EOPS/CARE ADVISORY MEETING		Wednesday, April 21, 2021 10:00 am – 11:30 pm
In Attendance: *Logan Altman, Greg Arias, Alex Brambila, Huu Bui, Jana Crawford, Dr. Aida Cuenza-Uvas, Dario Fernandez, Urias Garcia, Maria Hernandez-Figueroa, Audrey Jiang, Carol Johnson, Evelyn Johnson, Dr. Eric Lara, Thavery S. Lay, Heidi Lockhart, Briseida Maciel, Dr. Julie Marquez, Angelica Michail, Annette Monge-Hermosillo, Ramon Muniz, Tesla Parrales, Tony Rivas, Selene Roman, Terry Rose, Hector Sanchez, Dr. Maya Staylor, Jasmine Toms, Bianca Valle Ward, Jenny Velasco, Kaitlyn Yrineo*		

ITEM		ACTION
I. Welcome	Julie Marquez	
II. EOPS / CARE Enrollment	Julie Marquez	**SPRING 2020: The impact at the onset of the pandemic** Enrolled at the start of Spring 2020 • 1339 students were enrolled at the start of the Spring 2021 semester • 211 were newly admitted to EOPS/CARE in Spring 2020 • 1128 were continuing EOPS/CARE Students Enrolled at the end of Spring 2020 • 1171 (87.5%) of EOPS/CARE students remained enrolled at least 1 class for the entire Spring 2020 semester • 168 (12.5%) of EOPS/CARE dropped all units by the end of the Spring 2020 semester **Fall 2020 EOPS/CARE Enrollment** Enrolled at the start of Fall 2020 • 1167 students served through the EOPS Program in Fall 2020 • 892 out of 919 (97%) that were eligible to return registered for Fall 2020 semester

			• 276 new students accepted for Fall 2020 semester • 279 students did not return because they either graduated with an AA/transferred (approx. 225) or because they were no longer eligible to continue in the program (exceeded 70 DA units and were not enrolled in a high unit major) • Majority of EOPS students who made it through Spring 2020 without dropping enrolled in Fall 2020. It was the students that dropped during the Spring 2020 semester that decided not to enroll in Fall 2020. **Spring 2021 EOPS/CARE Enrollment** Enrollment at the start of Spring 2021 • 1229 students served through the EOPS/CARE Program • 243 new students, 986 continuing students • 986 of the 1167 (84.5%) students enrolled in Fall 2020 enrolled in at least one class during Spring 2021 • 88% of our EOPS/CARE students persisted from Fall 2020 to Spring 2021 **General Analysis of Pandemic on EOPS/CARE enrollment** • EOPS tends to "lose" 10-15% of students from semester to semester. During the onset of the pandemic, we "lost" 12.5%. This is surprising since it's within our average. However, many of our students dropped at least one class during the Spring 2020 semester. • Mt. SAC's EOPS/CARE program generally has a retention rate of 85% • We conducted a survey to ask if the EOPS/CARE Program counld have done anything to prevent them from dropping, almost all students said "no". Most reasons for dropping include: difficulty with courses being online/lack of communication/clarity from instructors; family obligations; got very ill / lost loved one due to COVID.
III.	EOPS/CARE Peer Navigator Program Model	Alex Brambila& Maria Hernandez-Figueroa & Urias Garcia	**Mission:** The Peer Navigator Program's main purpose is to help EOPS/CARE students make connections at Mt. SAC's community by providing them with support and resources to increase their success and engagement with the college. **Objective:** The Peer Navigator Program's objective is to create a transformational experience for all participants involved (Peer Navigators, Mentors, and Mentees) by exchanging ideas and knowledge, community building, empowerment, and validation.

		Peer Navigator Pilot Program Implementing Team Urias Garcia, M.S., EOPS/CARE Counselor Dr. Julie Marquez, Director EOPS/CARE Alex Brambila, M.S. Candidate, Administrative Specialist II EOPS/CARE Maria Hernandez-Figueroa M.P.A., Coordinator EOPS/CARE Jana Crawford, B.S. Candidate, Administrative Specialist III EOPS/CARE **Implementation Timeline** Overview Sessions: 1/14/2021 & 1/15/2021 Applications Due: 1/22/2021 Interviews: 2/3/2021 & 2/4/2021 Selection: 2/8/2021 Training: Every Friday @11:00 am – 1:00 pm Employment term: Spring 2021 semester Peer Navigator Evaluations: May/June 2021 **Application Requirements** Submit a complete Peer Navigator application Provide 2 professional references Provide a resume If selected, participate in an interview via Zoom **Peer Navigator Selection Criteria** Attend an Overview Session in January Be an EOPS/CARE student in good standing Have at least a 3.0 GPA (preferred) Have completed at least 12 units at Mt.SAC Be enrolled in a minimum of 6 units in the Spring 2021 semester **Spring 2021 Peer Navigators** Jose D. (Danny) Arenas Carlos Romero, Sociology Gregorio Arias Jasmine Toms An Ha Xinyi (Audrey) Jiang The Peer Navigator experience revolves around three major elements: **Mentoring, Passion Project,** and **Professional Development**. **Mentoring** – Peer Navigators are assigned a group of Spring 2021 EOPS/CARE student admits and assist these students in scheduling a contact appointment. Communication strategies used by Peer Navigators include email, phone, virtual group meet-ups, text.

| | | Professional mentors provide guidance, support, share knowledge, and promote additional growth and assist with the following: weekly meetings, providing guidance for interactions with their cohort, support in development of passion projects, offer professional development opportunities.

Passion Project – Peer Navigators will select a project in an area of focus that should bring joy, satisfaction, and purpose. The project should help to create connections, learn/improve a skill, and professional development. They will not necessarily implement anything but will present their project in workshops etc.

Professional Development
Mt. SAC Professional & Organizational Development (POD)
- Cultivating a growth mindset
- Managing stress for positive change
- De-escalating intense situations
- Working with upset customers
- Equity-minded student services in the online environment
Mt. SAC Trainings
- FERPA for Higher Education
- Title IV
- DREAM Ally Training
- Career Center (Interview/Resume)

Curriculum is based on "Students Helping Students: A Guide for Peer Educators on College Campuses, Peer Educators on Campus". The implementation team also reached out to other peer mentor programs from across the state and incorporated trainings based on the needs of the students at Mt. SAC.

Peer Navigator Panel answered questions for the Advisory Team.
Question #1 – From a student perspective, what has been your greatest challenge during the closures resulting from COVID-19?

Greg Arias: In the early part of the pandemic he and fellow students felt abandoned because there was a lack of communication from instructors. He is concerned that teachers will not want to return to in-person instruction.

Audrey Jiang: It was challenging to make the transition to remote learning so quickly and to lose the social aspect and interaction with classmates. |

Jasmine Toms: Students relied on in-person learning and found remote learning challenging without in-person instruction and assistance. As a result, classes were dropped and grades went down which affected the ability to receive financial aid.

Question #2 – What is your experience with the campus closure?

Greg Arias: Overall he did adapt to remote learning and is now more selective when choosing instructors and teaching methods.

Audrey Jiang: At first, it relieved the stress of her workload but soon she missed the interaction with other students, lacked things to do, and became bored.

Jasmine Toms: She has enjoyed not having to find parking. She was able to adapt to the new learning method and created a new schedule in all aspects of her life but has found at home she is not as focused and has become difficult to complete school work at home.

Question #3 – What is your experience with the Peer Navigator Program so far?

Jasmine Toms: It has been a great experience. She has learned so much from reaching out to students and interacting with them even when it is over the phone.

Greg Arias: He has received great feedback from the students he has reached out to and wished that he would have had someone to reach out to in his first year of college.

Audrey Jiang: The students assigned to her are doing well; 34 have completed their 2nd contact, 4 students are pending, and only 1 student was a no-show. Audrey is proud of herself and her fellow students and Peer Navigators for doing so well. She also noted that when you help students, you also gain knowledge from them.

Question from Maya Staylor – How many students have reached out to instructors asking for help? In the fall, did you find that instructors are offering more help? From an instructor's perspective, she found that when reaching out to students, they are not responding.

Jasmine Toms: She has reached out; some instructors never responded but others offered assistance via virtual office hours. Jasmine does not feel that virtual office hours are not as effective/informative as an in-person lecture. Instructors are not delivering the same experience virtually as an in-person lecture.

| | | | Instructors are discouraged when the majority of students turn off their camera.

Greg Arias: Many of his friends have reached out to instructors and have received either no response or very limited virtual office hours. Help from instructors did improve slightly but not to the extent needed. Instructors are not as interactive as needed. Audrey Jiang: Audrey likes to reach out to instructors. She feels engaging with the instructors and class is important. She has utilized virtual office hours and has found that overall instructors have accommodated her schedule and arranged for alternate times when office hours conflict with her schedule. |
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| IV. | CARE Program & Support for EOPS Student Parents | Maria Hernandez-Figueroa | **2020 CARE Adopt a Family**
This annual event was a success due to a supportive campus community.

• 55 CARE families were served, including 115 children
• Department of Communications adopted 5 families & provided gift wrap and cookie making kits for each family
• Almost $10,000 was raised through the Mt. SAC Foundation
• Delivery of gifts was provided for those who lacked transportation (12 students)

Soroptomist International Live Your Dream Award
Soroptomist's Live Your Dream Awards program is a unique education award for women who provide the primary financial support for their families. The Live your Dream Awards give women the resources they need to improve their education, skills and employment prospects.

Many thanks to Angelica Michail and Terry Rose for facilitating workshops for students on how to apply.

Terry Rose noted that the staff from Mt. SAC helped tremendously and has offered to train additional staff to assist students with the application process.

Angelica Michail stated that there were many quality applicants from Mt. SAC due to the great support from Maria Hernandez-Figueroa and Julie Marquez.

Workshops for Student Parents
A series of workshops centered around parenting students was facilitated by Sade Burrell during the Spring 2021 semester. The workshops were well received and participants provided positive feedback. |

		CARE Circle The purpose of the CARE Circle is to provide a space for CARE professionals to enhance their knowledge and increase efficiency of services for CARE students. In the spirit of collaboration, the CARE Circle provides an environment of support, community, and equitable knowledge that will ultimately enhance the student experience. This monthly, statewide meeting is supported by the Chancellor's Office. Topics discussed include student eligibility and intake process, managing CARE budgets, CARE events, student files, outreach & recruitment, and year-end reporting. **Looking Ahead – Goals for Strengthening Student Identities** Classroom Connections • Relationships with faculty members at Mt. SAC • Seeing faculty outside of the classroom Community Connections • Expand the support in surrounding counties Transfer Connections – Parent Support Programs at Universities • CSUF Women's Center • CSULB CalWORKs Program • CPP Parenting Student Support • UCR R'Kids (Women's Resource Center) • UCI Student Parents & Families Program • CSUDH – Mamava Pods *In addition, build connections with campus childcare centers. How Can We Accomplish This? • Fall workshop series for student parents. (Facilitated by faculty, speakers, counselors, alumni, organizations, and CARE students themselves.) • Field trips to universities targeting EOP programs, student parent support programs, child care centers, and family housing. • Feedback from advisory board.
V. Closing	Dr. Aida Cuenza-Uvas	**Final Question for Peer Navigators –** What have you learned about yourself through the Peer Navigator Program that excites you for your future? Greg Arias: Helping people is something he wants to do in his future career, specifically in politics. Jasmine Toms: She is stronger than she thought, she learned to ask for help, and that she has a support system, and that she wants to help people in her future career.

		Audrey Jiang: Audrey learned that she has much more ability than she thought. She used to ask others for advice but has come to realize that she can make decisions for herself. She also hopes to provide resources to students and learn even more from students.
	Julie Marquez	**Closing Statements from the Director of EOPS/CARE** We need to engage with our students more. The Peer Navigators help us develop and improve our program and keep us grounded. Their voices and conversations help inform our decisions. Thanks to the Peer Navigator Implementation Team who launched the program. The Peer Navigators are doing amazing things and she is excited to see where the program goes next year.