Barstow Community College

NON-INSTRUCTIONAL PROGRAM REVIEW

PROGRAM: | Special Programs & Services

Academic Year: | 2014–15 | FULL PROGRAM REVIEW | Date Submitted: | 10/3/14

Academic Year: | 2015–16 | ANNUAL UPDATE #1 | Date Submitted:

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1. Mission and Vision

A. **Service Area/Administrative Unit Mission**

> Special Programs and Services provides access and support services to educationally disadvantaged students to overcome social, physical, and economic barriers to reach their academic, career, and personal goals by fostering an environment that promotes student success through independence and self-advocacy.

B. **Service Area/Administrative Unit Vision** *(Where would you like the Program to be three years from now?)*

> Supporting students to overcome barriers to succeed in their educational /career goals.

C. **Describe how mission and vision align with and contribute to the College's Mission and Vision**

> Special Programs and Services contributes to the goals of the colleges mission by:
> Providing a learning environment regardless of individual backgrounds
> Providing information and support services regardless of what their long term educational or career goal.
> Providing outstanding customer service and student support through educational and personal accommodations so students can manage the challenges in their personal and educational lives.
> Special Programs and Services contributes Barstow College's vision by empowering disadvantaged students to reach their individual goals by providing support services to improve their academic success.

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2. Service Area/Administrative Unit Description and Overview

Assume the reader does not know anything about the Service Area or Administrative Unit. Describe the unit, including—but not limited to—the following:

A. **Organization, including staffing and structure**

B. **Who do you service (including demographics)?**

C. **What kind of services does your unit provide?**

D. **How do you provide them?**

> The Department of Special Programs and Services provides a variety of academic and student support services to educationally disadvantaged students at Barstow College. The Department is comprised of four categorical programs funded by the California Chancellor's Office: Extended Opportunity Programs & Services (EOPS), Cooperative Agencies Resources for Education (CARE), Disabled Student Programs & Services (DSPS) and the California Work Opportunity & Responsibility to Kids (CalWORKs).

The staffing in EOPS, CARE and CalWORKS have two specialists, one secretary, two peer counselors, and two part-time academic counselors. DSPS is staffed with one Assistant Coordinator, one instructional aide, one full time academic counselor, and two student assistants. All programs are overseen by a director.

  DSPS services students with disabilities that may impose on their educational abilities. DSPS provides support services through accommodations that are designed according to their specific disability. Services provided include: special classes, note taking, sign language interpreters, test taking assistance, assistive computer technology, mobility services and other accommodations as needed. Students must complete all necessary intake forms to show proof of their disabilities before services can be given.

EOPS and CARE services low income and educationally disadvantaged students. EOPS/CARE provides services that will help students be successful in completing their education. Services include: textbook loans, textbook vouchers, academic counseling, priority registration, tutorial assistance, transportation assistance, school supplies, and child care assistance. Students must complete all application requirements to be eligible for services.

 CalWORKs services students who are currently on cash aid and have a desire to transition to long term employment. Services include textbook assistance, academic counseling, educational workshops, school supplies, and part time work study opportunities. Students must submit required documentation from their county worker, and through BCC to determine eligibility for the program.

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3. Data

A. ASSESSMENT DATA

1) List all quantitative and/or qualitative measures that you have chosen to gauge the effectiveness of your unit.

The goal of EOPS/CARE is to help disadvantaged students to complete their educational goals by offering over and above supplies and services. This program offers counseling, priority registration, educational workshops, transportation assistance, meals, and many other services. These extras services have been proven to help disadvantaged students succeed in their academic endeavors. These services are not only given, but required of EOPS students at Barstow Community College. To measure the effectiveness of our program we first must ensure that each of our students understands the program, our services and how it can benefit them. Our program would not be successful if students did not understand the purpose of the program, the services we offered, and how those services helped them. To ensure each student is aware of this information, we give each student an anonymous quiz about the EOPS/CARE program requirements after they attend orientation the week before classes begin, or if they miss in on campus orientation after they complete the online orientation.

We understand the just knowing what the program requirements are is not enough. We also track how many students actually complete all of the program requirements on time and how many students maintain satisfactory academic progress.

The CalWORKs program at BCC did not previously track any data gauging the effectiveness of the program. In the next cycle CalWORKs will assess their students in a similar way to EOPS/CARE. Services should be clearly understood by students and must be completed in the time requirements. CalWORKS will also give an anonymous quiz after their orientation to measure how many students actually understood the purpose of the program and how it will impact success in their courses. CalWORKs will also track how many students actually complete their program requirements and maintain satisfactory academic progress.

DSPS also did not have a system to previously track their effectiveness as a program. DSPS offers counselling services and accommodations to students that have a verifiable physical or mental disability. To be effective, the DSPS services and accommodations should ensure that disabled students who were at a disadvantage in college courses would be brought up to a level field for learning. Students with accommodations should perform at the same level academically as other college students. To gauge this effectiveness, DSPS is in the process of implementing new program requirements to include a progress report each month of the semester. This will allow the DSPS program to see how the accommodations are helping students. At the end of each semester DSPS will also track students' academic progress to ensure the accommodations did help students perform at the same level academically as other college students.

2) Summarize the results of these measures.

In EOPS/CARE, 78% of our students understand all of our program requirements at orientation. The other 22% have a varying degree of knowledge about the EOPS/CARE program requirements. This data shows that orientation is somewhat successful at informing the students about the purpose of the program. There is room for improvement through. In the next cycle the quiz for orientation is going to be split and measured in two groups. One group for students who complete orientation online and those who do it on campus. This may be a reason for the disconnect. Online orientation, while it gives the program requirements, has no avenue for questions or clarifications. If we do find this disconnect, we can change our orientation to on campus alone. We can offer orientation more than once so as to accommodate all students. This may lead more students to understand our program and responsibilities. This may increase the success our students have on the program and in their courses. If this is not the disconnect we will need to survey students not only on the program requirements, but how we as staff relay this information and how it can be done more successfully.

In EOPS/CARE 67% of our students maintain their program/academic obligations for EOPS/CARE. The data shows that there is still a lot of room to improve the number of students that actually complete the program requirements. In the next cycle we are also going to assess this information separately. To see how successful we are in helping students succeed, we need to assess the academic progress of students who do their requirements and compare them to those who don't do their requirements. This will show us how our program is effective in student academic success.

Fall 2014 will be the first semester that CalWORKs data will be collected and analyzed. Previously students did not have to submit progress reports, or attend workshops as a part of program requirements. Nor did this population have to maintain a GPA of 1.75 or better or have mandatory required counseling visits to participate in this program. This will dramatically

change participation and student commitment that can be measured at the end of the semester. Some students that are currently enrolled that are below the required GPA will be dropped from the program and will need to seek other avenues to satisfy the state's requirements for the student to receive state assistance from social services.
DSPS is also in the process of changing their policies. This population will also have to submit progress reports each month and have at least one appointment with the counselor and at least one appointment with the Assistant coordinator to discuss accommodations for learning. This is another program that has not had any requirement previously, therefore making it difficult to measure the effectiveness of program assistance. Fall 14 will be the first semester that we will have to begin to collect data and view results.

B. PROGRESS ON SERVICE AREA/ADMINISTRATIVE UNIT OUTCOMES

1) a. List the Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs) for your unit.

   b. Summarize the progress your unit has made on SAO/AUO measures you have applied since your last program review.

A. The department routinely conduct regular staff meetings and in-service trainings.
B. All staff evaluations were brought up to date.
C. The department implemented comprehensive programming and services for the CalWORKs program to include career-based workshops, accountability for the students on the program, increased work study opportunities and a created a better working relationship with the county liaison.
D. The department informed the students of the new priority registration schedule through email, mailings and phone calls to increase the usage of the priority registration time period for program students.
E. The department also participated in outreach activities in local community and K-12 students.
F. Develop SLO for each of our departments (EOPS/CARE, CalWORKs, and DSPS).

2) Describe any improvements made by your unit as a result of the outcomes assessment process. What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you plan* to implement, as a result of your analysis of these measures? *(*List any resources required for planned implementation in #10: Resources.)*

The SPS department has weekly staff meeting to discuss program issues, updates, events, deadlines, and student successes. We also have Friday In-service trainings that inform us on the policies, procedures and new regulations in our department and in the other departments included in the Student Services Division.

All staff evaluations are up to date.

The CalWORKs program increased the work study opportunities and is currently seeking more off campus businesses that would be willing to employ students. Off campus businesses can increase the skills of a student in a real business setting to prepare them for long term employment. CalWORKs also provided educational workshops as part of their required hours for the county.

The EOPS/CARE program used emails, phone calls, and mailings to inform and remind students of all program requirements in addition to priority registration to ensure students completed their program requirements by the assigned deadlines.

The SPS program participated in the joined effort of Student Services Department to outreach to all of the local K-12 schools in the area. We also had outreach activities at different businesses and organizations in the area in addition to the local schools.

New SLO's for Special Programs and Services are as follows:
1. EOPS/CARE SLO's
   a. Students will be able to follow through with deadlines and requirements as contracted in EOPS.
   b. Students will be able to apply time management skills in priority registration.
   c. Students will articulate short term and long term goals, and develop a semester by semester educational plan.
2. CalWORKs SLO's
   a. Students will be able to identify major CalWORKs program requirements and services.
   b. Students will be able to identify their individual needs.
   c. Students will be able to articulate short and long term goals to develop their educational plan.
3. DSPS SLO's
   a. Students will be able to request and use a disability accommodation in a timely manner.
   b. Students will be able to identify accommodations that are related to his or her disability.
   c. Students will be able to use the learning strategies recommended by the DSPS Counselor.

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4. Policies & Processes

A. **What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit?** *(BCC BP/AP; Federal, State & local regulations; departmental guidelines)*

A.
• In 2012-13, the Chancellor's Office recommended that the EOPS program distribute books to only those students who are following their education plans that are on file and courses that have been recommended by their EOPS Counselor.
• The California Dream Act was enacted starting January 2013. Students previously not eligible for State funded services now were able to apply and receive services from EOPS/CARE.

- Students on the CalWORKs program are now required to attend an orientation and complete two educational workshops.
- The State also changed the number of years that a person could be on cash aid. Previously six years of aid were allowed, now a student can only have four years.
- The State was in the process of implementing a bill that would include CalWORKs in the protected group of students (i.e. EOPS/CARE, Veterans, Foster Youth, DSPS) that were legally mandated by Title V to receive priority registration. This bill was passed and will take effect in Spring 2014.

B.
- With the State mandated change in how EOPS/CARE issued textbooks, the workload in EOPS/CARE was impacted. Book distribution took an extended amount of time because staff was required to ensure each student had an updated, six semester educational plan, that each course was listed on this educational plan, and that all classes the student enrolled in were required to complete their educational goal/degree. The counseling staff in EOPS/CARE was also impacted because of this change. Students who needed updates or changes to their educational plan were required to see a counselor for updates before any services were rendered.
- In Spring 2013 the Dream Act was implemented. This impacted the EOPS/CARE program because students not previously eligible for the program became eligible. This increased the number of students applying for the EOPS/CARE program.
- In an effort to increase student completion and retention, the CalWORKs program required students to attend a mandatory orientation. This was to ensure students were aware of their responsibilities on the program at Barstow College, and also to guarantee they knew their requirements through the county office. This impacted the SPS office because of the increased coordination between our office and the county office. We needed to meet with the county regularly to verify that our services were not being duplicated and that students were given adequate services by both offices. CalWORKs also required each student to attend two educational workshops that would meet their required hours from the county office. These requirements increased the amount of paperwork that needed to be processed in our office.
- The State mandated cut in years allowed on cash aid impacted the program in a negative way because some of the students previously on cash aid timed out and were no longer eligible for the programs.
- CalWORKs students will now be eligible for priority registration. This will impact our counseling staff, they are required to complete or update IEP's every semester for CalWORKs students.

C.
- EOPS/CARE needed to have any early alert system with students who were not doing well in their classes. We implemented a new system for progress reports. Students are now required to submit a progress report every semester so we can track student's progress and intervene early if a student is having problems.
- EOPS/CARE wanted to have more contact with probationary students to help them maintain their satisfactory academic progress and to keep up with their program responsibilities and obligations. They now have to attend a mandatory probation workshop every month.
- We implemented a minimum initial GPA for students wishing to apply for the CalWORKs program. This will ensure that each student has the ability to benefit from the program and continue on in good standing with the college.
- DSPS implemented a progress reports and mandatory counselor and accommodations contacts for students in order to monitor students' progress. With this information will enable the staff to recommend additional support services to help the student succeed in their educational goals.

B. Describe the effect the changes or updates in policies and processes in 4.A have had on the unit.

C. In addition to (or in response to) those listed in 4.A, what in-house policies, procedures, and processes need to be updated, created, or deleted?

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5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

Strengths:
We have two staff members that have been in the SPS department for over ten years, one over 35. Other staff members have been at BCC and in SPS for more than 5 years. Their knowledge of the programs and their dedication to the students are great assets to SPS. SPS and its programs need buy in from the staff because providing encouragement is a cornerstone of our mission. With staff that has been here an extended amount of time the program is able to thrive because they understand the student population and the program goals. Instead of high turn around and training time, more measures can be made to make the program more successful.

Attending college is not easy, students in SPS can get flustered and overwhelmed by all of the paperwork and requirements they have to complete before they even step foot in the door of a classroom. SPS staff has an advantage because members of the staff have great experience from other departments on campus, and from outside agencies that gives them unique knowledge that will help a student who may not understand the policies, procedures and other general information about their education. One goal of SPS is to help the whole student and give additional help when needed. When staff has knowledge of different departments such as Admissions and Records or Financial Aid, they can give the student even more help and guidance so they can be successful in getting the resources they need to complete their courses.

EOPS/CARE, TANF, and CalWORKS is funded categorically so all services, supplies, and salaries come from our state funding and not the general fund. This will help get much needed resources faster to

our students than other departments who may have to take additional measures to get funding for their needed resources.

With this funding EOPS/CARE, TANF, and CalWORKS is able to purchase and provide over and above supplies and services that students may need for their education. The goal of these programs is to provide much needed additional services to help students who may not be able to afford to attend college. Books, transportation assistance, and school supplies could be the difference in having a successful student and a student who drops because they can't afford their needed resources.

DSPS offers many accommodations that are over and above what is mandated by the state. This will help the disabled students to have even more resources to complete their classes successfully.

DSPS employs a part time instructional aide in the classroom to assist students in remedial level math and English classes. Students who are disabled may need additional help in their math/English classes to successfully complete them. With this part time aid, they can have an additional resource to assist them.

B. Weaknesses

Weaknesses:
None of our programs have adequate counseling staff for the amount of students we carry on our programs. Counseling staff that is experienced in assisting disadvantaged students is one of the main components of our SPS programs. Disadvantaged students are proven to succeed when they have caring, consistent help from counseling staff. Specialized counselling staff is written into title five regulations for EOPS/CARE/Cal Works and DSPS. Two to three consoling contacts are required for each student depending on the program. At minimum we carry 300 students on EOPS, 125 on CalWORKs, 50 on VTEA, and 150 on DSPS. Our part time counselors do not have adequate time to service all of our students the way they should according to title V regulations. Most counselling services are short and cannot adequately help the student succeed or gain memorable guidance. Our part time counselors are also pulled from our program to help with general counselling and this further decreases the services they can offer our students.

We have weak communication between the staff in DSPS. This hinders the program from moving forward to foster new ideas on how accommodate students and to better help DSPS students complete their classes.

We have a weak communication between other departments in student services. We do not effectively communicate changes in policies and procedures. This can be detrimental to our programs because students must have their admissions and financial aid paperwork completed before they can be eligible for our programs in SPS. If there are changes in policies from other departments, it can effect student eligibility on our program. If we do not have adequate commination about these changes, we cannot adequately help our students.

