

East Kern College Center Department

ASP for Academic Year 2022-2023

November 2021

Description Of Section

Connection to College Mission

East Kern Center:

The East Kern Center serves the communities of Edwards Air Force Base, North Edwards, Mojave, Boron, California City and Tehachapi.

The Edwards AFB site offers the Cerro Coso IGETC, CSU Certification, and local pathways partially online and partially on-ground. Two degrees are available to students at this site: an AA in Liberal Arts: Arts and Humanities, and an AA in Liberal Arts: Social and Behavioral Sciences, which mainly online coursework. Students in the military can also take courses online and on-ground to complete their general education requirements for an associate degree from the Community College of the Air Force (CCAF) at the Edwards AFB site.

The Tehachapi campus offers the Cerro Coso IGETC, CSU Certification, and local pathways, as well as associate degrees in Liberal Arts: Arts and Humanities, Liberal Arts: Social and Behavioral Sciences, and Medical Assisting 100% on-ground.

Additionally, students can complete an Associate Degree in Psychology almost entirely on-ground, with the exception of one online course. Available CTE programs at the Tehachapi site include Emergency Medical Technician certificate offered 100% on-ground and Industrial Technology courses in the area of Welding. Most recently in 2019, the Tehachapi campus was identified to begin to offer a POST certified modular police academy where students can earn college credits that can be applied toward a degree.

Students and recruits who complete programs at our academy will be eligible to apply for a variety of law enforcement careers such as a police officer, deputy, reserve, probation or parole officer, and more.

In a non-traditional college setting, East Kern has a state-wide recognized face-to-face Incarcerated Student Education Program (ISEP). East Kern offers a variety of degree pathway college courses at the California City Correctional Facility (CAC) and at the California Correctional Institution (CCI -Tehachapi). Both California City Correctional Facility (CAC) and California Correctional Institution face-to-face college program offers students access and opportunity to earn an AS-T and AA-T through IGETC and degree pathways, as well as an associate degree in Liberal Arts: Social and Behavioral Sciences and Humanities.

Kern River Valley:

Another office location that falls under East Kern's umbrella is the Kern River Valley site. The Kern River Valley (KRV) campus serves the rural communities of Lake Isabella, Wofford Heights, Kernville, Bodfish, Weldon and Onyx from an office location located in the town of Lake Isabella. In support of the College's mission, KRV provides distance education support in the areas of general, transfer, and career technical education programs to ensure that all students are adequately served.

East Kern and Kern River Valley:

All sites in the East Kern (South Kern) region offer comprehensive support services on-ground that assist with supporting the institution's instructional programs and overall College mission. These services include the following: Library, Learning Assistance Center, Counseling, Access Programs, Admissions and Records, and Financial aid accessibility. All other student serves are provided online or via the IWV campus.

Overall, the East Kern campuses embrace and are committed to serving the diverse socioeconomic population of students who reside in the surrounding rural communities by providing outstanding educational, career technical, dual enrollment, prison education and distance education programs, along with facilitating student success through comprehensive supportive services. This ongoing commitment strives to meet our students' and community's educational and training needs that are in connection

with Cerro Coso Community College's primary mission.

Review And Planning

Performance and Equity Gaps Still to be Addressed

CCCC's Student Equity Plan identifies goals for the following target groups: African Americans, American Indians/Native Alaskans, males, foster youth, economically disadvantaged, and students with disabilities.

Equity gap indicators include these five areas: access, course completion, basic skills, degree and certificate completion, and transfer.

Specifically looking at success in terms of college data and connecting that data to the creation and implementation of targeted upcoming year equity strategies, one larger equity gap that stands out is with our EK African American students and their success rates.

The below data reveals success percentages for our African American (specifically in distance education students). This EK teaching modality was reviewed and targeted due to the COVID changes/environment. Based on low success rates with our African American students, EK will be applying one specific strategy to assist.

<u>Year</u>	<u>Attribute</u>	<u>Headcount</u>	<u>Retention</u>	<u>Success</u>
2020	African American	158	67.7%	46.8%
	American Indian	37	78.4%	59.9%
	Asian	110	95.5%	90.0%
	Filipino	37	97.3%	89.2%
	Hispanic/Latino	1151	88.2%	75.0%
	Not Reported	8	100.0%	100.0%
	Pacific Islander	19	94.7%	94.7%
	Two or More Races	131	88.5%	75.6%
	White	1089	90.4%	81.4%

Course success is defined as, "Percentage of distance education students who successfully completed a course: (a grade of A, B, C, SP or P)".

Strategy:

"You've got questions, we've got answers" - EK Technology Check In Campaign

EK staff will contact African American students by phone and email to "check in" and inquire about technology needs, challenges and assist and/or refer to appropriate services when support is needed.

- Contact – All African American EK DE students ONE week before semester starts
- Contact – All African American EK DE students ONE week before 60% census
- Contact/Follow up at the end of semester for evaluation purposes

This strategy focuses on the success factors of directed, connected and nurtured and targets potential technology factors that are negatively impacting student's overall course success rates.

Last Year's Initiatives

Workplace Well-Being

Due to the COVID climate and remote working conditions during the 2020-2021 academic year, this initiative was withdrawn, but was replaced with a similar initiative (going on right now 2021-2022) called, "Collaborative Leadership". This new initiative takes into account the action plan of this previous initiative along with other steps to increase employee morale and work-place well being in East Kern.

Optimizing Delivery Systems in Prison Education - Locate Funding

This initiative has been withdrawn. The ISEP team attempted/applied for a \$1 million dollar grant through Ascendium Education Group. Out of all applicants (nationwide), ISEP's application came in second (which does not gain the funding required to complete initiative). This innovative idea is the future, but current ISEP leadership will need to make a decision on whether to search and apply for funding opportunities in the future to make this plan/goal achievable.

Growth of Online Enrollment at KRV- High Tech Branch Access

All enrollment was negatively impacted by the COVID pandemic at the Kern River Valley campus. As we move through the pandemic and begin a "new normal" we expect to not only recover but to increase our online enrollment.

Even though the initiative online enrollment target was not met, planning and steps are continuously being done in order to focus on enrollment management (for example, research and planning of potential workforce development noncredit courses). Also, the need for advertising and social media platforms will also be key to the growth of online enrollment at the Kern River Valley site.

College ThroughOut - Incarcerated Students Transition & Re-Entry Pathway

CCCCO reentry grant provided an opportunity for our college to receive funding that targeted formerly incarcerated/justice involved students. The "College Through Out" concept was created. Even though this concept/ branding did not come to fruition, the action plan focusing on closing transition gaps did occur.

Voluntary contact forms were created and used to collect student data to determine what individual reentry materials were needed by students. Also, direct student services assistance was provided to students continuing at Cerro Coso and/or transferring to a four-year university. Lastly, Reentry nonprofits and CSU Project Rebound contacts were obtained to assist our formerly incarcerated/justice involved students. With the grant coming to an end this year (2021), a decision by ISEP will have to be made on what transitional/reentry will continue to look like moving forward after review and evaluation.

Initiatives for Next Academic Year

Improving Equity and Access to Dual Enrollment

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Cerro Coso Community College was awarded a Guided Pathways Alignment Project (GPAP) grant. The primary objective of GPAP is to develop strategic partnerships between community colleges and high need high schools focused on increasing student success and advancing an equity agenda. Based on this award, it provided an opportunity for EK to focus and brainstorm on ideas to improve equity and access to dual enrollment opportunities with Mojave Joint Unified School District (MJUSD), thus creating this initiative.

Work and accomplishments to date:

- California City High School has a robust and continually growing Dual Enrollment program
- Cultivating students' experience and preparation for college through the offering and access of multiple spring semester dual enrollment sections of COLL C100- *Student Success Career Pathway* for all freshman high school students.
- The partnership has enacted a working Cross-Functional Information Team (CFIT) with a solid core of 8-10 active team members representing both educational institutions

Equity focus and goal:

Cerro Coso Community College (East Kern) partners with the high schools located in the Mojave Unified School District (i.e Cal City and Mojave High Schools). The current CFIT EK team (10-12 active team members representing both educational institutions) will identify a cohort of incoming 9th grade students during each fall semester and will follow their progress through high school and freshman year at CCCC.

In connection with the CAPP Guided Pathways Alignment Project (GPAP), this effort will focus on a subset of African American/Black males in the cohort from low socio-economic levels. We will track these identified students' progress in meeting

the following goals:

- Achieving a 2.0 or higher GPA
- Enrolling and passing the spring dual enrollment COLL C100 spring semester course during their freshman year
- Passing two college level dual enrollment/concurrent courses during their four years at the high school
- Staying on track with A-G completion

Activities aimed at bridging the equity gap:

Professional Development – Connecting the college with the high school partners through training on topics that address college knowledge, college awareness, culturally responsive and inclusive classroom climates along with student success and engagement strategies.

Meet with administration, teachers and staff during district semester in-service days to educate and provide information about dual enrollment college courses and the benefits to all front line staff that have access to all students. Provide Cerro Coso Community Colleges dual enrollment packets/handbooks/etc. to all high school staff for reference.

Start engagement, connections, outreach and educational counseling supportive services during the fall semester of the students' freshman year.

Freshman student participation (enrollment and completion) in the spring dual enrollment COLL C100 course.

Create the COLL C100 course as an 8-week class and run the second eight weeks of the semester. This will provide the student with introduction to this course during the first eight weeks of the high school class portion so that the student can have a better understanding on what the class entails and their ability to successfully complete this college course prior to signing up.

Provide intervention and support for identified at-risk student (of academic failure), including tutoring, increased counseling contacts and access to workshops (for both student and parent).

Provide CCCC Counseling workshops to increase understanding of high school to college pathways and transition to college.

Review college practices and policies on GPA requirements (i.e. 2.0 GPA) for incoming freshman so that this requirement is not a barrier to student access to COLL C100.

Early Observational Data, or "Lead" Measure(s):

How progress towards goal will be measured

Identification of subset group of students during fall semester of freshman year.

Completion/success in COLL C100 (spring dual enrollment course).

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

Identify cohort/student's completion of two or more dual enrollment/concurrent enrollment courses by the end of their senior year in high school.

Increased high school graduation rates of identified student subset group.

Person Responsible:

Kristin Hanle (Dual Enrollment Campus Manager) & Lisa Stephens (Director of East Kern)

Unit gap or institutional goals addressed:

It addresses a gap in student equity, It addresses a Guided Pathways practice, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

EK/KRV Targeted Enrollment Management– CTE Noncredit Course Research/Creation/Implementation

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Noncredit instruction includes an array of no-cost courses that help student reach their personal, academic and professional goals. The hope is that these courses will provide a collegiate experience along with potential interest for these non-credit students to pursue other higher education courses/programs at our campus.

"Noncredit courses offered in the four distinct categories (instructional domains) of English as a Second Language (ESL), Elementary and Secondary Basic Skills, Short-term Vocational, and Workforce Preparation are eligible for **"enhanced funding"** when sequenced to lead to a certificate of completion, or certificate of competency, in accordance with the provisions of the California Education Code governing Career Development and College Preparation (CDCP) programs" (CCCCO.EDU).

Why Noncredit?

- CDCP courses can be eligible for apportionment funding equal to credit
- Affordable (FREE to the student!)
- No cost to students
- No financial aid necessary
- Accessible
- Open entry/open exit format (optional) can serve students at point of inquiry
- Flexible scheduling
- Opportunity for students to re-enroll in a course, practice skills, and become more proficient
- Option for students struggling with credit courses, especially basic skills
- Completion of noncredit courses can be part of multiple measures assessments
- Opportunity to "create" college students – opens door to credit opportunities
- Focus on skill attainment, not grades or units
- Students may re-enroll until achieving all outcomes and objectives
- Pre-collegiate skills development
- Prepare for credit programs or employment
- CTE: preparation, practice, and certification

Strategy:

With the input and assistance of CTE faculty, professional experts and the Dean of CTE, the goal of this initiative is to identify, create and pilot potential sequences of non-credit CDCP courses in short-term vocational, workforce preparation (certificates of completion) and/or sequence of CDCP courses in ESL and/or Elementary and Secondary Basic Skills noncredit courses in the EK/KRV area (and potentially all campuses at Cerro Coso Community College).

Potential Noncredit Sequence Courses:

Truck Driving – Workforce Preparation

- Class 1 - Preparation for DMV exam (CDL) Coursework on driving rules and regulations for CDL. Prepares students for the DMV written test.
- Class 2 - Driving Course
- Hands on truck driving training. How to properly drive a truck, safety, and procedures. Prepares students for the CDL Driving test. (Partner with trucking companies for employment opportunities)

English as a Second Language – ESL

- Beginning Level 1

- Class 1 – Common words and phrases
- Class 2 – Pronunciation
- Beginning Level 2
 - Class 1 – Vocabulary/Pronunciation
 - Class 2 – Grammar
 - Class 3 – Reading/Writing
- Beginning Level 3
 - Class 1 – English at Home and School
 - Class 2 – English in the Workplace and Leisure
 - Class 3 – English in the Workplace and Education
- Workforce Language Preparation
 - Class 1 – Language Preparation Applying for Employment
 - Class 2 – Language Preparation for Entry Level Positions

(Create an ESL app on Google App Store and Apple Store for continued ESL education. The app would be for purchase to further develop language skills. Would need district support/buy-in)

Basic Business Start-Up – Workforce Preparation

- Class 1 – Intro: How to Start a Small Business
- Class 2 – QuickBooks Basics for Small Businesses

Basic Computer Course – Workforce Preparation

- Class 1 – Basis/Beginning Computer Skills
- Class 2 – Basic Office Skills
- Class 3 – Basic Internet Skills
- Class 4 – Basic Troubleshooting

Other potential noncredit courses: Coding (gaming); Motorcycle Repair; Viticulture/Enology; Brewing; Real Estate; Hospitality.

Early Observational Data, or "Lead" Measure(s):

Collaboration with CTE Dean and academic departments to identify areas of interest and potential courses, etc.

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

Creation of a minimum of one noncredit workforce preparation sequence in EK by fall 2023.

Person Responsible:

Lisa Stephens (Director of East Kern)

Unit gap or institutional goals addressed:

It addresses a Strategic Plan goal or objective, Other. Explain below

Enrollment Management

Resource Needs

Facilities

Tehachapi Campus:

Tehachapi has the potential to be the same size as the main campus based on population and future growth (see data below). For example, future growth at this time includes 1,000 new homes being built in the City of Tehachapi.

Background: Instability - Cerro Coso's lease with Tehachapi Unified School District is up on June 30, 2022. As COVID has continuously evolved, Tehachapi High School now requires more space to accommodate physical distancing, which limits Cerro Coso's use of the vacant classrooms. The executive team is meeting with Tehachapi Union School District (TUSD) regarding growth and space concerns. TUSD has been reluctant to commit to providing additional space for our college operation. Annual unit plans show significant growth at the Tehachapi campus.

East Kern will be starting the process of looking into alternative space for our programs in Tehachapi on a short-term and long-term basis, including working with the City Manager and team on potential future campus space opportunities. The Tehachapi Campus/Market Survey Assessment of the area (requested in Marketing section) will be crucial in moving forward. A market study would focus on the Tehachapi area, and later expand to all of our service area in order to inform our Educational Master Plan due for review next year.

Request: For this growth to continue and explode, East Kern (Tehachapi campus) is in need of its own space that is not shared or associated with any other institutions/business, etc. Amount is unknown.

Population Data:

- **Ridgecrest: 34,075**
 - Data retrieved from <https://www.bestplaces.net/people/zip-code/california/ridgecrest/93555>
 - Burroughs High School – 1453 students (9-12th grade)
 - Data retrieved from <https://www.publicschoolreview.com/burroughs-high-school-profile/93555>
- **Tehachapi: 34,271** (including all housing zip codes – not just the City of Tehachapi)
 - Data retrieved from <https://www.bestplaces.net/people/zip-code/california/teahachapi/93561>
 - Tehachapi High School – 1299 (9-12th grade)
 - Data retrieved from <https://www.publicschoolreview.com/teahachapi-high-school-profile>

Kern River Valley Site:

This site's lease is expiring on June 30, 2021. KRV offers access opportunities to the area's distance education students. KRV also has a robust dual/concurrent enrollment program that provides access to high school students that live in the communities surrounding Lake Isabella.

Request: 5-year extension/lease agreement (lease to end June 2027).

KRV's lease/site provides college access to our low socio-economic students in the valley. The request is fiscally supported by the FTES generated from Kern Valley High School's dual enrollment program and student's enrollment in distance education courses. If Cerro Coso Community College were to close/leave the area, Bakersfield College would take over this dual enrollment program/courses.

