COMPREHENSIVE PROGRAM REVIEW REPORT

EOPS, CARE & FYSI

Program Context

Mission (100 word limit)

1. How does your program align with the college and district mission? https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf https://canadacollege.edu/about/mission.php

EOPS, CARE, NextUp, and FYSI align with the missions of the District and Cañada College by advancing equity, access, and student success for historically underrepresented and educationally marginalized students. These programs provide holistic support — academic, financial, and personal — to help students persist, graduate, and transfer. By empowering low-income, first-generation, English language learners, single parents, and current or former foster youth, the programs embody the College's commitment to social justice and the District's goal of transforming lives through inclusive, student-centered education. This approach fosters achievement, self-sufficiency, and meaningful participation in the community.

Program Description (500 word limit)

2. Provide a brief description of your program, what does your program do and who does your program serve?

EOPS is a state-funded program that aims to assist low-income, first-generation, English language learners, and students who have been historically disenfranchised succeed in college. Students must meet the following eligibility criteria:

- Full-time Student (12 units or more); exceptions are made for students enrolled in the Disability Resource Center Program (DRC)

- Be a California Resident (including Dreamers and AB540)

- Qualify for the California College Promise Grant (CCPG: A,B or C -$1500 - $0)

- Have not completed 70-degree applicable units (domestic or international)

- Meet ONE of the Educational disadvantaged criteria:

  o Will take an English or math course with embedded support, or ESL or have previously enrolled in a basic skills course

  o High school GPA below 2.50

  o N*ot a high school graduate and does not have a GED*

  o F*irst-generation college student*

  o Member of an underrepresented group as identified in the College's Educational Master Plan

CARE is a subprogram of EOPS that serves single parents whom either, the student and/or their child receives county assistance from CalWORKs/TANF to attend college. In addition to the EOPS services, CARE provides other supportive services that are more tailored to career readiness and parenting. They must meet the following eligibility criteria:

- Must be eligible for EOPS

- Be a single, head of household, and at least 18 years of age,

- Have at least one child under the age of 18, and

- Be receiving county CalWORKs/TANF

NextUp is a newly established subprogram (spring 2023) within the EOPS family, designed to establish a comprehensive support network to address the academic, social, emotional, and financial requirements of individuals currently in or transitioning from the foster care system to higher education. Eligibility for NextUp entails a prior history of being in foster care or under the wardship of the court for a minimum duration of one day after reaching the age of 13, and applicants must be no older than 26 years of age at the commencement of any academic year in which the student first enrolls in the program.

FYSI's purpose is to increase the number of former foster youth graduating from a community college with an associate's degree, vocational training, and/or transferring to a four-year university. It serves students who have been in foster care or under the wardship of the court before the age of 13 or are older than 26 years of age when they first enroll in the program.

<u>**Assessing Program Impact on Diverse Student Populations**</u>
3. **How many students are served by your program?**
These are the numbers of students served by each program for the last three years:
> *EOPS*
>> *2022-23: 198*
>> *2023-24: 246*
>> *2024-25: 321*
> *CARE*
>> *2022-23: 5*
>> *2023-24: 10*
>> *2024-25: 9*
> *NextUp*
>> *2022-23: 4 (funding started in spring 2023)*
>> *2023-24: 7*
>> *2024-25: 12*
> *FYSI*
>> *2022-23: 13*
>> *2023-24: 8*
>> *2024-25: 10*

4. **How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)? Support this with data.**
EOPS is a pioneering program in the fields of social and educational justice. Its primary focus is addressing critical issues related to access, equity, and completion within the community college system of the state. This program was established to provide essential support to community college students, especially those whose socioeconomic, academic, and educational backgrounds might hinder their successful progress through college. Notably, a significant portion of EOPS/CARE

and NextUp/FYSI participants, approximately 80% and 82% respectively, identify as individuals of color. Many of these participants are Latinx, English language learners, AB540-eligible, and first-generation college students. The primary objectives of these programs are two-fold: to bridge equity gaps and to create a nurturing environment that ensures students receive comprehensive support, including high-touch retention services aimed at fostering student success. This underscores the crucial need for faculty and staff within EOPS/CARE/NextUp/FYSI to possess knowledge and training that equips them to understand and address the unique challenges these students face. EOPS/CARE/NextUp Title 5 guidelines mandate that counselors must meet specific qualifications. These include having completed a minimum of nine semester units of college coursework primarily related to ethnic minorities or individuals facing language, social, or economic disadvantages. Alternatively, they should have completed six semester units or equivalent college-level counseling practicum or counseling fieldwork courses within a community college EOPS program or a program that primarily serves ethnic minorities or individuals challenged by language, social, or economic disadvantages. Additionally, counselors are required to have at least two years of occupational experience in work related to ethnic minorities or individuals facing language, social, or economic disadvantages.

