PCCD Districtwide Response:
Emergency Conditions Allowance Application

The Peralta Community College District is engaged in collaborative efforts to improve enrollment and increase the access and success of students. These efforts are a product of close collaboration across administrative, student, and instructional services. The planning and actions also include district and college coordination on items that impact students across the four colleges.

1. Describe the actions the district has taken to increase enrollment.

   o What is the district currently doing to increase enrollment, persistence, and completion?

The Peralta Community College District (PCCD) is engaged in target marketing to the surrounding community. This includes direct mailers to homes, multiple forms of digital marketing, linking to community events, hosting on-campus enrollment workshops, and utilizing bi-lingual materials to reach our diverse audience. We are also re-engaging former students who have not returned as the result of the impact of pandemic.

PCCD has also developed new and improved websites that streamline information making it easier to access. Importantly, PCCD's new student enrollment platform was recently upgraded to dramatically ease the enrollment process and simplify communication with students.

To improve enrollments, the colleges are developing intentional scheduling for the evening, planning short term courses based on student goals and needs, following a 2-year scheduling calendar, building schedules using FTES projection sheets, and is engaging in cross-departmental collaboration so that courses can be stacked in a student's schedule.

To encourage retention and persistence, as part of the guided pathways efforts the colleges have created program maps which outline course sequences for students. Departments actively use the maps when determining course offerings.

   o What will the district do differently to increase enrollment, persistence, and completion? Please include information about strategies related to: student reengagement and persistence, changes to course scheduling and program review,

PCCDs central approach, post pandemic is threefold; one is to alleviate economic barriers, re-engaging community partners, and the third is to use multiple forms of data to schedule to students' needs.

The colleges are implementing the following plans designed to remove barriers that often prevent prospective students from applying and enrolling, and former students from persisting: Free childcare for students who can't afford it on their own. Providing grocery store and cafeteria gift cards and book vouchers.

Laney College, as example, is taking a radical approach to increase enrollment for fall 2022. By using remaining HEERF dollars and bundling with existing student basic needs resources, attendance at Laney will be free for all students in fall (except international students.) The only requirement is that students need to complete their Federal Application for Student Financial Aid (FAFSA). The college will pay for any unmet need in tuition, student health fees, and student activity fees. It will cover all textbook and instructional supplies costs for items purchased in the college bookstore. It will pay for parking, will provide all students with a bus pass, provide students with laptops to check-out, and will provide free lunch on campus during the week. Providing direct basic needs resources to students in something Laney has done throughout the pandemic, and the college is excited to be expanding the benefits to all students and to be expanding what is free. "Laney is Free for Fall" is marketing strategy and we are hopeful that it moves the needle on student enrollment and that it meets student needs.

For re-engaging partners, the colleges have teamed up to visit local high schools in person to meet with counselors, principles, college liaisons, parents, and students to inform the community about opportunities and increase dual enrollment offerings. The Colleges are actively engaging nonprofit, governmental, and private partnerships that provide resources that can support students. Merritt College for example, is set to participate on specific committees of the EAST BAY INTER-AGENCY TRAINING COUNCIL (EB/IATC) that focus on workforce development and provide opportunities to collaborate and assist agencies that need help with onboarding their clients into specific training programs such as Merritt's Cyber Security / Computer Science.

The use of data for scheduling is not new for PCCD, but we recognize that the landscape and demographics have shifted during the pandemic so new data and approaches to analyzing the data are being utilized. This includes, student need data, enrollment projections, student educational plans, and community surveys. BCC for example is pivoting its approach to collecting data since the pandemic shifted the location of many of its students. This includes detailed gentrification studies produced by BCC's transfer partner, U.C. Berkeley. The study entitled "Urban Displacement Project" which tracks the economic vulnerability to gentrification by neighborhood. These environmental scan data provides a foundation for BCC to provide access to higher education, thus a pathway to upward social mobility.

PCCD is planning a community wide in-person listening session where key partners in the economic, educational, religious, non-profit sectors and more can describe their needs and any challenges or new partnerships that can be addressed. Over the fall semester, the colleges will be holding a series of Community Enrollment Pop Ups in specific locations that target populations that are underrepresented. The goal is to reach African American and Latino male populations that currently have the lowest enrollment rate in our district. We believe that the full implementation of Guided Pathways along with these efforts will increase enrollment, retention, and persistence.

- How is the district using existing resources to support student basic needs and direct resources to students?

Each of the college's services align with Guided Pathways Pillar 3 "Moving Through-Staying on the Path". We assist students in staying on their path of academic completion by providing comprehensive counseling and advising support, tutoring support, and a computer and printing lab. The colleges provide interactive workshops promoting student success and community involvement, textbook loan programs, transportation vouchers, food vouchers, and Grab & Go's, which are a great opportunity for the College to provide basic needs support in the form of PPE for our students.

The colleges have also established and maintained foodbanks, Chromebook loan programs and continued access to free Wi-Fi. Students have opportunities to engage in multiple campus community learning programs with built in program resources, such as book vouchers, school supplies, gift cards, housing, and legal referrals.

An example of the way PCCD is centering students' basic needs is that all four colleges hiring a Basic Needs Coordinator. This role will provide enhanced resources for the food bank and lesson food insecurity. COA is specifically adding personal care items including baby formula, diapers etc. and will have direct liaisons with housing partners

- Provide details on class scheduling for Fall 2022 and Spring 2023 (as available) including the proportion of courses offered by time of day (day/evening/weekend), the proportion of courses offered by course length (full session, 8 - 10 week, less than 8 weeks), and the proportion of courses offered by modality (in person, online, hybrid).

PCCD begins developing the spring 2023 schedule in November and will use fall 2022 and prior years data to inform the development. Data for our fall 2022 schedule is as follows:

PCCD Courses Offered by Time of Day				
Time of day	Number of courses		Total	Percent
Day		1636	1983	82.5%
Evening		313	1983	15.8%
Weekend		34	1983	1.7%

PCCD Courses Offered by Course Length				
Course Length	Number of courses		Total	Percent
Full session		1406	1858	75.7%
8-14 weeks		294	1858	15.8%
Less than 8 weeks		158	1858	8.5%

PCCD Courses Offered by Modality				
Modality	Number of courses		Total	Percent
Hybrid		120	1997	6.0%
In-person		614	1997	30.7%
Online		1263	1997	63.2%

2. Describe the district's operational plans to absorb enrollment losses after 2022-23.

   ○ Describe efforts to increase uptake of federal financial aid and fee waivers and key contact at the District leading this work.

PCCD is increasing student applications for Financial Aid (FA) and fee waivers by increasing marketing efforts in the form of community outreach and on campus in-reach. Messaging focuses on the availability of FA for qualifying students in the form of emails, text messages, one-on-one, and small group FA appointments and consistent FA workshops on campuses. FA information is on the first page of each college and the district website. Additionally, each counselor inquires if a student has applied for FA as part of their initial appointments.

PCCD has also integrated ways for students to learn more about FA in the application process. When applying to enroll, students are taken to the college FA webpage and directed to the FA application. This increases the number of students who apply for FA and fee waivers.

Developing new and maintaining quality FA staffing remains key to the success of our FA programs. Each college has a FA Director position who coordinates with the district FA manager to solve problems and ensure proper distribution, reporting and functioning. Consistent district wide FA meetings and implementing our Data Integrity Project have improved FA for students and centralized reporting.

- o Conduct an analysis of students the district lost between Spring 2020 and Fall 2021, disaggregated by age, race & ethnicity, and other impacted groups.

PCCD like many other districts has seen a loss of students during the pandemic. We analyze this data and use it to inform our Equity Plans and re-engagement efforts. The following data disaggregates the demographics.

PCCD Students		
Enrolled in Spring 2020	No. of students enrolled in S20	22697
Students Lost	No. of students from S20 who did not enroll in F21 and did not receive AA degree	15080

Ethnicity	Headcounts	PCT%
S20	**15080**	**100.0%**
American Indian	36	0.2%
Asian	3301	21.9%
Black / African American	2764	18.3%
Hispanic / Latino	4401	29.2%
Pacific Islander	81	0.5%
Two or More	832	5.5%
Unknown / NR	742	4.9%
White*	2923	19.4%
Grand Total	**15080**	**100.0%**

Age Range	Headcounts	PCT%
S20	**15080**	**100.0%**
16-18	2081	13.8%
19-24	5062	33.6%
25-29	2277	15.1%
30-34	1541	10.2%
35-54	2672	17.7%

	Headcounts	PCT%
55-64	654	4.3%
65 & Above	531	3.5%
Under 16	262	1.7%
Grand Total	**15080**	**100.0%**

Gender	Headcounts	PCT%
S20	**15080**	**100.0%**
F	8197	54.4%
M	6372	42.3%
X	511	3.4%
Grand Total	**15080**	**100.0%**

* X = Unknown

DSPS	Headcounts	PCT%
S20	**15080**	**100.0%**
N	14521	96.3%
Y	559	3.7%
Grand Total	**15080**	**100.0%**

EOPS	Headcounts	PCT%
S20	**15080**	**100.0%**
N	14301	94.8%
Y	779	5.2%
Grand Total	**15080**	**100.0%**

First Gen	Headcounts	PCT%
S20	**15080**	**100.0%**
N	5396	35.8%
X	2365	15.7%
Y	7319	48.5%
Grand Total	**15080**	**100.0%**

* X = Unknown

* Highlighted data indicates disproportionate impact.

The PCCD Board has continued to strengthen policies to assure academic quality, integrity, and effectiveness in student learning programs and financial stability through their newly revised Board goals. These goals have fostered improved oversight in the areas aligned with the district's Vision for Success metrics. For example, Board Goal I: Educational Quality and Student Success, the Board has listed key actions to target oversight of enrollment targets, disaggregated student access and completion data so they can engage in meaningful discussions about students and their success. This includes student climate surveys to understand the impacts of the COVID-19 pandemic on our student populations, including those students who have not retained during the pandemic times. Additionally, Board Goal III: Fiscal Affairs states that, "It is imperative that the District has a secure and sustainable economic future; therefore, the Board will ensure financial accountability, responsibility, and stability that aligns with the Student-Centered Funding Formula (SCFF)." Key actions related to this goal are monitoring plans, strategies, and/or progress on enrollment management plans to ensure goals are realistic and realized. The Board has developed an annual calendar whereby these data and reports are presented on a regular basis.

The colleges and district are now developing their 2023 – 2028 Educational Master Plans, which aligns to board goals, college and district strategic plans, and aligns with the CCCCO Vision for Success. These plans will be presented to the Board for approval by the end of the 22 – 23 academic year.