1. **Action Plan Title:**
   Special Populations Outreach and Peer Mentorship Program

2. **Unit Submitting Action Plan:**
   Extended Opportunities Programs and Services

3. **Contact Person(s)/Action Plan Leader(s):**
   - Marcy Foster, EOPS/CalWORKs Counselor and Retention Coordinator
     (707) 476-4157  marcy-foster@redwoods.edu
   - Lisa Liken, EOPS Counselor
     (707) 476-4572  lisa-liken@redwoods.edu

4. **Date of Initial Proposal:**
   March 7, 2008

5. **Action Plan Description (100 words or fewer):**
   The intent of this action plan is twofold.
   1.) To further develop EOPS’ currently established outreach projects. This recruitment model began with emancipating foster youth in Spring 2006. Because of its success, EOPS added two new, high risk populations for Spring 2008. This Action Plan will enable us to add two additional groups Spring 2009.
   2.) Design a peer mentor program to combine with and compliment the outreach model, in order to successfully recruit and retain high-risk populations. This second component is intended to build a solid internal structure including peer mentors, EOPS Counselors and 2 HSU Social Work Interns to support student development and retention, and help create an attachment to the campus community. With the intention of developing a structure to measure and evaluate the effectiveness of the program, we will be consistently tracking student success, retention and persistence throughout the summer, fall and spring semesters of the 2008-09 academic year.

6. **Action Plan Link to Program Review (discuss how the Action Plan is linked to program review goals, objectives and/or Quality Improvement Plans of programs impacted by this plan):**
   Although this action plan is aligned with all of the outcomes in the EOPS Program Review 2007-2008, it primarily supports PLO 1 – “The number of EOPS students who achieve their educational goals will increase” due to the strong support system we plan to develop involving the peer mentors, EOPS Counselors, and HSU Social Work Interns.

7. **CR Strategic Goal(s) and 2008-2009 Objective(s) specific to the Action Plan:**
   This action plan addresses the following Goals and Objectives in the CR Strategic Plan:
   1.1- **Reduce barriers to persistence** – This will be achieved by assisting students with financial aid applications, the direct support and attention provided by the peer mentors and the HSU social work interns, coupled with the professional support and academic of counseling staff.
   4.2 – **Educate the community about the importance and value of a college education.** Through EOPS outreach efforts to the highest risk educational feeder institutions, not only are we creating a
climate of acceptance and goodwill, we are recruiting students, supporting their successes, creating positive relationships, and developing mentors for future outreach.

4.3 – Increase community relations with those whom English is a second language. The EOPS Outreach Program will assist the Fortuna High Latino population with each step required to apply for Financial Aid, register in Fall 2008 appropriate courses, and be supported by the peer mentor program. During Spring 2008 EOPS hopes to organize a brainstorming session with community partners and develop a plan for expanding the Spring 2009 outreach to include an additional population of English Language Learners.

5.4 – Improve K-12 outreach. The EOPS Outreach and Mentor Program is targeting local schools serving high risk populations. Our goal is to provide the program for a minimum of 5 high risk populations during Spring 2009 and continue to grow from there.

8. Key Performance Indicators specific to the Action Plan:

The key performance indicators this plan includes are: Enrollment, Completion Rates, Student Satisfaction, Retention, Transfer Rates, Persistence, Budget, and Community Satisfaction.

9. ACCJC/WASC Accreditation Standard(s) specific to the Action Plan

The following Accreditation Standards are addressed in this Action Plan:

IIB – Student Support Services. Our plan is to incorporate EOPS counselors to support any challenges the student mentors may face. In addition, we will include collaboration with outside schools and community support organizations to assure that all of the new students needs are being addressed.

10. Data supporting the intent of the Action Plan (include enrollment data, committee minutes, etc):

A Casey Family Programs national study, “Higher Education Reform: Incorporating the Needs of Foster Youth” (2003) reports that 70% of foster youth say they would like to attend college. Only 7 to 13% actually enroll in higher education and only 3% attain a bachelor’s degree. This is a dismal comparison to the 27% of the general adult population who graduate from a four year college or university.

During Spring 2007 the EOPS Program implemented a pilot outreach project to recruit youth who were emancipating from the foster care system. This was a partnership between CR and the Department of Health and Human Services, Independent Living Skills Program. Out of the 14 youth involved, 9 registered for Fall 2007, and 6 of these persisted to Spring 2008. This translates to 64% enrollment with a spring to fall persistence rate of 66%. We have requested comparative data for all CR students.

In order to further develop this successful outreach effort, EOPS entered into the following three partnerships Spring 2008 1) East High School, 2) Fortuna High’s Latino population, and 3) This year’s emancipating foster youth. Following is what we discovered when we looked at the East High graduates from the last 5 years:

| East High School Graduates between 2003- 2007 | 180 |
| Registered for Classes at CR | 52 | 29% |
| Are registered for classes in Spring 2008 | 12 | 23% |
| Have Graduated from CR | 0 | 0% |

Clearly, our current process is not working for the students from East High School. In Humboldt County there are more than 19 alternative high schools. It would be interesting to see if the data is comparable for all of these high risk populations.
We do not have comparative data for the Fortuna High Latino population. However, according to the Tomas Rivera Policy Institute, although 98% of the Latino youth involved viewed a college education as important, most were not aware they may be eligible for Cal Grants, Pell Grants and government grants, loans, and scholarships (http://www.trpi.org/update/education.html).

In a study by Levine and Nidiffer, 24 low income, first-generation college students were asked, "What factors - relationships, resources, and activities - made a difference? Is it possible to reproduce those factors and thereby enhance college opportunity and access for other low income people?" (p. 59). All 24 students reported that one person acting as a mentor provided support and encouragement "at a critical point in the life of each student" (p. 65) (Levine, Arthur, and Jana Nidiffer, Beating the Odds: How the Poor Get into College. San Francisco: Jossey--Bass, 1996). This was corroborated by the findings of the EOPS focus groups facilitated during the Fall 07. The importance of relationships with staff and students was mentioned repeatedly throughout all of the 4 sessions.

The majority of the students who participated in the outreach program Spring 2007 placed at the developmental level. This Action Plan will address the following recommended practices of the “Basic Skills as a Foundation for Student Success in California Community Colleges”:

A.4 - Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence. With the close tracking involved in the EOPS Outreach Project, students who place in a basic skills course, will be strongly encouraged to enroll in the EOPS Learning Communities (LC), Read 360/GS 361 or Engl 350/GS 150 and guided in the selection of any additional courses.

A.5 - A comprehensive system of support services exists, and is characterized by a high degree of integrating among academic and student support services. Throughout the outreach activities participants are assisted with financial applications, assessments, orientation, and advising. EOPS Counselors, Peer Mentors, and HSU social work interns will be presented as “their team”. During Summer 2008 Peer Mentors will call participants in an effort to assure everything is in place and to further build the sense of welcome and encouragement. Throughout the school year Peer Mentors will be available in the Peer Mentor/Intern Center (to be located in the ASC) and will contact participants and assure the students make connections “with their counselor” and the CR community. This is a more intensive outreach effort than our current EOPS mentors. Students not eligible for EOPS, will be supported in transitioning to resources in Counseling/Advising and/or DSPS.

B.4 – Financial aid is disseminated to support developmental students. Mechanisms exist to ensure developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid. The EOPS Outreach Project includes a FAFSA completion workshop as well as assistance completing any additional financial assistance applications. EOPS Counselors and Peer Mentors will track participants in an effort to assure their file is complete before school begins. All 9 students who participated in the Spring 2007 project, received their financial aid check before their Fall 2007 classes began.

11. Intended Action Plan Outcomes (include baseline data where applicable):

- As a result of our Spring 2008 outreach project, targeting 3 high risk populations, involving approximately 60 emancipating youth, 50% of the student who participate will register for courses in the Fall 2008. Of the 30 estimated students who register for Fall 2008, 60% (15 students) will persist to Spring 2009.
- As a result of our Spring 2009 outreach project, targeting 5 high risk populations, which will involve approximately 90 emancipating youth, 60% who participate will register for course in the Fall 2009.
12. Action Plan Activities and Proposed Timeline:

- Spring 2008 outreach is currently in progress involving the 3 target populations mentioned above. Efforts will be completed and data evaluated by May 20, 2008.
- During Spring 2008, EOPS will hold a brainstorming session with community partners working with high school English Language Learners (ELL’s). A plan will be developed to include a wider section of ELL’s in the Spring 2009 outreach plan by June 1, 2008.
- Two Peer Mentors will be identified by May 1, 2008 and will begin work on June 1, 2008. EOPS will cover the cost from June 1st until the funding begins on July 1st.
- Preliminary training for Peer Mentors will be completed by July 1, 2008.
- Peer Mentors will make a minimum of two phone calls to each student who has registered as a result of the Spring 2008 outreach efforts by August 15, 2008.
- Each participant will attend an EOPS Orientation by August 22, 2008.
- Redesign EOPS ASC Office as the new Mentor and Intern Drop-In Center, where all EOPS students can access peer mentor and HSU intern support services, by August 15, 2008.
- HSU Social Work interns will be interviewed and approved to begin their 16 hour per week field work placement, at no cost to the CR, by August 15, 2008.
- Training for Peer Mentors, and HSU interns including: skills in active listening, communication, leadership, and knowing when to refer to an EOPS counselor will occur by August 15, 2008.
- Peer Mentors and HSU interns will provide ongoing resources and support for these target populations, as well as other interested EOPS students, throughout the 2008-2009 school year.
- EOPS Counselors and HSU interns will be providing case management type services, and will make appropriate referrals to ensure all student needs are being met, throughout the 2008-2009 year.
- All students from the target populations, with an EOPS counselor, will participate in the development of an SEP and will be assisted with class selection for Spring 2009. Complete by May 1, 2009.
- Peer Mentors, HSU interns, and EOPS counselors will participate in individual and group supervision and support throughout the 2008-09 school year.
- EOPS staff will be tracking contacts made by EOPS students in the Peer Mentor Center. Of the estimated 30 students from our target population at least 50% will make 1 or more non-required contact with someone in the Center.
- A student satisfaction survey will be developed to evaluate what is and is not working for students.
- EOPS staff will be looking at opportunities for continued funding for the outreach/retention programs throughout the 2008-09 school year.

13. Is the Action Plan an inter-unit project? If yes, describe. Yes

This Action Plan is a collaboration between EOPS, Counseling/Advising, and Financial Aid as well as the community partners mentioned above.

13A. Contact information of involved manager(s) (name, title, email, phone)

Cheryl Tucker, Director, Special Programs, cheryl-tucker@redwoods.edu, 476-4293
Melissa Green, Executive Director, Student Development & Retention, melissa-green@redwoods.edu, 476-4153
Lynn Thiesen, Director, Financial Aid Department, lynn-thiesen@redwoods.edu, 476-4187

14. Identify any additional organizational areas that may be affected or involved in this Action Plan:

None.
15. Identify the impact on resources and anticipated costs of the Action Plan.

<table>
<thead>
<tr>
<th>Budget Items</th>
<th>Estimated Dollar Amount</th>
<th>Justification/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies (expendable, consumable)</td>
<td>$1,000</td>
<td>Printing of educational handouts related to communication, listening, and leadership skills for trainings and workshops for EOPS Peer Mentors and the students they work with.</td>
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<tr>
<td>Printing, and supplies necessary for trainings, workshops, and outreach activities for Spring 2009.</td>
<td>$1,000</td>
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<tr>
<td>Human Resources (students, staff, faculty)</td>
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<td>EOPS will be covering the cost of the Peer Mentors during the month of June 2008.</td>
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<tr>
<td>2 District Work-Study Peer Mentors @ 20 hours per week.</td>
<td></td>
<td>2 @ $4,000 = $8,000 (the usual amount budgeted for a Federal or District Work-Study position. If there are additional costs, EOPS will supplement)</td>
</tr>
<tr>
<td>Total Expected Cost</td>
<td>$9,000</td>
<td>EOPS Peer Mentors are the core of our outreach mentorship program.</td>
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16. Manager Review: ________________________________ Date: ____________

17. Impacted Area Review (for all units/departments listed in items 12 and 13):

<table>
<thead>
<tr>
<th>Unit/Department Name</th>
<th>Manager (name, title, signature)</th>
<th>Review Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Programs</td>
<td>Cheryl Tucker</td>
<td></td>
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<td>Counseling/Advising</td>
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For Office Use Only

Date submitted to CPC Support Team:

Action Plan Number Assigned:

CPC Support Team Action:

Date submitted to CPC:

CPC Action:

Date: