeth Mullen** (Counselor, Department of Rehabilitation), **Deborah Murillo**, (Outreach Specialist, EOP&S, EVC), **Robin Salak** (DSP Coordinator, EVC), **Preet Shukla** (Former EVC DSP Student and current SJSU student), Lesli Smith (Transaccess), **Liz Tyrrell** (Supervisor, WIN/CalWorks, EVC)

1. Welcome and Introductions: (DSP Staff and Advisory Committee Members) Robin Salak welcomed the participants to the meeting, the Advisory Committee Members introduced themselves and some of the DSP staff (Fred Delvey and Leslie Williams) also introduced themselves.

2. Guidelines and Check-In (Robin and All)

Communication guidelines used by DAC were discussed and reviewed. Everyone had a chance to check in with each other.

3. Adoption of Agenda (All)

• **Additions/Deletions/Corrections**

The agenda was adopted. There were no additions, deletions or corrections to the agenda.

4. Approval of Minutes – April 18, 2007 (All)

The minutes from the April 18, 2007 meeting were given to members and officially approved.

5. Purpose of the DSP Advisory Committee (Robin)

The purpose of the Advisory Committee was discussed. The Title V guidelines were given to the members.

6. DSP Updates (All)

General Updates

- Debbie Collins is now a full time permanent Staff Assistant III.

- Shelli Winters is an hourly (55 day) temporary secretary. We are hoping to announce a permanent position, Staff Assistant II, in the near future and will hopefully have the position filled by summer.
- EVC has had more job turnovers – Dean of Counseling and Matriculation, Dean of Social Science, Humanities, and PE (SSHape), Dean of Nursing, EOP&S Director and VP of Student Affairs. A new position, Dean of Enrollment Services, has been created and filled.
- We did amazing things in October 2007 for Disability Awareness Month and the DSP was showcased on the front page of the EVC Newspaper – Inflight.
- We changed our name to Disabilities Support Program.
- We are now involved in outreach (transition and college fairs). Liz Vasquez is also on the Outreach Committee) and marketing (metro, busses, bus shelters, Clear Channel Radio). We will also be participating in the Early Admissions Program again this year at EVC.
- We are writing a curriculum plan for DSP and it is almost complete.
- We will offer a DSP orientation class (Guidance 193) on August 5th & 7th, 2008, taught by Robin Salak.
- We offered various tutoring orientation workshops as well as scholarship workshops. In the future, we will be offering resume workshops.
- The DSP had two all day staff retreats this school year and it has contributed greatly to improving the atmosphere in the DSP.
- Involved in sensitivity training for various departments and divisions on campus.
- We are having our big Student Services Program Review (DSP&S, EOP&S, CAIWorks and Matriculation) in 2008-2009.
- We will be selling a donated scooter and lift in a silent auction April 21 – 28 to benefit our Foundation Account. An advertisement will run in the Village Paper and via District e-mailing, and the starting bid will be \$250.00.
- **We've collaborated with ESUHSD and Fremont HSD to have a Youth Leadership Conference** on October 24, 2008 at EVC. Annette Rodarte and Robin spoke about the conference and how it will be for learning disabled students. The students will also attend workshops on a rotating basis. **Shelley Blackman** asked if a tour of the EVC library would be included in this conference. Robin mentioned that there is a time crunch and that she will be teaching Guidance 193 in Summer 08 and will have students tour the EVC library at that time.
- **Deborah Murillo** wanted to make sure that there is a breakout session for EAP (Early Admission Program). She also suggested that students sign in, be given a survey about general information and when they turned in the survey they would receive a lunch ticket. Deborah Murillo also discussed the Bridge to Transfer Program at EVC.

The DSP has used all of the VATEA funds that were designated for the program.

- Budget cuts for DSP 2008-09 will most likely be approximately 3.7%.

Enrollment Updates

- 2004/2005 School Year: 244 were counted
- 2005/2006 School Year: 450 were counted
- 2006/2007 School Year: 509 were counted
- 2007/2008 School Year: We anticipate it to near 600

Funding Updates

- Categorical Funds (from the State): Due to our huge increase in numbers, we received \$99,898 more last academic year as compared to the year before, and \$79,058 on top of that this academic year. Our total categorical funding for 2007-2008 was \$518,893. In addition, our college effort funds totaled \$212,474 for school year.
- VTEA (Vocational and Technical Education Act of 1998): We received \$20,000. We have used it for equipment, software, supplies, tutoring, retreats and conferences.
- We are continuing to participate in Medical Administrative Activities (MAA), and the funds earned from participation can be rolled over. We finally received our first sum of money for the first quarter we participated in (3rd quarter of 2005-2006) of \$16,387.

7. Current Issues, Needs and Suggestions (All)

- PE Remodel: Robin would like to have full inclusiveness with universal design equipment for the fitness center so that everyone can use all the equipment with no segregation. There will also be a gender neutral bathroom. The DSP Advisory Committee was unanimous in **their agreement with Robin's views**.
- Reading and Writing labs have very limited access. They have no computers and many students who need enlarged print and/or adaptive software must complete their labs in the DSP until EVC gets the labs equipped with the necessary equipment/software. In addition, we need to look into accessibility for evening students. **Debbie Murillo** mentioned that night students do not have total access either. She feels we need a site license so that other departments can use the adaptive software too. **Liz Tyrell** said we should get individual license prices and compare to the site license prices to show administrators. Everyone agreed that site licenses for adaptive software would be a good idea with either the college paying for it so the DSP does not have to take on the full cost or the DSP contributing a portion of the cost.

8. Coordinating Services for Continued Student Transition (High School to Community College to job setting or university) (All)

There was discussion regarding services for transitioning students from High School to employment or university. **Preet Shukla** thought that SJSU and EVC could work to get a Workability III program in place to support students who are transitioning from college to job employment. It was mentioned that Department of Rehabilitation could be involved with this project and/or there could be workshops for students to learn more about this.

9. Resources for Youth with Disabilities for College Preparation (All)

There was much discussion regarding resources for students with disabilities and how to prepare them for college. **Karen Crowe** mentioned that currently students in high schools are not taught how to use adaptive equipment; however, they can learn the software in college. It would be nice if this was taught to students while in high school. **Debbie Murillo** stated that EVC could have some workshops to teach 11th and 12th grade students how to prepare for college or have an additional workshop during the Early Admission Program. **Preet Shukla** stated that we should have a contact list to give students to help them know what services are available to them.

10. Closing (All)

Robin closed out the meeting by thanking everyone for their time and great ideas and stated that the DSP Advisory Committee will re-convene in the 2008-2009 school year.

Evergreen Valley College
Disabled Students Program

Advisory Committee

Minutes

April 18, 2007

Present:

Pam Moore (Supervisor, Department of Rehabilitation San Jose Branch; was Piedmont Branch), **Ann Ravenscroft** (Director, Disabilities Resources, Santa Clara University), **Cindy Marota** (Associate Director, Disability Resource Center, San Jose State University), **Annette Rodarte** (EUHSD Transition Coordinator), **Ray Ortiz** (Santa Clara County Office of Education), **Victoria Lugo**, (Dean of Counseling and Matriculation, EVC), **Robin Salak** (DSP Coordinator, EVC), **Debbie Collins** (DSP Staff Assistant, EVC), **Shelley Blackman** (Librarian, EVC), **Martha Hardin** (CALWorks/WIN Counselor, EVC), **Preeti Shukla** (DSP Student, EVC).

1. Welcome and Introductions: (DSP Staff and Advisory Committee Members) Robin Salak welcomed the participants to the meeting, the Advisory Committee Members introduced themselves and some of the DSP staff (Janice Beever and Fred Delvey) introduced themselves.

2.Guidelines and Check-In (Robin and All)

Communication guidelines used by DAC were discussed and reviewed. Everyone had a chance to check in with each other.

3. Adoption of Agenda (All)

- **Additions/Deletions/Corrections**

The agenda was adopted. There were no additions, deletions or corrections to the agenda.

4. Approval of Minutes – April 18, 2007 (All)

The minutes from the April 18, 2007 meeting were given to members and officially approved.

10.Purpose of the DSP Advisory Committee (Robin)

The purpose of the Advisory Committee was discussed. The Title V guidelines were given to the members.

11.DSP Updates (All)

Robin spoke to committee about the Youth Leadership Conference to be held at Evergreen Valley College in October 2008. This conference will be for learning disabled students from East Side Union High School District and Fremont Union High School District.

12.DSP and EVC Changes and Achievements since our last meeting on 4/6/06 (Robin)

New Staff

- Leslie Williams, full-time permanent Counselor.

- Nancy Tung, one of two Lead Instructional Support Assistants received her Master's degree and is now also an adjunct faculty member for the DSP and teaches Guidance 115 in the High Tech Center.
- Debbie Collins, a temporary Staff Assistant III, has moved into the substitute position after position was announced. Debbie was also the Program Assistant for the DSP five years ago, in 2002. The screening committee has been established and the interviews will begin at the end of the month.
- Hired an additional Staff Assistant, Laini Flowers. Her 55 days ended two weeks ago.
- DSP has collaborated with the CalWorks/Win program on campus. They have obtained a **grant where they pay 75% of a student worker's wages. The DSP pays the additional 25%. We've hired a number of student workers through this grant. We have also** benefited from work studies students through Financial Aid.
- EVC has a new Interim V.P of Student Affairs, Angelina Duarte, who will continue for one more year, and a new permanent Dean of Counseling and Matriculation, Victoria Lugo.

DSP Enrollment

- For the 2004/2005 school year: 244 students were counted
- For the 2005/2006 school year: 450 students were counted
- For the 2006/2007 school year: We anticipate our reimbursable enrollment total to be nearing 600 students.

DSP Funding

- Due to our huge increase in numbers, we received \$99,898 more in categorical funds (from the state) this academic year.
- VTEA (Vocational and Technical Education Act of 1998): For Vocational Education students that DSP serve, we received a little over \$11,000 for equipment, supplies, & software, and \$3,844 for additional tutoring.
- Due to guidelines regarding what we can and cannot purchase, we pay for the refreshments for Advisory meetings, DSP Open Houses and other such events through our Foundation account. In addition to the \$825 that we earned last year for our Foundation account through a car auction, we will be receiving \$500 this year for materials that were donated to us by the library that we are giving to SJSU.
- We will be receiving a laser printer from instructional equipment funds and we received funding for our recently installed automatic door.
- We continue to participate in Medical Administrative Activities (MAA) and will soon start receiving funding that can be rolled over to the next year (approximately \$100,000/year).

New Building Remodel

- We are all moved in and looking forward to showing our new offices to you and the entire campus at our Open House later today.

Other DSP Changes

- Revamped our testing accommodations procedures, where we now offer block testing schedules.
- Advocated for additional automatic doors throughout the campus, which were installed.
- Re-wrote our Guidance 110 course and separated it into three individual courses. These new individual courses will be offered beginning in spring 2008.

- Preparing for DSP Orientation Class for the end of summer 2008.
- Preparing for a study skills course.
- Preparing for tutoring orientation workshops, which will be offered beginning in fall 2007.
- Cut back staff meetings to twice per month and added faculty meetings twice per month.
- Will participate in the Early Admissions Program (EAP) this year (week of May 7).
- Developed new program brochures. In addition, we are almost done with all new intake forms. Will revamp individual student files this summer.
- Developed a procedures manual.
- Completed an inventory of everything in DSP.
- Hired a consultant to look at our program and to write about our accomplishments and to make recommendations for improvement.
- **EVC's Strategic Planning process**—All departments, committees, and individuals wrote out **Commitments to Action (CTA's) for three categories** – Organizational, Transformation, Community Engagement and Student Centered. Were encouraged to **make budget requests for next year that were tied into these CTA's. There is \$1,000,000** for this purpose. The DSP requested funds for overload for the Coordinator, marketing, tutoring, DSP student club, staff development, and DSP all day retreat (primarily for relationship building).

13. DSP Current Issues, Needs and Suggestions (All)

- Hire more faculty and classified employees and offer more classes.
- Better communication and cooperation with all of our DSP staff (great need for all-day retreat).
- Continued need for extra Coordinator and Counseling hours. Currently we have money to pay for overload.
- More outreach/marketing and finding time to do it.
- Improve on DSP tutoring.
- Reinstate a DSP student club.
- Adaptive Media Technician Specialist to continue to work with campus to insure ADA compliance in computer labs and on-line course content.
- Create a new student handbook.
- Facilitate Board policy on course substitution and waiver.
- Assistance to our outgoing students to help them prepare for four-year colleges or careers.
- Update the EVC DSP web page.

9. Discussion (All)

Martha Hardin stated that the bathroom upstairs in the Student Services Building has no automatic door and no soap dish. Victoria Lugo will look into rectifying this issue.

Pam Moore said that during past Advisory Committee meetings it was suggested that the new DSP offices should have accessibility. **Robin Salak** stated that the new offices are accessible, which includes a newly installed automatic door.

Ann Ravenscroft was contacted by Los Altos High School District to do a presentation for juniors on four year/two year colleges.

Cindy Marota announced that there will be a Community College Day in May where students can take care of all needs in one stop. Karla Larson is the SJSU academic advisor for the DRC.

Annette Rodarte would like to know more about EAP. She would like to start a program at ESUHSD so that special needs students are aware of EAP and programs at EVC. She would like to see high school students oriented into DSP as well as student programs. Robin will call Annette to discuss EAP.

Martha Hardin mentioned that guidance courses at high schools would be a great idea for EVC counselors to teach. She would like to see a partnership between high schools and EVC. **Victoria Lugo** mentioned that EVC is committed to community engagement and would look into a possible partnership.

Shelley Blackman would like to be a part of DSP orientation workshops and wants to include how to do library research and what adaptive equipment is offered in the library.

Cindy Marota stated that SJSU is working to become fully 508 compliant. They have an initiative for compliancy.

Martha Hardin stated that the community can hire CalWorks students. She stated that CalWorks will pay 50% of the student's salary. The student can work 20hrs a week, but not during their class time.

All discussed the new testing procedures including block testing. Robin stated that we have not had too many complaints about the new procedures—so far it is working great. A proctor can sit with the students while they are taking their test. A student may not be taking his/her test at the same time as the class because of the block testing schedule: Monday/Tuesday—Students who **do not** need a computer or adaptives; Wednesday/Thursday- Students who **do** need a computer or adaptives; Fridays—Mixed testing in the High Tech. Center for students who **need or do not need** computers or adaptives.

11. Closing and DSP Open House (All)

Robin closed out the meeting by thanking everyone for their time and invited all to the DSP Open House festivities.

**Evergreen Valley College Disabilities Support Program
Application for Services**

Initial Date of Application for DSP Services: _____ *SSN/ID#: _____
 Last Name: _____ First Name: _____ Initial: _____
 Address: _____ City: _____ Zip: _____
 E-mail address: _____ DOB: _____
 Cell Phone #: _____ Home Phone #: _____

DSP Program Overview:

The Disabled Students Program (DSP) provides educational services and access for eligible students with documented disabilities who intend to pursue coursework at Evergreen Valley College. A variety of programs and services are available, which afford eligible students with disabilities, the opportunity to participate fully in all aspects of college programs and activities through appropriate and reasonable accommodations. Completion of this form constitutes an agreement to apply for the Disabled Student Program (DSP).

Student Responsibilities:

1. I will provide the Disabled Student Program with the information, documentation and/or forms (medical, educational, etc.) deemed necessary by DSP to verify my disability(ies).
2. I will meet with a Disabled Student Program professional to complete a Student Educational Contract, and agree to meet with the professional at least annually to update the Student Educational Contract.
3. I will utilize the Disabled Student Program in a responsible manner. I understand that the Disabled Student Program uses written service provision policies and procedures that must be adhered to for continuation of services.
4. I will comply with the Student Code of Conduct adopted by the college.
5. I have received and read the Rights & Responsibilities form.

I understand that I must fulfill the requirements for participation in the DSP. I will comply with the rules for responsible use of DSP services. By signing this application, I affirm that I understand and agree with the DSP responsibilities of students and I will abide by them.

Date: _____ Student Signature: _____

Date: _____ DSP Specialist's Signature: _____

*The Community College District uses the information requested on this form for the purpose of determining a student's eligibility to receive authorized special services provided by the Disabled Students Program (DSP). Personal information recorded on this form will be kept confidential in order to protect against unauthorized disclosure. Portions of this information may be shared with the Chancellor's Office of the California Community Colleges or other state or federal agencies; however, disclosure to these parties is made in strict accordance with applicable statutes regarding confidentiality, including the Family Educational Rights and Privacy Act (20 U.S.C. 1232(g)). Pursuant to Section 7 of the Federal Privacy Act (Public Law 93-579; 5 U.S.C. § 552a, note), providing your social security number is voluntary. The information on this form is being collected pursuant to California Education Code Sections 67310-67312, and 84850; and California Code of Regulations, Title 5, Section 56000 et seq.

THIS SECTION MUST BE COMPLETED BY THE DSP OFFICE

Date: _____ Application Processed By: _____

Comments: _____

Summer Fall Spring White copy – file Yellow copy – student

Evergreen Valley College Disabilities Support Program
3095 Yerba Buena Road, San Jose, CA 95135; Office: 408-270-6447; FAX: 408-532-1962

Disability Verification

THIS SECTION MUST BE COMPLETED BY THE STUDENT

Name: _____ *SSN/ID# _____

Address: _____

Birthdate: _____ Telephone # _____ Cell # _____

D.O.R. Client, yes or no? _____ Name of D.O.R. Counselor: _____

In order to receive disability-related services at EVC, a verification of disability must be provided. I request that the professional designated below, complete this form. See DSP Release of Information Form.

Name of Agency or Licensed or Certified Professional: _____

Address: _____

Office # _____ FAX # _____

*The Community College District uses the information requested on this form for the purpose of determining a student's eligibility to receive authorized special services provided by the Disabled Students Programs and Services (DSP&S) Program. Personal information recorded on this form will be kept confidential in order to protect against unauthorized disclosure. Portions of this information may be shared with the Chancellor's Office of the California Community Colleges or other state or federal agencies; however, disclosure to these parties is made in strict accordance with applicable statutes regarding confidentiality, including the Family Educational Rights and Privacy Act (20 U.S.C. 1232(g)). Pursuant to Section 7 of the Federal Privacy Act (Public Law 93-579; 5 U.S.C. § 552a, note), providing your social security number is voluntary. The information on this form is being collected pursuant to California Education Code Sections 67310-67312, and 64850; and California Code of Regulations, Title 5, Section 59000 et seq.

THIS SECTION MUST BE COMPLETED BY THE LICENSED OR CERTIFIED PROFESSIONAL

Please provide the following information in full in order to help determine reasonable educational accommodations to support this student:

1. Diagnosis/Disability: _____

2. DSM IV Code and Severity (if applicable): _____

3. Please describe how this condition substantially limits major life activities (e.g. Learning, walking, seeing, hearing, speaking, caring for oneself, performing manual tasks, working, breathing):

4. Functional Limitations (e.g. easily distracted; poor concentration; difficulty focusing for extended periods of time; difficulty formulating and executing plan of action; difficulty with ambulation; panicky in unfamiliar surroundings; etc.):

5. Condition is: stable prone to exacerbation

6. Duration of Disability: Permanent/Chronic Temporary

Date of re-evaluation or estimated duration of disability: _____

Verifying Professional's Name and Title: _____

Date _____ Signature _____

THIS SECTION MUST BE COMPLETED BY A DSP CERTIFICATED PROFESSIONAL

I, _____, certify that this student is eligible for DSP Services based on:

Mark appropriate box with an X:

Observation Assessment by appropriate DSP certificated professional Review of documentation

Please mark P=Primary; S=Secondary Full Service (more than 1 secondary is possible)

____ MOB ____ VIS ____ HI ____ SL ____ DD ____ ABI ____ LD ____ PD ____ OH ____ Non Claimable

Date _____ DSP Certificated Professional's Signature _____

Administrative code, Title 5, identifies the following disabilities for funding purposes:

- I. A **Physical Disability** means a visual, mobility, orthopedic or other health impairment.
 - a. Visual impairment means total or partial loss of sight.
 - b. Mobility and orthopedic impairment means a serious limitation in locomotion or motion functions that indicate a need for special services or special classes.
 - c. Other health impairment means a serious dysfunction of a body part or system that necessitates the use of one or more of the supportive services or programs.