5.   **How has student access, retention, and completion changed over the course of this program review cycle?**
EOPS student access has significantly increased over the past three years as a result of intentional and sustained outreach and recruitment efforts. Program enrollment grew from 198 students in 2022–23 to 321 students in 2024–25, reflecting a 62% increase. This growth is the outcome of strengthened collaboration with the Outreach Team and the Promise Scholarship Program, which has helped us reach more first-generation and economically disadvantaged students early in their college journey. In 2024–25, we also hired peer mentors to further enhance student engagement, build community, and support retention efforts. Enrollment increases are also evident across our related programs—CARE (from 5 to 9 students), NextUp (from 4 to 12 students), and FYSI (from 13 to 10 students)—demonstrating expanded access and continued service to specialized student populations. Overall, these trends reflect EOPS's proactive approach and commitment to equity in ensuring more students have access to comprehensive support services that promote their academic success and completion.
EOPS students demonstrate strong course success and retention rates that are comparable to the general student population. From Fall 2020 through Spring 2024, EOPS students achieved a 69% course success rate and an 85% retention rate, closely aligned with the 69% success and 86% retention of non-EOPS peers. These outcomes reflect the program's commitment to providing comprehensive academic, personal, and financial support that helps students persist through challenges. However, fall-to-spring persistence data indicates a need to strengthen our strategies to sustain continuous enrollment. While EOPS persistence was 81% in 2021–22, it declined to 73% by 2024–25, compared to 86% among the general student population. To address this, we will continue developing targeted retention strategies, and stronger collaboration efforts with our partners.
EOPS continues to demonstrate strong outcomes in student completion, with consistent growth in the number of graduates and degree attainment over the past three years. The number of EOPS graduates increased from 45 in 2022–23 to 62 in 2024–25, reflecting the program's ongoing efforts to support persistence and completion through intrusive counseling, targeted interventions, and comprehensive academic and financial assistance. Between Fall 2021 and Spring 2025, 27% of EOPS students earned an award, compared to 21% of non-EOPS students. EOPS students also achieved higher rates of certificate completion (18% vs. 8%) and degree attainment (21% vs. 17%), underscoring the program's effectiveness in promoting successful outcomes among students who face economic and educational barriers. In 2024–25, a growing number of EOPS students earned

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Associate Degrees for Transfer (ADT) and academic honors, including Summa, Magna, and Cum Laude distinctions, further highlighting their academic excellence and readiness for transfer. Overall, EOPS has made measurable progress in expanding access, maintaining strong academic outcomes, and improving completion rates. However, retention and persistence remain key areas for continued focus. Guided by our equity and social justice mission, EOPS remains committed to ensuring that every student has the resources, connections, and encouragement needed to reach their educational goals.

https://platform.nuventive.com/viewDocument/tpU5pOJ7RuLK/Outcomes%20Comparison%20Report%20of%20EOPS%202025.docx

6.   How does your Student Services program deliver its services to ensure accessibility and effectiveness for all students? Please detail the range of delivery methods offered (e.g., in-person, online, hybrid, evening, in the community, etc.)

Program staff provide services in multiple formats to ensure accessibility and effectiveness for all students. Support is available in person, via Zoom, and by phone. The program offers extended evening hours until 7 p.m. on Tuesdays and Wednesdays to accommodate students' schedules. In addition, weekly drop-in counseling is available, with expanded hours during critical periods such as the last day to withdraw and priority registration. We also communicate program updates via emails, texts, and on our Canvas sites. These flexible delivery methods ensure that students can access the support they need in a manner that best fits their academic and personal commitments.

7.   What data and/or feedback do you use to evaluate the success of these delivery methods?

We have administered the End of Semester Survey to provide us with feedback on effective our delivery methods have been. Please see the attached document for the results of the survey.

8.   Provide examples of your on-campus and/or off-campus community partnerships and how they support student success.

Our on- and off-campus partnerships are essential to delivering holistic services that promote student success.

On-campus partnerships include close collaboration with programs and departments such as:

- **The Promise Scholars Program:** Shared counseling for dual participants, work together on retention efforts with shared students, joint university visits, and co-teaching of CRER 137.

- **CalWORKs:** Co-sponsor workshops with CARE.

- *EOPS, Promise, and TRIO* meet once each semester to discuss strategies for better serving our shared student populations.

- **EOPS, Promise, and TRIO** are collaborating with the District to launch a unified application in SSL, scheduled for implementation in fall

- **Disability Resource Center:** Verification of eligibility for EOPS students enrolled in fewer than 12 units in a timely manner.

- **Financial Aid:** Coordination of grant disbursements, financial aid and scholarship workshops, and support for new and continuing students.

- **Outreach:** Participation in recruitment events.

- **Colts -U Transfer Center:** Collaborated to offer group counseling sessions for our EOPS students.

- **Career Center:** Collaborated to offer group counseling sessions for our EOPS students.

- **Bookstore:** Closely work with the Bookstore to administer the book, transportation, and food assistance.

- **SparkPoint:** Gives priority to EOPS/CARE/NEXTUP/FYSI students for food and transportation assistance.

- **Library:** Takes care of the laptop and other educational equipment EOPS loaning service.

- **Phi Theta Kappa:** Work with them to cover students' membership fee.

- **Puente:** Collaborate to connect Puente students to EOPS/CARE/NEXTUP/FYSI.

- **MESA:** Collaborate to assist our STEM student connect with MESA services.

Off-campus partnerships strengthen our support network for NextUp and FYSI students and include:
- Pivotal: Collaborate to support mutual students attending Cañada.

- San Mateo County Office of Education: Foster Youth Services Coordinating Program:

  o *Member of Foster Youth Services Coordinating Program Executive Advisory Council.*

- San Mateo County Independent Living Program:

  o Collaborate to connect and place students at Cañada, and participate at their events.

- Mental Health Association Youth Empowerment Program

  o Collaborate to refer students who are homeless or at-risk of homelessness for housing support

EOPS also maintains an Advisory Board that includes both campus and community partners. This broad collaboration ensures EOPS services remain responsive, equitable, and effective in meeting diverse student needs.
- Bookstore

- CalWORKs

- CSUEB EOP

- ESL Department

- Equity & Antiracism Planning Council

- Fair Oaks Community Center

- Financial Aid

- LIBRE – Legal Aid Society

- Phi Theta Kappa

- Pivotal

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- Promise Scholars Program

- Puente

- San Mateo County Children & Family Services

- San Mateo County Human Services

- Sequoia Adult School

- Sequoia High School

- Sequoia Union High School District, Coordinator of English Learner & Literacy Instruction

- SparkPoint

- SFSU EOP

- SJSU EOP

- Upward Scholars

- Umoja

9.   How does your program support Cañada College as a Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) designated institution? Please support your answer with qualitative or quantitative data and/or specific examples.
EOPS was established to provide essential support to community college students whose socioeconomic and educational backgrounds may hinder their academic progress. The program's core objectives are to close equity gaps and create a nurturing environment through comprehensive, high-touch services that foster persistence and success.
As such, EOPS/CARE serves a student population that is approximately 71% Latinx and 6% AANAPISI, while NextUp/FYSI serves 64% Latinx and 0.5% AANAPISI students. Compared to the College's overall demographics — 42% Latinx and 22% AANAPISI — our programs demonstrate strong alignment with Cañada College's Hispanic-Serving Institution mission, while identifying opportunities to strengthen outreach and engagement with AANAPISI students.

Looking Back: Accomplishments and Challenges

10.   Describe major accomplishments since the last program review cycle.
Career Launch implementation: Best practices for providing career development support that help first-generation students build social capital and uncover hidden job and internship opportunities.

- In 2023–24, we offered the Career Launch curriculum in a workshop format. During this time, we learned valuable lessons that informed the integration of the content into a formal course.

- CRER 127 Job Search

  o   Completed the curriculum approval process for CRER 127.

  o   Updated the course from 0.5 to 1 unit to provide expanded content and engagement.

  o   Created a Canvas site to support instruction and student interaction.

- o Instructors provided opportunities for students to connect with professionals through company visits that exposed them to diverse career paths:

  - LinkedIn (spring 2024)

  - Google (spring 2024)

  - Electronic Arts (fall 2025)

- One student who completed the course successfully secured an internship through the Career Launch program.

- Career Launch provides data analytics that inform our case study results (2023-2025). Program outcomes demonstrate significant gains, with 97–100% of participants reporting improved mental health, confidence, and social capital, along with reduced career-related anxiety. Overall, Career Launch has strengthened students' sense of belonging, preparedness, and optimism about their post-graduation opportunities.

<u>Activities</u>

- *Open House: In person during the second week of the semester, fall and spring. Started in fall 2023.*

- *Hugs for Mugs: In person fall semester holiday celebration before finals.*

- *EOPS Power Hour: Community-building space for students to gather and receive support. Started in spring 2024.*

<u>*Collaboration with PSP*</u>

- *Field trips – locations*

- *spring 2024: SFSU, UCD*

- *fall 2024: UCSC*

- *spring 2025: SJSU*

- *Combined EOPS/PSP counselors (started in spring 2021)*

- *Combined EOPS/PSP counselor taught PSP CRER 401 in Aug 2025.*

- *Co-teaching CRER 137 (fall 2025)*

- *Collaborate on retention efforts with dual students*

Fall 2022	*Fall 2023*	*Fall 2024*	*Fall 2025*
42	*66*	*106*	*123*

<u>*Collaboration with Transfer Center & other programs*</u>

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- *Field trips*
  - *Spring 2024: SCU, SJSU, CSUEB*

EOPS Peer Mentors
- Started in fall 2024 – 3 students
  - The Learning Center funded one position with a grant.
- Fall 2025 - 2 students

Peer Mentor/Student Employee Training Collaboration
- Planning started June 2024
- Programs: EOPS/NextUp, Interest Areas, Promise, TRIO, Project Change, Transfer Center, International Students, Cultural Center, Outreach, Student Life & Leadership
- Trainings 2024-25
- Power of the Peers, Aug 6-7, 2024
- Monthly Check-Ins 2024-25, 9/3/24, 10/1/24, 11/5/24, 12/3/24, 2/11/25, 3/11/25, 4/8/25
- Spring 2025 Kick-off Peer Mentor Training, Jan 7, 2025

NextUp/FYSI
- Increase enrollment by 30% from 2022-23 to 2024-25.
- Implemented programing – list activities
- Monthly activities
  - Wellness Wednesdays
- Welcome Back and End of Year Events in collaboration with Project Change
- Field trips
  - Fall 2024: John Burton Advocates for Youth (JBAY) Gala
  - Spring 2025: UCB, Foster Youth Summit, CSUEB
- Collaborate with Project Change
- Flex Day, Thurs, Apr 18, 2024
  - Hosted a workshop titled: Invisible Chains: Understanding Human Trafficking and the Dynamics in College Communities.

Staff Updates
- Retention Specialist(replacement), March 2024

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- Office Assistant II (replacement), February 2025

- NextUp Adjunct Counselor (new), August 2023

- NextUp (50%)/Project Change (50%) Program Services Coordinator (new), June 2024

Student Enrollment

- During the last three years we have worked diligently to increase the number of students we serve in all the programs.

Program	2022-23	2023-24	2024-25
EOPS	198	246	321
CARE	5	10	9
*NEXTUP	4	7	12
FYSI	13	8	10

*Funding from the CCCCO started in spring 2023.

- *E*OPS graduates for the past three years.

Year	#Students	ADT	AA/AS	Certs	Transfer	Cum Laude (3.30-3.49)	Magna Cum Laude (3.50-3.99)	Summa Cum Laude (4.0)
2022-23	45	31	42	32	28	8	14	0
2023-24	47	36	33	72	35	13	1	0
2024-25	62	47	34	38	38	7	13	1

- *PTK Memberships paid by EOPS*.

PTK Memberships		
2022-23	*2023-24*	*2024-25*
19	*21*	*37*

- EOPS summer services – Provided summer services in 2022, 2023, and 2024. However, due to funding limitations, services were not offered in 2025—coinciding with the program's highest summer enrollment in four years.

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EOPS Summer Enrollment Headcount			
2022	**2023**	**2024**	**2025**
77	58	112	158

Food and Transportation Assistance

- Over the past three years, EOPS has significantly expanded its food and transportation assistance to address students' basic needs and reduce financial barriers to persistence. From 2022–23 to 2024–25, food assistance increased by over 65%, while transportation support remained consistently robust across both EOPS and CARE programs.

Program/Assistance	2022-23	2023-24	2024-25
EOPS			
Food Assistance	$56,714	$85,035	$93,502
Transportation Assistance	$63,857	$74,744	$74,272
CARE			
Food Assistance	0	$5,266	$3,685
Transportation Assistance	$2,744	$6,706	$4,125

Men of Color (MOC) – Brother Achieving Milestones (BAM)

- In fall 2022, EOPS established the Men of Color (MOC) support group, led by an EOPS Counselor and Retention Specialist. With the primary objective of expanding the initiative and strengthening cross-campus collaboration, a coalition was formed in spring 2023. The group developed an intake form, hosted several well-attended events, and extended partnerships with CSM and Skyline College to coordinate districtwide activities. In 2024, the program secured funding through the college's resource request process to support ongoing and future initiatives. The Brothers Achieving Milestones (BAM) program now maintains an updated website that promotes regular meetings, events, and collaborations across campus.

Collaboration with SparkPoint remains integral in addressing food and transportation insecurities among EOPS/CARE/NextUp/FYSI students, ensuring equitable access to basic needs support.
Study Abroad: In summer 2025, four out of six students who applied for the Gilman Scholarship were awarded.

11. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students?
EOPS continues to make significate strides in advancing equity, access, and student success for disproportionately impacted, underserved, and racially minoritized students by providing comprehensive, student-centered support that works at lowering the barriers to achievement and promotes educational and social mobility.
Through intentional outreach and strengthened collaborations with campus and community partners, EOPS increased its student enrollment by 62% from 198 in 2022–23 to 321 in 2024–25. Similarly, NextUp and FYSI collectively grew their student participation by 150% during the same

period. These gains reflect the our success in reaching a greater number of low-income, first-generation, English language learner, and foster youth/ward of court students—groups that are historically underrepresented in higher education.

High-touch retention efforts, such as EOPS Power Hour, Open House, and Hugs for Mugs community events, foster a sense of belonging and connection—critical factors for persistence among racially minoritized and first-generation students. Additionally, collaborations with the Promise Scholars Program, Transfer Center, and SparkPoint have expanded wraparound services that address academic, financial, and basic needs insecurities. As a result, retention and completion rates among EOPS students have improved, with EOPS graduates increasing from 45 in 2022–23 to 62 in 2024–25.

NextUp and FYSI expanded programming and activities designed to address the unique needs of current and former foster youth and wards of the court, including workshops, field trips to four-year universities, and other collaborative events. NextUp and FYSI were also able to establish ongoing support through educational grants, emergency grants, and monthly assistance with transportation and food access (for NextUp specifically). These tailored services directly reduce barriers that contribute to the opportunity gap among students with intersecting challenges.

The launch of the hiring EOPS Peer Mentors and collaboration of Peer Mentor trainings in 2024 further supports student success by creating peer-to-peer connections that enhance engagement and belonging. Ongoing training for peer mentors across multiple student service programs ensures that participants are equipped to support their peers effectively and represent diverse student experiences.

Through these accomplishments, EOPS, CARE, NextUp, and FYSI have not only increased student access and persistence but have also strengthened pathways for students to achieve degrees, transfer, and meaningful employment. These efforts embody the College's mission of promoting equity and social justice while helping close systemic opportunity gaps for students who have been historically marginalized in higher education.

12.   Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?

While EOPS, CARE, NextUp, and FYSI have made significant progress in expanding student access and success, several ongoing challenges continue to impact program operations and equity outcomes.

One of the primary challenges has been limited funding, which prevented the program from offering summer services in 2025 despite record enrollment growth. Over the past three years, EOPS summer enrollment increased from 77 students in 2022 to 158 in 2025—a 105% increase. The inability to provide summer counseling and support during this period limited students' access to critical academic and personal guidance, potentially widening equity gaps for those who rely most on year-round services.

The continued lack of a dedicated program space remains a significant barrier to equitable student support. Without a permanent, student-centered location, EOPS/CARE/NextUp/FYSI is limited in its ability to foster community, cultivate a sense of belonging, and offer a safe, welcoming environment for engagement. This absence constrains opportunities for students to connect with peers, access holistic services, and participate in culturally affirming activities, all critical components for retaining and empowering disproportionately impacted students.

Additionally, as enrollment continues to rise across programs—from 42 students in Fall 2022 to 123 in Fall 2025 (a 193% increase)—the need for additional counseling support remains evident. In previous years, a proposal for a full-time, tenure-track EOPS/Promise (PSP) Counselor was submitted to help address this growing demand, though it was not approved. The need, however, persists as both programs continue to share a significant number of students. Expanding counseling

capacity would strengthen service coordination, improve caseload management, and help close equity gaps by ensuring students receive consistent, timely, and holistic support.

As the College continues to broaden its student support services, EOPS must also adapt to remain aligned with Title 5 requirements, which mandate that the program provide services "over and above and in addition to" those offered by the College. Without sufficient resources, staffing, and dedicated space, sustaining this elevated level of service delivery presents an ongoing challenge. Addressing these needs is essential to ensuring EOPS can continue to fulfill its mission of supporting disproportionately impacted students in achieving their educational goals.

The NextUp/FYSI programs play a critical role in advancing equity and student success for current and former foster youth, students who face significant educational and socioeconomic barriers. Since 2022–23, NextUp enrollment has increased by more than 300%. Prior to the launch of NextUp in spring 2023, FYSI operated as a stand-alone program, consistently serving between 8 and 13 students annually despite limited staffing and resources. This sustained participation demonstrates both the resilience of the program and the ongoing demand for dedicated foster youth support services. With the addition of NextUp and consistent staffing now in place, the programs are well-positioned for continued growth as outreach, recruitment, and retention efforts expand to serve a greater number of current and former foster youth.

The expiration of the $7,000 annual grant that supported foster youth not eligible for NextUp since 2020, has created a significant funding gap, limiting the ability to provide essential services such as case management, academic support, and resource coordination. Partial funding for the Program Services Coordinator and adjunct positions is critical to maintain program continuity, ensure effective delivery of wraparound services, and strengthen partnerships with county agencies and community organizations. Investing in these positions directly supports the College's commitment to equity and aligns with the District's mission to foster inclusive, student-centered education that transforms lives and promotes self-sufficiency among our most vulnerable students.

Program	2022-23	2023-24	2024-25	Fall 2025 (as of Oct 2025)
NEXTUP	4	7	12	17
FYSI	13	8	10	12

Impact of Resource Allocations Process (250 word limit)

13.   Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.

<u>Approved Resource Requests and Impact</u>

- Laptops: EOPS/CARE received laptops for student lending, helping students stay connected to online classes and campus resources.

- Professional Development (NextUp/FYSI): Ongoing funding enabled faculty and staff to attend trainings and conferences, improving support for foster youth students.

- Programming Funds (NextUp/FYSI): Funding for workshops and activities strengthened community-building and provided foster youth with valuable information and skill-building opportunities.

- Summer Counseling (EOPS): Summer counseling allowed students to access books, food, transportation, and high-touch guidance. Per Title 5, these services require counseling support, making this resource essential for year-round student success.

Resource Requests Not Approved

- Program Space: The lack of dedicated space limits opportunities for community building, personalized support, and the creation of safe, welcoming areas where students can gather, access resources, and engage meaningfully with the program.

- Professional Development (EOPS): Staff continue to use program funds for trainings, reducing the budget for direct student services.

- Marketing and Outreach: Video and multimedia content are needed to promote programs and engage eligible students effectively.

- Sustainable Summer Counseling: While summer counseling has been approved in the past, ongoing funding is not guaranteed. This service remains critical to supporting students who rely on academic, financial, and personal guidance during the summer months.

- *Food and Transportation Assistance: EOPS and CARE provide essential monthly support through food assistance (grocery cards and on-campus vouchers) and transportation assistance (gas or Clipper cards). As enrollment grows, demand for these resources continues to rise. Since 2022, EOPS food assistance has increased by 65% (from $56,714 to $93,502) and transportation assistance by 16% (from $63,857 to $74,272). CARE has also seen growth, with food assistance rising from $0 to $3,685 and transportation assistance increasing by 50% (from $2,744 to $4,125). These trends highlight the growing basic needs of our students and the importance of sustaining this support.*

14.   How have these resources (or lack of resources) specifically disproportionately impacted students/clients?

Unmet needs continue to disproportionately affect our students who rely heavily on program support. The lack of dedicated program space limits students' ability to gather safely, form peer networks, and access private counseling, which is especially important for those navigating complex personal and academic challenges. Limited professional development for EOPS staff reduces their capacity to address evolving student needs, and insufficient marketing and outreach restricts awareness of services for first-generation and underrepresented students who may not know how to access support.

The uncertainty of ongoing summer counseling disproportionately impacts students who rely on year-round assistance for books, food, transportation, and academic guidance. Without consistent summer support, students face gaps in access to essential resources, which can delay progress, reduce persistence, and widen equity gaps.

In sum, while approved resources have helped mitigate barriers, persistent unmet needs continue to create disproportionate challenges for the most vulnerable students, limiting their full participation and success in college. To sustain the current level of food, transportation, and counseling support, it is essential to identify ongoing and diversified funding sources. Rising salary and benefit costs continue to absorb a significant portion of program budgets, leaving limited flexibility to address

increasing student demand. Without additional financial support, the program's capacity to meet basic needs and promote equitable student outcomes will be difficult to maintain.

SAOs and SLOs (Suggested 250 word limit)

15.   State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).
EOPS aims to increase student access, persistence, and completion by providing equitable academic, personal, and financial support.

SAO 1: EOPS students will report satisfaction with the quality and accessibility of EOPS services, including counseling, communication, and program resources.
SAO 2: EOPS students will demonstrate higher persistence, retention, and academic success compared to the general student population.

SLO 1: Students will develop self-advocacy, goal-setting, and academic planning skills that contribute to persistence and completion.
SLO 2: Students will strengthen their sense of belonging and engagement through EOPS activities such as peer mentoring and Career Launch.

These outcomes are guided by EOPS's equity-centered mission to remove barriers and promote academic success for disproportionately impacted students.

16.   Describe how your program assessed your SAOs and/or SLOs.
We assessed the outcomes using multiple data sources and feedback mechanisms. The Outcome Comparison Report analyzed student success (69%), retention (85%), and persistence (73%) rates compared to a matched cohort of non-EOPS students. The End-of-Semester Student Survey (Fall 2022–Fall 2023) evaluated communication effectiveness, service access, confidence in achieving goals, and the impact of counseling and tutoring, showing over 90% satisfaction with communication, 66% reporting strong confidence in achieving educational goals, and 97% noting reduced anxiety about career planning. Additionally, findings from the Career Launch Case Study provided qualitative insights into how targeted career readiness activities enhanced student engagement and confidence. Together, these assessments offered a comprehensive view of student learning, service effectiveness, and areas for continued improvement.

17.   What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans to improve student access and success.
Assessment results have guided several key program improvements. EOPS strengthened outreach and recruitment, resulting in a 62% increase in enrollment from 2022–23 to 2024–25. To enhance engagement and student connection, the program hired peer mentors in 2024–25 and expanded collaboration with the Promise Program and Outreach Team to reach more first-generation and low-income students.
Student survey feedback underscored the importance of consistent, personalized communication and more proactive academic support. In response, EOPS expanded and diversified its communication methods, incorporating text messages, emails, phone calls, and Canvas announcements, to better reach students. The program also strengthened holistic student interventions, and integrated support strategies to ensure timely and equitable assistance for students at risk of academic difficulty.
EOPS also continues to integrate career readiness programming, such as Career Launch, which has demonstrated strong student outcomes, 97% of participants reported reduced anxiety about career planning and 100% indicated improved confidence and mental health. Moving forward, we will

continue refining these interventions, enhancing peer and counselor collaboration, and using assessment data to inform equitable practices that promote persistence, retention, and completion.

**18.	Utilizing your data findings, how did your program's SAO/SLO assessment address equity and antiracism?**
EOPS's assessment intentionally centers equity by evaluating how effectively the program supports historically underrepresented and economically disadvantaged students, over 70% Hispanic/Latino and 3% foster youth. Data show that while EOPS students face greater systemic barriers, they achieve comparable course success (69%) and higher award rates (27% vs. 21%) than peers, reflecting the program's equity impact.
Through initiatives like Career Launch, which 100% of participants reported improved mental health and career confidence, EOPS fosters a sense of belonging and empowerment. Surveys further revealed that 95% of students felt a greater sense of belonging at Cañada College as a result of program engagement.
These assessments inform equity-driven practices—such as personalized counseling, peer mentorship, and intentional outreach—that disrupt structural inequities. EOPS continues to analyze data through an antiracist lens, ensuring service delivery affirms students' cultural strengths, addresses disproportionate outcomes, and promotes social justice through education.

Looking Ahead

SAOs and SLOs for the Next Review Cycle (100 word limit)
**19.	State your SAOs and SLOs for the next review cycle.**
We will maintain the same SAOs and SLOs for the next assessment cycle to ensure consistency in measuring student progress and program impact. These outcomes continue to align with the program's mission to provide comprehensive academic, personal, and financial support that promotes student success, persistence, and completion.

Program Improvement Initiatives (250 word limit)
**20.	State your goals for the next 3 years.**
EOPS/CARE/NextUp/FYSI Program Space
- Fosters belonging and engagement: A designated EOPS space provides students, many of whom face economic and educational barriers, with a safe, welcoming environment to connect with peers, meet with counselors, and cultivate a sense of community that supports persistence and success.

- Enhances service delivery and student well-being: A centralized space allows staff to offer workshops, utilize technology for academic support, and provide areas where students can study, access basic needs resources, including food and hygiene supplies, and participate in holistic services that address both academic and personal well-being.

Increase Student Enrollment
- EOPS: Continue collaboration with Promise to expand enrollment.

- CARE: Strengthen partnership with San Mateo County Human Services to reach eligible students.

- NextUp: Collaborate with campus and community partners to raise awareness of support for former foster youth.

District-Wide Common Application

- Work with the District to implement a unified application for EOPS, Promise, and TRIO, targeted for Fall 2027.

Peer Mentors
- Maintain 2–3 EOPS Peer Mentors each year.

- Hire 1 Peer Mentor for NextUp.

- Request ongoing funding to sustain Peer Mentor positions.

Peer Mentor/Student Employee Trainings
- Expand training program for all student employees.

- Seek college funding to support ongoing training opportunities.

In-Person New Student Orientations
- Provide Chromebooks and a laptop cart to guide students in accessing EOPS and College online resources.

- Request funding to acquire necessary technology.

NextUp/FYSI Augmentation Funding
- NextUp: Partial funding for the Program Services Coordinator and adjunct positions will sustain program operations, ensure continuity of services, and support the growing number of foster youth served through NextUp and FYSI.

- FYSI: Funding to replace the expired $7,000 annual grant is needed to continue providing essential support and resources to foster youth who do not meet NextUp eligibility requirements.

21. What strategies would you use to address challenges that hinder the expansion or continuation of the equity gaps (from question 9)?

EOPS, as a social justice program, has long worked to remove barriers and close equity gaps for historically underserved students. To continue advancing these goals, the program focuses on expanding outreach to Latinx, AANAPISI, and other disproportionately impacted students, ensuring they are aware of and able to access the comprehensive support services available.

By maintaining high-touch, holistic support, including counseling, peer mentoring, EOPS helps first-generation, low-income, and foster youth students persist and achieve their academic goals. The program uses data to monitor enrollment, retention, and success outcomes, allowing interventions and resources to be targeted where they are most needed. Strong partnerships with on-campus programs and community organizations further extend students' access to academic, career, and social support.

Ongoing professional development ensures that staff remain culturally responsive and equipped to address the unique challenges these students face. Building on its foundation in social justice, EOPS continues to implement strategies that promote equitable access, engagement, and success, supporting Cañada College's mission as an HSI and AANAPISI-designated institution.

Program Review

22.   With an equity and antiracism lens, what changes will be implemented to improve your program? What specific professional development support do you foresee you will need in implementing these changes? Please include meaningful action plans to improve student access and success.

With an equity and antiracism lens, EOPS/CARE/NextUp/FYSI will continue addressing systemic barriers affecting disproportionately impacted student groups by deepening culturally responsive practices and strengthening data-informed interventions. The program will expand targeted outreach to first-generation, foster youth, and multilingual students through inclusive communication and multilingual materials.

Professional development will focus on culturally sustaining counseling practices, implicit bias awareness, and trauma-informed engagement. Participation in regional EOPS equity institutes and campus-led antiracism training will further build staff capacity to serve students equitably and promote a more inclusive learning environment where all students can thrive.

23.   How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?

To address the opportunities for improvement identified throughout this Program Review, EOPS/CARE and NextUp/FYSI will continue to advocate for additional resources, including budget augmentation for staffing, program space, technology, and funding to sustain high-touch services. We will strengthen existing partnerships and build new collaborations with on-campus programs, community organizations, and district initiatives to expand access and support for disproportionately impacted students. These efforts will ensure that our programs remain responsive to student needs, promote equitable outcomes, and continue to advance Cañada College's mission as an HSI and AANAPISI-designated institution. By combining advocacy, resource development, and strategic partnerships, the program will continue to enhance student engagement, persistence, and success.

If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there.

Resource Requests

Non-Personnel Item (2025 - 2026)

Program Requesting Resources
EOPS

Item Requested
EOPS Summer Counseling

Item Description
In order to provide book assistance over the summer we are required by the state to offer EOPS counseling. Counselors can also help with retention and recruitment efforts during this time since they do not typically work during the summer. Funding would be used to pay for current counselors in EOPS/CARE/NextUp/FYSI.

Program Goals this Request Supports
Provides access to low-income students, first-generation, and historically marginalized students.

Status
Continued Request - Active

Type of Resource
Non-Instructional Expenses (over $5,000) e.g., equipment

Cost
14,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
EOPS's mission is to improve accessibility, retention, and persistence for economically disadvantaged, first-generation, and historically marginalized students, fostering their success in higher education.

Critical Question: How does this resource request support Latinx and AANAPISI students?
EOPS provides support to Latinx students, who comprise over 71% of our EOPS student body, as well as AANAPISI students, constituting approximately 6%.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?
Make registration easier
Connect students to the academic program(s) and classes they need
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice
Improve the financial stability of students
Help meet the basic needs of Cañada students and other community members
Manage resources effectively

Resource Requests

Non-Personnel Item (2025 - 2026)

Requested Year
2025 - 2026

Program Requesting Resources
EOPS

Item Requested
Recruitment/Informational Videos

Item Description
Create videos and informational materials, and expand our social media presence for EOPS/CARE/NextUP/FYSI.

Program Goals this Request Supports
Provides access to low-income students, first-generation, and historically marginalized students.

Status
Continued Request - Active

Type of Resource
Non-Instructional Expenses (over $5,000) e.g., equipment

Cost
10,000

One-Time or Recurring Cost?
One-time Cost

Critical Question: How does this resource request support closing the equity gap?
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Critical Question: How does this resource request support Latinx and AANAPISI students?
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Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Be the best college choice for local high school students
Help meet the basic needs of Cañada students and other community members
Ensure the physical campus is accessible
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students

Non-Personnel Item (2025 - 2026)

Requested Year
2025 - 2026

Program Requesting Resources
EOPS/CARE/NextUp/FYSI

Item Requested
EOPS/CARE/NextUp/FYSI Program Space/Room

Item Description
Student study area

Program Goals this Request Supports
Student Completion and Success

Status
Continued Request - Active

Type of Resource
Facilities Requests

Cost
0

One-Time or Recurring Cost?
One-time Cost

Critical Question: How does this resource request support closing the equity gap?
EOPS's mission is to improve accessibility, retention, and persistence for economically disadvantaged, first-generation, and historically marginalized students, fostering their success in higher education.

Building community is also a key component of the EOPS Program. Since we lost our student space in 2010, this has been a challenge. Now that we are back on campus it is critical we have a permanent safe space for our students to connect. The lack of space limits the ability of EOPS to build community and expand on a safe place for students to gather.

Critical Question: How does this resource request support Latinx and AANAPISI students?
EOPS provides support to Latinx students, who comprise over 71% of our EOPS student body, as well as AANAPISI students, constituting approximately 6%.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Help meet the basic needs of Cañada students and other community members

Resource Requests

Ensure the physical campus is accessible
Provide adequate access to technology
Improve the financial stability of students

Non-Personnel Item (2025 - 2026)

Requested Year
2025 - 2026

Program Requesting Resources
EOPS/CARE/NEXTUP/FYSI

Item Requested
Funding for Peer Mentors

Item Description
Assist with funding 2-3 Peer Mentors. Although they may qualify for work study, that funding is exhausted soon in the school year. We also have work for them during the summer to assist with retention and recruitment efforts.

Program Goals this Request Supports
Provides access to low-income students, first-generation, and historically marginalized students.

Status
Continued Request - Active

Type of Resource
Non-Instructional Expenses (over $5,000) e.g., equipment

Cost
10,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
EOPS's mission is to improve accessibility, retention, and persistence for economically disadvantaged, first-generation, and historically marginalized students, fostering their success in higher education.

Critical Question: How does this resource request support Latinx and AANAPISI students?
EOPS provides support to Latinx students, who comprise over 71% of our EOPS student body, as well as AANAPISI students, constituting approximately 6%.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?
Make registration easier
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers

Resource Requests

Be the best college choice for local high school students
Strengthen K-16 pathways and transfer

Non-Personnel Item (2025 - 2026)

Requested Year
2025 - 2026

Program Requesting Resources
EOPS

Item Requested
Chromebooks and laptop cart

Item Description
We now hold our new and continuing student orientations in person, which require students to use a computer. As the District continues transitioning to more online forms through SSL and WebSMART, our counselors and staff provide hands-on assistance to help students navigate these processes. In addition, computers are needed for our cohorted CRER 127 and 137 classes.

Please note: The quote from ITS is $14,520.78 for the Chromebooks, and for the laptop cart, ITS currently has a spare one that they can re-purpose, if not a new one is $1,100.

Program Goals this Request Supports
Provides access to low-income students, first-generation, and historically marginalized students.

Status
New Request - Active

Type of Resource
Non-Instructional Expenses (over $5,000) e.g., equipment

Cost
15,620.78

One-Time or Recurring Cost?
One-time Cost

Critical Question: How does this resource request support closing the equity gap?
EOPS's mission is to improve accessibility, retention, and persistence for economically disadvantaged, first-generation, and historically marginalized students, fostering their success in higher education.

Critical Question: How does this resource request support Latinx and AANAPISI students?
EOPS provides support to Latinx students, who comprise over 71% of our EOPS student body, as well as AANAPISI students, constituting approximately 6%.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Resource Requests

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Be the best college choice for local high school students
Help meet the basic needs of Cañada students and other community members
Manage resources effectively

<div align="center">Non-Personnel Item (2025 - 2026)</div>

Non-Personnel Item (2025 - 2026)

Requested Year
2025 - 2026

Program Requesting Resources
EOPS/CARE/NEXTUP/FYSI

Item Requested
Field Trip Funds

Item Description
Funding provides essential opportunities for our predominantly first-generation students. We organize visits to universities, employers, and conferences that allow students to explore and expand their academic, career, and professional development pathways. Each semester, we coordinate approximately three to five field trips, often in partnership with programs such as Promise and the Transfer Center. Funding also covers transportation, meals (per diem), and overtime for staff who attend during their off hours. We are also collaborating with our CSM and Skyline EOPS colleagues to plan a Southern California university trip during spring break. As part of this request, $3,000 is designated for local field trips and $4,000 for the Southern California trip.

Program Goals this Request Supports
Provides access to low-income students, first-generation, and historically marginalized students.

Status
New Request - Active

Type of Resource
Non-Instructional Expenses (under $5,000) e.g., printing services, printing, supplies, etc.

Cost
7,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
EOPS's mission is to improve accessibility, retention, and persistence for economically disadvantaged, first-generation, and historically marginalized students, fostering their success in higher education.

Critical Question: How does this resource request support Latinx and AANAPISI students?
EOPS provides support to Latinx students, who comprise over 71% of our EOPS student body, as well as AANAPISI students, constituting approximately 6%.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College

Resource Requests

that helps them persist and complete
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice

Non-Personnel Item (2025 - 2026)

Non-Personnel Item (2025 - 2026)

Requested Year
2025 - 2026

Program Requesting Resources
NextUp/FYSI

Item Requested
Budget Augmentation - NextUp/FYSI Salaries & Benefits

Item Description
Since 2022–23, NextUp enrollment has increased by more than 300%, underscoring the program's rapid growth and the continued demand for dedicated foster youth support services. To sustain this momentum, partial funding for the Program Services Coordinator and adjunct counselor positions is essential to maintain individualized case management, provide consistent academic and personal guidance, and ensure effective coordination of outreach, recruitment, and retention efforts. With consistent staffing now in place, these positions are critical to meeting the expanding needs of current and former foster youth and to advancing the College's commitment to equitable student success.
Requesting fund 1 to cover 25% ($34,510) salary & benefits of the PSC and 50% ($40,441) salary & benefits of the adjunct counselor. Any amount of funding will make a critical difference by allowing us to directly support former foster youth students with essential aid and resources.

Program Goals this Request Supports
NextUp/FYSI high touch personal support to current and former foster youth, ensuring equitable access, retention, and completion in higher education.

Status
New Request - Active

Type of Resource
Non-Instructional Expenses (over $5,000) e.g., equipment

Cost
74,951

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
NextUp/FYIS's mission is to improve accessibility, retention, and persistence for current and former foster youth.

Critical Question: How does this resource request support Latinx and AANAPISI students?
NextUp/FYSI provides support to a diverse student population, including Latinx students, who comprise approximately 70% of program participants, and AANAPISI students, representing roughly 7%.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Equity-Minded and Antiracist College Culture
Community Connections

Resource Requests

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Help meet the basic needs of Cañada students and other community members
Manage resources effectively

Non-Personnel Item (2025 - 2026)

Non-Personnel Item (2025 - 2026)

Requested Year
2025 - 2026

Program Requesting Resources
EOPS/CARE/NEXTUP/FYSI

Item Requested
The Career Launch curriculum is supported through a three-year contract at $7,000 per year. We are currently in the second year of this agreement and plan to continue the partnership to sustain and strengthen our career development efforts.

Item Description
The Career Launch initiative enhances our efforts to support students in exploring a range of career pathways and identifying opportunities aligned with their academic and professional goals. The program integrates best practices in career development by facilitating mentorship and the cultivation of internal advocates. These strategies are particularly impactful for first-generation students, as they promote the development of social capital and increase access to otherwise hidden job and internship opportunities. The Career Launch curriculum is also embedded in our CRER 127 Job Search class, reinforcing students' career readiness through structured instruction and practical application. For

Program Goals this Request Supports
Provides access to low-income students, first-generation, and historically marginalized students.

Status
Continued Request - Active

Type of Resource
Instructional Expenses (over $5,000) e.g., equipment

Cost
7,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
EOPS's mission is to improve accessibility, retention, and persistence for economically disadvantaged, first-generation, and historically marginalized students, fostering their success in higher education.

Critical Question: How does this resource request support Latinx and AANAPISI students?
EOPS provides support to Latinx students, who comprise over 71% of our EOPS student body, as well as AANAPISI students, constituting approximately 6%.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice

<div style="background:#0a6960;color:white;text-align:center;">Non-Personnel Item (2025 - 2026)</div>

Non-Personnel Item (2025 - 2026)

Requested Year
2025 - 2026

Program Requesting Resources
NextUp/FYSI

Item Requested
Budget Augmentation - FYSI Supplies

Item Description
FYSI Supplies
Since 2020, the College has received an annual grant of $7,000 to support current and former foster youth students who do not meet NextUp eligibility. This funding has now expired, and we currently have no resources to assist these students. Enrollment in FYSI has remained consistently strong, with 13 students in 2022–23, 8 in 2023–24, 10 in 2024–25, and 12 in Fall 2025, demonstrating sustained demand. With consistent staffing now in place, we anticipate that the number of students served will continue to grow, further underscoring the urgent need for renewed funding to ensure these vulnerable students have the support necessary to access, persist, and succeed in higher education.

Program Goals this Request Supports
NextUp/FYSI provides high-touch, personalized support to current and former foster youth, promoting equitable access, retention, and completion in higher education.

Status
New Request - Active

Type of Resource
Non-Instructional Expenses (over $5,000) e.g., equipment

Cost
7,000

One-Time or Recurring Cost?
Recurring Cost

Resource Requests

Critical Question: How does this resource request support closing the equity gap?
EOPS's mission is to improve accessibility, retention, and persistence for economically disadvantaged, first-generation, and historically marginalized students, fostering their success in higher education.

Critical Question: How does this resource request support Latinx and AANAPISI students?
NextUp/FYSI provides support to a diverse student population, including Latinx students, who comprise approximately 70% of program participants, and AANAPISI students, representing roughly 7%.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Be the best college choice for local high school students
Help meet the basic needs of Cañada students and other community members
Manage resources effectively
Connect students to the academic program(s) and classes they need