The Director of SPS has had a high turn around rate, and the last two to three years we have not had a full time director. This is detrimental for our program because our budget has not been properly monitored for many years. Each year we have had penalty cuts because our budget is not managed properly. This greatly impacts our programs because we cannot offer as many services or pay our staff with less money.

One full-time counselor for SPS department is needed, the vacancy by part-time counselor leaves large counseling gap for service to SPS students. Currently 261 EOPS and 170 CalWORKs students are being serviced by 2 temporary short-term part-time counselors. The hours that they are available are not enough to meet the Title V counseling contact requirements of the programs. According to Banner data, the 2 previous part-time counselors serviced 283 CalWORKs students, 1800 EOPS students, 1472 general students, 13 athletes, 12 veterans, and 86 VETA students. The Banner data collected includes Spring, Summer and Fall 2013 semesters, as well as present data for the current Spring 2014 semester. Because these two part-time counselors were spread so thin, only 24- 114 CalWORKs students per semester were serviced by SPS counselors. The enrollment of CalWORKs students during this time period ranged from 44 to 232 students per semester. EOPS enrollment also ranged from 79 to 319 per semester, with counselor contacts ranging from 204 to 739 per semester. This many cover up to two student contacts, but not a third contact with the student, we have had to use the peer contact for the third regular contact. Some semester that show a higher contact count are due to the increase in progress reports that require a counselor contact if a student is not passing his courses.

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6. External Factors *(see Handbook for worksheet)*

A. Opportunities

Opportunities:
Park University is now has an on campus office. We are able to easily transition our students into a four year degree program if they choose to go to Park University.

We have two military bases that can offer good long term career job opportunities for our students.

The CalWORKs program is aggressively pursuing outside businesses and organizations to provide part time job opportunities for students which could lead to full time employment.

Because of the lack of services at competing community colleges, DSPS students are favoring Barstow College because of the amount of accommodations that they provide.

B. Threats

Threats:
All SPS programs are state funded and this funding is always at risk with the current budget crisis in California.

Barstow has a lack of economic growth so even with an education it is difficult to find adequate work in town.

Barstow College cut 18 days from the full time counselor contracts. This has had a negative impact on SPS counseling staff because they have had to cover general counseling when there are no other counselors available. Our students are not receiving the benefits of a counselor in SPS when they are needed.

Because of the influx of students in the DSPS program, there may be a shortage in accommodations for all students.

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7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members participated in during the current cycle?

Chancellor's Office Training for EOPS/CARE, TANF, CALWORKs and DSPS. Each of these trainings gave valuable information about program policies, procedures, and new changes to state mandates. These are yearly trainings and staff will attend them in the upcoming years.

Staff attended the California Community College Extended Opportunity Programs and Services Association (CCCEOPSA) conference and the California Community Colleges CalWORKs Association to learn about any changes and updates within the EOPS/CARE, and CalWORKs programs. This is also a yearly training, staff will attend this training every year.

Staff attended the annual California Association of Post-Secondary Educators to learn about any changes in the laws regarding disabilities and will attend it every year.

Staff attends annual training at the High Tech Training Center Unit to learn assistive technology and alternate media to assist students with accommodations for their disabilities and will attend it every year.

All staff attended in house training to get any updates from other departments on campus. These trainings will be offered in the upcoming semester for further professional development.

B. What are the continuing education and/or professional development plans for the upcoming cycle?

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8. Prior Goals/Objectives

Briefly summarize the progress your program/unit has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*

The goal of EOPS/CARE is to help disadvantaged students to complete their educational goals by offering over and above supplies and services. By increasing counselor availability, SPS students will be able to have appropriate contact counts with SPS counselors. This will increase student success and retention in the SPS department.

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9. Goals/Objectives/Actions (ACTION PLAN)

A. **GOALS:** Formulate Goals to maintain or enhance unit strengths, or to address identified weaknesses.

B. **ALIGNMENT:** Indicate how each Goal is aligned with the College's Strategic Priorities.

C. **OBJECTIVES:** Define Objectives for reaching each Goal.

D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.

E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.

F. **ADDITIONAL INFORMATION:** This provides space for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. *(See Handbook for additional examples.)*

Complete the following table with your Program's **ACTION PLAN**, which must include a **minimum of 3 goals**:

ACTION PLAN					
	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Plan and Implement advisory board for all programs	List all that apply:	#1 Creating a knowledgeable board of advisors by providing in-service training	Board Selection Process. Invitational Process In-service Training	Portfolio Assessment, evidence that demonstrates knowledge, skills and abilities regarding SPS.
			#2 Creating a systematic way to monitor services	Invitation for program events Create a survey instrument Create an assessment Portfolio	Survey Board of Advisors about recommendations for improvement on services provided.
			#3		
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#2	Commitment to data informed decision making and evaluation.	List all that apply:	#1 Efficient data collection	Swipe card sign in Technology support Equipment	Data tracking system
			#2 Accurate data analysis	Swipe card sign in Technology support Equipment	Data tracking system
			#3		
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ACTION PLAN					
	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3	Increase student success	*List all that apply:*	#1 Retention semester to semester	Risk assessment/intervention Stronger progress reporting system	Increase of retention rate
			#2 Transfer	Create tracking for transfers Link to transfer center	Increase of transfer rate
			#3 #3 Completion and graduation	Counselor evaluation of students who are not following their ed plans

Consequences for student who are not following their ed plans including not provide book services for courses not on their ed plans.

Training during orientations about how to read an ed plan. | Increase of graduation completion rate. |
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#4	Addition of Full time SPS counselor	*List all that apply:*	#1 Increase counselor availability	Approval by V.P. Eaton, President DiThomas, Cabinet and Board of Trustees to open this position for application process. A contribution of $6108,77 per year is requestsed from the general	Increased counselor contacts, and progress reports review.

			ACTION PLAN		
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
				fund towards the benefits of this position. The remaining benefits and salary for this position are paid through categorical funds from EOPS and CalWORKS.	
			#2 Increase student retention		Increasing student retention and success helps the department and the college to meet requirements of the Student Success Initiative.
			#3 Increase student success		The goal of EOPS/CARE is to help disadvantaged students to complete their educational goals by offering over and above supplies and services. By increasing counselor availability, SPS students will be able to have appropriate contact counts with SPS counselors. This will increase student success and retention in the SPS department.
	Additional Information:	The Yearly Salary for the position of Full-time Counselor for SPS is as follows: Salary: $72,100.00 STRS: $5948.25 M/C: $1,074.29 H & W: $16,331.49 UI: $36.05 W?C: $1.074.29			

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	The Categorical funds: CalWORKs: 75% EOPS: 25% General Fund Contribution requested towards benefits: $6,108.77			
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#5 Permanent PT clerk for DSPS	List all that apply:	#1 To increase the efficiency of file management, tracking counselor and service contacts via data Input.	Approval by V.P. Eaton, President DiThomas, Cabinet and Board of Trustees to open this position for application process. This position will be paid out of categorical funds; 75% from DSPS and 25% from EOPS.	Reduced file backlog for ACCESS, and data input that can be tracked in SARs for counselor contacts, accommodations, and type of disabilities we service.
		#2 to assist with high tech center	same	Additional person to work and train students on high tech accomodations
		#3		
Additional Information:	The Yearly Salary for the position of permanent part-time clerk (25 hr. wk.) is as follows: Salary: $19,860.00 PERS: $1231.32 M/C: $287.97 H & W: $0 UI: $9.93 W?C: $295.91 The Categorical funds: DSPS: 75% EOPS: 25%			

		ACTION PLAN			
	GOAL	ALIGNMENT WITH **BCC STRATEGIC PRIORITIES** (click link for list of Strategic Priorities)	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			General Fund Contribution requested towards benefits: $0		
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#6		*List all that apply:*	#1		
			#2		
			#3		
	Additional Information:				
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10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

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Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

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Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source