- II. A **Communication Disability** is impairment in the process of speech, language or hearing.
 - a. Hearing impairment means a total or partial loss of hearing function that impedes the communication process essential to language, educational, social and/or cultural interactions.
 - b. Speech and language impairment means one or more speech-language disorders of voice, articulation, rhythm, and/or the receptive and expressive processes of language.

- III. A **Learning Disability** is a persistent condition of presumed neurological dysfunction that may exist with other disabling conditions. This dysfunction continues despite instruction in classroom situations. Learning disabled students, a heterogeneous group, have:
 - a. average to above-average intellectual ability;
 - b. severe processing deficit(s);
 - c. severe aptitude-achievement in reading, writing or mathematics.

- IV. **Acquired Brain Injury** means a deficit in brain functioning that is non-degenerative or progressive and is medically verifiable, resulting in a total or partial loss of one or more of the following: cognitive, communication, motor, psycho-social or sensory perceptual abilities.

- V. A **Developmentally Delayed Learner** is a student who exhibits:
 - a. below-average intellectual functioning;
 - b. impaired social functioning;
 - c. potential or measurable achievement in a school or job setting; and
 - d. measured appropriate adaptive behavior in a school or job setting.

- VI. **Multiple Disabilities** are defined as two or more functional impairments as described above.

The Vocational Education Act identifies the following additional "disability" conditions for services to students enrolled in eligible programs:

Seriously emotionally disturbed, including mental or psychological impairments or chemical dependency.

**Evergreen Valley College Disabled Students Program
Student Educational Contract**

Name: _____ *SSN/ID#: _____

Date: _____ Major/Program/Field of Study: _____

Long-term Educational Goal:

- Transfer to 4-yr college w/out Associate Degree
- Transfer to 4-yr college w/Associate Degree
- Associate Degree, Vocational (non-transfer)
- Associate Degree, General Ed. (non-Transfer)
- Improve Basic Skills in English, Reading, Math
- Complete Credits for H.S. Diploma or G.E.D.
- Discover/Formulate Career Interests, Plans, Goals

Vocational Education: Yes No

- Certificate in Vocational Program
- Undecided on Educational Goal
- Acquire Job Skills Only
- Update Job Skills Only
- Maintain Certificate or License
- Personal Educational Development

Progress will be determined based on the following criteria:

<input type="checkbox"/> Credit <input type="checkbox"/> Credit-Special Class <input type="checkbox"/> Noncredit	The student meets the academic standards established by the college. A student enrolled in one or more regular courses continues to be eligible for DSP services (assuming all other requirements are met) so long as s/he has not be dismissed from the college for failure to meet academic standards pursuant to Title 5 C.C.R. Section 55756.
<input type="checkbox"/> Noncredit-Special Class	Students must demonstrate they have made measurable progress towards their instructional or academic goal.

Academic Year _____ - _____

Activities needed to determine annual progress towards stated instructional or educational goal
(include a description of specific objectives, skills, and learning strategies):

Description of how the DSP services provided to the student are related to the educational setting
(attach an up-to-date copy of the student's class schedule):

Additional Comments: _____

Date _____ DSP Specialist's Signature _____

Date _____ Student's Signature _____

*The Community College District uses the information requested on this form for the purpose of determining a student's eligibility to receive authorized special services provided by the Disabled Students Programs and Services (DSP&S) Program. Personal information recorded on this form will be kept confidential in order to protect against unauthorized disclosure. Portions of this information may be shared with the Chancellor's Office of the California Community Colleges or other state or federal agencies; however, disclosure to these parties is made in strict accordance with applicable statutes regarding confidentiality, including the Family Educational Rights and Privacy Act (20 U.S.C. 1232(g)). Pursuant to Section 7 of the Federal Privacy Act (Public Law 93-579; 5 U.S.C. § 552a, note), providing your social security number is voluntary. The information on this form is being collected pursuant to California Education Code Sections 67310-67312, and 84850; and California Code of Regulations, Title 5, Section 56000 et seq.

**Evergreen Valley College
Disabled Students Program**
3095 Yerba Buena Road, San Jose, CA 95135-1598
Office: 408-270-6447; Fax: 408-532-1962

Adapted Physical Education Health Verification

Name: _____ Student ID #: _____

Age: _____ Address: _____

Date: _____ Student's Signature: _____

Your patient desires to enroll in an Adaptive Physical Education class at Evergreen Valley College. All classes are specialized and taught by a Certified Corrective Therapist. We need your assistance in verifying your patient's disability and functional limitations in order to plan a comprehensive program. Information is confidential and will be placed in the students file.

Diagnosis and/ or Disability: _____

Functional Limitations: _____

Brief Prognosis and Limiting Effects: _____

Please mark with an X the activities that would benefit this student:

Ambulation: Standing Frame Full Wt. Bearing Non-Wt. Bearing

Group Activities: Adapted Sports & Games General Conditioning

Mild Cardiovascular Conditioning: Stationary Bike Treadmill Swimming Rowing Machine

Non-Weight Bearing Activities: Range-of-Motion Active Stretching

Progressive Strengthening Exercises: Circuit Conditioning Dumbbell Exercises

Weight Bearing Activities Machinery Apparatus Gait Training

Date: _____ Print Name: _____

Physician's Signature: _____ Phone #: _____

Checklist of Required Elements of Student Files		
Description of Items That Should Be in Each Student File	Is Item in File?	
	YES (initial & date)	NO (leave blank)
1. Application for DSP&S services with appropriate demographic information (e.g., age, address, phone #) is located on the white Application for Services form. <i>Title 5, Section 56002. Student with a Disability</i>		
2. Signed releases to secure confidential medical/testing information are located on the yellow Release of Information form. <i>Title 5, Section 56008. Student Rights</i>		
3. Verification of disability status and identification of educational limitation(s) (e.g., doctor's note, test results) is located on the blue Disability Verification form. <i>Title 5, Section 56006. Determination of Eligibility. Title 5, Section 56004. Educational Limitation. Title 5, Sections 56032-56044 Definitions of Specific Disability Categories</i>		
4. Student educational contract (SEC) with: 1) instructional goals, objectives, and activities; 2) stated measures to be used in determining progress; and 3) the services to be provided. NOTE: the SEC should note the relationship between proposed activities and educational limitation(s) is located on the pink Student Educational Contract form. <i>Title 5, Section 56022. Student Educational Contract. Title 5, Section 56026. Support Services. Title 5, Section 56028. Special Class Instruction. Title 5, Section 56029. Special Class Repeatability</i>		
5. Signed acknowledgement that the student has been provided with information on and understands his or her rights and responsibilities with regard to DSP&S services is located on the white Rights and Responsibilities form. <i>Title 5, Section 56010. Student Responsibilities. Title 5, Section 56008. Student Rights. Title 5, Section 56027. Academic Accommodations</i>		
6. Documentation of service delivery, including accommodations provided, in accordance with the SEC for the student is located on the white Assistive Services Authorization form. <i>Title 5, Section 56026. Support Services</i>		
7. Dates and nature of required student/DSP&S contacts (at least 4 contacts per academic year are required) is located on the yellow Staff Notes form, SARS-GRID, or Sign-In Sheet. <i>Title 5, Section 56062. Provision of Support Services or Instruction.</i>		
8. Documentation of notices to students of any abuses of DSP&S services, and if necessary, written notification of termination of services, steps in the appeal process, and notification of the outcome of the appeal is located on the white Suspension of Services form. <i>Title 5, Section 56010. Student Responsibilities</i>		
Other documents that might appear in the file include, but are not limited to:		
9. Information on steps taken to resolve accommodation or service problems encountered by students.		
10. Summaries of career or personal counseling provided students.		
11. Student evaluations of the services provided him or her over the course of studies.		
Documentation in files should be sufficient to allow a reviewer or other authorized person to determine that: 1) the student was eligible to receive services; 2) appropriate service planning was done; 3) the student was fully informed about the process; 4) services were delivered as planned; and 5) the student's rights were protected.		



Checklist of Required Elements of Student Files Prepared by the Galvin Group, L.L.C., October 2000 and adapted by the Disabled Students Program at Evergreen Valley College in August 2007

Evergreen Valley College Disabled Students Program Rights and Responsibilities

Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 are civil rights legislation designed to prevent discrimination against individuals with disabilities. These laws give civil rights protections to individuals with disabilities in employment, education, public accommodations, transportation, and telecommunications. This means that while in college both laws guarantee equal opportunity to educational activities for students with disabilities. This form describes who is eligible for these protections, student and college responsibilities, examples of services that can be provided, and helpful hints.

Definition of an individual with a disability:

A person with (1) a physical or mental impairment that substantially limits one or more of the major life activities of the individual, or (2) a record of such an impairment, or (3) being regarded as having such an impairment.

- **A physical impairment** is defined as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine.
- **A mental impairment** is defined as any mental or psychological disorder, such as mental retardation, organic brain syndrome, or mental illness and Specific Learning Disabilities.
- **Substantially limits** is defined as being unable to perform or being significantly limited in the ability to perform a major life activity when compared to the average person in the general population.
- **Major life activities** are defined as functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, **learning**, working, and participating in community activities.

Examples of disabling conditions:

Previous disabilities identified in K-12 special education programs (e.g., learning disabilities, mental retardation, serious emotional disturbance, etc...), AIDS, cancer, alcohol or drug addiction (so long as the student is not a current user of unlawful drugs), environmental illness, attention deficit disorder, diabetes, asthma, physical disabilities, psychological disorders, etc... **The condition must currently substantially limit a major life activity.**

Postsecondary Education Responsibilities

Student Responsibilities:

In order to enjoy the protections of 504/ADA, the student must self-identify his or her disability. The student must name his or her disability, provide written documentation when appropriate, and identify the accommodations requested to participate in the identified activity, e.g. learning and working. The disability verification must name the disability, the educational limitations the disability causes, and whether the disability is permanent or temporary.

Evergreen Valley College
Disabled Students Program

Suspension of Services Policy

Student's Name: _____ Student ID#: _____

- 1. I understand that if I am absent from a requested and scheduled service three (3) times in one semester without calling at least 24 hours in advance to cancel the service, my requested service may be suspended until I make arrangements to meet with a DSP Specialist.

During the meeting I must present a valid reason for my unexcused absences. I understand the DSP Specialist may or may not suspend the services depending upon the reasons for my absences.

- 2. I will meet annually with a DSP Counselor to complete a Student Educational Contract.
- 3. I understand that I must fulfill the above requirements for participation in the DSP program. I have received a copy of this policy on suspension of DSP services, and I understand the consequences of failing to comply with the rules for responsible use of DSP services. I understand I will be notified in writing before any action is taken to suspend services.
- 4. By signing this Suspension of Services Policy, I affirm that I understand and agree with the rules for responsible use of DSP services and I will abide by them.

Date: _____ Student Signature: _____

THIS SECTION MUST BE COMPLETED BY THE DSP SPECIALIST

Service Policy Follow-up Documentation:

Date of Service Requested: _____	Date of Absence: _____
Date of Service Requested: _____	Date of Absence: _____
Date of Service Requested: _____	Date of Absence: _____

Date of Meeting: _____ Notes: _____

Date: _____ DSP Specialist Signature: _____

White: Student's File

Yellow: Student's Copy

Quality Student Services

Students are the most important people on our campus. Without students, there would be no need for this office.

So...please fill out this opinion card. Only YOU can help us maintain our high standard of service by sharing your comments with us. Thank you for helping us deliver Quality Student Services!

Is this your first visit to the Disabled Students Program? Yes No

How long did you wait for service? Minutes _____

Was the staff member who assisted you friendly and helpful? Yes No

Was the staff member who provided the service knowledgeable? Yes No

Overall, how would you grade the service you received?

circle one **A B C D F**

Comments or Suggestions

(Optional)

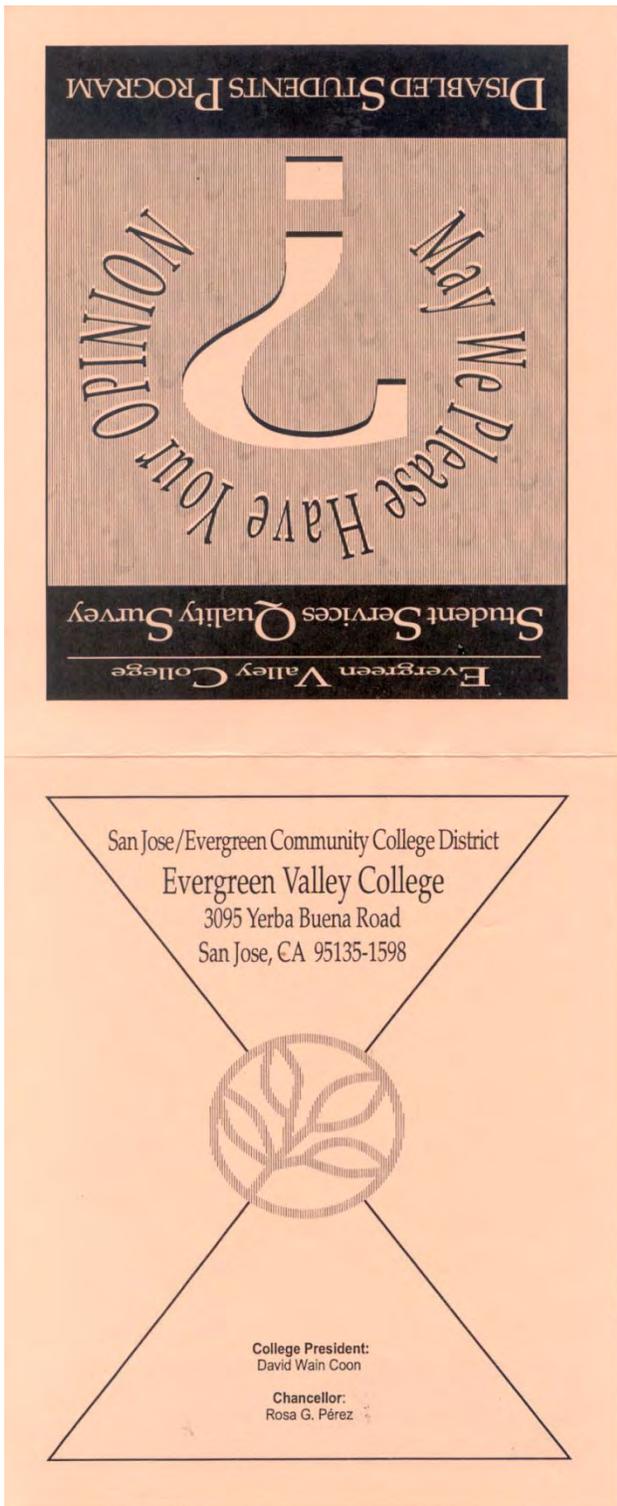
Your name _____

Address _____

City _____ Zip _____

Phone () _____

Thank you for taking the time to give us your feedback!



Testing Instructions

1. Give this green test form to your instructor one week before an exam (2 weeks is preferred).
2. Have the instructor fill out the 2nd half of the form.
3. Make sure the instructor gives the form back to you.
4. Bring the completed form to the DSP office and make your appointment one week before your exam (two weeks is preferred).
5. Make sure you come to your test on the day your class is taking it. If you cannot, you must have the instructor give the okay to give the test on a different date and time.
6. The instructor must write that it's okay to do this on the green sheet in the comments section. No exceptions will be made!

Evergreen Valley College Disabilities Support Program

3095 Yerba Buena Road, San Jose, CA 95135

Office: 408-270-6447; Fax: 408-532-1962

Test Accommodation Request Form

Test accommodation requests must be returned to our office at least **one week in advance** (two weeks is preferred). It is the student's responsibility to obtain copies of this form from the DSP staff and for submitting the requests to the instructor. **Please note that there is a turn around time of 2 days for processing test accommodation requests.**

Block-scheduling testing times are:

Mondays: 9 a.m. to 12 noon & 1 p.m. to 5 p.m. (for students who do not need to use a pc or adaptives)

Tuesdays: 9 a.m. to 12 noon and on the 1st & 3rd Tuesday of the month from 3 p.m. to 5 p.m. (no pc or adaptives)

Wednesdays & Thursdays: 9 a.m. to 12 noon and 1 p.m. to 5 p.m. (for students who need a pc and/or adaptives)

Fridays from 9 a.m. to 12 noon & from 1 p.m. to 5 p.m. (with or without pc/adaptives in the High Tech Center)

Bring this green test accommodation form to the DSP front desk to schedule your testing appointment.

Last Name _____ First Name _____ Student ID _____

Accommodations Provided (to be completed by DSP staff):

↑ extra time authorized (1.5x or 2x)	↑ distraction reduced environment	↑ test read aloud to student
↑ test print enlarged	↑ proctor records answers	↑ spell check
↑ computer	↑ Kurzweil	↑ Braille
↑ Dragon	↑ calculator	↑ other _____

Signature _____ ext. 6875/6447

To Be Completed By the Professor (please initial what is permitted):

Date of Exam _____ Time _____ Instructor _____ Course _____

_____ open book _____ formulas _____ calculator _____ dictionary _____ speller

_____ notes _____ other (please list) _____

How much time do you allow the class for the quiz/exam/midterm/final? _____

Please check if required for test: ↑ scantron ↑ blue book ↑ other (please list) _____

I will deliver the exam to: ↑ the DSP office in room SC-120 ↑ to the DSP mailbox ↑ by fax to 408-532-1962

↑ by e-mail to: evc.dsptesting@evc.edu ↑ Other _____

I want the exam returned to me by: ↑ mailbox (sealed in a security envelope) ↑ fax (your fax #) _____

↑ I will pick up the exam at the DSP office (SC-120) ↑ other (please specify) _____

Comments: _____

Professor's Signature _____ ext. _____

To be completed by Assistive Services Specialist: Date/Time of exam in DSP _____ Time allowed _____

Start time _____ End time _____ Signature of Proctor _____

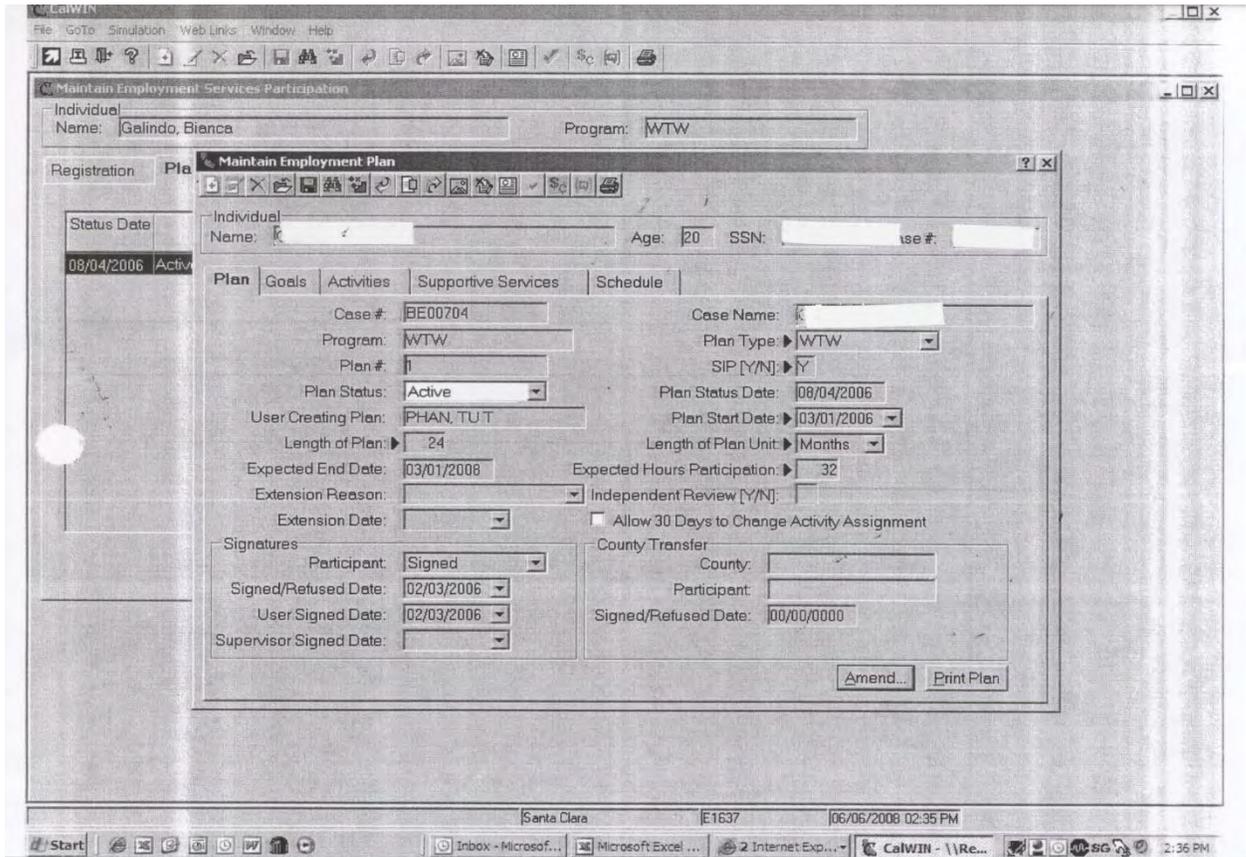
CalWORKs

County Verification Form

Student File

Degrees and Certificates

Forms





WORKFORCE INITIATIVE NETWORK

San Jose/Evergreen Community College District
Evergreen Valley College
 3095 Yerba Buena Road
 San Jose, California 95135-1598

Telephone: 408-274-7900 ext. 6589
 Fax: 408-274-7567

CaIWORKs STUDENT INTAKE FORM

Today's Date _____
 Name _____ SSN _____ EVC ID # _____ County Case # _____
 Address _____ Phone _____ Cell Phone _____
 City _____ Zip _____

STATUS: SIP Self-Referred County Referred Exempt Participant
 TERM: Fall Winter Spring Summer Year: ____
 SEX: Female Male
 FAMILY STATUS: Single Parent Family Two Parent Family
 NUMBER OF DEPENDANT CHILDREN: _____
 AGES OF CHILDREN: _____
 YOUR AGE: _____
 ARE YOU A FORMER FOSTER YOUTH: Yes No
 RACIAL/ETHNIC GROUP: African American American Indian
 Asian/Pacific Islander European American Filipino Hispanic
 Other _____

ASESSMENT TEST TAKEN: Yes No TEST DATE _____
 Reading Comprehension: _____ Writing: _____ Math: _____
 ESL: _____ Listening: _____ Reading: _____ Writing: _____

DID YOU RECEIVE YOUR HIGH SCHOOL DIPLOMA OR GED: Yes No
 PREVIOUS EDUCATIONAL ATTAINMENT: Less than 8 years Some high school
 High school diploma Some college AS/AA Degree

Services/Information Requested

Financial Aid
 Academic Counseling
 Child Care
 EOP&S/CARE
 Tutoring
 Disabled Students Program
 Transfer Program (FasTrak)
 Career/Transfer Center

Student Groups: AFFIRM ASPIRE ENLACE

Specialized CalWORKs Services

- Job Referrals/Job Development
- Books
- Transportation/Parking Permit
- Personal Counseling
- Second Harvest
- Outreach Transport
- Other

For Non-SIPs - Welfare to Work Plan Completed Date Student Signed _____

CalWORKs Worker: _____ Phone _____ Cell Phone _____ Address _____
City _____ Zip _____
Worker Telephone Number: _____

Student Signature: _____
Date: _____

STATUS: SIP Self-Retired County Related Example Participant
TERM: Fall Winter Spring Summer Year _____
SEX: Female Male
FAMILY STATUS: Single Parent Family Two Parent Family

Case Notes: _____

ARE YOU A FORMER FOSTER YOUTH: Yes No
RACIAL/ETHNIC GROUP: African American American Indian Asian/Pacific Islander European American Filipino Hispanic Other _____

ASSESSMENT TEST TAKEN: Yes No TEST DATE: _____
Reading Comprehension: _____ Writing: _____ Math: _____
ESL: _____ Reading _____ Writing _____

DID YOU RECEIVE YOUR HIGH SCHOOL DIPLOMA OR GED: Yes No
PREVIOUS EDUCATIONAL ATTAINMENT: Less than 8 years Some high school High school diploma Some college AS/AA Degree

Services/Information Requested

- Financial Aid
- Academic Counseling
- Child Care
- EOPS/CARE
- Tutoring
- Disabled Students Program
- Transfer Program (Parlak)
- Career/Transfer Center

Student Groups: AFRICAN ASIAN HISPANIC

Santa Clara County

Social Services Agency
CalWORKs Employment Services Program

EDUCATIONAL PLAN

Name:	Case No.:	SSN:	Date:
--------------	------------------	-------------	--------------

<input type="checkbox"/> SIP/Start Date:	<input type="checkbox"/> Post Assessment/ Start Date:
<input type="checkbox"/> Projected End Date:	<input type="checkbox"/> Projected End Date:

Campus:

Vocational Goal:

Comments:

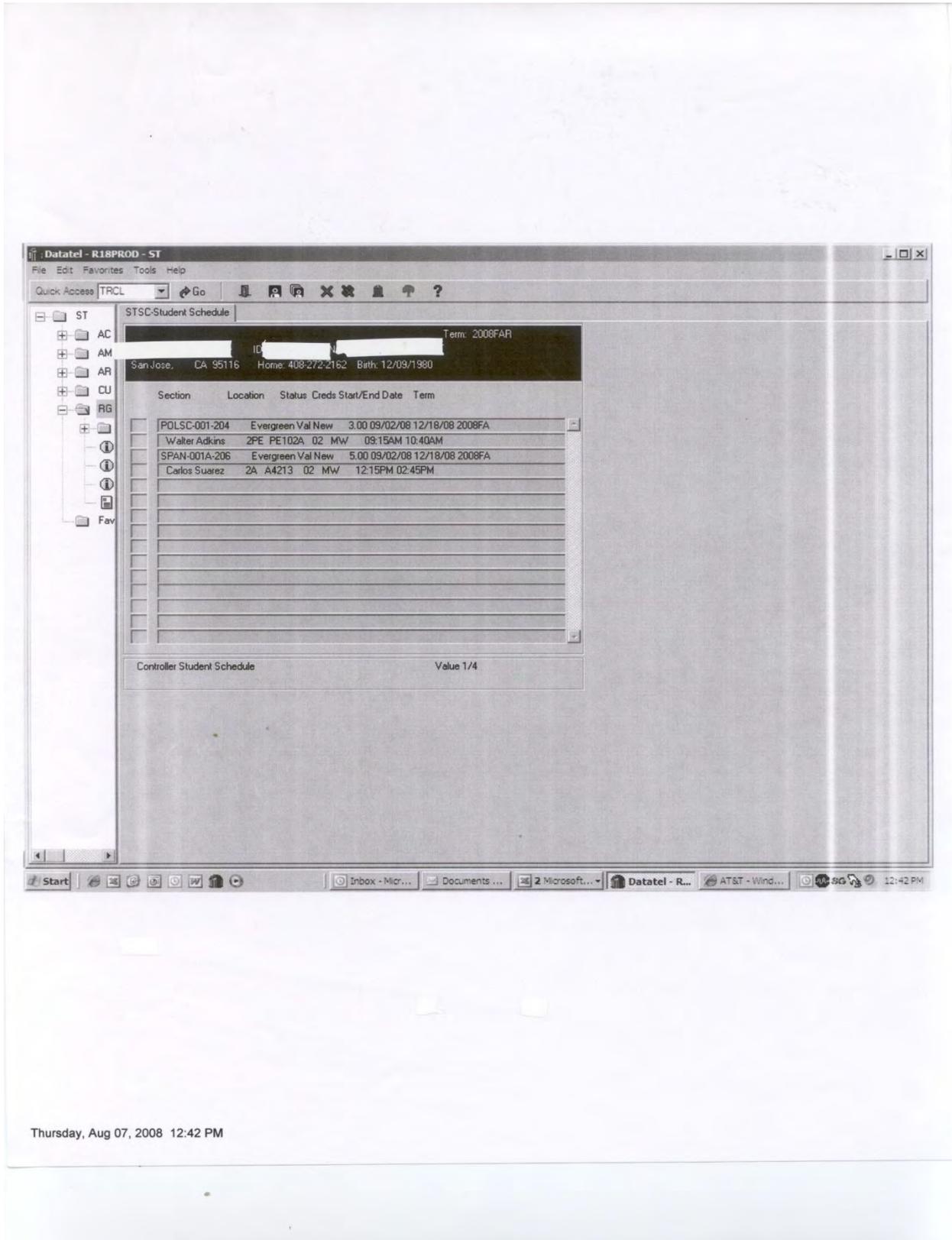
COURSES

<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer 20__			<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer 20__		
Course No.	Course Title	Units	Course No.	Course Title	Units
Total			Total		

<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer 20__			<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer 20__		
Course No.	Course Title	Units	Course No.	Course Title	Units
Total			Total		

<input checked="" type="checkbox"/> This Educational Plan has been reviewed and signed by the Client. (Signed copy is on file at campus office.)	Elizabeth Seder Tyrrell Counselor's Name	Counselor's Phone #
--	---	---------------------

Client Signature	Date	Counselor Signature	Date
------------------	------	---------------------	------



EVC SPECIAL PROGRAMS PROGRESS REPORT FORM

Semester: Fall 20__ Spring 20__ Program : (Please circle) AFFIRM ASPIRE EOP&S FASTRACK WIN/CALWORKS

Student Name: _____ Student ID/SS#: _____ Units Enrolled: _____

Student: 1) Fill in all of the courses on your current class schedule (including any courses at San Jose City College)
 2) For each course, indicate name of college, and course department number (ie. English 1A)
 3) Please take this form to each of your instructors for written feedback of your grade to date including recommendations for improvement.
 4) Return this form to the _____ office in room _____ by _____ as this form will be used for planning your schedule for next semester.

Instructors: The purpose of this progress report is to monitor the student's progress to help them succeed in their courses as they work towards their educational goals. Please assist us by commenting on the student's current academic progress, indicating grade to date, areas of concern, intervention requested and your comments/recommendations toward improvement as appropriate. Please also sign and date the form.

College (Circle One)	Course (Dept. &#)	Grade To Date	Interv. Req. (Y/N)	Comments/Recommendations	Area(s) of concern (Please circle any/all that apply)	Instructor Signature & Date
EVC	English 1A	B	N	SAMPLE	Attendance Assignments Tardiness Participation Behavior	John Sample
1 EVC or SJCC					Attendance Assignments Tardiness Participation Behavior	
2 EVC or SJCC					Attendance Assignments Tardiness Participation Behavior	
3 EVC or SJCC					Attendance Assignments Tardiness Participation Behavior	
4 EVC or SJCC					Attendance Assignments Tardiness Participation Behavior	

TURN FORM OVER TO LIST ADDITIONAL CLASSES

Note to student: If you participate in several special programs, you do not have to complete a form for each program, simply make copies and submit one to each program listed above that you receive services from. Also please be sure to sign and date page two of this form before submitting.

Rev. 10/21/05

College	Course (Dept. &#)	Grade To Date	Interv. Req.(Y/N)	Comments/Recommendations	Area(s) of concern (Please circle any/all that apply)	Instructor Signature
5	EVC or SJCC				Attendance Assignments Tardiness Participation Behavior	
6	EVC or SJCC				Attendance Assignments Tardiness Participation Behavior	
7	EVC or SJCC				Attendance Assignments Tardiness Participation Behavior	
8	EVC or SJCC				Attendance Assignments Tardiness Participation Behavior	
9	EVC or SJCC				Attendance Assignments Tardiness Participation Behavior	

I affirm that all information on this form is true and accurate to the best of my knowledge.

Student Signature _____ Date _____

Note to student: If you participate in several special programs, you do not have to complete a form for each program, simply make copies and submit one to each program listed above that you receive services from. Also please be sure to sign and date page two of this form before submitting.

Rev. 10/21/05

STATE OF CALIFORNIA-HEALTH AND HUMAN SERVICES AGENCY CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

WELFARE-TO-WORK PLAN ACTIVITY ASSIGNMENT	<input type="checkbox"/> Initial Activity Assignment 4 <input type="checkbox"/> Amendment # _____
PARTICIPANT NAME: _____	CASE NAME: _____
CASE NUMBER: _____	SSN: _____
WELFARE-TO-WORK WORKER'S NAME: _____	

Mandatory participant. I must do the activities listed below. I understand that if I do not participate as required in these activities, my cash aid may be lowered, unless the county decides I had a good reason to not do them.

Volunteer. I understand that I do not have to participate, but I agree to do and finish the activities listed below. I understand that as a volunteer, my cash aid cannot be lowered for failing to do these activities. I understand if I stop doing these activities, I may not be allowed to participate in Welfare-to-Work for a period of time, unless the county decides that I had a good reason not to do them. I understand that the 20-hour core activity and the 32- or 35- hour per week requirements do not apply to me.

SIP. I understand that the 20-hour core activity requirement does not apply to me.

CORE HOURS
I must do at least 20 "core" hours per week. They are:

<input type="checkbox"/> Unsubsidized employment	for _____ hours	<input type="checkbox"/> Community service	for _____ hours
<input type="checkbox"/> Subsidized private sector employment	for _____ hours	<input type="checkbox"/> FLSA hours not to exceed: _____	
<input type="checkbox"/> Subsidized public sector employment	for _____ hours	<input type="checkbox"/> Work experience	for _____ hours
<input type="checkbox"/> Self-employment	for _____ hours	<input type="checkbox"/> FLSA hours not to exceed: _____	
<input type="checkbox"/> Job search and job readiness assistance	for _____ hours	<input type="checkbox"/> On-the-job- training	for _____ hours
<input type="checkbox"/> Vocational education and training (up to 12 months)	for _____ hours		

Available months: _____

NON-CORE HOURS
I must do these activities for the number of hours shown.

<input type="checkbox"/> Job skills training directly related to employment	for _____ hours
<input checked="" type="checkbox"/> Education directly related to employment	for <u>12</u> hours
<input type="checkbox"/> Satisfactory progress in a secondary school	for _____ hours

ASSIGNMENT AND SERVICES

<p>ACTIVITY, LOCATION, SCHEDULE, AND HOURS</p> <p>1. Activity: _____ Begins: _____ Expected to end: _____ Schedule: _____ Hours per week: _____ Location: _____</p> <p>2. Activity: _____ Begins: _____ Expected to end: _____ Schedule: _____ Hours per week: _____ Location: _____</p> <p>3. Activity: _____ Begins: _____ Expected to end: _____ Schedule: _____ Hours per week: _____ Location: _____</p> <p>4. Activity: _____ Begins: _____ Expected to end: _____ Schedule: _____ Hours per week: _____ Location: _____</p>	<p>SUPPORTIVE SERVICES</p> <p>The county will give me.</p> <p><input type="checkbox"/> Child Care</p> <p><input type="checkbox"/> Transportation</p> <p style="padding-left: 20px;"><input type="checkbox"/> Bus Pass <input type="checkbox"/> Mileage <input type="checkbox"/> Parking</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> Ancillary (other) Expenses for:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>
---	---

WTW 2 (11/06) SC REQUIRED FORM

The county will send me the location and schedule for my _____ activity by _____ (date).

I will go to _____ on/by _____ to get my _____ location.
and/or schedule. LOCATION DATE ACTIVITY

I will give my Welfare-to-Work worker a copy of my _____ schedule by _____. I will tell my
Welfare-to-Work worker if any changes are made and give my Welfare-to-Work worker a copy of the changes if required.
ACTIVITY DATE

I understand that if I do not attend _____ / _____ as required by the county or make
ACTIVITIES
satisfactory progress in these activities, the county will decide why, and I may have to go to different activities. I understand that I
must give proof of satisfactory progress in these activities to my Welfare-to-Work worker by the date(s) listed below.

Activity: _____ Date Proof is Due: _____

Activity: _____ Date Proof is Due: _____

Additional Comments:
Will attend Bridge Program during semester and school breaks

SUPPORTIVE SERVICES

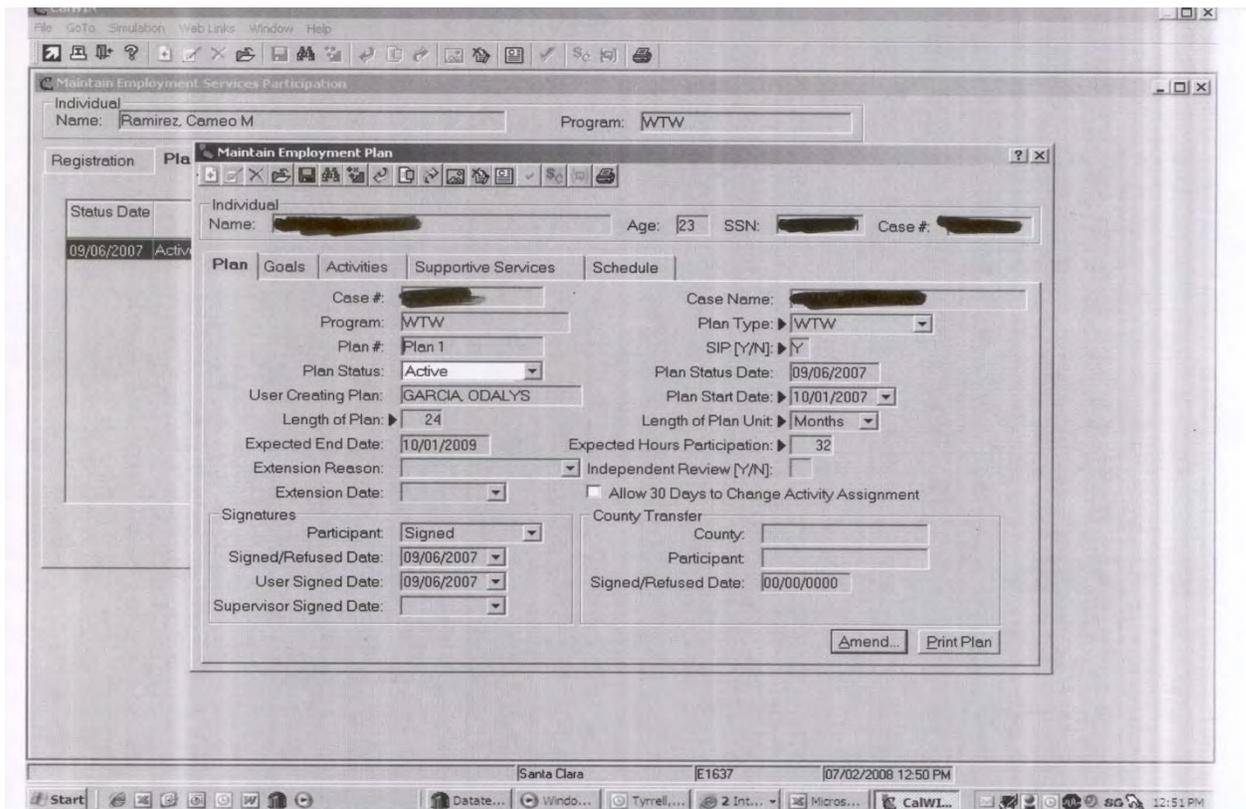
- The county will pay for supportive services (childcare; transportation; and work, education, and training related expenses) if I need them to participate in my Welfare-to-Work assignments and Welfare-to-Work rules allow for them.
- I have reviewed my need for Welfare-to-Work supportive services with my Welfare-to-Work worker. I understand that I do not have to do my assignment until the supportive services I need have been arranged.
- I understand that I must tell my Welfare-to-Work worker right away of changes in my need for Welfare-to-Work supportive services, or if I no longer need them. **If I do not report the changes in advance, the county may not be able to pay for them.**
- I understand if the county pays for supportive services that are more than what I needed to participate in Welfare-to-Work, I will have to pay the county back.

PARTICIPANT'S CERTIFICATION

- I understand that my Welfare-to-Work Plan includes this form, the Welfare-to-Work Plan – Rights and Responsibilities and the Welfare-to-Work Handbook. I understand that Welfare-to-Work activities and services, and my rights and responsibilities as a Welfare-to-Work participant, are explained to me on these forms.
- I have received a Welfare-to-Work Handbook.
- I know I can ask my Welfare-to-Work worker if I have any questions.
- I understand that I don't agree with my assessment, and I tell my worker, the worker **must** refer me to a neutral third party for a new assessment of my employment or Welfare-to-Work activity needs.
- This is my first training or education assignment under a Welfare-to-Work Plan. I understand that I have 30 calendar days from the beginning of my first training or education assignment under my initial Welfare-to-Work plan to request a change or reassignment to another activity. This 30-day grace period is available only once during my time receiving California Work Opportunity and Responsibility to Kids (CalWORKs) cash aid. If the county agrees to the change, I know I will have to sign a new Activity Assignment.
- I have three (3) working days to think about the terms of this Activity Assignment after I sign it. I understand if I want to change the terms of this Welfare-to-Work Plan, I must tell my Welfare-to-Work worker by 5/9/08. If I don't tell my Welfare-to-Work worker by then, this Activity Assignment is final.
DATE
- I have read (or had read to me) and understand this Activity Assignment, and have received a copy. If I fail to meet my responsibilities without a good reason, I know that there are penalties that can include having my cash aid lowered.
- I understand that I can ask for a different service provider if I object to the religious character of any provider to which I have been assigned.
- I understand that I can refuse to do any religious activity offered by a service provider, and that any participation in any religious activity offered by a service provider is voluntary.
- I understand if I do not agree with any county action regarding my Welfare-to-Work participation, I can file a formal grievance with the county or I can ask for a State hearing by calling, toll-free, 1-800-952-5253. If the county is proposing to lower or stop my aid, my aid will be lowered or stopped if I file a formal grievance.
- I understand that I can get **free legal help** with Welfare-to-Work problems from the local legal or welfare right office, by calling _____

PHONE NUMBER		
PARTICIPANT'S SIGNATURE		DATE
WELFARE-TO-WORK WORKER'S SIGNATURE	PHONE	DATE

WTW 2 (11/06) SC REQUIRED FORM



Santa Clara County

Social Services Agency
CalWORK Employment Services Program

E-MAIL REFERRAL

Date: 2-4-2008

Client Name: ██████████	Case No: ██████████
SSN: ██████████	Phone: ██████████

CWES Staff: Lang Le	Phone: 278-6521
Worker No: D9F3	

SERVICE REQUESTED	
Provider: EVC	Contact Name: Martha Hardin
<input type="checkbox"/> Client needs placement test <input checked="" type="checkbox"/> Educational Plan <input type="checkbox"/> Enrollment <input checked="" type="checkbox"/> Current schedule of classes <input checked="" type="checkbox"/> TBA <input type="checkbox"/> Other:	

CLIENT INFORMATION	
<input checked="" type="checkbox"/> SIP <input type="checkbox"/> Post-Assessment <input type="checkbox"/> WTW Plan is NOT needed. <input checked="" type="checkbox"/> WTW Plan IS needed. <input type="checkbox"/> Activity: <input type="checkbox"/> Compliance Plan Dates: <input type="checkbox"/> Other:	REQUIRED INFORMATION <ul style="list-style-type: none"> • Time on Aid remaining months: 36 • Vocational training 12-month time clock: • WTW Plan 12-month time clock remaining months: • FLSA hours: • Required hours: 32 • 1P <input checked="" type="checkbox"/> or 2P <input type="checkbox"/>:

VOCATIONAL GOAL:

COMMENTS:

SC 1723 – 07/07


WORKFORCE INITIATIVE NETWORK

San Jose/Evergreen Community College District
Evergreen Valley College
 3095 Yerba Buena Road
 San Jose, California 95135-1598

Telephone: 408-274-7900 ext. 6589
 Fax: 408-274-7567

CalWORKs STUDENT DATA MANAGEMENT FORM
Case-Management-Services

- 1 Received needs assessment services.
2 Received other case management services.
3 Received both needs assessment and other case management services.

CalWORKs-Student-Counseling

- 0 Did not receive counseling.
1 Received academic/vocational/personal counseling from a counselor funded using the community college's CalWORKs/TANF monies.
2 Received academic/vocational/personal counseling from other college counseling services.
3 Received academic/vocational/personal counseling from a counselor funded using the community college's CalWORKs/TANF monies AND from other college counseling services.

Referral-For-Other-Services

- 0 Was not referred to other services.
1 Referred to another college program for additional services.
 List: _____
2 Referred to an external provider for additional community services.
 List: _____
3 Referred to another college program and an external provider for additional services.
 List: _____

Other-Direct-Student-Support-Services

- 0 Direct support service was not provided.
- 1 Direct support service funded through the community colleges.
CalWORKs/TANF monies were provided.
 - 1 Tutoring
 - 2 Books
 - 3 Educational Supplies
 - 4 Transportation Assistance
 - 5 Other Educationally Related Expenses

Total-Number-of-Dependent-Children

- (Enter total number)

Student-Family-Status

- 1 One parent family.
- 2 Two parent family.

Employment-Assistance-Services

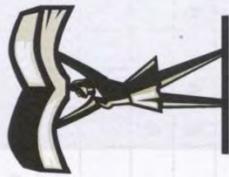
- 0 Service not provided
- 1 Service provided
 - 1 Job Search
 - 2 Job Skills
 - 3 Interview Skills
 - 4 Resume Writing
 - 5 Job Placement
 - 6 Other Employment Services

Work-Activity-Status

- 1 On Campus Work Study.
- 2 Off Campus Work Study.
- 3 Unsubsidized Employment.
- 4 Volunteer Position (community service and other related volunteer activities).
- 5 For Credit Only Position.

SOCIAL SERVICES AGENCY CALWORKS EMPLOYMENT SERVICES PROGRAM YEAR 2007 – 2008
(UPDATED AND APPROVED FOR DISTRIBUTION NOVEMBER 1, 2007)

**Social Services Agency CalWORKs Employment
Services Program Year
2007 – 2008**



**Approved
Educational & Training Matrix
Approved for Distribution
November 2007**

Special Note: All General Education transfer plans are approved training plans. If the program is not on the county-approved list, the county must continue to provide the individual with the opportunity to demonstrate that completion of the program will lead to self-supporting employment.

SOCIAL SERVICES AGENCY CALWORKS EMPLOYMENT SERVICES PROGRAM YEAR 2007 – 2008
(UPDATED AND APPROVED FOR DISTRIBUTION NOVEMBER 1, 2007)
SPECIAL INSTRUCTION

ACTIVITY	DESCRIPTION
SIP (SELF-INITIATED PROGRAM)	A SIP MUST be approved if ALL of the following conditions are met: <ul style="list-style-type: none"> The individual was enrolled on the date of the appraisal. The program is on the county's list of programs leading to employment, or the individual establishes that even though it is not on the list, it will lead to self-supporting employment. The program leads to an undergraduate degree or certificate, California regular teaching credential or any other area of study approved by the institution.
PROGRAM	<ul style="list-style-type: none"> Regional Occupational Programs (ROP) Adult Education Community Based Organizations (CBO)
DOCUMENTATION The CalWORKs client in a SIP must provide proof of enrollment on the institution's letterhead, a school application, or school registration. Documentation must include:	<ul style="list-style-type: none"> Community College University Private School Start & end dates, Days & hours of participation, Area of training, Type of program, Educational plan, and Whether a GED is required prior to graduating
SIP REQUESTS FOR PROGRAMS NOT IN THE MATRIX	Client must be allowed the opportunity to demonstrate that the program he or she is enrolled in will lead to employment. The client, with the assistance of the CWES Worker, can demonstrate a need by researching any of the following: <ol style="list-style-type: none"> Documentation from any Employment handbook such as: • Eureka • CalWORKs Planning Resource Guide of Labor Market Projections. Current newspaper or magazine articles reflecting trends in a particular field. Current labor market surveys conducted by public or private agencies. The participant's own current job market survey along with published occupational outlooks. Actual offer of employment to a participant upon completion of training. EDD Resource Guide.
SIP NOT APPROVED	A client, who at the time of the initial appraisal, is attending a school program that cannot be approved as a SIP will be allowed to continue the current program until the end of the current semester or quarter, not to exceed 4 months for programs not on a semester or quarter system. This means that if a client's SIP is denied, he or she may continue in the un-approved school program until the end of the current semester, quarter, or 4 month period at which time the client must change to a program that meets the SIP approval criteria or participate in Self-Sufficiency (ies).
CLIENTS WITH A 4 YEAR DEGREE	An individual with a 4-year degree cannot be approved for a CalWORKs SIP unless the client's goal is a teaching credential.
PROGRAMS AND SITES NOT IN THE MATRIX	Forward information for new programs and educational sites to revise and update future versions of the Matrix to Starr Coatney at (408) 491-6623 and/or starr.coatney@ssa.sccgov.org.
SPECIFIED EDUCATIONAL ACTIVITIES	Hours spent in classroom, laboratory, and internships in adult basic education, job skills training directly related to employment, and education directly related to employment programs also count towards the core activity requirement if: <ol style="list-style-type: none"> The program leads to a self-sufficient job. The individual is making satisfactory progress. The individual does not possess a baccalaureate degree unless he/she is pursuing a California regular classroom teaching credential. The program is on the county list of programs that the county and local agencies agree will lead to employment. (Approved Educational Training Matrix.)

Special Note: All General Education transfer plans are approved training plans. If the program is not on the county-approved list, the county must continue to provide the individual with the opportunity to demonstrate that completion of the program will lead to self-supporting employment.

SOCIAL SERVICES AGENCY CALWORKS EMPLOYMENT SERVICES PROGRAM YEAR 2007 – 2008
(UPDATED AND APPROVED FOR DISTRIBUTION NOVEMBER 1, 2007)

TRAINING FACILITY INFORMATION

Site	Address	Contact Person	Phone Number	Website/E-Mail
COLLEGE SITES				
DeAnza College – OTI	21250 Stevens Creek Blvd., Cupertino, CA 95014	Nicole Albert	(408) 864-8551	www.deanza.fhda.edu
Evergreen Valley College	3095 Yerba Buena Rd., San Jose, CA 95135	Elizabeth Seder	(408) 270-6453	www.sjevccd.cc.ca.us
Foothill College	12345 El Monte Rd., Los Altos, CA 94022	Blance Monary	(650) 949-7465	www.foothill.fhda.edu
West Valley College	14000 Fruitvale Ave. (RM AAS35), Saratoga, CA 95070	Marta Mora-Evans	(408) 741-4007	www.westvalley.edu/wvc/
Gavilan College	5055 Santa Teresa Blvd., Gilroy, CA 95020	Susan Sweeney	(408) 848-4813	www.gavilan.cc.ca.us
Mission College	3000 Mission College Blvd., Santa Clara, CA 95054	Donna Hale	(408) 855-5226	www.wymccd.cc.ca.us/mc
San Jose City College	2100 Moorpark Ave., San Jose, CA 95128	Marilyn Brodie	(408) 298-2181 Ext. 3684	www.sjevccd.cc.ca.us
CBO SITES				
Catholic Charities of Santa Clara County	2625 Zanker Rd. Suite 201, San Jose, CA 95134	Reza Odabace	(408) 944-0362	www.ccsj.org
Women in Community Service / CO San Jose One Stop	1775 Story Rd. Suite #120, San Jose, CA 95122	Sabby Kaur	(408) 928-1341	www.wics.org
Institute for Career Development / Division of Goodwill of Silicon Valley	1080 North Seventh St., San Jose, CA 95112	Kevin Tuttle	(408) 869-9215	www.goodwillsv.org knuttie@
Silicon Valley Economic Development Corporation	1155 North First St., Suite 107, San Jose, CA 95112		(408) 298-8455 (408) 971-0680	www.sved.org/
Choices for Children	111 North Market St., Suite 910, San Jose, CA 95113	Maxine Shea	(408) 297-3295 Ext. 227	www.choices4children.org/
ADULT EDUCATION SITES				
Metropolitan Education District San Jose Center	1149 E. Julian St., San Jose, CA 95116	Tracy Smith	(408) 947-2311 Ext. 2324	ismith@metroed.net
Metropolitan Education District Del Mar/Blackford Centers	1224 Del Mar Ave., San Jose, CA 95128	Marj Houston	(408) 947-2300 Ext. 3347	mhouston@metroed.net
Metropolitan Education District Metropolitan Center	760 Hillisdale Ave., San Jose, CA 95136	Diane Roca	(408) 723-6475	droca@metroed.net
Metropolitan Education District Metropolitan Center	760 Hillisdale Ave. RM 1, San Jose, CA 95136	Jennifer Dumont Intake for Metro Ed	(408) 723-4270	jdumont@metroed.net
Metropolitan Education District Erikson Center	4849 Pearl Ave., San Jose, CA 95136	Norma Martinez	(408) 723-6444	normam@metroed.net
Metropolitan Education District Erikson Center	4849 Pearl Ave., San Jose, CA 95136	Jennifer Smith	(408) 723-6568	jsmith@metroed.net

Special Note: All General Education transfer plans are approved training plans. If the program is not on the county-approved list, the county must continue to provide the individual with the opportunity to demonstrate that completion of the program will lead to self-supporting employment.

SOCIAL SERVICES AGENCY CALWORKS EMPLOYMENT SERVICES PROGRAM YEAR 2007 – 2008

(UPDATED AND APPROVED FOR DISTRIBUTION NOVEMBER 1, 2007)

TRAINING FACILITY INFORMATION

Site	Address	Contact Person	Phone Number	Website/E-Mail
Metropolitan Education District Metropolitan Center	760 Hillside Ave. RM 1, San Jose, CA 95136	Valerie Clifford	(408) 723-4279	Clifford@metroed.net
Metropolitan Education District Erikson Center	4849 Pearl Ave., San Jose, CA 95136	Jennifer Astwood	(408) 723-6568	jastwood.net@metroed.net
MV/LA Adult Education	333 Moffett Blvd., Mtn. View, CA 94043	Annette Bain	(650) 940-6028	annettebain@yahoo.com
Eastside UHSD School District Independence Adult Center	625 Educational Park Dr., San Jose, CA 95133	Jean Archie	(408) 928-9363	http://aenet.esuhdsd.org ArchieJ@esuhdsd.org
Eastside UHSD School District Independence Adult Center	625 Educational Park Dr., San Jose, CA 95133	Jennifer Lewis	(408) 928-9362	http://aenet.esuhdsd.org LewisJ@esuhdsd.org
Eastside UHSD School District Independence Adult Center	625 Educational Park Dr., San Jose, CA 95133	LeeSee Loh	(408) 928-9361	http://aenet.esuhdsd.org LohL@esuhdsd.org
East Side Adult Education Overfelt Adult Center	1901 Cunningham Ave., San Jose, CA 95122	Minh Nguyen	(408) 254-8125	http://aenet.esuhdsd.org NguyenMN@esuhdsd.org
East Side Adult Education Milpitas Adult Education Center	1331 E. Calaveras Blvd. Bldg 400, Milpitas, CA 95035	Jennifer Lewis	(408) 928-9362	www.musd.org LewisJ@esuhdsd.org
Morgan Hill Community Adult School	17940 Monterey Rd., Morgan Hill, CA 95037	Eric Saavedra	(408) 779-8697	Eric.saavedra@mhu.k12.ca.us
Santa Clara Unified Adult Education	1840 Benton St., Santa Clara, CA 95050	Melissa Rodriguez	(408) 423-3540	mrodriguez@scusd.net
Sunnyvale / Cupertino Adult Education	589 W. Fremont Ave., Sunnyvale, CA 94087	Pat Shea	(408) 522-2738	pat-shea@fusd.org
OTHER SITES				
<i>Activities through the following agencies are approved as SIPs (Self-Initiated Programs) only.</i>				
NOVA Workforce Board	505 W. Olive Ave., Ste. 600, Sunnyvale, CA 94086		(408) 730-7232	www.novapic.org/
Silicon Valley Workforce Investment Network (One Stop Centers 3 Sites)	San Jose: 1775 Story Rd., Ste. 120, San Jose, CA 95122 Campbell: 2450 S. Bascom Ave., Campbell, CA 95008 South Co.: 7800 Arroyo Circle, Ste. A, Gilroy, CA 95020		(408) 928-1300 (408) 369-3606 (408) 846-1480	www.svwin.org/
Center for Training & Careers	1600 Las Plumas Ave., San Jose, CA 95133	Lori Erhlich	(408) 251-3165 (408) 251-3146	www.ctcsi.org
Center for Employment & Training	701 Vine St., San Jose, CA 95110	Juan Morales	(408) 534-5236	www.cet2000.org
San Jose Academy	2211 Quimby Rd., San Jose, CA 95122	Victor Alvarado	(408) 223-8615	www.sanjosecomputeracademy.com/

Special Note: All General Education transfer plans are approved training plans. If the program is not on the county-approved list, the county must continue to provide the individual with the opportunity to demonstrate that completion of the program will lead to self-supporting employment.



WORKFORCE INITIATIVE NETWORK

San Jose/Evergreen Community College District

Evergreen Valley College

3095 Yerba Buena Road

San Jose, California 95135-1598

Telephone: 408-274-7900 ext. 6589

Fax: 408-274-7567

Child Care information

Student's Name: _____

Student's ID : _____

Dependent children : _____

Dependents receiving Child Care : _____

On Campus Child Care Hours : _____

Off Campus Child Care Hours : _____



NEW CLIENT RETURNING CLIENT

FAMILY HARVEST APPLICATION
****CONFIDENTIAL****

WIN CalWORKS
 Site: Evergreen Valley College
 3095 Yerba Buena Road
 San Jose, CA 95135-1598
 408-270-6453

Santa Clara County
 750 Curtner Avenue
 San Jose, CA 95125-2118
 408.266.8866 ph
 408.266.9042 fax

San Mateo County
 1051 Bing Street
 San Carlos, CA 94070-5320
 650.610.0800 ph
 650.610.0808 fax

MEMBERSHIP NUMBER _____

Male: _____ Female: _____

Name: _____
 Address: _____
 City, State, Zip: _____
 Phone #: _____ SSN: _____ Birthdate: _____
 Number of Adults in Household: _____ Number of Children in Household: _____
 Are You Head of Household: Yes No If your answer is no, who is it? _____

What is your Race? Asian Native Hawaiian/ Asian/Pacific Islander
 Asian and White American Indian/ Alaskan Native
 Black/ African-American American Indian/ Alaskan Native and White
 Black/ African-American and White American Indian/ Alaskan Native and Black
 White Other _____
 Language: _____ Are you Hispanic or Latino? Yes No

Sources of Monthly Income:	Applicant	Other Household Member(s)
Working	\$ _____	\$ _____
CalWORKS/TANF	\$ _____	\$ _____
SSI/Disability	\$ _____	\$ _____
Unemployment	\$ _____	\$ _____
Child Support	\$ _____	\$ _____
Family Support	\$ _____	\$ _____
Other _____	\$ _____	\$ _____
Total Household Monthly Income		\$ _____

The undersigned verifies that:

- All of the above information I have provided is true, correct, and complete.
- I will apply for Family Harvest membership at one site only.
- I understand that if I do not pick up food for three consecutive months, I will become inactive and my name will be removed from the Family Harvest roster. Once I contact the Food Bank, my name will be reinstated for the NEXT month food count.
- I understand that Second Harvest Food Bank has the right to terminate my membership for failure to comply with program or site policies.
- I understand my registration will need to be renewed every year.

 Signature of Applicant

 Date

Office Use Only: Processed by: _____ ID Income Children BC
 Registration: At Site Mail Comm. Agency FB Office