Information Technology

East Kern/KRV Technology Requests/Needs:

REPEAT from 2021-2022 section plan – **WALL MOUNTED TELEVISION** at the Tehachapi Campus

Justification- Provides the ability to connect, direct and engage with student via technology on an ongoing basis.

NOTE: ALL other campuses except at the Tehachapi campus has this useful communication item.

Marketing

This request is a repeat from the 2021-2022 section plan.

The campus located at Tehachapi has the potential to be as large as the current IWW campus when looking at size, population and high school yield.

Marketing/publicity consultation, planning and implementation is a need in order to target and reach the potential students within this community.

Population Data:

- Ridgecrest: 34,075
 - Data retrieved from <https://www.bestplaces.net/people/zip-code/california/ridgecrest/93555>
 - Burroughs High School – 1453 students (9-12th grade)
 - Data retrieved from <https://www.publicschoolreview.com/burroughs-high-school-profile/93555>
- Tehachapi: 34,271 (including all housing zip codes – not just the City of Tehachapi)
 - Data retrieved from <https://www.bestplaces.net/people/zip-code/california/tehachapi/93561>
 - Tehachapi High School – 1299 (9-12th grade)
 - Data retrieved from <https://www.publicschoolreview.com/tehachapi-high-school-profile>

A comprehensive targeted plan is being requested. If this request is too large for current staff, a marketing consultant is being requested. Unknown cost associated with this request.

Specific Targeted Campus Request:

Facebook Advertising

Please Note: This is a yearly need/request

With the approval and assistance of Cerro Coso Community College's dedicated Public Relations and Marketing Director, the Tehachapi site was able to create and implement a campus specific Facebook page. We are requesting funding for Facebook Ads, targeted ads to reach different audiences, new and returning students in order to address the initiatives of growth.

Amount requested: \$1200.00 (continued \$100.00 per month)

Professional Development

Management/Faculty Leadership Development:

Professional development/conference promotes continuous quality improvement. Attendance in these trainings/conferences can play a supportive role in connection to our college's goal of targeting enrollment growth and sustainability. Professional development opportunities provide employees an outlet to learn about ideas that can be used to support the college along with gives an opportunity for the employee to have time to think and create innovative ideas taken from the professional development experience.

Conference/professional development opportunities provide administration with the ability to present at breakout sessions to highlight Cerro Coso Community College's outstanding programs along with gathering information, data and ideas so that all CCCC programs can continue to grow and continue to positively impact the student with their success and completion along with the college fiscally.

1. Dual Enrollment Manager – Attend ACCA conference in 2021 and the National Alliance of Concurrent Enrollment Partnerships (NACEP) conference (typically out of state). Amount requested is \$1500.00.
2. Director of East Kern to attend the ACCCA conference. Amount requested is \$1500.00.

Total requested: \$3000.00 (increase request of \$500.00 from 2020-2021 based on increase in travel costs)

This request is connected to the climate survey of employee morale and professional development.

Other Needs

East Kern is requesting executive administration to review the organizational chart in the area and make the following change:

1. ISEP Director to be supervised by the VP of Academic Affairs based on the position directing and overseeing "prison campuses/sites". A dotted line can also go to the Director of East Kern regarding EK facilities and items associated with the EK campuses.

East Kern is requesting that the English Department look at the need for a Communication Studies program/faculty in the future. This has been a request of students in the EK/ISEP area. This program would advance and contribute to an increase in enrollment and choices for the students that we serve in all areas.

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

Librarian - EK Section Plan Fully Supports this Faculty Request

Location:

EKC Edwards/Cal City, EKC Tehachapi

Justification:

EKC Edwards/Cal City, EKC Tehachapi

Justification:

Since 2007, the Accrediting Commission for Community and Junior Colleges (ACCJC) has clearly stated its expectation that colleges currently be at the "Continuous Sustainable Quality Improvement" in support of student success and educational excellence. "The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.1 and II.B.4)"

(<https://accjc.org/wp-content/uploads/Accreditation-Standards-2014-with-BA-degree-highlights.pdf>)

East Kern administration, faculty and staff all collectively agree and support the below EK full-time Librarian position request to meet the standard of not only student success/educational excellence, but the information and learning support services Accreditation Standard II B. Our area has come to a point that this full-time Librarian position is a **critical need** for the learning and success of **all** EK students (i.e. on-site, distance education, incarcerated and dual enrollment) based on enrollment and FTES generation.

Below is the position justification pulled from the 2022-2023 Librarian AUP position request:

For the 5th consecutive year, we are requesting a Librarian to serve our expanding service area in EK (Tehachapi Center and CCI Prison). We are aware that new positions may not be considered due to the budget uncertainty that has arisen from the pandemic; however, we are including this to serve as documentation of the continued need for this position.

Cerro Coso's ISEP program has now grown into its own campus with a Director and designated staff. ISEP enrollment is nearly equal to our online enrollment at the college. While the library makes every attempt to offer equitable library supports to ISEP students, we are unable to do so with only two full-time librarians who are already serving the needs of students across the college's service area, including online. We have also dealt with high adjunct turnover. Additionally, the Tehachapi campus has been underserved by the lack of a librarian at EK.

This Librarian would:

Provide library instruction and reference assistance to incarcerated students as well as students enrolled at the Tehachapi Education Center. Collaborate with EK faculty on designing curricula that builds information competency skills, an Institutional Learning Outcome.

Perform collection development and maintenance in collaboration with EK faculty and working with the prison administrators and librarians.

Offer library instruction and workshops to students at EK and in ISEP courses.

Ensure OER adoption at the prisons is compliant with Creative Commons Licensing.

Work with the IWW Librarians to align library programming, services, and access to resources to achieve Accreditation Standard II B (equitable library services to ALL students regardless of location or means of delivery).

Data Justifications:

Prison reference began in AY 17-18 with 669 prison reference compared to on-ground, which was 377. In AY 18-19, we had 1074 prison reference, compared to 425 for on-ground. We also staffed 1.8 FTE adjunct hours in AY 18-19, with the majority being at EK. For AY 19-20, prison reference was 540, compared to 224 on-ground. For AY 20-21, prison reference was 179 compared to 0 on-ground. Both AY 19-20 and 20-21 reflect lower statistics as a result of the library closure due to earthquake damage (on-ground) and the global Covid-19 pandemic that closed the college and moved prison education to correspondence mode, which decreased faculty submitting large batch student research requests. As we move back into in-person instruction at the prisons, prison reference will grow back to the increased rates we saw before the pandemic. As the prison enrollments continue to grow, so will the need for library supports.

At least two sections of LIBR C111 are taught each semester at the prisons using adjuncts. This amounts to a .4 semester faculty load.

Two full-time counselors have been hired to serve the needs of ISEP students.

Prison instructors have a goal of 100% OER adoptions, so there is a need for increased library support to ensure Creative Commons compliance and to help avoid potential copyright violations that could put the District in legal jeopardy.

EK Counselor - EK Fully Supports this Faculty Request

Location:

EKC Edwards/Cal City, EKC Tehachapi

Justification:

East Kern agrees with the need for this faculty position to be hired.

Information/justification taken from Counseling AUP 2022-2023 plan.

The East Kern Center had previously been operating with one full-time counselor and two Educational Advisors. Over the past two years, the needs of campuses in this area and CCI have shifted the staffing priorities for the Counseling department. While enrollment declined at KRV, it increased at the Tehachapi Education Center, CCI, and for the dual and concurrent enrollment program. Additionally, an EOPS program was developed at CCI and for the Tehachapi site which has the ability to be expanded. Tehachapi CCI has approximately 820 students. There were 39 graduates at CCI for the 20-21 school year. Cerro Coso is expecting an 18.2% increase in headcount for the dual enrollment program which has already grown. The largest portion of that program resides in the communities surrounding East Kern. This requires the need to ensure staffing is best aligned to support both the site, the surrounding communities, and the prison.

Based on the limitations of Classified work that can be completed by Educational Advisors and the shifting needs of the sites and prison, it has been determined that two full-time counselors and one Educational Advisor would serve the needs of students more effectively. Counselors are able to conduct certain activities such as comprehensive education planning, transcript evaluations, and graduation evaluations that typically cannot be completed by Educational Advisors. In addition to the general population at the site and in the prison, this full-time counselor will work with students in EOPS and DSPS programs. This requires a counselor who meets minimum qualifications in certain areas and to have a specialized skill set. It is anticipated that the EOPS population will expand at the prison and the site.

2000 Category - Classified Staff

None

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification: